IMPLEMENTING THE KWL STRATEGY WITH PICTURES TO IMPROVE STUDENTS' READING COMMANDMENTS

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ABSTRACT

Most students learning English have difficulty identifying general information, specific information, and text meanings and references due to a lack of vocabulary. Therefore, an appropriate and effective teaching strategy should allow students to improve their reading comprehension. The present study attempts to find out the reading comprehension of the eighth-grade students of the SMP Negeri 3 Ubud in the school year 2020/2021 could be improved by the KWL strategy in combination with the image. This research used a classroom action design by conducting two cycles and each cycle consisted of two sessions. This research used a classroom action design by conducting two cycles and each cycle consisted of two sessions. This research was conducted in two cycles and each cycle consisted of two sessions. The research conducted pre-test, post-test, and questionnaires to collect the data before analyzing it. The results of the research showed that there was a significant improvement in the subjects' performance in the pre-and post-test. From the questionnaire conducted in the last cycle, the students received a positive response regarding their changing learning behavior in relation to the application of the KWL strategy. Based on the findings of the study, the students' reading comprehension can be improved by using the KWL strategy in combination with an image.

Keywords: KWL strategy, reading comprehension, learning achievement

ABSTRAK

Kebanyakan siswa yang belajar bahasa Inggris memiliki kesulitan dalam mengidentifikasi informasi umum, informasi khusus, dan makna tekstual dan acuankarena keterbatasan kosakata dan pengetahuan tatabahasa. Maka strategi pengajaran yang tepat seharusnya dapat membantu siswa meningkatkan pemahaman membaca bahasa Inggris. Penelitian ini mencoba untuk mengetahui sejauh mana pemahaman siswa kelas 8 SMPN 3 Ubud dapat ditinggkatkan dengan menerapkan strategi pengajaran KWL dengan gambar. Penelitian ini menerapkan ancangan pendekatan tindakan kelas dengan duasiklus dan setiap siklus terdiri dari 2 sesi pegajaran. The skenarion pengjaran dimulai dengan penerapan tes awal, kemudian setelah tindkan diberikan tes akhir dan angket. Hasil penelitian ini menunjukkan peneingkatan yang signifikan dari prestasi membaca siswa di bandingkan dengan tes awal. Dari data angket, siswa menunjuukan sikap positif terhadap penerapan KWL dengan ganbar dalam proses pembelajaran membaca bahasa Inggris. Jadi dapat dinyatakan bahwa, strategi KWL dengan gambar secara efektif dapat meningkatkan pemahaman membaca ssiswa kelas 8 SMPN 3 Ubud.

Kata kunci: strategi KWL, pemehaman membaca, prestasi belajar

INTRODUCTION

When reading, students are expected to understand the meaning of the text after reading it, but the most common problems that students usually face are how to understand the content and components of the reading itself. The students usually only read the text without understanding the text. When the students get the topic of the material, it is really new for the students and they do not know what the purpose of the reading actually is. Brown (2004:85) states that reading has four purposes: safety,

enjoyment, information, and knowledge. It's like someone doing a reading actually has a purpose, like; Pleasure, knowledge, more information, etc.

Furthermore, reading comprehension encompasses much more than readers' reactions to the text. In conveying the ideas, the students need to develop their reading. In addition, they found new vocabulary, grammar, punctuation, etc. from it. Harmer (2001) notes that reading text also provides opportunities to learn the language, as this means that by reading, students can increase their vocabulary and construct sentences more easily.

In the teaching and learning process, especially in the 8th grade of the SMP Negeri 3 Ubud, the students still have some difficulties in reading comprehension. Based on the English teacher interview, this problem is caused by both the teacher and the students. Students are expected to understand what the teacher's main idea is. For example, the teacher gives the students an example of how to read the passage. Then the teacher asks some students to read it again and asks them to answer the questions without further explanation. Reading class is boring because in reading class the teacher only uses textbooks, reads the text and answers the questions.

