

THE USE OF KWL STRATEGY COMBINED WITH PICTURE TO IMPROVE ENGLISH READING COMPREHENSION

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ABSTRACT

Most students who are studying English have difficulty identifying general information, specific information, and textual meaning and reference because they lack vocabulary. Therefore, an appropriate and effective teaching strategy should enable the students to improve their reading comprehension. The present study attempts to find out if the reading comprehension of the eighth-grade students of SMP Negeri 3 Ubud in the academic year 2020/2021 could be improved through KWL strategy combined with pictures. This research made use of a classroom action design by running two cycles and each cycle consisted of two sessions. This research was done in two cycles and each cycle consisted of two sessions. The research administered pre-test, post-test, and questionnaire in order to collect the data before they were analyzed. The findings of the research revealed that there were significant improvements in subjects' achievement from the pre-test and post-test. From the questionnaire that was administered in the last cycle, the students gained positive responses in terms of their changing learning behavior toward the application of KWL strategy. Based on the findings of the study, the student's reading comprehension can be improved through KWL strategy combined with the picture.

Keywords: KWL strategy, reading comprehension.

ABSTRAK

Sebagian besar siswa yang belajar bahasa Inggris mengalami kesulitan mengidentifikasi informasi umum, informasi khusus, dan makna tekstual dan referensi karena kurangnya kosa kata. Oleh karena itu, strategi pengajaran yang tepat dan efektif harus memungkinkan siswa untuk meningkatkan pemahaman membaca mereka. Penelitian ini mencoba untuk mengetahui apakah pemahaman bacaan siswa kelas VIII SMP Negeri 3 Ubud tahun pelajaran 2020/2021 dapat ditingkatkan melalui strategi KWL yang dikombinasikan dengan gambar. Penelitian ini menggunakan rancangan tindakan kelas dengan menjalankan dua siklus dan setiap siklus terdiri dari dua sesi. berjalan dua siklus dan setiap siklus terdiri dari dua sesi. Penelitian ini dilaksanakan dalam dua siklus dan setiap siklus terdiri dari dua sesi. Penelitian ini memberikan pre-test, post-test, dan kuesioner untuk mengumpulkan data sebelum dianalisis. Temuan penelitian mengungkapkan bahwa ada peningkatan yang signifikan dalam prestasi mata pelajaran dari pre-test dan post-test. Dari angket yang diberikan pada siklus terakhir, siswa memperoleh respon positif berupa perubahan perilaku belajar mereka terhadap penerapan strategi KWL. Berdasarkan temuan penelitian, pemahaman membaca siswa dapat ditingkatkan melalui strategi KWL yang dipadukan dengan gambar.

Kata Kunci: strategi KWL, pemahaman membaca

INTRODUCTION

In reading, the students are expected to understand the meaning of the text after they read it, but the common problems that are usually faced by the students are how to comprehend the contents and the components of reading

itself. The students usually only read the reading text without understanding the text. When the students get the topic of the material is really new for students and they do not know what actually the purpose of reading is. Brown (2004:85) states that reading has four purposes, there are to

certain, to pleasure, to get more information, and to get knowledge. It is that someone who did a reading actually has some purpose, such as; to get pleasure, knowledge, more information and etc.

Moreover, reading comprehension involves much more than readers' responses to the text. In conveying the ideas, the students need to develop their reading. Furthermore, from that, they found new vocabulary, grammar, punctuation and etc. Harmer (2001) states that reading text also provides opportunities to study languages such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and text. It means that, by reading, students can enrich their vocabulary and they will easier to construct sentences.

