



# IMPLEMENTING KWL STRATEGY TO IMPROVE READING COMPREHENSION OF RECOUNT TEXT IN VOCATIONAL SCHOOL LEVEL

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## ABSTRACT

Using the Classroom Action Research (CAR) approach, the main objective of this research was to ascertain whether the KWL strategy could improve students' reading comprehension of recount texts. 36 students from SMK Negeri 5 Denpasar's class X PH 3 were chosen at random to take part in the research. Questionnaires were used as secondary data for this study, while pre-test and post-test data were gathered as main data. The results indicated that only 4 students (11.11%) scored above the passing grade in the pre-test, while 32 students (88.89%) scored below it. Following the implementation of the KWL method in Cycle 1, the results of Post-Test 1 showed improvement, with 19 students (52.78%) achieving scores above the passing grade. Further progress was noted in Cycle 2, where 26 students (72.22%) scored above the passing grade. The mean score difference was 19.58 points between the pre-test and Post-Test 1, and 4.59 points between Post-Test 1 and Post-Test 2. These findings suggest that students' reading comprehension of recount texts can be enhanced through the KWL method. Additionally, the results of the questionnaire indicated that most students felt the strategy was implemented effectively. They believed that the KWL strategy improved their understanding of the text's main ideas, factual details, vocabulary, linguistic elements, text structure, and social functions. Furthermore, this strategy increased students' reading motivation and self-esteem. Therefore, the KWL strategy proved to be a valuable approach for teaching reading comprehension, particularly about recount texts.

**Keywords:** KWL Strategy, Reading Comprehension, Recount Text.

## INTRODUCTION

Reading ability is an ability that gives someone a way to broaden their horizons, grow their imagination, and develop the ability to think logically and dynamically. As the proverb says, "Reading is the window to the world". According to Habók et al. (2024) and Saptarina et al. (2024), reading is a skill that is learned by a student throughout life, both when undergoing education in and outside of school. They also added that, through good reading skills, a person will be closer to the opportunity to succeed, both in terms of education and work. In this case, it can be said that not only foreign language students must comprehend the ability to read, but all people who have advantages over other living creatures, namely the mind, must be able to master the ability to read and understand the content contained in a reading.

Reading is a process carried out by readers to enrich themselves in terms of knowledge and obtain certain information or messages conveyed by

the author through the medium of word order or written language. According to Manoharan and Ramachandran, (2023) and Elda et al., (2022) reading is communication that is carried out indirectly through writing between the author and the reader or vice versa, through the ability to understand a reading, there is an emotional exchange of experiences where the author conveys his feelings and experiences through a writing, which can then be felt by the readers. So, in this case, those who are good at understanding a reading will also automatically be good at processing and evaluating information appropriately. Students have a great desire for reading, therefore, it takes a lot of work to build a reading habit, help them understand the text, and make reading lessons enjoyable (Fergina et al., 2024). One of the foundations of a person's reading ability is comprehension, students will not be able to know and understand the contents of a reading if they do not have adequate reading comprehension, even though they are fluent in reading and pronouncing each vocabulary correctly in English (Potot et al., 2023).

Furthermore, issues with reading comprehension have long been a prevalent concern in educational contexts in Indonesia. Various studies have indicated that it is often challenging for the majority of students to grasp English texts. Ramadhianti and Somba, (2023) and Septia et al., (2022) noted that the difficulties students face in reading comprehension of English texts are distinguishing the main idea conveyed in the text and the supporting details, obtaining the main idea in each paragraph, understanding the vocabulary used, and drawing conclusions from the content or message contained in the text.

This statement is supported by the results of interviews in the initial study with English subject teachers at SMK Negeri 5 Denpasar, that students in the vocational school realm are dominant and prioritize the development of communication skills in English, orally or in speaking skills. This is because the major that students are interested in is "Hospitality", which in practice in the world of work, they will tend to communicate in English orally. In addition, students also have obstacles in mastering vocabulary, due to the lack of vocabulary they have, which can interfere with their focus on the process of understanding a given text. Then, there is also additional information obtained, namely the reading test scores of students tend to be low, where after being traced through interviews with three students, they have obstacles in mastering vocabulary, namely the lack of vocabulary they have, then do not understand the type of text and the general structure of the text given first, and are constrained in scanning and skimming to obtain the information needed in a text in a short time.

