

# THE EFFECT OF KNOW-WANT-LEARNED (KWL) STRATEGY AND STUDENTS' READING ATTITUDE TOWARD STUDENTS' READING SPEED OF HORTATORY EXPOSITION TEXT AT GRADE XI OF SMAN 1 CURUP SELATAN

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**Abstrak:** Artikel ini ditulis untuk mengetahui pengaruh penggunaan dari strategi *Know Want Learned (KWL)* dan sikap siswa dalam membaca teks berbahasa Inggris terhadap kemampuan membaca cepat siswa. Penelitian ini merupakan *semi experimental* menggunakan rancangan faktorial  $2 \times 2$ . Data penelitian ini diperoleh dari hasil tes membaca cepat dan angket sikap siswa dalam kegiatan membaca. Hasil dari penelitian ini menunjukkan bahwa: 1) Strategi *KWL* memberikan efek yang signifikan terhadap kemampuan siswa membaca cepat dibandingkan dengan strategi *Three Phase*. 2) Kemampuan membaca cepat siswa yang memiliki sikap membaca tinggi yang diajar dengan strategi *KWL* jauh lebih baik daripada yang diajar dengan strategi *Three Phase*. 3) Kemampuan membaca cepat siswa yang memiliki sikap membaca rendah yang diajar dengan strategi *KWL* tidak jauh lebih baik daripada yang diajarkan dengan strategi *Three Phase*. 4) Tidak ditemukan interaksi antara strategi pengajaran dan sikap membaca terhadap kemampuan membaca cepat siswa.

**Keywords :** *Know Want Learned (KWL), reading attitude, reading speed.*

## INTRODUCTION

Reading is one of the important skills in a second language acquisition, particularly in English as a foreign language. Since, English is one of the global language, to get up-to-date information and knowledge about what happen in the world we need a good reading skill on English. Every student practices this skill every day and every time, in school, out of school and many other activities.

Therefore, reading skill needs to be fostered so that students can understand the texts and tasks more sophisticatedly, and deal with the texts efficiently, quickly,

appropriately and skillfully. One of the important aspects in reading skill is reading speed. Reading speed is not merely the students have to have high rate reading speed, but also high comprehension. So, it will lead them to read effectively and efficiently.

It cannot be denied that the development of the effective reading speed is one of the important things in school. In Senior High School, the purpose of reading activity is the students are expected to be able to comprehend and respond the meaning and the rhetorical steps on short simple essay as accurate, fluent and appropriate to interact with the

environment. (Depdiknas, 2006). It means that the students need to have a good reading skill which is be able to read in English quickly and accurately.

Reading speed is reading efficiently. This is supported by Nuttall (1996:44) who states that “efficiency means using the least effort to obtain satisfactory result; when the students to use their time and energy to best effect”. So, understanding is not the only criterion for efficient reading, another is time taken to read.

Reading speed and reading comprehension is two things that cannot be separated. Instead both of them is one unit of reading skill. Reading speed is the speed in understanding the text. While, reading comprehension is more focus on the quality of understanding the text. Those two combinations of reading speed and reading comprehension is known as Reading Speed Effectiveness (RSE). RSE does not mean someone speed in reading effectively but the speed when someone effectively read (Wainwrigth, 2006:7).

In short, speed reading is a collection of reading methods which attempt to increase rates of reading or *reading speed* without greatly reducing comprehension or retention. While, reading speed and efficient is kind of reading which focus on the speed of reading without leave the understanding of the text. Reading speed is influenced by the material and the purpose of reading. The speed of reading also should be related with the comprehending of the text (Harjasujana, 1997:67).

However, there are many aspects that determine the success of teaching and learning reading, one of

them is teaching strategy. Teaching reading strategies will affect students’ reading skill as it is shown in their reading test score. Therefore, every teacher should be able to find the best strategy for their students. Long and Richard (1987:73) state “strategy is an important component in education and instruction process”. In addition, a good teaching strategy can motivate students to learn and make them focus in the process of learning (Wang, 2007:2). Accordingly, appropriate teaching strategy will determine the success of teaching and learning process.

There are many types of instructional teaching strategies in teaching reading. One of the instructional reading strategy that is widely used in reading classes in the USA is Know-Want-Learned (KWL) strategy (Fengjuan, 2010:1). KWL is one of the most widely recognized graphic organizers and instructional strategies developed by Donna Ogle in 1986.

