

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic language skills that students should master in learning English. This skill is called receptive skills. Reading is very important because through reading the students will be able to get more information and knowledge, especially about the subject that they are studying. According to Andres (2020), reading is not just a way to gather information and a pleasurable activity but also a way to expand personal knowledge of the language. It means that during reading students not only enjoy the reading activity and get the information, but they can also extend or share their language knowledge. Therefore, students are expected to improve their ability after reading the text by getting information.

The purpose of reading is for students to understand what they have read and get information from the text. According to Serravallo (2010), reading comprehension is the process of understanding the meaning of the text as well as what has been read. This process involves the ability to find the essence of a reading text and interpret the information conveyed. In addition, reading comprehension also includes the ability to make connections between the text and the experience or prior knowledge that students already have. In reading comprehension, almost all of the students have difficulties comprehending the contents. The students have to comprehend the text in order to know the meaning of the text. By understanding the text, they can receive correct information according to the text they have read.

Exploring student's prior knowledge on a topic is an effective step to activating their prior knowledge. Students need to consider what they do not know.

After reading, they are expected to summarize what they have learned about the topic. According to Pang et al (2003), teachers can help students by providing examples of how to improve their reading comprehension, such as asking questions while reading, identifying main ideas, and developing predictions based on prior knowledge. This makes it easier for students to understand the content of the text and make connections between new and prior knowledge. The purpose of reading is closely related to one's motivation to read. In the classroom, teachers should pay attention to students learning needs, including their motivation, and reading goals.

Based on interviews conducted as part of the observation with the English teacher at SMPN 5 Mengwi, it was found that seventh-grade students had difficulty with reading comprehension. The observation showed that some students lacked skills in reading comprehension, such as their difficulty identifying the general information, specific information, textual meaning, and textual reference of a reading text. According to the teacher, in addition to these obstacles, seventh-grade students also have difficulty interpreting and understanding learning materials in the form of text materials. Although students knew how to pronounce the words, their understanding of the meaning of the text was not achieved. In addition, some students tried to read the text more than once to understand, but this was unsuccessful as students still struggled to understand what they had read.

Based on the results of interviews with seventh-grade students of SMPN 5 Mengwi, the teaching and learning process was still focused on being teacher-centered. The teacher explained the material directly and gave text examples to the students. After that, students were asked to read a text in the book and answer questions based on the text they have read. When the teacher asked students to

answer questions related to the given text, the teacher did not focus on the students, and it made students feel confused answering questions because they were unable to connect information from the text with the questions given. If this continued, it could affect students' ability to understand reading texts.

The teacher-centered teaching and learning process, especially in reading comprehension classes, made students tend to be passive recipients of information rather than actively involved in the process of comprehending texts. A lack of critical thinking opportunities can affect student's ability to comprehend and interpret texts effectively. The ability to understand and interpret the text is key of reading comprehension. This teaching and learning process can be said to be ineffective in improving students reading comprehension. The lack of direct interaction with the text and the opportunity to think critically can result in their low ability to analyze, interpret, and understand information from the text. In the teaching and learning process, appropriate teaching techniques should be practiced improving the students' understanding, especially in reading comprehension

Teachers need to use more effective teaching techniques to improve students' reading comprehension. There are so many teaching techniques that can be used in teaching English reading comprehension. One of them is the KWL (Know, what, Learn) combined with picture. This technique involves students before reading, during reading, and after reading the text. According to Arends and Kilcher (2010), KWL is a technique that involves students accessing prior knowledge, formulating learning questions and goals prior to instruction, and then reflecting on what they learned following instruction. This technique can be combined with several media, one of them is pictures. Pictures can stimulate

students visually before they start reading. The pictures can help the students get an initial idea of what will be discussed in the text.

KWL combined with picture is one of the teaching techniques that can increase student participation. In the first phase, students list their prior knowledge related to the picture, making use of the visualization to link the information they already have. Next, in the second stage, students ask questions that are related to the picture and their prior knowledge; this will help them clarify their understanding and know what they want to know more about. Finally, the last phase allows students to show what they have learned from the text they read, including the answers to their questions and the important information they gained. With reflection and evaluation occurring in each phase, KWL combined with picture can help students understand their own learning process and strengthen their understanding of what they have read.

