

The Effectiveness of the Know-Want-Learn Teaching Model in Improving Text Literacy in Upper Elementary School Students

Muhammad Asrori

Master's Program in Primary School Teacher Education

Faculty of Teacher Training and Education,

Tanjungpura University, Pontianak, Indonesia

Corresponding author: muhammad.asrori@fkip.untan.ac.id

ABSTRACT

This study aims to examine the effectiveness of the Know-Want-Learn Teaching Model to improve text literacy in upper elementary school students. The study was conducted using an experimental method with a one-group pretest-posttest design. The subjects of this study were fifth-grade students at Al-Azhar Islamic Elementary School in Pontianak, State Elementary School 2 in Mempawah, and State Elementary School 3 in Singkawang. There were four indicators of text literacy ability that were measured, namely (a) grasping the main ideas of the text, (b) describing the summary of the text orally, (c) describing the summary of the text in writing, and (d) formulating questions based on the text that has been read. The results of the study indicate that the Know-Want-Learn Teaching Model is effective in improving text literacy, especially in terms of grasping the main ideas of the text and describing the essence of the text orally, but it is not effective in terms of describing the essence of the text in writing and formulating questions based on the text that has been read.

Keywords: Know-Want-Learn teaching model, text literacy, upper elementary school.

INTRODUCTION

The rapid pace of technological development, escalating global competition, and various forms of change have led to dramatic changes in the field of information in both developed and developing countries. Information is presented in various forms, both through electronic media and various reading materials. In fact, reading materials are not only presented in the form of books, magazines, or other print media, but also in newspapers, popular science magazines, and even national and international scientific journals. The rapid development of reading materials certainly requires a person to be able to understand the text in order to absorb the important information contained therein.

Unfortunately, numerous studies have shown that the ability to read and understand texts among school children in various developing countries remains very low[1]. Gutrie's research conducted on elementary and junior high school children in Asia-Pacific and Southeast Asian countries shows that their reading and text comprehension skills are low, with their abilities not exceeding 47.50% [2]. These research findings certainly include elementary school children in Indonesia. In fact, the ability to read and understand texts among elementary school children is a very basic and important tool for future development in seeking, absorbing, and utilizing

information for the advancement of science and technology when they reach higher levels of education [3].

For this reason, improving text literacy starting in upper elementary school is a must for the learning process in our education system. This is relevant to the *Merdeka Belajar* (Freedom of Learning) Program launched by the Minister of Education and Culture in 2020, which states that education should not only focus on cognitive aspects such as NEM (National Examination Results) and report card grades, but should also develop literacy, numeracy, and character[4][5][6]. Literacy, as a skill that must be developed in every student, is the ability to reason, think, and solve problems about and using language[5]. The ability to think, reason, and solve problems will develop well in students when they are accustomed to developing enthusiasm and the ability to read and understand texts well so that they are able to absorb, process, and analyze the information contained therein[7].

A difficulty arises in answering the question: what is an effective learning strategy to facilitate junior high school students in improving their text comprehension skills? What are the learning process steps that should be taken so that junior high school students become accustomed to developing their text comprehension skills at an early age? This difficulty arises because, in general, in the learning process in junior high school, teachers usually begin by conveying the essence contained in the text to be read and explaining the reasons why students should read the text. Although there are guidelines for teachers on how to find out what students already know about a topic, teachers often not doing it systematically. Durkin's research, which was conducted by observing classrooms, shows that the most frequently overlooked part of reading lessons is how teachers explore students' background knowledge related to the topic being studied[8]. In fact, previous research findings show how important this prior knowledge or background knowledge is for interactive learning to take place. In this context, Ogle states that reading materials used to teach children to read in school often neglect the importance of children's prior knowledge from home related to the reading material[1].

Based on the above issues, this study was conducted by applying the Know-Want-Learn Learning Model and testing the effectiveness of this model in improving the text literacy skills of third-grade elementary school students. The basic concept of this learning model presents simple procedures that can help teachers become more responsive to students' interests and knowledge when reading and understanding expository reading materials. This model can also stimulate students to think more actively and feel more involved in reading and understanding the information contained therein.

Therefore, this study was conducted to examine in depth the profile of students' abilities in text literacy and the effectiveness of the Know-Want-Learn Learning Model in improving text literacy skills in upper elementary school students. The results of this study can provide conceptual-theoretical contributions to contemporary learning models so as to improve students' learning behaviour, namely by improving the text literacy skills of upper elementary school students as one of the manifestations of the *Merdeka Belajar* (Freedom of Learning) Program. In the broader context of education, the results of this study can provide a conceptual-scientific contribution, especially in relation to the "science of prevention," which has been discussed in depth only very little. This study will enrich the discipline of the science of prevention, especially for elementary school students.

