THE IMPLEMENTATION OF K-W-L (KNOW-WANT TO KNOW-LEARNED) STRATEGY TO IMPROVE STUDENTS’ ARABIC TEXT READING ABILITY OF GRADE XI OF MA BAHRUL ULUM

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Abstract
This research aims to describe: (1) The implementation of K-W-L strategy to improve reading ability of Arabic texts of grade XI students of MIA MA Bahrul Ulum, (2) The improvement of learning outcomes of reading Arabic text of XI graders of MIA MA Bahrul Ulum Tajinan after the implementation of K-W-L strategy. The study used the action research design. The subject was MA Bahrul Ulum Tajinan, because the Arabic language learning in this school has not been running optimally. The selection of students of grade XI Mathematics and Science program was because the students of grade XI already have a lot of vocabulary and good understanding of qowaid. The study consisted of two cycles and each cycle consisted of stage of (1) planning, (2) implementation, (3) observation, and (4) reflection. The results of the study were that the K-W-L strategy was implemented by activating students to reveal preliminary knowledge related titles, guessing the contents of the text, and discovering new information after reading the text. The implementation of the K-W-L strategy improved the ability of students to read Arabic text by 16 points from the average of 67 to 83 with the mastery score of 95.5%.

Keywords: method of K-W-L, reading, Qira’ah, Arabic text, MA Bahrul Ulum

Abstrak
Penelitian ini bertujuan mendeskripsikan: (1) penerapan strategi K-W-L untuk meningkatkan kemampuan membaca teks bahasa Arab siswa kelas XI MIA MA Bahrul Ulum, (2) peningkatan hasil belajar membaca teks bahasa Arab siswa kelas XI MIA MA Bahrul Ulum Tajinan setelah diterapkan media K-W-L. Penelitian ini menggunakan rancangan Penelitian Tindakan Kelas (PTK). Pemilihan subjek penelitian yaitu MA Bahrul Ulum Tajinan, karena pembelajaran bahasa Arab di sekolah ini belum berjalan...
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Kata Kunci: metode K-W-L, membaca, qira’ah, teks bahasa Arab, MA Bahrul Ulum

INTRODUCTION

The quality of education is determined by many aspects, such as the role of educators, learners, infrastructure, curriculum, approaches, techniques and learning methods. When all aspects can run optimally, then the quality of education in an institution will be good. Education that is now held by the government is formal and informal education. Formal education in Indonesia is starting from SD/MI, SMP/MTs, SMA/MA, to university. The learning process of formal education is more accomplished in the classroom.  

The Arabic lesson is one of the important subjects in Madrasah Aliyah. The Arabic lesson taught in MA consists of four language skills. The four skills are listening skills (Istimal'), speaking skills (Kalam), reading Skills (Qira’ah), and writing skills (Kitabah).

Arabic language learning in MA aims to develop communication skills in Arabic, both oral and written that include four language skills. These four skills are taught in an integrated way. Therefore, these four language skills are the capital for the students to be able to communicate well. However, at the elementary level of education, learning is focused on listening and speaking as the basis of language. At intermediate level, the four language skills are taught in balanced. At the advanced level of education, it is concentrated on reading and writing skills, so that learners are expected to be able to access a variety of Arabic-speaking references.

2 Slamet Suyanto, Konsep Dasar Pendidikan Anak Usia Dini (Jakarta: Depdiknas, 2005), 15.
4 Ahmad fuad Effendi, Metodologi Pengajaran Bahasa Arab (Malang: Misykat, 2004), 23.
Reading skill is essential for learners to master. Reading is a way to obtain information through writing media. Munir in Erlina stated that reading is a great means to promote life-long-learning. By teaching reading it means giving the child a future i.e giving a technique of how to explore the "world" whichever he chooses and giving the opportunity to achieve the goal.6

Arabic language learning in schools and madrasah tends to be teacher centered. Students' participation in the learning process is less maximized, so that the students' mobility room becomes limited. These problems have an impact on students’ inactivity, and consequently also impact student learning outcomes, especially on their reading skills.7

Based on the results of the initial observation on 10 January 2019, the learning process in the classroom shows students’ level of reading understanding that is relatively low when the teacher gave Arabic text. Students were still confused in understanding the meaning of the text globally. Related to the above problems, it is necessary to search for alternative learning strategies that empower students in learning Arabic language. One of the alternative strategies suited to the above point at once to improve student learning outcomes is the strategy of Know, Want to Know, Learned (K-W-L). The K-W-L strategy is designed to help students in their overall learning (before reading, at the time of reading and after reading). K-W-L invites students to build familiar early knowledge, include predictions and reading anticipation, and promote organizational completion, reorganization, and developing information after reading a text.8

