

**KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY FOR
TEACHING ENGLISH READING COMPREHENSION
IN EFL CLASSROOM: A STUDY OF TEACHERS CREATIVITY
AND PERCEPTION**



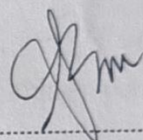
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Tesis dengan judul "{KWL (Know, Want to Know, Learned) Strategy for Teaching English Reading Comprehension in EFL Classroom: A Study of Teachers' Creativity and Perception}", yang disusun oleh Saudari {Nurfadillah}, NIM: {17.0213.005}, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/ Munaqasyah yang diselenggarakan pada hari {SENIN}, {04_05_2020} Masehi, bertepatan dengan tanggal {11_Ramadhan_1441} Hijriah, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang {Tadris Bahasa Inggris} pada Pascasarjana IAIN Parepare.

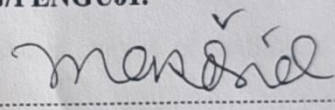
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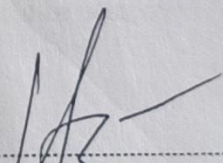
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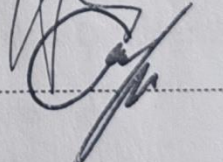
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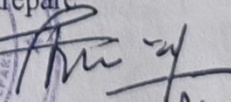
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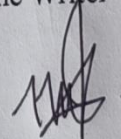
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ABSTRACT

NURFADILLAH. *KWL (Know, Want to Know, Learned) Strategy for Teaching English Reading Comprehension in EFL Classroom : A Study of Teachers' Creativity and Perception.* (Supervisor; Zulfah and Arqam).

KWL is a teaching strategy. The approximate acronym stands for what i know, what i want to know, and learned. The teachers used KWL strategy as a reading comprehension aid. This study aimed to find out the teachers' creativity toward KWL strategy in EFL classroom. Next, to know the teachers' perception toward KWL strategy in teaching reading comprehension in EFL classroom.

This research used qualitative data. It is obtained from the result of interview and observation. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion. The respondent of this study was five English teachers at MTs in Sidrap Regency. The researcher used interview and observation in collecting the data. The interview is used to know the teachers' perspective for teaching students through KWL strategy, and the observation is used to know the teachers' creativity for teaching reading comprehension in EFL classroom.

The result of this study show that teachers' creativity is categorized into three, they are: progress creativity, decline creativity and unchanged creativity. Meanwhile, teachers' perception toward KWL strategy is related to: teachers' perception about implementation KWL strategy, and teachers' perception toward advantages in implementing KWL strategy. It is proved by the interviewed that has given to the teachers and observation that the researcher found in the field.

Keyword: KWL strategy, Reading comprehension, EFL classroom, Teachers' creativity, teachers' perception,

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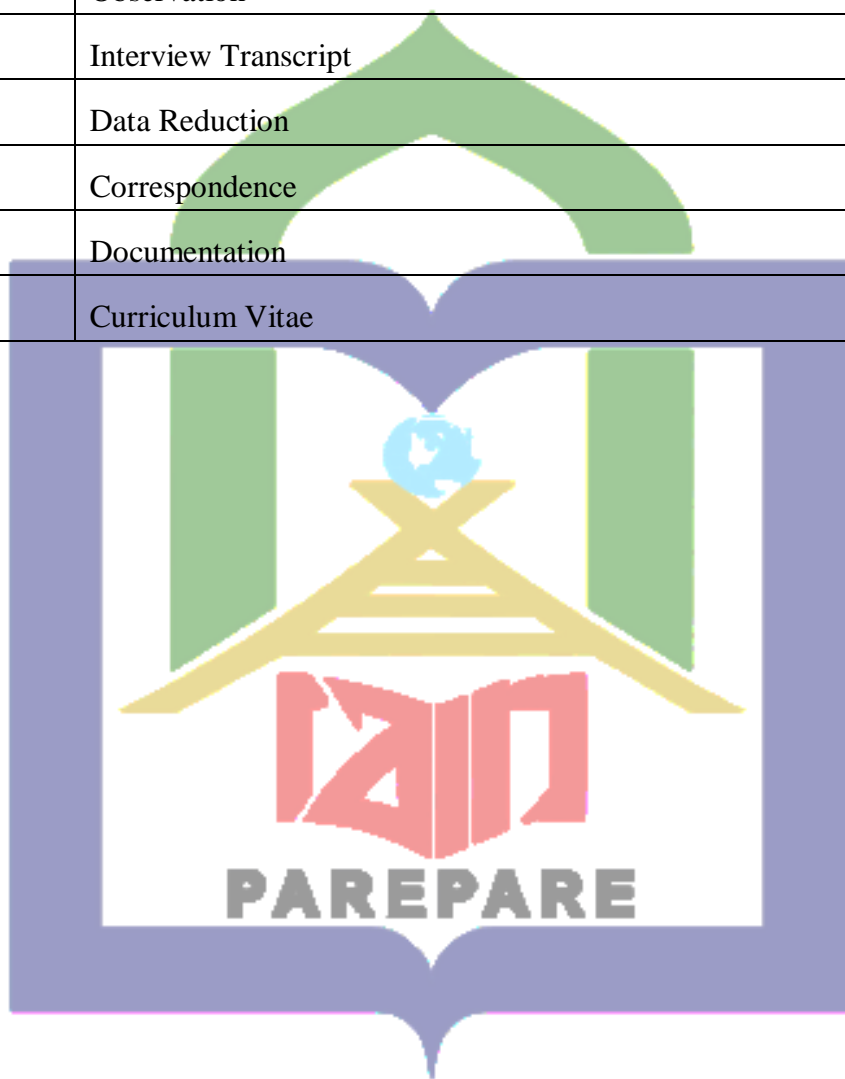
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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, research question, the objective of the research, and the significance of the research.

A. Background

The objectives of English reading learning is one important part in teaching learning process through which students will enrich their vocabulary directly. Without good reading comprehension, students can not understand the material that they are going to learn. According to Jain, reading is most useful and important skill for people. This skill is more important than speaking and writing, reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.¹ In addition, Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability. Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelligence.²

Reading comprehension is the process of making meaning from text. Reading gives big impact in learning process. Kennedy C. Eddie stated that reading comprehension defined as a thought process through which readers become aware of an ideas, understand it in terms of their experiential background, and interpret it in

¹M. Praveen, Jain. English Language Teaching. (Indian: Jaipur: 2008), p.113

² Collin, Harrison. *Understanding Reading Development*. (London: Sage Publications: 2004)

relation to their own needs and purpose. Comprehension is the process of deriving meaning from connected text.³ In addition, Snow also stated that reading comprehension is a process of extracting and constructing meaning simultaneously by doing some interaction and involvement with written language.⁴ It means that the teacher should give the background knowledge to the students for helping them to understand the main idea of the text.

Furthermore, teaching reading strategy is very important in learning process. It is the teachers tool to help students comprehend an English text better. Teacher should arrange the way to find appropriate teaching reading strategy that can be used to help students to be interested in teaching learning activity. The most vital thing is the strategy should meet the learning goals, get good score and make them master the materials and active in learning process.

However, most of the students have problems in reading English texts. Gunning stated that limited knowledge of vocabulary and of sentence structure is regarded as the main problem.⁵ Hayes; Kinzer & Leu also stated that Knowledge of vocabulary is very important for helping students to understand the complex materials such as textbooks which contain many concepts and technical vocabulary.⁶ These groups of words could be obstructed the students' reading comprehension. Therefore, in reading comprehension, word difficulty is a major students problem;

³ C. Eddie, Kennedy. *Method in Teaching Reading 2nd Edition*. (United States of America: F. E Peacock Publisher: 1981), p.192

⁴C.E, Snow.*Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. (Santa Monica: RAND: Reading Study Book: 2002)

⁵T. G, Gunning Assessing and correcting reading and writing difficulties. (Boston: Allyn & Bacon A Pearson Education Company: 2002)

⁶ B. L, Hayes; C. K., Klinzer & D. J, Lue *Effective strategies for teaching reading*. (Boston: Allyn and Bacon a Division of Simon & Schuster, Inc: 1991); *Effective reading instruction*. (New Jersey: Merrill: 1995)

that is, they could not discover the meaning of words in context. In addition, Most of the students perceive that reading is boring. They always give up and do not try to solve the problem they face while reading since they do not think that the problem is a challenge. This boredom is caused of inappropriate teaching reading strategy.

Meanwhile, some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students prior knowledge.⁷ Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension. Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

Therefore, to solve the problems above, the researcher offers KWL strategy in reading comprehension to the english teachers for MTS in Sidrap. Current research on learning indicates that good learners make connections between prior knowledge and new knowledge and in the process, construct their own meanings by

⁷National Research Council.*Engaging Schools (Fostering High School Students' Motivation to Learn.*(Washington DC: The National Academies Press: 2003), P. 62

Anderson.⁸ Strategies that facilitate the construction of meaning therefore improve learning. The KWL strategy, designed in a three column format, requires students first to list what they already know about a topic (calling attention to prior knowledge); second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading); and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered). In a further refinement of the KWL, Carr and Ogle also recommend asking students to categorize and summarize the information they gathered. By design, the KWL requires students to make connections between prior knowledge and new knowledge thereby constructing meaning.⁹

Related to the background of the study above the researcher conducted a research to find the teachers' creativity and perception in implementation of KWL strategy in EFL classroom.

B. Research Questions

The researcher formulated research:

1. What is teachers' creativity toward KWL strategy for teaching English reading comprehension in EFL classroom ?
2. What is teachers' perception toward KWL strategy for teaching English reading comprehension in EFL classroom ?

⁸ Anderson, R.C, Anderson. Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, &R.J. Tierney (Eds.), (Learning to read in America's schools: Basal readers and content area texts: 1984), p. 243-258.

⁹ E. Carr & D. Ogle. K-W-L plus: A strategy for comprehension and summarization. (Journal of Reading, 30: 1987), p. 626-631.

C. Objective of the Research

From the background of the research explained above, the objective of the research was to find out the teachers' creativity toward KWL strategy for teaching reading comprehension in EFL classroom. Next, to know the teachers' perception toward KWL strategy for teaching reading comprehension in EFL classroom.

D. Significance of the Research

The significance of the research was divided in two parts. They are theoretical significance and practical significance. Theoretically, the result of this research is expended to enrich the knowledge of English especially in reading comprehension study. Practically, there are three significances that are expected by this research, namely;

1. For the English teachers, the result of this research is expected to provide useful information about varied teaching method in class especially for reading comprehension.
2. For the students, the result of this research was expected to give motivation to improve reading comprehension by through KWL strategy.
3. For the next researcher, the result of the research was expected to be useful information and to give motivation for the next researcher to create idea another researcher about the good method to improve reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered. The discussion will be presented in four headings. They are related to the Know-Want-Learn (KWL) strategy, reading comprehension, teachers' creativity and perception and conceptual framework.

A. Some Previous Research Findings

There were some researchers who have conducted researcher by using few strategy in reading, they are:

Lismayanti Detti in her research "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement" at the eight grade students of SMPN 4 Palembang in academic year of 2011/2012. There is a fact that most of the Secondary School students are still low in comprehending reading texts. Therefore, the main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students' reading comprehension achievement in learning English as a Foreign Language. Non-equivalent groups pretest-posttest design was used in this study. The finding showed that KWL strategy was effective in improving the students' reading comprehension achievement. The effectiveness was indicated by the result of the

Stepwise Regression formula that the contribution of KWL strategy on students' reading comprehension achievement.¹⁰

Mohammad Hussein Hamdan in his research "KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students" concluded that the strategy was effective in improving the reading comprehension performance and recommended that the strategy should be integrated into the English curriculum of the Jordanian schools. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-tests than their peers did in the control group.¹¹

Zhang Fengjuan in his research "The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors" is an instructional reading strategy widely used in reading classes in the USA. The KWL process reflects the cognitive process in language acquisition, and it is currently used in the writing classes on Minnesota State Colleges and Universities (MnSCU) campuses as an instructional writing strategy. Relevant studies on this strategy have been reported by some overseas educators. Though such lead-in activities as warm-up or pre-reading derive from similar instructional schemes, KWL has not so far drawn academic attention from the foreign language teaching community in China. The learners' response to the KWL instructional scheme will be included in this

¹⁰Deti, Lismayanti. "The effect of using KWL (Know, Want, Learned) strategy on EFL students' reading comprehension achievement." (*International Journal of Humanities and Social Science* 4.7: 2014), p. 225-233.

¹¹Hamdan, Mohammad Hussein."KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students." (*Theory & Practice in Language Studies* 4.11: 2014)

research. It is hoped that this strategy can be brought into full play in ELT for non-majors.¹²

Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan in her research "Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy" The research is done in order to improve students' reading comprehension achievement. The writer uses Know-Want-Learn (KWL) strategy, and the data are obtained from the experimental group and the score of the control group, from the fifth semester students of English department, Faculty of Education of HKBP Nommensen University Medan. concluded that there is a significant effect on students' reading comprehension achievement.¹³

Based on the literature review, the researcher was proposed a research to find out teachers' creativity and perception toward KWL in reading comprehension.

B. Some pertinent ideas

1. Know, Want to Know, Learned (KWL) Strategy

KWL for the three basic cognitive steps required: accessing what the student know, determining what student want to learn, and recalling what teacher have learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

¹²Fengjuan, Zhang. "The integration of the know-want-learn (KWL) strategy into English language teaching for non-English majors." (*Chinese Journal of Applied Linguistics* 2010), p. 77-86.

¹³Sinambela, Erika, Sondang Manik, and Rotua Elfrida Pangaribuan."Improving students' reading comprehension achievement by using KWL strategy." (*English Linguistics Research* 2015), p. 13-29.

KWL charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives. Jones stated KWL is a column chart that helps students, during and after components of reading a text.¹⁴

KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge.¹⁵ It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Figure 1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of the KWL strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

¹⁴ Jones, R. *Strategies For Reading Comprehension* 2017.

¹⁵ *Ibid*, p. 570

K (What I Know)	W (What I want to Learn)	L (What I Learned)
Students list everything they think, they know about the topic of study	Students tell what they want to know about the topic.	after students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

Figure 1. KWL Instructional Scheme

KWL consists of three basic stage.¹⁶ They are K stage, W stage, and L stage. In the K stage: *What I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *What I want to know*, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: *What I learn*. From the definition, KWL strategy can be concluded as a strategy which has well-organized steps to be followed by the students. The strategy combines the use of reading strategies in the effort to improve reading comprehension.

¹⁶C, Ros and S, Vaughn. *Strategies for Teaching Students with Learning and Behavior Problems*.(USA: Rinehart and Winston, 2002), p. 179

2. Procedure of KWL Strategy in Teaching Reading

According to Ogle the procedure of KWL have three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading.¹⁷ There are the procedures of KWL strategy:

- a. Teacher needs to create a KWL chart to guide the students. This can be done on large chart or on the chalkboard. It is very simply, just divide the space into three columns and label them “Know”, “Want to Know”, “Learned”. In this step, the teacher takes a role as an organizer as well as the controller. The teacher explains what the students will do in every column and give information needed to make sure that the students understand the activity.
- b. After making the chart, the teacher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students’ prior knowledge. Record all the ideas in the first column. This is a brainstorming activity, which is considered as a great way to begin a reading lesson because it engages all the students, including the silent ones who may not be talking but in listening to their peers. The teacher should also provide some words or terms to help if they can’t find ones related to the topic given.
- c. On the “K” column is complete with all possible ideas, the teacher together with the students categorizes the information. This step will help the students to structure the content for the next step that is formulating questions to be investigated that bring more meaning and clarify to the topic.

¹⁷D.M, Ogle. “K-W-L: A teaching model that develops active reading of expository text.”(New York: The Guilford Press: 1986), P.565

- d. Teacher asks the students to write down things they want to know about the topics or generating questions they want to answer as they read the text. These questions they want to answer as they read the text. These questions become the basis for “W” (what students want to learn). Questions may be developed from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information. This process helps the students define their purpose independently for reading.
- e. After filling the column, the students are asked to share and discuss their ideas. This is an excellent opportunity to model and show the students the value of inquiry. It is possible that the students do not know what they should ask or what they want to know. To anticipate this condition, the teacher should also provide some questions to guide the students. Doing the K and W column, the teacher takes a role a source. This role is important in these steps because the teacher’s questions and information actually will also lead the students to understand what is discussed in the text that they are about to read.
- f. The teacher asks the students to look for the answers of the questions in their W column while they are reading. Students can fill out their “L” columns either during or after reading. As they read, students should note new information in L column. This will help them select important information from each paragraph and it provides a basis for future reference and review. After filling the column, the teacher will help and guide students to classify the information into classes. The first one is information needed to answer the question from “W” column

and the second one is new information found in every paragraph. In this step, the teacher's role is more as a participant.

- g. Students discuss what they have learned from the passage. Questions develop before and during the reading should be reviews to determine how they were solved. If some questions have not been answers, students can be guided to seek further information in appropriate materials. In this step, the teacher will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text.

3. KWL Strategy in Teaching Reading

English teaching cannot be separated from teaching reading. By considering the importance of teaching reading in terms of reading comprehension, finding suitable strategy is important. The suitable strategy is important to increase students' motivation in reading learning process. The researcher assumes that KWL Strategy, proposed by Ogle, can be used to improve the students' reading comprehension because it has the meaningful activity for the students.

In the KWL strategy, the students are asked to make three columns. The first column is K that stands for Know-background knowledge of the text. It means that before the students read the test, the students have to relate their background knowledge with the text that they will learn. Next, in the second column is W that stands for Want the information that needed to know by the students. In this step, the students are asked to list what they want to learn in the material. In the last step, L that stands for Learn-the information that found out by the students. It means that the

students have to find out the information that they want to know and write down the new information from the text.

According to Raphael, readers use clues to determine which idea or ideas they think the author presents as most important in finding supporting details.¹⁸ It can help readers differentiate between ideas essential to understanding the meaning of the text and supporting details. It relates to one of the steps in KWL strategy, that is in the second step (Want-the information that needed to know by the students). As we know that in this step, students have to make some questions that guide them to focus in finding the information. Those questions can be as the clues for the students in finding supporting detail.

4. Reading Comprehension

Heilman stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.¹⁹

Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.²⁰

From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can

¹⁸T. E, Raphael. Reading Comprehension. (research-base-comprehension.pdf ; 2009), p. 9

¹⁹Arthur W. heilman, Principle and Practice of Teaching Reading, fifth edition. (Ohio: Merril, 1981), p. 242

²⁰Wayne, Otto. How To Teach Reading, (Philippines; Addison-Wesley Publishing Company 1979),p. 241

read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto states that at comprehending reading text, reader has to find the main ideas to obtain the message.²¹ It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. If he/she is able to do, so we can say that he/she has already understood the reading material.

5. The Importance of Reading

In general, there are several reasons why reading is viewed as important in daily life.

- a. Reading will help to achieve some clear aim or information. It means that reading is a way to get information.
- b. Reading is needed for career, for study purposes, or simply for pleasure. Some people read novel, poems, magazine and others for pleasure, teacher or lecturer read a book to improve his knowledge and read newspaper to get information whereas student read a book in order to pass exam.

²¹ Ibid, p. 241

- c. Being able to read can make it possible for a person to find places he/she never visited before (read newspaper, magazine, internet, or book). He can also take advantages for bargains through advertisements.

Furthermore, reading is not only important in general but also for language teaching. Reading is useful for language acquisition. It can help to improve students' English ability. In addition, reading is also required to cope with other subject areas in school. Therefore, reading is very importance not only in school but also in social life.