LITERATURE REVIEW

Basic Concepts of the K-W-L Teaching Model

It is still a common phenomenon that students do not have the ability to read or understand textbooks well. This learning model, namely the Know-Want-Learn Teaching Model, presents a simple procedure that can help teachers become more responsive to students' interests and knowledge when reading and understanding expository reading materials. This model can also stimulate students to think more actively and feel more involved in reading and understanding the information contained therein. In the Know-Want-Learn Teaching Model, prior knowledge or background knowledge is very important as it will influence how students interpret what they read and what they learn from reading[8]. To be able to read well, a person must access the knowledge they already have related to the reading topic, or prepare knowledge appropriate to the reading material so that they can understand the content contained therein.[7][3].

Previous research findings have shown how important prior knowledge or background knowledge is for interactive learning to take place. In this context, Ogle (2016) says that reading materials used to teach children to read at school often ignore the importance of what children bring with them from home in relation to the reading material[1]. Teachers usually begin by conveying the essence of the text to be read and explaining why students should read it. Although there are guidelines for teachers on how to find out what students already know about a topic, teachers often ignore them. Research conducted by Durkin (2014) by observing classrooms shows that the most frequently overlooked part of reading lessons is how teachers explore students' background knowledge related to the topic being studied[8].

To help teachers gain an understanding of their students' prior knowledge to bring to each reading situation and model for their students, it is important to assess the appropriate sources of knowledge before reading, whether in a reading group or a situation of studying the content of the reading. In this context, Ogle using the Know-Want-Learn Teaching Model, has developed a simple procedure that can be used to select non-fiction reading materials for each grade level and for each content level[1]. He also found that the simplicity of the learning requirements for teachers can foster teachers' readiness to try out the techniques that have been developed and then use them in their daily teaching activities [1]. Duffy's research also shows that with this procedure, students' responses to the Know-Want-Learn Teaching Model are very enthusiastic, and the informal evaluation conducted is a strength of this procedure[9].

Know-Want-Learn Teaching Model Procedure

The procedures in the Know-Want-Learn Teaching Model are called "Three Step Procedures" because they contain three basic cognitive stages: (1) assessment of "What I Know ?", (2) determining "What I Want to Learn?", and (3) recalling "What I did Learn?" as a result of reading. To facilitate the group process and to concretize these stages for students, Ogle has developed a worksheet that can be used by each student during the thinking process in reading [1]. The worksheet is as shown in Table 1.

Table 1: Know-Want-Learn Strategy Worksheet

1.	What we Know	What we Want to find out	What we Learned and still need to Learn
2.	Categories of information we expect to use		

A.	E.
B.	F.
C.	G.
D.	H.

The first two steps of the process involve teachers and students actively participating in oral discussions, followed by students writing down their personal responses on worksheets. In the third step, students can fill in the “What I Learned” section about what they have read or worked on immediately after finishing reading an article or text. At this stage, discussions can also be held on the students' individual responses. If the text or reading is long, the teacher can reflect on it with the students section by section, review what has been learned, and ask questions to provide direction for the next reading or text.

Step What I “Know?”

This step is the initial or opening step. There are two stages in assessing students' prior knowledge or background knowledge [1]. The first step is to conduct brainstorming on what students already know about the topic or text they are going to read. During this step, the teacher's role is to write down on the board or laptop any opinions or thoughts that students voluntarily contribute regarding the topic or text they are reading. An important activity that teachers must do here is to find and select key concepts from the brainstorming process that are specifically considered to be able to lead students' knowledge to the topic or text they are going to read.

For example, one day the class will read and understand a text about “sea turtles.” For this purpose, use words that are specifically related to “sea turtles” as stimuli, and do not use general words such as: “What do you know about animals that live in the sea?”, or “Have you ever been to the sea?”, or “Have you ever seen the sea?” Likewise, pleasant experiences that students have had at the beach should not be used because they will not be effective in creating the right schema in students' minds.

Brainstorming is very important as a preliminary activity before reading a text because it is necessary to activate any knowledge or thought structures that students already have, which will greatly help them interpret the information contained in the text they are reading.

With regard to the above example, namely the text about “sea turtles,” if it turns out that the students have very little prior knowledge about sea turtles, the teacher can ask questions that are somewhat general but still related to sea turtles, for example: “What do you know about turtles?” With this somewhat general question, it is very likely that most students will know the answer. Therefore, starting from this rather general question, and based on the opinions or thoughts expressed by the students, the teacher can ask questions about various types of turtles and eventually move on to the main topic, which is sea turtles.

Stimulation in the form of questions or raising various uncertainties to students is an important or key part of brainstorming activities, which are very useful for introducing students' prior knowledge to the text they are about to read. This is because this method gives students the opportunity to freely express things that have been vague in their minds, share what they know, and activate their memory, which greatly helps them discover things they did not know before.

