

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 1. Strategy

Strategy is derived from Greek that is *strategia* that means commander of war. The *strategia* is how people use the technique to make a good position when people are in a war. Then, the meaning of strategy is the technique that is done to get goal of our purpose. While strategy in learning means that how students can understand and think critical about the problem. Then students can make conclusion.

In language learning, strategy is how students can use instrument and develop their ability for second language or foreign language effectively.<sup>1</sup> Students can understand and use it correctly. Learning strategy is way how students can success in standard of the school. There are 4 basics of strategies. Those are analyzing what purpose is, choosing the system of interaction between teacher and students, choosing the method, procedure and technique, making standard of learning success.

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<sup>1</sup> Iskandarwassid - Dadang Sunendar, *Strategi Pembelajaran ...*3.

When teacher teaches reading, he has to choose the best strategy. Therefore, students can understand and study well. Beside that, they are more motivated while they are studying. There is a general statement that is strategy instruction for students' learning more effective than individual strategy instruction. According to William Grabe, there are many strategies instruction that can be used by teacher. Those are at the following:<sup>2</sup>

a. Experience- Text-Relate (ETR)

ETR is a part of curriculum of the Kamehameha Early Education Program (KEEP) in Hawaii. This strategy makes the students' background knowledge more active, predicts about the topic. In addition, students can set their comprehension. Beside that, students can make the question about the text, evaluate it and combine their experience with the information from the text through discussion.

b. Question-Answer-Response (QAR)

In this strategy, students practiced to answer questions. Students develop their consciousness how to respond many kinds of the questions.

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<sup>2</sup> William Grabe, *Reading in a Second Language...* 231

However, it is developed by their ability comprehension and understanding to answer the question.

c. Directed reading and thinking activities (DRTA)

This strategy draws the fact of research, which is the effectiveness of predicting, explaining, monitoring, and evaluating the strategy. It is not directly but very support for the instruction of activities.

d. Know-want to know-learned (KWL)

KWL is about know (K), want to know (W) and learned (L). The students write their opinion about topic in column K, and what they want to know in column W. After teacher lead them to read text and write what they have learned from text in column L.

## 2. **KWL Strategy**

### i. **Definition of KWL Strategy**

KWL is developed by Ogle (1986) that has been implemented in classroom. This strategy is represented in three stages. Those are what students know, and then they focus on what they want to learn, after reading they discuss about what they have learned. Students are given an opportunity to be good thinkers. Teacher can use this strategy in each student includes column for each of the activities. The advantage of this

strategy is an exercise in a group or class that can direct students in reading and understand the text. It can be active students' knowledge, planning, goal setting, monitoring for key points, evaluating and relating the information for reading success.

According to Iqbal Nurul Al-Azhar, the three stages are intended to discover the following information:<sup>3</sup>

- a) K is for know. This first stage occasionally astonishing. Teacher has to think about what students know about topic and make a list about that. This activity constructs knowledge of the new material. It is given before students reading the text or pre reading. Students have to do brainstorming about the ideas that related with text. According to Dorit Sasson brainstorming is a good way to ask students silent and listen their friend. In addition, it also includes in prediction exercise and anticipation guides.<sup>4</sup> Students predict idea of text that is used for pre reading before they reading. It is used to activate students' background knowledge.

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<sup>3</sup> Iqbal Nurul AlAzhar. "Five Possible Methods in Teaching Reading" (<http://pusatbahasaalazhar.wordpress.com/persembahan-buat-guru/five-possible-methods-in-teaching-reading/>, accessed on November 14, 2011)

<sup>4</sup> Dorit Sasson. "use K-W-L Technique In Reading Lesson" (<http://doritsasson.suite101.com/strategic-lesson-planning-for-teaching-reading-a60272>, accessed April 7, 2012)

- b) W is for want. The second stage is that students write some questions what they want to know more of the subject, based on what students listed in K column.
- c) L is for learned. This level is the last stage that what have students learned. This is for list the new information about what students have learned. They can summarize it in under column L.

**Tabel 2.1**

**The Worksheet of KWL Chart<sup>5</sup>**

<b>K</b> <b>(Know)</b>	<b>W</b> <b>(Want to Know)</b>	<b>L</b> <b>(Learned)</b>

ii. **The Activities of KWL Strategy**

- a) Teacher asks students to make 3 columns or gives them the KWL chart. That is divided into K column (the left side column), W column (the center column), and L column (in the right side column).

