

IMPLEMENTING KWL STRATEGY WITH PICTURES TO IMPROVE STUDENTS' READING COMPREHENSION: AN ONLINE SETTING IN COVID-19 PANDEMIC

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ABSTRACT

The study aimed at figuring out students' reading comprehension after treating with KWL strategy and pictures as the media. It was conducted to the seventh-grade students of SMPN 7 Mengwi in the academic year 2020/2021 with Google Classroom and WhatsApp: it was set online in two cycles. because of Covid-19 pandemic. Based on the pre-test, it seemed that the problems are in finding general information, specific information, textual meaning, and textual reference. The data were obtained by giving pre-test and post-test in each cycle. The subjects' mean score in the pre-test, post-test 1 and post-test 2 were improving from 51.21 to 63.28 in cycle I and 80.46 in cycle II. It showed improvements concerning on their reading comprehension. Furthermore, there were positive responses on the implementation of the strategy. Hence, this study proved that reading comprehension could be improved through KWL strategy with pictures.

Keywords: KWL, online learning, pictures, reading comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pemahaman membaca siswa setelah diberikan strategi KWL dan media gambar. Dilaksanakan kepada siswa kelas VII SMPN 7 Mengwi Tahun Pelajaran 2020/2021 dengan Google Classroom dan WhatsApp: dilakukan secara online dalam dua siklus. karena pandemi Covid-19. Berdasarkan pre-test, tampak bahwa permasalahannya adalah dalam mencari informasi umum, informasi khusus, makna tekstual, dan referensi tekstual. Data diperoleh dengan memberikan pre-test dan post-test pada setiap siklusnya. Nilai rata-rata subjek pada pre-test, post-test 1 dan post-test 2 meningkat dari 51,21 menjadi 63,28 pada siklus I dan 80,46 pada siklus II. Hal ini menunjukkan peningkatan pada pemahaman bacaan mereka. Selanjutnya, terdapat tanggapan positif atas penerapan strategi tersebut. Oleh karena itu, penelitian ini membuktikan bahwa pemahaman membaca dapat ditingkatkan melalui strategi KWL dengan gambar.

Kata kunci: KWL, pembelajaran online, gambar, pemahaman bacaan

INTRODUCTION

Reading is an important skill for students to have. Students can obtain diversity of information acquired through reading textbooks and grasp a large amount of knowledge. As the consequence, it can improve the communication skills. It is an active process of identifying important ideas, comparing, evaluating and applying them. However, without comprehension,

reading will have no meaning.

The difficulty in reading comprehension mostly is on grasping information from a text. The students usually only read the text word by word without understanding the meaning. When they are asked to summarize the text, they fail to do so. In other words, they need to fully know what they have read. Being a good reader leads to have more chance to success (Chow,

An observation was done by using WhatsApp chat with the English teacher, the researcher asked some general information about student ability and difficulties, and joined the student google classroom of seventh grade students in SMPN 7 Mengwi, there were several problems happened to the students such as; first, the students were difficult to understand the meaning of the reading texts. They would understand and actively participate in class when the text is fit with what they want to read. Thus, teacher needs to improve the teacher teaching skills. Second, the difficulties were in finding the main idea, supporting details, and understand the references. They could not distinguish the division of the text given. Third, the students lack of vocabulary. By avoiding reading English text, the students at the same time will lack of vocabulary. Forth, the students would not read a long text and just answer the question given without read the text first.

When the students do not want to read because of lacking vocabulary at the same time they cannot understand the meaning of the text, they get trouble to find the main idea, supporting detail and any references contain in the text. So that's why the English teacher need to find the solution for every problem happened and make the students feels want to and need to read. As the solution, KWL strategy with picture as the media that is part of technologies were implemented for the study. The use of technology has to be accommodated in learning English. It will be better and fun when teacher combines the teaching with the use of technology (Pramerta, 2019).

Students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained (Car and Ogle, 2008:16). There are seven steps that should be considered in implementing KWL strategy; first, choose a text; second, create a KWL chart; third, students are asked to

brainstorm words, terms, or phrases. The teacher and students record these associations in the K column of their charts; fourth, the teacher and students recorded questions in the W column of their charts. This was done until students run out of questions; fifth, students read the text and filled out the L column of their charts. They could fill out the L columns either during or after reading; sixth, discussed the information that students recorded in the L column; seventh, encouraged students to research any questions in the W column that were not answered by the text.