KWL strategy uses three columns chart namely KWL Chart : K column is used to record students’ background knowledge, W column to record students’ prediction, and L column to record students’ summary or conclusion about one topic. So, this strategy is able to capture components of teaching and learning process on before, during and after reading.

There are some rationales why KWL strategy can be used as strategy for teaching reading speed skill. First, through KWL the students will be directed to activate their background knowledge related to the text or theory being discussed. This is a very important aspect in reading speed, since it will make the

reader to be ready to comprehend the text later. As one of the factor that should be considered in balancing students' reading comprehension and reading rate is the topic of the reading passage (Anderson, 1994:4).

Then, the students were also asked to predict or ask more about what he/she want to know more about the related topic. This way will guide the reader or the students to focus and to know what is his/her purpose on reading. So, implicitly it will gain the students positive attitude toward reading activity. Then, it also will make them focus more on the reading activity and consider their reading activity as a beneficial activity. Because, the success in mastering reading speed skill is highly depend on the reader's attitude toward reading, the level of seriousness and readiness to do reading exercise (Harjasujana, 1997: 65).

Finally, the students will be asked to conclude or summarize about what they already got from the text. This is the way the students will reflect what they have already learned through the text. This last activity is the core of reading activity, where the students can evaluate their own reading speed skill by reviewing the information that they got from their reading. As the important of comprehension in developing students' reading speed, so "there is no point in reading speed if little understood" (Nation, 2009:62). Because, the students' comprehension will much influence their reading speed score later.

It seems that by applying KWL strategy in reading class, the activities will not only help the students to improve their reading comprehension, but also will lead the

students to improve their reading speed as well. Through KWL strategy, the activity of before-during-after reading will be fully integrated. Besides, both of the teacher and the students will also get beneficial of this activity which will also help them to work on the other reading materials.

While, based on the informal observation and interview from English teacher and students at grade XI of SMAN 1 Curup Selatan on September 2013, the English teacher tend to used Three Phase strategy in teaching reading. Learning activity using Phase Three Phase strategy is to use three step learning strategies. The third step is the initial activity (pre activities), core activities (main activities), and the final activity (post activities). Because the reading should be planned as part of a lesson, these three phases would be integrated into instructional sequence and may include passages from the textbook, handouts of Internet materials, primary documents, charts, etc.

However, through Three Phase strategy the students still face some difficulties in reading English as foreign language. Most of students in this school said that they got difficulties in answering the questions in reading test. One of the reasons from the students are that time was so limited. This could be proven by the average score of second grade science students' reading speed quiz score on the second semester was only 106 wpm (words per minute). While, it is said that Senior High School students should have the skill of reading speed around 120-150 wpm (Nuttal, 1996:56). While, as High School

students they have more materials to discuss and texts to comprehend.

Furthermore, based on students' interview, most of them also said that they considered that reading activities on English subject as a less interest activity, as they had to figure out so many difficult words on the text that they did not know and also had to answer complicated comprehension questions in a limited time.

While, according to the English teacher, students who had negative attitude toward reading activity would consider reading activities as a burden or compulsion from the teacher, they would not get the advantage of reading for themselves. This paradigm caused them having lack of reading skill as negative attitude toward reading activity itself. Whereas their attitude toward reading have a vital role in their reading ability. As research finding from Inal, et.al. (2008) shows that there is a significant relation between students' attitudes towards foreign language and foreign language achievement.

As the preliminary observation and informal interview in SMAN 1 Curup Selatan, the researcher found some phenomena that might contribute to the students' reading speed difficulties. It is not only come from the students but also from the teacher. As the teacher's strategy in teaching reading skill influences the students' reading attitude toward English and also influences the students' achievement.

Furthermore, based on the curriculum for Senior High School, there are three types of text that should be mastered by the students at grade XI on the second semester. Those three text types are narrative,

spoof and hortatory exposition. In this research, the material will be focused on hortatory exposition text. It was chosen due to some reasons. First, according to the standard competency in the school's syllabus, hortatory exposition text is used for the students at grade XI on the second semester. Second, hortatory exposition text is appropriate to train students' reading speed skill, as through hortatory exposition text the students are exposed with explanations and arguments that they need to comprehend. And the last, exposition text is appropriate with the teaching strategy that is used in this research, as the students are asked to relate and gain as many as information from their reading.

