KWL (Know, Want to Know, Learned) Strategy for Teaching English Reading Comprehension In Efl Classroom

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Abstract

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.

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

1. Introduction

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 consoludating and extending one's knowledge of the language. 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.

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 relation to their own needs and purpose. Comprehension is the process of deriving meaning from connected text. 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. 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. 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. These groups of words could be obstructed the students' reading comprehension. Therefore, in reading comprehension, word difficulty is a major students problem; 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. 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 comperehension 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 Anderson. 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.

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.

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.

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.

KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge. 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.

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. 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.

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. 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.

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

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.

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 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. In 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. 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. Is he/she is able to do, so we can say that he/she has already understood the reading material.

2. The Methodology of Research

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.

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 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.

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	Ed. 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

3. Results and Discussion

3.1. The Result

Teachers' creativity is the teachers' way in applying method in learning process. In applying KWL strategy include giving an idea, grouping 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 :

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.

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7. 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".

2. 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.
3. 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.
4. The teacher gave an instruction to the students to read the text and asked them about what they got from the text.
5. The students write down their answers in column (L), and then accumulate their answers to their leader of group.
6. 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
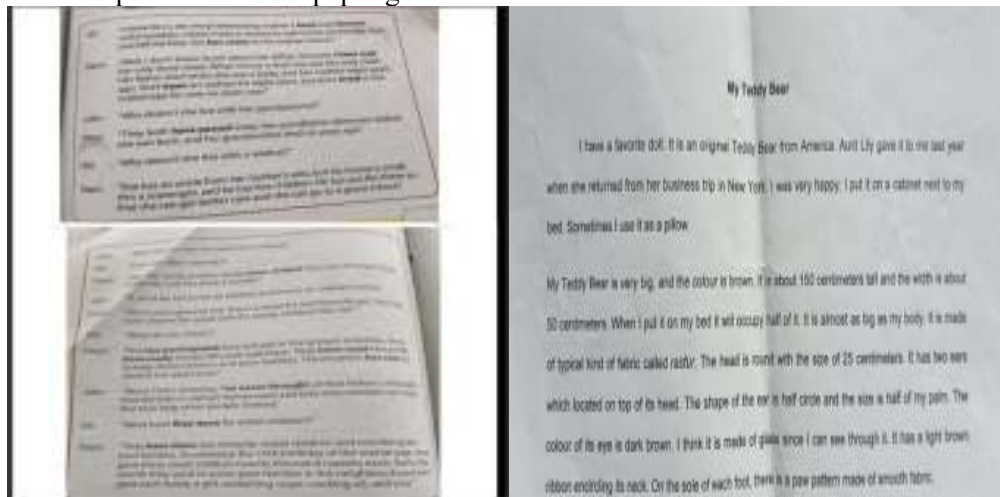
teacher 4, he also show a picture to the students, but he also divided students into some groups that make students more active in the classroom. The teacher gave an instruction in order to know what the students know about the text and then told the students to write what they know in the text. It is mean that the teacher already show the progress of creativity in teaching by did such kind of interesting method to the students itself.

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.

2. The students write down what they already know in column (K).
3. After that, teachers gave direction to fill the next column, it is column (W) and told the students to catch the meaning of the reading text.
4. The last step, students should fill the column (L), that is what the students understanding on that material given.

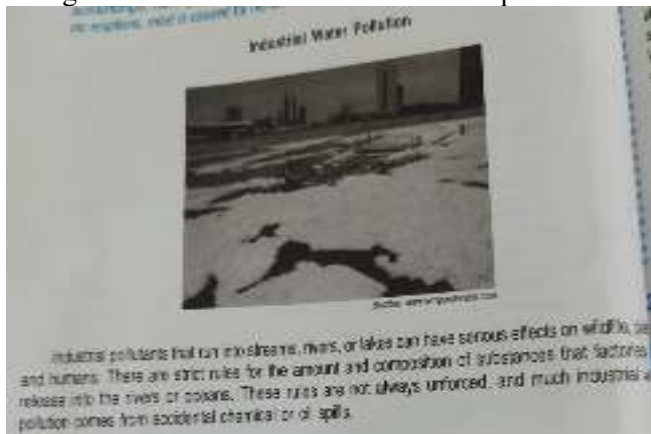Figure 3. observation Teacher 1 and 5

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.

a.   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 polution".

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 mase 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.

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"*

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

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 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"

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

" The difficulty is only because the students is constrained on their vocabulary".

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".

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

" The difficulty only on the students' basic knowledge, because eee.. the students have different knowledge".

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 impelementing 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..."

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.

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…"

> " ....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…"

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.."

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.

3.2. Discussion

3.2.1. 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. 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.Donohu, 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. It is certainly central to the study and 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 ids 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. 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).

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.

3.2.2. 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 explaid 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.

4. Conclusion

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