**APPLYING KWL STRATEGY IN TEACHING READING COMPREHENSION AT JUNIOR HIGH SCHOOL**

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**Abstract**

Penulis membahas bagaimana pengajaran pemahaman membaca untuk Sekolah Menengah Pertama (SMP) melalui *Know Want Learn* (KWL) strategi, yang pertama kali dikembangkan oleh Ogle pada tahun 1986. *Know Want Learn* (KWL) strategi adalah singkatan dari *Know, Want to know and Learned*.Pengajaran pemahaman membaca melalui Know Want Learn / KWL strategi terlebih dahulu dimulai dengan mereview kembali apa yang siswa ketahui tentang topik yang diberikan oleh gurunya. Kemudian dilanjutkan dengan mencatat apa yang mereka ketahui dari topik tersebut pada table KWL dan yang terakhir guru menyuruh siswa untuk menulis apa yang telah mereka pelajari dengan melengkapi tabel yang telah diberikan oleh guru.Ada beberapa tujuan dari KWL strategi yaitu; siswa mereview pengetahuan mereka sebelumnya tentang topik, membantu siswa untuk memonitor pemahaman mereka tentang teks, dan siswa bisa menilai pemahaman mereka tentang teks yang diberikan oleh guru. Dengan menggunakan strategi ini guru bisa menemukan apa yang mereka butuhkan untuk mengajar siswa. Dan dengan menggunakan strategi ini siswa dapat lebih tertarik dalam mempelajari reading karena mereka terlibat aktif dalam kegiatan tersebut.

**Key Words**: *Know Want Learn Strategy*, Membaca, Pengajaran membaca

1. INTRODUCTION

Reading is one of the four important languange skills that should be mastered by students. Through reading, the students can increas their knowledge from books, newspaper, magazine, journal or article. The students who like reading will have more knowledge than the ones who do not. Beside that, by reading the students knows the importance information. Also they can share information from what they have been read to other students. Reading will provide the students with a lot of information about the world that will give contribution to their success in study and in life later on.

Basically, the purpose of the reading is to comprehend what is read. Reading comprehension is the ability to read a text, process it and try to comprehend the meaning. When the teacher gives text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It is like two aspects which cannot be saparated. That is a fact in comprehending text that is absolutely need.

Related of the present study, reading comprehension is not simple as people imagination to achieve it. There are many aspects that must be considered if the teacher wants to succesfully conduct the teaching learning process. One of important aspects is giving the students chance to read during the lesson and also make sure that they completely understand what they read.

Most of the students only read the text without thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. This statement is based on the fact that the teachers still little bit underestimate about the problem. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

As what has been explained above, reading comprehension is an effort to understand, evaluate, and also recognize the author’s ideas of reading text (Mc Whorter, 2005:3). In reading comprehension, almost all of the students have difficulties in comprehending the contents and the components in reading. They are such as topic of the material is really new for the students and they do not know what actually the text tells about such as: finding main idea, finding the meaning of word, phrase or sentence, and textual reference in the text.

Although reading is very important but students still have any difficulties in mastering reading. Based on the writer’s interview to one of English teacher at SMP N 1 Padang Panjang, most of students find some difficulties in comprehending English reading text. Many techniques have been used, but student still cannot read properly. That could be seen from the result ofexams which have given by teachers.Some students got low score forreading items.

It is influenced by several factors. First, the students do not have capability in reading English text because they may have lack of motivation. Second, the students have difficulty in understanding English word, phrase and sentence in English. Third, the students have difficulty in finding the main idea of the text they read. Forth, students are not accustomed to practice reading in the classroom and everyday life. The last factor is teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented. Based on factors that are mentioned above the biggest problem is how to choose appropriate technique or method because student can easily get bored if teacher presents material with traditional technique.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL Strategy is chosen to solve this problem. Through a three-phase strategy (“Know”, “Want to know” “Learn”), students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learn), students reflect on the new knowledge generated or retrieved as the plan is implemented. There were some studies which had been conducted related to the teaching reading and one of them is about “
Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students” conducted by Permatasari and Zainuddin (2014).

Compare to traditional method which is usually monotone, the students only read and review the entire text but that been improve in KWL strategy because KWL strategy divided the main point of the text into three part; K, W and L. It makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. But KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading.

1. DISCUSSION

KWL is a trategy that created by Donna Ogle in 1987 to help students become better readers. It is an instructional reading strategy that is used to guide students become better readers of different kinds of text and help the teachers to be more interactive in their teaching. K-W-L for the 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. To facilitate both the group process and to in still in students the concreteness of the steps, we developed a work sheet that each child uses during the thinkin greading process.

The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

**The Teacher’s Preparation**

Before teaching the class, the teacher needs to concern and do some preparation. The teaching learning activities will be success if the teacher has a good preparation before starting the study in the classroom. In comprehending a text by using KWL Strategy in teaching reading, there are several things that should be prepared by the teacher. Those are as follows :

1. Selecting Teaching Materials

The first thing that the teacher should do is selecting the material. The teacher should choose materials that are appropriate with syllabus and also curriculum. That material must be appropriate with the students’ ability level and the students’ interest.

1. Selecting Media

The second thing that the teacher should do after preparing the material is media. In choosing media, teacher should choose the appropriate media with the topic that is going to be taught. In order to help the teacher to teach reading comprehension by using KWL Strategy, the teacher can use the work sheet and LCD or in focus while teaching.

1. Making a Lesson Plan

After selecting the materials and choosing the media, the teacher needs to make a lesson plan. It can be used as a guideline for the teacher in order to make the lesson run systematically. In making a lesson plan, there are several essential elements in preparing lesson plan. Lesson plan must contain of these elements : objectives, activities, time estimates, required materials, alternatives, and assessments.