Based on several previous studies that discussed similar problems in this study, the authors found that, according to Ramadhianti and Somba, (2023), Septia et al., and (2022) (Anjarani and Sy, 2022) the main factors that cause students to experience difficulties in reading comprehension are firstly due to a lack of interest in learning to read, secondly the lack of English vocabulary, so that it is difficult to translate words in English reading texts into Indonesian, thirdly the limited school facilities so that it is difficult to provide English reading materials, and finally, the influence of the environment, where the family and the environment around the students are less supportive in improving their reading skills.

Considering the importance of reading skills and knowing the difficulties, as well as causal factors of students in the reading comprehension process, researchers conducted a study using the KWL (Know-Want to Know-Learned) strategy as a strategy for students to improve their reading comprehension skills. Through this strategy, students, especially at the vocational level, can explore their knowledge more widely and find answers to questions that arise related to the importance of mastering this reading skill. According to Ardiyan et al. (2020), the concept of KWL strategy is a strategy that reviews students' learning experiences regarding the material being discussed with the guidance of questions such as "what I know", "what I want

to know”, and “what I have learned”, so that the students’ learning experiences and what they have learned can be linked like putting together a puzzle of questions that appear in their heads related to the material.

<b>K</b> <b>(What I Know)</b>	<b>W</b> <b>(What I Want to Learn)</b>	<b>L</b> <b>(What I Learned)</b>
The students make a list of the topic of the recount text before they read the text.	The students can communicate relevant questions or express what they want to know about the topic of the recount text.	The students can explain what they have learned and the information they have gathered after reading the given recount text.

Previous research had been done to support the efficacy of using the KWL strategy, which was based on the principle mentioned above. According to the research findings of the first study by Rahmah et al. (2020), students with both good and poor reading habits may learn how to comprehend recount narratives using Edmodo media under the Know-Want-Learned (KWL) method. Second, Chamilo media in the Know-Want-Learned (KWL) strategy was also successful in teaching students with both good and poor reading habits how to comprehend recount narratives. These results were derived from experimental study using a 2x2 factorial design. Students from SMKN 1 Sragi Pekalongan’s classes X TKJ 1 and X TKJ 2 served as the study’s samples. The researchers employed tests, questionnaires, and observation tools to gather data. then examined using the ANOVA and T-Test techniques.

The second investigation was conducted by Yanti et al. (2020). According to this study, students’ reading comprehension skills were impacted by the application of the KWL method. The data’s outcomes, namely the t-test value of 11.28 with a degree of freedom (df) of 34 and the t-table value at a significant level of 0.05 of 2.042, demonstrated this. These findings demonstrated that the t-test value—11.28 > 2.042—was higher than the t-table. This indicated the acceptance of the alternative hypothesis (ha). Using a pre-experimental approach with a single group pre-test and post-test, the researchers analyzed the data using the t-test formula. This study used 35 tenth-grade students in class X IPA 1 SMAN 1 Cisaat Sukabumi as research subjects.

In the last study, Sari et al., (2023) found that 54 students in the twelfth grade at SMA Mandiri Palembang who received instruction using the K-W-L strategy had significantly higher reading comprehension achievement than those who did not receive instruction in the subjects. With df = 26 (1.705), the paired sample t-test produced data results in the form of p-output, which was 0.000 less than 0.05 and t-value 8.985 greater than t-table. The p-output 0.000 was less than 0.05, according to the independent sample t-test, and the t-value 5.022 was therefore greater than the t-table 1.674. According to the kind of research data presented, this study employed a non-equivalent pretest-posttest design research method in a quasi-experimental design.

One type of text used in this research to improve the students’ reading comprehension is the recount text. A recount text is a type of English text that retells past events or experiences. It typically describes actions or activities that occurred before the time the text was written, aiming to inform or entertain the reader by narrating real or imagined incidents from the past. This text has three general structures, namely orientation, events, and re-orientation (Rahmah et al., 2020; Sulistianti et al., 2024; Utami et al., 2020).

