

**TEACHING READING BY APPLYING *KNOW WANT LEARN*
(KWL) STRATEGY AT JUNIOR HIGH SCHOOL**

PAPER

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By:

**NINA YUSEFNI
77200/2006**

Advisor:

Drs. Jufri, M.Pd

**JURUSAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI PADANG
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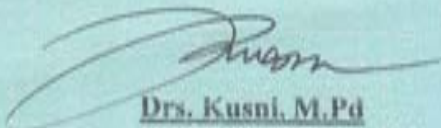
HALAMAN PENGESAHAN MAKALAH

Teaching Reading by Applying *Know Want Learn* (KWL) Strategy at Junior High School

Nama : Nina Yusefni
Nim/Bp : 77200/2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Juli 2011

Mengetahui,
Ketua Jurusan Bahasa dan Sastra Inggris



Drs. Kusni, M.Pd
19620909 19883 1 004

Disetujui Oleh,
Dosen Pembimbing



Drs. Jufri, M.Pd
19540302 198403 1 001

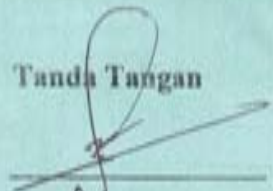
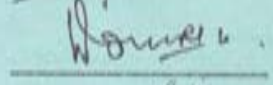
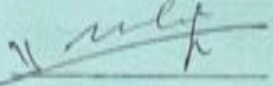
HALAMAN PENGESAHAN UJIAN MAKALAH

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Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

Judul : Teaching Reading by Applying *Know Want Learn*
(KWL) Strategy at Junior High School
Nama : Nina Yusefni
Nim/Rp : 77200/2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Juli 2011

Tim Penguji

| | Nama | Tanda Tangan |
|------------|----------------------------|---|
| 1. Ketua | : Drs. Jufri, M.Pd |  |
| 2. Anggota | : Drs. Don Narius, M.Si |  |
| 3. Anggota | : Yuli Tiarina, S.Pd, M.Pd |  |

ABSTRAK

Nina Yusefni. 2011. *Teaching Reading by Applying Know Want Learn (KWL) Strategy for Junior High School Students*. Paper. English department, FBS UNP. Padang.

Penulis akan membahas bagaimana pengajaran pemahaman membaca untuk Sekolah Menengah Pertama (SMP) melalui *Know Want Learn (KWL) Strategy*, yang pertama kali dikembangkan oleh Ogle pada tahun 1986. *Know Want Learn (KWL) Strategy* adalah singkatan dari what the students *Know*, what the students *Want* to know and what the students have *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 tabel *Know Want Learn (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 *Know Want Learn (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 pemahaman membaca karena mereka terlibat aktif dalam kegiatan tersebut.

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Above all, the writer would like to dedicate her sincere gratitude to her beloved parents: Ayahanda Syahrinal dan Ibunda Syahdeti for their pray, loves, support. Moreover, she expresses her thanks to her dearest brothers and all families for their affection and supports. Last but not least the writer also says thank to all her friends who have supported her in accomplishing this paper.

Finally, the writer would like to say sorry for any mistakes caused in this paper. She realized that her paper is not a perfect one. Therefore, any constructive corrections will be welcomed in order to make this paper become better.

Padang, Oktober 2011

The writer

TABLE OF CONTENT

HALAMAN PERSETUJUAN MAKALAH

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

| | |
|---------------|---|
| ABSTRAK | i |
|---------------|---|

| | |
|-----------------------|----|
| ACKNOWLEDGEMENT | ii |
|-----------------------|----|

| | |
|------------------------|-----|
| TABLE OF CONTENT | iii |
|------------------------|-----|

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of the Problem | 1 |
| B. Identification of the Problem | 4 |
| C. Limitation of the Problem | 5 |
| D. The Formulation of the Problem | 5 |
| E. The Purpose of Writing this Paper | 5 |

CHAPTER II REVIEW OF RELATED LITERATURE

| | |
|--|----|
| A. The Nature of Reading | 6 |
| B. Teaching Reading at Junior High School | 7 |
| C. The Nature of <i>Know Want Learn</i> KWL..... | 11 |
| D. KWL Charts | 12 |
| E. The Model of KWL Chart..... | 13 |
| F. Purpose for using KWL Charts | 14 |

CHAPTER III DISCUSSION

| | |
|---|----|
| A. Implementing KWL Strategy in Teaching Reading..... | 15 |
| B. Teaching Model | 16 |
| C. Advantages of KWL Strategy | 23 |

CHAPTER IV CONCLUSION

| | |
|---------------------|----|
| A. Conclusion | 25 |
| B. Suggestion..... | 25 |

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a compulsory subject in Indonesia. English is part of the national curriculum in Indonesia so it is rare that the teacher will have to teach complete the students. In Indonesia, English is taught from elementary until senior high school. The purpose of the teaching English in Indonesia is to enable Indonesian students to communicate and to be competent to use English.