Based on the observation and interview, research problem could be formulated as follows: Can reading comprehension of seventh grade students' of SMPN 7 Mengwi in academic year 2020/2021 be improved through KWL strategy with picture?

THEORETICAL REVIEW

KWL (Know-Want-Learned)

KWL is a three-part strategy to encourage active reading that was first described. Pre-reading (Know), during reading (Want), and post-reading (Learned), (Car and Ogle, 2008:15). In this study, they were guided with WhatsApp group to filled the KWL column in Google Doc that send by the researcher.

They were asked in WhatsApp group to explain and state what they know about the picture in K column, whereas students be active directly related on their knowledge being discussed. In the during-reading stage, they were asked in WhatsApp group what they wonder or wanted to find out in further reading. So, it will gain the students positive attitude toward reading activity, and they became more focus on the text and the students were filled the W column. During the post-reading, students explained and wrote what they have learned from reading and other activities in L column.

KWL facilitates the students to make connection between what they already know and what the text is about; encourage

students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read.

Online Learning

During pandemic, teaching and learning process are done by online. Teachers teach from home and students follow the class from home which are facilitated by their family (parents, sisters, brothers or relatives). Online learning that is already running for around 1 year has impact on teachers in accommodating technology and media (pictures or videos) to support the teaching process. Teaching has changed drastically, with the distinctive rise of online learning, whereby teaching is embraced remotely and on computerized stages (Famularsih, 2020).

Moreover, as cited in Gillett-Swan (2017), the online environment also presents challenges for many academic staff who increasingly require higher levels of technological competency and proficiency on top of their regular academic workload. Drawing on reflections of several years of facilitating student learning online, this paper provides one lecturer's perspective and critical commentary on some of the challenges faced by external students and the implications of an increasingly online delivery framework for practice.

In this study, teaching and learning process that was undergone online was using WhatsApp and Google Classroom. It was used because teachers and students can use it well and it is effective and efficient.

Reading Comprehension

Reading is an important thing that must learned by students to understand the meaning of the text. That is very needed by students based on their learning process to get information and increase their knowledge. Reading is especially interesting and engaging, acquisition is likely to be even more successful. Reading provide good model for English writing. It

shows students model of what are encouraging to do. Besides, reading provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2001:68).

Pang et al. (2003:6) stated that reading is understanding texts. It consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text to help them understand written text. Learn to read is an important for open up new knowledge and opportunities.

According to snow (2002:11), reading comprehension as the process off simultaneous extracting and constructing meaning through interaction and involvement with written language. Comprehension required of three elements such as: the reader who is doing the comprehending, the text that is to be comprehended, the activity in which comprehension is a part. To comprehend the text, the reader must have a wide a range of capacities and abilities. In understanding what is the written means, it is not only understanding the meaning but also the context of the text. By reading, the readers have to relate the information that is written on the text with their background of knowledge.

RESEARCH METHODS

This study was conducted to the seventh-grade students of SMPN 7 Mengwi. There were four classes of the seventh-grade students. In this study, class VII C was selected as the subject of the study by the researcher. The class consisted of 32 students. This research used classroom action research design. This design of the study was carried out into two cycles. Each cycle was accommodating different material to make the teaching and learning process more interesting but it applied the

same strategy, KWL strategy. The success of the cycles can be seen from the improvement of the achievement. The cycles of the classroom action research was taken from Kemmis and McTaggart in Burns (2010:9).

The teaching learning process cycles consisted of planning, action, observation, and reflection. Initial reflection was the first step to get preliminary data before implementing the four steps. Test and questionnaire were used to get data. They were given pretest and post-test. For pre-test, they were given a descriptive paragraph. Furthermore, the post-test was given in the similar form as pre-test in the end of each cycle. These tests were done to find out whether KWL strategy with pictures could improve the students' reading comprehension. For the task test have scored by using scoring rubric which was adapted from Brown (2004:228).

The questionnaire was given after post-test. It is an enclosed questionnaire and contains positive statements. The scale model of measurement used is a Likert Scale with 10 points. Each statement consists of 5 possible answers that have been provided; strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD).

The processes of gathering the data were as follows: First, the researcher administered pre-test to the subjects. This test was given to determine the subjects' prior knowledge. From the result of the pre-test, the researcher applied the strategy to improve their comprehension in reading. This strategy was taught until they understood about descriptive paragraph and also the structure by using KWL strategy. Second, the researcher administered the post-test. From the result of post-test, the researcher found the data of the subjects. It is also the last action to get the data of the subjects. Finally, the researcher administered the questionnaire in the end of the last cycle. The questionnaire was given to measure subjects' responses toward the teaching learning process being

implemented in the classroom.