There are so many strategies that can be implied in teaching and learning, especially in teaching English reading comprehension. One of them is the Know Want Learn (KWL) strategy. KWL is a good strategy that can help students solve their English reading comprehension problems so that students can read and understand the meaning of each reading passage. The students also divided the paper into three columns. This strategy provides students with a structure to guide them through the

lesson and apply their background knowledge to the new material. The K-W-L strategy can be used to monitor and assess students' progress in understanding the text and they target the important content

In research, the researcher considers using a KWL strategy combined with an image. KWL was a strategy combined with images used to guide students through the text. KWL helps students construct meaning before, during, and after reading. Students linked what they read to what they had learned in the past. Combined with pictures, these could help students to improve their interest and imagination. Students were expected to understand what the topic is about and how extensive the information is. The students first collect everything they know about the topic. These questions are listed in the K column of the shopping cart. During or after reading, students answer the questions in the W column. This new information is what they learned, noted in column L. They can get clear text information and apply their knowledge to reading comprehension. Students can also express their opinions about what they have learned on a discussion board. Students can get feedback on their answers to improve their reading in the next session.

Referring to the background of the study presented earlier, the students still had difficulty understanding the meaning of English words and finding the specific and general information in the reading passage. After students read a text, most of them find it difficult and confusing to analyze and sketch the text structures. To solve these problems, change learning behavior while reading with KWL strategy combined with image. KWL can help students to analyze the schematic structures of the text. Therefore, the research question can be formulated as follows: Can the English

reading comprehension of the eighth-grade student of the SMP Negeri 3 Ubud be improved by KWL Strategy Combined with Picture in the academic year 2020/2021?

THEORETICAL REVIEW

Reading Comprehension

Reading is a receptive skill that involves student interaction (Pollard, 2008:44). This is called a receptive ability because reading allows students to gain knowledge and information. Brown (2004:185) states that reading in language learning is also a skill that teachers simply expect learners to acquire. Reading was for certainty, for pleasure, for obtaining more information, and for gaining knowledge. In reading comprehension, students should not only read the words, but also interact with the text to gain meaning. In general, reading is a cognitive activity in listening to or encoding implicit and implied information in a reading.

According to Camiile (2008: 33), understanding is a strategic approach process to enable readers to construct meaning, direct and monitor their understanding. This view is reinforced by Boardman (2008:21) that reading is a process of learning from information while reading with the pleasure of sharing information stored in the mind. Meaning constructs when there is a process of understanding. Comprehension is the mind's ability to connect to the text as it reads. If the mind cannot formulate the connection about the meaning of reading text, it means that the process of understanding has not taken place; Therefore, reading is an activity that requires a high level of concentration.

Therefore, reading is an active process in which readers interact with a text, predict what comes next, and impart knowledge

about the subject and language to the text. Meanwhile, Camiile (2008: 33) argues that a strategic approach process can construct meaning, guide its understanding, and monitor it. From this it can be concluded that reading comprehension is the process of understanding the meaning of the text and understanding what they have read. It is the process of simultaneously extracting and constructing meaning through interaction and incorporation of written language.

KWL Strategy Combined with Picture

KWL (Know, Want to Know and Learn) is a strategy that provides a fun way for students to understand and comprehend each reading passage more easily. KWL strategy that can help readers learn new material through questions and access information from reliable sources, helping readers understand and comprehend the text. Kloock et al. (2010:89) states that the KWL strategy helps to encourage active reading of the text. Students divide a page into 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 as they work through the lesson and apply their background knowledge to the new material. Teachers can use the KWL chart to monitor and evaluate students' progress in understanding the text when the goals are about important content.

Ogle in Raymond and Margery (2010:98) states that KWL strategy is an immediate way of making a new topic or concept relevant to adult learners based on their knowledge. This strategy engages the students' anticipation and curiosity with three questions; what do you know? what do you want to know? and what they learned. Adults have a wealth of experiences that can lend extraordinary

meaning to novel ideas. The KWL Strategy provides a sample and a direct route to explore their vast reservoir of knowledge. The researcher found numerous ways to help students build a more positive attitude while learning Blachowicz and Ogle (2008:15).

