

**INTEGRATING KWL (KNOW-WANT-LEARNED) STRATEGY WITH THINK
PAIR SHARE TO IMPROVE STUDENTS'
READING COMPREHENSION**

A Thesis

By:

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**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

ABSTRACT
INTEGRATING KWL (KNOW-WANT-LEARNED) STRATEGY WITH THINK
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This study aimed to (1) find out whether the integration of KWL Strategy with Think Pair Share improves students' reading comprehension, (2) find out whether the integrated KWL (Know-Want-Learn) strategy with Think Pair Share improves students' reading comprehension better than the Original KWL Strategy and (3) find out which aspect of reading improves the most after the students are being taught through the integrated of KWL Strategy with Think Pair Share compared to the original KWL Strategy. This research employed a quantitative method. The study was conducted with first-grade students at SMPN 14 Bandar Lampung. Two classes were used: the experimental class, consisting of 31 students, used KWL integrated with Think-Pair-Share strategy, while the control class, also consisting of 31 students, used the original KWL strategy.

The results showed that (1) the mean score in the experimental class increased from 57.677 in the pre-test to 79.355 in the post-test, indicating a significant improvement., this improvement also supported by statistical result with a Sig. (2-tailed) value less than 0.001. (2) The post-test results revealed that the integrated strategy was better than the original one. The experimental class had a mean score of 79.35, while the control class scored 70.32. The t-test showed a Sig. (2-tailed) value of 0.003 (< 0.05), indicating a significant difference between the two groups. (3) Vocabulary showed the highest improvement. In the experimental class, vocabulary scores increased by 82 points (from 104 to 186), a 37.78% gain, while the control class improved by only 17 points (from 108 to 125), a 7.83% gain. These findings show that integrating the KWL strategy with Think Pair Share improved students' reading comprehension, especially vocabulary.

Keywords: KWL, Think Pair Share, Reading Comprehension

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A Thesis

**Submitted in a Partial Fulfillment of
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in

**Language and Arts Education Department
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**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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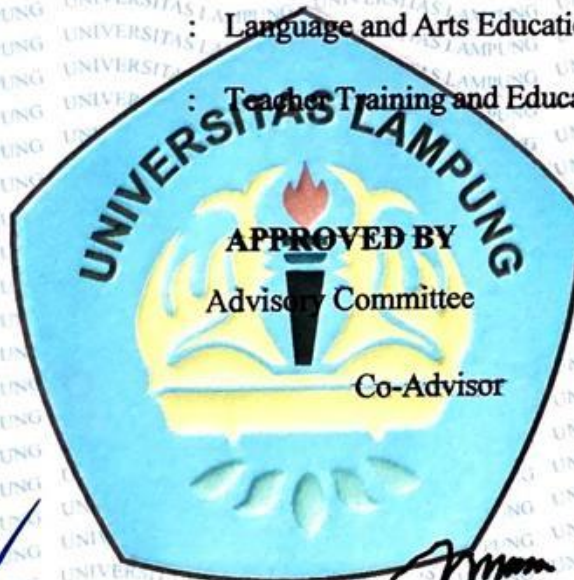
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CURRICULUM VITAE

The researcher's name is Nur Azizah Sambuaga. She was born on June 29, 2000, in Bandar Lampung. She is the first child of Denny Sambuaga and Wastanila, S.E. She has a younger brother, Arif Rachman Sambuaga.

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DEDICATION

All praise and gratitude are solely for Allah SWT, whose infinite mercy and countless blessings continue to guide and strengthen His servant. I proudly dedicate

this thesis to the following:

- ❖ My deepest gratitude goes to my parents, Denny Sambuaga and Wastanila, S.E., whose unwavering support, love, and encouragement have been the foundation of my journey. Their belief in me has given me the strength to keep moving forward.
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MOTTO

“And will provide for them from an unexpected source; Allah will be enough for those who put their trust in Him. Allah achieves His purpose; Allah has set a due measure for everything.”

--(At-Talaq: 3)

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The writer acknowledges the limitations within this study and welcomes constructive input and suggestions for improvements that can guide future research.

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I. INTRODUCTION

This chapter discusses several points: introduction that deals with background of the problem, research questions, objectives of the research, scope of the research, use of the study, definition of terms are clarified as follows.

1.1. Background

Reading is a fundamental skill in language learning and serves as the foundation for acquiring knowledge (Cimmiyotti, 2013). It involves not only recognizing words but also understanding and interpreting meaning from the text (Linse, 2005). McDonough and Shaw (2013) emphasize that reading is the most crucial language skill, as it enables students to process information effectively.

Furthermore, reading requires the ability to comprehend texts in order to fully grasp the author's intended message. Wilma and Block (2000) define comprehension as the process of constructing meaning from printed material, while Rubin (1982) describes it as a complex cognitive process that requires various skills. The goal of reading comprehension extends beyond merely reading; it involves grasping the context and message conveyed by the author. Therefore, students need to connect the information they read with the knowledge they have and provide relevant conclusions. In education, this skill is very important as students often interact with various texts, including descriptive texts.

Anderson and Anderson (2003) explain that descriptive text presents specific details without personal opinions, while Siti et al. (2015) highlight its role in

creating visual representations. Bosede et al. (2016) add that it describes objects, people, or locations in detail, usually using the simple present tense. Structurally, it consists of identification and description (Zulaikah, 2018). Effective descriptive reading involves interpreting these details to construct clear mental representations, requiring strong vocabulary knowledge and the ability to recognize descriptive cues within the text. Therefore, engaging with descriptive text is a cognitively demanding process that enhances students' comprehension and visualization skills. However, despite its importance, reading comprehension remains a challenge for many students. This is evident from the 2018 PISA (Program for International Student Assessment) results, which assessed 15-year-old students' reading literacy across various countries. The data showed that only 30% of Indonesian students were able to reach level 2, the minimum proficiency level. This indicates that the majority of students struggled with fundamental reading skills. This result highlights a mismatch between the high cognitive demands of the PISA framework and the actual reading ability of many Indonesian students. In other words, while PISA assesses higher-order thinking and complex comprehension, many Indonesian learners are still developing basic reading skills, suggesting the urgent need for more effective and interactive teaching strategies that can bridge this gap.