To further deepen students' thinking during brainstorming activities, follow-up questions can be asked to explore the answers given by students. For example, by asking questions such as, "Where did you learn about sea turtles?" or "How can you prove it?" and other similar questions that can further explore students' thinking. Another way is to ask questions that challenge students so that they can be brought to a higher level of thinking. Such questions will create a psychological atmosphere in which students feel more comfortable and courageous to propose information that may contradict other students, which can then be confirmed together through the text they read.

The second step involves engaging students, through the text they read, in thinking about more general categories of information as they encounter them while reading the text. In the process, the teacher can say, for example: "Before you read this article about sea turtles, think for a moment about what types of information would be most appropriate to include in it. Look at the following list of information that you are surely familiar with and know, then take some of it to form a category of general information."

When teachers and students first start using Know-Want-Learn Teaching Model, they usually encounter confusing questions because they are not yet accustomed to using structured ways of thinking based on the sequence of a topic's content. To help them think in this way, start by giving one or two examples of information they have obtained from the text they have read.

For example, the teacher says: "I see three different pieces of information about how turtles see things. The description of how turtles see is one category of information that I expect to be included in this reading text." (Here, the students then note down the description of the category, for example, with the title of the information category: "How Do Sea Turtles See Things?"). Next, the teacher asks the students: "Can you find other categories of information that I mentioned earlier? Try to describe them again."

After being given several examples of information categories verbally, the students think again about what other categories can be added and then write them down in the list of categories that has been titled earlier. If they still cannot do this, there is a way for teachers to diagnose students' readiness to enter this level of thinking, by providing another reading text that is similar but easier in order to explore their background knowledge. After that, try to follow the steps as before, then continue by repeating the main text that the students had previously found difficult. According to Ogle's research, this method has been proven effective in helping students learn subsequent texts [1]. For example, if students cannot describe categories related to the text about sea turtles, then encourage them to study texts about other types of animals that they are more familiar with. This will greatly help students find key categories of animals they are familiar with and will help them to analogize to the main text about sea turtles. Key categories include: habitat, how the animal cares for its young, its enemies, its means of protection, its eating habits, and characteristics that distinguish it from other animals. Students can use their knowledge of these categories to find specific categories when studying texts about other animals.

Step What do I "Want" to Learn?

After students have thought about what they already know about the topic in the text and the categories of information they need to formulate, ask them a number of questions. According

to Ogle's research, not all students agree on some of the information contained in the text; some information is contradictory; some of the categories of information they have created do not match what is contained in the text [1].

This fact should not be a cause for concern because all of these initial reading activities will be useful for developing students' reasoning skills in their subsequent reading. In other words, it can develop reading skills to find answers to questions that will improve and expand their knowledge on a particular topic [10][11][12].

The role of the teacher in this step is very central, namely: (1) being able to clarify matters that are not agreed upon by teachers or students regarding the information contained in the text, (2) pointing out gaps in the information, and (3) helping students to be able to ask questions that can focus their attention and energy on the reading [3].

Most of the activities in "Step Want" are carried out in groups, but before students begin reading the text, each student must write down on their worksheet the specific questions they find most interesting and want to find answers to in the text or discussion. In this way, each student can develop a personal commitment that will guide them in reading the text.

Once each student has focused on the topic of the text, the reading activity can begin. However, if the text to be read is a long article or does not follow the basic pattern of an article in general, which may confuse students, it would be very useful for the teacher to discuss it first to see whether the students' expectations match the structure of the article they are about to read. Next, difficult and unclear parts can be noted down to be explained to the students later.

Step What I "Learn?"

After finishing reading an article, direct students to write about what they have learned from the reading. Teachers should check whether they have formulated questions to find out the extent to which the article they read relates to their interests. If not, encourage them to read further to satisfy their curiosity. In this way, teachers can clearly understand the priorities they want to learn.

Every student who has read the text should be given the opportunity to answer questions they have formulated themselves. By formulating specific questions related to the text they have read, students can also better assess the variations contained in the different articles they have read. In addition, this method is excellent for students to develop a more critical awareness of the limitations of interaction between writers and readers. Nelson describes this method as "This is what reading is really about." [13].

METHODOLOGY

The subjects of this study were students from Al-Azhar Islamic Elementary School in Pontianak, State Elementary School 2 in Mempawah, and State Elementary School 3 in Singkawang. The students involved in this study were fifth grade Elementary School students. This study involved two variables: (1) the Know-Want-Learn Teaching Model as the independent variable, and (2) text literacy as the dependent variable, which has three aspects, namely (a) grasping the main ideas of the text, (b) describing the essence of the text orally, (c) describing the essence of the text in writing, and (d) formulating questions based on the text that has been read.

