Applying *Klos* Method to Increase the Effective Reading Speed for the 6th Grade Students of Elementary School

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Abstract

Reading skill is still one of the problems faced by learners from elementary to higher education. The objective of this research is identifying the improvement of the students' effective reading speed by using *klos* method. This research applied an action research method with a model introduced by Kemmis and McTaggart (1990), in the academic year of 2023/2024, at UPT SPF SDI Mannuruki 2 Makassar, and involved 20 students from the 6th grade as research subjects. Data was collected using observation and tests and was analyzed qualitatively and quantitatively. The results showed that in the 1st cycle of the learning activity, students who received effective reading speed scores in the low category were 15 (75%), and only 5 students (25%) achieved high effective reading speed. The results of the students' ability test in the 1st cycle were: (1) 5 students (25%) at independent level; (2) 5 students (25%) at instructional level; (3) 10 students (50%) at frustration level. In the 2nd cycle, the number of students who received effective reading speed score in the low category remained 1 student (5%), and those who received high effective reading speed score were 19 students (95%). Besides that, in the term of students' ability, 19 students (95%) were at independent level, 1 student (5%) was at instructional level, and no students were at frustration level. Therefore, it can be said that the ability of students in reading speed with the *klos* method has increased significantly.

Keywords: Action research, Effective reading speed, *Klos* method, Reading skill.

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INTRODUCTION

Many students still think that the purpose of learning reading skill is only to answer questions and look for difficult words or terms (Goldman et al., 2016; William & Wesley, 2017). In line with that, Barton and Lennon (2017) stated many teaching techniques are still rarely used to train students' reading skill. The condition that always arises in reading learning is that language teachers generally only prioritize the completeness of the target material in the curriculum (Al-Jarrah & Ismail, 2018; Lamri & Hamzaoui, 2018; Salihu et al., 2018).

Language teachers only referred to efforts to improve students' abilities in working on questions according to the texts they had read. Celik (2018) stated that that is not always effective in improving students' reading skill because the

questions often do not address the reading skill. Another factor that is also important to pay attention to is that there are still very few language teachers who understand and master reading teaching techniques (Doubet & Southall, 2018; Nashruddin et al., 2018). In addition, language teachers' ability to choose appropriate reading materials is also still lacking. On the other hand, in teaching reading, teachers are required to be able to choose reading materials that are appropriate to the learning objectives, students' development level, students' competence, and students' interest in reading.

Based on the background, the first problem to be examined in this research is students' attitudes towards the objectives of learning reading skills. The second problem is the application of appropriate teaching methods to increase students' effective reading speed. The researchers assess that *klos* method, which focuses on a contextual and integrative approach, can improve students' reading skills by strengthening their understanding through connecting texts with everyday experiences. The application of this method encourages students to be more active and critical, so that they are able to read more quickly and understand the text in depth. Besides that, this method also increases students' motivation in reading by presenting the relevant and interesting material.

Thus, through this research, the application of the *klos* method in the context of students' effective reading speed can discover new innovations. Firstly, the *klos* method encourages integration between text and real-world context, so it provides faster and deeper understanding. Secondly, with the *klos* method, reading materials can be adjusted to students' needs and interests, which make them more focused and efficient in reading. Therefore, this classroom action research aims to answer the research question of how the increase of students' effective reading speed by implementing the *klos* method in learning.

Effective Reading Speed

Reading is a skill that requires intensive and continuous practice to possess (Durukan, 2011). Reading activity is very important in the world of education because this activity determines the quality and success of a student in their studies (Schramm et al., 2019). Teachers at schools should be able to motivate students to practice the reading skill. Bauer-Kealey and Mather (2019) stated that to train students' ability to read quickly, teachers must be able to determine the appropriate method to use. According to Kim and Piper (2019) a fast reader tends to be considered an effective and efficient reader.

Effective and efficient readers can usually complete assignments within the allotted time. Effective reading speed is a term to reflect the actual reading ability achieved by the reader (Van den Broek et al., 2005). In line with that, Tompkins et al. (2013) found two supporting elements in the speed reading process. The first is the visual element, namely the eye's motor ability to see and identify graphic symbols. The second is the element of cognition, namely the brain's ability to digest and understand graphic symbols. Those two elements are included in the effective reading speed formula. The main factors that influence effective reading speed are internal factors and external factors. Internal factors are aspects that are within the readers themselves such as: intelligence, interest, motivation, reading attitude, linguistic competence, and reading goals. External factors are aspects that are

outside the readers, such as text readability and reading structure (Bergmann & Bristle, 2020; Wallace et al., 2020).