Students often face various challenges in reading comprehension, particularly in descriptive texts. According to Nuttall (1982), common difficulties include understanding the author's point about the topic, locating references, learning the meaning of new words, drawing conclusions based on the text, and grasping detailed information. These issues were apparent in an informal interview conducted at SMPN 14 Bandar Lampung, where students reported struggling with

vocabulary limitations, difficult in understanding implicit information, and challenges in distinguishing between main ideas and supporting details. Such difficulties highlight the need for effective instructional strategies to enhance students' reading comprehension. Related to the problems that occur, it can be stated that most of the problems are linked or related to the aspect of the reading

These challenges are caused by both internal and external factors. Internal factors include age, learning motivation, and learning style, while external factors relate to teaching strategies used by educators (Nyoman, 2013). Therefore, teachers must find out the problems faced by students during the learning process to provide appropriate learning strategies that suit students in learning English, especially in reading. Inappropriate teaching strategies can hinder students' reading comprehension skills

To overcome students' difficulties in reading comprehension, appropriate teaching strategies must be applied. Using the right teaching strategy is expected to help students understand the text easily. There are several strategies to teach reading comprehension, and one of the effective strategies is the KWL (Know-Want-Learned) strategy first developed by Ogle (1986). KWL strategy considered effective because it contains three-step process that can encourages students to activate prior knowledge, set reading goals, and reflect on what they have learned. Previous research (e.g., Suhaimi, 2020; Nelson et al., 2018; Bustami et al., 2019) has shown the effectiveness of KWL in improving students' reading comprehension.

However, despite its advantages, KWL has some limitations. Ibrahim (2012) highlights that KWL is less effective for students with no prior knowledge, requires a long time to complete, and may cause disengagement. Some students also struggle to complete the KWL chart individually. Pakpahan (2017) further suggests that the QAR (Question-Answer Relationship) strategy is more effective than KWL because KWL focuses too much on student-centered learning, potentially reducing its effectiveness. To address these limitations, there is a collaborative learning strategy that encourages students to work together to solve problems or answer questions. This strategy is called Think Pair Share.

Think-Pair-Share (TPS) is a collaborative learning strategy that encourages students to work together to discuss and solve problems. TPS, developed by Lyman (1981), is an interactive strategy in which students first think individually about a question, then discuss their answers with a partner, and finally share their ideas with the class. This approach fosters active participation and deeper understanding (Slavin, 1995). Research on TPS (Ageasta and Oktavia, 2018; Erika et al., 2019; Nasir, 2017) has shown that this strategy enhances student participation, promotes knowledge sharing, and significantly improves reading comprehension.

Combining the KWL strategy with Think Pair Share is intended to overcome the weaknesses of the KWL strategy by addressing the five key aspects of reading: determining the main idea, finding specific information, reference, inference, and vocabulary. However, a study from Elisa et al. (2017) find out that the most improved aspect after the students were being taught by original KWL strategy was identifying main idea, and the least improved aspect was vocabulary. Based on the

previous finding, this current research tried to find out whether the KWL strategy with Think Pair Share can improve vocabulary as the least improvement aspect. Combining KWL with Think Pair Share is a promising approach to improving students' reading comprehension. KWL helps students activate prior knowledge and organize their thoughts, while TPS encourages discussion and clarification of ideas. By integrating these strategies, students are not only complete their KWL charts but also engage in peer discussions, leading to a more comprehensive understanding of the text. Therefore, integrating KWL with TPS is expected to enhance students' reading comprehension, specifically in reading descriptive text. Since no studies have specifically explored the combination of KWL and TPS for reading comprehension improvement, this research aimed to fill that gap. The researcher believes that this integration can help students overcome reading difficulties, engage in active learning, and develop better comprehension skills. Thus, this study focused on **"Integrating KWL (Know-Want-Learned) Strategy with Think-Pair-Share to Improve Students' Reading Comprehension."**

1.2. Research Question

Dealing with the issues presented in the background, this study is intended to answer these following research questions:

1. Is there any improvement in students' reading comprehension using the KWL (Know-Want-Learned) strategy integrated with Think Pair Share?
2. Is the integrated KWL (Know-Want-Learned) strategy with Think Pair Share better than the original KWL Strategy in improving students' reading comprehension?

3. Which aspect of reading comprehension improves the most after the students are taught through the KWL (Know-Want-Learned) strategy integrated with Think Pair Share compared to the original KWL strategy?

1.3. Objectives

Regarding with the problems above, this research intends to find out the following purposes:

1. To find out whether there is an improvement in students' reading comprehension after being taught using the KWL (Know-Want-Learned) strategy integrated with Think-Pair-Share.
2. To find out whether the integrated KWL (Know-Want-Learn) strategy with Think Pair Share improves students' reading comprehension better than the Original KWL strategy.
3. To find out which aspect of reading comprehension improves the most after students are taught through the KWL (Know-Want-Learned) strategy integrated with Think-Pair-Share compared to the original KWL strategy.

1.4. Uses

There are two kinds of the uses in this research, they are:

1. Theoretically, the finding of this research might be helpful in supporting previous study about KWL Learning Strategy with Think Pair Share for improving reading comprehension
2. Practically

For the teachers, the findings of this study are expected to provide teachers with new insights that might be in the future used as guidelines in teaching and improving students' reading comprehension.

For the students, the findings of this study are expected to help the students find a suitable interesting strategy for reading that can make them comprehend the text.

For further researchers, the findings of this study are expected to be a reference and also help them, especially those who conduct research on the same topic.

1.5. Scope

In this case, this research was concerned with investigating students' reading comprehension as the result of integrating KWL learning strategy with Think Pair Share.