The pre-test and post-test were the main data meanwhile questionnaire was supporting data. Thus, all the data of the instruments will help to convey the successfulness of the study. Therefore, there are considerably three kinds of data that were collected and they can be described as: data that indicated the subject pre-existing reading comprehension; showed the improvement of the subjects' reading comprehension; and showed responses of the subjects toward the implementation of KWL strategy in teaching reading.

The data of the tests is about the students' achievement in reading comprehension before (pre-test) and after applying KWL strategy (post-test). The researcher analyzed the pre-test and post-test data by statistical analysis. The researcher refers to the data analysis method to Method Statistical. In analyzing the test score, the researcher calculated the mean score of the students. Then, the acquired data of the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants.

Based on 2013 curriculum which is applied at SMPN 7 Mengwi, the success of the study referred to the minimum passing grade which is considered to be the minimum standard score of the English subject of the seventh-grade students that is 64. If 80% of them passed the minimum passing grade after they were taught by using KWL strategy with pictures, the study was considered successful.

FINDING AND DISCUSSION

Finding

The finding was obtained through the process of collecting data. It was intended to figure out whether reading comprehension of seventh grade students of SMPN 7 Mengwi in academic year

2020/2021 can be improved through KWL strategy. Besides, the reading comprehension was focused on finding general information, specific information, textual meaning and textual reference.

To obtain data for the present study, the research administered test and questionnaire to the subject. The total subject was 32. Based on the interview with the teacher, the researcher got some information about the problem faced by the subject in teaching learning process especially in identifying general information, specific information, textual meaning and textual reference on the reading text. In addition, the data of the present study were gathered through administering research instruments; test and questionnaire. Those were administered to answer the research problem.

There were two instruments used in the present study; those were tests and questionnaire. There were three set of raw score obtained for the study: pre-test score and post-test score for two times at the end of each cycle.

Pre-Cycle

The pre-cycle was conducted to the subject to obtain their pre-existing ability in reading comprehension before the strategy was implemented. Preliminary observation was done to the English teacher who taught the subject, VII C class by using WhatsApp's personal chat. Furthermore, the researcher also observed the situation and learning strategy that was used by English teacher in the classroom by joining the google classroom of the subjects. To get more comprehensive data, the researcher also administered the pre-test to the subject before implementing the strategy in teaching learning process. The data were useful for the first cycle of the present study to get vivid result.

The result of the interview with the English teacher indicated the problem in reading comprehension faced by the subject in VII C class. It was hard for them to comprehend the information from the

reading text. The subject had difficulties in identifying general information, specific information, textual meaning and textual reference. Moreover, there were unfamiliar word that they had not mastered yet especially when they read a reading text which was not contextual and in line with their prior knowledge.

The subjects' difficulties were in identifying general information, specific information, textual meaning and textual reference. Moreover, there were unfamiliar words that they had not mastered yet especially when they read a text which was not contextual and in line with their prior knowledge. It made them difficult to answer the question given. The result of the interview revealed that the minimum of passing grade of English subject was 64. Furthermore, the strategy used by the teacher was not effective to solve the problem. The researchers did an observation to know how the subjects responded to the teaching learning process before implementing the strategy. moreover, the observation was conducted during the teaching learning process.

The subject had problem in reading comprehension as same as what the English teacher said. During the observation, the researcher found that the subject still confused to comprehend the reading text because the text did not match their level. Furthermore, when the English teacher asked to subject to answer the question in WhatsApp's group, they still confused because of some vocabularies that they did not master. The subject was not motivated to ask question about what they did not understand. They just kept silent when the chance given by the teacher to ask question related to the material that they have been discussed. Moreover, the students did not pay attention to the teacher when the material was delivered in the classroom during the teaching learning process.

Then, the researcher asked the subject to answer 20 questions in the form of short answer task. The researcher gave an explanation to the subject about the

instruction that should be followed. The questions were focused on identifying four aspects: general information, specific information, textual meaning and textual reference of the reading text. They had 30 minutes to finish their work without cheating others. The subject would answer the question in complete and grammatical sentence. The total score of the pre-test followed by 32 subjects was 1639.