Madrasah Aliyah (MA) of Bahrul Ulum Tajinan was chosen because in the madrasah the Arabic language learning especially the reading skills (Qira’ah) is less paid attention and less developed by teachers. MA Bahrul Ulum Tajinan is a basic cloning system of Quality Development Institutions of Sabilillah Foundation of Malang. The Arabic lessons in the madrasah get enough portions, in addition to obtaining a time allocation of 2 hours (90 minutes) of lessons in one week, students of grade XI Mathematics and science Program, mostly domiciled at Ma’had also get additional hours (90 minutes) at the time of learning Diniyah, which includes NAHWU (syntax), shorof (morphology), Qowaid, as well as Muhasadah Arabic (conversation), in addition to the active hours of teaching and learning process in school. With the sufficient portions, the student-

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language skills should be developed more, especially reading skills and understanding Arabic narrative text, so that the achievement target of Arabic language results can be more maximized.

Based on the research results conducted by Harahap & Derlina, it was concluded that the K-W-L method by using tables could affect the teacher's approach, preparation and process of delivering lessons, positive effect on the motivation and participation of students in the classroom, positively impact learning outcomes, memory, self-assessment and as an upcoming study guide. Furthermore, the K-W-L method (Know, Want to Know, Learn) also gives students an early overview of the reading purpose and giving an active role of students before, during and after reading in order to help them think about new information they have received, as well as strengthen students’ ability to develop questions on various topics.

Meanwhile, the selection of the research object is grade XI because the students of grade XI in MA have been memorizing more mufrodat/vocabularies and understand some sentences pattern concepts compared with grade X who are relatively new in learning Arabic. Therefore, the researcher feels the need to explore capabilities and develop students' knowledge by applying the K-W-L method in Arabic language learning. Based on the explanation of the researcher above, the use of the K-W-L strategy is expected to improve students’ learning outcomes. The purpose of this research is to: 1) Describe the application of K-W-L method in learning to read Arabic texts of students of grade XI of Mathematics and Science program of MA Bahrul Ulum Tajinan and 2) Describe the improvement of the ability to read the Arabic language text of grade XI of mathematics and science program of MA Bahrul Ulum Tajinan.

METHOD

The study used the Action research design (PTK). The research subject was MA Bahrul Ulum Tajinan, because the learning of Arabic language in this school has not been running optimally. The selection of grade XI of mathematics and Science program is that because the students of grade XI already have many vocabularies and good understanding of qowaid. The study consisted of two cycles and each cycle consisted of the phase of (1) planning, (2) implementation, (3) observation, and (4) reflection. Research data in PTK is differentiated into qualitative and

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quantitative data. Quantitative data was in the form of numbers or scores, i.e., the score of learning outcomes. Meanwhile, qualitative data is a data or fact related to behavior, particularly the learning behavior that occurred in the classroom. The research instruments used in the study were test and non-test techniques. While the analysis of research data was done in two ways, namely qualitative and quantitative data analysis.

![Figure 1. Cycle of Classroom Action Research](image)

Source: Arikunto, et.al (2015: 42)

RESULTS AND DISCUSSION

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The first cycle consisted of two meetings, as well as the second cycle. As stated in the introduction, the K-W-L strategy consisted of three main steps, namely: a) know (what we know?), b) want to know (what we want to know?), and c) learned (What we learned?) Therefore, explanation to the results about implementing this strategy is organized according to the stage.

**What We Know?**

At the first meeting of this stage, the teacher displayed a title of the text "Daurul Masjid" to the students. After that, the teacher did brainstorming about the initial knowledge that the students know. This took place in a classical way. Students revealed what they already know and wrote it on the K-W-L worksheet that has been given. The teacher gave questions to develop the thinking framework of students "Is the mosque only useful as a place of worship?" The girl named Intan raised her hand enthusiastically "as a place to discuss religious knowledge mam" The teacher gave appreciation with the utterance "Ahsanti". A student named Ikmal raised his hand and answered "as
a place of *i’tikaf*. The teacher again gave additional questions "What activities do the community often do in the mosque?". The teacher appointed Syarifah to answer "When people finished praying they read al-Quran, mam".