Harmer (2007:288) states that there are three main steps, presented in the form of a three-column table, which should be drawn by the students before they start reading. Willis (2008:39) states that the familiar KWL activity can be used in introducing a new literacy technique or strategy to stimulate prior knowledge and student engagement. Students become more engaged in reading when they and their interest stem from the starting points for new inquiry and learning. These strategies were developed independently, but often work well when used together (Blachowicz and Ogle, (2008:113); Klinger et al. (2007:105) state that one of the strategies in interactive text preview is KWL The strategy is to get students to ask two questions and take notes when they start studying or reading about a topic, such as: "What do I know?", "What do I want to know ?" and "What have I learned?" Kilcher (2010:146)

In addition, KWL combined with pictures can help students be more active, help students understand the text easily, and students are expected to be able to extract information, not feel bored and critical readers and developing communication skills in collaborative discussion of famous artists According to Burke (2015:10), KWL guides students through their reading material. Although the process begins as a pre-reading activity. The main purpose is to develop a framework that students can use while reading.

The empirical review gives the reader to show the relevant studies that have similarity with the research study. The relevant studies deal with teaching and improving students' reading by using KWL strategy. Moreover, KWL strategy is already used by some researchers in teaching learning process which can improve the students' reading comprehension. The researcher used this previous study as a basic consideration to conduct this research study. The relate study which are used as references are described, as follows:

Handini (2018) entitled Improving Reading Comprehension of the Eighth Grade Students of SMPN 1 Kuta Utara in the 2017/2018 academic year by KWL strategy. In addition, the result of the study should improve the reading comprehension of the students through KWL. It was successfully achieved after completing two cycles. Students engaged in the classroom activity and seemed eager to read activities using this strategy. The other researcher using the KWL strategy was written by Suwarnata (2017) entitled Improving Reading Comprehension through KWL Strategy of the Tenth-grade Students of SMAN 2 Denpasar in school year 2016/2017. The result of the study should improve the reading comprehension of the students through KWL. It was successfully achieved after completing two cycles.

Both researchers managed to improve their reading comprehension skills by using the KWL strategy. Students could achieve the score more than passing the grade. However, in this case, both researchers used the multiple-choice test as a pre-test and post-test to assess the students' reading comprehension ability. It would be better if the researchers used a different task to assess the students' ability. Because in

multiple choice tasks, there is a strong possibility for students to guess the answer or cheat with their friends. As a result, the researcher could not objectively assess the students. In the present study, the researcher used a short-answer task to measure the student's reading comprehension ability. In the short answer task, students have a limited chance of guessing and cheating the answer because they understand the text before the answer. Also, in the present study, the researcher has combined the strategy with the image. It could be more effective for students because it can increase students' interest in learning. Therefore, the researcher objectively rated the students based on their knowledge to measure the improvement in the students' reading comprehension after being taught through the KWL strategy combined with pictures.

RESEARCH METHOD

Subject of the Study

The subject of the study were the eighth-grade students of the SMP Negeri 3 Ubud in the academic year 2020/2021. Class VIII B has 35 students. That's 6 females and 19 males. This class was selected as the subject of study based on the result of an interview with the English teacher of this class. It was found that most of the students in this class had problems with English reading comprehension, especially figuring out general information, specific information, text meanings and text references. Therefore, in order to solve the students' problems, the KWL strategy was applied in combination with Picture to improve English reading comprehension.

Research Design

The present study used a classroom action research design as the main purpose of the study is to improve students' reading comprehension through KWL strategy combined with image. The research design used in this study is classroom action research. Ary et al. (201 0:124) state that action research is a process of improving education by embracing change and involves educators working together to improve their own practice. Furthermore, Burns (2010:5) asserts that action research is a reflective process to solve problems in the classroom learning process. Similarly, Dawson (2007:18) states that action research begins with a process of communication and agreement.