This research was limited to the investigation of the use of Original KWL Learning Strategy and KWL strategy integrated with Think Pair Share. In this research, the researcher used Descriptive text as a reading material. The Original KWL strategy was applied by giving students chart of KWL while the other one was applied by integrating KWL Strategy with Think Pair Share by pairing the students to full fill the KWL Chart and make a discussion about the topic in order to develop their prior knowledge, develop a conceptual understanding of a topic, develop the ability to filter information, and write a report. Furthermore, the researcher evaluated students' reading comprehension in accordance with some aspects of reading, such as main idea, vocabulary, reference, inference, and specific information.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are some terms which are related to the research:

1. Reading is about observing and capturing information to gain knowledge. This involves recognizing and comprehending words or symbols in various texts like books, newspapers, and advertisements.
2. Reading comprehension is more than just understanding words. It involves capturing key messages, understanding information, and acquiring meaning from the text.
3. KWL is a learning strategy for guiding students through the learning process by organizing their thoughts into what they already know, what they want to learn, and what they have learned.
4. Think Pair Share is a cooperative learning strategy that promotes active participation and collaboration by having students think individually, discuss with a partner, and share with the class.
5. Aspects of reading involves identifying the main idea, finding specific information, using reference materials to understand unfamiliar concepts, making logical inferences, and having a strong vocabulary to comprehend the text.

The components above including background, research question, objectives, uses, scope, and definition of terms are considered as essential framework of this study.

Further elaboration on the concept are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter provides a literature review related to the research problem. Reading, Reading comprehension, KWL Strategy, Think Pair Share, previous studies, theoretical assumption, and the hypotheses of the research are clarified as follows:

2.1. Reading

Reading is a set of skills involved in understanding and interpreting meaning from the printed word (Linse, 2005). It is an active process that includes both recognition and comprehension of written symbols (Patel & Jain, 2008). In other words, reading is the process of gaining information by understanding the meaning of what is written.

According to Khalifa and Weir (2009), reading is the process of receiving information conveyed through print and transforming it into meaningful language. Similarly, Grabe and Stoller (2013) define reading as the ability to extract meaning from printed text and interpret the information accurately. These definitions highlight that reading is not only about seeing words but also about processing and understanding the ideas behind them.

Furthermore, Camille (2008) explains that reading involves obtaining information and ideas from various sources such as books, newspapers, advertisements, and letters. This ability is especially important for students, as it helps them build their reading skills, activate prior knowledge, and acquire new information. Therefore,

reading can be seen as a complex, meaningful activity that supports learning and personal development.

From all the definitions above, it is clear that reading is a crucial skill in language learning. It involves observing and capturing information to gain knowledge. Reading plays a fundamental role in helping learners access, interpret, and comprehend information throughout the learning process. It also supports the development of essential skills, activates prior knowledge, and facilitates the acquisition of new ideas. Overall, reading is an essential part of learning that enables individuals to understand and engage with written materials effectively.

2.1.1. Aspects of Reading

According to Nuttall (1982), there are five aspects of reading which should be understood by the students to comprehend the text such as:

- 1) Determining the main idea: Students should be able to identify the main idea of a text, which is the most important point that the author is trying to convey.
- 2) Finding specific information: Students should be able to locate specific information in a text, such as dates, names, and places.
- 3) Reference: Students should be able to use materials, such as dictionaries and encyclopedias, to help them understand unfamiliar words and concepts.
- 4) Inference: Students should be able to make inferences, which are logical guesses based on the information presented in the text.
- 5) Vocabulary: Students should have a strong vocabulary to understand the meaning of words in the text.

Furthermore, according to Brown (2003), students need to grasp five key aspects of reading to understand a text:

- 1) **Factual Information:** Readers must be able to locate factual details, typically identified by question words like who, what, where, when, why, and how. Questions about factual information can cover areas such as reasons, purposes, results, times, and comparisons.
- 2) **Main Idea:** Readers should be capable of identifying the main idea, which is the central point the writer develops into a paragraph.
- 3) **Vocabulary Meaning in Context:** Readers need to determine the meanings of vocabulary words within the context of the text. This helps them make educated guesses about unfamiliar words by associating them with the context.
- 4) **Identifying References:** Readers should be able to recognize references, which prevents the text from becoming monotonous by avoiding the repeated use of the same words or phrases. Common reference words include it, she, he, they, and this.
- 5) **Inferences:** Readers must be able to understand the implied conclusions that the author suggests in the text.

In summary, both Nuttall (1982) and Brown (2003) highlight key aspects of reading comprehension that students must master to understand a text effectively. Nuttall emphasizes five aspects: determining the main idea, finding specific information, using references, making inferences, and vocabulary knowledge. Similarly, Brown also identifies five aspects: recognizing factual information, identifying the main idea, understanding vocabulary meaning in context, identifying references, and

making inferences. The researcher decides to apply the aspect of reading by Nuttall (1982) in evaluating students reading comprehension because the five aspects provide a comprehensive framework for evaluating reading comprehension, ensuring students grasp the overall message, pay attention to details, handle unfamiliar words and concepts, think critically, and fully engage with the text. This evaluation helps identify strengths and areas for improvement, allowing for targeted strategies to enhance reading skills effectively.

2.1.2 The Purpose of Reading

According to Grabe and Stoller (2002), the purposes of reading are:

1. Reading to search for simple information

Reading involves finding specific information in a text, such as dates, names, and places. This type of reading is often used when looking up information in a dictionary, encyclopedia, or other reference material.

2. Reading to skim quickly

Reading involves scanning a text to get a general idea of its content. Skimming is often used when previewing a text to determine whether it is relevant to the reader's needs.

3. Reading to learn from the text

Reading is a way to gain new knowledge and understanding of the text. This type of reading is often used when studying for an exam or researching a topic.

4. Reading to integrate information, write, and critique text

This purpose of reading involves analyzing and synthesizing information from multiple sources to write and critique text. It is often used when writing research papers or other types of academic writing.

5. Reading for general understanding

This type of reading involves comprehending the overall meaning of a text. It is often used when reading for pleasure, news articles, or other types of non-fiction.

According to the explanation above, based on Grabe and Stoller (2002) there are 5 purposes of reading which play an important role in acquiring information, expanding knowledge, and sharpening various skills, including critical thinking, analytical writing, and effective communication. Reading is a multifunctional tool that serves various needs, from finding specific details to gaining a deep understanding of complex topics.

