

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Reading is an activity that aims to understand the content of reading through word for word recognition or sentence by sentence activities. Reading is an activity in responding written symbols using the right understanding. It means that reading respond to all writers' expressions in order comprehending the reading material well. Reading is an act carried out based on the cooperation of several skills, namely observing, understanding, and thinking. On the other hand, when the students learn to read, they should be able to comprehend reading text during the reading process. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text, but also expected to find the general information, specific information, and textual meaning in the text.

Based on Serravallo (2010:43), reading is thinking, understanding and getting at the meaning behind a text. It means the reading is a thinking process and it helps to construct and maintain the meaning of the new words. There are many benefits that can be found through reading. Besides, students can get knowledge, new vocabulary that can improve their memory and also increase their understanding from the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables to the text (interest in text and understanding of text type). Reading does not mean only seeing the written text then transferring the information into spoken language. The reader will be successful in reading if

they can identify the meaning to get information. In relation to the statement above, Moreillon (2007) said that reading is making meaning from print or from visual information.

In reading, the students need comprehension skill. According to Chaterine (2002:11), reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result from an interactive process between the reader and the text. The students should have an understanding and comprehending the communication through the reading. In general, the aim of teaching reading is to develop the students' ability in reading the material, getting information and understanding the text. The students who do not master enough English vocabulary tends to face difficulties when comprehending new reading material.

Klinger et al. (2007:8) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word, world knowledge and fluency. He adds that reading comprehension involves much more than readers' responses to text. Based on the description, reading can be said as a process of understanding the ideas of the writer contained in the reading passage and then connecting them with the previous readers' experiences / schemes critically, then dynamic scientific interactions are developed creatively. Therefore, equipping students with the skills and reading skills required reading comprehension or further reading. The content comprehension begins with obtaining student's ability at; (a) submit or

answer questions according to the content of the reading; (b) express the main ideas; (c) retelling in their own words (summarizing the reading); (d) express story ideas / messages and the nature of the perpetrator; (f) determine the interesting part of the story.

Based on the interview that has been done by the researcher, the students of SMPN 5 Langke Rembong had problems in reading comprehension especially in how to find out the general information, specific information which is the main idea and the supporting ideas of the text. In learning process, the students were expected to get some main idea or specific information and general information from their reading. In the real situation, many students could not pass their reading class successfully, because many students faced problem in comprehending or understanding the information of the text while reading material. Some students perceived that reading was very boring because they must read a text many times and answer the questions that related with the reading text. Therefore, the students who have low ability could not comprehend the text. Then in the learning process, especially in the VIII class, they still faced some difficulties in achieving the reading skill. Based on the observation, the teacher used conventional technique and individualistic in teaching which is the students has different level of proficiency. The students only focus on listen the teacher's explanation and answering the questions. Referring to the problem that student ability must be improved, it is necessary to apply a technique that was fun, easy to understand and make students interested in the learning process to solve the students' reading

problem in English and KWL strategies are chosen to solve all students' problems in English.

KWL (Know, Want to Know and Learn) was used in the present study by the researcher. KWL is created on the basis that reading will succeed if it begins with ownership of the schema on the content of the reading. The three steps of KWL contain various activities that are useful in improving students' reading comprehension skill including brainstorming determining the category and organization of ideas, compiling question in a specific manner, and checking the things students want to know / learn from a reading (Abidin, 2012: 87). The students are expected to understand what the passage is about and the extent of the information that is given by the teacher. KWL also helps the teacher to keep students interested as they think about what they want to know and what they have learned. KWL is needed by the students to overcome difficulty in reading comprehension and to improve their reading ability.

There are some benefits of KWL, such as: building on proper knowledge, developing orientation in reading, helping students to be active and critical readers. KWL is used as an introductory strategy in order students to document their present level of knowledge and what gaps may exist in that knowledge. KWL can provide the students with a structure to guide them through the lesson and apply their background knowledge to the new material. KWL can be used to observe and assess the progress that the students are making in comprehending the text and if they are targeting the important content. Besides, students can show their own personal background knowledge and predict about the information they gained. Students can be more active to share their opinion by using this strategy in

teaching and learning process. KWL helps students to get clear information of the text and involved their knowledge in reading comprehension.

According to Johnson (2011), compared with traditional method which is usually monotone, the students only read and review the entire text. However, the method is improved in the KWL strategy because the KWL strategy divides the main points of the text into three parts; K, W and. It makes the students clearer about the information and elaborate with their own knowledge. Traditional method also make the students have less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. However, 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.