Research Procedure

Classroom Action Research has been an effective vehicle for improving the quality of English teacher performance in the classroom as well as student performance in learning English in the classroom. Therefore, the processes involved in identifying and developing a topic for this research have been described. When conducted, the research process must be clear. Also, it should be done in order and good arrangement. The state of the research procedure on the activities applied during the teaching-learning process was used in the online classroom and used WhatsApp. In this online classroom action research, the teaching-learning process was cyclical in which it split into a few cycles. Each cycle consists of a number of interrelated activities such as planning, action, observation and reflection.

Research Instrument

The researcher's instrument is an essential factor in conducting research. In

order to collect the data needed by the researcher for the present investigation, some instruments called the researcher's instrument were made. There were some research tools used by the researcher in conducting a research, there were three tests namely: pre-test, post-test, and questionnaire. The pre-test consisted of knowing the subject's performance before giving CWL; Post-Test was used to know the subjects after they had given CWL, and the questionnaire was used as supporting data to know the subjects after giving KWL, and the questionnaire was used as supporting data to know the subjects' responses.

Data Collection

The researcher used two research tools to obtain the classroom action study data, such as tests (pre-test and post) and questioners. In data collection, the researcher used tests and questionnaires. The test consisted of pre-test and post-test. Therefore, pre-tests were carried out before the lessons. The pre-test score was used to determine the subjects' pre-existing ability to understand the text. After that, the subjects underwent post-testing. Post-tests were performed at the end of each cycle. Both pre-test and post-test were done with Whatsapp in the online class and google form link shared. After that, the result of the test is collected in Google form. The researcher obtained a

Success Indicator

Based on the syllabus used in SMP Negeri 3 Ubud school year 2020/2021, the minimum standard score for students' proficiency in the English language is 72. Therefore, this classroom action research was based on the minimum standard score

score of the subjects from the tests. Finally, in the last cycle, the questionnaires were given to learn how they perceived reading using the Google form, as well as their opinion and feelings after being taught with the KWL strategy.

Data Analysis

The most important and valuable data was needed to answer the research question in the study. The data were collected by conducting pre-test and post-tests. Questionnaires are additional data collected on the subjects studied. The results of the pre-test, post-test, and questionnaire were managed to collect the data of the study participants of SMP Negeri 3 Ubud in the academic year 2020/2021. The results of the tests and the questionnaire were analyzed descriptively using the following formula.

$$M = \frac{\sum x}{N}$$

Note:
M   = the mean score
$\sum$ = the sum of total score
N   = the total number of the subjects under the study

The outcome of the questionnaire data was analyzed descriptively as the following percentage of an item.

Percentage = Total responses of an item   x 100%
    Total responses on all items

for students' proficiency in the school ended when 80% of the study participants were able to achieve the minimum score of 72. It can be said that at least 28 out of 35 students in the study were able to achieve the minimum standard score for mastering SMP Negeri 3 Ubud.

FINDING

In order to find out what the subjects' actual problem with reading comprehension was, the researcher carried out an online pre-test. In the pre-test, the researcher asked the subjects to answer 20 questions in the form of a short-answer task. The researcher gave the subjects an explanation of the instructions to be followed. The questions focused on identifying general information, specific information, textual meaning, and textual reference of reading texts. Meanwhile, subjects had just 30 minutes to complete their work without opening books or searching the internet. The subjects would answer the questions in full and grammatical sentences. The total score of the pre-test followed by 35 subjects was 1562.5. Based on the result of the above pre-test, the researcher found that the subjects' reading comprehension performance was still low, and they still had difficulty identifying general information, specific information, text meanings, and text references from reading texts. From 35 subjects who completed the pre-test. Only four subjects were able to achieve the minimum passing grade of 72. Therefore, the reading comprehension of the subjects had to be improved in order to achieve better results after applying the strategy. Based on the above condition, the researcher decided to improve his reading comprehension through the KWL strategy combined with the image in cyclic processes. The researcher then performed Cycle I to solve the problem. Cycle I was performed after the previous cycle was performed.