Based on those explanations, the purposes of this research were:

- (1) To find out whether KWL strategy give significant effect on students' reading speed of hortatory exposition text than those who were taught by using Three-Phase strategy or not.
- (2) To find out whether the students who have high reading attitude who are taught by using KWL strategy got significantly higher result in reading speed of hortatory exposition text than those who are taught by using Three-Phase strategy or not.
- (3) To find out whether the students who have low reading attitude who are taught by using KWL strategy got significantly higher result in reading speed of hortatory exposition text than those who were taught by using Three-Phase strategy or not
- (4) To find out whether there is any interaction between teaching strategies (KWL and Three-Phase strategy) and students'

reading attitude toward students' reading speed of hortatory exposition text or not.

## METHOD OF THE RESEARCH

A quasi-experimental design were used in this research. So, there were two classes involve in this research: experimental and control classes. In the process of teaching, the differences between experiment class and control class were only about the strategy used. The experiment class was taught by using Know Want Learned (KWL) strategy while the control class was taught by using the Three-Phase strategy.

In this research, reading attitude was included as a moderator variable, so specifically this research used factorial designs. So, the teaching strategies that were used in the class were the first factor, while the students' attitude toward reading was another factor. As there were two strategies of teaching reading (KWL and Three-Phase Strategy), and the students' attitude toward reading English also were classified into high reading attitude and low reading attitude. So, 2x2 factorial designs was used in this research.

The population of this research was the science group of the eleventh grade was chosen for this research's population which was only consisted of three classes with 91 students. Then, through *cluster random sampling* strategy, XI IPA 2 class was chosen as the experimental class was and XI IPA 1 as the control class.

Furthermore, there were two instruments which used in this research, namely: reading speed test, and reading attitude questionnaire. Questionnaire was used to know students' reading attitude toward reading English as foreign language. The researcher adapted students' reading attitude questionnaire by Hakki (2010). From the indicators of reading attitude questionnaire, there were 23 items used.

While for the reading speed test, it was used for measuring the student's reading speed effectiveness (RSE) to the material given. In this research multiple choices form of test was used. The test was designed based on the indicator of reading in school based curriculum of Senior High School Grade XI at SMAN 1 Curup Selatan, specifically for exposition text. As the indicators, there were 40 items of questions for the test.

In analyzing the data, statistical analysis was used in order to identify whether the reading speed of experimental class was significantly different from the control class. After the data collected, the normality testing, the homogeneity testing, and the hypotheses testing would be analyzed. Hypothesis 1, 3, and 3 was analyzed by using independent t- test and for 4<sup>th</sup> hypotheses was analyzed by using two ways ANOVA.

## FINDING AND DISCUSSION

Findings of the research based on the result of test and statistical data analysis of the hypothesis testing showed that the students who were taught by KWL strategy got significantly better reading speed rather than those who were taught by Three-Phase strategy. The details of data finding can be seen as follow:

1. The result of first hypothesis in this research showed that the score of students' reading speed test which was taught through Know Want Learned strategy was significantly higher than that of Three Phase strategy. It can be seen on the following table:

Classification	Classes	
	Experiment	Control
N	30	31
$\bar{x}$	150.92	126.82
S <sup>2</sup>	1675.068	946.34
T <sub>observed</sub>	2.605	
t <sub>table</sub>	2.000	
Sig	0.012	

2. The result of second hypothesis showed that the score of students' reading speed with high reading attitude which was taught through KWL strategy was significantly higher than that of Three-Phase strategy. It can be seen on the table below:

Classification	Classes	
	Experiment	Control
N	8	8
$\bar{x}$	177.63	143.13
S <sup>2</sup>	1777.125	1196.1

		25
t <sub>observed</sub>	1.789	
t <sub>table</sub>	1.753	
Sig	0.045	

3. The result of third hypothesis showed that the score of students' reading speed with low reading attitude which was taught through KWL strategy was not significantly higher than that of Three-Phase strategy. It can be seen on the table below:

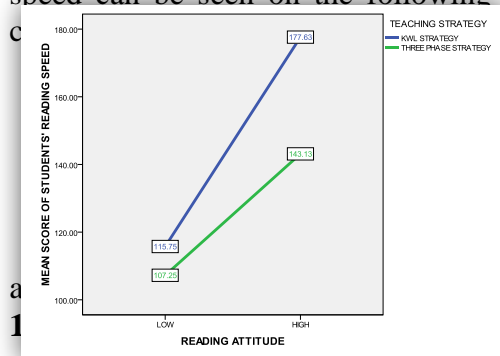
Classification	Classes	
	Experiment	Control
N	8	8
$\bar{x}$	115.75	107.25
S <sup>2</sup>	244.500	238.214
T <sub>observed</sub>	1.094	
t <sub>table</sub>	1.753	
Sig	0.292	