Related to the background above, the researcher thinks that the strategy can be one of the ways indeveloping students' reading comprehension. Therefore, the researcher is interested in carrying out theresearch entitled: Improving Reading Comprehension of the Eighth Grade Students of SMPN 5 Langke Rembong in Academic Year 2021/2022 through KWL Strategy Combined with Picture.

## **1.2 Research Problem**

Referring to the background of the study previously presented, the students still have difficulty in understanding the meaning of English word, finding the specific and general information, textual meaning and textual reference in the reading passage. In order to solve this problem by changing learning behavior in reading with KWL strategy. Therefore, the researcher question can be formulated

as follows: can reading comprehension of the eighth grade students of SMPN 5 Langke Rembong in academic year 2021/2022 be improved through KWL strategy?

### **1.3 Objective of the Study**

Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Based on the statements of the problems above, the intentions of the research is to find out the implementation of using Know, Want, Learn (KWL) strategy to improve students' reading comprehension for the eighth grade students of SMPN 5 Langke Rembong in the academic year 2021/2022.

### **1.4 Limitation of the study**

Reading comprehension is very abroad and complex. Therefore, the limitation of the study is crucial to make a discussion about the research problem more specific. It is very important for focusing the research especially in reading comprehension. This research is concerned to find out the students reading comprehension using KWL Strategy. In this research, the researcher limit the study on the improving reading comprehension through KWL Strategy of the eighth grade students SMPN 5 Langke Rembong in academic year 2021/2022. In the present study, SMPN 5 Langke Rembong applies the 2013 curriculum for the eighth grade.

Based on the syllabus of the eighth grade students of SMPN 5 Langke Rembong, the third main competency was understanding, applying and analyzing in accordance with the curiosity of insights related to phenomena and events, and applying procedural knowledge in special studies to solve the problem. The researcher focused on the third basic competency that was understanding social function, language future, and generic structure of short and simple descriptive text contextually. The reading comprehension that would be improved was limited on the descriptive text. Moreover. Reading comprehension in the present study was also focused on identifying general information, specific information, textual meaning, and textual reference in reading comprehension passages.

### **1.5 Significance of the study**

This research is concerned on improving reading comprehension using KWL strategy. Moreover, the results of the study are expected to be useful in relation with teaching descriptive text through KWL Strategy as a part of teaching strategy. Related to the target of this research, research have two significances, such as theoretically and practically.

Theoretically, this research is expected to be of use for the teaching reading and can be used to give us evidence about implementation theory based on problem that faced. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies to KWL strategy in improving students reading skill at the eighth-grade students. In addition, it can contribute new research findings of the use of KWL in teaching reading comprehension. Moreover, the findings of this study were expected to be used as evidence that

KWL is an active form which could be a very effective strategy in improving reading comprehension. Furthermore, the result of this study is expected to be useful for all references for future studies related to KWL in improving students' reading comprehension of the eighth-grade students of SMPN 5 Langke Rembong in academic year 2021/2022.

Practically, the result of this study is suggested to apply the KWL strategy to improve the students' competence in reading comprehension. The present study of this research can be useful for students, teachers, and other researchers. For the students, the result of this study can help them comprehend the points of reading. The use of KWL strategy to learn reading comprehension can make the students are easier to understand in doing their tasks associated with the reading material. For the teacher, the result of this study is expected to give feedback, enriching their strategy in teaching reading comprehension. Furthermore, the result of this study is able to give beneficial contributions to the teacher especially teachers who teach at the eighth-grade students in SMPN 5 Langke Rembong. Then, for the other researcher, the present study is expected to enrich their knowledge about KWL which could be referenced for future research especially in conducting classroom action research in order to teach reading comprehension or the other English skills.

### **1.6 Definition of Key Term**

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear

operational definition of the key terms used in the present study. Furthermore, the key terms which were used in the present study were clearly and concisely clarified as follows:

1. Reading Comprehension

Reading comprehension in the present study is operationally defined as the ability of the eighth grade students of SMPN 5 Langke Rembongin the academic year 2021 in understanding descriptive text about people and places especially in finding the general information, specific information, textual meaning and textual references.

2. KWL strategy

KWL Strategy assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K stands for what students know, the W stands for what students want to learn, and the L stands for what the students learn as they read.



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## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

The theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is used to support and build this study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literatures to this study. The present study is conducted based on the following theoretical frameworks that are taken from the experts. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher.

##### 2.1.1 Definition of Reading Comprehension

Reading consists of two related processes which are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond in spoken language. Meanwhile, comprehension is the process of making sense of words, sentences, and connected text. Reading comprehension is considered as the real core of the reading process. To get a clear sight of reading comprehension, some references of theoretical definitions of different theories can be presented below.