Reading is one of the four important language skills that should be mastered by students. Through reading, students will get much knowledge on educational, business, politics, science and technology and etc. Reading is a tool for getting many kinds of information. Besides, reading enables us to improve our knowledge and get enjoyment.

As one of the important language skills, reading has been taught in all levels of education from elementary School until university level. Basically, the purpose of the reading is to comprehend what is read. It means that by reading a reader will get some information or knowledge.. 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.

Because of the importance of reading, the National Department of Education includes reading as a skill of English in the educational curriculum

of School Based Curriculum (KTSP). In this curriculum the students are expected to be able to comprehend the text through reading.

In general, students have learned to read since they were at junior high school even elementary school, but most of the students seem unmotivated. As we know, reading in mother language and foreign language is different in level of comprehension. Some students often found some problems in reading. Based on the writer's experience in teaching training practice at SMP Angkasa Padang, there are some difficulties that students found in reading class activity especially in reading comprehension. The problems that are faced by the students all given in the following explanation.

First, most of the students are lack of interest and ability in reading. Most of them find difficulties in understanding the text. It is caused by limited vocabulary and lack of ability in grammar rules. It is known that, vocabulary and grammar are important points in understanding the text. In fact, most of the students are too dependent on a dictionary to understand the meaning of texts. In addition, most of the students are lack of ability in grammar. Therefore, it is more difficult for them to understand the texts.

The second problem is that some of the English teachers selected and used inappropriate materials for the students. In choosing materials, the teachers have to determine students' age and students' need. In fact, most of teachers did not really consider the students' level and also their interest in choosing materials that will be presented to the students, so that they get bored easily in learning. To attract the students' attention and make them

enjoy in learning; the teacher should select appropriate materials which are suitable to the students' age and the students' level. Students will understand easily if the materials are appropriate for them.

Teaching English in abroad also find some difficulties as stated by Gloria (1988) there are several factors that make the students difficult to comprehend a text. First, they read slowly and word by word. They do not read the words in their group, as a result, they lost the meaning of the sentences and they cannot catch the idea or information brought of the sentence. Second, they have lack of vocabulary and they do not have skills to guess or figure out the meaning of certain words in the text. Last they do not have background knowledge about the topics being discussed in the text.

The last problem is the strategy and the technique used by the teacher that is not interesting, so they did not motivate students to learn. Hamzah (1989), assumes that the lack of reading comprehension might be due to the ineffective of teaching technique usually used by the teachers at classroom. Most of English teachers often used the same technique in teaching reading. For example, they asked their students to read the text and find the difficult words, explained the meaning of those words, and asked them to answer the question related to the text. Finally the teachers discussed the student's answer in order to get the correct answer.

Based on those problems above, the writer chooses Know Want Learn (KWL) strategy as the reading strategy used to guide students reading trough a text. KWL strategy is used to activate students' background knowledge,

prediction, and conclusion or summary about the topic by asking them about what they already know, what they want to know and what they have learned about the topic.

This reading strategy uses three columns chart namely KWL Chart: K column is used to record student's background knowledge, W column to record students' prediction, and L Column to record students' summary or conclusion about one topic. KWL strategy is expected to improve reading comprehension in various reading text. It is assumed that KWL strategy for the students is an effective way to solve the problems in teaching reading.

B. Identification of the Problem

As mentioned in the background of the problem, there are several problems that make reading difficult to learn by the students. The problems come from students, and teachers. From students, they have limited vocabularies. From teacher, she or he gives inappropriate and uninteresting materials. She does not apply a suitable strategy in teaching reading. From materials, the teachers just use the texts that found on the English textbooks without selecting them first whether the texts are appropriate for the students or not.

C. Limitation of the Problem

From the problems above the writer will focus on two problems in this paper. They are the aspects of student's comprehension of reading text, and teacher's strategy and technique in teaching reading. Student's comprehension is related to how to identify the topic, what they want to know about the topic,

and what new information that they have learned from the topic. In addition, the teacher's teaching strategies are dealing with the way a teacher implements reading skill in teaching reading by Know Want Learn (KWL) Technique.

D. The Formulation of the Problem

Based on the background of the problem above, the writer formulates a question as follow:

“How can the teachers apply Know Want Learn Technique in teaching reading for junior high school students?”

E. The Purpose of Writing this Paper

1. To explain how KWL technique is helpful for the students to understand reading text.
2. To support the teachers in applying KWL technique in teaching reading.