This study was conducted using an experimental method with a one group pretest-posttest design. The treatment procedure in this experiment was carried out in the following stages: (1) Preparation, including: (a) preparing the Know-Want-Learn strategy worksheet, (b) forming student groups, (c) administering the pretest. (2) Implementation, including: First, What I “Know?”, with the following steps: (a) conducting brainstorming about what students already know about the text they are going to read; and (b) involving students, through the text they read, in thinking about more general categories of information as they find them while reading the text. Second, What do I “Want” to Learn?, with the following steps: (a) Before students begin reading the text, each student must write on their worksheet specific questions that they find most interesting and want to find answers to in the text or discussion; (b) Once each student has focused on the topic of the text, the reading activity can begin immediately. However, if the text to be read is too long and may confuse students, it would be very useful for the teacher to discuss it first to see whether the students' expectations match the text they are about to read. Furthermore, difficult and unclear parts can be noted down to be explained to students later; (c) Clarify matters that are not agreed upon by the teacher or students.

Data collection was conducted using a test on prior knowledge related to the reading topic in Grade 5th Elementary School using the “Prior Knowledge Test” instrument developed which in this study was adapted to the Grade 5th Elementary School subject text. The Prior Knowledge Test was typically used to measure students' prior knowledge of a topic in a text presented to them to read and understand the information contained therein. In this study, the instrument was translated and adapted, then used to measure the prior knowledge of 5th grade Elementary School students regarding the topics in the text presented to them. The Prior Knowledge Test was used to measure the pretest and posttest of students after undergoing the learning process using the Know-Want-Learn Teaching Model. This was done to measure the effectiveness of the Know-Want-Learn Teaching Model in improving students' text literacy.

To analyze the profile of Elementary School students' ability in texts literacy, factor analysis was used, specifically confirmatory factor analysis [14]. The analysis procedure was carried out in the following stages: (a) compiling a correlation matrix, (b) testing assumptions, (c) performing communality analysis with principal component analysis, (d) compiling a factor matrix without rotation, (e) rotating factors using the varimax procedure, and (f) compiling a rotated factor loading matrix structure [14]. To analyze the effectiveness of the Know-Want-Learn Teaching Model in improving Elementary School students ability in texts literacy, a t-test for paired samples was used[15]. Furthermore, to determine the differences between the schools that were the locations of the study, analysis of variance was used [15].

RESULTS AND DISCUSSION

Students' Initial Level of Ability in Texts Literacy

The measurement of students' ability in texts literacy was conducted on 5th grade Elementary School students in four subjects, namely Indonesian Language, Social Sciences, Mathematics, and Natural Sciences.

In accordance with the last subject studied by 5th grade Elementary School students, the subjects tested in this study are as listed in Table 2.

Table 2: Topics Tested to Determine Students' Level of Text Comprehension

No.	Subjects	Learning Topics
1.	Indonesian Language	1. Writing diaries using expressive language. 2. Writing personal letters covering competence, content, and language. 3. Defining the interesting points of tales. 4. Showing the relevance of the tale contents with the present situation.
2.	Social Sciences	1. Concepts of spaces and inter-space interaction 2. Location and vast of Indonesia 3. Indonesian potentials of natural and maritime resources 4. Indonesia population dynamics
3.	Mathematics	1. Comparing integers 2. Addition and subtraction operation of integral numbers 3. multiplication and division Operation of integral numbers 4. Comparing fractions
4.	Natural sciences	1. Natural science investigation 2. The characteristics of the objects in the surrounding environment 3. The way to classify living things 4. Classification of living things

In practice, students are asked to read, study, and understand the content of each subject text for 25 minutes on different days. This means that one subject is covered in one day, followed by another subject on another day. To ensure that the research does not interfere with the teaching and learning process at school, the research is carried out in accordance with the existing school schedule. Students who finish reading the text before 25 minutes are welcome to reread it to better understand its contents. After students finish reading, studying, and understanding the text, they are given questions to test their ability to understand and summarize the text they have read.

Students' Level of Ability in Texts Literacy in General

To determine the level of students' ability to understand texts in the four subjects, a category benchmark was created as shown in Table 3.

Table 3: Category Benchmarks Students' Ability in Texts Literacy

No.	Score Range	Category
1.	<6,5	Low
2.	6,5-7,5	Moderate
3.	>7,5	High

Using the benchmarks in Table 3, it can be seen that the results of measuring students' ability in texts literacy in the four subjects as a whole are as shown in Table 4.