In the teaching and learning process, particularly in the eighth-grade students in SMP Negeri 3 Ubud, the students still face some difficulties in reading comprehension. Based on the interview with the English teacher, this problem is caused by both teachers and students. The students are expected to understand the main idea given by the teacher. For instance, the teacher gives an example to the students on how to read the passage. Then the teacher asks some students to read it again and asks them to answer the questions without giving more explanation. The reading class is boring because the teacher in teaching reading only used textbooks, read the text, and answer 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 Know Want Learn (KWL) strategy. KWL is a good strategy that can help students to solve their reading problems in English reading comprehension in order for students can read and understand the meaning of every reading passage. Moreover, the students divided the paper into three columns. This strategy provides the students with a structure to guide them through the lesson

and apply their background knowledge to the new material. K- W-L strategy can be used to observe and assess the student's progress in comprehending the text and they are targeting the important content

In the research, the researcher considers applying KWL strategy combined with the picture. KWL was a strategy that combined pictures that were used to guide students through a text. KWL helps the students to construct meaning before, during, and after reading. Students connected what they read with what they have learned in the past. Combining it with pictures could help students to improve their interest and their imagination. The students were expected to understand what the topic is about and the extent of the information. The students begin by brainstorming everything they 'know' about the topic. These questions are listed in K column of the cart. During or after reading, students answer the questions that are in the W column. This new information is what they have 'learned' and is noted in L column. They can get clear information about the text and involve their knowledge in reading comprehension. The students can also share their opinion about what they have learned in the discussion session. The students can get feedback on their answers to improve their reading in the next session.

Referring to the background of the study previously presented, students still had difficulty in understanding the meaning of English words and finding the specific and general information, in the reading passage. After the students read a text, most of them are difficult and confused to analyze and schematic structures of the text. In order to solve these problems by changing learning the behavior in reading with KWL strategy combined with pictures. KWL can help the students analyze the schematic structures of the text. Therefore, the research question can be formulated as follows: can English reading comprehension of eighth-grade students of SMP Negeri 3 Ubud in the

Academic Year 2020/2021 be improved through KWL Strategy Combined with Picture?

THEORETICAL REVIEW

Reading Comprehension

Reading is a receptive skill that involves students' interaction (Pollard, 2008:44). It is called a receptive skill because from reading students can receive some knowledge and information. Brown (2004:185) states that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading had purposes to certain, to pleasure, to get more information, and to get knowledge. In reading comprehension, the students were not only expected to read the words but also to interact with the text to gain meaning. In general, reading is a cognitive activity in listening to or coding implied and implied information in a reading.

According to Camiile (2008: 33), comprehension is a strategic approach process so that readers can construct meaning, and direct and monitor their understanding. This opinion is reinforced by Boardman (2008: 21) that reading is a learning process from information reading with the pleasure of sharing information stored in the mind. The meaning is constructed if there is a process of comprehension. Comprehension is the mind's ability to make links about the text when reading. If the mind cannot formulate the link to the meaning of the reading text, it is mean the process of comprehension does not happen; therefore reading is an activity that requires a high level of concentration.

Therefore, reading is an active process where readers interact with a text, predict what comes next, and bring knowledge of the subject and language to the text. Meanwhile, Camiile (2008: 33) argues that a strategic approach process can construct meaning, and direct and monitor their understanding. It can be concluded that reading comprehension is the process

to understand the meaning of the text and understanding what they have read. It is the process of simultaneously extracting and constructing meaning through interaction and involves written language.

KWL Strategy Combined with Picture

KWL (Know, Want to know, and Learn) is a strategy that can make students understand and comprehend every reading passage in a fun way. KWL strategy can help readers to learn new material using questions and access information from reliable sources and also helps readers comprehend and understand the text. Kloock et al. (2010:89) state that KWL strategy helps to foster active reading of the text. Students divide a page into three columns. In the first column, they write down what they know, in the second column what they want to know, and in the third column what they have learned as they progress through the lesson and apply their background knowledge to the new material. Teachers can use KWL chart to observe and assess the progress students are making in comprehending the text if the targets are important content.

Ogle in Raymond and Margery (2010:98) state that KWL strategy is an immediate way to make a new topic or concept relevant to adult learners, based on their knowledge. This strategy engages the student's anticipation and curiosity with three questions; 'what do they know?', 'what they want to know?', and 'what they have learned. Adults have a storehouse of experiences that can give extraordinary meaning to novel ideas. The KWL strategy offers a sample and direct way to probe their vast reservoir of knowledge. The researcher found numerous ways to help students build more positive attitudes during learning Blachowicz and Ogle (2008:15).