Cycle I

The first step in cycle I was planning which was important step to be concerned in order to make the action in the teaching learning process ran as smooth as possible. In this step, everything which was needed for the implementation of the strategy was well prepared. Lesson plan, material, worksheet, and post-test 1 were prepared well. Planning focused on constructing lesson plan to be suitable with syllabus used in the school and it was fixed with the time allotment 80 minutes in each session. The researcher also prepared the material for the subjects which were taught in two sessions. Besides, the researcher prepared worksheet. The worksheet was administered to the subject to practice their reading comprehension. After preparing the lesson plan, learning material and worksheet, the researcher constructed post-test for the subject under study.

After making a good plan, the action was then conducted. During the action, the researcher accommodated the class and apply the strategy, which has been planned before. There were two sessions in each cycle. For session 1 in cycle I, the researcher explained about the generic structure, language feature, and how to get the general information, specific information, textual meaning, and textual reference in reading text. Besides, the researcher gave examples of descriptive text and prepared worksheet. In session 1, the subjects were given a reading text entitled "My Favorite Book". The researcher taught them how to identify the descriptive text, generic structure, language

features, and how to get the general information, specific information, textual meaning and textual reference. The researcher also taught the how to fill the KWL chart based on the text entitled "My Favorite Book". In the K (Know) column, the subjects filled the chart without reading the text first. They just looked at the topic provided by the researcher by filled with what they know about the topic. Then in column W (Want), the subjects completed the chart by questioning what they wanted to know from the topic. The last was L (Learned) column. In this column they have already read the text and they could fill the last chart based on what they have learned after reading the descriptive text. After they have completed the worksheet, then they discussed it together in class WhatsApp group.

In the second session, the activity in whilst activity was revised, the researcher focused on reviewing how to get the general information, specific information, textual meaning and textual reference. Then the researcher gave the KWL chart and reading text entitled "The Tiger", and asked them exactly the same with the previous session. After discussing worksheet, the researcher administered pots-test 1 at the end of session 2. The subject was asked to finish the post-test in 30 minutes. The clear steps of the action in cycle I can be seen in appendix 2. The next step was observation, the observation was mainly focused on identifying the situation of the lesson and analyzing the data taken from the action. In the present study, the researcher acted as an observer to know the subjects' responses toward the application of the strategy as well as the subjects' improvement in reading comprehension. Based on the observation result, a few subjects did not really pay attention to the explanation of the learning video of material given. They still asked the question about the practice and worksheet given. In cycle I, the subject was not really active in google classroom or class WhatsApp group either even there are some student who active in teacher learning

process. However, the teaching learning process ran as well as the plan.

The last step was reflection. In this step, the three steps (planning, action and observation) that had been done were considered to prepare the next cycle, cycle 2. It was done for the improvement in cycle 2. Unfortunately, some of subjects still hard to understand what the researcher taught; they lack of vocabularies that makes hard to understand what is the topic about. Some of the subjects are not focused on the video material given and not involved actively during teaching learning process. In order to run the better cycle in cycle 2. By reflecting on it, the researcher needed to modify the teaching learning based on the vocabularies used. Also, the researcher used English and Indonesian.

The mean score of the post-test 1 was 63. from this result, it could be seen that there was an improvement that was achieved by the subjects. It also showed that there was improvement of their reading comprehension from the pre-cycle to cycle 1. They were still confused on those four aspects. The data of post-test 1 showed that 12 subject who did passed the minimum the passing grade which was 64. However, since the session 2 was the last session of cycle I, it meant that the success indicator had not yet been archived in the first cycle. Therefore, the researcher decided to continue to the second cycle to get a better improvement.

Cycle II

In this cycle, before the researcher conducted the cycle II, the researcher prepared the lesson plan, material, worksheet, post-test 2, and questionnaire. The researcher designed the lesson plan for each cycle and each consisted of two sessions and the time allotment was 80 minutes. The researcher used topic and specific picture to make them easier in comprehending material. In addition, the researcher used bilingual language (English and Bahasa Indonesia) during the implementation. Materials and worksheet

were prepared based on planning. The worksheet was administered to the subjects to practice their reading comprehension. After preparing lesson plan, learning material, and worksheet, the researcher constructed post-test to the subject under study. In cycle II, the researcher also prepared questionnaire to know the effectiveness of KWL in teaching learning process.