Some answers that were uttered after the teacher’s questions regarding the initial knowledge they had about the title (Know):

a. The student named Yanto expressed "Mosque is a comfortable and safe place for Islamic Ummah."

b. Sri Bawon stated "almost all mosques in Indonesia have a high dome."

c. The girl named Andiya stated "mosque always has a large and beautiful courtyard."

d. Ila stated "mosque is a place for religious broadcasts."

e. Student named Iqbal stated "the Great Mosque is only located in major cities."

f. Nisa'ul stated "the mosque as a resting place for the travelers who are on the way."

g. A girl named Hafifah stated "mosque as a means of channeling information when there is a citizen who passed away."

h. Anam stated "The mosque is a place to establish Ukhwakh Islamiyah."

i. Maulida stated "the mosque as a place of scholarly and scientific deliberation."

j. Hasan stated "mosque is a part of public facilities that can be utilized by all Muslims".

Some students were active in answering the questions given, but others were just silent and waiting for answers from their friend who came in front of the class to write down the answers. The teacher has not been able to set time well so it exceeded the lesson time limit. Moreover, the teacher did not give students the opportunity to write new vocabulary that has been studied at the second meeting.

To increase student activity, at the first meeting of cycle II, the teacher divided the students into several groups, each group consisted of 3 students. Group divisions were based on students’ capabilities. After all students have gathered, the teacher displayed the text title "Madinatu Jogjakarta" on the projector screen. The teacher gave opportunities for students in groups to discuss their initial knowledge of the title that has been given. Furthermore, the teacher gave additional questions regarding students' initial knowledge, "What do you know about the old City of Jogjakarta, what is the privilege of the city of Yogjakarta compared to other cities?". "Why is the city of Yogjakarta has unique attraction for tourists?"

Some of the answers that arose after the questions given by the teacher regarding the initial knowledge they had about the title (Know):
a. The group of Ali Reza replied "Yogjakarta is a historical place for Indonesian people."

b. Evi’s group said "Yogjakarta is a tourist town that has many interesting tourist destinations."

c. Intan’s group explained that "Yogja City is a famous city of 1000 temples."

d. Iqbal’s group stated "Yogjakarta has been the capital of the state of Indonesia."

e. Hafifa’s group presented "Yogjakarta is a famous education city in Indonesian."

f. Sri Puji’s group explained "Yogjakarta has many traditions of Kejawen that not many people know.

g. Figo’s group stated "the city of Yogya is very famous for its delicious culinary."

Each group writes the results of their discussion on the K-W-L worksheet, the teacher checked the answers of each group, the answers among the groups should not be identical between one and the other. If there is a similar coincidence, the teacher asked the group members to re-discuss their initial knowledge of the text.

From the second cycle, students look more enthusiastic and active in joining learning activities, so that their Arabic text reading skills are nicer.

**What We Want to Know?**

After all students have written their initial knowledge in the first column of the worksheet, the teacher raised a question that guided students to guess the content of the text they have known the title (second column). The teacher tried to give questions related to the prediction of text content (second column). "What do you want to know from the title?" The girl named Evi hesitated to raise her hand, but she wanted to try to answer "I guess, the text contains what the role of the mosque in today's modern era". Tari tried to answer using Arabic language "}}}

The teacher gave appreciation by saying "Ahsanti". Some of the answers that arose after questions given by the teacher related to their initial prediction of text content (want to know):

a. Iqbal stated "The use of the mosque for teenagers in the modern era"

b. Student named Tari stated "The differences of the mosque now and in the past"

c. Hafifah stated "Facilities in the mosque"

d. Arfin stated "The history of the large mosques in Indonesia"

e. Students named Muhammad Riyan stated "Explaining the big mosques in Indonesia"

f. Nurbaidah stated "What is in the mosque?"

g. Khuslaela explained "The advantages and disadvantages commonly found in mosques."

The teacher gave the question and the students wrote the prediction about the text in the second column.
In the second cycle, the activity of predicting text content was done in groups. After all the groups have completed their answers in the first column, then students in groups were asked to write down their related text content and what they wanted to know from the text. The teacher gave an example prediction of the text content to the students "the text is about the characteristic of Jogja city that is not owned by other regions in Indonesia". In addition, the teacher gave questions to stimulate students in developing their fictional framework. "Why is the city of Yogja always identical to the palace?, why is Yogyakarta a historical city for our society?, Why is the city of Yogyakarta called a special region?" Some of the answers that arose after questions posed by the teacher related to their initial prediction of the text content (want to know):

a. Iqbal’s group explained "describing the history of the city of Yogyakarta until now."

b. Sri Lestari’s group stated "Explaining about the privileges of the city of Yogyakarta compared to other cities."

c. Ali Reza’s group stated "Describing the famous culinary tourism in kota Yogyakarta."

d. Figo’s group explained "Explaining about the famous historical sites in the city of Yogyakarta."

e. Evi Hamidah’s group expressed "The reason the city of Yogyakarta is the capital of Indonesia and the special region."