According to Mc. Neil (1992), reading comprehension is acquiring information from context and combining different elements into a new whole. It is a process of using one's existing knowledge to interpret text in order to construct the meaning. Mc. Neil defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (1992, p. 16). In reading, comprehension is

essential part because without comprehension the reader cannot get the information and feel difficult to understand the message from what they read.

Comprehension is a process, like Anderson stated in Klinger (2007), that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Katharine (2001) also said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that comprehension is essential and comprehension is a process to construct the meaning from what the readers read. Based on the definition above, reading comprehension is getting the information from text by interpreting the context. While doing reading comprehension, it is necessary to use the reader's previous knowledge, because it plays an important role in process of comprehending.

Furthermore, Grabe and Stoller (2002:9) define reading is the ability to draw the meaning from the printed page and interprets this information appropriately. Reading is generally defined as a process of identifying written or printed text to understand its meaning. Reading comprehension involves reader's integration of prior knowledge with information in the text to obtain the meaning. In line with this further, he states that one of the most important habits of reading comprehension mentally comprehends text to match the author had in mind.

Moreover, reading comprehension is one of the most difficult activities to do because it asks the reader to think while reading, Pang et al. (2003:6) reading is about understanding written texts. It is a complex activity that involves perception and thinking. Reading consists of two related processes such as word

recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding connected words, sentences, and texts. Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts and other strategies to help them understand written texts.

Regarding to the above statements, it can be concluded that reading comprehension is the process of understanding the message and stored information presented in the reading text. Reading comprehension involves the ability in finding out main and specific information word meaning and textual references based on the context Snow (2011). Reading comprehension is the process a constructive process in which student creates meaning based on their background knowledge. Reading could evaluate students' vocabulary and then they could interpret the meaning. Furthermore, reading comprehension is useful to help the students for gaining the information about the text that they read. Students who have good comprehension skills are considered as active reader with an ability to interact with the word by understanding its complete meaning and the concept behind it.

### 2.1.2 KWL Strategy

There are some definitions about KWL strategy from some experts. The first, Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic

organizer. The strategy can activate background knowledge and help students' reading comprehension.

In reading, students are sometimes difficult to understand the meaning of the text that they read. Moreover, students who do not fully understand the language learning. The students will not be interested, bored, even frustrated so that they would assume it was a difficult lesson. To help the students understand what they are reading, they will be taught reading comprehension through the K-W-L strategy. Car and Ogle (2013) KWL is an acronym of Know, Want, and Learn. Know, Want, Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are known as determining what students want to learn, and identifying what is learned plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL chart.

Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Peregoy & Boyle, 2001: 70, Ros & Vaughn, 2002:179). In this definition, four important concepts of Know-Want-Learn (KWL) technique are used. Firstly, Know-Want-Learn (KWL) is an instructional reading technique 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) technique is designed to activate students'

background knowledge. By using Know-Want- Learn (KWL) technique, the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, Know- Want-Learn (KWL) technique can assist students in setting purposes for reading. By the use of Know-Want-Learnt technique, the teacher can encourage the students to determine why they are reading specific text. Fourthly, Know-Want-Learn technique helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text.

KWL stated from (Know, Want to Know and Learned) is the creation of Donna Ogle (1986), is a three-column help capture the before, during, and after components of reading a text selection. K is the first column telling what the students know about the topic before they read. Here, the teacher asks the students to tell the class what they already know. In other words, in this column, the teacher tries to activate students' prior knowledge before they go further. In this section, it needs more skill to have some experience rising the background knowledge. The second column is W. In this column, the students generate questions about the topic. They tell the teacher about all the things that they want to learn from the topic. Then the teacher can determine what they think is important about the topic. Usually, this column stated on the question form. The last column is L. Here, after reading the text, the students match what they knew in advance and what they wanted to know with what they learnt. In addition, this column states for everything that the students have learned about the topic. Using KWL charts strategy in learning process, Ogle (1986) asserts that it helps students become better readers and help teachers to be more active in their teaching. In

addition, KWL charts also help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they have learned when they finished reading. It is also a teaching strategy designed to engage readers connecting prior knowledge with contextual information. It is used to organize, summarize and integrate knowledge acquired from reading.

The researcher can define KWL strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic. It consists of the three-columned map to be drawn on the board. The first column represents what the student knows about the topic by recalling that they know. The second column represents what the student wants to know in the text by determining what they want to learn. The third column represents what the students has learned after having read the text by identifying what they learnt as they read.