6. Purpose of Reading

Reading is an activity that has a purpose. The purpose of reading will determine the appropriate approach used in reading comprehension. As cited from Grabe and Stoller, the purposes of reading can be classified into seven sections:²²

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension

²² W. Grabe & F. L,Stoller. Teaching and Researching Reading. (2nd ed.).(New York: Routledge: 2013)

7. Components of Reading Comprehension

As an active process, reading has some components to be implemented. Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension as follows:²³

a. The Reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should be motivated in reading. While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading comprehension.

b. The Text

Texts may give great contribution to the students' reading comprehension. Those can be categorized as easy or difficult ones. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students can not

²³C, Snow. *Reading for Understanding: Towards a R&D Program in Reading Comprehension*. (Washington, DC: RAND Reading Study Group: 2002), p. 11

connect the information from the text to their background knowledge, the text scan be said as difficult texts because comprehension is not attained.

c. The Topic

The topic of the text also influences the students' reading comprehension. When the students are given a text with uninteresting topic, they may find it difficult to understand although the text was categorized as easy. They even seem unwilling to read the text. On the other hand, the students can understand the text well when they are given a text which is interested and relevant to them.²⁴

d. The Activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading comprehension on texts. To achieve the students' reading comprehension, the activities entail the process of finding the main idea, finding detail information, guessing meaning of difficult words from the context, and creating meaning to the whole text.

8. Text Types Used in Reading Comprehension

According to Gramley and Patzold, there are five major text types used in reading text: descriptive, directive (also known as instructive), expository, argumentative, and narrative.²⁵

²⁴C, Snow. *Reading for Understanding: Towards a R&D Program in Reading Comprehension*. (Washington, DC: RAND Reading Study Group: 2002), p. 26

²⁵S, Gramley & M. K, Patzold. *A survey of Modern English* (2nd ed). (London: Routledge: 2004)

a. Descriptive

Descriptive text is concerned with the location of person and thing in space. The text tells what lies to the right or left, in the background or foreground, or it provides background information. Once again it is immaterial whether a description is more technical objective or more impressionistic-subjective. State or positional verbs plus the appropriate adverbial expressions of location are employed in descriptions (e.g.: *the operation panel is located on the right-hand side at the rear; New Orleans lies on the Mississippi*). Perfect and progressive forms typically give background information (e.g.: *he was peacefully dreaming when the fire broke out; as the cabinet has agreed on the principles, an interministerial committee will work out the details*), Gramley & Patzold.

b. Directive (Instructive)

Directive or also called instructive text is concerned with concrete future activity. Central to such texts are imperatives (e.g.: *hand me the paper*) or forms which substitute for them, such as polite questions (e.g. *would you hand me the paper?*) or suggestive remarks (e.g.: *I wonder what the paper says about the weather*). Stage directions, though phrased in the simple forms are normative statements and for this reason, have the effect of directives (e.g.: *the maid enters, opens the door and admits a visitor*). Assembly and operation instructions use sequences of imperatives (e.g.: *Disconnect the 15-pin D-shell connector . . . and secure the signal cable firmly. . . ; Shake well before using. Do not ingest with alcohol*). Each of the type just discussed, are centered around concrete events and things, Gramley & Patzold.

c. Expository

Expository text identifies and characterizes phenomena. As such they include text forms such as definitions, explications, summaries and many types of essay. Once again they may be subjective (essay) or objective (summary, explication, definition). They may also be analytical, starting from a concept and then characterizing its parts, as in definitions. On the other hand, expository text may proceed in the opposite, synthetic direction as well, recounting characteristics and ending with an appropriate concept or conclusion, as in summaries, which exist as the sum of their parts. Typical syntactic constructions which may be appropriately expanded when forming expository texts are identifying statements with state verbs (*e.g.: pop music has a strong rhythmic beat*), or epistemic modals (*e.g.: texts may consist of one or more sentences*), or with verbs indicating characteristic activities or qualities (*e.g.: fruit flies feed on yeast; most geraniums are red*), Gramley & Patzold.

d. Argumentative

Argumentative text starts from the assumption that the reader's beliefs must be changed. A writer might therefore begin with the negation of a statement which attributes a quality or characteristic activity to something. Even when a scholarly text provides positive support for a particular hypothesis there is almost always at least implicit negation of previous assumptions. Advertising text, often at the extreme opposite pole of academic text in terms of style, also try to persuade their readers that a particular product is somehow better than others, at least implicitly, Gramley & Patzold.

e. Narrative

Narrative text has to do with real world events in time. It is immaterial whether a narrative is fictional (as in a fairy tale or novel) or non-fictional (as in a newspaper report). Thus, they may be fictional (fairy tales and novels) and they may be non-fictional (newspaper report). What is characteristic is the sequencing of events in which dynamic verbs occur in the simple form and in which sequencing adverbials such as *and then* or *first, second, third* provide the basic narrative structure, (e.g. *First we packed our bags and then we called a taxi. After that we . . . etc.*), Gramley & Patzold.

All of the text types have its own characteristics and features. Being able to recognize these various text types has a number of advantages. For instance, it helps the reader to know the purpose of the text and it also ease the readers to locate the information he or she is searching for. Each type of the text often used with different strategies in different teaching reading activities.

9. Teachers' Creativity and Perception

a. Creativity

A creative teacher is the one who encourages reasonable risks and unpredictable situations, while reinforcing creative activities. A close relationship with students and a motivating class environment should also be both in harmony with a good scientific background of the teacher and with her/his ability to be challenging at the cognitive level. To encourage the self-confidence and self-regulation of students, as well as their multiplicity of ideas and their active role in defining and redefining problematic points, is also important. Finally, the teacher

should also be tolerant of ambiguities, critical of his/her practices and demonstrative of creative abilities.²⁶

According to teachers, the promotion of student autonomy and self-confidence seems to be the most valued aspect for defining a creative teacher. Teachers also consider other specific aspects to be important for creativity in the classroom including the opportunity for students to choose tasks or to do their own self-correction.²⁷

Furthermore, it is also important for teachers to stimulate students to ask questions and to use open answers in response to badly structured problems and in divergent and unusual situations.²⁸ However, one aspect remains ambiguous: the existence of clear and flexible rules in the classroom. For example, Fryer showed that roughly the same percentage of teachers think that defining clear rules inhibits (23%) student creativity, while 31% think they help it.

There seems to be agreement about what defines a creative teacher and some of the characteristics are stated by the teachers themselves but some difficulties exist when teachers try to apply the concept of creativity in their practices and sometimes they feel uncomfortable about teaching creativity because this involves risk-taking; they should be prepared to learn from their pupils and not be afraid of looking different. In spite of the high motivation that these professionals have in order to practice creativity, difficulties emerge when they try pragmatically to be creative,

²⁶ M. P, Sanchez. O. L, Martinez & C. F, Garcia *La creatividad en el context escolar: Estrategias para favorecerla*. (Madrid: Piramide: 2003)

²⁷ W. M, Cheung Tse, S. K., & H. W, Tsang Teaching creative writing skills to primary children in Hong-Kong: Discordance between the views and practices of language teachers. (*Journal of Creative Behavior*: 2003) p. 37, 77-98.

²⁸ M, Fryer. *Creative teaching and learning*. (London: Paul Chapman: 1996)

due to a fear of assuming responsibility and a low self-assessment of themselves as creative people. Teachers may be aware of the characteristics that promote student creativity but their transfer into practice may still be intuitive, as not only declarative but also procedural knowledge is needed. This way the wishes and practices of teachers could and should become more coherent in the classroom.²⁹

b. Perception

Perception is a cognitive ability. It means that, at the beginning of formation of perception, people who have to determine what would be considered. Awareness will also affect the perception.³⁰ According to Walgito, perception is a process preceded by the individual through the senses.³¹ Furthermore, Sarwono argues the perceptions can make conclusions about what we see and hear and try to make a best guess. There are three main characteristics that affect our perception of other people.³² There are three perceiver's specific factors that impact on our perception with the object of perception. There are familiarity, mood and self-concept. The first one is familiarity with the object of perception. The second is mood, Our mood is another important factor that affects the way we perceive others. The last is The self-concept of the perceiver is also a critical determinant of perception. Perception is also influenced by certain characteristics that are specific to the person who is perceived. On the most important target-specific characteristic include height, weight, estimated age, race and gender. This is a very significant factor that

²⁹ A. J. Cropley. Education. In M. A. Runco & S. R. Pritzker (Eds.), *Encyclopedia of creativity*. (New York: Academic Press: 1999), p.629-642

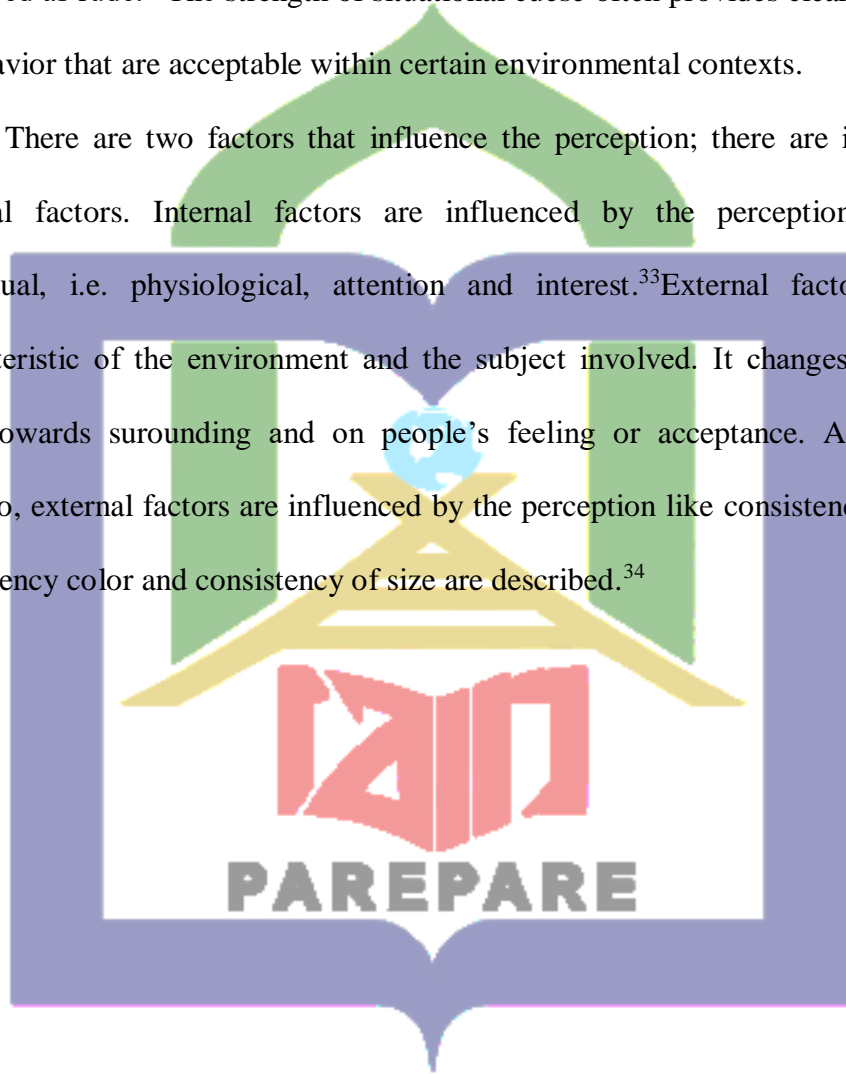
³⁰ A. R. Shaleh. Psikologi Suatu Pengantar Dalam Perspektif Islam. (Jakarta: Kencana: 2009), p.113-114

³¹ B. Walgito. Pengantar Psikologi Umum. (Yogyakarta: ANDI: 2004)

³² S. W. Sarwono. Pengantar Psikologi Umum. (Jakarta: Rajawali Pers :2010), p. 86

influences the impression that is formed about someone by an individual. “In Japan, social context is very important. Business discussions after working hours or at lunch are taboos. If you try to talk business during the set times, you may be perceived as rude.” The strength of situational cues often provides clear indications of behavior that are acceptable within certain environmental contexts.

There are two factors that influence the perception; there are internal and external factors. Internal factors are influenced by the perception from the individual, i.e. physiological, attention and interest.³³ External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surrounding and on people's feeling or acceptance. According to Walgito, external factors are influenced by the perception like consistency of shape, consistency color and consistency of size are described.³⁴



³³N.M, Ismail & I.A, Fata. *Posner's Analysis on Indonesian Curriculum 2013*. (The 1st EEIC in conjunction with The 2nd Reciprocal Graduate Research. Syiah Kuala University, Banda Aceh Indonesia: 2016), p.341-345

³⁴B, Walgito. *Pengantar Psikologi Umum*. (Yogyakarta: ANDI: 2004)

C. Conceptual Framework

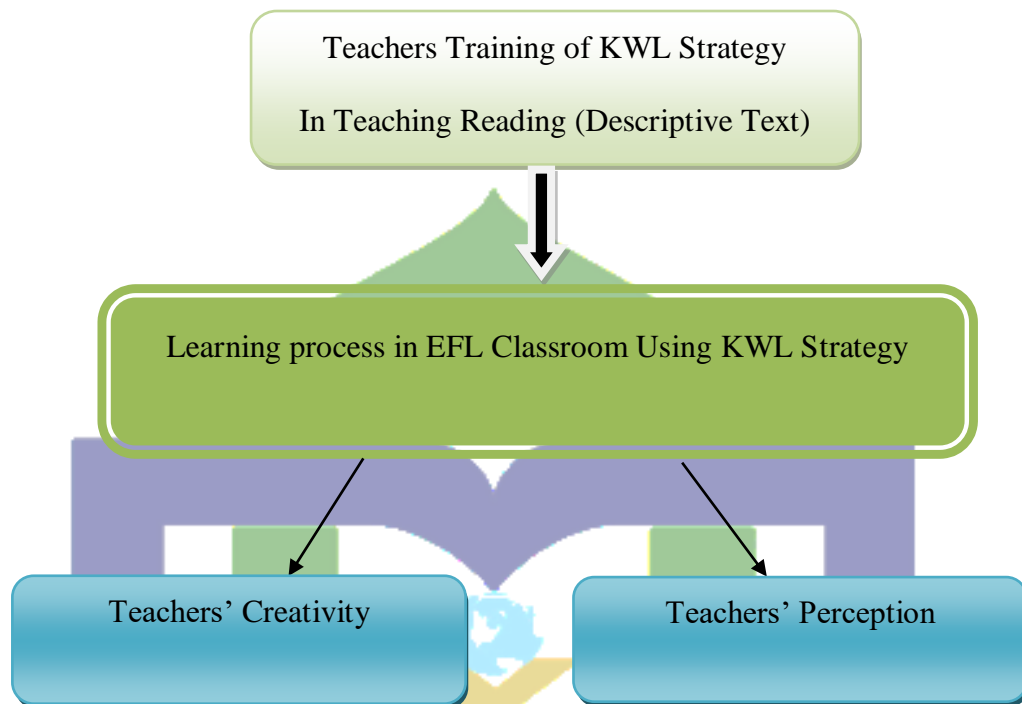


Figure 2. Conceptual Framework

The conceptual framework of this study was the researcher provided training to teachers such as FGD (Focus Group Discussion) about the KWL strategy. In the training, the researcher explained the procedure for applying KWL strategy in teaching reading comprehension in class. The reading text used in this research was descriptive text. this training was attended by English teachers in Sidrap. After training, researcher instruct the teachers to apply the KWL strategy in EFL classroom. then, the researcher conducted observations and interviews to find out teachers' creativity and perceptions of KWL strategy in teaching reading comprehension in the EFL Classroom.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presents the discussion of the research method. This is presented in five headings. They are the research design, subjects of the study, setting of the study, technique of data collection, and technique of data analysis.

A. Research Design

The problem exposed in this study deals with the existing phenomena of students in reading comprehension. The researcher design used in this research was the descriptive method. In this research, the researcher has two purposes. First, the researcher wanted to know how teachers' creativity toward KWL strategy and the second, the researcher wanted to know how the teachers' perception toward KWL strategy for teaching English reading comprehension in EFL classroom at MTS in Sidrap Regency academic Year 2019/2020.

Snape and Spencer stated that qualitative research is a naturalistic / interpretative approach concerned with understanding the meaning people give to the phenomena within their social setting. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting.³⁵

The researcher choose qualitative data research to conduct the final project of this paper. In this qualitative research, the researcher wanted to find out teachers' creativity and perception toward the implementation of KWL strategy. The

³⁵Dawn, Snape and Spencer Liz. *The Foundation of qualitative research*. Qualitative research practice: A guide for social science students and researchers. (London : SAGE Publication Ltd: 2003), p. 2

researcher choose the English teachers at MTS in Sidrap regency academic Year 2019/2020 as the object of study because the researcher wanted to know the implementation of KWL strategy for teaching English reading comprehension in EFL classroom: a study of teachers' creativity and perception.

B. Subject of the Study

The subject of this research was the English teachers at MTS in Sidrap regency in academic year 2019-2020. The primary purpose of this study was to find out teachers' creativity and perception toward KWL strategy for teaching English reading comprehension in EFL classroom, particularly issues related to be creative teachers, creative teaching practices and the factors that influence about creativity. Teacher's creativity could also be determined depending on teaching experience and educational background. For more information the researcher described about it in the column.

No	Name	Name of School	Education Level	Teaching Experience
1	YA	MTs Negeri 1 Sidrap	S2	15 Years
2	AA	MTs YMPI Rappang	S1	5 Years
3	HY	MTs PP Nurul Haq Benteng Lewo	S1	13 Years
4	MFW	MTs Negeri 2 Sidrap	S2	8 Years
5	HS	MTs DDI Kulo	S2	5 Years

C. Setting of Research

1. Place of Research

The research was conducted to English teachers at MTS in Sidrap Academic Year 2019/2020.

2. Time of Research

This research was conducted for more than a month to see the preference in learning process and this research needed a month to conduct because the researcher needed time to collect and analyzed the data and sample.

D. Technique of Data Collection

Sugiyono stated that research method is the scientific way to get the data for the purpose and the utility of something.³⁶ To get the data, the researcher used two techniques of collecting data, they were observation and interview.

1. Observation

In this observation, the subject of the observation was teacher's activities in class when the teachers' implemented KWL strategy. It focused on the teachers' creativity in implementation KWL strategy. the observation was done by the researcher at MTS in Sidrap. The researcher did the observation by going to school directly. Here, researcher observed the teaching and learning process when the teachers implemented the KWL strategy for students' reading comprehension in EFL classroom. Researcher observed the teachers how the teachers' creativity when the teacher implemented KWL strategy. The observation had purpose to find out how the implementation of the KWL strategy for teaching English reading

³⁶Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta; 2013), p. 2

comprehension by the teachers and to get data on teaching and learning process of the KWL strategy. Thus, researcher could find out the teachers' creativity in the setting. The researcher collected the data on teachers' creativity when the teachers implemented KWL strategy for teaching English reading comprehension by using notes. The notes were used to write important information and events in class.

2. Interview

The researcher added the document by conducting interview with the English teachers. The teachers were recorded by using audio recording. The researcher asked the teachers about condition of the class and how the learning process occurred. On the other hand, the researcher asked the teachers about the process of teaching and made a list of questions which have correlation with this research to get the data. The interview of this research focused on teachers' creativity and perception in the implementation KWL strategy such as: the material, the media and the technique used by the teachers and also the problem faced by teachers. In this case, the researcher asked some information about the strategy that used in the implementation of the KWL strategy. The researcher asked some questions related the teaching strategy and some other questions that might help in completing the data.

E. Technique of Data Analysis

In analyzing the data the researcher used the descriptive method. To describe the teachers' creativity and perception toward KWL strategy for teaching reading comprehension in EFL classroom, According Miles and Huberman there are three

kind activity of data analysis, they are reduction, data display, and drawing conclusion/verification.³⁷ The researcher analyzes the data by steps as follows:

a. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching. Not all the obtained data of the research was important. It means that the important information had to be taken and unimportant information had to be ignored. In process of data reduction, the researcher selected, focused and abstracted the data in the field note. The data reduction was done during research activities. In this case, the researcher reduced information during the research activities if data was unimportant or did not support the data needed by the researcher.

b. Data Display

Data display was used to know the entire description of the result either in the form of matrix or coding. After conducting this stage, the researcher was able to draw conclusion and verify it to be meaningful data. It meant describing data in the form of descriptive or narration. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher analyzed the other action based on her understanding.