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<sup>5</sup> Martha Rapp Ruedel, *Teaching Content Reading and Writing, fourth edition* (United States of America: Sonoma State University, 2005), 25.

- b) Teacher explains to students that K column is for what students know about topic. Before students write it, teacher has to explain topic of text. Then students write what they know about topic.
- c) Ask students to write their answer on white board or ask them to share it to the class orally. Teacher may not ask that their answer is wrong or true. Because it is possible done by the students.
- d) Tell them that W column is for what they want to know. Teacher should ask students what they want to know about topic. He lists students' question on the board and ask them to write on their paper under W column.
- e) Ask them to read text. It may be done orally or silently and individually. Teacher asks students to check and mark the points as true or false in the K column. It is based on what they read in the text. Students also should make sign to their questions, if text answers the students' question.
- f) Students discuss what they know after reading text. Teacher explains to students that L column is for what they have learned. He should ask

and give them time to write new information from the text that did not appear in K or W column.<sup>6</sup>

### iii. **The Purposes of KWL strategy**

According to Nadiah Binti Abu Bakar, there are 2 purposes of KWL strategy. The first, students have the idea about topic before they read the whole text. The second, they can focus to get the main points while reading.<sup>7</sup> While according to Kathleen Neff, there are 3 purposes of the strategy. The first is guiding students' interaction when they are reading the text. The second, it can active students' background knowledge. The last is teaching students to use fact information to confirm the accuracy of their background knowledge.<sup>8</sup> There are many purpose of KWL strategy, the researcher conclude that the strategy stimulate to active students' background knowledge, hard thinker and get new information easily.

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<sup>6</sup>Amand Herron, "How To Use The KWL Pre-Reading Strategy In Class" *Ehow Contributor*, ([http://www.ehow.com/how\\_4531212\\_use-kwl-prereading-strategy-class.html](http://www.ehow.com/how_4531212_use-kwl-prereading-strategy-class.html)), accessed on May 13, 2012

<sup>7</sup> Nadiah Binti Abu Bakar, "The Strenghts and The Weakness Of KWL Strategy" (<http://www.scribd.com/doc/15080963/kwl-strengths>), accessed on August 8, 2012

<sup>8</sup> Kathleen Neff, "Using K-W-L To Confirm What You Know" (<http://www.learnnc.org/lp/pages/2840>), accessed on August 8, 2012

#### iv. **The Benefits of KWL Strategy**

Ogle (1986), Cantrell (1997), and Huffman (1998) in Volkan Akyuz said that KWL strategy gives positive impact of using KWL strategy. They claim that it can develop in students' reading skill, remember information that in text and improve understanding information that students received.<sup>9</sup> While W. Dorsey Hammond said that KWL can help teacher to guide students to understand text. First is how teacher can help students to develop, choose and share their ideas capacities. The second, KWL invites students to be more creative. The third, increasing students' confidence to class assignment. In addition, KWL strategy provides students through appropriate support/ method.<sup>10</sup> As the result, KWL strategy gives some benefits for students. They can improve their ability in reading skill, remember information easily that is received, give them opportunity to use their ideas and bring them to the class assignment easier. Therefore, students can improve their competence in answering the question.

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<sup>9</sup>Volkan Akyuz: *"The Effect of Textbook Style and Reading Strategy on Students' Achievement and Attitudes Towards Heat and Temperature"* (Secondary Science and Mathematics Education, 2004), 54. Taken from: <http://www.etb.ilb.metu.edu.tr/upload/3/12605079/index.pdf>, accessed August 29, 2012

<sup>10</sup> W. Dorsey Hammond, "Use These Strategies to Develop Your Students' Thinking and Increase Their Learning In All Subject Areas" (<http://www.sagepub.com/books/Book229222>, accessed on August 29, 2012)



### 3. Teaching Reading Comprehension

#### a. The Definition of Reading

Reading is process that is used to get information through interpreting in language form via the medium of print. Reading is not only term of the overall reading but also the various of processing skill work. When reading is done, students do syntactyc parsing, meaning formation, text comprehension building, inferencing and critical evaluation. According to William Grabe there are many definitions of reading:

- i. Reading is comprehension process.