4. The result of the fourth hypothesis showed that there was no interaction between both teaching strategies and students' reading attitude toward students' reading speed. It can be seen on the following table:

Sum of Variance	F value	Sig	F table
Inter-row (strategy)	4.104	.052	4.196
Inter-column (reading attitude)	20.765	.000	4.196
Interaction	1.106	.302	4.196

It was also proved when it was figured in a chart, that there were two ordinal lines which have different position. It indicated that in

order to improve students' reading speed could be done through applying KWL strategy. The interaction between teaching strategies and students' reading attitude toward students' reading speed can be seen on the following



### Learned (KWL) Strategy on Students' Reading Speed

From the result of first hypothesis, it is indicated that KWL strategy gave significant effect toward students' reading speed than those who were taught by Three Phase strategy. This finding was in line with the findings of research which was conducted by Indrayeni (2009), saying that reading score of students which were taught by using KWL strategy showed positive progress.

It seems that Know Want Learned (KWL) strategy gave the students wider opportunity to explore their reading ability and became active reader. Through KWL strategy the students were trained to take control on deciding what they really want to get and to know. It also could develop their metacognitive sense and trained them to read on purpose which also affect their reading rate and reading comprehension as well. This is supported by the theory that KWL as one of graphic organizer that is effective for gain the students' focus on reading activity and involve their

active thinking in reading for information (Ogle, 1986:2).

Additionally, from the implementation of Know Want Learned (KWL) strategy, it indicated that KWL strategy also develops students' character. During the teaching and learning process, this strategy trained students to be more honest in answering the question since they also create their own questions. It also gives the students opportunities to answer the questions individually based on their ability without cheating to their friends' answer. The students also become more involved and more confident in sharing their ideas or opinions about the certain topic of reading materials, as there was no right or wrong ideas to be scored. They also started to realized and appreciate the role of reading activities fulfill their curiosity and questions about things. It is in line with the content of School Based Curriculum (SBC) which suggests the teachers to develop their students' characters namely trustworthiness, confident, and respect (Kemendiknas, 2011).

The Know Want Learned (KWL) strategy also helped the teacher of English in teaching and learning process because this strategy makes them did not dominate the activities in the class. In contrast, the researcher found that the students done the activities independently (think, predict, questioning, evaluate and summarize) and the teacher only monitors and guides them in understanding the text and answering the questions. This matches with the UUGD (lecturers and teacher act) Number 14 2005 verse 1, that states the role of teacher are to educate, teach, guide, monitor, asses, and evaluate the students. The teacher is

as the learning facilitator for the students in the classroom because the students are expected to be more active and interactive in the classroom.

However, KWL also has several components or criteria that match with the main competence, basic competence and teaching and learning process in current 2013 curriculum. For the 1<sup>st</sup> main competence, which relate with faith and religion. KWL which work with reading activity can be used to support the students to appreciate their chance to learn English as foreign language. As thankful to the chance and eager to learn well.

Then, for the 2<sup>nd</sup> main competence, which relate with character, behavior and students' psychomotor. Through KWL, the students were trained to be discipline, interact properly when they argument their ideas and focused on finding the answer toward the questions and finding the solution toward the problem. The students were also trained to have positive attitude and high motivation toward reading activity.

For the 3<sup>rd</sup> main competence, as the cognitive competence. The students are asked to comprehend, implement, and analyze the knowledge. Through KWL strategy, the students were led not only to comprehend the reading material but also to fulfill their curiosity about certain topic being discussed. And be a problem solver toward the issue being discussed.

Finally, for the 4<sup>th</sup> main competence, as the affective competence. The students were asked to process, to reason and to present the material. They also need to learn and work effectively and

efficiently. Through KWL strategy, the students will process the data of reading material systematically. They will also create their own purpose and reason to read. Then, they will retell about the information they've got thoroughly as self-evaluation. Thus, will lead them read and process reading material effectively and efficiently as what reading speed aimed.