2.2. Teaching Reading

According to Alyousef (2005), teaching reading involves a three-phase approach, including pre-, while-, and post-reading stages.

- 1) **Pre-reading Stage:** This initial phase prepares students to engage with the upcoming text. Teachers can employ various strategies to stimulate students' curiosity and activate their relevant background knowledge or schemas. One effective method is to initiate discussions or pose thought-provoking questions related to the content of the text. By doing so, students can connect between their existing knowledge and the new material will encounter, enhancing their comprehension and retention.

- 2) **While-reading Stage:** During this phase, the focus is on actively enhancing students' skills in understanding and analyzing the text. Interactive processes are employed to encourage students to engage with the material in a more profound and meaningful way. Teachers may encourage students to ask questions, make predictions, and summarize key points, fostering a deeper understanding of the text and its underlying concepts. The goal is to facilitate a dynamic learning environment that promotes critical thinking and active engagement with the content.
- 3) **Post-reading Stage:** This final phase reinforces the students' comprehension of the text. Activities are designed to solidify their understanding and encourage reflection on the material they have just read. These activities may include matching exercises to test understanding, close exercises to analyze specific aspects of the text in detail, rearranging jumbled sentences to test understanding of the text's structure, and answering comprehension questions to assess the depth of their understanding. The aim is to consolidate the knowledge gained from the reading, fostering a comprehensive and lasting grasp of the text's key concepts.

According to Elif and Gamze (2009), teaching reading involves three stages:

- 1) **Pre-reading stage:** This phase students are prepared before they start to read the text. These stages include introducing a text and providing background knowledge. For example, discussing about the type of text and the author of the text, brainstorming some related ideas, reviewing known and familiar stories to connect with new ones, and reviewing illustrations and headings.

Skimming and scanning the text will help students understand the structure, main points, and further directions.

- 2) While reading stage: This stage occurs during the reading process itself. It will help students develop effective reading strategies and improve their comprehension of the text. Reading strategies can vary based on the individual needs, but they can involve analyzing sentence structure and syntax, reading for specific information, and using a dictionary effectively. Teachers will guide this process with some activities such as "guided reading" sheets designed to practice the reading.
- 3) Post-reading stage: This stage will be conducted after students have finished their reading session. In the beginning, this stage will check the students' comprehension but then move towards a deeper text analysis. The aim is not just to recall information, but also to facilitate student's deeper understanding. The stage can be group discussions to explore what has been understood, clarify misconceptions, and analyze the deeper meanings and implications of the text. Different text types may require different strategies.

In essence, the three stages of reading—pre-reading, while-reading, and post-reading each plays a crucial role in enhancing students' comprehension and engagement with texts. During the pre-reading stage, teachers prepare students by stimulating curiosity and connecting new material to their existing knowledge. The while-reading stage focuses on actively engaging students through questioning, predicting, and summarizing, fostering a deeper understanding of the text. In the post-reading stage, activities are designed to solidify comprehension and encourage reflection, ensuring a thorough grasp of the text's key concepts. These stages create

a dynamic and effective reading process that promotes critical thinking and lasting retention. This approach to teaching Reading is a comprehensive and structured method that guides students from preparation to active engagement and, finally, reinforcement of their understanding. This method encourages the absorption of information, and critical thinking, thus making the learning process more meaningful and lasting.

2.2.1. Concept of Reading Comprehension

Reading comprehension is understanding the written word, the content being read, and constructing meaning from the text (Healy, 2002). Reading comprehension involves more than just interpreting the words on the page. Comprehension includes capturing the intended message, understanding the information presented, and obtaining meaning from the text.

Reading comprehension can be characterized as a cognitive activity in which readers recognize a concept, comprehend it based on their own experiences, and interpret it concerning their personal requirements and objectives (Khoiriyah, 2010). From the statement above, reading comprehension is not just the process of understanding the words on a page, but it involves a complex cognitive engagement with the text. It indicates that readers actively perceive and identify ideas presented in the text, understand these ideas by relating them to their own background knowledge and experiences, and interpret the information in terms of their specific needs and goals.

From the definition above, it can be stated that reading comprehension is more than just understanding words. It involves capturing key messages, understanding

information, and acquiring meaning from the text. This process requires active involvement with the content, connecting it to personal experiences, and interpreting it according to individual needs and goals. Reading comprehension is essentially about understanding and connecting with the text on a more deeply.

2.2.2. Materials in Teaching Reading: Descriptive Text

According to Anderson and Anderson (2003), descriptive text describe a specific thing it can be a person, a place or a thing. It is means that descriptive text specifically designed for a person, place, or thing. They also state that talk about the topic, describing it without including personal opinions. Descriptive text is the text that is used to describe a person, place, or thing through a visual experience. It is used to create visual images of people, places, even days or seasons (Siti *et al*, 2015)

According to Bosede et. al (2016), descriptive text presents the view of things that fill the space, be it objects, people, or buildings or cities. Text is used to describe everything the writer sees in detail. The text is usually in simple present tense. It can be necessary for the teacher to make the learning process more interesting.

A. Generic Structure

The Generic structure of descriptive text involves two main elements, according to Zulaikah (2018) those are:

- 1) Identification: This implies that, in part, the students are asked to identify the objects it can be a person, place, thing, animal and so on.

- 2) Description: In the descriptive part, students are asked to explain various aspects, characteristics, and qualities of the object. However, students often struggle to organize their paragraphs effectively

It can be stated that the generic structure of descriptive text plays an important role in facilitating reading comprehension. As identified above, this structure emphasizes the importance of clear identification and a detailed description of the object or subject. By mastering this framework, students improve their ability to extract and understand information from the text, and their skills in organizing and presenting their thoughts coherently. Teachers should continue to emphasize these structural elements in their teaching to empower students to navigate and comprehend diverse reading materials effectively.

B. Language Features

Grammatical features of descriptive text involve four elements, those are:

- 1) Specific Noun

Using specific nouns, such as my cat, my boyfriend, and the National Monument. In addition, adjectives are often used to clarify the use of nouns, such as a big house, a smart student, or an independent woman.