As mentioned above, the results of the above pre-test were far from what was expected and an appropriate strategy was needed to improve the subjects' reading comprehension. Knowing the problem of the subjects, the researcher carried out the planned action. It turned out that the subjects had low reading comprehension. I. In the present study, Cycle I was divided into two sessions and each cycle had four interconnected activities. This research was done in the process of planning, doing, observing and reflecting.

The subjects were asked to answer 20 questions with general information, specific information, text meaning and text reference of the reading text in the form of a short-answer task. The subjects had 30 minutes to complete the test. 35 subjects participated in the Cycle I post-test. The total score of Post-Test 1 was 2337. Analysis of Post-Test 1 in Cycle I above showed that there was an improvement in subjects' mean score over the pre-cycle through Cycle I. The mean score of Post-Test 1 was 66.77. From this result it was evident that an improvement was achieved by the subjects. It also showed that there was an improvement in the subjects' mean score. From Pre-Cycle to Cycle I. Data in Post-Test 1 showed that 14 subjects achieved the pass mark. In addition, the success indicator was not yet reached in the first cycle. Therefore, the researcher decided to continue this study in the second cycle, which should achieve a better improvement in reading comprehension. In the research, the researcher conducted Post-Test 2 at the end of Cycle II to determine the improvement in subjects' reading comprehension compared to the Post-Test 1 result in Cycle I. The result of the subjects' post-learning test was used as a measure to know exactly whether the strategy 52 was good or not. If the result of the tests was good, it showed that the KWL strategy in combination with image could be well

implemented in reading comprehension classes. Posttest 2 of Cycle II was followed by 35 subjects. Based on the calculation, the total score obtained by the subjects in Post-Test 2 was 2782.5. Based on the data obtained in the Cycle II post-test, there was a significant improvement in the subjects. The mean score of Posttest 2 was 80.29. From this result it was evident that there was a significant improvement that the subjects achieved in reading comprehension. It was able to pass the minimum passing grade for eighth-grade students of SMP Negeri 3 Ubud, which was 72. The data in Post-Test 2 showed that 31 of the subjects achieved the pass mark. They were also more active during the teaching and learning process. They were actively involved in the teaching-learning process because they were active in the discussion part. In the meantime, the present study has reached the determined success indicator. As a result, this online classroom action study was able to finish as the success indicator could be achieved. The result of the questionnaire showed the overall responses of the subjects after the implementation of the KWL strategy combined with image in online teaching-learning activities. The structured questionnaire, consisting of 10 statements, was written in Bahasa Indonesia. After completing the questionnaire, the overall responses for the implementation of the KWL strategy combined with image for "totally agree" were 760; agree, 528; tie, 132; disagree, 26; and totally disagree, 11 (see Table 4.2). Also, the total response of all items was 1691. To obtain the percentages of each response, the researcher calculated the results of the questionnaire using the mentioned formula. The results of the percentages calculation of the questionnaire were as follows.

The Percentage of Item Strongly Agree = $\frac{760}{1457} \times 100\% = 52,16\%$

The Percentage of Item Agree = $\frac{528}{1457} \times 100\% = 36,24\%$

The Percentage of Item Either agree nor disagree = $\frac{132}{1457} \times 100\% = 9,06\%$

The Percentage of Item Disagree = $\frac{26}{1457} \times 100\% = 1,78\%$

The Percentage of Item Strongly Disagree = $\frac{11}{1457} \times 100\% = 0,75\%$