Harmer (2007:288) states that it has three main steps which are presented in the form of three columns table that should be drawn by students before they start reading. Willis (2008:39) states that the familiar

KWL activity can be used in the introduction of a new literacy technique or strategy to stimulate prior knowledge and students' engagement. Students become more engaged in reading when they and their interest from the starting points for new inquiry and learning. These strategies have been developed independently, but they often work well when it is used in consort (Blachowicz and Ogle, (2008:113); Klinger et al. (2007:105) state that one of the strategies in the interactive previewing text is KWL. The strategy consists of getting students to ask two questions and record notes as they begin to study or read 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 that combined with a picture can help students to be more active, can help the students comprehend the text easily, and students are expected to be able to extract information, and do not feel bored and critical readers, and develop the communication skill in cooperative discussion famous artist According to Burke (2015:10), KWL guides students through their reading material. Although the process begins as a before reading activity. Its primary purpose is to develop a framework that students can use as they read.

The empirical review gives the reader to show the relevant studies that have similarities with the research study. The relevant studies deal with teaching and improving students' reading by using the KWL strategy. Moreover, the KWL strategy is already used by some researchers in the 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 related study which is 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 academic year 2017/2018 through

KWL Strategy". In addition, the result of the study was intended to improve the student's reading comprehension through KWL. It was successfully achieved after two cycles were carried out. The students were involved in the class activity and seemed eager to reading activities by this strategy. The other researcher that used KWL Strategy was written by Suwarnata (2017) entitled "Improving Reading Comprehension through KWL Strategy of the Tenth Grade Students of SMAN 2 Denpasar in the academic year 2016/2017". the result of the study was intended to improve the student's reading comprehension through KWL. It was successfully achieved after two cycles were carried out.

Both researchers were successful to improve their ability in reading comprehension by using KWL strategy. The students could get a score more than a passing grade. However, both researchers used multiple-choice tests as the instrument in this case pre-test and post-test to assess the student's ability in reading comprehension. It was better if researchers use another task to assess the student's ability. Since multiple-choice items is a strong possibility for students to guess the answer or cheat with their friends. It made the researcher could not assess the students objectively. In the present study, the researcher used a short answer task to measure the student's ability in reading comprehension. In the short answer task, the students have a limited chance to guess and cheat the answer because they comprehend the text before the answer. Besides, in the present study, the researcher combined the strategy with a picture. It could be more effective for students because it can increase students' interest in studying. Therefore, the researcher assessed the students base on their knowledge objectively to measure the student's improvement in reading comprehension after being taught through KWL strategy combined with pictures.

RESEARCH METHOD

Subject of the Study

The subjects of the study were the eighth-grade students at students of SMP Negeri 3 Ubud in the Academic year 2020/2021. The VIII B class has 35 students. That consist of 6 females and 19 males. This class was selected as the subject of the research based on the result of an interview with the English teacher of this class. It was found that most of the subjects in this class had problems in English reading comprehension, especially in finding out general information, specific information, textual meaning, and textual reference. Therefore, to solve the problems that were faced by students, KWL strategy combined with Picture was applied to improve English reading comprehension.

Research Design

The present study made use of a classroom action research design because the main concern of the study is to improve students reading comprehension through KWL strategy combined with pictures. The research design used in this present study is classroom action research. Ary et al. (2010:124) state that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. In addition, Burns (2010:5) claims that action research is a reflective process to solve problems in the teaching-learning process in the classroom. Similarly, Dawson (2007:18) states that action research begins with a process of communication and agreement.

Research Procedure

Classroom Action Research was an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in the classroom. Therefore, it described the processes involved in identifying and developing a topic for this research. In conducting, the research procedure has to be clear. In

addition, it should be done in sequence and with good arrangement. The research procedure state to the activities that were applied during the teaching-learning process was in the online classroom using *Whatsapp*. In this online classroom action research, the teaching-learning process was cyclical in which it divided into some cycles. Each cycle consists of interrelated activities such as planning, action, observation, and reflection.