³⁷A. M. Huberman & M. B. Miles. Data Management and Analysis Method In Prof, Dr Emzir, M.Pd. (*Metode Penelitian Kualitatif Analisis Data: 1984*), P. 21-23

c. Conclusion and Verification

To draw reasonable conclusion, it was conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions were drawn continuously throughout the course of study. The researcher tended to accumulate and formulated her interpretation as the researcher went along. The researcher wanted to write up not only she saw each day but also her interpretation of those conclusions.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of teachers' creativity in using KWL strategy and the teachers' perception toward the use of KWL strategy. The researcher examines method and discusses the data that have been resumed before and explained the data based on the theory in chapter II. The data sources were taken from the conclusion of teachers' way in applying KWL strategy in the school. To find the result of the research, the researcher interview five teachers and also it can be seen from the observation that the researcher have done from the first until the end the meeting. In finding the right data, the researcher used two kinds of collecting data. They are interview and observation.

A. Findings

1. Teachers' Creativity in Using KWL Strategy in EFL Classroom

Teachers' creativity is the teachers' way in applying method in learning process. In applying KWL strategy include giving an idea, grouppping the ideas, the result of questions, guide and learn in order to understand and analyse something that the students read. The implementation of this method consist of three steps, they are access what the students already know before (K), the second is determine what the students want to know before read the text (W), and the third is knowing what the students have learn from the text given (L).

In learning process, the teacher should always feel free to help and motivate students in finding something. The teacher should choose and apply some appropriate methods or strategies in learning process at school (specially for reading

comprehension). Both teacher and students will be more active, creative, and fun in learning process.

Teachers' creativity is categorized into three, they are :

a. Progress creativity

Progress creativity is the teachers' ability in improving the strategy of learning, especially in applying KWL in the classroom and improve the procedure of KWL itself. The applying of KWL strategy in improving the reading comprehension is really effective way. The teachers improve the KWL strategy in deviding students into some groups and using the media in applying this KWL strategy. For example :

Based on the observation that the researcher has done, the researcher found that this teacher is creative in progressing the creativity by using such kind of picture.

1. The first thing that the teacher do is he showed the picture toward the students, then the teacher told the students to see the picture



2. The teacher told the students to write down everything the students know about the picture.
3. After the students finished to fill the first column, the teacher told students to

fill the next column, that is what the students know more about the topic given about “things in the classroom”.

4. Then, the teacher gave a text in the book.
5. Teacher told the students to open and read the text given.
6. The teacher told students to fill the column L that is what the students got after read the text and compare their finding after read the text.


It is mean that, in this stage, the teacher already show the progress of creativity in teaching.

Figure 1. observation Teacher 2 (AA)

Based on the table on figure 1, the researcher found that the teacher already show the progress of creativity in teaching. It is proved by what the teacher did from the beginning until the end of the study. The teacher already followed the rules of how to apply a good KWL strategy and it makes students easy to understand the material given. It means that the teacher was creative in progressing the creativity by give students a picture of “things in the classroom”. The teacher told the students to write down everything the students know about that pictures. That makes students can be more interesting and fun to join the learning process.

Based on the observation that the researcher has done. This teacher has the same creativity with the previous teacher.

1. The teacher show a picture of “laptop”.



Laptop, often called a notebook, is a portable personal computer with a clamshell form factor, suitable for mobile use. Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, and for personal multimedia.

A laptop combines the components, inputs, outputs and capabilities of a desktop computer, including the display screen, speakers, a keyboard, and pointing devices (such as a touchpad or trackpad) into a single unit. Most 2016-era laptops also have integrated webcams and built-in microphones. The device can be powered either from a rechargeable battery or by mains electricity from an AC adapter. Laptops are diverse devices and specialised kinds, such as rugged notebooks for use in construction or convertible computers, have been optimized for specific uses. The hardware specifications, such as the processor speed and memory capacity significantly vary between different types, makes, and

Difficult words	
personal	: pribadi
clamshell	: kerang
heavier	: lebih berat
combines	: menggabungkan
capabilities	: kemampuan
screen	: layar
devices	: perangkat
integrated	: terintegrasi
rechargeable	: isi ulang
speed	: kecepatan
capacity	: kapasitas
vary	: bervariasi

- The teacher told the students to write down everything students know about the picture given and write it on the column (K), then the students accumulate their answers to the leader of the group.
- Then, the teacher gave an instruction to the students to write down what the students want to know about the topic given in column (W), and then accumulate gain their own answer to the leader of their group.
- The teacher gave an instruction to the students to read the text and asked them about what they got from the text.
- The students write down their answers in column (L), and then accumulate their answers to their leader of group.
- The teacher one student as the representation of their groups. To present what they already know from the text given in front of their friends.

Figure 2. observation Teacher 4 (MFW)

Based on the picture of observation in figure 2, this teacher also can improve the progress of creativity in teaching. The differential between teacher 2 and teacher

4 in teacher 4, he also show a picture to the students, but he also divided students into some groups that make students more active in the classroom. The teacher gave an instruction in order to know what the students know about the text and then told the students to write what they know in the text. It is mean that the teacher already show the progress of creativity in teaching by did such kind of interesting method to the students itself.

b. Decline Creativity

Decline creativity is the teachers' way that is not follow the rules of method or strategy that is not suitable with it. Taking an example of the teacher who are not follow the rules of KWL strategy, it is call decline creativity. If the teachers doesn't ask students first about what they already know about the text (K), what the students want to know about the text (W), and what the students have learn from the text (L), It is mean that the teacher doesn't follow the rules of KWL strategy or decline the strategy of KWL itself. For example :

Based on the observation that the researcher has done, the researcher found that these teachers was not follow the procedure of KWL that are suitable with the material given in the coaching time.

1. First, the teachers told students to read the text of conversation on the book and descriptive text on the paper given.

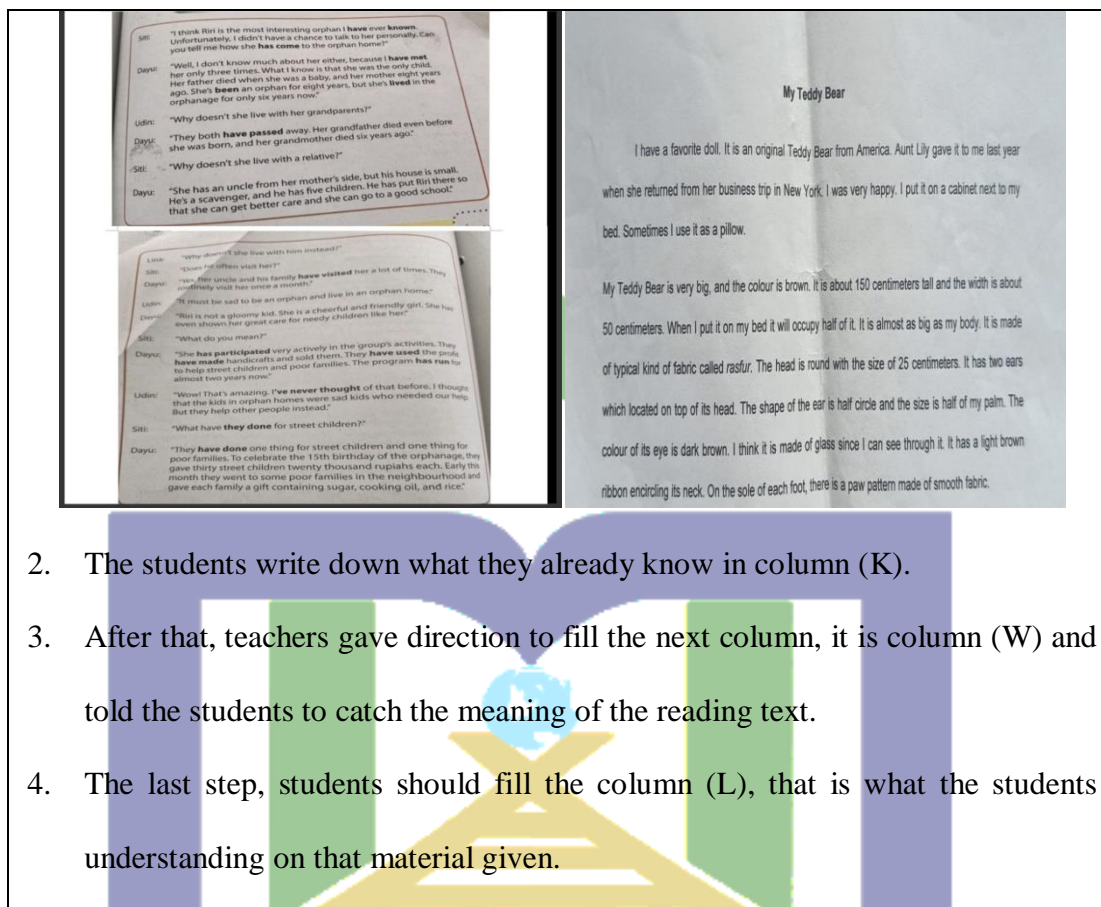


Figure 3. observation Teacher 1 and 5

Based on the table of observation figure 3, It is show that both of teachers was not follow the instruction of KWL strategy, which is mean that these teachers was not creative enough in giving the materials toward the students. The teachers showed that they are not creative in improving the method of KWL strategy when they applied it. The teachers cannot find new ideas to improve the way they teach the students in the classroom. It is mean that the teachers was not follow the rules of KWL strategy, even they still trying to apply it.

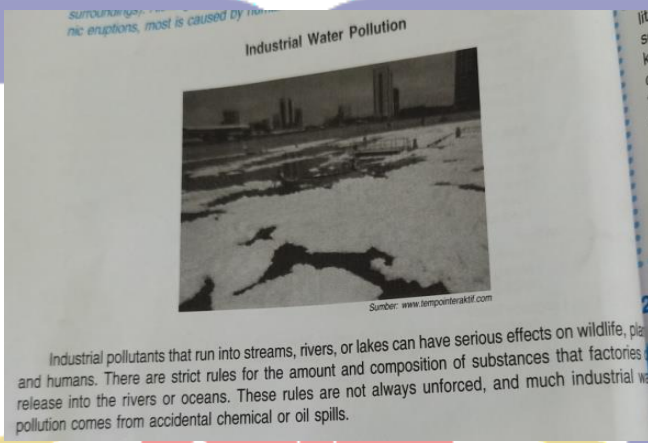
c. Unchanged Creativity

The unchanged creativity means that the teacher follow the rules or procedure, but there is not improvement in the process of given creativity. Taking

an example of the teacher who are follow the procedures of KWL strategy, but they only told the students about this K, W, and L, and there is no such kind of improvement that can make students more fun, happy, and have motivation to join the learning process. That is called unchanged creativity. For example :

Based on the observation that the researcher has done, the researcher found that these teacher was follow the procedure of KWL.

1. First, the teacher gave a theme about “industrial water pollution”.



2. The teacher told student to write what they know about the topic given and write down in column K.
3. After that, teacher gave the next instruction for the students about what they want to know more about the topic given, and write down in column W.
4. The last step is the teacher gave a text about “industrial water pollution”. Then, the students read the text as what the teacher told them.
5. The teacher told them to fill the column L that is what the students got after read the text that I related with that topic.

Figure 2. observation Teacher 3 (HY)

Based on the figure 2, the researcher said that teacher followed all the procedure of KWL strategy but there was not improvement. teachers were not creative enough in giving the materials toward the students.

Based on the observation, the data showed that teachers' creativity in using KWL strategy include :

1) Using Media

Using media in teaching English is really useful toward the students. There were only 2 teachers used media (picture) in giving the materials. Moreover, they also follow the rules of KWL that make students active in learning process.

2) Learning Process Development

Learning Process Development means that the teachers can improve the learning process with some way/strategy or media. KWL strategy is one of the good strategy that make teachers and students can active in learning process. Based on the observation, the researcher found that these five teachers already develop the learning process with some good way, such as divided students into some group and showed any pictures toward the students.

3) Classroom Management

Divide students into some groups based on the steps of KWL strategy. They are Know, Want to know, and Learn. It is useful if the teacher gets this information from the students at the beginning of the learning process. This grouping strategy would probably work best if the teacher divided students into some groups during the first few days of school. The teacher can verbally remind the class on the specific day and the class would group themselves. Therefore, with this groups, it can also be

recorded on a chart outside the classroom door so the students know before entering the classroom the others they will be working with that day.

2. Teachers' Perception toward KWL Strategy in EFL Classroom

A close link in this research is the perception or response given by the teachers as a result of the learning process in applying the KWL strategy, in order to achieve the learning objectives. Therefore a teacher is required to be able to construct and formulate learning goals.

Teachers' perception toward KWL strategy is related to :

- a. Teachers' perception about implementation KWL strategy.

Teachers' perception toward difficulty in implementing KWL strategy is administered below:

- 1) Easy to be implemented.

Based on the interview data, it is whom that KWL strategy easy to be implemented. The data from interview as follow:

*" It is not really hard to be implemented..eee... the students' vocabulary is still low, so, they also feel difficult to understanding the material with KWL strategy"*³⁸

*" The students is not feel difficult, there is only difficulty when...eee... the students sometimes doesn't know the meaning of the text"*³⁹

KWL strategy can be used as one of good strategies that the teacher can use in order to improve the students' reading comprehension. It is an instructional scheme that develops active reading of expository text by activating learners

³⁸ Mrs. YA (English Teacher), interviewed October 2019 at MTS Negeri Sidrap.

³⁹ Mrs. HY (English Teacher), interviewed November 2019 at MTS PP Nurul Haq Benteng Lewo.

background knowledge. Most of teachers use KWL strategy in learning process because it is easy to be implemented.

2) Poor vocabulary

There are many reasons why students feels difficult to study. One of that is because most of students are lack of vocabulary. The data from interview as follow :

“ It is not really hard to be implemented...eee... the students’ vocabulary is still low, so, they also feel difficult to understanding the material with KWL strategy”⁴⁰

“ The students is not feel difficult, there is only difficulty when...eee...the students sometimes doesn’t know the meaning of the text”⁴¹

“ The difficulty is only because the students is constrained on their vocabulary”⁴²

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, the students cannot communicate and express their feeling both in form of spoken and written effectively. The more students master vocabulary the more they can speak, write, read and listen as they want.

3) Poor Prior Knowledge

Based on the interview data, In order to facilitate learning, one of the fundamental principles instructors employ is understanding students’ prior knowledge. The data form interview as follow :

“ In the beginning of the learning process, sometimes.... the students blank and didn’t know everything”⁴³

⁴⁰ Mrs. YA (English Teacher), interviewed October 2019 at MTS Negeri 1 Sidrap

⁴¹ Mrs. HY (English Teacher), interviewed November 2019 at MTS PP Nurul Haq Benteng Lewo.

⁴² Mrs. HS (English Teacher), interviewed November 2019 at MTS DDI Kulo

⁴³ Mrs. AA (English Teacher), interviewed October 2019 at MTS YMPI Rappang

*“ The students is not feel difficult, there is only difficulty when..eeee...the students sometimes doesn't know the meaning of the text”.*⁴⁴

*“ The difficulty only on the students' basic knowledge, because eee.. the students have different knowledge”.*⁴⁵

For the instructor, it is important to assess such prior knowledge or attitudes and beliefs very early in the semester since the knowledge students possess may either promote or hinder their learning. It is also important to assess prior knowledge and skills early since such information could be used to help foster student engagement and critical thinking in the course. Therefore, students should have much knowledge before learn new things.

b. Teachers' perception toward advantages in implementing KWL strategy

Teachers' perception toward advantages in implementing KWL strategy is administered below:

- 1) Helping the students to check prior knowledge as the interview that the researcher have done below :

“It is provoke students to tell their opinion, about what they already know before, and it is also provoke students to give a reason based on what they read. The teacher told all the students to active in reading comprehension...”

*“.... It can provoke students to think what is the things that they already know before about that material, and then what they want to know...”*⁴⁶

The KWL strategy in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this

⁴⁴ Mrs. HY (English Teacher), interviewed November 2019 at MTS PP Nurul Haq Benteng Lewo.

⁴⁵ Mrs. MFW (English Teacher), interviewed November 2019 at MTS Negeri 2 Sidrap.

⁴⁶ Mrs. MFW (English Teacher), interviewed November 2019 at MTS Negeri 2 Sidrap.

prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic.

- 2) Building the students' interest in reading comprehension as the interview that the researcher have done below :

"the students are really enthusias in reading the text, the more focus in learning process, the teacher easy to explain the materials, the learning process is not difficult, and the students focus on what they want on that learning process".

".....the students more active in reading, active in opening the descriptive text, and the students easy to explain the materials., and also this KWL strategy is really useful for the students when they do their examination..."⁴⁷

"Good... it can improve students' motivation in learning"

".....There are so many advantages. The use of KWL is related with the students' daily activity. The advantages is really incredible thing..."⁴⁸

The use of KWL strategy is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text.

- 3) provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson.

"..... KWL, the time is more easy to be answered by students... the students directly looking for the point of the materials... the students is also can be more effective in learning.. the students is easy to understand it, rather that when they read aloud".

".....the students understand the material easily and they find the answer more fastly.."⁴⁹

⁴⁷ Mrs. HY (English Teacher), interviewed November 2019 at MTS PP Nurul Haq Benteng Lewo.

⁴⁸ Mrs. YA (English Teacher), interviewed October 2019 at MTS Negeri 1 Sidrap

⁴⁹ Mrs. HS (English Teacher), interviewed November 2019 at MTS DDI Kulo

The benefit was to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely *What I Learned* column, the students record the information they get from the text.

B. Discussion

1. Teachers' creativity in using KWL Strategy in EFL classroom

KWL strategy can be used as one of good strategies that the teacher can use in order to improve the students' reading comprehension. Most of teachers use KWL strategy in learning process because it is easy to be implemented. It is prove by Ros & Vaughn mentioned that this step KWL (Know, Want to know, Learned) was easier to understand by the students.⁵⁰ Therefore, most teachers can improve their students' reading comprehension because it is interesting to be used, students can more active in the classroom, and the teachers are not difficult to implemented this strategy. That is why this strategy is good to be used by the teachers.

Teachers' creativity is categorized into three, they are :

a. Progress creativity

According to Susan K. Donohue, Creativity is vital to the process of innovation, and innovation is vital to meaningful and significant outcomes in virtually every profession and, eventually, to the ability of a society to be competitive locally, nationally, and globally.⁵¹ It is certainly central to the study and

⁵⁰Vaughn & Ros. The know, want to know, learn strategy. In K. D. Muth (ED.), Children's comprehension of text: Research into practice. (Newark, DE: International Reading Association: 2002), p. 179

⁵¹Donohue. Susan K. "Scientific Creativity as Constrained Stochastic Behavior: The Integration of Product, Person, and Process Perspectives." (Psychological Bulletin: 2003), pp. 475 – 494.

practice of engineering, a design-centric profession. Creativity is one of the key desired educational outcomes in the 21st century as the world's economic growth is increasingly innovation-driven.

A well-accepted definition of creativity is the generation of a new product that's both novel and appropriate in a particular scenario. (A product could be an idea, an artwork, an invention, or an assignment in your classroom.) There isn't just one way for a person to "be creative," or one set of characteristics that will differentiate "the" creative person. Instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of: tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risks, and following an inner passion.

Creativity also directly enhances learning by increasing motivation, deepening understanding, and promoting joy. Intrinsic motivation is essential to the creative process—and relies on students pursuing meaningful goals. "Create" is at the top of Bloom's taxonomy for a reason: By noticing broader patterns and connecting material across academic disciplines, creative thinking can facilitate deeper cross-curricular learning. As Alane Jordan Starko points out in the book *Creativity in the Classroom*, the strategies that support creativity—solving problems, exploring multiple options, and learning inquiry—also support depth of understanding.