Reader peruses to get information that writer has intended to convey in writing. Comprehension is a well all-encompassing concept than reading.

- ii. Reading is strategic process.

It is the strategic that is used by the reader to select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.

- iii. Reading is a continuously evaluative process.

Evaluation is the strategic and the goal of reading how well reader is reading (monitor reader's reading). Beside that, evaluation also can

become to respond to a text. Reader not only can respond about text but also the author.

iv. Reading is linguistic process.

When reader reads a text, He also recognizes about the word, structural phrases and the store of linguistic knowledge (morphological, syntactic, and semantic).<sup>11</sup>

v. Reading is thinking

When reader reads a text, they are thinking in their mind to make them easy to understand what they have read automatically.<sup>12</sup>

There are many definitions of reading, and it has been explained before. The reseracher concludes that reading is thinking of the author's witten and comprehending text. Beside that, reader can learn about Iniguistic knowledge through reading.

### **b. The Definition of Reading Comprehension**

The meaning of reading has been explained before. Now the meaning of comprehension is understanding of the subject. It is not only

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<sup>11</sup> William Grabe, *Reading In a Second Language ... 14*

<sup>12</sup> Stephanie Harvey and Anne Goudvis, *Strategies That Work, second edition* (Maine and Ontanio: Stenhouse apublishers and Premboke Publishers Limited, 2007), 12.

understanding text but its meaning. Reader can comprehend with reading carefully by knowing its purpose and imagine when are reading.<sup>13</sup>

### c. The Principle of Teaching Reading

According to Jeremy Harmer there are 6 principles of teaching reading:<sup>14</sup>

- i. Reading is not a passive skill.

Reader has to understand what the word means. Seeing the picture is painting. If students and teacher only focus on the text, they will quickly forget it.

- ii. Students need to engage with what they are reading.

Students have to engaged with reading text. Therefore, they can interest in what they are doing and useful for them.

- iii. Students should be encouraged to respond not only the content of reading but also the language.

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<sup>13</sup> S.H Burton, *Mastering English Language*. 53

<sup>14</sup> Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching* (England: Longman, 1998), 70.

Students not only should respond the content of text, but also the message in some way. Especially, they express their feelings about the topic.

- iv. Prediction is a major factor in reading.

Teacher should give students hints. It is done before reading. Students can read from the cover, the headline and the word processed page.

- v. Match the task to the topic.

And the last principle is good teachers exploit reading texts to the full. A good teacher should makes the class interested in topic for discussion.

#### **d. Selection of The Texts for Reading**

Before coming to the class, teacher should be able to select what kind of the text is appropriate with his students. The criterias that have to be considered are:<sup>15</sup>

- i. General

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<sup>15</sup> J. A. Bright - G. P. Mc Gregor, *Teaching English As A Second Language* (Longman: English language Book society and Longman Group, 1970), 59.

When teacher selects text for reading activity, they should remember that most important point. Text should make students enjoy when they read text. A book that satisfies all other criteria but fails this one is a reject. However it does not enough simply to say 'they like it and that's good enough for me'. They might like it and read it faster a year later. Then, they enjoy something else more.

ii. Linguistic

- a) The vocabulary level must be appropriate.
- b) The complexity of grammatical structure must not be too great.
- c) A high of kind of idiom may be needed for postponement a book, although the vocabulary and grammar are suitable for it.
- d) Remembering that students may use what they read a model to learn.

iii. Matter

- a) The text must interest students. Perhaps it also should interest teacher.
- b) Students must be able to see some relevance to their own situation. Therefore, he gets drawn into the book.

- c) There must be enough meat in it to make detailed study of certain parts rewarding. It must be worth rereading and suitable for classroom teaching.
  - d) It should be appropriate with the age of students.
- iv. Variety of type and genre. This is a matter that arises when the syllabus is considered as a whole. For program, teacher may include nonfiction and drama. In the examination year, teacher may include poetry. According to Jill Hadfield & Charles Hadfield, when the teacher chooses text for students, he has to be careful because many kind of students and there are students have different courses. Therefore, teacher should choose the best text for them that relate to them. For example, if students are in school business, teacher should choose text that they need like as business letter or report.
- v. Include both extensive and intensive reading

Intensive reading is reading a series of tasks that means on short text. It usually happens in the classroom. Teacher gives students some questions and feedback.<sup>16</sup>

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<sup>16</sup> Jill Hadfield - Charles Hadfield, *Introduction to Teaching English* (Oxford: Oxford University Press, 2008), 96.