Research Instrument

There were some research instruments used by the researcher in conducting research, there were three tests namely: pre-test, post-test, and questionnaire. A pre-test was to know the subjects' achievement before giving KWL; a post-test was used to know the subjects' after giving KWL, and the questionnaire was used as the supporting data to know the subjects' toward the

Data Collection

The researcher used two research instruments to get the data of the classroom action study such as tests (pre-test and post) and questionnaires. In collecting data, the researcher used tests and questionnaires. The test consisted of pre-test and post-test. Therefore, pre-tests were carried out before teaching. The score of the pre-test was used to know the subjects' pre-existing ability in comprehending the text. After that, the subjects were given post-tests. Post-tests were administered at the end of each cycle. Both between Pre-test and Post-test were held by using *WhatsApp* in online class and sharing the *google form link*. After that the result of the test was collected in *google form*. The researcher gained a score of the subjects from the tests. Finally, the questionnaires were given in the last cycle to know how they perceived reading by using *google form*, their opinion, and feeling after they were taught using KWL strategy.

Data Analysis

The most important and valuable data were required to answer the research question under the study. The data was collected by administering pre-test and post-tests. The questionnaire is additional data that are gathered for the subjects under study. The result of the pre-test, post-test, and questionnaire was administered in order to gather the data from the subjects under the study of SMP Negeri 3 Ubud in the academic year 2020/2021. The result of the tests (pre-test and post-test) and questionnaire were analyzed descriptively by using the following formula. They can be described as follows:

The data from the test is analyzed descriptively by using the formulas as follows:

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

Note:

M = the mean score

\sum = the sum of the total score

N = the total number of subjects in the study

The result of the data from the questionnaire will also be analyzed descriptively.

Success Indicator

Based on the curriculum used in SMP Negeri 3 Ubud in the academic year 2020/2021, the minimum standard score of the student's mastery of English is 72. Therefore, based on the minimum standard score of students' mastery in the school, this classroom action research stopped when 80% of the subjects under the study could achieve the minimum score 72. It can be said that at least 28 of 35 students under the study could achieve the minimum standard score of students' mastery of SMP Negeri 3 Ubud.

FINDING

To know the real problem of the subjects in reading comprehension, the researcher administrated 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 an explanation to the subjects about the instruction that should be followed. The questions were focused on identifying general information, specific information, textual meaning, and textual reference of reading texts. Meanwhile, the subjects only had 30 minutes to finish their work without opening any books or searching on the internet. The subjects would answer the questions in complete and grammatical sentences. The total score of the pre-test followed by 35 subjects was 1562.5. In the result, the mean score of the subjects' pre-test could be calculated as follows;

$$\text{Mean Score of Pre-test} = \frac{\sum X}{N} = \frac{1562,5}{35} = 44.64$$

Based on the result of the pre-test above, the researcher found that the achievement of the subjects in reading comprehension was still low and they still had difficulties in identifying general information, specific information, textual meaning, and textual reference of reading texts. From 35 subjects who followed the pre-test. There were only four subjects that could achieve the minimum passing grade which was 72. Therefore, the subjects' reading comprehension needed to be improved to get better results after applying the strategy. Based on the condition above, the researcher decided to improve their reading comprehension through KWL strategy combined with pictures in cyclical processes. The researcher then conducted cycle I to solve the problem.

Cycle I was conducted after the pre-cycle was carried out. As has been mentioned, the results of the pre-test above were far away from what was supposed to be and it needed an appropriate strategy to improve the subjects' reading comprehension. After knowing the problem faced by the subjects, the researcher conducted the action that had been planned. It showed that the subjects had low ability

in reading comprehension. In the present study, cycle I was divided into two sessions and each cycle had four interrelated activities. This research was carried out through the process of planning, action, observation, and reflection.