Furthermore, on 2013 curriculum, where the teaching and learning process will consists of *observing, questioning, exploring, associating and communicating* (Kemdiknas, 2013). KWL also cover those aspects as questioning, exploring, associating and communicating their ideas on certain topic on their reading material.

In contrast, students in control class that was taught by Three Phase strategy were not able to explore their reading ability maximally so that they got difficulties in answering the reading text. It was due to the monotone learning activity where teacher only asked the students to answer a question of reading text and answer the given question. As the activity was still teacher-center, this teaching strategy was easily made the students bored, and frustrated in learning reading speed. Whereas, the teacher's roles in guiding and controlling the students' activity is one of the important components for the successful language learning (Richards and Roger, 2001)

Although Three Phase strategy also develop three main activities in reading, which were pre-reading, main activities and post reading, it was still not capable to improve the students reading speed as well as what KWL strategy did. It



also could be happened because Three Phase strategy was the common teaching strategy that was usually used by the teacher in teaching reading. While, through KWL strategy the students found it as a new learning ways which made them more motivated to learn.

From the discussion above, it could be concluded that students who were taught by KWL strategy had better reading speed than those who were taught by using Three Phase strategy.

## **2. The Effect of Know Want Learned (KWL) Strategy on Students' Reading Speed with High Reading Attitude**

Generally, students who have high reading attitude have better reading speed through KWL strategy than through Three Phase strategy. Most of the students who have high reading attitude were able to answer the comprehension question in more effective time, it was proved by their daily exercise and result of the test. It also could be seen from the result of second hypothesis which showed that KWL strategy gave significant effect toward students' reading speed of students who have high reading attitude. It was in line with the theory from McKenna, Kear, and Ellsworth (1995:2) which states that students who have positive attitudes will experience success and their attitude toward reading are reinforced.

The different reading speed which achieved by students with high reading attitude from both classes was influenced by some factor. First, the experimental class who were taught by using Know Want Learned (KWL) strategy got more opportunities to develop their

own thinking and have a role to questioning and set their own purpose on reading. So, they can evaluate their own progress on reading activity. KWL also helps teachers keep students interested as they think about what they want to know and what they have learned (Sasson, 2008). Thus, made the students actively engage in reading activity. It was different with the control class. The students in control class who are taught by Three Phase strategy did not get the chance to develop their own reading purposes and evaluate their own progress of reading activity. Since all of the activity was guided by teacher and the given materials, so the students learnt passively.

Furthermore, students with high reading attitude will have positive view toward reading activity. They tend to get more interested and actively involved in reading activity in the classroom rather than those who have low reading attitude. Moreover, they also be more concentrated and serious in doing reading activity without easily getting bored or giving up easily. The students who have good reading attitude also tend to adapt to the new teaching strategy better, because they eager to know the new things related to reading activities too. As research finding from İnal, et.al. (2008) which shows that there is a significant relation between students' attitudes towards foreign language and foreign language achievement. So, the students' with high reading attitude also have significant relation with the students' increasing reading speed.

Accordingly, it can be concluded that students with high reading attitude who are taught by KWL have significantly higher

reading speed than those who are taught by using Three Phase strategy.

### **3. The Effect of Know Want Learned (KWL) Strategy on Students' Reading Speed with Low Reading Attitude**

Statistically, the average students' reading speed with low reading attitude which were taught by KWL strategy was higher than those who were taught by using Three Phase strategy. However, the result of the third hypothesis showed that KWL strategy did not give significantly better effect toward students' reading speed with low reading attitude than those who were taught by using Three Phase strategy. As what McKenna (1995:2) explains that students who have negative attitudes may fail to progress and become even more negative in their language attitudes. So, even though they were given a new teaching strategy it could not directly helped them to change their mindset about reading activity which also affect their reading skill as a whole.

However, students who have low reading attitude had less interest to reading activity and avoid to do reading activities and exercise. Those indirectly influence the way they read and gain information from the text which caused they tend to have lower reading speed also rather than those who have high reading attitude. In addition, the students who have low reading attitude also tend to stayed on what they thought about reading activity as they basic reading attitude even though they were given any new teaching strategy. As stated by (Yamashita 2013:23), the students who have negative reading attitude will show their reluctant in reading,

get bore easily and avoid getting involved in reading activity.

Thus, there is no significant effect of KWL strategy toward students reading speed of those who have low reading attitude. As general those finding was in line with the research conducted by Yamashita (2013) which showed certain teaching strategy give significant effect on students' achievement with positive reading attitude, but only give small effect on students 'achievement with negative reading attitude.