In order to learn the subjects' responses to the implementation of the KWL strategy in combination with an image, the researcher conducted the questionnaire at the end of the last cycle. The result of the questionnaire showed that 52.16% of the answers fully agreed; 36.24% of the answers agree; 9.06% of the answers were undecided; 1.78% of the answers disagree, and 0.75% of respondents totally disagreed with the implementation of the KWL strategy combined with images in teaching reading comprehension. From the results of the questionnaire, it was evident that most of the people examined gave positive answers to the implementation of the strategy. Therefore, the results convinced the research that the KWL strategy combined with pictures was a very effective strategy to improve the reading comprehension of the subjects and could make the atmosphere of the online teaching process more interesting and enjoyable; In addition, the subjects really enjoyed the online reading lessons. Subjects improved reading comprehension and responses to the KWL strategy combined with image are shown in Figure 1
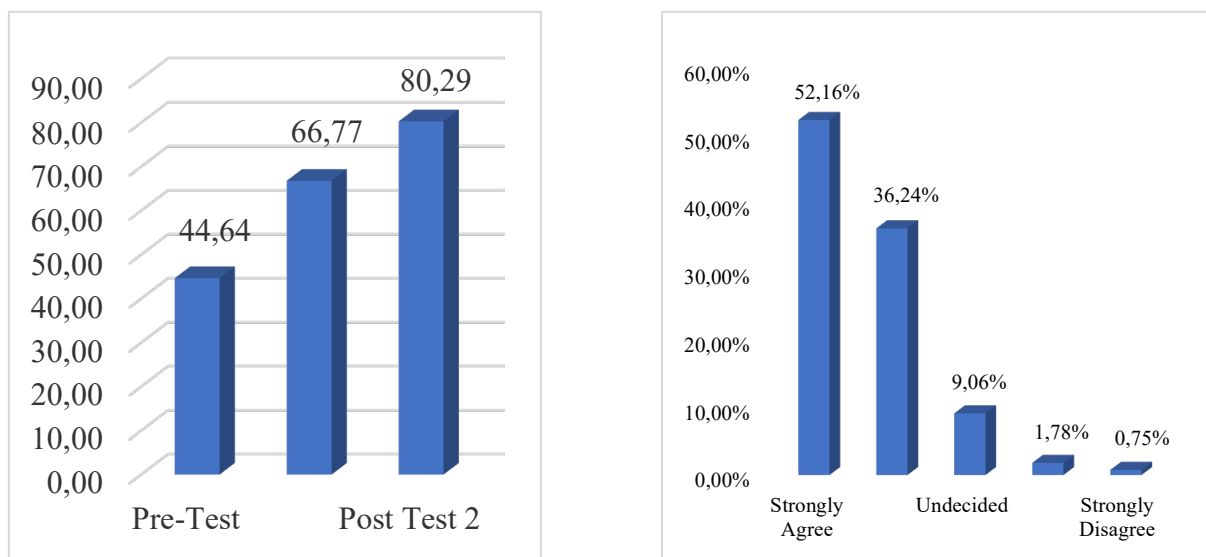
Figure 1. Graph showing the students' achievement and positive response on KWL

Based on the above findings, the present study could be ended because the study had reached the success indicator. There was a significant improvement in the subjects' reading comprehension, as indicated by improvements in the pre-test, post-test 1, and post-test 2 mean scores. As additional supporting data, the subjects were also administered the questionnaire to know their reactions to the implementation of the KWL strategy combined with the images in the online teaching process to improve their reading comprehension. All results of the available classroom action research were discussed in the subsequent discussion.

4.2 Discussion

The design of this study was classroom action research. The results of the present study should prove whether the implementation of the KWL strategy in combination with image could improve the reading comprehension of the subjects or not. There were two cycles performed in the

present study. The cyclic processes were started with the implementation of the pre-cycle at the very beginning of the present instructional action research. The next process was to do the cyclic process. There were two cycles conducted in this classroom action research; they were Cycle I and Cycle II and consisted of two sessions each. Disclosing the results of the present study required an in-depth discussion to gain a deeper understanding of the research results. The data of the present study were collected using the research tools, tests, and online questionnaires already provided. In the pre-cycle, the researcher conducted an interview with the English teacher of SMP Negeri 3 Ubud and observation.

The researcher also conducted an online pre-test with the subjects by asking them to answer 20 short-answer task questions via the Google form. The researcher found that the subjects' weaknesses were in reading comprehension, specifically in identifying general information, specific information, text meaning, and text reference of the reading texts. The average score of the pre-

test was 44.64, meaning that the subjects' reading ability was poor and needed improvement. There were only 4 subjects who could achieve the minimum passing grade of 72. In addition, all subjects found it difficult to identify general information, specific information, textual meaning, and textual references of the reading texts. This was evident from the result of the subject's score in the pre-test. Based on the interview, the researcher found that the subjects had difficulty finding general information, specific information, text meanings, and text references in the reading text; Also, based on the observation, the researcher found that the English teacher used a monotonous strategy in teaching reading comprehension. In addition, the researcher delivered the pre-test, which showed that the subjects were already able to initiate the subjects. The result of the preliminary test showed that the subjects' reading comprehension was still poor; Therefore, the researcher decided to conduct Cycle I. In Cycle I, the researcher taught the subjects using the KWL strategy in combination with picture.