**e. Problems in reading**

i. Lack of reading comprehension instruction

According to James W. Cunningham, reading problem is lack of reading instruction from teacher.<sup>17</sup> Teacher's understanding about teaching comprehension is how students can practice and do assignment. Instruction is how teachers show students to do something.<sup>18</sup> Students need clear instruction to do comprehending. So, students can achieve what their purpose in reading.

ii. Vocabulary

Vocabulary is key of understanding text. Students will not be able to understand well without knowing their meaning. Students can overcome the problems. Students have to be able to find difficult words through translating in phrase, not word by word. In addition, students have to find meaning of word of suffixes and prefixes.<sup>19</sup>

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<sup>17</sup> James W. Cunningham, Teaching Comprehension. Taken from <http://www.wfu.edu/education/fourblocks/Leadership%202007/TchngComp.pdf>, accessed June 10, 2012

<sup>18</sup> Michael F. Graves, The Classroom Teacher's Role in Reading Instruction in the Intermediate and Secondary Grades (Minneapolis: Minnesota University, 1982), 32.

<sup>19</sup> Michael F. Graves, The Classroom Teacher's Role... 45.

## f.Strategy for Reading Comprehension

Strategy is the way how students can understand the problem and make conclusion. Strategies in reading is how the students can understand text. These are the strategies that can practiced by teacher in the classroom.<sup>20</sup>

### i. Identify the purpose in reading

When you are teaching a reading strategies. Students should know their purposes in their reading. There are many academic purposes of reading. Those are at the following:<sup>21</sup>

#### a) Reading is used to look for the information through scanning and skimming

It focuses on searching process that is about scanning and skimming. Scanning is analyzing a specific graphic form. While skimming is developing a simple understanding of the text. Both of them are the processes carried out at very high speed to read. Those are the way of searching the information from text.

#### b) Reading for quick understanding (skimming)

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<sup>20</sup> H. Douglas. *Teaching By Principle An Interative Approach To Language Pedagogy*, third edition (United States of America: Person Education, 2007), 366

<sup>21</sup> William Grabe, *Reading in a Second Language....* 8



Readers do the skimming when they don't want to spend more time to read. It can lead them to focus attention on and understand it.

c) Reading to learn

It usually happens in academic and professional setting. Teachers do it when they need to learn important information that is used for task. Reader usually remember the main point (main ideas) and its supporting that is needed.

d) Reading to combine information

It is done by reader when they read the different texts and bring it in one information or text. It is felt difficult that reading to learn. They have to critique and evaluate it to be a good text.

e) Reading to evaluate, critique, and use information

Reader uses background knowledge while reading. Then, they make good interpretation of text when evaluation and critique is done well.

f) Reading for general comprehension (reading for interest or reading to entertain)

Reading for general comprehension can be the basic of other reading purposes. Those are reading to learn and to evaluate.

And according to Stephanie Harvey and Anne Goudvis said that one of reading purposes that never changes is understanding.<sup>22</sup>

Reading is useful for other purposes:<sup>23</sup>

- a) Any exposure to english is a good thing for language students.
  - b) Reading text is provided as a good models for english writing.
  - c) Reading provides students to study language. These are about vocabulary, grammar, punctuation, and the way we construct sentences paragraph and texts.
- ii. Use graphemic rules and patterns to aid in bottom-up decoding

For beginning levels, they have difficulties when reading. They have to be able to differ between spoken and written English. In spoken English, students have difficulties to learn English in pronunciation. The teacher should explain them about English grammar and pronunciation, Because English have English peculiarities.