In this research, progress creativity has done by both teachers and students in order to improve the quality of teaching in the classroom. It is KWL strategy. The teacher

told the students to write down everything students know about the thing. It is mean that this teacher improve the progress of creativity in teaching. The teacher also divided students into some groups that make students more active in the classroom. It is mean that the teacher can add any progress in their creativity in teaching.

b. Decline Creativity

A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things. Students can grow up as good communicators in addition to improving their emotional and social skills. Creative classrooms can really transform the way students acquire education and how they apply it in their real life. In fact, creative expression plays a key role in a student's emotional development.

Teachers who can model creative ways of thinking, playfully engage with content, and express their ideas, will beget creative students. Students need to see teachers who have passions, whether it's drawing, mathematics, painting, biology, music, politics, or theater. That contagion of passion and positive emotion is a hotbed for creative thought. Creatively fulfilled teachers may also be happier teachers. One study in the Journal of Positive Psychology suggests that engaging in a creative activity doodling, playing a musical instrument, knitting, designing just once a day can lead you into a more positive state of mind. This positive state of mind will sustain you, and spread to the students. All of that are including the improvement creativity, it is different with decline a creativity.

According to Dweck, Carol S, Decline creativity is the activity in manage the classroom that refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place, but the teacher doesn't follow the procedure of the method that they apply.⁵² This management includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment.

Taking an example in KWL strategy. The teacher applied KWL strategy, but there is no improvement inside of it which is mean that the teacher only apply this strategy but the teacher cannot motivated students more because there is no improvement in learning process.

c. Unchanged Creativity

Unlike the conventional teaching methods, the creative classrooms give them the opportunity to express themselves. Whether it is debate or classroom discussions or field trips, students have the chance to come out of their shelves and become a part of it. This freedom of expression gives them a sense of goodness and happiness. Making some contributions in the learning sessions gives them a sense of satisfaction too. A creative approach to learning makes them more open with the puzzles that come their way and gives them a feeling of accomplishment and pride.

Creative expression is important for a kid to trigger up their emotional development. Importantly, this has to happen at their lower classes itself so that they grow up by responding well to the happenings around them. Creativity gives them that freedom to explore the surroundings and learn new things from them. Students

would always love a classroom setting that helps them to explore freely without setting them any boundaries. When they can show off their true emotions in a creative manner in their classrooms, they can build up good confidence level.

Creativity can stimulate imaginative thinking capability in students. That is why teachers promote activities such as open-ended questions, creative team building activities, brainstorming sessions and debates amidst busy curriculum schedules. Some teachers tactfully use these techniques to teach tough lessons to make children learn with fun and ease. Activities such as puppet shows will keep the students feel interested in the learning sessions and the flow of images in their mind gives them the pleasure of creativity. The open-ended questions will open them a world of imaginative thinking and they can come up with creative responses. The teacher becomes the most important component in teaching reading as her/his attitude can influence the students' performance. She/he takes role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos).⁵³

Therefore, the teacher has an important part in teaching activity. Different case if the teacher unchanged the creativity. It means that the teacher follow the rules or procedure, but there is not improvement in the process of given creativity. Mention like when the teacher apply KWL strategy, unchanged creativity means that the teacher follow all the procedures of KWL, but there is no improvement in learning process. Based on the observation, the data showed that teachers' creativity in using KWL strategy include media, learning process developmentt, and classroom management.

⁵³ C. Soffos., J. Dorn. Teaching for Deep Comprehension (A Reading Workshop Approach). Portland: Stenhouse Publisher. 2005), p. 80

2. Teachers' perception toward KWL Strategy in EFL classroom

In this research is the perception or response given by the teachers as a result of the learning process in applying the KWL strategy, in order to achieve the learning objectives. Therefore a teacher is required to be able to construct and formulate learning goals.

a. Teachers' perception about implementation KWL strategy

Teachers' perception about implementation KWL strategy are included:

1) Easy to be implemented

The KWL strategy in improving the reading comprehension is really effective and the teacher can apply it easily. The students can be more spirit to study because the teacher asked them first what they know about the material. It is different with the teacher who only give them a reading text without knowing whether the students already understand it or not. This KWL strategy can help the students to think new information that they get, also it can improve the students' questions of every topics.

As what Peregoy & Boyle, have explained that in this definition, four important concepts of Know Want Learn (KWL) strategy are used. Firstly, Know-Want-Learn (KWL) is an instructional reading strategy to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, Know-Want-Learn (KWL) strategy is designed to activate students' background knowledge. By using Know-Want-Learn (KWL) strategy, the teacher can help the students recall the information stored in their mind which is related to the topic.

Thirdly, Know-Want-Learn (KWL) strategy can assist students in setting purposes for reading. By the use of Know-Want-Learn strategy, the teacher can encourage the students to determine why they are reading a specific text. Fourthly, Know-Want-Learn strategy helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text.⁵⁴

Ros & Vaughn also said the same thing that Know Want Learn (KWL) strategy involves a variety of strategies to help students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, setting purpose of reading, and monitoring and assessing comprehension. The use of Know-Want-Learn (KWL) strategy can assist the teacher in teaching reading using an interactive model of reading.⁵⁵

According to Brown, an interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of Know-Want Learn (KWL) strategy, activating the students' prior knowledge is the most important stage.⁵⁶

KWL strategy is a good strategy to improve students' reading comprehension because it is one of many strategies that can make the students interesting to join the learning process. When the students do not enjoy reading, they will get nothing from

⁵⁴ S. Peregoy & O. Boyl. Reading, writing & learning in ESL. (New York: Addison Wesley Longman 2001) p. 70

⁵⁵ Ibid. 178

⁵⁶ H. D. Brown. Teaching by Principles: An Interactive Approach to Language Pedagogy. 2001. P. 299

it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text that they read. It is prove that KWL strategy is really good.

2) poor vocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. Hatch and Brown stated that vocabulary is the only system involved of alphabetical order.⁵⁷ In addition, Richards and Renandya said that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.⁵⁸

The other definition of vocabulary states from Hatch and Brown, they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.⁵⁹ In addition, Brown views vocabulary items as a boring list of words that must be defined and memorized by

⁵⁷ E. Hatch & C, Brown. Vocabulary, Semantics, and Language Education. (Cambridge: Cambridge University Press 1995). p. 1

⁵⁸ Renandya. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University 2002. P. 255

⁵⁹ Ibid. 1

the students, lexical forms are seen in their central role in contextualized, meaningful language.⁶⁰

Richard in Schmitt also stated that knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features. Vocabulary is central to second language (L2) acquisition.⁶¹ Nation in Schmitt proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.⁶²

As the conclusion, learning vocabulary is the most important thing that the students should know before going to the next part of learning (listening, reading, speaking, writing), because if the students lack of vocabulary, it is really hard for them to know and understand more about the materials that will be given by the teachers.

3) poor prior knowledge

Prior knowledge has long been considered the most important factor influencing learning and student achievement. The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills. An essential factor in developing an

⁶⁰ Ibid 377

⁶¹ Schmitt Vocabulary, Description, Acquisition and Pedagogy. (Cambridge: Cambridge University Press 1997). P. 241

⁶² Schmitt, Nobert. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.

integrated knowledge framework is to create a learning environment in which learning means actively constructing knowledge and skills on the basis of prior knowledge. Heibert, Elfrieda H and Kamil, Michael L have discussed about the students' prior knowledge that is defined as a multidimensional and hierarchical entity that is dynamic in nature and consists of different types of knowledge and skills.

Patchara was also discussed about the prior knowledge that most students assert that they are familiar with concepts and procedures from previous courses, but are often unable to apply or use them. Another finding is that students tend to make sharp distinctions based on the emotional sense of words. In psychology, reinforcement refers to increasing a behavior while punishment refers to decreasing a behavior. Negative reinforcement doesn't mean punishment (student misconception) but removing a barrier that allows increase of a desired behavior. When students' prior knowledge (acquired before a course) is accurate and appropriate, it will aid learning. But when students' prior knowledge is inappropriate or inaccurate, it will hinder learning.⁶³

Brown, H Douglas stated that students do not come into the class as blank slates, but rather with knowledge gained in other courses and through daily life. This knowledge consists of an amalgam of facts, concepts, models, perceptions, beliefs, values, and attitudes, some of which are accurate, complete, and appropriate for the context, some of which are inaccurate, insufficient for the learning requirements of the course, or simply inappropriate for the context. As students bring this knowledge

⁶³ Varasarin, Patchara. An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence. 2007.

to bear in our classrooms, it influences how they filter and interpret incoming information.

Students connect what they learn to what they already know, interpreting incoming information, and even sensory perception, through the lens of their existing knowledge, beliefs, and assumptions (Vygotsky; National Research Council).⁶⁴ In fact, there is widespread agreement among researchers that students must connect new knowledge to previous knowledge in order to learn (Bransford & Johnson).⁶⁵ However, the extent to which students are able to draw on prior knowledge to effectively construct new knowledge depends on the nature of their prior knowledge, as well as the instructor's ability to harness it.

In the following sections, we discuss research that investigates the effects of various kinds of prior knowledge on student learning and explore its implications for teaching. As we know that, vocabulary is important for the students. The students cannot understand the material as well if they cannot know what the meaning of the text given. It is also has the same case if the students doesn't have prior knowledge in the very first place. Take an example if the students coming to the class without bring any knowledge about the material that will be discussed, the students will feel hard to understand the materials even the teachers have a good way in teaching the materials.

As conclusion, the researcher think that the teacher should give vocabularies to the students as much as possible in order to prepare them for a better understanding

⁶⁴ L. S. Vygotsky. *Mind and society: The development of higher mental processes*. (Cambridge, MA: Harvard University Press. 1978)

⁶⁵ Bransford, J. D., Barclay, Sentence memory: A constructive versus interpretive approach. *Cognitive Psychology*, 1972

about the materials given, especially for the reading comprehension. Also, the teacher should understand first what the students prior knowledge about something that will be discussed in the classroom before give the materials. The point is, as a good teacher, we should give them an appropriate materials in order to make them easy to acquire something in learning process.

b. Teachers' perception toward advantages in implementing KWL strategy

Teachers' perception toward advantages in implementing KWL strategy are included: Helping the students to check prior knowledge, Building the students interest in reading comprehension, provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson.

The KWL strategy in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. learners who start making connection about what they already know can create meaning of the text more easily.

Kathrine stated that KWL helps students' active prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources.⁶⁶ They focus on what is important in the text to develop comprehension. It means KWL strategy facilitates to make connection between what students already know and what the text is about that students will be

⁶⁶ Kathrine, W. (2001). *Strategies for Literacy Education*. New Jersey: Merrill Practice Hall.

reading, encourage students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read.

Rahim stated that KWL is also the strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment.⁶⁷ Accessing prior knowledge and engaging students' interest before beginning reading activity can improve students' ability to make associations, clarify understanding, and increase comprehension. KWL strategy is designed to activate students' background knowledge. In addition, Westwood stated that KWL can be activated prior knowledge of students, in the K column the students and teacher together brainstorm and write down all they know about the topic. W Column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information). L column, the students silently or as shared activity, the children write ideas and summary of the main things they have learned from the text (reflecting, consolidating, 4 evaluating, and summarising).⁶⁸

KWL strategy is one active reading, it is prepares students to make predictions about what they will be reading, as well as engaging them with students, each students and teacher of the content of the topic.⁶⁹ By using KWL strategy, the teachers can help the students recall the information stored in their mind which is related to the topic.

⁶⁷ Rahim, A.R.M.A.A. 2015. *The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English*. (Unpublished Script). Gaza: The Islamic University of Gaza.

⁶⁸ P. Westwood, *Reading and Learning Difficulties*. (New York, Victoria: Australian Council for Educational Research: 2001). p.60

⁶⁹ J, Hassard. *Science as Inquiry* 2nd Edition. (Culver, United States of America: Good Year Books 2011). p. 77

The use of KWL strategy is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text.

Providing a chance for the students to assess what they have learned. At this stage, the teacher guides the students set goals specific purpose of reading. Of interest, curiosity, and ambiguity, generated during the first step, the teacher invites students to create a variety of questions whose answers we want to know the students. Teachers begin by asking questions such as what you want to know about? During the Want to Learn step, the teacher and the students discuss what they want to learn from the text. Before starting to read, the students write down the specific questions in which they are most interested in the second column.

This step helps the students to set a purpose of reading. This step is very important because it allows the students to expand their knowledge and know their needs and interests; in addition, the teacher has a clear picture about his/her students to prepare lesson plan that they enjoy. These questions become the basis for "W" (what students want to learn). Questions may be developed from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information.

The benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely *What I Learned* column, the students record the information they get from the text. Here, the students can assess their own thinking process. After reading, students write down all the things they have gained from reading activities in accordance with any questions at in the previous stage.

During the What I learn step, the students write what they learn from reading. They should check their questions that they generated in Want to Learn step. In this step, the students have to confirm or reject their own questions in What I Want to Know. Besides, they have to generate their ideas based on the information they find. In this step the students can monitor their own comprehension. Students discuss what they have learned from the passage. Questions develop before and during the reading should be reviews to determine how they were solved. If some questions have not been answers, students can be guided to seek further information in appropriate materials.

In this step, the teachers will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text. the students checks whether the information he/she gets from the text is suitable with the information stored in their mind. The three stages in KWL are exactly the same as how reader processes to comprehend the text. Each column in the chart shows the process of comprehending the text.⁷⁰

⁷⁰ C, Ros and S, Vaughn, Strategies for Teaching Students with Learning and Behavior Problems. (USA: Rinehart and Winston 2002)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, they are conclusions and suggestions. Those two sections are presented below.

A. Conclusions

Based on the findings and discussion in the preceding chapter, the writer would like to draw the following conclusions:

1. Teachers' Creativity in Using KWL Strategy in EFL Classroom

Teachers creativity toward KWL for teaching English reading comprehension include: material, teaching strategy and the media used by the teacher. The material used by the teacher is descriptive text. The teaching strategy used by the teacher is the teacher divide the students into some groups based on the steps of KWL strategy. The media used by the teacher is the teachers show the picture. Teachers creativity is categorized into three, they are: progress creativity, decline creativity, and unchanged creativity.

2. Teachers perception toward KWL strategy in EFL Classroom

KWL strategy in improving the reading comprehension is really effective and the teacher can apply it easily. KWL strategy can help the students to think new information that they get, also it can improve the students' questions of every topics. Poor vocabulary and poor prior knowledge are problems in the implementation KWL strategy because it is really hard for students to know and understand more about the materials that will be given by the teachers. Even though, there are advantages in implementing KWL strategy include: helping the students to check

prior knowledge, building students interest in reading comprehension, and provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson.

The researcher can conclude that the teachers applying KWL strategy with different categories. There are teachers improving the strategy of learning especially KWL in the classroom and improve the procedure of KWL itself, there are teachers not follow the rules of method or strategy that is not suitable with it, and there is teacher follow the rules or procedure but there is not improvement in the process of given creativity.

B. Suggestion

1. The English Teachers

It is suggested that the English teachers should scaffold the students' comprehension of the text. It can be done by considering the process before, during, and after reading. Besides, the English teachers need to use more media, method or strategy, and KWL is one of a good strategy that the teacher can apply in the classroom. It can attract the students' attention to the text and it can help the students recall the information stored in their memory. It is important since the students' prior knowledge contribute to the students understanding of the text.

2. The other Researchers

It is necessary to follow-up this study to get more actions to improve students' reading comprehension. There are some factors of this study which may be interesting to explore. For example, it is possible for other researchers to implement the similar technique in other schools.

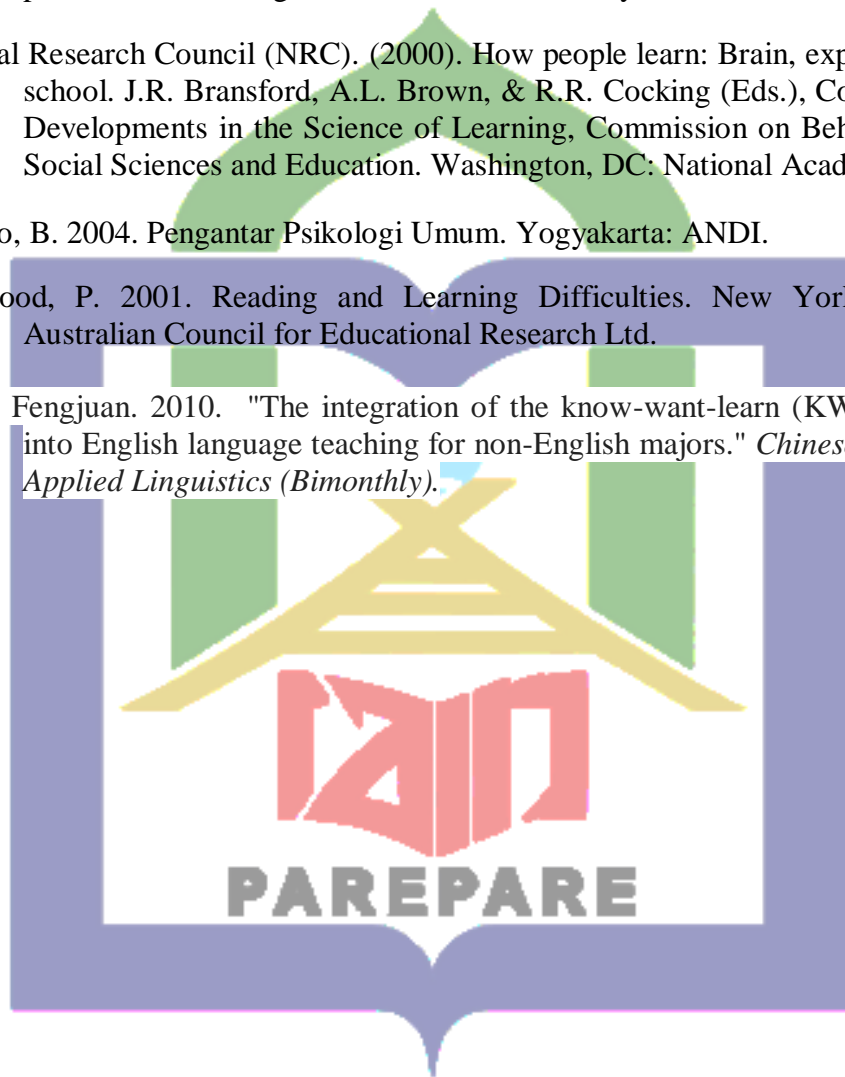
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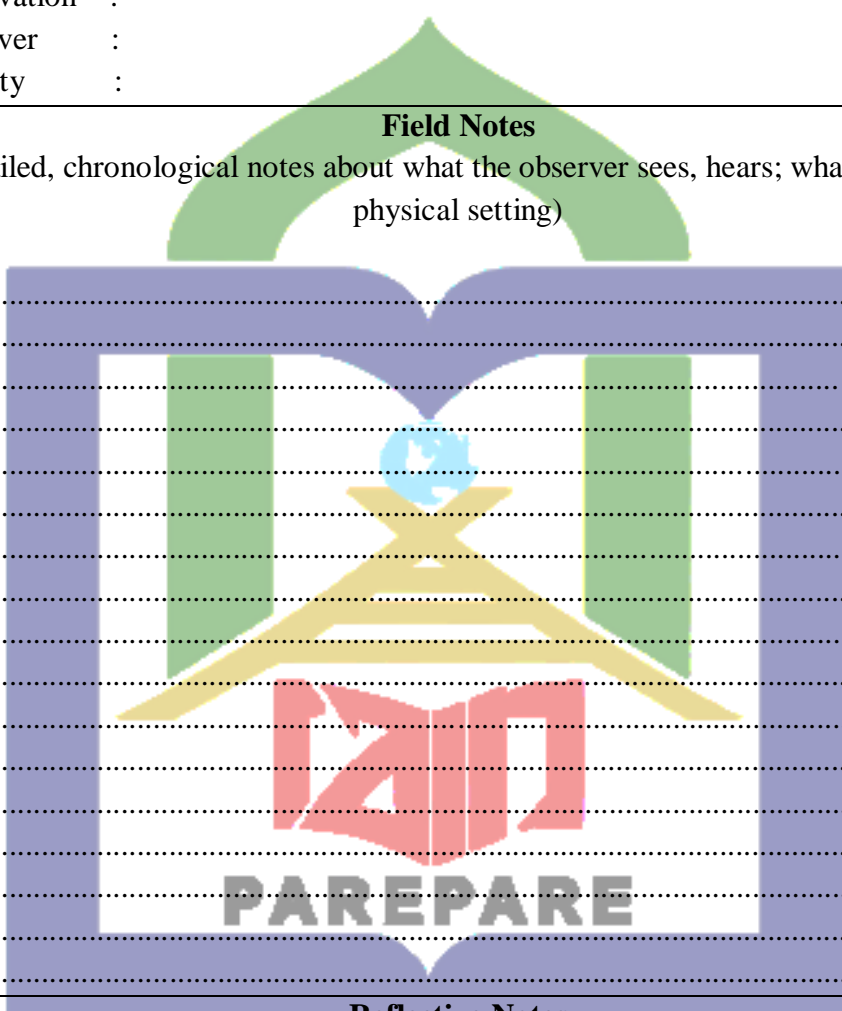
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Appendix 1

Observation

Date / Time	:
Place	:
Observation	:
Observer	:
Activity	:

<p align="center">Field Notes</p> <p align="center">(Detailed, chronological notes about what the observer sees, hears; what occur; the physical setting)</p> <div style="text-align: center;">  </div>
<p align="center">Reflective Notes</p> <p align="center">(Concurrent notes about the observer's personal reaction, experiences)</p>

Appendix 2

(Interview With Teachers)

1. Sebelum diadakan kegiatan FGD, apakah Bapak/Ibu sudah mengenal KWL strategy?
2. Setelah diadakan kegiatan FGD, bagaimana pemahaman Bapak/Ibu tentang KWL strategy, mudahkan di implementasikan di kelas atau tidak?
3. Seperti apa persiapan bapak/ibu dalam mengimplementasikan KWL strategy?
4. Bagaimana cara bapak/ibu memperkenalkan mengenai topik materi yang akan dibahas?
5. Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?
6. Menurut bapak/ibu bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
7. Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan KWL strategy?
8. Metode pembelajaran seperti apa yang biasanya bapak/ibu terapkan dalam pembelajaran bahasa Inggris?
9. Apa saja kesulitan dari penggunaan KWL strategy?
10. Apa saja kelebihan dari penggunaan KWL strategy?
11. Menurut bapak/ibu apa manfaat dari penggunaan KWL strategy?
12. Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut bapak/ibu?