## METHOD

The method used to conduct the research is classroom action research (CAR). Classroom action research is a method that can be implemented to identify the most effective teaching strategies for improving students' abilities in the classroom (Putra et al., 2022). The four stages of classroom action research include planning, acting, observing, and reflecting, according to Kemmis and McTaggart (2013). These four phases make up each of the two cycles used to conduct this research. Before implementing the first cycle, an orientation test is administered to assess students' initial knowledge of reading comprehension. The steps of classroom action research are illustrated in Figure 1.

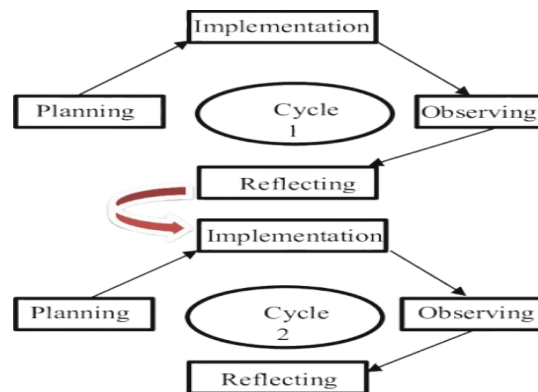


Figure 1. The Classroom Action Research

The subjects of this research are the tenth-grade students from the PH 3 class (Hospitality Class). There are 36 students selected as participants to assess their reading comprehension abilities using recount texts through the application of the KWL strategy. The setting of this research was conducted at SMK Negeri 5 Denpasar, a vocational high school located on Ratna Street No. 17, Sumerta Kauh, East Denpasar, Bali.

The researchers used tests and non-tests. The test included a pre-test and post-test, with 20 multiple-choice questions in each test. Meanwhile, the non-test is a questionnaire with closed-ended questions that consisted of 3-point Likert scale and 13 questions about students' responses in implementing the KWL strategy to improve their reading comprehension skill.

The data was analyzed using quantitative methods to obtain valid information about the research being conducted. The researcher compares two sets of scores to determine the level of improvement in reading comprehension: the pre-test, conducted before the implementation of the KWL strategy, and the post-test, conducted afterward. The comparison is based on the minimum mastery criterion (KKM), which is set at a score of 76. If 70% of students reach this score or higher than the determined score, the implementation of the KWL strategy is considered successful and appropriate for improving reading comprehension. In addition, the results of the questionnaire reflecting students' responses to the use of the KWL strategy also serve as a measure of success.

The analysis will be conducted using the following formula.

1. The formula to calculate the mean score of the pre-test and post-test

$$X = \frac{\sum x}{n} \qquad Y = \frac{\sum y}{n}$$

Notes:

X: Mean of pre-test scores

Y: Mean of post-test scores

n: Number of the data

$\sum x$ : The sum of pre-test scores

$\sum y$ : The sum of post-test scores

2. The formula to calculate the percentage of the student's score

$$P = \frac{F}{N} \times 100$$

Notes:

*P*: Rate Percentage

*F*: Frequency

*N*: The total number of students

## RESULT AND DISCUSSION

Three different exam types served as the basis for the test. Pre-test, post-test 1, and post-test 2 were all available. Prior to administering the KWL strategy treatment, the pre-test was completed. Post-test 1 was then administered following the KWL strategy treatment in the first cycle, and post-test 2 was administered following the completion of the reflection in cycle 1 and the continuation of cycle 2 following the KWL strategy treatment. After obtaining the students' pre-test, post-test 1, and post-test 2 scores, the researcher analyzed and displayed the results in the table below:

No. (Students)	Passing Grade	Pre-Test	Category	Post-Test 1	Category	Post-Test 2	Category
S1	76	50	Incomplete	75	Incomplete	80	Complete
S2	76	70	Incomplete	80	Complete	90	Complete
S3	76	60	Incomplete	80	Complete	80	Complete
S4	76	40	Incomplete	70	Incomplete	90	Complete
S5	76	50	Incomplete	80	Complete	80	Complete
S6	76	50	Incomplete	75	Incomplete	75	Incomplete
S7	76	65	Incomplete	80	Complete	85	Complete
S8	76	25	Incomplete	65	Incomplete	75	Incomplete
S9	76	70	Incomplete	80	Complete	85	Complete
S10	76	55	Incomplete	70	Incomplete	70	Incomplete
S11	76	80	Complete	85	Complete	80	Complete
S12	76	70	Incomplete	80	Complete	80	Complete
S13	76	25	Incomplete	60	Incomplete	65	Incomplete
S14	76	50	Incomplete	80	Complete	90	Complete
S15	76	65	Incomplete	85	Complete	80	Complete
S16	76	60	Incomplete	80	Complete	85	Complete
S17	76	90	Complete	90	Complete	90	Complete
S18	76	50	Incomplete	65	Incomplete	90	Complete
S19	76	50	Incomplete	75	Incomplete	75	Incomplete
S20	76	30	Incomplete	65	Incomplete	65	Incomplete
S21	76	40	Incomplete	65	Incomplete	70	Incomplete
S22	76	55	Incomplete	70	Incomplete	80	Complete
S23	76	60	Incomplete	80	Complete	80	Complete
S24	76	65	Incomplete	80	Complete	80	Complete
S25	76	50	Incomplete	75	Incomplete	80	Complete
S26	76	25	Incomplete	75	Incomplete	75	Incomplete
S27	76	65	Incomplete	80	Complete	85	Complete
S28	76	30	Incomplete	60	Incomplete	65	Incomplete
S29	76	50	Incomplete	70	Incomplete	75	Incomplete
S30	76	90	Complete	90	Complete	95	Complete
S31	76	75	Incomplete	80	Complete	80	Complete
S32	76	75	Incomplete	80	Complete	90	Complete
S33	76	70	Incomplete	80	Complete	90	Complete
S34	76	85	Complete	85	Complete	80	Complete
S35	76	50	Incomplete	75	Incomplete	85	Complete
S36	76	40	Incomplete	70	Incomplete	80	Complete
<b>Total</b>			<b>1990</b>		<b>2735</b>		<b>2900</b>
<b>Mean</b>			<b>56.39</b>		<b>75.97</b>		<b>80.56</b>
<b>High Score</b>			<b>90</b>		<b>90</b>		<b>95</b>
<b>Low Score</b>			<b>30</b>		<b>60</b>		<b>65</b>

Table 1. The students' scores of Pre-Test, Post-Test 1, and Post-Test 2

No.	Grade	Pre-Test		Post-Test 1		Post-Test 2		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1.	<76	32	88.89%	17	47.22%	10	27.78%	Incomplete
2.	>76	4	11.11%	19	52.78%	26	72.22%	Complete
<b>TOTAL</b>		<b>36</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	

Table 2. The percentage of the frequency of Pre-Test, Post-Test 1, and Post-Test 2

Based on the data in that was shown in Table 2, the results of the study showed that before treatment, the frequency of students who took the pre-test, which was 32 students, or (88.89%) students obtained a score below the passing grade, while 4 students or (11.11%) students obtained a score that was able to exceed and pass the passing grade. However, the data obtained showed an increase in the ability to understand the reading recount text of students after implementing learning using the KWL strategy as part of the treatment in cycle 1 and cycle 2. Cycle 1 showed that the percentage of students who obtained scores above the passing grade in post-test 1 was higher than the percentage in the pre-test. The post-test 1 results showed that as many as 17 students (47.22%) obtained scores below the passing grade, and as many as 19 students (52.78%) students who obtained scores over the passing grade. Also in cycle 2, it was presented that 10 students (27.78%) obtained scores below the passing grade, and as many as 26 students (72.22%) students who obtained scores over the passing grade. Then, the mean score of pre-test, post-test 1, and post-test 2 must be compared to find out whether students' reading comprehension had improved or not. The comparison of students' mean scores was presented in the following table so that the difference between the mean pre-test, post-test 1, and post-test 2 scores was easier to see. If the mean score of the final test was higher than the average score of the initial test, then it could be said that students' ability to understand the reading recount text had increased.

Test	Mean Score
Pre-Test	56.39
Post-Test 1	75.97
<b>Difference</b>	<b>19.58</b>
Post-Test 1	75.97
Post-Test 2	80.56
<b>Difference</b>	<b>4.59</b>

Table 3. The difference in the mean score of the Pre-Test, Post-Test 1, and Post-Test 2

According to Table 3, there was 19.58 mean score difference between the pre-test and post-test 1, and 4.59 mean score difference between post-test 1 and post-test 2. The mean score on post-test 1 was higher than the mean score on the pre-test, and the mean score on post-test 2 was likewise higher than the mean score on post-test 1, according to the table. Furthermore, these findings indicated that following the KWL strategy treatment, the majority of students were able to enhance their reading comprehension abilities for recount texts. Thus, it might be concluded that this was compelling proof that students' reading comprehension of recount texts could be enhanced by the KWL strategy treatment.