After students stated their ideas in the first and second columns, the teacher asked some groups to come in front of the class and present their discussion results. Other groups that become audiences were allowed to give questions, disclaimers or feedback.

From the second cycle, students look more optimally and appropriately in answering questions from the teacher than ever before.

What We Learned?

At the second meeting, the teacher gave a whole text entitled "Daurul Masjid". At the previous meeting, students did a brainstorming of their initial knowledge of text title and the prediction of the text content. At this meeting, students were required to read the text as a whole. After understanding the vocabulary in the text, the teacher asked students to identify what new information they did not state in the first and second column. The teacher directed students to reveal new findings. Next, the teacher asked students to identify what new information they did not state in the first and second column. "After you got the whole text, is there any new information that you have not stated in the first and second column?", Azizah rose her hand and asked "Mam... This text tells the role of the mosque in Andalusia, it is different from my prediction. Does it need to be written too? "The teacher answered “أنت ماهرة" Exactly, whatever you find and that you have not
written in the first and second column, then please write it in the third column." A student named Ikmal wrote the answer with Bahasa Indonesia "the mosque is usually surrounded by a large and beautiful garden" A student named Evi who wrote in Arabic ” "مسجد الاستقلال تبلغ مساحتها ٦٢ هكتارا" .

Some of the answers that arose after the questions given by the teacher related to new information students have learned after reading the activity:

a. Nisa'ul explained "This text describes the mosque of 'Cordoba' in Andalusia."

b. A student named Figo explained "In the Mosque of Jami’ Cordoba the Knowledge of religion and general sciences are learned."

c. Puji Lestari stated," The learning in mosques in Andalusia is free of charge."

d. Ikmal explained "Students in Andalusia get books, food and clothing with no charge."

e. Evi revealed" Muslims have great attention to the development of the mosque."

Next, group work on the second cycle is continued until finding information in the text. At this second meeting, the teacher asked the students to be together in group that had been formed in previous meeting. Furthermore, the teacher gave the text entitled "City of Yogyakarta" to each group. Like the activities that have been done before, students in group were asked to understand the text and note the new mufrodat or vocabularies that is still not understood. The teacher asked for the remaining time to find the meaning of Mufrodat by opening the dictionary. After some mufrodat meaning were found, the teacher asked the representatives of the students to write on the board. Subsequent activity was the teacher read the "City of Yogyakarta" fluently, correctly, and students imitated in turns according to the seat. After that, the teacher gave the assessment to students’ readings.

Further activity, students in-group were required to analyze what information they found from the text that they have not written in the first and second column. The time required to complete the third column was approximately 35 minutes. Some of the answers that arose after the questions given by the teacher related to new information students have learned after reading the activity:

a. Figo’s group stated "The City of Yogyakarta is very famous in the independence period of the Republic of Indonesia."

b. Efi’s group stated "Yogyakarta is famous for its special region."

c. Intan’s group stated "the most important tourist site in Yogyakarta is the Palace of Keraton."

d. Hafifah’s group stated "Masjid Keraton Yogyakarta is approximately 500 years old."

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e. Khoirul’s group explained that "Yogyakarta is famous for its traditional clothes called" batik".

To reinforce understanding and improve students’ activity in learning using the K-W-L method, the teacher asked several groups to state their opinions regarding the text. The groups that have presented the results of their discussions are: Evi Hamidah’s group (جوكجاكرثا مشهورة في تاريخ) and Siti Huslailatul (جوكجاكرثا معروفة باسم المحافظة الخاصة). Each group representative was asked to write their group’s answers on the board to be understood and discussed with other groups.

Based on the learning process each cycle indicates that learning begins by displaying the title of a text to students. The teacher used images as learning media, the teacher shows a picture related to the title. Suparno in Asrori & Ahsanuddin states that learning media can make it easier for students and make learning easier to understand. After displaying the image media according to the theme, the researcher asked students to write their initial knowledge of the text title on the worksheet that the researcher has given. Students were then asked to write down their prediction of the text content and what they would like to know about the text. After completing the first column, the researcher presents the text content as a whole. Students were asked to understand and express new findings they have not written in the first and second column.