A research conducted by Kamdideh et al. (2019) shows that language skills, especially the reading skill possessed by students are closely related to other skills. This is in accordance with the explanation that in acquiring language skills, the process that students go through has a regular sequential relationship. This relationship even begins in the family environment before entering school. At that time, every child practices listening and speaking. When they enter school age, they add to it by learning reading and writing.

Another research conducted by Arifin et al. (2020) found that the characteristics of the reading environment influence students' ability to read quickly effectively. The characteristics of the reading environment are the teacher, and the facilities used in learning. In this case, facilities are defined as learning models and methods.

Based on the results of expert studies, the adequate speed in reading for final year elementary school students is approximately 200 kpm. Students' understanding of the reading content is minimal 70%. From this description, the effective reading speed for elementary school students is 200 x 70% = 140 kpm (Babayigit, 2019).

Klos **Method**

Klos method is one of the ways used in learning designed to improve students' reading skills. According to Hedgcock and Ferris (2018) the *klos* method is an approach that emphasizes the importance of understanding texts in the context of students' daily lives. From this definition, it can be understood that reading material is connected to the experiences and knowledge that students already have, which helps them understand and remember information better. Another opinion was expressed by Kim et al. (2021) that the *klos* method is an approach that encourages students to read and analyze texts in the context of certain problems or situations. Thus, this approach motivates students to deepen their understanding, and increases their reading speed.

Various studies have shown the evidence that the *klos* method is an established readability measurement tool. Validity and reliability as an English language measurement tool have been proven to be quite good. The reliability of this method is proven by using several scores from Standard English tests. A research conducted by Nashruddin (2019) has proven that the gap-filling test and dictation using the *klos* method are two forms of testing that are able to predict students' intelligence scores and reading achievement. Both forms of testing have been correlated with a standard test namely the large Thorndike intelligence test and the low a test of basic skill. Another research conducted by El-Sabagh (2021) found that *klos* method involves the use of interactive media, such as digital applications, videos, or visual aids, to enrich students' learning experiences so that they are more involved and active in the learning process.

The *klos* method offers the advantage of increasing students' motivation to read by connecting reading material with the context of everyday life (Kim et al., 2021), which makes learning more relevant and interesting. In addition, this method facilitates more individualized learning by adapting the material to student's interests (El-Sabagh, 2021), to increase effectiveness in reading. From the previous

opinions and researchers, it can be understood that the *klos* method emphasizes the importance of choosing learning materials and strategies that suit students' needs.

However, studies on the application of the *klos* method to increase students' effective reading speed were still rarely conducted. Therefore, the researchers are interested in applying the *klos* method to increase students' effective reading speed. In addition, the researchers want to find an increase in students' effective reading speed after the *klos* method is applied in learning.

Through this study, researchers reviewed students' effective reading speed. From the results of the initial observation, researchers found that effective reading speed of the 6th grade students at UPT SPF SDI Mannuruki 2 Makassar was low (students' effective reading speed was ± 75 kpm), due to teachers' lack of ability to apply appropriate teaching methods and select appropriate reading materials. If the student's effective reading speed is not trained from an early age, students will find it difficult to master science and technology. Sources of knowledge and technology can be obtained through various print and electronic media which require the ability to read quickly. Based on the background, researchers want to increase students' effective reading speed by using the *klos* method for the 6th grade students at UPT SPF SDI Mannuruki 2 Makassar. Researchers chose the *klos* method to increase effective reading speed because this method can be used to practice reading skill and ability.

RESEARCH METHOD

This research is classroom action research with implementation stages including planning, action implementation, observation, and direct evaluation and reflection. This research applies a model proposed by Kemmis and McTaggart (1990). This model uses a spiral system of self-reflection starting from planning, action, observation, reflection, and re-planning which is the basis for a problem-solving design. The object of this research was the results of students' effective reading speed using the *klos* method. This research was carried out in UPT SPF SDI Mannuruki 2, Makassar city. The research subjects were 20 students in the 6th grade who took part in learning using the *klos* method, in the academic year of 2023/2024.

This research design was chosen to examine the application of *klos* method because this approach allowed researchers to directly apply and assess the method in real classroom contexts, while making continuous improvements based on students' feedback and results. The type of data is qualitative and quantitative data obtained through observation, field notes, and learning results tests. Instruments for collecting data were:

a. Written test

   Test was conducted at the end of each cycle to obtain data about mastery of the material as a result of students' learning. The test was used to evaluate the increase in reading speed and comprehension after applying the *klos* method. This instrument was used because it provides objective data regarding changes in reading skills.

b. Observation sheet

   Observation was used to obtain data about students' attendance and activity during learning activities. Through observation, researchers observed students' interactions and involvement during the learning process to gain insight into the

application of methods and students' responses. The rationale for using this instrument was that it provided qualitative information about the effectiveness of the method in daily practice.

c. Question sheet
Researchers used question sheets to collect direct feedback from students regarding their experiences with the *klos* method, including the challenges and benefits they felt. The reason for using this instrument was that it allowed a subjective assessment of how the method influences students' motivation and learning experience.