- 2) Simple present tense

Simple present tense uses basic verbs or the first form (verb 1) and uses verbs that can show the ownership or state of an object. The Descriptive text uses simple present tense because descriptive text tells a fact about the described object. For example, My office has 22 floors, Azka is pretty, and others.

- 3) Action verbs

Action verbs are verbs that show an action or an activity that can be seen. For example, sleep, walk, sing, and dance.

4) Figurative language

Using figurative language, usually a metaphor, to illustrate something to the reader.

Descriptive texts use specific nouns (such as "my cat" or "the National Monument"), simple present tense verbs (such as "have" or "is"), action verbs (such as "sleep" or "dance") to describe activities that can be seen, and figurative language (such as metaphors) to creatively illustrate qualities or characteristics. All of these work together to create vivid and engaging descriptions that make the subject come alive for readers.

C. Types of Descriptive Text

According to Kemendikbud (2017), there are five types of descriptive texts: describing a process, describing events, describing characters, describing objects, and describing places.

1) Describing a Process

Describing a process involves detailing the steps, reasons, and requirements needed to complete it.

2) Describing an event

When describing an event, it is essential to remember and clearly present what happened so that the reader can imagine the exact circumstances and environment.

3) Describing a person

When describing a person, it is very important to identify their physical traits, emotional tendencies, and intellectual characteristics.

4) Describing a place

Describing a place requires describing physical settings such as houses, libraries, swimming pools, bus stops, and markets.

5) Describing an object

Describing an object effectively means determining its physical characteristics such as colour, shape, and structure.

Based on the explanation above, descriptive text encompasses five main types: process, events, person, places, and objects. However, in this research the researcher used places, objects, persons, and animals as the types of descriptive text. Even though animal is not mentioned in the types of descriptive text based on Kemendikbud, but it is similar to describing a person

2.3. Concept of KWL Strategy

The KWL (Know, Want, Learned) strategy was first developed by Ogle in 1986. KWL is a strategy that uses a special chart that consists of three columns about what i know, what i want to know, and what i have learned. This strategy permits students to reflect on their existing knowledge or beliefs about a subject, identify what they should uncover through text exploration, summarize their findings from the reading, and determine their remaining inquiries and interests about the topic (Vacca *et al.*, 2015). Utilizing the KWL strategy enables students to engage their existing knowledge, extract information from the text, analyze the content, and generate individual insights and reflections.

Based on the definitions above, the KWL strategy is effectively guides students through the learning process, by organizing their thoughts into what they already know, what they want to learn, and what they have learned.

2.3.1. Purpose of KWL Strategy

According to Paris et al. (1987), applying KWL Strategies might help students comprehend, interpret, and understand the significance of the designated text. The K-W-L strategy helps students to interact with the text deliberately and reflectively. At first, in the Know column, students activate the knowledge structures they already have. Next, they predict the additional information they need to know (Want to Know), formulate a plan to acquire that information, and finally, in the learned column, they summarize the new knowledge gained.

KWL Strategy can stimulate students' intellect during their reading journey, encouraging them to delve into the material, analyze its contents, and articulate their understanding of the text. By fostering active engagement, the strategy helps students develop critical thinking skills and deepens their comprehension of the subject matter. This active participation enhances their overall learning experience and promotes a more comprehensive understanding of the text's concepts and themes (Ogle, 1986).

Based on the experts' explanation above, it can be stated that the purpose of KWL Strategy is to help students activate their prior knowledge about a particular topic before reading or learning about it, and develop a purpose for learning by identifying what they want to know about a topic and what they hope to learn from it. KWL strategy also helps teachers track students' progress and learning outcomes

by monitoring what they have learned and what they still want to know about a topic

2.3.2. Teaching Reading Through KWL Strategy

Teaching reading through the KWL (Know, Want to know, Learned) strategy involves a structured approach that actively engages students in the learning process. The strategy begins by activating students' prior knowledge related to the topic. At this stage, students are encouraged to share what they already know, which helps build a foundation for understanding the upcoming text (Sinambela et al., 2015). Next, students are prompted to express what they want to learn or what questions they have about the topic. This step fosters curiosity and helps focus their attention on specific areas of interest (Buehl, 2016). Finally, after reading, students reflect on and record what they have learned. This last step helps them consolidate new information and reinforces their understanding of the text.

Some previous studies have been conducted on the KWL Learning Strategy, such as AlAdwani et al. (2022), this research examines the effect of the metacognitive strategy KWL-Plus on improving the reading comprehension of fifth grade Kuwait EFL Students. The subjects of this research are 142 students, 72 male students and 70 female students in the fifth grade from two schools The Capital Education District (Al-Asmah) and A Suburban Education District (Mubark-Alkabeer). The results showed that the KWL-plus strategy was a valuable and effective strategy for improving the reading experience of young EFL students in Kuwait. Applying KWL-Plus can enhance students' reading experience to be more interactive with the text through collective brainstorming.

Moreover, a study on KWL Strategy was done by Rahmawati (2018), this research aims to know students' reading comprehension through KWL learning strategies. This research is a descriptive research survey. The subject of this research is the students of the Mathematics Education program who learned English. A sample of this research used Simple Random Sampling Technique. The results show that, there are 75% of the students able to determine the topic from the reading passage, 62.5% of the students are able to determine the word reference and 67.5% of students are able to determine the main idea of the text and 50% are able to determine the detail information. It can be concluded that the KWL strategy is able to improve students' reading comprehension.

Another study on KWL Strategy by Sholeh *et al*, (2020), in this research aims to enhance students' reading comprehension by implementing the K-W-L (know, want to know, and learned) strategy at the secondary level. This research applied classroom action research, which consists of five stages: preliminary study, planning, implementing, observing, and reflecting. The subject of this research are eighth-grade students of MTs Jawharot Al Muzakky Sukosari Gondanglegi. This research used qualitative & quantitative data. The researchers found out that the mean score of reading post-test 1 was 91.36. Meanwhile, students' mean score on the reading test before being taught by KWL strategy is 70.16. This means there is an improvement students reading comprehension tests after being taught by KWL strategy. It can be concluded that KWL Strategy enhanced students' reading comprehension in descriptive text.