The subjects were asked to answer 20 questions which included general information, specific information, textual meaning, and textual reference of the reading text in the form of a short-answer task the subjects were allotted 30 minutes to do the test. The post-test of the cycle I was attended by 35 subjects. The total score of post-test 1 was 2337. It can be seen in table 4.1. To find out the mean score of post-test 1, the researcher made use of the following formula:

$$\text{Mean Score of Post-test 1} = \frac{\sum X}{N} = \frac{2337}{35} = 66.77$$

The analysis of post-test 1 in cycle I above showed that there was an improvement in subjects' mean score from pre-cycle to cycle I. the mean score of post-test 1 was 66.77. From this result, It could be seen that an improvement was achieved by the subjects. It also showed that there was an improvement in the subjects' mean score from the pre-cycle to cycle I. the data in post-test 1 showed that 14 subjects achieved the minimum passing grade. Furthermore, the success indicator had not yet been achieved in the first cycle. Therefore, the researcher decided to continue this study to the second cycle which was intended to get a better improvement in reading comprehension.

In the research, the researcher administrated post-test 2 at the end of cycle II to know the subjects' improvement in reading comprehension compared with the result of post-test 1 in cycle I. the result of the subjects' post-test after the learning process was used as a measurement to

know exactly whether the strategy 52 was good or not. If the result of the tests were good, it showed that the KWL strategy combined with pictures was good to be implemented in teaching reading comprehension. Post-test 2 of cycle II was followed by 35 subjects. Based on the calculation, the total scores which were obtained by the subjects in post-test 2 were 2782.5. In the result, it was calculated to find the mean score of cycle II by using the following formula:

$$\text{Mean Score of Post-test 2} = \frac{\sum X}{N} = \frac{2810}{35} = 80.29$$

Based on the data resulting in the post-test of cycle II, it showed significant improvement in the subjects. The mean score of post-test 2 was 80.29. From this result, it could be seen that there was a significant improvement that the subjects achieved in reading comprehension. It could pass the minimum passing grade of the eighth-grade students of SMP Negeri 3 Ubud which was 72. The data in post-test 2 that showed 31 of the subjects achieved the minimum passing grade. In addition, they were more active during the teaching and learning process. They were actively involved in the teaching-learning process since they were active in the discussion section. Meanwhile, the present research achieved the success indicator that had been determined. As a result, this online classroom action study could be ended as the success indicator could be achieved.

The result of the questionnaire showed the total responses of the subjects' after the implementation of the strategy combined with a picture of online teaching-learning activities. The structured questionnaire which consisted of 10 statements was written in Bahasa Indonesia. After administering the questionnaire, the total responses to the

implementation of strategy combined with the picture for strongly agree were 760; agree, 528; undecided, 132; disagree, 26; and strongly disagree, 11 (see table 4.2). Furthermore, the total responses of all items were 1691. In order to have the percentages of each response, the researcher calculated the results of the questionnaire by using the formula which had been mentioned. The results of the percentages calculation of the questionnaire were as follows:

1. The Percentage of Item Strongly

$$\text{Agree} = \frac{760}{1457} \times 100\% = 52,16\%$$

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

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

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

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

In order to know the subjects' responses on the implementation of KWL strategy combined with the picture, the researcher administered the questionnaire at the end of the last cycle. The result of the questionnaire showed that there were 52.16% of the respondents strongly agreed; 36.24% of the respondents, agree; 9.06% of respondents, undecided; 1.78% of the respondents, disagree; and 0.75% of respondents, strongly disagree with the implementation of KWL strategy that combined pictures in teaching reading comprehension. From the results of the questionnaire, it could be seen that most of the subjects under study gave positive responses toward the implementation of the strategy. Therefore, the findings convinced the researchers that KWL strategy combined with pictures was a very effective strategy in improving the reading comprehension of the subjects and it could make the atmosphere of the online teaching-learning process more interesting

and enjoyable; furthermore, the subjects really enjoyed the online reading class. The subjects' increasing reading comprehension and responses toward KWL strategy combined with picture can be seen in Figure 4.1.