**Implementation of KWL Strategy in Teaching Process**

In applying the KWL strategy in teaching reading comprehension at junior high school, the writer chooses a descriptive text as a model. The topic of the text chosen is komodo dragon.

**Pre- Teaching Activities**

In this stage there are some activities that have to be done by the teacher. The main purpose of pre-activity to motivate and to activate the students‟ focus and interest to the lesson that was given. The teacher can start the teaching by greeting the students. Then, the teacher prepares the students to study physically and psychologically. The teacher asks the students to pray together at the classroom.

After that, the teacher checking the students’ attendance by calling their name from attendance list. Than, the teacher telling the learning objectives which were going to be achieved and also introduced the topic related to descriptive text. The teacher explaining the purpose of the lesson for the day too. Explaining the purpose of the lesson can guide the teacher and students to achieve the goal of learning

**Whilst- Teaching Activities**

In this stage, the teacher has to create the teaching and learning process more challenging, pleasant, and interactive for the students. The teacher also has to motivate them to participate actively and give them a chance to develop their independent and creatively based on their interest, talent and their development both in psychology and physically.

1. Pre-reading

In pre-reading process the teacher first open the lesson by explaining to the students about the text. The students are going to read a descriptive text about Komodo Dragon. The first thing that the teacher does is showing a picture related to the topic of the text that will be learnt by the students. After showing the picture, the teacher ask the students what the picture is and what they knows about the topic in order to know students’ prior knowledge.

Before that, the teacher delivers the KWL sheet (appendix 2) to the students one by one. Then, the teacher explains how the students work with their KWL sheet. For the first step is K (Know). Here, the teacher activated the students’ background knowledge by asking them to brainstorm for words or phrases they knew related to the Komodo Dragon. This was done to make the students active and focus on what they were going to read. After the students talked about what they knew about the Komodo Dragon based on their prior knowledge, then they wrote it on the K column in their own sheet.

From this step, teachers also can develop students’ listening writing and speaking skill. By explaining the topic to the students and asking some questions, teacher has also developed students listening ability. Students could perform their speaking when teacher ask them to provide any information about the topic. Their motivation to speak could be raised when they talked about any experience they passed or when teacher brainstorm their ideas. Furthermore, any principle of writing also been fulfilled when they organize the idea that they write down into their own chart.

The next step is W (Want to Know) in which the students were told to say what they wanted to know about the Komodo Dragon. The teacher guide the students what are interested information they want to know from the Komodo Dragon text. Then the teacher asked one of the students to write the W on the board while the others were directed to write it in their KWL sheet. In this step, the students were directed to generate questions, not statemens.

From this step, it could be seen that students are engaged in a discussion, where they can discuss about the things they want to know from the text. They could also ask questions to the teacher or their classmates. Class discussion could also be performed within this step. For instance, when teacher present a topic, he/she would ask the students what they expected from the topic. Each students may have different thing in their mind that they would tell it in the classroom.

1. Whilst-reading

In whilst reading, after the K and W colomn were filled in, the teacher distributed the reading text to the students to read silently. Than the teacher will guide the students to the last step of KWL strategy that is filling the L column (what they have learned). The students should look for the answers to the questions in the W column while they were reading. They could fill out the L column on their own chart either during or after reading.

At this stage, the teacher asked some of them to do it on the board. In addition to writing questions in the W column, they were encouraged to write anything they found especially interesting in the L column. To distinguish between the answers to their questions in the W column and the other ideas they found interesting, they were asked to code the information in the L column. For example, they could put a check mark next to the information that answered the questions from the W column. And they could put a star next to the ideas that they found interesting. During these three steps, there was also a lot of discussion amongst the students.

* 1. Post-reading

In this activity the teacher need to do these process :

Explaining the generic structure of a descriptive text to the students

Explaining the language features of a descriptive text to the students

**Post Teaching Activities**

In this stage, the teacher together with the students concludes the lesson that has been learned. The teacher also gives homework to the students. After that, the teacher tells the student the topic of the study that will be discussed nest week. To end the class, as the additional, the teacher can give a video, song or other things that relates to the topic that they have learnt at the day to refresh their mind, so the activity in the class can be ended happily.

1. CONCLUSIONS AND SUGGESTION

KWL strategy is a good strategy to access prior knowledge, attract interest before reading, monitor students’ understanding during reading and reflect it after reading through summarizing about they know and what they have learned. KWL strategy is very applicableand suitable for Junior High School. KWL strategy helped the students to become better readers and to be active thinkers while they read, giving them spesific things to look for and having them reflect on what they have learned when they finished reading. And for teacher, it helped her/his to be more interactive in the teaching and learning process.

During the students list the statement about what they know in the K column of the first the column. The students generate their ideas about the topic. It is used to active students’ background knowledge, because the background knowledge will help the student to comprehend their information in a text. When the students fill in the second to third column in the chart, it can help the students to determine what they want to know and get more information about the text.

Based on conclusion, it is suggested that the teacher should be able to create interesting strategy during teaching and learning process. Interesting strategy can help teacher to attract students’ interest in order to the students have full attention to the lesson. Give the students exercise in reading with different kinds of reading text, such as ; report and recount text.

The teacher has to ensure that all teaching needs are available and ready to use. In the case of selecting the reading text, the teacher has to know students already existing background knowledge. When the students’ generate their background knowledge about the topic, the teacher must accept all of the students’ ideas eventough it is incorrect ideas. It is aimed to motivate students to practice their speaking ability. At the end of class teacher activity is to reexamine about what students know, and students learned. It is aimed to avoid the students get incorrect information.

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