Research on KWL Strategy was also done by Ibrahim (2012), this study used an experimental research, and the aim was to find out the significant result of the use

of K-W-L as teaching strategy in reading comprehension. The study used a Quasi-Experimental design. This design required two groups as samples; experimental and control groups (Wiersma, 1995). The population in this study was first grade students of a senior high school in Bandung, the samples are two classes, specifically X-7 as the experimental group and X-6 as the control group. The result shows that the use of K-W-L strategy improves students' reading comprehension especially in reading descriptive text with Asympt Sig lower than the level of significance ($0.000 < 0.05$).

Ibrahim (2012) stated some disadvantages of implementing KWL in teaching reading, those are:

a. Difficult for students with no prior knowledge

Implementing KWL can be difficult for students who have no prior knowledge of the topic being introduced by the teacher. Without the prior knowledge, students may struggle in class.

b. Time-consuming to finish.

The KWL strategy involves several stages: identifying what students know (K), what they want to learn (W), and what they have learned (L). Completing these stages thoroughly and effectively can require considerable learning time.

c. Students may lose interest and disengage quickly.

Engaging students throughout the KWL process can be difficult, especially if the activities are repetitive or lack variety. Students may lose interest if they find the activities predictable or unrelated to their personal interests or learning preferences.

Furthermore, according to Elisa et al. (2017), the results of this research indicate that the most significantly improved aspect after implementing the KWL strategy was identifying the main idea. This is evident from the gain in that area, which reached 5.37%. In comparison, the gain in finding specific information was 3.61%, in identifying reference 2.59%, in making inferences 2.69%, and in vocabulary acquisition only 0.74%. It can therefore be concluded that while the KWL strategy contributed to vocabulary improvement, the progress in this aspect was relatively minor.

To address the limitations of the KWL strategy can be applied an alternative collaborative learning approach that encourages students to work in pairs, known as Think Pair Share expected can overcome the disadvantages of KWL Strategy, because it can encourage students to actively participate in the learning process, Think Pair Share generates motivation. It asks students to share their thoughts with a partner, offering diverse perspectives on the text. This helps students gain a deeper understanding of the material and encourages appreciation of diverse viewpoints. A study from Alfassi (2004) stated that combining strategies aimed at improving students' ability to think critically and read reflectively produced significantly better outcomes compared to traditional literacy methods focused on reading immersion. Drawing from this study, the integration of two strategies has the potential to greatly enhance students' reading comprehension.

2.4. Concept Think Pair Share Strategy

Think Pair Share is Cooperative Learning strategies that first developed by Frank Lyman (1981). Think Pair Share serves as an efficient method to create diverse

environments during classroom discussions. It operates on the premise that all classroom conversations require effective management for whole-class control, allowing students more chances to contemplate, participate, and assist one another (Trianto, 2007).

Based on definition above it can be stated that Think Pair Share is a cooperative learning method that fosters active participation and collaboration among students. It involves three steps: thinking individually, discussing with a partner, and sharing with the class

- 1) Think: In this initial step, students individually contemplate the problem or question presented to them.
- 2) Pair: After the individual thinking phase, students are then paired with a classmate. They discuss their respective thoughts and ideas, sharing insights and perspectives with one another
- 3) Share: The final step entails students sharing the key points of their discussion with the entire class.

Based on the steps above, Think Pair Share offers an organized structure that promotes individual contemplation, collaborative discussions, and collective learning. It motivates students not just to engage in critical thinking but also to express and exchange their ideas with classmates, there by cultivating a more interactive and captivating learning environment.

According to Barkley (2005) there are some advantages and disadvantages in implementing Think Pair Share in class room those are:

Advantages in Think Pair Share

- 1) Enhanced Understanding through Peer Teaching, it means that Think Pair Share encourages peer teaching where students explain concepts to each other, reinforce their own understanding, and promote deeper learning
- 2) Activate students engagement, it means that Think Pair Share encourages active participation from all students as they first individually think about a question or topic, then discuss it with a partner before sharing with the whole class

Disadvantages in Think Pair Share

- 1) It can be difficult in monitoring progress it means that it can be challenging for instructors to monitor and assess the quality of discussions during the pair phase, particularly in larger classes or when managing multiple pairs simultaneously

Based on the definition above Think Pair Share offers advantages such as enhancing understanding through peer teaching and activating student engagement through structured participation. However, it presents challenges, notably difficulty in effectively monitoring and assessing discussions, especially in larger classes or with multiple pairs.

2.4.1. Purpose of of Think Pair Share (TPS)

Raba (2017) explains that Think Pair Share (TPS) has significant prospects for encouraging cooperation and interaction among students, it can strengthen student engagement in the learning process. TPS can also have an impact on improving students' verbal communication skills, strengthening critical thinking skills,

promoting independent work, and advancing students' self-efficacy, participation, understanding, and satisfaction levels after its implementation.

Lie (2008) outlines several benefits of having students work in pairs. First, it encourages more active participation, ensuring that all students are involved. Second, it provides students with more opportunities to share their ideas and thoughts, fostering a more inclusive learning environment. Lastly, it saves time as there is no need to spend extra time on team building activities. In summary, pair work promotes active engagement, inclusivity, and efficient use of classroom time.

From the experts above it can be stated that the purpose of think pair share are:

- 1) To build confidence: The Think Pair Share strategy helps students build confidence by giving them the opportunity to discuss their ideas with a partner before sharing them with the whole class.
- 2) To encourage participation: The Think Pair Share strategy encourages greater participation by giving students the opportunity to share their ideas with their partner before sharing with the whole class.
- 3) To encourage thoughtful discussion: The Think Pair Share strategy often results in more thoughtful discussions as students have the opportunity to check their thinking before sharing it with the whole class

Based on the purpose above, Think Pair Share not only builds confidence in students, but also encourages active participation and thoughtful discussion. This creates a supportive learning environment where students can enhance and share their ideas, contributing to a more engaging and enriching educational experience.