Referring to the background of the research that has been described previously, students were still having difficulty with reading comprehension, which remained a significant challenge. They often struggled to identify the general information, specific information, textual meaning, and textual reference of a reading text. The teacher's teaching techniques also affected students learning success. Therefore, the implementation of the KWL combined with picture was the right solution as a more effective teaching technique to improve students reading comprehension. This teaching technique was expected to be a strong foundation for improving students' reading comprehension and could be more effective than previous teaching techniques. This reach aimed to develop existing teaching practices as well as make a positive contribution towards improving students reading comprehension skills.

Therefore, the researcher was motivated and interested in doing specific research entitled “Improving Reading Comprehension of the Seventh-grade Students of SMPN 5 Mengwi in the Academic Year 2024/2025 through KWL Strategy Combined with Picture”.

1.2 Research Problem

Based on the research background, it has been explained that seventh-grade students at SMPN 5 Mengwi had difficulty with reading comprehension. Some students were unable to identify the general information, specific information, textual meaning, and textual reference of a reading text. Students stated that the teaching and learning process was still focused on being teacher-centered. This showed that students tended to be passive recipients of information rather than actively involved in the process of understanding the text. Learning activities like this made students easily forget what they have learned. Therefore, the researcher formulated the research problem in this present study as follows: Can reading comprehension of the seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 be improved through KWL strategy combined with picture?

1.3 Objective of the Study

Research was conducted to answer problems that have been observed. The Researcher had to define study objectives so that the results would be consistent with the plans and objectives that have been established. In addition, there are many teaching techniques that can be used and implemented to improve students reading comprehension. Based on the problem of this study, the reading comprehension of seventh-grade students at SMPN 5 Mengwi still needed to be improved. Therefore, this research was conducted to find solutions to the problems and difficulties faced

by the students. The purpose of this study was to find out whether the reading comprehension of seventh-grade students of SMPN 5 Mengwi in the 2024/2025 academic year can be improved through KWL strategy combined picture.

1.4 Limitation of the Study

To avoid board discussion, it was important for the researcher to limit the study of the research. Therefore, in this study, the researcher limited the study to improving the reading comprehension of seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 through KWL strategy combined with picture. It was important for the researcher to know the curriculum applied in the school to produce appropriate learning modules and materials to improve reading comprehension. In this study, SMPN 5 Mengwi implemented the *Merdeka* curriculum. Based on the *Merdeka* curriculum implemented at the school, the researcher focused on the learning objectives on the reading and viewing element to measure students' reading comprehension in conducting this research. In accordance with the learning objectives of the *Merdeka* curriculum implemented at SMPN 5 Mengwi in the academic year 2024/2025.

Based on the systematic-phased learning objectives of the seventh-grade students of SMPN 5 Mengwi, the learning objectives are (7.3), which states when students are given reading texts, they can identify general information, specific information, textual meaning, and textual reference. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference from a reading text. This research is focused on descriptive texts about a famous person based on the teaching module that has been created. It required the students to implement text structure and language features

to carry out the social functions of identifying general information, specific information, textual meaning, and textual reference.

1.5 Significance of the Study

This study focused on deepening teaching and improving students' reading comprehension by implementing the KWL combined with the use of pictures to stimulate students' knowledge. The researcher hoped that the implementation of this technique in the learning and teaching process would be significant in improving the reading comprehension of seventh-grade students, especially in understanding descriptive text. In addition, it was hoped that this research could provide practical solutions for teachers to overcome learning challenges like this in the classroom. The findings from this study were expected to not only be theoretical, but also have practical benefits that could be applied in everyday teaching contexts. This ensures that this study had practical relevance and could provide concrete solutions for a teacher in facing challenges in improving students' reading skills.

