

ABSTRACT

Alhan, Faaiz. 2023. Teachers' Perception on the Implementation of Know-Want to Know-Learned (KWL) Strategy in Teaching Reading Comprehension: A Case Study at Al-Ihsan Islamic Boarding School Baleendah Bandung. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

In the evolving education landscape, grasping how teachers' perception and use effective methods like the Know-Want to Know-Learned (KWL) strategy is crucial. This study addresses this need by exploring how teachers perceive and apply the KWL strategy, known for its engaging and productive learning outcomes. By understanding teachers' perception, the research fills a gap and provides valuable insights to help educators adapt teaching methods to diverse learning needs and goals.

This research delves into teachers' perception of the implementation of the KWL strategy in teaching reading comprehension. The study addresses two key research questions: 1) What are teachers' perceptions regarding the KWL strategy's implementation in teaching reading comprehension? 2) What procedures do teachers follow when implementing the KWL strategy in teaching reading comprehension?

The study employs a descriptive approach along with qualitative research methods encompassing interviews, observations, questionnaires, and documentation to collect data from two English teachers at Al-Ihsan Islamic Boarding School in Bandung. The research method allows for a comprehensive exploration of the teachers' practices and perceptions regarding the KWL strategy's implementation.

The findings shed light on the commendable effectiveness of the KWL strategy in elevating student engagement, nurturing curiosity, and facilitating structured learning. The study highlights that students become more actively involved in their learning process through the KWL strategy. Moreover, it underscores the adaptability of the KWL strategy through innovative techniques that incorporate multimedia elements and real-world connections. This adaptability ensures its relevance across diverse teaching scenarios and enhances its impact on student learning outcomes.

In conclusion, the research underscores the practical viability and versatility of the KWL strategy in the context of English language teaching. The strategy's ability to foster engagement, curiosity, and structured learning. As a recommendation, teachers across various contexts are encouraged to explore and integrate the KWL strategy as a means to enrich student learning experiences and encourage active participation in the learning process.