Table 4: The Result of Measuring the Level of the Students' Ability in Texts Literacy

No.	Subjects	Average Score	Highest Score	Lowest Score
1.	Indonesian Language	7,05	8,00	5,00
2.	Social Sciences	7,08	8,00	4,80
3.	Mathematics	5,95	7,50	4,00
4.	Natural Sciences	5,92	7,65	4,00
	Average	6,50	7,79	4,45

Table 4 shows that the overall ability of students from the three Elementary Schools that were the locations of the study to texts literacy in four subjects (Indonesian Language, Social Sciences, Mathematics, and Natural Sciences) was still classified as “moderate” or ranged from ‘low’ to “moderate.” For the social sciences subjects (Indonesian Language and Social Sciences), the category is “moderate,” while for the exact sciences (Mathematics and Natural Sciences), the category is still “low.”

In Indonesian Language and Social Studies, the results are still relatively encouraging because the highest scores reached 8.00, although there were still some students who scored as low as 5.00 (Indonesian Language) and 4.80 (Social Studies). The situation remains concerning for Mathematics and Natural Sciences, as although the highest scores reached 7.50 (Mathematics) and 7.65 (Natural Sciences), the lowest scores for these two subjects only reached 4.0.

Level of Student Ability in Texts Literacy in Each School

In order to obtain a clearer picture of each school, the level of students' ability in texts literacy at each school is also presented in Table 5.

Table 5: Student Proficiency Levels in Text Literacy at Each School

No.	Name of School	Indonesian Language	Social Sciences	Mathematics	Natural Sciences
1.	Al-Azhar Islamic Elementary School	8,00	8,00	7,50	7,65
2.	State Elementary School 2 Mempawah	7,46	7,45	6,00	6,00
3.	State Elementary School 3 Singkawang	7,50	7,45	6,50	6,00

Table 5 shows that when viewed on a school-by-school basis, for the four subjects tested (Indonesian Language, Social Sciences, Mathematics, and Natural Sciences), Al-Azhar Islamic Elementary School Pontianak scored the highest and was the only school to achieve the “high” category. Other schools generally achieved the “medium” category in Indonesian Language and Social Studies, but in Mathematics and Natural Sciences, they were still in the “low” category. At the State Elementary School 3 Singkawang, the average score for Indonesian Language was quite encouraging, as it reached the upper limit of the “medium” category and was close to reaching the “high” category (score of 7.45).

The Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy at Al-Azhar Islamic Elementary School Pontianak

To determine the effectiveness of the Know-Want-Learn Teaching Model in improving students' ability in texts literacy, the results of the pretest were compared with the posttest results obtained by students at Al-Azhar Islamic Elementary School. To determine the significance level of the difference between the pretest and posttest, a t-test for paired samples was used.

The results are as shown in Tables 6.

Table 6: The Effectiveness of Know-Want-Learn Teaching Model to Improve Students' Ability in Texts Literacy at Al-Azhar Islamic Elementary School

No.	Subjects	Pretest	Posttest
1.	Indonesia Language	8,10	8,70
2.	Social Sciences	8,05	8,58
3.	Mathematics	7,50	8,65
4.	Natural Sciences	7,70	8,55

Table 6 shows that students' ability in texts literacy improved significantly between the pretest and posttest after receiving treatment using the Know-Want-Learn Teaching Model. This improvement occurred in all subjects tested, namely Indonesia Language, Social Science, Mathematics, and Natural Science. A very noticeable improvement occurred in Mathematics because at the time of the pretest, it was in the "moderate" category (7.50), but after receiving treatment using the Know-Want-Learn Teaching Model, the posttest reached the "high" category in the upper group (8.65). A similar improvement also occurred in the Natural Science subject (pretest: 7.70 and posttest: 8.55). This shows that at Al-Azhar Islamic Elementary School Pontianak, the Know-Want-Learn Teaching Model is effective in improving students' ability in texts literacy.

To test the significance of the effectiveness of the Know-Want-Learn Teaching Model, a t-test for paired samples was used, which compare pretest and posttest data. The t-test analysis results showed that the t value was -26.43 and $p = 0.0001$. Thus, the statistical hypothesis was rejected and the working hypothesis was accepted. This means that the Know-Want-Learn Teaching Model is very effective in improving students' ability in texts literacy at Al-Azhar Islamic Elementary School Pontianak.

The Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy at State Elementary School 2 Mempawah

To determine the effectiveness of the Know-Want-Learn Teaching Model in improving students' ability in texts literacy, the results of the pretest were compared with the posttest results obtained by students at State Elementary School 2 Mempawah. To determine the significance level of the difference between the pretest and posttest, a t-test for paired samples was used. The results are shown in Tables 7.