Theoretically, the findings of this study can make a valuable contribution to expanding or enriching knowledge about the implementation of KWL combined with picture as a teaching technique to improve students reading comprehension, especially in descriptive text. The theoretical purpose of this study was expected to support the theories that have been used. This study was expected to be an important reference for future research. In addition, the findings are expected to provide evidence that can explain the truth that KWL combined with picture is one of the effective teaching techniques to improve students reading comprehension. It was also expected to produce valuable new findings on the effectiveness of KWL combined with picture in improving students reading comprehension.

Practically, this research study can be useful for teachers, students, and other researchers. For teachers, this study is expected to provide valuable feedback and enrich their teaching strategies for improving students reading comprehension. Teachers can implement the KWL combined with picture to teach their students in the context of improving reading comprehension. The results of this study can be used by teachers as guidelines for designing and implementing effective learning. For students, the implementation of the KWL combined with picture was expected to provide a new learning experience and improve their reading comprehension. For other researchers, this study was expected to enrich the understanding of the implementation of this teaching technique, which can be the basis for further research, especially in the context of classroom action research. Thus, it was expected that better and more accurate results would be obtained.

1.6 Definition of Key Term

The title of this study was “Improving Reading Comprehension of the Seventh-grade students of SMPN 5 Mengwi in the Academic Year 2024/2025 through KWL Strategy Combined with Picture”. To avoid misunderstanding and misinterpretation by the readers, the key terms needed to be clearly defined because it was important for researcher to provide information about the key terms. There are several key terms that need to be clarified briefly to provide a clear understanding of this study. It was expected to give meaning to the readers when reading this study. The key terms that were used in this study were reading comprehension and KWL combined with picture. The two key terms used in this study are clearly defined as follows:

1. Reading Comprehension

Reading comprehension is defined as the ability of seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 to identify general information, specific information, textual meaning, and textual reference in descriptive text about a famous person.

2. KWL Combined with Picture

KWL combined with picture is a teaching technique that combines the KWL strategy with the use of pictures to improve the reading comprehension of seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 individually. KWL provides three columns: “Know”, “Want”, and “Learned”. Before filling in the columns, the teacher uses related pictures to stimulate students' prior knowledge. Students fill in the “Know” column with details they already know about the topic, the “Want” column with questions they want to know. After reading the texts, they add new information to the “Learned” column. Students evaluate whether the questions in the “Want” column are answered in the “Learned” column and verify the correctness of the prior knowledge in the “Know” column.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Scientific research needs a theoretical foundation to support and build the foundation of the research according to the facts. By ensuring theoretical clarity, the researcher can avoid misunderstandings and errors that may occur when conducting research. In this chapter, the researcher presents some key points that include an extensive theoretical review of various related literature, which aims to provide support for this research. The theoretical review not only guides the researcher in designing and conducting the study but also serves as the foundation that forms the core of this research. In this context, there are several theoretical frameworks that will be described and discussed in this chapter as follows: (1) Reading Comprehension, (2) KWL Combined with Picture, and (3) Assessing Reading Comprehension.

2.1.1 Reading Comprehension

Reading is one of the important skills that must be mastered in learning a foreign language. Reading is part of receptive skills because, by reading, a person receives written information. The reading process involves connecting written symbols with the reader's knowledge to understand the content of the text. Grabe and Stoller (2020), states that reading is an interactive process in which linguistic information from the text interacts with background knowledge held in the reader's long-term memory. Thus, reading is not simply taking in words but also involves critical thinking and active interaction with the text. Efficient readers will be able to integrate the information obtained from the text with their existing knowledge,

so that they can develop a deeper understanding of the concepts and topics discussed in the reading text.

When reading, one not only recognizes the words but must also be actively involved in understanding their meaning as well as the overall message conveyed by the text. According to Sinambela et al. (2015), reading is the meaningful interpretation and comprehension of printed and written verbal symbols. The ability to comprehend reading is essential in all aspects of life. Reading allows individuals to continuously update their knowledge by gaining information from written information. Reading skills is an essential tool for academic success. In the educational environment, proficient readers are better able to understand more deeply the material and questions that are mostly in written form.