The data collected was analyzed using qualitative analysis and quantitative analysis using descriptive statistics. Students are considered successful in reading completely if they obtain a reading comprehension ability of 70%. Therefore, students are considered successful in reading or in accordance with the minimum completeness criteria if their effective reading speed is 140 kpm.

The first step in data analysis was data categorization, where test results, observations, and question sheets were grouped into relevant categories such as increasing reading speed, comprehension, and student engagement. secondly, quantitative analysis was carried out to assess changes in test results before and after applying the method, as well as qualitative analysis of observations and question sheets to understand the context and student perceptions. Finally, the results of the quantitative and qualitative analysis were integrated to evaluate the overall effectiveness of the *klos* method. In addition, the conclusion about its impact on the increasing of reading speed and students' engagement was drawn.

RESULTS AND DISCUSSION

Results

Students' Effective Reading Speed in the 1st Cycle

Cycle I was carried out in 4 meetings or 8 class hours with time allocation of 8x45 minutes. The 1st meeting to the 3rd meeting were allocated for the teaching and learning process. The 4th meeting was used to carry out the cycle I test. After carrying out the test, data about the reading skill and effective reading speed achieved by students is shown in table 1.

Table 1. Students' effective reading speed in the 1st cycle

Research Subject	Speed in Reading	Students' Understanding	Effective Reading Speed
RS 1	200	35%	70
RS 2	200	40%	80
RS 3	200	45%	90
RS 4	200	45%	90
RS 5	200	35%	70
RS 6	200	65%	120
RS 7	200	60%	120
RS 8	200	40%	80
RS 9	200	35%	70
RS 10	200	70%	140

Research Subject	Speed in Reading	Students' Understanding	Effective Reading Speed
RS 11	200	35%	70
RS 12	200	35%	70
RS 13	200	70%	140
RS 14	200	70%	140
RS 15	200	65%	120
RS 16	200	50%	100
RS 17	200	60%	120
RS 18	200	70%	140
RS 19	200	45%	90
RS 20	200	70%	140
Total = 20			

Table 1 shows that the students' reading speed is 200 kpm (it is in accordance with the opinion of experts), but the level of students' understanding of the reading content is different, so that the effective reading speed of each student is also different. From the level of students' understanding, 5 students reached 70% (at the independent level), 5 students reached 50% - 69% (at the instructional level), and 10 students only achieved below 50% (frustration level). Based on the formula, it can be seen that only 5 students achieved the effective reading speed in the high category (140), and 15 students are in the low category in the term of effective reading speed (less than 140).

Students' Effective Reading Speed in the 2nd Cycle

Cycle II is carried out in 4 meetings or 8 hours of lessons with allocated time of 8x45 minutes. The 1st to 3rd meetings were allocated for the teaching and learning process, and the 4th meeting is used to carry out cycle II tests. Each cycle is carried out in accordance with the changes to be achieved as designed in the factors investigated. After carrying out the test in the end of the 2nd cycle, data about the reading skill and effective reading speed achieved by students is shown in table 2.

Table 2. Students' effective reading speed in the 2nd cycle

Research Subject	Speed in Reading	Students' Understanding	Effective Reading Speed
RS 1	200	35%	70
RS 2	200	40%	80
RS 3	200	45%	90
RS 4	200	45%	90
RS 5	200	35%	70
RS 6	200	65%	120
RS 7	200	60%	120
RS 8	200	40%	80
RS 9	200	35%	70
RS 10	200	70%	140
RS 11	200	35%	70
RS 12	200	35%	70
RS 13	200	70%	140

Research Subject	Speed in Reading	Students' Understanding	Effective Reading Speed
RS 14	200	70%	140
RS 15	200	65%	120
RS 16	200	50%	100
RS 17	200	60%	120
RS 18	200	70%	140
RS 19	200	45%	90
RS 20	200	70%	140
Total = 20			

Table 2 shows that the students' reading speed is 200 kpm, but the level of students' understanding of the reading content is still different, so that the effective reading speed of each student is also different. From the level of students' understanding, 19 students reached 70% (at the independent level), 1 student reached 65% (at the instructional level), and no students reached, and no students achieved below 50% (frustration level). Based on the formula, it can be seen that in the end of the 2nd cycle, only 1 student achieved the effective reading speed in the low category (less than 140), and 19 students are in the high category in the term of effective reading speed (140).