These steps correspond to the schemata theory, as described by Nurbaya, et al. "The utilization of schemata at the time before reading was done for the establishment of early knowledge, activation of early knowledge, and focusing on students’ attention at the time of reading". By applying schemata theories to the initial activity of reading (know), students are expected to be able to explore all the knowledge they know about the title of reading before they read the text as a whole. The use of schemata to increase understanding of the text can be done by making analogues, making comparisons and using examples, and utilizing visual images that are closely related to the readings that can be performed on the activities before reading (know), while reading "Want to Know", and post-reading (learned).

In addition, the K-W-L strategy gives students an understanding of the purpose of reading and giving an active role, before and after reading. This method helps students to think of newly

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12 Imam Asrori & Ahsanuddin, Media Pembelajaran Bahasa Arab (Malang: Bintang Sejahtera, 2016), 60.
received information. In addition, this strategy can also strengthen the ability to develop questions about different topics and students can also assess their own work.

In K-W-L strategy, the reading technique of skimming is done to read a reading material quickly. The reading process is done by jumping, looking at the main points of thought in reading material while understanding the big theme and reading at a glance. Skimming aims to take the point or main of a thing. This means that in quick reading, the reader sees and pays attention to the reading material to seek the basic idea of a reading.¹⁴

Asrori (2011) suggests that reading skimming is included in the top-down approach, i.e. reading by focusing more on the idea than on the form.¹⁵ The focus on this content/idea is looked at the students' activities of rembug (brain storming) their early knowledge of the topic of reading. Moreover, the acronym of K-W-L itself also reflects the pressure/focus on the idea. K (What we know) emphasizes the initial idea that a student has had before reading the text. W (what we want to know) emphasizes on students’ prediction about the idea contained in the text at once is expected to be obtained from the text. L (what we learned) emphasizes the idea that is actually derived from the text.

Asrori suggests that learning to read Arabic in Indonesia tends to follow the bottom-up approach that goes linear from the introduction of writing symbols to the text content.¹⁶ Therefore, learning of reading skills (Qir'a'ah) with this top-down-based K-W-L strategy is a new thing that activates students in reading. Since the development of vocabulary mastery is very important in foreign language learning, the vocabulary aspect cannot be ignored. Therefore, in the implementation of KW L strategy, learning of new vocabulary is still done, but not highlighted. It is a form of top-down approach and bottom-up approach combination.

**Improving Arabic Text Reading Skills by Implementing the K-W-L method in grade XI students of mathematics and science Program of MA Bahrul Ulum Tajinan**

At the time of pre-test, in the learning of Arabic, especially in the maharah Qiro'ah before implementing the method of K-W-L, the score result obtained by students was 67 for the average, after the implementation of the method of K-W-L in the lesson of maharah Qiro'ah, the score

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¹⁴ Siti Nurbaya, “Pengaruh Skemata Terhadap Kompetensi Membaca, 60.
result was improve from the pre-test, with the average score was 79. Then it continued the post-Test II in cycle II, since it considered that there is a deficiency in cycle I, in post-Test II the average students’ score is increased from the score in post-Test I, with the average score of 83. The increase of score is the proof that the Arabic language learning especially in the maharah Qiro’ah with the method of K-W-L can improve the ability to read the Arabic language text of students of grade XI MIA MA of Bahrul Ulum Tajinan.

After the implementation of K-W-L strategy, the data of the increased ability to read the Arabic text of students is obtained. On post-Test 1, taken by 22 students, the average score was 79. There were 17 students from 22 students reaching the minimum mastery standard (78). While 5 students have not completed in this learning. Some of them have low levels of concentration, so it needs special attention to them to be more concentrated in joining the lesson. Thus, it can be concluded that by the end of cycle I, some students have not yet reached the learning mastery.

After re-implemented to the cycle II, the score improvement of Arabic text reading skill was achieved. From the whole students of grade XI students of mathematics and science program who take the second post-test it obtained the average score of students of 83. There were 90% of students who took the post-test got the score above 78 or meet the mastery criteria. Thus, it can be concluded that grade XI of mathematics and science program have been completed in the Maharah Qiro’ah through the method of K-W-L.