Table 7: The Effectiveness of Know-Want-Learn Teaching Model to Improve Students' Ability in Texts Literacy at State Elementary School 2 Mempawah

No.	Subjects	Pretest	Posttest
1.	Indonesia Language	7,65	8,35
2.	Social Sciences	7,58	8,10
3.	Mathematics	7,00	7,55
4.	Natural Sciences	7,02	7,50

Table 7 shows that students' ability in texts literacy improved significantly between before (pretest) and after (posttest) receiving treatment using the Know-Want-Learn Teaching Model. This significant improvement occurred in Indonesian Language (pre-test: 7.65 and post-test: 8.35) and Social Studies (pre-test: 7.58 and post-test: 8.10). This means that in Indonesian Language, which was in the "moderate" category during the pre-test, after receiving treatment

using the Know-Want-Learn Teaching Model, it reached the “high” category. Meanwhile, in Mathematics and Science subjects, there was no significant improvement because at the time of the pretest, they were in the “moderate” category, and after receiving treatment using the Know-Want-Learn Teaching Model, they remained in the “moderate” category even though the scores obtained increased (Mathematics, pretest: 7.00; posttest: 7.55 and Natural Science, pretest: 7.02; posttest: 7.50). This indicates that at State Elementary School 2 Mempawah, the Know-Want-Learn Teaching Model is effective in improving students' ability in texts literacy in Indonesia Language and Social Science subjects, but less effective in Mathematics and Natural Science subjects.

To test the significance of the effectiveness of the Know-Want-Learn Teaching Model, a t-test for paired samples was used, which compare pretest and posttest data. The t-test analysis results showed that the t-value was -23.21 and $p = 0.0001$. Thus, the statistical hypothesis was rejected and the working hypothesis was accepted. This means that the Know-Want-Learn Teaching Model is effective in improving students' ability in texts literacy in Indonesia Language and Social Science subjects, but less effective in Mathematics and Natural Science subjects.

The Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy at State Elementary School 3 Singkawang

To determine the effectiveness of the Know-Want-Learn Teaching Model in improving students' ability in texts literacy, the results of the pretest were compared with the posttest results obtained by students at State Elementary School 3 Singkawang. To determine the significance level of the difference between the pretest and posttest, a t-test for paired samples was used. The results are shown in Table 8.

Table 8: The Effectiveness of Know-Want-Learn Teaching Model to Improve Students' Ability in Texts Literacy at State Elementary School 3 Singkawang

No.	Subjects	Pretest	Posttest
1.	Indonesia Language	7,25	8,35
2.	Social Sciences	7,55	8,40
3.	Mathematics	6,20	7,98
4.	Natural Sciences	6,35	8,00

Table 8 shows that students' ability in texts literacy improved significantly between the pretest and posttest after receiving treatment using the Know-Want-Learn Teaching Model. This improvement occurred in all subjects tested, namely Indonesia Language, Social Science, Mathematics, and Natural Science. A very noticeable improvement occurred in Indonesian Language because at the time of the pretest it was in the “moderate” category (7.25), but after receiving treatment using the K-W-L Teaching Model and then taking the posttest, it reached the “high” category in the upper group (8.35). A similar improvement also occurred in Social Science (pretest: 7.55 and posttest: 8.40). This shows that at Stste Elementary School 3 Singkawang, the Know-Want-Learn Teaching Model is effective in improving students' ability in texts literacy.

To test the significance of the effectiveness of the Know-Want-Learn Teaching Model, a t-test for paired samples was used, which compare pretest and posttest data. The t-test analysis

results showed that the t value was -19.73 and $p = 0.0001$. Thus, the statistical hypothesis was rejected and the working hypothesis was accepted. This means that the Know-Want-Learn Teaching Model is very effective in improving students' ability in texts literacy at State Elementary School 3 Singkawang.

The Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy in Each of Their Aspects

The ability in text literacy in this study has four aspects, namely (a) grasping the main ideas of the text, (b) describing the essence of the text orally, (c) describing the essence of the text in writing, and (d) formulating questions based on the text that has been read. To determine the effectiveness of the Know-Want-Learn Teaching Model in improving students' ability in texts literacy in each of their aspects, the results of the pretest were compared with the posttest results obtained by students in each aspect. To determine the significance of the difference between the pretest and posttest, a t-test for paired samples was used. The results are shown in Table 9.

Table 9: The Effectiveness of Know-Want-Learn Teaching Model to Improve Students' Ability in Texts Literacy in Each of Their Aspects

No	Aspects of Understanding Texts	Indonesian Language		Social Sciences		Mathematics		Natural Sciences	
		Pre Test	Post test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post test
1.	Grasping the main ideas of the text	7,55	8,47	7,67	8,35	6,85	7,89	6,89	7,95
2.	Describing the essence of the text orally	7,15	8,20	7,20	8,25	6,78	7,64	6,76	7,68
3.	Describing the essence of the text in writing	6,56	7,10	6,70	7,20	6,20	6,95	6,70	6,97
4.	Formulating questions based on the text that has been read	6,65	6,95	6,75	7,10	6,35	6,90	6,55	6,98

Table 9 shows that students' ability in texts literacy, when examined in each aspect, appears to have achieved encouraging scores in the aspects of "Grasping the main ideas of the text" and "Describing the essence of the text orally" since the pretest and posttest. This occurred in all subjects tested, namely Indonesian Language, Social Studies, Mathematics, and Science.