To support the main data that was gained from the tests, the researchers also sent a questionnaire to obtain the students' perception of the implementation of the implementation of KWL strategy at SMKN 5 Denpasar in improving students' reading comprehension in recount text. Based on the results obtained from the questionnaire, the researcher presented the results of the findings through the process of calculating and presenting the resulting data, as can be seen from the following table:

No.	Indicator	Percentages per Score Category		
		Disagree	Neutral	Agree
1.	Main Idea	0.00%	27.78%	72.22%
2.	Factual or Detailed Information	0.00%	22.22%	77.78%
3.	Vocabulary	0.00%	25.00%	75.00%
4.	Referent	0.00%	5.56%	94.44%
5.	Inference	0.00%	20.14%	79.86%
6.	Teaching Method	0.00%	21.11%	78.89%

Table 4.9 The Recapitulation of Percentage per Indicator

Based on the data presented in Table 4.9, the researcher concluded that the implementation of the KWL strategy was effective in improving students' reading comprehension of recount texts. Based on the first indicator, 0.00% of students chose to disagree, 27.78% of students chose to be neutral, and 72.22% of students agreed that the implementation of the KWL strategy was effective in making it easier for students to obtain information related to the main idea in a recount text.

Referring to the second indicator was about the implementation of the KWL strategy, which made it easier for students to find factual or detailed information in a recount text. It could be seen that 0.00% of students chose to disagree, 22.22% of students chose to be neutral, and 77.78% of students agreed.

Furthermore, for indicator number 3, which was about vocabulary mastery in a recount text. It could be seen that 0.00% of students chose to disagree, 25.00% of students chose to be neutral, and as many as 75.00% of students chose to agree that the implementation of the KWL teaching strategy could help them master English vocabulary in terms of recognizing synonyms and antonyms of words.

Moreover, for the fourth indicator, namely referent, it could be seen that 0.00% of students chose to disagree, 5.56% of students chose neutral, and 94.44% of students chose to agree that the application of the KWL strategy could help them in determining the structure of a recount text when analyzing answering certain questions that involve the text structure.

Next, the fifth indicator, regarding inference, could be realized that 0.00% of students chose to disagree, 20.14% of students chose to be neutral, and 79.86% of students chose to agree that the application of the KWL strategy could help them to be more confident in understanding the contents of the recount text as a whole, determining the social function of a recount text, and being able to conclude the reading contained in the recount text given.

The last indicator, namely regarding the teaching method, obtained as many as 0.00% of students chose to disagree, as many as 21.11% of students chose to be neutral, and as many as 78.89% of students chose to agree that the application of the KWL strategy could make the process of reading and understanding recount texts more enjoyable and motivating for students. In addition, through this strategy, students also found it easier to understand the material because the teacher's explanation was more focused and clear. Students could also get direct feedback and high motivation from the teacher, so that students were more helped and facilitated by the teacher in the process of learning to understand reading recount texts.

Based on the results of the questionnaire that had been described above, it could be inferred that the implementation of the KWL strategy was effective in improving students' reading comprehension of recount text. All indicators displayed showed a high percentage in the agreed category, with the majority of students feeling helped in finding main ideas, factual or detailed information, vocabulary mastery, determining references, drawing conclusions, and understanding the structure and social function of recount text. In addition, this strategy also made the learning process more enjoyable, motivating, and made it easier for students to understand, thanks to the teacher's clear explanation and direct feedback provided.

After concluding the findings about the students' reading comprehension in recount text through KWL strategy at SMKN 5 Denpasar and their perception toward the implementation of KWL strategy in improving their reading comprehension in recount text, it could be discussed as follows:

The researcher found that the implementation of the KWL strategy in class X PH 3 SMKN 5 Denpasar was able to improve students' reading comprehension in recount text. This could be considered from the data obtained through the tests conducted and the questionnaires given. The tests conducted consisted of a pre-test, post-test 1 in cycle 1, and post-test 2 in cycle 2. In the results, the pre-test score obtained was lower than the post-test 1 and

post-test 2 scores. The difference in the mean pre-test and post-test 1 scores, namely, with the mean pre-test score of 56.39 and post-test 1 with the mean score of 75.97. Before the implementation of cycle 1 or the treatment was given, the results showed that as many as 32 students, or 88.89% of students had not been able to obtain a score that exceeded the passing grade and only 4 students, or 11.11% of students managed to obtain a score that exceeded the passing grade. However, after cycle 1 was implemented or treatment was given, the results of the study showed that 17 students, or 47.22% of students had not been able to obtain scores exceeding the passing grade and there was a significant increase, where 19 students, or 52.78% of students managed to obtain scores exceeding the passing grade. Afterward, there was a satisfactory increase in the students' reading comprehension of recount text, which was shown through an increase in the mean score obtained in post-test 2 in the implementation of cycle 2 compared to the mean score of pre-test and post-test 1, which was 80.56. In cycle 2 was found that there were only 10 students, or 27.78%, who had not been able to exceed the passing grade, but as many as 26 students, or 72.22% of students, had succeeded in exceeding the passing grade.

The results of the study showed that teaching reading comprehension to eleventh-grade students at SMA Negeri 1 Darul Imarah using the KWL strategy was successful because the students' reading comprehension skills improved, as evidenced by the two groups' t-score post-test of 2.19 and the t-table degrees of freedom 60-2 (58) of 1.67. These results were consistent with a study conducted by Faudi et al. (2020). As a result, the t-score exceeded the t-table ( $2.19 > 1.67$ ). Additionally, according to Laoli (2021), KWL was developed to give pupils practice reading and comprehending texts. This method was a successful pre-assessment tool since it highlighted students' prior knowledge and areas of interest in a subject.

In supporting the data obtained by the researcher through the pre-test and post-test, the researcher also collected supporting data by sending questionnaires to examine the students' responses to the implementation of the KWL strategy on strategies that can help them improve their reading comprehension of recount texts. The results of the questionnaire showed that the majority of students agreed that the use of the KWL strategy had a good impact in helping them improve their ability to read recount texts. This can be explained as follows, as many as 72.22% of students agreed that the implementation of the KWL strategy was effective in making it easier for students to obtain information related to the main idea in a recount text, then 77.78% of students agreed that this strategy could make it easier for students to find factual or detailed information in a recount text, as many as 75.00% of students chose to agree that the implementation of the KWL strategy could help them master English vocabulary in terms of recognizing synonyms and antonyms of words. Besides, 94.44% of students also chose to agree that the KWL strategy could help them in determining the structure of a recount text when analyzing and answering certain questions that involve the text structure. Next, 79.86% of students tended to agree that the KWL strategy could help them to be more confident in understanding the contents of the recount text, determining the social function of a recount text, and being able to conclude the reading contained in the recount text given. Moreover, 78.89% of students confidently chose to agree that the KWL strategy could make the process of reading and understanding recount texts more enjoyable and motivating for students. Through this strategy, students also found it easier to understand the material because the teacher's explanation was more focused and clearer. Students could also get direct feedback and high motivation from the teacher, so that students were more helped and facilitated by the teacher in the process of learning to understand reading recount texts. The results of this study, in line with the results of research conducted by Nanda and Pratama, (2021) and Putri et al., (2023), it was found that through the application of the KWL strategy, students became more active and enthusiastic in learning reading,

were able to increase their concentration in reading comprehension, and helped them in making it easier to understand the reading texts given.

## CONCLUSION

The use of the KWL (Know, Want to Know, Learned) strategy could greatly improve students' reading comprehension abilities in recount text in X PH 3 class at SMKN 5 Denpasar, regarding the findings and discussions that had been presented in the previous chapter of this research. Pre-test, post-test 1, and post-test 2 findings all demonstrated an upward tendency in students' mean scores as well as a rise in the proportion of students who successfully exceeded the passing grade score, indicating this improvement. Furthermore, the questionnaire's results demonstrated that most students had positive perceptions of the application of the KWL method. They believed that this method improved their comprehension of the recount text's main idea, facts or detailed information, language features, vocabulary, text structure, and social function of the text. Additionally, this strategy was also considered to increase students' reading confidence and motivation to improve their reading comprehension. As a result, the KWL strategy could be a useful substitute for teaching reading comprehension, particularly when it comes to recount text.

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