Based on the comparison of the score results of cycle I and cycle II, it can be concluded that the results of understanding reading the Arabic text of the student are increased after the K-W-L method. The comparison is presented in the form of the following table:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Average score</th>
<th>Percentage of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>79</td>
<td>77.3%</td>
</tr>
<tr>
<td>II</td>
<td>83</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

From the table above, it is noted that students' understanding of the text content after being taught with the K-W-L strategy increased by 4%. Improvements of the understanding can be visualized in the following graphs:
The data of the post-test is consistent with the data from observation and poll. The results of the observation by the teacher of subjects and observer showed that most of the learning activities were in accordance with RPP, and more conditioned than the implementation of the learning activities in cycle I, because students began to understand the flow of the K-W-L method implementation. So the conclusion is obtained as follows: 1) Student activity during the learning process in cycle II was better than the implementation of learning in the cycle I, 2) Time allocation (90 minutes) has been maximized by the teacher very well, so that each of the step listed in RPP is already implemented, 3) Students' evaluation results in improving the reading ability of students have increased, 4) students seemed excited during the discussion activities on cycle II, because students were more pleased to work in groups than working individually.

Based on the results of the posttest on the ability to read Arabic text has improved. This happened because the actions have been gradually performed in each cycle. In Cycle I students were required to express their initial knowledge of the title given by the teacher directly. The teacher would randomly point one of the students to mention their original ideas. Students became more active and were required to answer and play an active role in the learning process. It is in accordance with what has been expressed by Rustyaningsih "Students are expected to be actively involved in learning process in the classroom." 17 Next, after the initial activity before reading the

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text (know), the teacher did brainstorming regarding the prediction of students around the text content as well as what they wanted to know from the text.

As explained by Maulana "Strategy of K-W-L gives students the purpose of reading and giving an active role of students before, during and after reading." At the end of the activity, after students have read the text as a whole (learned) students are required to reveal new findings that they have not previously expressed. Teachers asked students to be active in answering and responding to statements submitted by some of their friends. Nurcahyanti (2018) describes in her book "The K-W-L strategy is an instructional reading method used to guide students through text. Students did brainstorming on everything they know related to the title and content of the text ". Once completed, they are asked to present their work in front of the class. That way, students become more active and be more able to explore their knowledge of text titles and text content.

In the implementation of cycle II, to improve the enthusiasm and eliminate the boredom of students, as has been described by Suhardiyanto “Learning is conditioned to be able to encourage the overall creativity of the child, help students get active and create a fun learning atmosphere.” The teacher divided students into groups. Each group was given the opportunity to discuss the initial knowledge related titles (know), the predicted analysis of the text content (want to know), and the new findings they had after reading the text in whole (learned). Harsonom et al. (2012) Explains "K-W-L is a method to help teachers turn on the background of students ’ knowledge and interest on a topic."

After the implementation of the K-W-L strategy in cycle II, the results of the posttest showed an increase of 5.6% at the class average score. Individual average score of 82.9. While the percentage of learning mastery has also improved. If in Cycle I it obtained the student's learning score of 77.3%, then in cycle II it obtained the score of 95.5%. From that number, the increasing percentage of student learning mastery has increased to 18.3% compared to the previous.
CONCLUSION

The results of the study mentioned that the implementation of K-W-L strategy could improve the Arabic text reading ability of students of grade XI mathematics and science Program of MA of Bahrul Ulum. In the first cycle, the initial stage (Know) the teacher gave the question (brainstorming) regarding the student's initial knowledge of the text. Next, the teacher asked questions regarding the students' prediction about the text content (want to know). In the last stage, the teacher gave the complete text to the students. Students were asked to analyze new knowledge findings that have not been disclosed in the first and second stage (learned). In the second cycle, the teacher divided the students in several groups, each group was given the opportunity to discuss their initial knowledge of the text (know), what they predict of the text content that would be given (want to know) and after they read the entire text carefully, they revealed new information and knowledge that they did not know before (learned) and presented in front of the class, other groups may give input and respond.

The results of mastery percentage of the students' learning in cycle I showed an increase in the average student score of 79.6 with a percentage of students' learning mastery of 77.3% taken by 22 students. The number shows that 17 students get the score above the Minimal Mastery Standard. Thus in cycle II, it obtained an increased score from the cycle I that is with an average score of 82.9 with a percentage of students’ learning mastery of 95.5% which was taken by 22 students. The number indicates that 21 students have fulfilled the Minimal Mastery Standard (SKM). Thus, the K-W-L method is considered effective for students in enhancing the text comprehension on the maharah Qiro'ah of grade XI MIA MA of Bahrul Ulum.

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