Although in Mathematics, the pretest scores were in the "moderate" category for the aspects of "Grasping the main ideas of the text" (6.85) and "Describing the essence of the text orally" (6.78), after receiving treatment using the Know-Want-Learn Teaching Model, they were able to achieve a "high" score in the aspects of "Grasping the main ideas of the text" (7.89) and "Describing the essence of the text orally" (7.64). A similar improvement was also observed in Natural Science, namely in the aspect of "Grasping the main ideas of the text" (pre-test: 6.89) and the aspect of "Describing the essence of the text orally" (6.76), but after receiving treatment using Know-Want-Learn Teaching Model, the students were able to achieve a "high" score in the aspects of "Grasping the main ideas of the text" (7.95) and "Describing the essence of the text orally" (7.68).

The scores that remain concerning are in the aspects of “Describing the essence of the text in writing” and “Formulating questions based on the text that has been read.” In both the pretest and posttest, the scores obtained by students in these two aspects were only in the ‘low’ to “moderate” range. The scores for the aspect of “Describing the essence of the text in writing” in the Indonesian Language (pretest: 6.56 and posttest: 7.10); Social Science (pre-test: 6.70 and post-test: 7.20); Mathematics (pre-test: 6.20 and post-test: 6.95); and Natural Science (pre-test: 6.70 and post-test: 6.97). Similarly, in the aspect of “Formulating questions based on the text that has been read” in the Indonesian Language (pre-test: 6.65 and post-test: 6.95); Social Science (pre-test: 6.75 and post-test: 7.10); Mathematics (pre-test: 6.35 and post-test: 6.90); and Natural Science (pre-test: 6.55 and post-test: 6.98). The scores obtained in these two aspects can be interpreted as indicating that the Know-Want-Learn Teaching Model is not effective in improving students' ability to “describe the essence of a text in writing” and “formulate questions based on the text that has been read.”

Ineffectiveness in the aspect of “Describing the essence of the text in writing” is caused by the unfamiliarity of the learning process in schools to give students assignments to describe the main ideas of a reading passage in written form. Students are more often given questions orally and then describe the main ideas orally as well. The ineffectiveness in the aspect of “Formulating questions based on the text that has been read” is also caused by the unfamiliarity of students being given assignments to formulate questions. There is still a mindset that formulating and compiling questions is the teacher's job, not the students' job.

Differences in the Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy between Al-Azhar Islamic Elementary School Pontianak, State Elementary School 2 Mempawah, and State Elementary School 3 Singkawang

Before conducting the difference test using variance analysis, a variance homogeneity test was first conducted, the results of which are shown in Table 10.

Tabel 10: Test of Homogeneity of Variance in Students' Ability in Text Literacy at Al-Azhar Islamic Elementary School, State Elementary School 2 Mempawah, and State Elementary School 3 Singkawang

	Level of Statistic	df1	df2	Sig.
Indonesian Language	0,814	6	234	0,564
Social Science	1,084	6	234	0,379
Mathematics	1,825	6	234	0,095
Natural Science	1,245	6	234	0,279
Total	1,210	6	234	0,309

The results of the variance homogeneity test in Table 10 show that overall and for each subject, none showed a significant difference at $p < 0.05$. This means that the variance for each subject and overall is homogeneous. Thus, the statistical assumption for testing the difference in means using analysis of variance is fulfilled and can be carried out.

The test of the difference in the mean ability of students to understand texts at Al-Azhar Islamic Junior High School, Mempawah 2 Public Junior High School, and Singkawang 3 Public Junior

High School using analysis of variance to see the differences between schools shows the results as listed in Table 11.

Table 11: The Differences in the Effectiveness of Know-Want-Learn Teaching Model to Improve Students' Ability in Texts Literacy among Al-Azhar Islamic Elementary School, State Elementary School 2 Mempawah, and State Elementary School 3 Singkawang

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	426,002	6	72,168	1,289	0,264
Within Groups	12934,661	234	56,283		
Total	13361,664	240			

The results of the variance analysis in Table 11 show that, when viewed from the differences between schools, there is no significant difference in the effectiveness of the Know-Want-Learn Teaching Model in improving students' ability in texts literacy. This means that in all schools used as research locations, namely Al-Azhar Islamic Elementary School, State Elementary School 2 Mempawah, and State Elementary School 3 Singkawang, the Know-Want-Learn Teaching Model was equally effective in improving students' ability in texts literacy. However, when looking at the improvement in each of their aspects, it appears that in all schools that were the location of the research, the Know-Want-Learn Teaching Model was not effective in improving abilities in the aspects of "Describing the essence of the text in writing" and "Formulating questions based on the text that has been read."