KWL represents a three-step procedure intended to help teachers become more responsive to help students access appropriate knowledge when reading expository text. It is composed of three- columned map to be drawn on the white board. The column consists mainly of three precise questions, asked by and directed to the students themselves. The first column represents what students know about the topic. The second column represents what the students want to know from the text. The last column represents what the students have learned from the text. The three columns are filled by answering the questions based on the procedures.

From the statement before that KWL is the three stages that capture before, during and after reading. Katherine explained "KWL often used at the

beginning of an instructional unit, the KWL strategy is one of the most widely recognized graphic organizers and instructional strategies". It means the KWL strategy can be used for individual, small group and large group instruction. Meanwhile, the students always did the three stages of reading such as: pre-reading, while reading and post reading. These stages were included in or appropriate with the stages of using KWL Strategy. Ogle also says that KWL strategy has graphic organizers as the initial discussion as below:

- 1) K stands for helping students to tell what the students already know about the topic.
- 2) W stands for helping students to generate a list of questions that what the students Want to know about the topic.
- 3) L stands for helping students to find out or discover to all answer all questions that what the students Learn about the topic.

Immediately before a non-fiction text is to be read, the children and teacher together brainstorm and write down all they know about the topic as dot-points under the first column (activating prior knowledge). Under the second column they generate some questions or issues they hope the text may answer (predicting, questioning and seeking information). After reading the text, either silently or as a shared activity, the children write in the third column a dot-point summary of the main things they have learned from the text (reflecting, consolidating, evaluating, summarizing). If their questions in column two have been answered the information is noted, but the summary in the final column is not restricted simply to answering the predetermined questions. A fourth column

might be added to the chart in which children could record their own feelings about the material in the text or write down suggestions for what they will do next in order to make use of the information they have learned or to extend their study of the same topic. Below is the example of KWL chart:

Tabel 2.1

K-W-L Chart

<b>K</b> <b>(What I Know)</b>	<b>W</b> <b>(What I Want to learn)</b>	<b>L</b> <b>(What I Learned)</b>
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.

Ogle (1986), there are some procedures of KWL strategies that can be implied in the teaching of reading, the steps are:

- a. Begin by naming the topic, and ask students to think about what they already know about it.

Before presents a topic, teacher introduces the strategy that will be used and explains about the way to use the strategy. After that, teacher presents a

title of a text to students on the white board. Teacher gives short explanations and activating students' prior knowledge by asking some question.

b. KWL chart on the board and paper charts.

Teacher presents KWL chart to students on the white board and give each students the paper chart. Firstly, teacher presents K column and tell the students what will be done next.

c. Ask students to fill K column

Before that, teacher explains how to fill it. Teacher asks students to call out what they know about the topic. This is time to brainstorm and recall as much as previous knowledge and information related to the topic as possible. Then, teacher writes their ideas on the column marked K.

d. Ask the students to fill W column

Teacher asks students to think about questions they have about the topic. They might start by reviewing what they know, and find areas where their knowledge is incomplete. Teacher writes their questions on the chart in the column marked W.

e. Students have to read the text

Firstly, teacher presents the whole text then gives them time to find out the answer in the text given. They are reminded to seek answers to their questions.

f. Ask the students to fill L column

After completing the text, students are asked to write down what they learned from reading. Students write their answers to these questions, and

then they write the important ideas that they find interesting. Teachers noted these in the chart in the column labeled L. Students are asked to check their questions to determine whether there is an answer to that text. Otherwise, students advised to read more to increase their sense of curiosity. At the last step, students write down the information in the column labeled L.

From the explanation above, can be concluded that K-W-L strategy has some principle, start from naming the topic, and ask students to think about what they already know about it, presenting KWL chart on the board and paper charts, asking students to fill K column, asking the students to fill W column, having the students to read the text, asking students to fill L column.

### 2.1.3 Assessment of Reading Comprehension

One of important aspects in teaching reading is to be able to test and measure the students' comprehension. Assessment is measurement done by the teacher to know how far the students have already understood the material given. In doing assessment, teacher includes assessing to encourage learning, assessing to monitor progress and provide feedback and assessing to measure proficiency. Furthermore, Nunan (2005:138) states that assessment occurs all the time. Assessment relates to the process in learning activity of the students. Assessment can be conducted by giving series of tests to the students in order to give them opportunity to respond the materials that they read. Assessment is done to collect data of the students about their achievement in learning process.

Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Assessment comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than this. (Klingner et al. 2007:13).