Reading comprehension is the ability to comprehend written information. According to Oakhill et al. (2015), comprehension requires the reader to combine the meaning of words and sentences into a meaningful whole. This comprehension is important to know the information of the reading text. Comprehension is a person's ability to make connections about the text when reading. If the mind cannot formulate the meaning of the reading text, this comprehension process does not occur. Comprehension is the process of understanding interconnected words, sentences, and texts. Readers can use background knowledge, vocabulary, grammar, and written language knowledge as strategies to help them understand written texts. These elements are interconnected so that readers can understand and connect the information in a text with their existing knowledge.

Reading comprehension is more than simply reading words. It entails combining the reader's existing knowledge with new information from the text.

Reading comprehension is moderated by an interaction between prior knowledge and the text's coherence and cohesion (Smith et al., 2021). Connecting the text read with prior knowledge, readers can identify sentences, make assumptions, and decipher meaning. This process helps readers to better understand the reading content, so using prior knowledge with new information in the text is at the core of reading comprehension. The more prior knowledge the reader has, it will generally facilitate comprehension. Thus, readers who have a broad background knowledge will be more effective in drawing conclusions and making predictions based on the text. Moreover, this ability also allows readers to link information from various sources, enriching their overall comprehension.

Reading means reading with comprehension. Reading comprehension involves the coordination of various interconnected processes. Anderson et al. in Klingner et al. (2007) state that reading comprehension is the process of constructing the meaning by coordinating a number of complex processes that include word reading, vocabulary, word knowledge, and fluency. This process includes not only the ability to understand individual words, but also to comprehend the meaning of a text. Reader's knowledge of vocabulary, word meanings, and their experiences with English reading will affect what they learn, remember, and understand about the reading. Therefore, reading comprehension is not just about reading words and sentences, but also about making connections, and actively constructing meaning from the information in a text.

Understanding text requires not only paying attention to the written word, but also actively engaging with written language. This process refers to how meaning is generated through interaction with the text. Rassaei in Ismail et al.

(2020) defines reading comprehension is the process of simultaneously extracting and constructing meaning through engagement and interaction with written language. The use of the words extracting and constructing meaning is to emphasize the importance and shortcomings of the text as a determinant of reading comprehension. After extracting and constructing words, readers will gain knowledge and information from the text. In addition, readers can obtain general information, specific information, textual meaning, and textual reference. Reading comprehension involves more than just knowing words; it is about how we construct meaning and understand the content of the text better.

Reading comprehension is a process of constructing meaning from written text. This means being able to understand the content and message of a reading passage as a whole. Wolley (2011) states that reading comprehension is the process of creating meaning from text. The main purpose of reading comprehension is to gain an understanding of what is described in the text, not just understand the meaning of words or sentences in isolation. In this process, the reader is required to be able to integrate information from various parts of the text, connect the main ideas, and infer the author's intention by considering the overall context. Therefore, reading comprehension requires not only the ability to understand words and sentences, but also the ability to think critically and analyze the text in depth so as to know the meaning of the text as a whole.

From all the statements above, it can be concluded that reading comprehension ability has a crucial role in students' understanding of what they have read. Reading is not just a passive skill to receive information from written texts, but also an active process that involves deep understanding of the meaning

conveyed in the text. This process involves complex cognitive activities, including making predictions, applying knowledge of the subject and language, and using strategies such as prior background knowledge, vocabulary, grammar, and knowledge of the written language to help understand the text. Moreover, reading comprehension is the ability to integrate information from the text with existing knowledge that helps develop a deeper understanding of the concepts and topics discussed in the reading text.

2.1.2 KWL Combined with Picture

Teaching techniques are necessary for a more innovative teaching and learning process. To improve students' ability in reading comprehension, in this study, the researcher chose KWL combined with picture as a teaching technique. This technique gives students a structure to help them navigate the lesson and applies their prior knowledge to the new information. KWL combined with picture, as the teaching technique, may monitor and analyze individual progress in comprehending the text and focusing on the key topics. According to Arends and Kilcher (2010) KWL strategies can be used with individual students or with pairs and small groups. In this study, the researcher will apply it individually, because the reading comprehension ability of each individual is different. This will make it easier for the teacher to know the progress and ability of each student. It can be a technique that helps students be more structured in the reading process until they get a comprehend of what they have read. Thus, it is expected to provide a different teaching-learning atmosphere and learning can be more effective.