From the discussion above, it can be concluded that students with low reading attitude who are taught by KWL did not significantly have higher reading speed than those who are taught by using Three Phase strategy.

### **4. The Interaction between Teaching Strategies and Students' Reading Attitude toward their Reading Speed**

As general, the data of the research showed that the average students' reading speed in experiment class which was taught by using KWL strategy was higher than those who were taught by using Three Phase strategy. Then, the average students' reading speed of those who have high reading attitude was higher than those who have low reading attitude. But, based on the analysis data of the fourth hypothesis testing analysis, it was showed that there was no interaction between both teaching strategy and reading attitude toward students' reading speed. So, statistically both strategies could be applied without considering students' prerequisite reading attitude of both classes.

However, as the average of students' reading speed of those who have high reading attitude was higher than those who have low reading attitude, it can be said that reading attitude also determine students' reading speed achievement. As the study that was conducted by TIMSS and PIRLS Internatonal Study Center (2001-2006) which shows that on average internationally, students at high level of the index of positive attitudes toward reading had substantially higher average reading achievement than those at the medium or low levels. So, in this research reading attitude toward English as foreign language also affect the students' reading speed too.

Moreover, the differences reading speed from both of experiment class and control class that have high and low reading attitude in *interaction chart* showed that the lines were not intersected. It means that there was no significant interaction between teaching strategies used and students' reading attitude toward students' reading speed. The data also showed that as general KWL strategy which was used in experimental class was better than Three-Phase strategy in control class. It also could improve students' reading speed significantly. It was in line with the research conducted by Enisa Mede (2010) which shows the importance of instruction on graphic organizers and other visual chart to promote students' reading in second or foreign language.

As Ogle (1992:5) explains that KWL is a literacy strategy that

teachers can easily modify to meet students' learning needs at any level and any content area. It was proved in this research by the indicators after the students were taught by this strategy. The students in experiment class were more familiar with faster reading as get as many as information in the text in a limited time while reading. They also got use to find out the answer of their own questions toward the topic given in the text beside gained other essential information from the text.

Furthermore, the data also showed that there was possibility for the students that have low reading attitude to improve their reading comprehension and get higher score of reading speed through KWL strategy, but not too significantly different with those who were taught by Three Phase strategy. While, for the students who have high reading attitude, KWL strategy gave them a chance to maximalist their ability in reading speed. Those are related with the theory from Seitz (2010:4) who says that when the students have positive attitude toward reading activity, they can frequently transcend their reading level. While, the students who have negative attitude toward reading do not interest with typical school texts and often fail to engage in reading activity.

In sort, KWL strategy is more effective than Three Phase strategy toward students reading speed. But, KWL strategy give more significant effect toward students' reading speed with high reading attitude than those who have low reading attitude.

## CONCLUSION

Based on the research findings of the research that was done on second grade of Senior High School (SMA) Negeri 1 South Curup, Bengkulu, KWL strategy give significant effect on students' reading speed of hortatory exposition text. Furthermore, the students with high reading attitude who were taught by Know Want Learned KWL strategy has significantly higher reading speed of hortatory exposition text than the students with high reading attitude who were taught by Three Phase strategy. While, the

students with low reading attitude who were taught by Know Want Learned KWL strategy do not have significantly higher reading speed of hortatory exposition text than the students with low reading attitude who were taught by Three Phase strategy. Finally, from the data analysis it is found that the teaching strategies (Know Want Learned strategy and Three Phase strategy) and students' reading attitude do not have interaction that brings impact toward the students' reading speed of hortatory exposition text.

## **SUGGESTIONS**

Referring to the conclusion of the research, some suggestion could be given. First, It is suggested that the teacher of SMAN 1 Curup Selatan and other teachers to apply KWL strategy as one of the alternative way to improve students' reading speed. Then, as the moderator variable in this research was students' reading attitude. It is suggested to other researchers to conduct a research on other moderator variables such as reading motivation, reading self-efficacy, or reading interest. Lastly, as this research was only limited on

hortatory exposition text, it is suggested to other researcher to attempt conducting a research about students' reading speed on other kinds of the texts like narrative, report, descriptive, discussion or review.

**Note: This article was written from the writer's thesis at Graduate Program of State University of Padang supervised by Prof. Dr. Hermawati Syarif, M. Hum. and Dr. Refnaldi, M. Litt.**

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