Assessment is a systematic approach to collect information and make inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences. To collect the information of the students' improvement in reading comprehension, some assessments of reading are essential to be carried out. Unlike speaking and writing, the reading process and product cannot be seen and observed specifically. For this reason, all assessment of reading must be carried out by inference. Some considerations are needed in designing assessment of reading, such as the types of genre of written text, the components of reading ability, and specific tasks.

According to McNamara (2007:108-109), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies, for example, assessing students' reading comprehension ability and skills before an intervention allows potential weaknesses of an individual reader to be diagnosed. There are three methods that can be used in assessing reading comprehension: (a) multiple-choice tests of comprehension. (b)

short-answer questions designed to measure examinee understanding of the explicit content or the implied situation of a text.

Moreover, Westwood (2008:72) argues that the main functions of assessment are; to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources; to identify any students who are having difficulties mastering the course content, and thus need additional help; to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by providing them with evidence of their child's learnings to be accountable to government education authorities by providing hard evidence of achievement levels in a school.

However, there are some basic points to remember in assessment of reading of English language learners:

- a Activities for assessing reading should be based on activities for teaching reading.
- b Assessment of reading, like instruction, takes planning, time and experience.
- c Assessment of reading should include both decoding skills and reading comprehension strategies.
- d Assessment of reading should include students' attitudes and feeling toward reading.
- e Assessment of reading should hold students accountable for how they use time in class for reading.

- f Assessment of reading should be conducted regularly and be ongoing.
- g Students should be actively involved in their own assessment, whether it be in setting criteria, engaging in self-assessment or evaluating peers.
- h Teachers' observations of reading should be recorded systematically.
- i Assessment of reading should consist of multiple assessment for each student in order to monitor students' progress.
- j Result of reading assessment should be used to inform students, parents, and the teachers of needed changes in students' performance and in instruction.

Based on the explanation above, can be concluded that in assessing students reading, teacher should remember and bend on the ten points. In assessing reading comprehension, there must be indicators There are some indicators in assessing students' reading comprehension, they are:

- a. Able to identify the topic of the text.
- b. Able to identify the main idea of the text.
- c. Able to identify needed information of the text.
- d. Able to get the meaning of the text (words or sentence).

From the indicators above, the students should, able to identify the topic, able to identify the main idea of the text, able to identify needed information of the text and able to get the meaning of the text (words or sentence). These indicators will be used in this research by teacher in assessing students' reading comprehension

## 2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result and as consideration whether or not the present study. It is; however, use to be references in doing the study since it will give a look on the result of the study that is fairly the same as what is going to be conducted. The relevant studies deal with teaching and improving students' reading by using KWL strategy. KWL strategy is already used by some researches in teaching learning process which can improve the students' reading comprehension. There were two researchers that have done research about improving reading comprehension by using KWL strategy. The researchers as follows:

A researcher conducted by Ulandari (2020) entitled "Improving Reading Comprehension through KWL Strategy to the eighth grade students of SMP Negeri 3 Abiansemal in academic year 2019/2020". The objective of the study was to figure out whether or not KWL can improve reading comprehension of the eighth grade students of SMPN 3 Abiansemal in academic year 2019/2020. This study showed that the ability of the eighth grade students of SMPN Sukawati can be improved by using KWL strategy. In general, this researcher revealed that KWL strategy can be effectively used as a strategy of teaching reading in junior high school. However, in the lesson plan, the researcher did mention the example of paragraph in learning material.

Another researcher was conducted by Adisuari (2017) entitled *Improving Reading Comprehension of the Eighth Grade Students of SMPN 9 Denpasar in Academic Year 2021/2022 through KWL*". The objective of the study was to figure out whether or not reading comprehension of the eighth grade students of SMPN 9 Denpasar in academic year 2020/2021 can be improved by using KWL strategy. The result of this study also showed that KWL strategy could effectively improve the low ability in reading comprehension of the eighth grade students of SMPN 9 Denpasar. However, the researcher did not use pictures as the medias to interest the subject in teaching-learning process.

In both of researches, the students were successful to improve their ability in reading comprehension by using KWL strategy. The students could get the score more than the minimum passing grade. It could be seen from progressing mean score of the pre-test and post-test after they had been thought by using KWL strategy. However, both of researchers used short answer task as the instrument, in this case pre-test and post-test, to assess the students' ability. Furthermore, there was strong possibility for the students to guess in answering the reading comprehension test. In the present study, the researcher used short answer tasks to measure the students' ability in reading comprehension. Moreover, the students guessed the answer because the students should comprehend the idea about the test in short answer tasks.