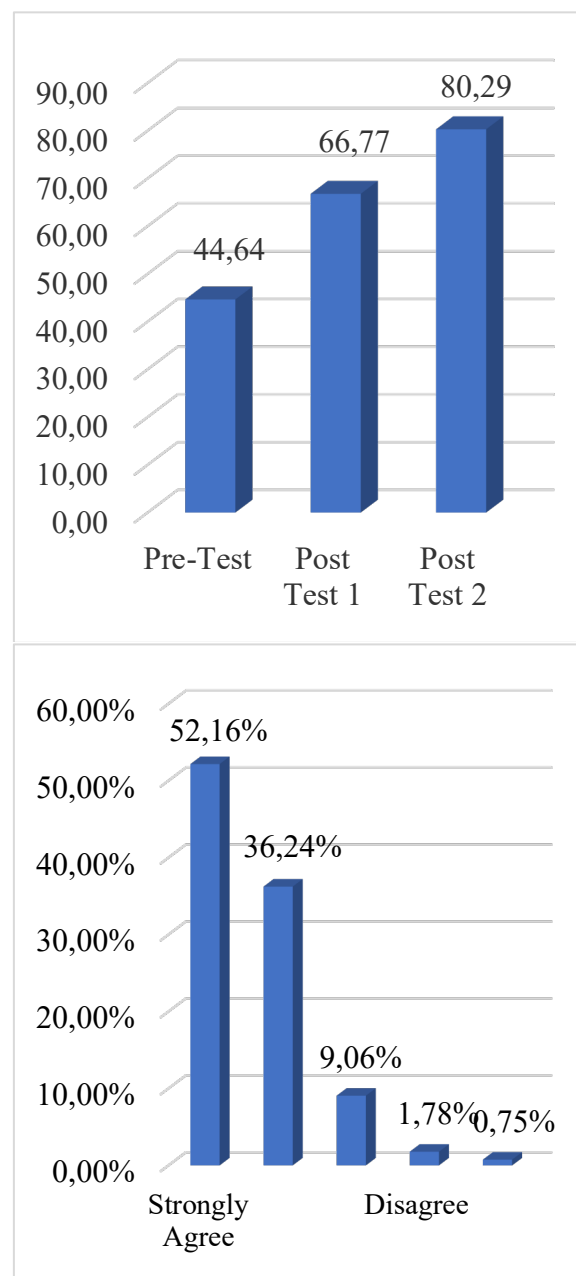


Figure 4.1
Graph Depicting the Subjects' Increasing Reading Comprehension

Based on the findings above, the present study could be ended since the study had achieved the success indicator. There was a significant improvement in the

subjects' reading comprehension which was indicated by the improvements in the mean scores from pre-test, post-test 1, and post-test 2. As additional supporting data, the questionnaire was also administered to the subjects to know their responses toward the implementation of KWL strategy combined with a picture in the online teaching-learning process to improve their reading comprehension. All of the findings of the present classroom action research were discussed in the following discussion.

Discussion

The design of this study was classroom action research. The findings of the present study were to prove whether or not the implementation of KWL strategy combined with the picture could improve the subjects' reading comprehension. There were two cycles that were conducted in the present study. The cyclical processes were started by conducting the pre-cycle at the very beginning of the present classroom action research. The next process was to conduct the cyclical process. There were two cycles that were done in this classroom action research; they were cycle I and cycle II and each consisted of two sessions. To reveal the findings of the present study, it was needed to do deep discussion to make a deeper understanding of the research findings. The data of the present study were gathered by using the research instruments which have already been provided, tests, and questionnaires through online.

In the pre-cycle, the researcher did an interview with the English teacher of SMP Negeri 3 Ubud and observation. The researcher also conducted an online pre-test of the subjects by asking them to answer 20 questions of short answer tasks through *google form*. The researcher found that the subjects' weaknesses were in reading comprehension especially in identifying general information, specific information, textual meaning, and textual reference of the reading texts. The mean score of the pre-test was 44.64 and which meant that the

subjects had low ability in reading and it needed to be improved. There were only 4 subjects that could achieve the minimum passing grade which was 72. In addition, all of the subjects found it difficult to identify general information, specific information, textual meaning, and textual reference of the reading texts. It could be seen from the result of the subjects' scores in the pre-test. Based on the interview, the researcher found that the subjects had difficulties in finding general information, specific information, textual meaning, and textual reference in the reading text; besides, based on the observation, the researcher found that the English teacher used a monotone strategy in teaching reading comprehension.