Date / Time : Tuesday, October 29th 2019 / 09:00-10:50
 Place : MTs Negeri 1 Sidrap
 Observation : Observation of the first research subject
 Observer : Nurfadillah
 Activity : Teaching English by using KWL Strategy

Teaching English in the classroom

This is an observation of the first subject of research, the teacher told the students to open the material in their book that the students have. Then, the teacher showed and explained how the steps of applying this KWL strategy through LCD/projector. It start with K (Know), W (Want to know), and L (Learn). After all the steps explained by the teacher, the teacher told students to look again their book. While the teacher give students worksheet that need to be fulfill by the students where there is chart/column of KWL on that worksheet. Before do it, the teacher gave an example or topic, they are about handphone and dinosaurs, then the teacher explained the steps of KWL through that topic given.

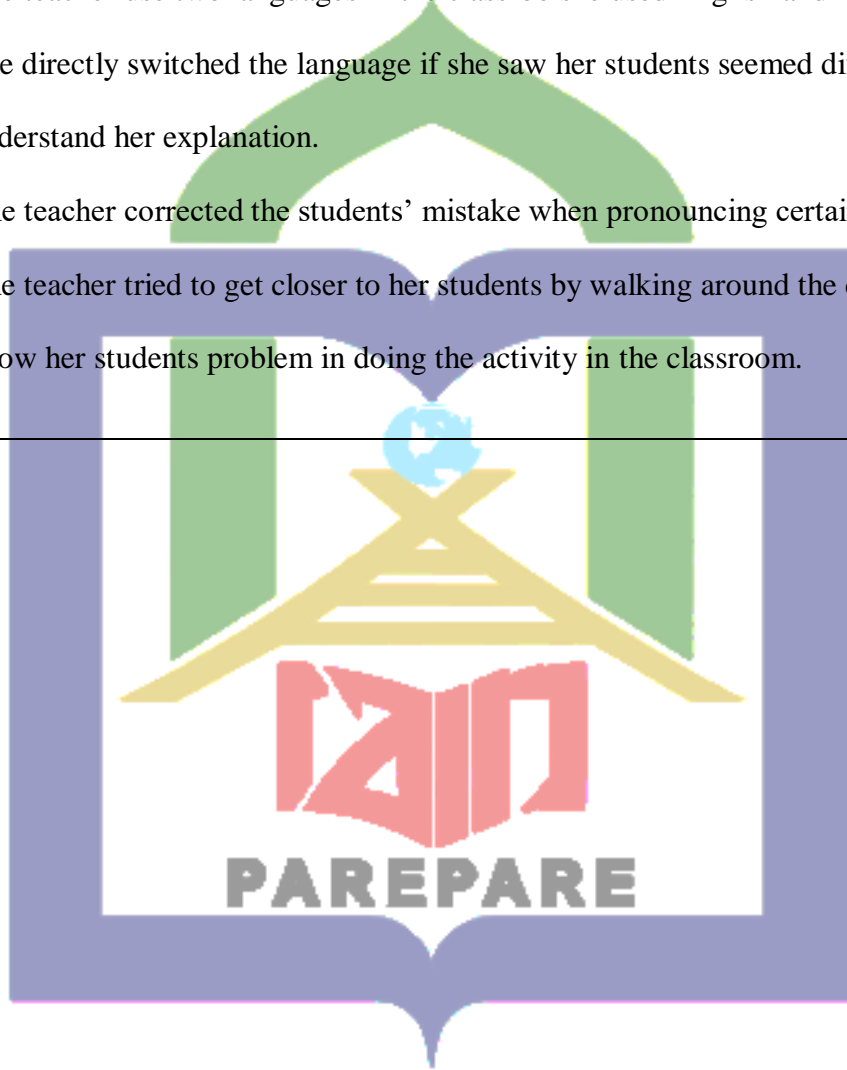
First, the teacher told students to read the text of conversation on the book given. Then, students write down what they already know in column (K). Then, teacher gave direction to fill the next column, it is column (W) and told the students to catch the meaning of the reading text. Sometimes, the teacher point the student to write the their answer in the whiteboard while explaining the topic given. The last step, students should fill the column (L), that is what the students understanding on that material given.

In the last session after all the steps finished, students submit their worksheet. The teacher give suggestion to the students to always feeling grateful and appreciate

something even it is just a little thing. The teacher finished the learning process.

Reflective Notes

1. The teacher prepare the lesson systematically.
2. The teacher use two languages in the classroo she used English and Indonesia. She directly switched the language if she saw her students seemed difficult to understand her explanation.
3. The teacher corrected the students' mistake when pronouncing certain words
4. The teacher tried to get closer to her students by walking around the class to know her students problem in doing the activity in the classroom.



Date / Time : Thursday, October 31st 2019 / 09:00-10:50
 Place : MTs YMPI Rappang
 Observation : Observation of the Second research subject
 Observer : Nurfadillah
 Activity : Teaching English by using KWL Strategy

Teaching English in the classroom

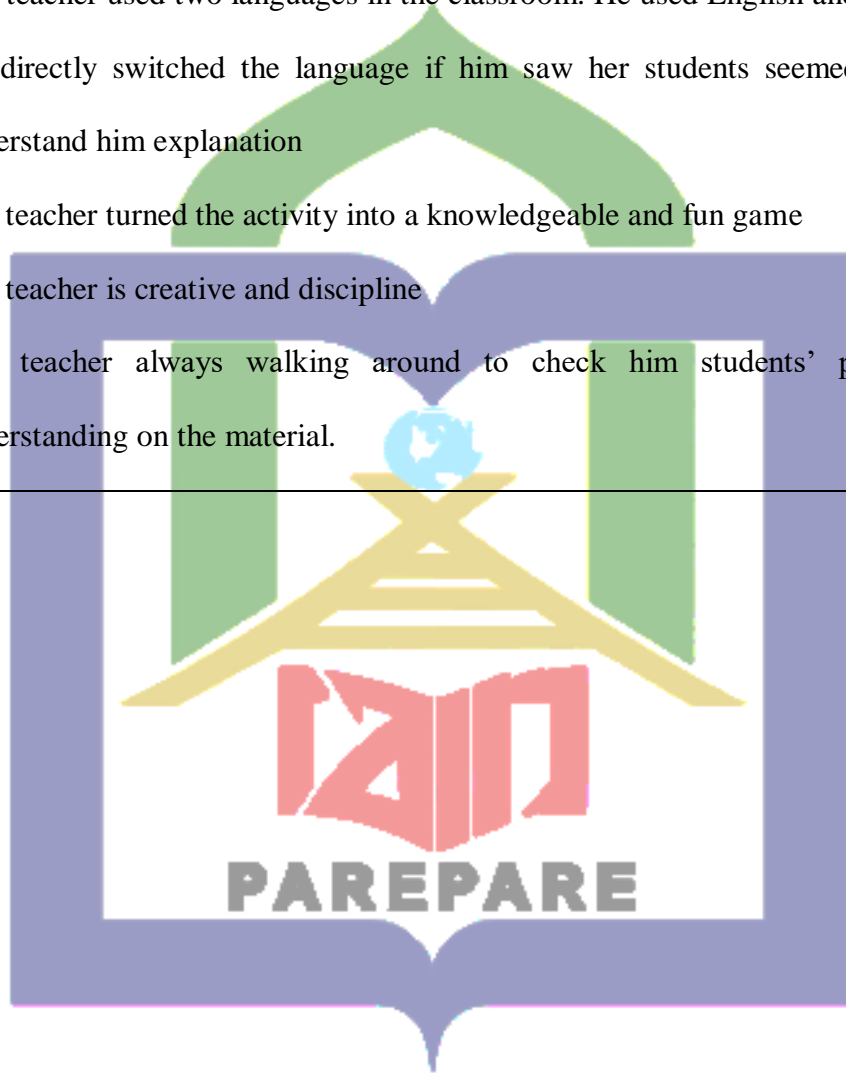
This is an observation of the second subject. Before started the learning process, the teacher rearrange the classroom. In the first step, the teacher told the students to write the title? topic of material that will be explained. That is “things in the classroom”. Then, the teacher told students to make a column of KWL on the blank paper that had been divided by the teacher. After that, the teacher used media of picture and showed the students a topic material that will be discussed. The teacher told students to write what they know in column K about the given topic. Sometimes, in order to create fun class, the teacher gave students something funny or told students to sing a song.

After the students finished to fill the first column, the teacher told students to fill the next column, that is what the students know more about the topic given about “things in the classroom”. Then, the teacher gave a text in the book. Teacher told the students to open and read the text given, and then the teacher told students to fill the column L that is what the students got after read the text and compare their finding after read the text. Beside that, the teacher gave a game to students and divided students into 3 groups, then every group write what they got, what they got after read the text in the column that the teacher give before in the whiteboard. The activity was finished with discussion between students and teacher that is make a conclusion about

what they got on the reading text given. The chairman prepared the class to have a break by giving thanks to the teacher.

Reflective Notes

1. The teacher used two languages in the classroom. He used English and Indonesian. He directly switched the language if him saw her students seemed difficult to understand him explanation
2. The teacher turned the activity into a knowledgeable and fun game
3. The teacher is creative and discipline
4. The teacher always walking around to check him students' progress and understanding on the material.



Date / Time : Thursday, November 05th 2019 / 09:00-10:50
 Place : MTs PP Nurul Haq Benteng Lewo
 Observation : Observation of the Third research subject
 Observer : Nurfadillah
 Activity : Teaching English by using KWL Strategy

Teaching English in the classroom

This is an observation on the third subject of research. The teacher explained about KWL strategy and told students that our learning strategy is about how we can understand the text of reading comprehension. Next, the teacher made a chart of KWL in the whiteboard. First, the teacher gave a theme about “industrial water pollution” and then the teacher told student to prepare a blank paper and then the teacher explained the theme of the reading text. Second, the teacher told student to write what they know about the topic given and write down in column K. After that, teacher gave the next instruction for the students about what they want to know more about the topic given. The teacher was not explain all the steps but the teacher tried to stimulate the knowledge of students. Sometimes, the teacher point the some students to write down their answer in the whiteboard. The students were really enthusiastic and have a motivation and they were really pay attention to every process of the KWL itself.

The last step is the teacher gave a text about “industrial water pollution”. Then, the students read the text as what the teacher told them. The teacher told them to fill the column L that is what the students got after read the text that I related with that topic. Then, the teacher gave a conclusion after read the text about “industrial water pollution, it is gave a serious effect to the animals. The activity was finished with discussion between students and teacher about the material in the text.

Reflective Notes

1. The teacher limited the discussion and interrupted by stopping students noise
2. The teacher moved around the classroom to get close to check the trouble spots and to gain the students attention.
3. The teacher re-explained her instruction to make sure the students understand



Date / Time : Thursday, November 05th 2019 / 09:00-10:50
 Place : MTs 2 Sidrap
 Observation : Observation of the Third research subject
 Observer : Nurfadillah
 Activity : Teaching English by using KWL Strategy

Teaching English in the classroom

This is an observation of the fourth research subject. The learning process was started with the teacher who explained about the strategy of KWL. The teacher made a chart of KWL in the whiteboard, then explained the three of the columns, they are K, W, L. After that, the teacher divide students into some group with count them 1 until 3, for the students who got the same number, they would be in the same group. Next, the students gather with their own group, and then wait for the teachers' instruction. First, the teacher gave a topic of reading and showed the pictures of the topic. The teacher told students to write down what the students know about the picture given and write it on the column K, and then the students accumulate their answers to the leader of the group. Then, the teacher gave an instruction to the students to write down what the students want to know about the topic given in column W, and then accumulate gain their own answer to the leader of their group.

The next step is the teacher gave an instruction to the students to read the text and asked them about what they got from the text. The students write down their answers in column L, and then accumulate their answers to their leader of group. The teacher one student as the representation of their groups. To present what they already know from the text given in front of their friends. The activity was finished with discussion between students and teacher to test again the students comprehension

about the aim of the learning process.

Reflective Notes

1. The teacher limited the discussion and interrupted by stopping students noise
2. The teacher moved around the classroom to get close to check the trouble spots and to gain the students attention
3. The teacher re-explained her instruction to make sure the students understand



Date / Time : Tuesday, November 12nd 2019 / 07:40-09:30
 Place : MTs DDI Kulo
 Observation : Observation of the fifth research subject
 Observer : Nurfadillah
 Activity : Teaching English by using KWL Strategy

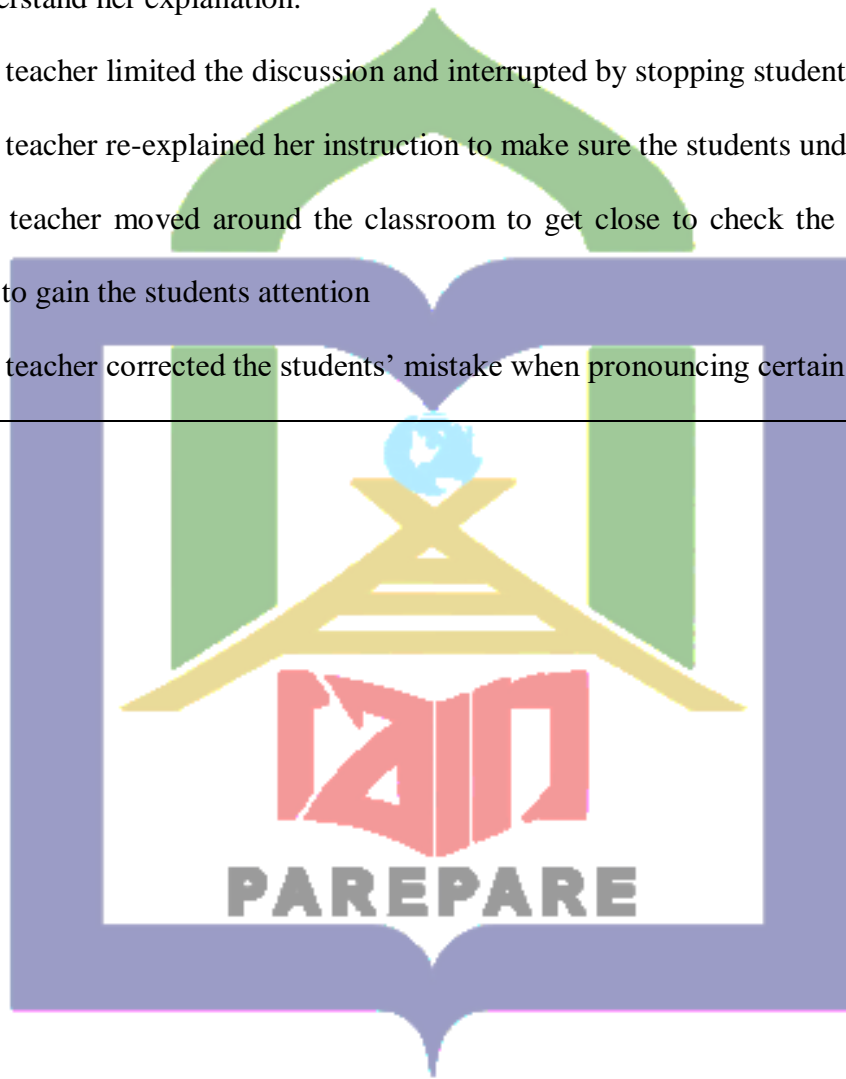
Teaching English in the classroom

This is an observation of the fifth research subject. The learning process was started with the teacher explained about KWL strategy. The teacher made a chart of KWL and then explained what is K, W, and L, and then explained the procedure of KWL strategy itself. The teacher gave example or theme about “handphone” and then applied KWL strategy based on the topic. Then, the students made a chart of KWL and started the learning process.

First, the teacher gave students a text about “teddy bear”, the topic is customized with what the students like. After that, the teacher told them to read the descriptive text on the paper given. Next, the students write down what they already know about the topic in column K. In order to make the class interesting, the teacher gave students a sing that can make the students enjoy the learning process (ice breaking). Next, the teacher gave direction to fill the next column in column W and told the students to catch the meaning on the text. Sometimes, the teacher point the student to write down the students answer in the whiteboard. The last step is the teacher told students to fill the column L, that is what the students got from the text given. The activity was finished with discussion between students and teacher in order to improve their interest in reading comprehension about descriptive text using KWL strategy.