2.4.2. Teaching Reading Through Think Pair Share

Some previous studies are conducted in KWL Learning Strategy such as, Ageasta and Oktavia (2018), this research examine about the use of Think Pair Share strategy in teaching reading. The subject of this research focus on junior high school student. The result of the research shows that Think Pair Share helps in improving students' participation during discussion, students could explore their knowledge and be able to answer the question, it can be conclude that students' ability in reading improved.

Another study comes from Erika et al. (2019), this research aims to find out a significant difference of the students' reading achievement after implementing Jigsaw and TPS, and also what aspects of reading that improved significantly, and the students' problems in comprehending the aspects of reading through Jigsaw and TPS. The population of this research is the tenth-grade students of SMA YP Unila Bandar Lampung. The results indicate that there is a significant difference of the student's reading achievement after implementing Jigsaw and TPS since t-value was higher than t-table ($1.839 > 1.677$).

Furthermore, a study also conducted in 2017 by Nasir, the aim of this study is to explore the implementation of Think Pair Share Strategy in teaching reading skills. The result of this study found that there is a significant improvement in terms of students' ability in reading English after they are treated using Think Pair Share.

Based on the previous studies above it can be stated that Think Pair Share improve students ability in teaching reading.

2.4.3. Think Pair Share address KWL Limitation

According to Ibrahim (2012) KWL Strategy have some limitation, and here are the explanations why Think Pair Share can address them.

- a. KWL Strategy is difficult for student with no prior knowledge

Think Pair Share ensures that even students with no prior knowledge can be actively involved in the learning process. By sharing their thoughts with a partner, students can clarify their understanding and build on each other's ideas, hence bridging gaps in knowledge before sharing with the whole class.

- b. KWL Strategy is time-consuming to finish

Unlike KWL, which involves several stages that can be time-consuming for student to finish the chart, TPS is relatively quick because TPS allows for efficient use of class time by focusing on discussions between pairs. By pairing the students Teachers can manage time effectively ensuring that the activity fits into the allocated time without compromising the depth of learning.

- c. In implementing KWL Strategy students may lose interest and disengage quickly.

TPS encourages active participation and engagement by structuring discussions that involve thinking individually and sharing ideas with a partner. This interactive process helps maintain student interest throughout the activity, which prevents boredom and caters to diverse learning preferences and interests among students.

Based on the explanation above Think Pair Share offers a convenient solution to the limitation in KWL Strategy. By giving students the opportunity to reflect and discuss with their partner, Think Pair Share accommodates different levels of prior knowledge and encourages active participation. Unlike KWL, which can be time-consuming, Think Pair Share is efficient and flexible, making optimal use of class time while maintaining depth of learning. It can be conclude that Think Pair Share is a versatile strategy that overcomes the limitations of KWL while promoting meaningful and interactive learning experiences in the classroom.

2.4.4. Procedure Teaching Reading of Think Pair Share (TPS)

Think Pair Share that state by Nasir A (2017), involves several procedures:

1) Arranging students into pairs

The TPS model commences by randomly pairing students. This approach is aimed at bridging the gap between high-performing and low-performing students. Additionally, it fosters closer relationships among students, ultimately promoting mutual respect.

2) Presenting a topic for reading

Subsequently, a question or topic for reading that relevant to the upcoming discussion is introduced to the students. This stage encourages deeper critical thinking, allowing students to express their viewpoints from various perspectives.

3) Giving time for students to read the text

4) Allocating time for student's to think

The teacher allocates several minutes for students to ponder and develop an answer to the given question or the given of topic of reading text. Students are expected to analyze the question or text critically, fostering independent thought and diverse responses.

5) Encouraging discussion and sharing of ideas

During this phase, each student shares their individual response with their partner. Through mutual discussion, they collaborate to arrive at the most comprehensive answer. This collaborative activity not only promotes academic growth but also enhances students' communication skills and self-assurance.

6) Inviting selected students to present their ideas to the entire class

The final step involves selecting a few students to present their ideas to the whole class. This exchange allows for the sharing of different perspectives and opinions. Such interactions not only enhance students' knowledge but also contribute to the development of their confidence and communication abilities.

Based on explanation above, there are 5 procedures of Think Pair Share according to Nasir (2017), they can be viewed as a comprehensive approach that not only promotes academic involvement and critical thinking but also improves interpersonal skills, communication proficiency, and self-assurance in students.

2.5. Procedure of Teaching Reading Through KWL Strategy

According to Abdulrab (2015), the KWL learning process involves the following stages:

- 1) **Introduction and Strategy Explanation:** The teacher introduce the KWL strategy to the student's, explaining the purpose of KWL Strategy.
- 2) **Initial Brainstorming and Knowledge Activation (K):** Students participate in a brainstorming session to generate ideas related to the given topic. They share what they already know, which is noted in column K of their activity sheet.
- 3) **Question Generation (W):** Students are guided in formulating questions related to the topic. They use probing questions to facilitate critical thinking, and these questions are recorded in column W of the activity sheet. Students are provided with text material, which they read individually or in small groups to enhance their understanding.
- 4) **Reading and Learning (L):** As students read the text, they identify new information and can add additional questions to column W. They monitor their learning progress and note their new insights and learnings in column L. This process encourages students to critically assess their understanding and correct any misconceptions they might have had initially.

Based on this procedure, it can be seen that the KWL (Know, Want to know, Learn) strategy serves as a comprehensive approach to student engagement and learning. The initial brainstorming session (K) activates students' prior knowledge. The subsequent question generation phase (W) stimulates critical thinking. The reading and learning phase (L) involves students acquiring new information from text materials, allowing them to monitor their learning progress. This iterative process not only enhances comprehension but also encourages self-assessment and correction of misconceptions.

2.6. Procedure of Teaching Reading through KWL and Think Pair Share

1) Before starting the lesson

KWL Strategy: The teacher initiates the learning process by prompting students to share what they already know about the upcoming topic. This step serves to activate their prior knowledge, providing a foundation upon which new information can be built.