For a more detailed view, variance analysis was also conducted on each subject tested. The results of the variance analysis are shown in Table 12.

Table 12: Differences in the Effectiveness of the Know-Want-Learn Teaching Model in Improving Students' Ability in Texts Literacy Between Al-Azhar Islamic Elementary School, State Elementary School 2 Mempawah, and State Elementary School 3 Singkawang When Viewed in Each Subject Tested

		Sum of Squares	Df	Mean Square	F	Sig.
Indonesian Language	Between Groups	49,710	6	8,285	1,789	0,102
	Within Groups	1083,460	234	4,630		
	Total	1133,170	240			
Social Science	Between Groups	71,080	6	11,847	2,385	0,030
	Within Groups	1162,322	234	4,967		
	Total	1233,402	240			
Mathematics	Between Groups	25,369	6	4,228	0,592	0,737
	Within Groups	1671,734	234	7,144		
	Total	1697,104	240			
Natural Science	Between Groups	51,344	6	8,557	1,726	0,116
	Within Groups	1160,265	234	4,958		
	Total	1211,610	240			

Table 12 shows that when looking more closely at the subjects tested, it appears that there is no significant difference in students' ability in texts literacy from several schools. Of the four subjects tested, only one subject (namely Social Science) showed a significant difference. The other three subjects (namely Indonesian Language, Mathematics, and Natural Science) show no significant differences. This means that even when viewed from the differences in the subjects

tested, the Know-Want-Learn Teaching Model remains effective in developing students' ability in texts literacy. Only in Mathematics does it show to be less effective. The lack of effectiveness in Mathematics was due to the characteristics of Mathematics textbooks, which contain more calculations and solutions and very little narrative text.

Discussion

The results of the study show that the average score of students in text literacy in Mathematics was only 5.95 and Natural Science was only 5.95, and the lowest score was only 4.00, even though the highest score reached 7.50 (Mathematics) and 7.56 (Natural Science). This is very possible because the texts for Mathematics and Natural Science subjects tend to be minimal. In addition, texts in Mathematics and Natural Science subjects often lack illustrations or examples from everyday life related to the topics being explained. The lack of text and illustrations in Mathematics and Natural Science textbooks makes it difficult for students to grasp the main ideas contained in the texts. This is in contrast to the texts in Indonesian Language and Social Science, which tend to be numerous and even lengthy, accompanied by real-life examples so that students can find and grasp the main ideas contained in the text.

Therefore, it is only natural that this phenomenon occurs in all schools that were the locations of the research. Only one school, namely Al-Azhar Islamic Elementary School, received a high score because this school is a favorite school, has complete facilities and infrastructure, and is accustomed to implementing contemporary learning models.

When viewed from the aspects assessed in terms of students' text literacy, it appears that the aspects of "Grasping the main ideas of a text" and "Describing the essence of a text orally" have achieved high scores. This is largely due to the fact that text literacy learning habits generally focus more on teaching students to be able to grasp the main ideas of a text. In addition, the requirement for students in learning to prove that they are able to grasp the main idea is usually that students are asked to explain orally in front of their classmates.

Meanwhile, students' achievement scores for the aspects of "Describing the essence of the text in writing" and "Formulating questions based on the text that has been read" are still relatively low. This phenomenon can be understood because, in general, learning assignments related to describing text literacy are not given to students in written form but rather in oral form. This habit can result in students not having the habit of describing something in writing. It is easier for students to describe their understanding of a text orally than in writing. The low scores for the aspect of "Formulating questions based on the text that has been read" are mainly due to the fact that in learning, students are rarely asked to formulate questions. As a result, students feel awkward when they have to formulate questions. It is as if there is a "mindset" that formulating questions is the teacher's job, not the student's.

CONCLUSION

Based on the results and discussion, it can be concluded that: (1) overall, the Know-Want-Learn Teaching Model is effective in improving upper elementary school students' in text literacy. (2) Judging from the differences between schools, there is no significant difference in the effectiveness of the Know-Want-Learn Teaching Model in improving upper elementary school students' in text literacy. This means that in all elementary schools that were used as research locations, the Know-Want-Learn Teaching Model was equally effective in improving upper

elementary school students' in text literacy. (3) When viewed in more detail in terms of its aspects, it appears that the text literacy of upper elementary school students in the three schools that were used as research locations also did not show any significant differences. Based on the four aspects contained therein, there are two aspects that show significant differences, namely the aspect of "Describing the essence of the text in writing" and "Formulating questions based on the text that has been read." As for the other two aspects, namely "Grasping the main ideas of the text" and "Describing the essence of the text orally," there are no significant differences, as both are in the "high" category.

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