After the preparation was completed, the action was conducted. Cycle II was carried out as it was planned on the lesson plan. In general, the teaching learning process in cycle II was also as same as cycle I. It took 80 minutes each cycle. The main task of the researcher was to do the planning that has been made before and teach the subjects by using KWL strategy to brainstorm the subjects' knowledge about the topic, the researcher showed some pictures and text related to the topic. There were two sessions in cycle II, session 3 and session 4. In session 3, the researcher implemented KWL strategy by giving an example of descriptive text entitled "My School Library" which was completed with picture. In the K (Know) column, the subjects wrote on the KWL thinking sheet without read the text first. They just looked at the picture that was provided by the researcher. Then, for in W (Want) column, the subject filed the KWL thinking sheet by questioning what they wanted to know more from the picture. The last was L (Learned) column. In this column, they have already read the text and they could fill in the last KWL thinking sheet what they have learned after reading after reading the text. After they have completed the worksheet, then they discussed it together. The researcher did all planning that had been made. In the fourth session, the researcher focused on reviewing how to get the general information, specific information, textual meaning, and textual reference. Then the researcher gave the text entitled "My Mother" and asked them to answer the question which were provided. After discussing the worksheet, the

researcher administered post-test 2. The subjects were asked to finish in 30 minutes. After the subject answered post-test 2, next continued with filled in the questionnaire and it took 10 minutes.

The researcher also observed the implementation of KWL in improving subjects' reading comprehension. The observation was mainly focused on identifying the situation of the lesson and analyzing the data taken from the action. In the present study, the researcher acted as an observer to know the subjects' responses toward the application of the strategy. In this step, they were asked to be more active in the classroom. Besides, the researcher used pictures to make subjects' more interested in following the class. It showed that the subjects could focus in the following the teaching and learning process. As a result, the subject gave more attention to the teacher. Moreover, the subjects felt more confidence to asked and involved actively during the teaching learning process.

The last step is reflection, in cycle 2 the researcher evaluated the subject's reading improvement. The researcher used specific pictures and bilingual language (English and Bahasa Indonesia) to make subjects' more interested in following the class. It showed that the subjects could focus in the following the teaching and learning process. As the result the subjects got improving on their score of post-test 2. Other than that, the subjects felt more confidence and active during the teaching learning process. Based on the data resulted in the post-test of cycle II, it showed the significant improvement of the subject under study. The mean score of the subjects' post-test 2 was 80. it could pass the minimum passing grade of the seventh students of SMPN 7 Mengwi that was 64. There were all of the students who achieved the minimum passing grade. In addition, there were more active and enthusiastic during the teaching learning process. Therefore, the present research had achieved the success indicator that had been

determined. Then this classroom action study could be ended.

The result of the questionnaire was analyzed with Likert rating scale of 5-1 in which the responses of the implementation of KWL for strongly agree were 685; agree were 544; undecided 126; disagree 8; and none of the subjects' responses for the strongly disagree 0. It was taken to find out the percentage of the subjects on the implementation of KWL. This was important to see the subjects' responses on the application of the technique.

In addition, data obtained from the questionnaire had to be calculated and discussed. The result showed that there were 50.25% of the responses that showed strongly agree; 39.91% of the responses, agree; 9.25% of the responses, undecided; 0.59% of the responses, disagreed and none of the subjects responded strongly disagree on the implementation of KWL. In addition, from the result of the questionnaire, it could be stated that most of the subjects gave positive responses about the implementation of KWL with pictures.

Discussion

The research was started by conducting pre-cycle at the beginning. Furthermore, there were two cycles that were done in this research. They were cycle I and cycle II. Based on the findings in the pre-cycle, cycle I and cycle II, it was needed to do deep discussion to make deeper understanding.

In pre-cycle, pre-test was administered to know the subjects' pre-existing ability before the implementation of KWL in teaching reading. The subjects' weaknesses were in identifying general information, specific information, textual meaning and textual reference of the text. An interview with the English teacher of SMPN 7 Mengwi had been done, observed the situation in the classroom and conducted pre-test to the subjects by asking them 20 items of short answer tasks. Based on the observation, they seemed to have low

motivation to ask something. It could be seen from the result of the subjects' score in the pre-test. The mean score of the pre-test was 51. There was only two (2) subjects who could achieve the minimum passing grade that was 64. Most of the subjects faced in the same problem: they did not know how to get the information of the text. Then, it was decided to conduct cycle I.