- iii. Use efficient silent reading techniques for improving fluency

Silent reading is very useful for beginning level and intermediate or advance level. The beginning level still has limited word (vocabulary) and grammatical rules. While, teacher should be able to help them

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<sup>22</sup> Stephanie Harvey and Goudvis Anne, *Strategies ...* 25

<sup>23</sup> Jeremy Harmer, *How to Teach ...* 70

increasing their reading ability and comprehension through silent reading. These are silent reading rules:

- a) They should not pronounce it
- b) Readers should not read one by one word, but try to read a phrase
- c) A word has some meaning, readers should infer the meaning relate to context for understanding text.

iv. Skim the text for main ideas

Skimming is the way how readers can get a global idea of text, they should focus on few words. The first and the last sentence of paragraph. Therefore, readers will be able to have main point and conclusion.<sup>24</sup> While according to H. Douglas, skimming is speed reading a whole text to get its purpose (the purpose of text).<sup>25</sup> It can give readers a chance to predict its message. Teacher can practice students' skimming through giving them a few times to read the text and ask them to tell what the meaning of text without open book.

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<sup>24</sup> Jill Hadfield - Charles Hadfield, *Introduction to Teaching English* (Oxford: Oxford University Press, 2008), 9

<sup>25</sup> H. Douglas. *Teaching By Principle...* 368.

v. Scan the text for specific information

Students can get a specific information that they need through scanning. Scanning is searching specific text without reading a whole text. They just focus on specific information that they are searching. Teacher can try it to ask students look for a date or find definition of a key concept. In addition, teacher can also give them questions and give them short time to answer it.

vi. Use semantic mapping

Teacher can ask students to semantic mapping to understand long ideas of text. It can be done individually or grouping.

vii. Predict when students are not certain

Students can do prediction about text or some categories. It can be done as the follows:

- a) Predict the meaning of a word
- b) Predict the grammatical relationship
- c) Predict discourse relationship
- d) Conclude the whole meaning of paragraph
- e) Predict about a cultural reference
- f) Predict the message of text

viii. Analyze vocabulary

One way that can be done by students to understand a word through analyzing it in term. There are many techniques that can be used. Those are at the following:

- a) Search prefixes that may be able to stimulate
- b) Search for suffixes
- c) Look for root the word that are familiar
- d) Analyze the grammatical that can give signal information
- e) See topic for clues

**g. Goals of Reading Comprehension**

Strategy is for developing students' understanding at every steps to do comprehending. Skilled readers use background knowledge to understand and figure out topic what they are reading. Reding comprehension is success, when students read through strategy that can control their understanding, increase their interested in text and reach the purpose of reading. There are many ways that can be done to practice students' comprehension skill. Those are stimulate students with their background knowledge, drill students about new vocabulary, give them instruction in strategies, teacher guided and invite them to discuss about text, guessing,

summarizing, searching main idea and teacher's feedback to make them more understand.<sup>26</sup>

### 3. Review of The Previous Study

The writer found the previous of the study about this strategy.

- a. "The implementation of know- want- learn (KWL) strategy in teaching reading for senior high school". It was written by Ervin Kurniawati. She was graduated from UNESA. The research questions are: 1). What the materials are used in the teaching of Know-Want-learn (KWL) strategy in a senior high school?, 2). What are the teachers' activities and students' activities in teaching and learning of Know-Want-Learn (KWL) strategy in a senior high school?.<sup>27</sup> She finds that the materials used in Know-Want-Learn (KWL) strategy based on the students' level seen from vocabulary, sentence structure, and content. Therefore, students can understand the material easily. The teacher motivates students to work individually to make column KWL, and write their idea in each column. In my research, I want to focus on the learning success or students' achievement about the material that is taught using KWL strategy.

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<sup>26</sup> Judy Willis, *Teaching the Brain To Read: Strategies For Improving Fluency, Vocabulary and Comprehend* (USA: Association For Supervision and Curriculum Development, 2008), 128

<sup>27</sup> Ervin Kurniawati: "*The Implementation of Know- Want- Learn (KWL) Strategy In Teaching Reading For Senior High School* " (Surabaya: U NESAs, 2010)

- b. “The implementation of KWL in teaching reading narrative text to the tenth grade students of MA NU Wali Songo. It was written by Nico Bustomi, the graduated from UNESA. The research questions are: 1). How are the classroom activities of the tenth grade students of MA Wali Songo when Know-Want-Learn strategy is implemented in teaching reading narrative text?, 2). How are the tenth grade students’ reading abilities of MA NU Wali Songo after the implementation of Know-Want-Learn strategy in teaching reading narrative text?, 3). How are the tenth grade students’ responses of MA NU Wali Songo toward the implementation of Know-Want-Learn strategy in teaching reading narrative text?<sup>28</sup> He finds that the students to be more active in teaching learning process of reading. In addition, students have good responses toward the implementation of the strategy. Students’ abilities in reading comprehension of narrative text. It is based on their score that they achieved in first cycle, second cycle, and the third cycle. He focused on classroom activities, students’ responses and the students’ ability through KWL to teach reading narrative text. He did it for senior high school. While the researcher wants to do this strategy in junior high school. In addition, the researcher focuses on students’ achievement.