Students' active involvement in the reading process helps them understand the text better. KWL has clear steps that can guide students to comprehend a reading text. According to Sinambela et al. (2015), K-W-L is a reading strategy used to guide students through a text. This means that KWL strategy helps students as they read the reading material. Although this strategy starts before the reading activity, its main purpose is to develop a framework that students can use as they read. In other words, KWL helps students to be more organized as they read, because they have prepared themselves with prior information (Know), set questions (Want to know), and then reflect on what they have learned (Learned) during the reading process. This framework helps students to be active in their learning and improve their understanding of the reading material.

KWL is a strategy that can make students comprehend each reading in a structured way. With this strategy, students can clearly define what they want to learn and actively engage in the reading process. According to Apriliana (2022), the KWL strategy provides students with a purpose for reading and an active role before, during, and after reading. The KWL concept provides a structured framework for students and requires them to be actively involved in the reading process. This technique asks students to fill in three columns. In the first column, they write what they know, in the second column what they want to know, and in the third column what they have learned and apply their background knowledge to the new material. This technique gives students a clear structure that guides them through the learning process, encourage them to recall prior knowledge into the new material. Furthermore, KWL strategy can help students become more active and engaged in reading, as well as improve their ability to comprehend the texts.

In the KWL strategy, there is a chart that teachers use in implementing this strategy, which is called the KWL chart. This chart facilitates students in planning and reflecting on their reading process. According to Herrell and Jordan (2016), KWL chart is a chart that consists of three columns labeled “Know-Want to know-and Learned.” The function of the KWL chart is to help students identify what they know about a topic (Know), questions they have (Want to know), and questions they have (Learned). This KWL chart is usually organized in three columns with the letters K, W, and L at the top of each column, providing a clear structure for students to explore a reading text. The graphic organizer, as in the KWL chart, makes the content or relationship between concepts clearer and easier for students to understand. In the present study, the implementation of KWL is adapted from Herrell & Jordan (2016), as follow:

Tabel 2.1
KWL Chart

K	W	L
(What I KNOW)	(What I WANT to know)	(What I LEARNED)

The use of media in the teaching-learning process is important. Teachers and students may achieve learning objectives more successfully with the use of media. The use of appropriate media can make the subject matter more interesting and easy to understand. One of the media that can be used is pictures. Pictures can facilitate understanding through visualization. Nunan (2004) defines, many communication activities can be stimulated through pictures. Reading comprehension includes communication activities because it involves the process of understanding and interpreting messages conveyed by the author through text.

This shows that pictures not only serve as visual support, but can also be a trigger for reading comprehension in the classroom. Teachers can encourage students to participate in reading comprehension tasks by utilizing illustrations.

There are a lot of media that can be used in the teaching and learning process. One of the teaching media is picture. Pictures can provide a visual context that supports students' reading comprehension. Picture is one form of visual media can stimulate students' prior knowledge of a topic. According to Harmer (2007), pictures can stimulate questions. Before reading the text, students can use pictures to construct appropriate questions. Pictures also assist students increase their curiosity, which makes them more likely to explore for information in the text and understand it. Creating questions related to the text that will be read is one of the activities in the KWL strategy. A picture can stimulate questions before the subject reads the text. In KWL, students in column (W) are asked to write questions about what they want to know from the text.