Reflective Notes

1. The teacher use two languages in the classroom, she used English and Indonesia.
She directly switched the language if she saw her students seemed difficult to understand her explanation.
2. The teacher limited the discussion and interrupted by stopping students noise
3. The teacher re-explained her instruction to make sure the students understand
4. The teacher moved around the classroom to get close to check the trouble spots and to gain the students attention
5. The teacher corrected the students' mistake when pronouncing certain words



Day / Date Selasa, 29 Oktober 2019
 Time 11.10-12.20
 Location MTs Negeri 1 Sidrap
 Topic Focused interview transcription about teachers creativity and perception about KWL strategy

Research (R)

First research subject (YA)

R	Sebelum diadakan kegiatan FGD, apakah Ibu sudah mengenal KWL strategy?
YA	Sebenarnya untuk secara namanya kami dan teman-teman baru mengenal yang namanya eeee KWL strategy, itu baru kami dengar. Akan tetapi untuk implementasi di kelas itu InsyaAllah sering diadakan tergantung dari materi yang kita akan ajarkan.
R	Setelah diadakan kegiatan FGD, bagaimana pemahaman Ibu tentang KWL strategy, mudahkah di implementasikan di kelas atau tidak?
YA	Alhamdulillah ee mudah bagi kami apalagi kalo materinya tentang penjabaran seperti reading text ya. Kalo kelas 9 itu sangat cocok sekali karena ada beberapa tema contohnya procedure text ee cara membuat misalnya es teler yah. Jadi kita hubungkan dengan ee pengalamannya anak-anak makan es teler atau membuat nasi goreng. Jadi kita bisa menggunakan KWL strategy ini untuk membuka pemikiran siswa didalam memahami materi dan ada juga hal yang menarik kalo di chapter 2 itu membahas masalah kesehatan. Nah, ini sangat baik sekali kita menggunakan KWL strategy. Cuman yang agak sulit yang kami selama ini implementasikan dikelas KWL itu tidak terlalu cocok untuk percakapan singkat karena di kelas 9 atau 7,8,9 itu masih didapatkan percakapan-percakapan singkat yang disitu yang mendominasi hanya gambar gambar. Jadi, untuk KWL strategy eee tidak terlalu dipakai disitu...yah malah tidak dianjurkan yah.
R	Seperti apa persiapan Ibu dalam mengimplementasikan KWL strategy?
YA	Ya, untuk persiapannya yah tentunya materinya ada kemudian supaya anak-anak itu termotivasi belajar. Untuk KWL strategy ini diberikan semacam worksheet yah seperti yang telah di berikan oleh ee....berikan contoh oleh peneliti. Itu sangat bagus sekali yah.
R	Bagaimana cara Ibu memperkenalkan mengenai topik materi yang akan dibahas?
YA	Untuk topik materi yang akan dibahas saya rasa kalo topik materi di kelas 9, 7,8,9 itu ee itu kontekstual, artinya materi itu tidak terlalu jauh dengan kebudayaan indonesia. Seperti misalnya nasi goreng anak-anak itu baru liat gambarnya sudah ada sedikit pemahaman tentang kesana yah tinggal kita guru menghubungkan materi yang ada di buku dengan pengalamannya siswa jadi tidak terlalu sulit.
R	Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?

YA	Kalo berbicara masalah minat ada peningkatan tapi yang namanya interest ke bahasa Inggris itu kita tidak bisa paksakan karena masing-masing anak-anak beda interest. Tetapi kalo masalah penggunaan KWL strategy yah kalo saya itu bisa digunakan di kelas.
R	Menurut Ibu bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
YA	Kalo saya pribadi sangat bagus karena anak-anak itu merasa bahwa mereka harus mengerjakan tugas itu sendiri. Anak-anak harus mengisi ee kolom yang sudah disiapkan dan tidak boleh kosong selanjutnya memahami isi materi yang ada. Jadi, saya rasa situasi pembelajaran di dalam kelas itu sangat aktif sekali.
R	Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan KWL strategy?
YA	Kalo sikapnya, sikap siswa yah sebagian mereka ada yang sangat termotivasi kemudian bagi yang masih kurang bisa minatnya atau mungkin dia tidak bawa kamus yah mungkin sedikit blank. Jadi untuk memahami materi menggunakan KWL strategy mereka masih angkat-angkat tanganya, bertanya kesana kemari sehingga mereka sedikit terhalang untuk memahami materi karena itu tadi tidak membawa kamus atau kurangnya kosakata yang mereka miliki.
R	Metode pembelajaran seperti apa yang biasanya Ibu terapkan dalam pembelajaran bahasa Inggris?
YA	Kalo saya sangat simple dan sederhana tapi saya berusaha bahwa apa yang di berikan ke anak-anak itu mereka langsung masuk dihatinya karena buat saya buat apa juga memiliki model strategy pembelajaran yang baik kalo anak-anak itu tidak bisa tangkap apalagi kalo dikelas non-unggulan. Jadi kita sesuaikan dengan kebutuhan siswa dan menggunakan bahasa yang lembut dan singkat.
R	Apa saja kesulitan dari penggunaan KWL strategy?
YA	Kalo untuk penggunaan KWL strategy, kalo saya sih tidak terlalu susah diterapkan tinggal bagaimana anak-anak sebenarnya itu menambah kosakatanya sehingga ketika diberikan materi contohnya misalnya dinosaurus ataukah misalnya smartphone ee dia kan sudah ada gambaran seperti itu tetapi kalo dalam penambahan kosakatanya mereka masih sedikit tentunya mereka juga kesulitan dalam memahami strategy itu atau memahami materi menggunakan KWL strategy.
R	Apa saja kelebihan dari penggunaan KWL strategy?
YA	Kalo kelebihannya bagus itu tadi bisa meningkatkan motivasi siswa belajar kemudian siswa lebih banyak ee bisa bertanya ke teman-nya yang disampingnya atau mereka sudah sangat rajin membawa kamus.
R	Menurut Ibu apa manfaat dari penggunaan KWL strategy?
YA	Manfaatnya sangat banyak, disamping kalo saya yah ee dengan penggunaan KWL seolah-olah kita membuka kerang yang materi kita ajarkan itu seolah-olah kita menghadapinya karena sangat berhubungan sekali dengan pengalaman kita. Yah seperti misalnya penggunaan smarthphone kalo kita kasi ee smarthpone materinya otomatis itu ada hubungannya dengan kegiatan

	kita sehari-hari mau kah itu berhubungan dengan ee siswa atau guru itu sendiri, maka manfaatnya sangat luar biasa sekali yah. Kita seolah-olah diberikan kemudahan dalam menjabarkan apasih materi yang ada di depan kita sebenarnya, mau di kemanakan.
R	Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut Ibu?
YA	yah, sangat bagus sekali karena anak-anak tadi itu kan memiliki tingkat pemahaman yang berbeda dengan keaktifan seorang guru di dalam kelas maka ini akan sangat mendukung anak-anak yah. Jangan anak-anak itu atau siswa itu diberikan saja tugas coba buka halaman sekian eee translate setelah itu kumpul bawa di meja guru tetapi dengan model KWL strategy kita ada semacam ee rule yah aturan seperti apa yang kita inginkan model pembelajarannya di kelas dan apa yang siswa itu dapat capai dari KWL strategy. Jadi dengan mungkin diskusi seperti itu akan ada semacam konten yang di berikan ke anak-anak itu bisa saja kita selipkan dengan nasihat-nasihat seperti yang ini yang tema ibu bawaan itu masalah Ririn itu seorang anak yatim tentunya mereka dengan belajar seperti itu dia kalau hubungan dengan kehidupanya mereka menjadi anak yang sangat bersyukur sekali karena kedua orang-tua mereka masih ada dan bagaimana kalau kedepan-nya misalnya Allah menentukan takdir kita sama denga Ririn ee mungkin dengan materi-materi yang seperti itu bisa memberikan solusi yang terbaik seperti tadi. Tetap belajar, sabar, kemudian mandiri dan membantu orang-orang yang ada disekitar kita supaya supaya rasa penderitaan mungkin yang kita rasakan itu sedikit demi sedikit berkurang yah dan dengan berbagi dengan sesama itu menambah rasa kasih sayang kita.

Day / Date Kamis, 31 Oktober 2019
 Time 09.10-11.20
 Location MTs YMPI Rappang
 Topic Focused interview transcription about teachers creativity and perception about KWL strategy

Researcher (R)

First research subject (AA)

R	Sebelum diadakan kegiatan FGD, apakah Bapak sudah mengenal KWL strategy?
AA	Eee secara teori tidak tapi secara praktek pernah mendekati.
R	Setelah diadakan kegiatan FGD, bagaimana pemahaman Bapak tentang KWL strategy, mudahkan di implementasikan di kelas atau tidak?
AA	ya, KWL strategy ini sangat bagus dan recommended untuk guru-guru karena menurut saya anak-anak bisa observasi apa yang dia tau dan juga ee mereka bisa mengetahui oo ternyata ini, dia bisa belajar berdasarkan kebutuhannya dalam artian KWL strategy ini sangat ee recommended, di rekomendasikan untuk di aplikasikan karena sesuai, sesuai kebutuhan anak didik sekarang. Nah, beda sekali ketika pendidik mengajar atau langsung memberikan materi di banding pendidik membicarakan sama peserta didik dulu diskusikan kenapa ataukah memberikan pemahaman kepada peserta didik dulu kenapa harus dipelajari dan apa yang ingin dipelajari. Adanya interaksi antara pendidik dan anak didik.
R	Seperti apa persiapan Bapak dalam mengimplementasikan KWL strategy?
AA	Persiapannya yah, setelah pelatihan yang setelah dilatih oleh peneliti dan setelah itu saya baca-baca teorinya dan praktek langsung di kelas.
R	Bagaimana cara Bapak memperkenalkan mengenai topik materi yang akan dibahas?
AA	Untuk memperkenalkannya saya seperti hal-nya di pelatihan hanya memberikan satu tema, satu judul setelah itu memberikan kesempatan anak-anak untuk eksplorasi apa-apa yang mereka ketahui.
R	Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?
AA	Minatnya Alhamdulillah mereka semangat karena secara ini secara umum mereka mendapatkan hal baru, hal baru khususnya ee struktur dalam pemberian strateginya itu tersusun rapi.
R	Menurut Bapak bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
AA	Situasinya Alhamdulillah terkendali aman dan juga ee peserta didik menikmati proses strategy tersebut. Pemberian strategy tersebut juga tadi saya inovasikan dengan beberapa strategy yang lain jadi Alhamdulillah mereka bersemangat.
R	Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan KWL strategy?

AA	Sikapnya iyah mereka bersemangat dan antusias.
R	Metode pembelajaran seperti apa yang biasanya Bapak terapkan dalam pembelajaran bahasa Inggris?
AA	Direct method, kemudian yang paling sering itu yang direct method bagaimana anak didik langsung mendengarkan dan juga mempraktekkan.
R	Apa saja kesulitan dari penggunaan KWL strategy?
AA	Kesulitannya di awal, ee terkadang karena fokus anak-anak zaman sekarang generasi z itu sudah kurang fokus ke pembelajaran jadi terkadang di aktivitas awal atau aktivitas observasi awal apa yang mereka tau terkadang disana mereka blank atau tidak tau apa-apa. Jadi eee baiknya terkadang anak didik harus melihat ataukah memakai cara menyalin tugas temanya karena dia tidak mengetahui tidak mempunyai pengetahuan awal tentang topik tersebut.
R	Apa saja kelebihan dari penggunaan KWL strategy?
AA	Kelebihannya adalah anak didik bisa lebih semangat karena mereka menuliskan dulu apa yang saya ingin tau, apa yang saya ingin tau karena beda sekali ketika kita belajar langsung dikasi baca ini, tulis ini, kerjakan ini di banding kita tau dulu oh saya mau tau ini. Berarti sudah ada rasa penasaran, jadi rasa penasaran itu yang akhirnya membuat mereka menikmati prosesnya dan insyaAllah itu akan menjadi pelajaran yang berkesan dan mudah serta tidak mudah di lupakan.
R	Menurut Bapak apa manfaat dari penggunaan KWL strategy?
AA	Manfaatnya adalah itu tadi akan lebih berkesan, akan lebih mudah di cerna dan akan lebih bermanfaat kedepanya.
R	Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut Bapak?
AA	Kegiatan diskusi yah betul sekali. Tentang diskusi di aktivitas akhir itu sangat bagus karena anak-anak akhirnya menyimpulkan, menyimpulkan apa saja yang mereka dapatkan dari tema itu dan juga anak-anak bisa saling berbagi tentang ini loh yang saya tau ee ini yang saya tau dan juga teman lain bisa mendapatkan oo ternyata banyak hal yang bisa di dapatkan dari materi tersebut. Jadi intinya that's good, that's good strategy.

Day / Date Selasa, 05 november 2019
 Time 10.50-11.55
 Location MTs PP Nurul Haq Benteng Lewo
 Topic Focused interview transcription about teachers creativity and perception about KWL strategy

Researcher (R)

First research subject (HY)

R	Sebelum diadakan kegiatan FGD, apakah Ibu sudah mengenal KWL strategy?
HY	Belum, nanti ada pelatihan kemarin di depak (kementerian agama) baru tau yah. Eee ada sih semacam KWL tetapi itu tidak seperti itu yang metode strategy kita. Hampir ada yang seperti itu tapi ee menurut saya KWL itu focus. Maksudnya to the point disitu yah. Tidak berputar-putar kita punya materi. Yah, seperti itu.
R	Setelah diadakan kegiatan FGD, bagaimana pemahaman Ibu tentang KWL strategy, mudahkah di implementasikan di kelas atau tidak?
HY	Menurut saya itu sangat mudah, iyah sangat mudah di implementasikan. Anak-anak juga itu langsung mengerti karena disitu sudah ada bayangan bahwa teks itu seperti apa, kita mau apakan teks itu. Misalnya k itu know-nya apa yang sebelum dia baca teks-nya dia harus mengerti dulu apa topik dari teks tersebut.
R	Seperti apa persiapan Ibu dalam mengimplementasikan KWL strategy?
HY	Persiapanya yah ee cukup apa fisik bisa, fisiknya harus ini karena menerangkan kepada anak-anak itu harus menjelaskan terlebih dahulu KWL itu apa, memperkenalkan dulu sebelumnya persiapanya harus seperti itu.
R	Bagaimana cara Ibu memperkenalkan mengenai topik materi yang akan dibahas?
HY	Eee dibacakan dulu teks, ee topik-nya setelah dibaca kira-kira apersepsinya bagaimana pendapatnya tentang teks tersebut. Kemudian anak-anak juga harus mengerti atau tau arti-nya ee artinya terlebih dahulu misalnya kalau kita mengajar tentang industri water polution dia harus mengerti betul apa maksud dari ee industri water polution itu
R	Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?
HY	Sangat antusias, yah sangat antusias karena ee sebelumnya dia tidak tertarik membaca sehingga dia memudahkan dalam membaca. Karena dia harus tau apa yang dia baca kemudian dia harus tau apa yang dia dapatkan setelah membaca itu.
R	Menurut Ibu bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
HY	Owh dia, situasinya dia sangat fokus. Fokus pada teks bacaannya fokus pada apa yang ingin dia tahu, fokus apa yang ingin dia pelajari. Seperti itu
R	Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan

	KWL strategy?
HY	Sikapnya anak-anak itu yah tetap pada dia fokus artinya dia tidak main-main karena betul-betul dia ingin tahu, betul-betul dia eee tertarik untuk membaca. Yah, seperti itu.
R	Metode pembelajaran seperti apa yang biasanya Ibu terapkan dalam pembelajaran bahasa Inggris?
HY	Biasanya kalo saya menggunakan eee apa semacam game, semacam game itu biasanya ada game pernah eee saya gunakan stad dengan jigsaw. Eee yang paling sering saya gunakan itu di kelas VII itu jigsaw-nya.
R	Apa saja kesulitan dari penggunaan KWL strategy?
HY	Saya tidak tidak terlalu banyak mengalami kesulitan hanya saja kesulitannya itu ketika ee anak-anak itu tidak tau terjemahnya teks tersebut. Yah terkadang ada satu kata ee dia mengerti jadi dia kombinasikan saja apa yang dia ketahui tentang teks tersebut. Biasa dia tidak tahu ee baris pertama dia tidak tahu apa artinya kemudian selanjutnya mungkin ada bayangan dia tahu oh berarti ini seperti ini teks-nya. begitu itu kesulitannya disitu dia translatenya kurang.
R	Apa saja kelebihan dari penggunaan KWL strategy?
HY	Yah itu tadi kelebihanannya yah, anak-anak itu sangat antusias membaca. Fokus pada saat pembelajaran, ee kemudian kita tidak terlalu banyak menerangkan teks ini harus begini teks ini harus ini, ini deskriptif, ini tentang ini, itu tidak terlalu sulit. Jadi, anak-anak itu ee langsung fokus pada apa yang di inginkan pada saat pembelajaran itu.
R	Menurut Ibu apa manfaat dari penggunaan KWL strategy?
HY	Yah manfaaatnya anak-anak bisa lebih giat membaca, lebih giat membuka ee teks-teks yang utamanya pada kelas IX ini nanti kan ada teks-teks descriptive yang harus mereka ee jelaskan dan harus mereka tau. Jadi ini sangat menguntungkan KWL ini sangat menguntungkan pada saat membaca teks ujian-nya nanti. Yah, dia harus menentukan want to know-nya itu apa yang ingin dia ketahui apa yang di tanyakan tentang teks itu. Ya' ini sangat membantu nanti pada saat ujian.
R	Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut Ibu?
HY	yah, eee anak-anak bisa apa memberikan ee kesimpulan tentang materi tersebut kemudian anak-anak yang lain bisa menanggapi dan kemungkinan besar ada juga yang bisa memberikan kesimpulan. Setelah itu kemudian kita diskusikan apakah eee yang disimpulkan itu betul-betul ada pada teks. Iyah, seperti itu.