In cycle I, KWL was implemented. The subjects showed their improvement in reading comprehension. The mean score of post-test 1 followed by 32 subjects under study was 63. The result of the post-test indicated that the subjects' reading comprehension improved significantly. However, there were only 12 subjects who achieved the minimum passing grade in post-test 1. Some of the subjects have already known how to identify general information, specific information, textual meaning and textual reference. However, they still had difficulties in recognizing textual meaning, and textual reference of the text. Based on the observation, they were more active and motivated to answer the questions. There was good improvement of the subjects' reading comprehension in post-test 1 of cycle I but it was not optimal, so the researcher revised the planning for the next cycle. Moreover, the study could not be ended since the study did not yet reach the success indicator. Then, cycle II was conducted.

In cycle II, revisions in teaching and learning process was made: there were modifications in the action. The activity was as same as cycle I; however, the emphasis was directed toward identifying textual meaning and textual reference of a reading text. The result of cycle II also showed that the subjects' ability in reading comprehension could be improved through KWL after the planning was revised. They were also active in the classroom and stopped to talk each other except discussing the reading text. In addition, an example of descriptive text was given so that they gave more attention and more focus. They were more active in answering the questions

related with the material.

The mean score of post- test 2 of cycle II was 80. The subjects' mean score increased better than pre- test and post-test 1. Besides, there were 32 of 32 subjects who achieved the minimum passing grade. In this cycle all of the subjects could identify general information, specific information, textual meaning and textual reference. Therefore, the research could be ended because the results have achieved the determined success indicator.

Then, the result of the questionnaire showed that 29 subjects agreed with the implementation of KWL with pictures. They involved in the online class activities and seemed eager to the reading activities by this strategy. They were more active and it meant that there were a lot of subjects who supported the implementation of the strategy in reading activities in teaching and learning process in the classroom.

As what has been explained, it could be concluded that reading comprehension of the seventh grade students of SMPN 7 Mengwi in academic year 2020/2021 could be improved through KWL strategy with pictures.

CONCLUSION AND SUGGESTION

Conclusion

Based on the preliminary study, it showed that the subjects faced big problem in reading comprehension. The teaching and learning process was divided into two cycles where each cycle consisted of two sessions. The data were obtained by administering pre-test in pre-cycle. It was continued by giving post-test in the end of cycle I and II to know the progressing reading comprehension achievement after applying KWL in teaching and learning process and the questionnaire in the last cycle to know the subjects' responses after the implementation of KWL with pictures.

The data were collected from the pre-test, post-test 1 and post-test 2 where the mean scores were respectively 51, 63, and 80. Therefore, the mean score from the pre-test to the last post-test clearly showed the

significant improvement of the subjects' reading comprehension. There were 2 subjects in pre-cycle; however, in post-test 1 and post-test 2, there were 12 and 32 subjects who achieved the minimum passing grade. Thus, the result of the last post-test had achieved the success indicator that was required in the present study. Furthermore, the result of the questionnaire showed that they responded positively. It showed that more than 90% the subjects gave positive responses on the implementation of KWL in improving reading comprehension. It meant this strategy was accepted by the subjects.

Based on the data which have been explained above, it could be concluded that reading comprehension of the seventh-grade students of SMPN 7 Mengwi in academic year 2020/2021 could be improved through implementation of KWL strategy.

Suggestion

The researcher would like to give some suggestions to make the teaching learning process in the class run well and make the students more active during the classroom activities. The suggestions are based on the findings of the present classroom action research in reading comprehension.

The English teachers are suggested to use KWL strategy in an online setting of teaching reading comprehension. They should give more attention about identifying general information, specific information, textual meaning and textual reference in the reading text. The teachers must provide the reading texts which are contextual. KWL strategy can make them more interested in the activities as they have to think about the topic before discussion and also ask questions which will be discussed later; thus, the activity will not be boring for them. Therefore, they can improve their ability.

For the seventh-grade students of SMPN 7 Mengwi, the researcher suggests that they should enrich their vocabulary to improve their knowledge and also be more active in

the teaching learning process. The students should have more practices in order to make them easier to identify general information, specific information, textual meaning and textual reference in the reading text. They have to be able to implement a good way to make them interested in reading such as implementing KWL strategy. Besides, reading comprehension is also important to be mastered by the students to identify general information, specific information, textual meaning and textual reference in the reading text.

For the other researchers are suggested to use the findings of this study as a reference in conducting similar study and also as an alternative source for obtaining better results. Therefore, the researcher expects that this study can be useful and helpful for other researchers in a classroom action research. It is expected that the other researchers are conducting better researches to examine and investigate the effectiveness of the implementation of KWL strategy in other grades.

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