Moreover, the researcher delivered the pre-test showed to measure the subject's pre-existing ability. The result of the pre-test showed that the subjects' ability of reading comprehension was still low; therefore, the researcher decided to conduct cycle I. In cycle I, the researcher taught the subjects by using KWL strategy combined with the picture. In the first session, there were only a few subjects who were active in asking and giving comments 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 subjects' ability in reading comprehension. It could be seen from the mean score in post-test 1 that was 66.77. The result success indicator was not yet achieved. There were only 14 subjects who achieved the minimum passing grade in post-test 1. The subjects can identify general information, and specific information; furthermore, they did not understand how to recognize the textual meaning and textual reference. In addition, they still have difficulty with grammar, the subjects got lack attention to the online teaching-learning process; some students were not online on their phone or their personal computer. Therefore, the researcher revised the planning for the next

cycle. Furthermore, the researcher conducted cycle II after modifying the lesson plan in the action part. Furthermore, the researcher gave extra points to those students who were active in getting involved online teaching-learning process, in order to make them more active in asking and answering questions.

In cycle II, after those revisions, the researcher conducted the third and fourth sessions. Here, the subjects were more active in asking questions, and they were enthusiastic during the online teaching and learning process. Furthermore, in the fourth session, the researcher delivered an online post-test 2. The result of post-test 2 in cycle II also showed that the subjects' reading comprehension gradually improved. The mean score of the subjects improved when it was compared with the pre-test and post-test 1 of cycle I. In post-test 2, the mean score was 80.29. The subjects' mean scores increased than pre-test and post-test 1. Besides, there were 31 subjects that could achieve the minimum passing grade which was 72. As the result, at the end of cycle II, the subjects can identify general information, specific information, textual meaning, and textual reference of the reading texts. However, some subjects still have difficulty to found textual meaning because they did not master the vocabulary. In the result, cycle II also showed that the subjects' ability in reading comprehension could be improved through the implementation of KWL strategy combined with the picture after the planning was revised. The subjects' reading comprehension had improved; they were able to identify general information, specific information, textual meaning, and textual reference of the text given by the researcher. Moreover, they put good attention during the online learning process. In conclusion, the present study could be ended since it had achieved the success indicator that had been determined. The results of the questionnaire showed that most of the subjects gave positive responses on the implementation of KWL strategy

that combined with pictures in improving reading comprehension. The data showed that more than 89% of the subjects' responses were positive on strategy combined with a picture in teaching reading comprehension could help them in identifying general information, specific information, textual meaning, and textual reference. They answered the question which was given via *google form* link which was shared in the *WhatsApp group* as the platform of the online class by using KWL strategy that combined with pictures and it was helpful to improve their understanding of the information in the reading texts.

CONCLUSION AND SUGGESTION

Based on the findings of the study, it could be concluded that KWL strategy combined with picture was effective to be used and could help the subjects improve their reading comprehension because by using this strategy students can be more interested and they can easily get the meaning about the topic because this research was combined with media picture so students can visualize their thinking. Since this research was held in an online class the researcher cannot control the students directly whether they did it alone or they browsed on the internet. Furthermore, it could be said that this research supported other studies which have been done about teaching reading comprehension. The present study was in line with the existing supporting data which revealed the effectiveness of KWL strategy combined with pictures and it could improve the subjects' reading comprehension because they were more interest to learn in online reading class because of the KWL strategy was combined with picture; moreover, the online present study was more effective because of the subjects' need a good visualized in this online teaching and learning. Combining the KWL strategy with pictures can help the subjects visualize their thinking and could attract the subjects. Furthermore, in relation

to the research problem of the present study, it could be stated that the reading comprehension of the eighth-grade students of SMP Negeri 3 Ubud in the academic year 2020/2021 could be improved through the KWL strategy combined with the picture.

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