Day / Date Selasa, 05 november 2019
 Time 10.50-11.44
 Location MTs Negeri 2 Sidrap
 Topic Focused interview transcription about teachers creativity and perception about KWL strategy

Researcher (R)

First research subject (MFW)

R	Sebelum diadakan kegiatan FGD, apakah Bapak sudah mengenal KWL strategy?
MFW	Pernah baca di buku, pernah baca cuman nda mendalami. Kalo yang metode lain pernah seperti jigsaw, ee cooperative learning yang lain pernah. Pernah sih baca KWL cuman nda mendalami langkah-langkahnya.
R	Setelah diadakan kegiatan FGD, bagaimana pemahaman Bapak tentang KWL strategy, mudahkah di implementasikan di kelas atau tidak?
MFW	Eee saya kira untuk penerapannya itu bagus, tetapi mungkin kembali lagi kepada kita bagaimana cara menginovasi KWL itu sendiri. Karena kalau yang diadakan waktu FGD kan cuman fokus pada reading. Nah, ternyata setelah saya telaah ternyata ini KWL ini bisa diterapkan walaupun bukan reading misalnya materi speaking, materi eee apa namanya yang writing juga bisa. Yah saya kira itu
R	Seperti apa persiapan Bapak dalam mengimplementasikan KWL strategy?
MFW	Eee saya kira mempersiapkan-nya itu mempersiapkan dulu materi apa yang ingin diberikan kepada anak yang kita perkirakan menarik untuk mereka jadi ketika kita tanya apa pengetahuan awalnya mereka bisa langsung tulis. Ee jadi saya kira kita harus pahami dulu apakah materi yang kita berikan itu ada tidak pengetahuan dasar. Karena di KWL kan kita terapkan yang pertama apa yang mereka tahu. Jangan sampai mereka tidak tau sama sekali, tidak ada pengetahuan misalnya. Materi yang ada di kota-kota belum pernah mereka lihat tidak boleh karena harus ada pengetahuan apa yang mereka tau dan jangan sampai mereka tidak bisa memberikan apa yang dipelajari, apa yang mereka tau karena tidak ada bayangan sama sekali tentang itu. Yah, saya kira itu
R	Bagaimana cara Bapak memperkenalkan mengenai topik materi yang akan dibahas?
MFW	Yah caranya itu kita tanya dulu apakah mereka pernah dengar itu kemudian yang berikutnya kita tanya seberapa sering anda pernah dengar itu kemudian kita masuk apa yang mereka tahu sebelumnya tentang itu. Masukmi tahapan KWL itu sendiri
R	Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL

	strategy?
MFW	Minatnya sangat antusias karena kenapa ternyata selama ini banyak siswa yang secara tidak langsung sebenarnya dia menerapkan KWL dalam pembelajarannya. Yah misalnya kita tanya oo ternyata mereka sebelumnya tau, ooh pak ternyata yang dibilang ini yang ini. Oh berarti itu KWL masuk, tidak karena kita sampaikan bahwa ini adalah KWL. Ternyata selama ini kita ber- KWL tapi nda tau bahwa itu ada tahapan-nya KWL yang kita laksanakan itu.
R	Menurut Bapak bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
MFW	Eee situasinya yah kita maklumi kalo anak-anak itu kan yah bervariasi yah. Kalo untuk KWL ini ya Alhamdulillah mereka sangat antusias walaupun beberapa ada yang sangat ini tidak mendukung tapi kita bisa antisipasi dengan memberikan mereka pertanyaan, memberikan mereka motivasi yah, untuk mengontrol kembali kelas menjadi aktif kembali.
R	Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan KWL strategy?
MFW	Eee kalo pembelajaran bahasa Inggris yah sekali lagi karena itu adalah sesuatu yang asing bagi mereka yang baru dua tahun terakhir setahun lebih mereka pelajari, sebenarnya tergantung dari itu tadi metode pembelajaran. Kalo monoton yah mereka diam tapi mereka tidak tahu apa yang mereka pikirkan. Yah, kalo kita berikan semacam inovasi-inovasi yah walaupun sedikit mereka dapatkan itu akan jadi berkesan dibanding dengan mereka langsung dikasi banyak tapi tidak ada yang berkesan. Yah
R	Metode pembelajaran seperti apa yang biasanya Bapak terapkan dalam pembelajaran bahasa Inggris?
MFW	Eee biasanya saya adakan itu metodenya jigsaw biasa juga saya terapkan metode diskusi dan saya liat yang kita selipkan disitu adalah metode game-game. Game-game mereka lebih tertarik ketika kita pembagian kelompok kemudian memberikan mereka sedikit apresiasi dengan memberikan gula-gula atau apa. Yah itu lebih memancing mereka untuk lebih meningkatkan kemampuan mereka dalam bahasa Inggris.
R	Apa saja kesulitan dari penggunaan KWL strategy?
MFW	Saya kira untuk kesulitannya hanya pada pengetahuan dasar dari siswa karena sekali lagi siswa itu bervariasi pengetahuannya, makanya untuk kedepannya bagusya kalo dibagi bahwa KWL ini boleh dibentuk kelompok karena mungkin kebanyakan orang bahwa KWL ini adalah materi individu. Bagusya kelompok, kenapa mereka yang punya variasi yang berbeda kita tunjuk yang mana yang punya potensi mempengaruhi siswa yang lain. Karena kalo satu-satu nanti ada yang tidak mengerjakan sama sekali kalo dibentuk kelompok ada yang menjadi motivator dalam kelompok itu sehingga tahapan-tahapan KWL ini bisa terlaksana sampai terakhir. Saya kira itu
R	Apa saja kelebihan dari penggunaan KWL strategy?
MFW	Saya kira kelebihanya memancing siswa untuk menyampaikan gagasan apa yang mereka tahu sebelumnya dari materi itu kemudian memancing siswa

	untuk bernalar apa yang mereka ingin tahu kemudian mengaktifkan siswa membaca misalnya teks kalo dia reading, mengetahui apa yang telah mereka baca kemudian menyimpulkan apa yang dipelajari. Saya kira itu saja
R	Menurut Bapak apa manfaat dari penggunaan KWL strategy?
MFW	Eeee manfaatnya saya kira itu tadi memancing siswa untuk memikirkan apa yang kira-kira yang mereka tau sebelumnya tentang materi itu, kemudian apa yang mereka ingin tahu. Sebenarnya siswa itu banyak sekali mereka ingin tau tentang sesuatu tetapi tergantung dari gurunya apakah dia memotivasi siswa untuk bernalar apa yang mereka ingin tahu tentang sesuatu. Saya kira itu (atau memberikan saja tugas baru meninggalkan siswa), itukan salah. Saya kira ini bagus untuk kedepan-nya sehingga di inovasi lagi seperti tadi yang saya mungkin kasi saran saya bagaimana dibentuk materi kelompok untuk KWL ini supaya mengantisipasi siswa yang pasif dalam penggunaan metode ini. Saya kira itu.
R	Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut Bapak?
MFW	Saya kira ini bagus untuk apa ada semacam apa namanya mengetest kembali kemampuan siswa, apakah materi yang disampaikan ini tercapai tujuan-nya atau tidak Karena kalo cuman setelah itu langsung diambil saja hasil pekerjaanya tanpa menanya mereka senang tidak dengan pelajaran seperti ini atau tidak. Kalo tidak apanya yang kurang untuk perbaikan kedepan-nya. Saya kira itu



Day / Date Selasa, 12 november 2019
 Time 10.50-11.44
 Location MTs DDI Kulo
 Topic Focused interview transcription about teachers creativity and perception about KWL strategy

Researcher (R)

First research subject (HS)

R	Sebelum diadakan kegiatan FGD, apakah Ibu sudah mengenal KWL strategy?
HS	Kalo KWL strategy eee tapi maksudnya hanya sekedar tahu oh begini. Untuk lebih ke focus discussion-nya mungkin baru yang kemarin itu yang di Kemenag.
R	Setelah diadakan kegiatan FGD, bagaimana pemahaman Ibu tentang KWL strategy, mudahkah di implementasikan di kelas atau tidak?
HS	Eee kalo pengimplementasian-nya iyah tentunya mudah karena lebih tau prosedurnya kan seperti itu, anak-anak juga ini merespon.
R	Seperti apa persiapan Ibu dalam mengimplementasikan KWL strategy?
HS	Kalo persiapan mengimplementasikan saya hanya menjelaskan ke peserta didik, menjelaskan seperti ini namun saya jelaskan sebenarnya pada umumnya KWL itu sering, sering diterapkan cuman anak-anak nda tau oh KWL namanya. Namun kemarin pas ini saya jelaskan KWL seperti ini memang ada metode ada strateginya nak dan ini seperti ini, mereka menjawab oh iye bu jadi begitu.
R	Bagaimana cara Ibu memperkenalkan mengenai topik materi yang akan dibahas?
HS	Kalo topik yang saya berikan saya jelaskan tentang KWL dulu setelah itu saya berikan ke anak-anak benda apa yang mereka sukai tentu mereka jawab kan handphone. Jadi saya jelaskan apa yang kalian tahu tentang handphone, jadi K W L-nya kan. Setelah itu saya tanya lagi timbal balik seperti itu ada feedback apa yang kalian tahu, apa yang ingin kamu ketahui tentang ini terus apa yang kamu learned tentang hp. Setelah mereka jawab beberapa poin lalu saya kasilah bacaan yang khusus untuk ee untuk penilaian apa namanya apakah mereka betul-betul paham semacam teks Taddy bear, apasih Taddy bear itu nanti mereka jawab sesuai hasil bacaan mereka.
R	Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?
HS	Kalo minatnya diatas dari sebelumnya, karena kan otomatis membaca nda mungkin mereka baca semua. Jadi, kalau menggunakan srategy KWL ada tips-tips dimana bagian sini misalnya gagasan pentingnya di paragraf

	pertama atau paragraf kedua nanti closingnya ini. Jadi mereka langsung oh ini K-nya ,ini W-nya, ini L-nya bu' begitu, dengan menggunakan teks bacaan descriptive text.
R	Menurut Ibu bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?
HS	Siswa dapat lebih aktif mengikuti pelajaran walaupun sebenarnya masih ada beberapa siswa yang terkadang perhatiannya itu teralihkan. Tetapi, situasi tersebut masih bisa di antisipasi dengan KWL Strategy itu sendiri.
R	Bagaimana sikap siswa terhadap pembelajaran bahasa Inggris menggunakan KWL strategy?
HS	Sikapnya merespon, dia sangat senang karena pendapatnya tidak dibaca semua apalagi kan anak notabenenya bahasa Inggris toh jadi senang. Apa yang di tahu tentang teddy bear yah boneka ada yang tulis tadi disitu doll jadi saya cuman liat saja owh berarti mereka paham apa yang mereka tulis ada kayak disitu bilang apa warnanya teddy bear what's colour teddy bear jadi saya tadi liat-liat oh ternyata mereka itu pemahaman sampai disitunya.
R	Metode pembelajaran seperti apa yang biasanya Ibu terapkan dalam pembelajaran bahasa Inggris?
HS	Kalo metodenya untuk bahasa Inggris yang pertama kelas VII itu pasti mulai kosakata saya selalu kasi apa namanya jadi biasa saya per semester itu 50,60 kosakata jadi untuk cara menghafal-nya itu tidak sekaligus kapan,dimanapun mereka bisa stor walaupun satu kosakata jadi misalnya duduk-duduk stor satu kosakata besok lagi satu kosakata jadi tidak menekan kan mereka untuk menyelesaikan 60 kosakata dalam satu minggu, nda. Jadi waktu menyelesaikan kosakata itu adalah satu semester. Jadi kapanpun, dimanapun mereka senang dan apapun saat hati mereka senang stor kosakata. Jadi kosakata selesai satu semester setelah itu eee di kelas VII semester 2 saya fokuskan tenses kenapa tenses karena menyusun kalimat. Jadi kosakata untuk semester 1 itu kelas VII fokus ke verb kata kerja, apa yang kamu lakukan tadi pagi nak, mandi bu, okay how to say in English mandi ada yang bilang take a bath ada yang bilang tidak tahu bu jadi mereka jujur terus kalo proses belajar saya semacam idiom tapi istilahnya bintang.

	<p>Bintang satu, misalnya setiap kosakata yang saya ucapkan, perintah saya tulis di bintang tapi nda untuk di hafal untuk mereka baca jadi saya bilang eeeem all of you kalo kelas VII kan nda tahu kelas satu toh all of you apa artinya mereka diam jadi all of you itu nak eee kalian semua. Jadi kalo saya bilang all of you, yes mam jadi begitu. Anak-anak begitu memang, jadi step by step dengan metode seperti itu sudah hampir 5 tahun Alhamdulillah di kelas IX mereka sudah mulai menerjemah. Di kelas IX mereka sudah bisa buat satu paragraf.</p>
R :	Apa saja kesulitan dari penggunaan KWL strategy?
HS	<p>Kalo kesulitannya karena mungkin sebagian anak-anak kurang dalam hal kosakata dalam bacaan sehingga siswa sulit memahami bacaan. Misalnya ada kan biasanya saya kasi my teddy bear saya mungkin nda sebutkan satu persatu kosakata, kayak tadi ini kan ada misalnya ibu mereka bertanya bu, what's the meaning rasfur oh rasfur itu ee apa namanya ee satu benda tipe yang digunakan untuk buat apa namanya teddy bear,owh iya bu'. Jadi mereka baku campur mi jawabanya bu' what the mean ee what the meaning bu' begitu. Kalo mereka nda tahu bahasa Inggrisnya langsung di combine dengan bahasa Indonesia yang penting ada bahasa Inggrisnya. Kalo keluar apa I want to go to toilet harus berbahasa Inggris bahkan kalau mau pulang ambil kunci motor i want to take the key of motorcycle dan bahasa Arabnya. Kalo guru fiqih yang piket disuruh dulu hafal misalnya eee ambil kunci dalam bahasa Arab bahasa Inggris dan yang kedua tergantung mau surah-surah pendek atau niat sholat seperti itu. Anak-anak begitu disini. Jadi kita juga, bagaimna mereka senang kita juga nyaman belajar. Nakal, iya. Tapi bagaimana cara guru menghadapi.</p>
R	Apa saja kelebihan dari penggunaan KWL strategy?
HS	<p>Kelebihanya KWL lebih cepat untuk dijawab dan yang kedua anak-anak langsung cari point-nya. Misalkan oh apa tadi itu, dibaca lagi semua toh biasanya di paragraf pertama mereka hanya fokus di paragraf pertama itu. Dia lebih hemat waktu kelebihanya yang kedua anak-anak lebih mudah</p>

	paham dari pada reading aloud yang cara baca saja.
R	Menurut Ibu apa manfaat dari penggunaan KWL strategy?
HS	Manfaat penggunaan KWL kalo manfaatnya eeee dari yang sebelumnya yah manfaatnya itu anak-anak paham, dia mudah paham kalo saya tanya kayak tadi ee apa yang kamu ketahui tentang teddy bear mereka lihat oh anu teddy bear ee doll, apalagi kamu tahu anu bu' teddy bear from America jadi teddy bear itu dari America. Jadi, kalo mungkin sebelumnya saya bertanya pasti mereka baca butuh waktu 5 menit,apalagi ee tunggu bu wait a moment Mam begitu wait mam pokoknya combine yang penting berbahasa. Jadi kalo tadi itu, manfaatnya di mereka mereka cepat dapat jawabanya cepat tau oh disini. Kayak mereka tau oh ini apa yang kamu tahu tentang teddy bear warna coklat apalagi dia dari America kalo dulu mungkin dia harus baca butuh waktu 5 menit kalo tadi nda. Langsung dapat jawabanya.
R	Kegiatan diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topik dalam bahan pembelajaran, bagaimana menurut Ibu?
HS	Kalo selesai treatmentnya, ee saya tanya bagaimana cara jawabnya lebih ini menggunakan KWL strategy lalu dijawab ee begitu lebih mudah bu' terus menyenangkan dan pastinya mereka jawab mereka lebih senang KWL strategy dari pada reading aloud. Jadi maksudnya ada peningkatan daya minat belajarnya mereka membaca reading text about descriptive text dengan menggunakan pengimplementasian KWL strategy.

**ANALISIS DAN REDUKSI DATA HASIL WAWANCARA KREATIVITAS
GURU DALAM PENGAPLIKASIAN KWL (KNOW, WANT TO KNOW,
LEARN) STRATEGY DI KELAS**

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
Pertama, sebelum diadakan kegiatan FGD, apakah bapak/ibu sudah mengenal KWL strategy?	Baru mengenal	Secara teori tidak, praktek pernah mendekati	Belum mengenal	Pernah baca, tetapi tidak mendalami	Hanya sekedar tahu, untuk lebih ke focus discussion nanti setelah kegiatan FGD kemarin	Beberapa guru belum terlalu faham mengenai KWL strategy, tetapi setelah di perkenalkan n mereka faham apa itu KWL strategy	Dari apa yang disampaikan oleh para guru ini terlihat bahwa ada beberapa guru yang belum mengenal strategy KWL, akan tetapi ada juga beberapa guru yang

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
							ternyata telah mengaplikasikan KWL strategy tanpa mengetahui namanya.
Setelah diadakan kegiatan FGD, bagaimana pemahaman bapak/ibu tentang KWL strategy? Mudahkah	Mudah	Sangat bagus dan recomended	Sangat mudah	Sangat mudah	Penerapannya bagus tetapi mungkin kembali lagi kepada kita bagaimana menginovasi KWL itu sendiri	Semua guru tidak merasakan kesulitan saat mengaplikasikan KWL strategy	Merasa mudah mengaplikasikan KWL strategy pada pembelajaran reading comprehension

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
di implemen- tasikan di kelas atau tidak?							
Seperti apa persiapan bapak/ibu dalam mengimple- mentasikan KWL strategy?	Materi ada dan pemberian worksheet ke siswa	Baca teori dan praktek langsung di kelas	Mempersiap- kan fisik peserta didik	Pemberian materi yang menarik	Praktek langsung di kelas	Para guru telah mengerti tentang KWL strategy, dan langsung mempaktek kannya di dalam kelas	Menurut para guru, setelah memahami apa yang dimaksud dengan KWL strategy, mereka langsung mempraktek kannya di dalam kelas, dan respon yang

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
							diberikan oleh peserta didik juga sangat memuaskan
Bagaimana cara ibu/bapak memperkakan mengenai topic/materi yang akan dibahas?	Materi tidak terlalu jauh dengan kebudayaan Indonesia	Memberikan tema atau judul bacaan kemudian di eksplorasi	Memberikan satu contoh text, dan meminta persepsi peserta didik tentang text tersebut	Menanyakan kepada peserta didik tentang materi apa yang pernah mereka pelajari sebelumnya	Memberikan tema semacam benda apa yang siswa sukai	Para guru memberikan materi yang berbeda-beda sesuai dengan apa yang siswa butuhkan	Menurut para guru, materi yang diberikan harus sesuai dengan apa yang siswa mudah fahami agar mereka dapat dengan mudah memahami materi

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
							pembelajaran
Bagaimana minat siswa dalam pembelajaran membaca menggunakan KWL strategy?	Minat siswa berbeda-beda	Alhamdulillah, mereka semangat	Sangat antusias	Sangat antusias	Minat siswa meningkat dari sebelumnya	Kebanyakan siswa antusias serta bersemangat dalam mengikuti pembelajaran	Berdasarkan hasil wawancara guru, terlihat bahwa banyak siswa yang aktif dan antusias dalam mengikuti pembelajaran melalui pengaplikasian KWL strategy
Menurut	Siswa	Siswa	Banyak	Siswa	Siswa dapat	Rata-rata	Dari apa

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
bapak/ibu, bagaimana situasi siswa saat proses belajar mengajar menggunakan KWL strategy?	mengerjakan sendiri tugas yang diberikan, dan memahami isi materi yang ada	terkendali dan aman saat mengerjakan tugas yang diberikan	siswa yang focus	sangat antusias meskipun ada beberapa yang tidak mendukung tetapi bagaimana kita bisa mengontrol kelas menjadi aktif kembali	lebih aktif mengikuti pelajaran	siswa menjadi sangat aktif belajar menggunakan KWL strategy	yang disampaikan oleh para guru, terlihat bahwa banyak siswa yang sudah lebih focus dalam belajar, mereka juga termotivasi dalam kegiatan pembelajaran menggunakan KWL strategy.
Bagaimana	Sebagian	Siswa	Siswa tetap	Ada	Siswa sangat	Rata-rata	Dari apa

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
sikap siswa terhadap pembelajar an Bahasa Inggris menggunakan KWL strategy?	siswa ada yang sangat termotivasi, sebagian kurang termotivasi	bersemang at dan antusias	pada dia focus serta tertarik untuk membaca	beberapa siswa yang kurang memperhatikan dikarenakan factor pembelajara n Bahasa Inggris yang masih asing bagi mereka	merespon dengan perasaan senang	siswa merasa termotivasi dan senang pada penggunaa n KWL strategy yang diterapkan oleh guru di dalam kelas	yang telah dikatakan oleh para guru, kebanyakan dari siswa merasa bersemangat dan antusias dalam proses pembelajaran n membaca dikarenakan strategy KWL yang guru aplikasikan didalam kelas

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
Metode pembelajaran seperti apa yang biasanya bapak/ibu terapkan dalam pembelajaran Bahasa Inggris?	Metode yang simple dan sederhana	Direct method	Memberikan macam-macam game	Jigsaw	Penghafalan kosa kata	Guru Bahasa Inggris memberikan metode yang berbeda-beda dalam mengajar	Dari apa yang disampaikan oleh para guru terlihat bahwa sebelum penggunaan KWL strategy, mereka menggunakan berbagai macam metode dalam pembelajaran Bahasa Inggris..
Kegiatan	Hal ini sangat	Anak-anak	Anak-anak	Guru dapat	Ada	Dengan	Dari

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
diakhiri dengan diskusi yang dilakukan guru dan siswa bersama-sama mengenai topic dalam bahan pembelajar an, bagaimana menurut bapak/ibu?	mendukung kegiatan pembelajaran peserta didik	dapat menyimpulkan hasil pembelajaran mereka.	mampu menyimpulkan materi yang telah diajarkan	memperbaiki apa yang kurang dalam kegiatan pembelajaran	peningkatan daya minat belajar pada siswa	kegiatan diskusi, siswa jadi lebih dapat menyimpulkan materi apa saja yang telah mereka pahami	penyampaian guru mengenai kegiatan diskusi, dapat disimpulkan bahwa siswa dapat meningkatkan daya belajar mereka dan guru dapat memperbaiki kesalahan yang terjadi pada saat proses pembelajaran

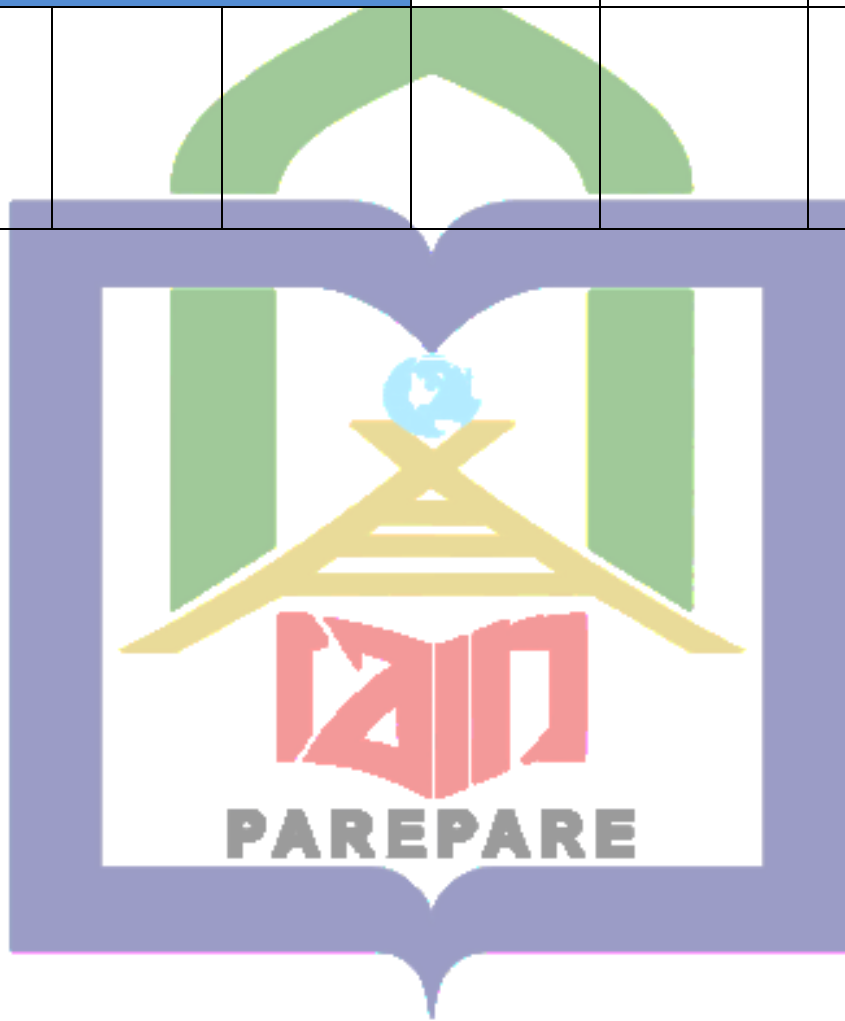
Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Creativity							
							n berlangsung pada akhir pembelajara n.