In this present study, the researcher will use KWL combined with picture as a technique for teaching reading comprehension at SMPN 5 Mengwi, especially for seventh-grade students. Based on the theory, it can be concluded that KWL has three charts that must be filled by students; what they know about a topic (K), questions they have about the topic (W), and what they have learned after reading (L). Pictures are one of the effective media to stimulate students' pre-reading knowledge before reading a text. Therefore, the researcher used KWL combined with picture as a teaching technique to improve the reading comprehension of seventh-grade students of SMPN 5 Mengwi. The steps of implementing KWL

combined with picture in the present study were adapted by Klingner et al. (2007) and modified as follows:

1. The teacher gives picture and K-W-L chart to each student.
2. Before reading, the teacher asks the students to pay attention to the picture as a visual stimulation to link prior knowledge.
3. Individually, students use the K-W-L chart to note what they know according to the picture in column (K) and what they want to know related to the topic in column (W).
4. The teacher gives the students a descriptive text. Students are asked to read the descriptive text. During reading, student's record information in the column (L) about what they have learned in the text related to what they already knew or wanted to learn.
5. After reading, the teacher reviews the chart to conclude the reading. The teacher leads the students in a discussion where they review what they already know, how it was addressed in the reading, what they learned that was new, and what they still need to confirm or learn more about.

2.1.3 Assessing Reading Comprehension

Assessment is an important part of the teaching and learning process in the classroom. However, many people still confuse assessment and testing. Assessments and tests are two different things. Test is an instrument used in the assessment process to measure the knowledge or abilities of students. The assessment can be done by administering a test. Meanwhile, Brown (2004) states that assessment is an ongoing process that encompasses a much wider domain. This means that assessment is a wider process that involves gathering information,

analyzing data, and making conclusions regarding an individual's abilities, strengths or weaknesses in the teaching and learning process.

Assessments of reading comprehension are crucial for determining how well students comprehend the material they have read and for assisting them in developing their reading comprehension abilities. Assessment systematically gathers information to evaluate their abilities and learning quality. According to Bonner and Chen (2019), assessment is a process of obtaining and interpreting information about learning to be used for improvement. Assessment can be done by tests, interview questionnaires, observation, etc. In the context of reading comprehension assessment, teachers can use tests to measure their students' reading comprehension. Teachers can objectively measure their students' reading comprehension ability, identify areas that need improvement, and provide constructive feedback to support their development in reading comprehension.

Reading assessment is a process used to evaluate a person's reading ability. The purpose of a reading comprehension assessment is to assess a person's ability to read and comprehend written information effectively (Utami et al., 2021). This process is crucial to understanding students' reading comprehension levels and determining the evaluation needed. There are two forms of reading assessment. The first is diagnostic assessment, aims to determine how well students are reading in order to help them improve by providing feedback and assistance. This assessment also aims to identify students' strengths and weaknesses in reading. The second is to measure how much progress has been made. These two forms of assessment are complementary and necessary for effective reading instruction, ensuring that each student is supported and taught according to their needs.

Assessing students' reading comprehension is important in reading evaluation. However, it is often difficult to know how well students really understand the texts they read. Klingner et al. (2007) state that assessing comprehension is fraught with challenges, as it is difficult to determine how much students really know and what they really think. By giving tests, teachers can measure students' reading comprehension achievement to measure how well students are able to comprehend a text. Klingner et al. (2007) also states that reading comprehension assessment has different purposes, one of which is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Thus, reading comprehension assessment not only measures students' abilities, but also helps teachers improve their teaching methods according to students' needs and student's development.

Reading comprehension assessment can also provide a clear picture of how well students understand the text and develop their reading comprehension skills, which is an important basis for evaluating the effectiveness of the teaching strategies used. According to McNamara (2007), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies. In this context, assessment helps measure how well students understand the texts they read and how effective the reading strategies they use are. With the information gained from these assessments, teachers can make adjustments and develop more effective learning strategies. The results of these assessments provide valuable insights for designing learning programs that suit students' needs and ultimate learning objectives.

Assessing students' reading comprehension ability has many types of tests that can be used. One of the most effective types of tests is short-answer tasks. According to Alderson (2000), a short-answer task is a semi-objective alternative to multiple choice. This test is designed to measure students' comprehension by answering questions related to general information, specific information, text meaning, and reference of a reading text. The use of short-answer tasks in assessing reading comprehension tends to be more valid. This is due to the opportunity given to students to compose their own answers based on their understanding of the reading text. This allows teachers to find out how well students understand a reading passage according to their own understanding.