Discussion

In cycle I, the learning outcomes obtained by students were still low. When grouped into two categories, the frequency distribution of effective reading speed values in cycle I is categorized as very low. Of the 20 students, 15 students (75%) obtained an effective reading speed score in the low category. Only 5 students (25%) were able to achieve a high effective reading speed.

In cycle II, the presentation of material on one subject was again carried out by applying the *klos* method to students' speed-reading abilities. At the end of cycle II, a speed-reading assessment test was carried out in accordance with the test guidelines. Learning outcome tests for cycle II can be grouped into two categories based on the standard categorization previously explained. The number of students who obtained effective reading speed scores in the low category was only 1 person (5%), and those who obtained high effective reading speed scores were 19 students (95%). Thus, it can be said that the effective reading speed value of students using the *klos* method can increase significantly. This can be seen from the results of research over two cycles.

The results of observations made on the student learning process were analyzed and concluded in the following categories. At the end of cycle II, researchers gave questionnaires to students regarding the implementation of learning. From the students' answers, it is known that students responded positively to the implementation of this learning.

During the learning process, students were given the opportunity to become observers to assess their own friends. The students stated that the assessment was based on the *klos* method criteria and effective reading speed criteria. From the learning results, this present research is different from previous research findings (Doubet & Southall, 2018; Kim & Piper, 2019) who found that students generally felt reluctant when they were trained to increase their effective reading speed, and

they were not motivated to practice reading. On the contrary, the observation result of this research found that all students stated that they were very happy with the learning process using the *klos* method to increase effective reading speed.

At the end of the learning process, all students said that the lesson material was easy to accept when the teacher explained the material using the *klos* method. This ultimately increases the effective speed of students' reading. All students said that the *klos* method gave students the opportunity to ask questions in learning. The findings in this research develop the results of previous research related to the implementation of *klos* method in reading class. Previous research found that *klos* method could only improve students' reading skills in terms of understanding the content of the reading text (Al-Jarrah & Ismail, 2018; Bauer-Kealey & Mather, 2019). However, this present research found that the implementation of *klos* method can increase students' effective reading speed.

Furthermore, all students said that they were conditioned to carry out learning so that the *klos* method had increased their effective reading speed. All students also said that they were invited to discuss the obstacles in practicing effective reading speed. All students also stated that they were invited to discuss the advantages and disadvantages of the *klos* method.

The reading skill is one aspect of four aspects of language skills. Every subject teacher at school must take responsibility for the students' reading ability. However, more responsibility for training students' reading skill generally lies with language teachers. Having the will and ability to read well is a very determining factor for students' learning success.

The analysis of the application of the *klos* method shows four main results. Firstly, integrating daily life contexts in reading material can improve students' understanding of reading material. Secondly, the increasing of students' understanding affects the increasing of students' involvement in learning activities. Thirdly, the use of interesting media in this method enriches the experience in an effort to increase the reading effectiveness. Finally, a personalized approach tailored to students' interests ensures that the reading materials are relevant and effective in increasing students' reading speed.

This research on the *klos* method shows that contextual and interactive approaches significantly increase students' reading effectiveness by making reading material more relevant and interesting. The main implication is that the integration of everyday experiences and technology in learning to read can accelerate comprehension and retention of information. Additionally, personalizing reading materials to suit student needs increases motivation and engagement, resulting in better learning outcomes.

CONCLUSION

Referring to the problem formulation, the researchers concluded that in the first cycle of learning activities, 15 students obtained effective reading speed scores in the low category, and only 5 students were able to achieve effective reading speed in the high category. The results of the students' ability test in cycle I were that 5 students were at the independent level, 5 students were at the instructional level, and 10 students were at the frustration level.

After applying the *klos* method in teaching reading, there was only 1 student who got an effective reading speed score in the low category, and 19 students got an effective reading speed score in the high category. The results of the student ability test in cycle II were 19 students at the independent level, 1 student at the instructional level. Thus, it can be said that students' ability to read quickly using the *klos* method has increased significantly.

The application of the *klos* method significantly increases the effectiveness of students' speed reading by introducing a contextual and interactive approach that makes reading material more relevant and interesting. As a result, students make progress in reading speed and comprehension because they are more engaged and motivated in the learning process. To increase the effectiveness of the *klos* method, it is important to continually adapt the material to students' needs and utilize interactive technology to maintain their engagement and motivation in the learning process. In summary, the *klos* method proves to be a highly effective approach for enhancing reading skills by integrating contextual relevance and interactive elements, which ultimately fosters greater engagement and comprehension among students.

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