**ANALISIS DAN REDUKSI DATA HASIL WAWANCARA PERSEPSI GURU
DALAM PENGAPLIKASIAN KWL (KNOW, WANT TO KNOW, LEARN)
STRATEGY DI KELAS**

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan	
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)			
Teachers' Perception								
Teachers' Perception Toward Difficulty in Implementing KWL Strategy								
Apa saja kesulitan dari penggunaan KWL strategy?	Tidak terlalu susah di terapkan tinggal bagaimana anak-anak menambah kosakatanya	pada aktifitas awal, terkadang anak-anak blank atau tidak tau apa-apa	tidak terlalu banyak mengalami kesulitan. Hanya saja kesulitannya itu ketika anak-anak tidak tahu terjemahan teks tersebut	Pengetahuan dasar siswa yang masih kurang	anak-anak kurang dalam hal kosakata. Sehingga mereka kesulitan memahami bacaan	Guru Bahasa Inggris mengalami sedikit kesulitan dalam memberikan materi pembelajaran	Berdasarkan hasil wawancara guru, kebanyakan guru hanya mengalami sedikit kesulitan dalam proses pembelajaran	

Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)		
Teachers' Perception							
Teachers' Perception Toward Difficulty in Implementing KWL Strategy							
							jaran



Variabel / Indikator	Nama Informan & Transkrip Wawancara					Hasil	Kesimpulan
	YL (1)	AA (2)	HY (3)	MFW (4)	HS (5)	Reduksi	n
Teachers' Perception							
Teachers' Perception Toward Advantages of KWL Strategy							
Apa saja kelebihan dalam penggunaan KWL strategy?	Meningkatkan motivasi belajar siswa	anak didik bisa lebih semangat. Anak-anak menikmati prosesnya dan akan menjadi pelajaran yang berkesan dan mudah serta tidak mudah di lupakan.	anak-anak sangat antusias membaca. Anak-anak fokus pada apa yang diinginkan pada saat pembelajaran itu	Memancing siswa untuk menyampaikan gagasan, memancing siswa untuk bernalar serta mengaktifkan siswa untuk membaca	Waktunya lebih cepat untuk dijawab karena siswa langsung cari pointnya	Peserta didik lebih fokus serta bersemangat dalam memahami text bacaan yang diberikan oleh guru, dan juga siswa lebih termotivasi dalam pembelajaran	Berdasarkan hasil interview guru, kebanyakan siswa lebih terfokus dalam mengerjakan tugas yang diberikan, mereka juga lebih semangat dan termotivasi dalam

							menjawab tugas yang diberikan oleh guru.
Menurut bapak / ibu, apa manfaat dari penggunaan KWL strategy?	Manfaatnya sangat banyak. Penggunaan KWL seolah-olah yang kita ajarkan, kita menghadapinya karena berhubungan dengan kegiatan kita sehari-hari. Manfaatnya sangat luar biasa sekali	Akan lebih berkesan, akan lebih mudah di cerna dan akan lebih bermanfaat kedepannya	anak-anak bisa lebih giat membaca. KWL sangat menguntungkan karena fokus pada apa yang ingin diketahui, yang ingin diketahui dan yang dipelajari	Memancing siswa untuk memikirkan apa yang kira-kira mereka tau sebelumnya tentang materi itu	Anak-anak paham	Siswa lebih faham dengan materi yang diberikan oleh guru serta memberikan manfaat membaca kepada siswa	Dari penyampaian guru, dapat disimpulkan bahwa dengan penggunaan KWL strategy dapat meningkatkan efektivitas siswa dalam pembelajaran



INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B- 430 /In.39.8/PP.00.9/10/2019
 Lampiran :
 Perihal : Izin Melaksanakan Penelitian

Parepare, 03 Oktober 2019

Yth. Kepala Kantor Kementerian Agama
 Kab. Sidenreng Rappang

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : NURFADILLAH
 NIM : 17.0213.005
 Program Studi : Tadris Bahasa Inggris
 Judul Tesis : The Implementation KWL (Know, Want To Know, Learned) Strategy For Students Reading Comprehension In EFL Classroom: A Study Of Teachers' Creativity And Perception.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Oktober Tahun 2019** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



A.n. Rektor,
 Direktur,

Mahsyar
 H. Mahsyar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
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e-mail : kab.sidrap@kemenag.go.id

SURAT IZIN PENELITIAN

Nomor : B-62.78 /Kk.21.18/PP.00/10/2019

Berdasarkan surat permohonan dari saudara NURFADILLAH Perihal surat permohonan izin penelitian terkait penyusunan tesis penyelesaian Pascasarjana IAIN Parepare, tanggal 13 April 09 Oktober 2019, maka dengan ini Kepala Kantor Kementerian Agama Kabupaten Sidenreng Rappang memberikan surat izin kepada yang tersebut namanya dibawah ini untuk melakukan penelitian terkait tesis.

Nama : NURFADILLAH
NIM : 17.0213.005
Program Studi : Tadris Bahasa Inggris
Judul Tesis : Kec. Wattang Pulu Kabupaten Sidenreng Rappang
The Implementation KWL (Know, Want To Know, Learned)
Strategy For Student Reading Comprehension in EFL Class
Room.

Untuk melakukan penelitian pada :

1. MTs Negeri 1 Sidrap
2. MTs Negeri 2 Sidrap
3. MTs PPUW Benteng
4. MTs YMPI Rappang
5. MTs PP Nurul Haq benteng Lewo
6. MTs DDI Kulo

Demikian Rekomendasi ini kami berikan untuk dipergunakan sebagaimana mestinya.

Pangkajene, 09 Oktober 2019

Kepala Kantor Kementerian Agama Kabupaten Sidenreng Rappang
Kepala Sekeloa Pend. Madrasah
M. H. S.P., M.P.
NIP. 198904171999031002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
MADRASAH TSANAWIYAH NEGERI 1
 Jalan Poros Pinrang Nomor. 1A Baranti, Kecamatan Baranti, Kabupaten Sidenreng Rappang
 Telepon (0421) 94525 Kode Pos 91652
 Email : admin@mtsn1sidrap.com Website: www.mtsn1sidrap.com

SURAT KETERANGAN

Nomor: 91/ MTs.21.8.01/ 10/2019

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penyusunan tesis penyelesaian Pasca sarjana bagi mahasiswa tahap akhir penyelesaian studi di lingkup Institut Agama Islam Negeri (IAIN) Parepare, maka saya yang bertanda tangan dibawah :

- | | |
|-------------|--|
| a. Nama | : Ilham Muin, S. Ag |
| b. NIP | : 197201011997031004 |
| c. Jabatan | : Kepala Madrasah |
| d. Instansi | : Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang |

Dengan ini menerangkan bahwa:

- | | |
|----------------------|--|
| a. Nama Mahasiswa | : Nurfadillah |
| b. NIM | : 17.0213.005 |
| c. Institusi | : IAIN Parepare |
| d. Progran Studi | : Tadris Bahasa Inggris |
| e. Judul Penelitian | : The Implementasi KWL (Know, Want To Know, Learned) Strategi For Student Reading Comprehension in EFL Class Room Astudy of teachers creativity and perception. |
| f. Lokasi Penelitian | : Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang. |

Sesuai dengan judul penelitian diatas, maka saya tidak merasa keberatan apabila mahasiswa yang bersangkutan melakukan penelitian selama 1 (satu) hari diinstansi kami.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Baranti, 29 Oktober 2019
 Kepala



Ilham Muin, S. Ag
 NIP. 197201011997031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
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 Telepon (0421) 94525 Kode Pos 91652
 Email : admin@mts1sidrap.com Website: www.mts1sidrap.com

KETERANGAN PENELITIAN
 NOMOR: 911/MTs.21.18.01/10/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang Kabupaten Sidenreng Rappang menerangkan bahwa :

Nama : Nurfadillah
 NIM : 17.0213.005
 Program Studi : Tadris Bahasa Inggris
 Nama Lembaga : Institut Agama Islam Negeri Parepare

benar telah mengadakan / melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang, pada tanggal 29 Oktober 2019 dengan judul Penelitian :

"The Implementasi KWL (Know, Want To Know, Learned) Strategy For Student Reading Comprehension In EFL Class Room. A study of teachers creativity and perception".

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Baranti, 29 Oktober 2019
 Kepala Madrasah



Uham M. S. Ag
 NIP. 197201011997031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
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SURAT IZIN PENELITIAN

NOMOR: 9/1 /MTs.21.18.01/10/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang Kabupaten Sidenreng Rappang menerangkan bahwa :

N a m a	:	Nurfadillah
N I M	:	17.0213.005
Program Studi	:	Tadris Bahasa Inggris
Nama Lembaga	:	Institut Agama Islam Negeri Parepare
Judul Penelitian	:	The Implementasi of KWL (Know, Want To Know, Learned) Strategy For Student Reading Comprehension In EFL Class Room A study of teachers creativity and perception

Telah diizinkan untuk melakukan penelitian di MTs Negeri 1 Sidenreng Rappang, atas dasar surat permohonan meneliti, tanggal 26 Oktober 2019 dan surat izin penelitian dari Kantor Kementerian Agama Kabupaten Sidenreng Rappang, Nomor B-6248/Kk.21.18/PP.00/10/2019, tanggal 09 Oktober 2019.

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Baranti, 29 Oktober 2019
 Kepala Madrasah



Wahid Muin S. Ag
 NIP. 197201011997031004



**YAYASAN MADRASAH PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH YMPI RAPPANG**

(STATUS TERAKREDITASI A)

Alamat : Jl. Angkatan 66 No. 29 Rappang, Kode Pos 91651 Telp. (0421) - 94027

SURAT KETERANGAN PENELITIAN

050 / MTs. 21.14.043 / PP.01.1 / X / 2019

Kepala MTs YMPI Rappang, menerangkan bahwa :

Nama : NURFADILLAH
NIM : 17.0213.005
Program Studi : S 2 / TADRIS BAHASA INGGRIS
Fakultas : TARBIYAH

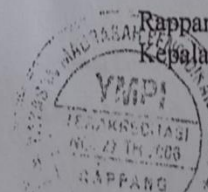
Telah mengadakan penelitian di MTs YMPI Rappang, Kecamatan Panca Rijang Kabupaten Sidenreng Rappang sejak 29 Oktober 2019 s.d. 28 Nopember 2019 dalam rangka Penyusunan Tesis Program PASCA SARJANA (S2) di IAIN Parepare dengan judul :

Kec. Watang Pulu Kabupaten Sidenreng Rappang "The Implementation of KWL (Know, Want To Know, Learned) Strategy For Student Reading Comprehension In EFL Class Room"; A study of teachers creativity and perception

Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.


Rappang Sidrap, 28 Nopember 2019

Kepala,



ANDI SALEH. B, S.Pd., M.Pd.I

NIP. 19720118 200312 1 002


YAYASAN PONDOK PESANTREN NURUL HAQ BENTENG LEWO
 Akta Notaris : Nomor 79 tanggal 28 Maret 2014
MADRASAH TSANAWIYAH
 Jl. Poros Soppeng Km. 2 Desa Tanete Kec. Maritengngae Kab. Sidenreng Rappang Provinsi Sulawesi Selatan Kode Pos 91611

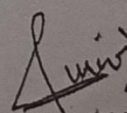
SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
 Nomor : 088 /Ms.21.18.25/PP.00.5/11/2019

Kepala Madrasah Tsanawiyah Pondok Pesantren Nurul Haq Benteng Lewo Kecamatan Maritengngae Kabupaten Sidenreng Rappang, menerangkan bahwa :

Nama : NURFADILLAH
 NIM : 17.0213.005
 Prodi : Tadris Bahasa Inggris
 Judul Tesis : *"The Implementation KWL (Know, Want To Know, Learned) Strategy Reading Comprehension In EFL Class Room : A Study Of Teachers Creativity and Perception"*

Benar nama tersebut diatas telah melaksanakan penelitian pada Hari/Tanggal 05 Nopember 2019 di Madrasah Tsanawiyah Pondok Pesantren Nurul haq Benteng Lewo Kecamatan Maritengngae Kabupaten Sidenreng Rappang dengan judul *"The Implementation KWL (Know, Want To Know, Learned) Strategy Reading Comprehension In EFL Class Room : A Study Of Teachers Creativity and Perception"*.

Demikian Surat Keterangan ini dibuat dan untuk dapat dipergunakan seperlunya.

Benteng Lewo, 05 Nopember 2019
 Kepala Madrasah

Dra. Hj. ANDI MENI, MA
 Nip.19691231 199403 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
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SURAT KETERANGAN

Nomor : 542/MTs.21.18.01/11/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang, menerangkan bahwa :

Nama	: NURFADILLAH
NIM	: 17.0213.005
Jenis Kelamin	: Perempuan
Instansi/Pekerjaan	: Mahasiswa (S1)

Bahwa yang tersebut namanya di atas, benar melaksanakan Penelitian terkait Penyusunan tesis penyelesaian Pascasarjana IAIN Pare Pare. Dengan Judul :

"THE IMPLEMENTATION KWL (Know, Want To Know, Learned) Strategy For Student Reading Comprehension In EFL Class Room" Pada MTs Negeri 2 Sidrap

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Pangkajene, 06 Nopember 2019

Kepala Madrasah,
Wakamad Kurikulum

SYAHRI HS, S.Pd.I



**MADRASAH TSANAWIYAH
DARUD DA'WAH WAL-IRSYAD (DDI)
KECAMATAN KULO.SIDRAP**
Jalan Pangeran Diponegoro Nomor 20 Kulo Kode Pos 91653

SURAT KETERANGAN PENELITIAN

No.: 043 /MTs.21.18.05/KP.00.01/ XI /2019

Yang bertandatangan di bawah ini:

Nama Lengkap : Musdalifah, S.Pd
NIP : 196612312005012019
Jabatan : Kepala Madrasah Tsanawiyah DDI Kulo
Alamat madrasah : Jl.Pangeran Diponegoro No. 20 Kulo

Menerangkan dengan sesungguhnya bahwa :

Nama : NURFADILLAH
Nim : 17.0213.005
Alamat : Jln.Poros Abbokongan, Bolalele

Mahasiswa tersebut telah melaksanakan penelitian di MTs DDI Kulo, terhitung dari tanggal 13 April s.d 09 oktober 2019 dengan judul penelitian *"The Implementation on KWL strategy for students reading comprehension in EFL classroom : A study of teachers creativity and perception"*.

Demikian Surat Keterangan ini Dibuat, agar dapat dipergunakan sebagaimana mestinya.

Kulo, 16 November 2019



Kepala Madrasah

Musdalifah, S.Pd

NIP. 197404162003122002

DOCUMENTATION



FGD (Focus Group Discussion) activities with the teachers



Interview with English teacher 01



Interview with English teacher 02



Interview with English teacher 03



Interview with English teacher 04



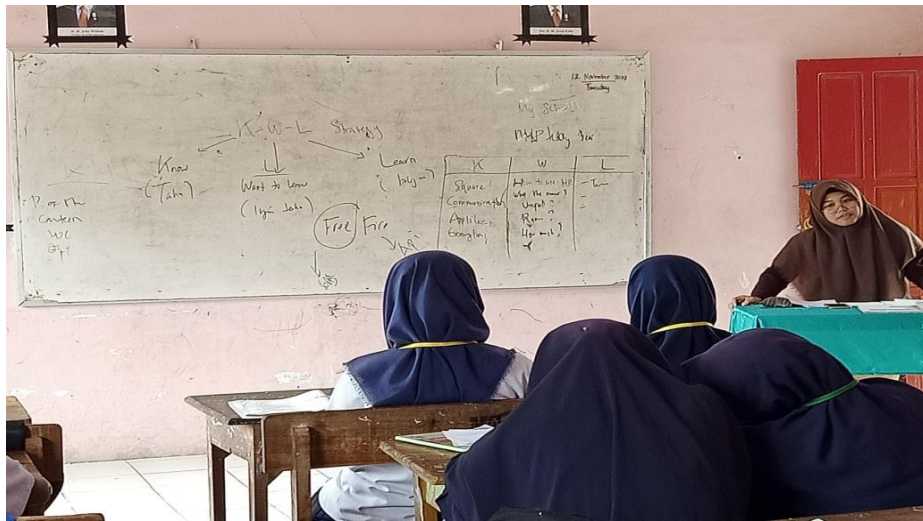
Interview with English teacher 05



Opening the English Learning



English teacher wrote down the topic



Explaining the material



The teacher shows the material on the screen



Students working out with the task



Students wrote the task and its answer

CURRICULUM VITAE



Nurfadillah was born in Tawau, on January 5th 1995. She is the first child of Lani and Tasmia. She was a student of English department of STKIP Muhammadiyah Sidenreng Rappang. When study in STKIP Muhammadiyah Sidenreng Rappang , she joined English Student Association (ESA) (2013-2014). In 2007, she finished her study in SDN 144 Madello. In 2010, she graduated her study in SMP Negeri 3 Marioriwawo. Then in 2013, she continued her study in SMA Negeri 1 Maiwa. After that, in 2017 she continued her study in Magister Programe and finally she has done her study at State Islamic Institute (IAIN) Parepare entitled “*KWL Strategy for Teaching English Reading Comprehension in EFL Classroom: A Study of Teachers Creativity and Perception.*”