Assessing reading comprehension needs assessment procedures to ensure the accuracy and validity of the test results. A good scoring procedure should cover various aspects of a student's reading comprehension test. Alderson (2000) also states that a good reading comprehension test and a good scoring procedure in general will ensure that readers have been assessed on the extent of their ability to understand a range of different topics. A well-designed reading comprehension test will measure the extent to which readers are able to capture and interpret information from different types of texts. In addition, a well-structured reading comprehension assessment procedure will ensure that test results reflect readers' real ability to comprehend reading texts. Thus, both tests and assessment procedures play a crucial role in assessing students' reading comprehension skills.

In this study, the researcher adopted Brown (2004) theory of reading comprehension assessment. The researcher hoped that the use of short-answer tasks for the subject's reading comprehension assessment could provide good and valid

results. The researcher also hoped that the results of the test could be used for data collection. Hopefully, the subject's reading comprehension can be improved and the results of this test will show the extent of the improvement. The test will be given at the first meeting as a pre-test and then at the end of each cycle, students will answer the post-test to find out the improvement of their reading comprehension. In this study, to assess students' reading comprehension, researcher used the answer key and scoring rubric adapted from Brown (2004). The criteria that will be assessed in the assessment rubric such as correctness of answers and grammar.

2. 2 Empirical Review

An empirical review is a study of previous studies that are relevant to the current research, where the research reviews previously conducted studies that have a link to the topic being studied. Empirical evidence is very important because it can help researcher clarify and define research ideas and prevent unwanted duplication. This process also helps in understanding the similarities and differences between the current research and similar previous studies. In this study, the researcher used KWL combined with picture in order to improve students' reading comprehension. There were two previous studies that were relevant to this research, as follows:

The first similar research was conducted by Wiryana (2021) entitled “Improving Reading Comprehension of Eighth Grade Students of SMP (SLUB) Saraswati Denpasar in Academic Year 2020/2021 Through K-W-L”. The purpose of this study was to determine whether the reading comprehension of eighth-grade students of SMP (SLUB) Saraswati Denpasar in academic year 2020/2021 could be improved through K-W-L. Based on the results and discussion, this study show that

students' reading comprehension improved after the implementation of K-W-L in the teaching and learning process, because the students' mean scores showed an increase from the pre-test to the post-test. This researcher focused on students reading comprehension of descriptive text about a famous person.

The second similar study was conducted by Mayoni (2021) entitled “Improving Reading Comprehension of the Eighth-grade Students of SMP SLUB Saraswati 1 Denpasar in Academic Year 2019/2020 Through KWL Strategy”. The purpose of this study was to determine whether the reading comprehension of eighth-grade students of SMP SLUB Saraswati 1 Denpasar can be improved through KWL strategy. Based on the results and discussion, it was found that the implementation of KWL strategy especially in descriptive text can improve the reading comprehension of eighth-grade students of SMP SLUB Saraswati 1 Denpasar in academic year 2019/2020. This can be seen from the subject's mean scores, which increased in each research cycle.

The strength of the two previous studies showed that students' reading comprehension could be improved using KWL strategy in the teaching and learning process. This was indicated by a significant increase in the students' mean score from pre-test to post-test. However, both studies used multiple-choice tests as the research instrument. According to Brown (2004), in assessing reading comprehension, multiple-choice tests are difficult to validate. This was due to the lack of accuracy of multiple-choice tests in measuring in-depth reading comprehension. Students could easily guess the correct answer and there was a possibility that the correct answer was obtained by chance. Thus, multiple-choice did not always reflect the true comprehension of students, but rather described the

ability of students to choose from the answer options provided. To increase the validity of the research instrument in measuring students' reading comprehension, it was important to use a test that could measure students' reading comprehension in depth, not just choosing answers from the options provided. In this present study, the researcher used short-answer tasks as an instrument to assess students' reading comprehension. According to Brown (2004), the use of short-answer tasks in assessing reading comprehension tends to be more valid. This was due to the opportunity given to students to compose their own answers based on their understanding of the text they had read.