In the first session, there were only a few subjects who actively asked and commented on the questions in the WhatsApp group. However, in the second session, the subjects were more active than in the first session. In addition, there was an improvement in the subject's reading comprehension ability. This was evident from the mean in post-test 1, which was 66.7. The result success indicator has not yet been reached. Only 14 subjects achieved the minimum grade for passing in post-test 1. Subjects can recognize general information and specific information; In addition, they did not understand how text meaning and reference are recognized. In

addition, they still have difficulties with grammar, the subjects attach too little importance to the online teaching process; Some students were not online on their phone or PC. Therefore, the researcher revised the planning for the next cycle. In addition, the researcher conducted Cycle II after changing the lesson plan in the action part. In addition, the researcher awarded additional points to those students who actively participated in the online teaching process, to make them more active in asking and answering questions. In Cycle II, after these revisions, the researcher conducted the third and fourth sessions. Here the subjects asked more active questions and were enthusiastic about the online teaching and learning process. In addition, the researcher conducted an online post-test 2 in the fourth session. The result of Post-Test 2 in Cycle II also showed that subjects' reading comprehension gradually improved.

The subjects' mean score improved compared to the Pre-Test and Post-Test 1 of Cycle I. In Post-Test 2, the mean score was 80.29. The mean score of the subjects increased compared to pre-test and post-test 1. In addition, 31 subjects were able to achieve the minimum passing grade of 72. As a result, by the end of Cycle II, subjects can identify general information, specific information, text meaning, and text reference of the reading texts. However, some subjects still have a hard-to-find textual meaning due to lack of vocabulary mastery. As a result, Cycle II also showed that the subject's reading comprehension ability could be improved by implementing the KWL strategy combined with image after the planning was revised. The subjects' reading comprehension had improved; They were able to identify general

information, specific information, text meaning, and text reference of the text provided by the researcher. In addition, they pay good attention during the online learning process.

In summary, the present study can be ended because it has achieved the determined success indicator. The results of the questionnaire showed that most of the subjects gave positive answers to the implementation of the KWL strategy, which in combination with the picture led to an improvement in reading comprehension. The data showed that more than 89% of subjects' responses were positive about the implementation of the KWL strategy combined with image in teaching reading comprehension, which could help them identify general information, specific information, text meanings, and text references. They answered the question asked via the google form link shared in the whatsapp group as the platform of the online teaching using a KWL strategy combined with images and it was helpful to improve their understanding of the information in the reading texts.

CONCLUSION AND SUGGESTION

Based on the results of the study, it could be concluded that the KWL strategy in combination with pictures could be used effectively and could help the subjects to improve their reading comprehension since by using this strategy the students can be more interested and they the Easily grasp

meaning about the topic because this research has been combined with media images to allow students to visualize their thinking. Since this research took place in online lessons, the researcher cannot directly control whether the students researched alone or surfed the Internet. Furthermore, it could be said that this research supported other studies that were being conducted on teaching reading comprehension. The present study was consistent with the existing supporting data showing the effectiveness of the KWL strategy combined with image and it was able to improve subjects' reading comprehension as they had more interest in reading in the online reading classes to learn; In addition, the online study was more effective because the subjects in this online teaching and learning need to be visualized well. By combining the KWL strategy with image, it can help subjects visualize their thinking and attract subjects. In addition, with regard to the research problem of the present study, it could be stated that the reading comprehension of the eighth-grade students of the SMP Negeri 3 Ubud in the school year 2020/2021 through KWL strategy combined with picture.

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