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<sup>28</sup> Nico Bustomi: “*The Implementation of KWL In Teaching Reading Narrative Text To The Tenth Grade Students Of MA NU Wali Songo*” (Surabaya: UNESA, 2011)

- c. “Using Know-Want-Learn (KWL) strategy in teaching reading of news item of the tenth graders of SMA Negeri 1 Plaosan”. It is written by Silviana Wahyuningtyas Puspitasari. Her research questions are: 1). How was the implementation of Know-Want-Learn (KWL) strategy in teaching reading of news item to the tenth graders of SMA Negeri 1 Plaosan?, 2). How was the students’ ability in comprehending news item after being taught using Know-Want-Learn (KWL) strategy of SMA Negeri 1 Plaosan?, 3). How were the students’ responses toward the implementation of Know-Want-Learn (KWL) strategy in teaching reading of news item SMA Negeri 1 Plaosan?.<sup>29</sup> Teacher implemented the strategy through three phases of reading: pre-reading-whilst-and postreading. The KWL strategy is a good strategy in teaching reading of news item text. In addition, it is an effective and meaningful strategy for the students. The researcher focused on students’ competence (students’ score) in reading comprehension at senior high school.
- d. “Improved understanding of the material development of technology in social studies through KWL strategy grade IV at MI Tarbiyatul Athfal Sumurber Panceng Gresik”. It is written by Nur Afifah. The reasearch questions are: 1). How is the implementation of KWL strategy to

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<sup>29</sup> Silviana Wahyuningtyas Puspitasari: “*Using Know-Want-Learn (KWL) Strategy In Teaching Reading Of News Item To The Tenth Graders Of SMA Negeri 1Plaosan*” (Surabaya: UNESA, 2011)



increase understanding of the material development of technology in social studies of grade four at MI Tarbiyatul Athfal Sumurber Panceng Gresik?, 2). How is the level of fourth grade students improved understanding of the material development of technology in social studies through KWL strategy at MI Tarbiyatul Athfal Sumurber Panceng Gresik?.<sup>30</sup> She concludes that KWL strategy improve the students understanding the material. She analyzed the data through classroom action research (CAR). While, the researcher uses experimental design for collecting the data, and focuses on students' score.

- e. "The implementation of KWL strategy in improving students learning activeness in teaching PAI at SMK Negeri 1 Surabaya". It is written Sri Suryani that is graduated of IAIN Sunan Ampel Surabaya in Academic Year 2009. Her research questions are: 1). How is the implementation of KWL strategy at SMK Negeri 1 Surabaya?, 2). How is students learning activeness at SMK Negeri 1 Surabaya?, 3). How is the implementation of KWL strategy to improve students learning activeness at SMK Negeri 1 Surabaya?.<sup>31</sup> From the research question, she found that there is a good implementation of KWL strategy, and it can increase students learning

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<sup>30</sup> Nur Afifah: *"Improved understanding of the material development of technology in social studies through KWL strategy grade IV at MI Tarbiyatul Athfal Sumurber Panceng Gresik"* (Surabaya: IAIN Sunan Ampel, 2011)

<sup>31</sup> Sri Suryani: *"The implementation of KWL strategy in improving students learning activeness in teaching PAI at SMK Negeri 1 Surabaya"* (Surabaya: IAIN Sunan Ampel, 2009)

activeness in this material. In addition, the students learning activeness is good enough. She focused on the implementation of KWL strategy and students learning activeness. The researcher want to know the effect of KWL, and it is known through students score of reading comprehension.

There are many previous of the study that I found. Most of them do it in senior high school level, elementary school and in specific text. That is narrative text and news item. They focus on its implementation. While in this study, the researcher wants to do the implementation of KWL strategy to teach reading comprehension in grade VIII of SMPN 1 Kemlagi. In addition, the researcher wants to know how the effect of KWL strategy by calculating students' achievement.