Think Pair Share: After sharing their existing knowledge, students engage in a discussion with a partner through TPS. This collaborative exchange not only reinforces their understanding but also encourages active participation and the exploration of the topic in more depth. By sharing their knowledge with a peer, students can further solidify their grasp of the subject and identify areas that may require additional exploration or clarification.

2) During the lesson

KWL Strategy (What they want to know): The teacher encourages students to express what they are curious about and what they aim to learn about the ongoing topic. This step fosters a sense of inquiry and encourages students to actively engage in the learning process.

Think Pair Share: Through TPS, students share their inquiries and curiosities with a partner, facilitating collaborative discussions and the exploration of different aspects of the topic. This process not only promotes critical thinking but also encourages students to delve deeper into the subject matter, fostering a genuine interest in the learning material.

3) After completing the lesson

KWL Strategy (What they learned): The teacher prompts students to reflect on what they have learned throughout the unit. This step encourages students to consolidate their understanding and identify the key concepts they have grasped during the learning process.

Think Pair Share: Using TPS, students share their insights and discuss the most captivating or surprising aspects of the topic with a partner. This collaborative reflection not only reinforces their learning but also encourages effective communication and the articulation of their ideas, promoting a deeper understanding and appreciation of the subject matter. This process also allows students to share their newfound knowledge with their peers, fostering a collaborative and engaging learning environment

The comparison between the procedure of KWL Strategy, Think Pair Share and KWL Strategy integrate with Think Pair Share.

	Original KWL Strategy	Think Pair Share	Integrating KWL Strategy with Think Pair Share
1.	Teacher explains the students about KWL Strategy		Teacher explain the students about the use of KWL chart
2.		Teacher arrange students into pairs	Teacher arrange them to work in pairs
3.		Teacher presents a topic for reading	Teacher presents a topic for reading
4.		Teacher allocates several minutes for student to read the text	Teacher allocates several minutes for student to read the text
5.		Teacher gives time for students to think	Teacher gives time for students to think
6.		Teacher encourage the students to share the ideas with the partner	Teacher asks student and their partner to discuss and sharing the ideas and each other prior knowledge

7.	Teacher asks students to write down in column (K) about what they already know about the topic		Teacher asks student and their partner to write down about the result of the discussion about what they already know in column (K).
8.	Teacher guides students in formulating some questions and write down about what they want to know about the topic in column (W).		Teacher encourages students to activate their curiosity, and discuss with their partner about what they want to know in this topic and write in the column (W).
9.	Teacher ask students to write down in column (L) about what new information they have learned.		Teacher asks students to reflect on what they have learned, share their insight with their partners. In the end based on the result of the discussion, teacher ask students to write it down in column (L)
10.		Teacher asks students to presenting their ideas to the entire class	Teacher asks students to presenting their ideas and their discussion result to the entire class

Based on the table above can be seen that the integrated strategy emphasizes collaborative learning and discussion through pairs, meanwhile the original KWL is more individual centered, while the integrated strategy encourages the exploration of the integrated procedure that is incorporating Think Pair Share, promoting peer interaction at different stages, and enhancing the social aspect of learning.

2.7. Advantages and Disadvantages in Integrating KWL with Think Pair

Share Strategy

Integrating the KWL (Know, Want to know, Learned) strategy with Think Pair Share (TPS) method can contribute to the improvement of students' reading comprehension skills in several ways:

- 1) Activating Prior Knowledge: The KWL strategy enables students to activate their prior knowledge related to the topic at hand. This activation primes their

cognitive processes, allowing them to make connections between what they already know and the new information they encounter during reading. By establishing a foundation of prior knowledge, students are better equipped to comprehend and contextualize the text.

- 2) **Setting Learning Objectives:** Through the KWL strategy, students outline what they want to know about the topic before delving into the text. This process helps them set specific learning objectives and develop a purposeful approach to reading, guiding their focus on relevant information and encouraging active engagement with the material.
- 3) **Encouraging Active Engagement:** By integrating TPS alongside the KWL strategy, students engage in active discussions with their peers, sharing their thoughts, questions, and interpretations of the text. This collaborative exchange not only promotes a deeper understanding of the reading material but also encourages students to critically analyze and synthesize information, leading to enhanced comprehension.
- 4) **Promoting Collaborative Learning:** The collaborative nature of the TPS method fosters an environment where students can work together to discuss and clarify concepts, thus promoting a deeper understanding of the text. Peer discussions through TPS encourage students to consider different perspectives, share insights, and collectively construct meaning, thereby enhancing their overall comprehension.

However, there are some disadvantages in integrating both strategy, those are:

- 1) Encouraging active student participation in both the KWL strategy and TPS can be challenging, as some students may be hesitant to share their thoughts or may struggle to engage in collaborative discussions.

Balancing the effective implementation of both strategies in the classroom may require good skills, especially in facilitating group discussions and ensuring fair participation among all students

2.8. Theoretical Assumption

Reading comprehension is a very important language skill, yet many students face challenges in understanding texts. These difficulties stem not only from vocabulary limitations but also from difficulties in interpreting texts and extracting relevant information. This problem persists due to the unavailability of effective learning strategies designed to improve reading comprehension. Therefore, an effective learning strategy is needed to improve students' reading comprehension.

Integrating KWL Strategy with Think Pair Share would be an effective way to improve students' reading comprehension because based on the limitation of KWL Strategy, Think Pair Share expected can overcome the disadvantages by instructing students to work in pairs, sharing their thoughts each other about what have they known about the topic, what they want to learn, and what have they learned. By integrating KWL Strategy with Think Pair Share will make a significant improvement of reading comprehension.

Integrating KWL Strategy with Think Pair Share allows students to reflect on their own knowledge and learning objectives while engaging in active discussions with their partner. This encourages deeper understanding through peer teaching, collaborative problem solving and clarification of ideas. In the end, this interactive learning process improves students' comprehension compared to the relatively passive engagement of the original KWL Strategy alone.

It is expected that the integrated KWL strategy with Think-Pair-Share (TPS) will lead to the most significant improvement in specific aspects of reading comprehension, with vocabulary showing the greatest gains. The KWL strategy encourages students to actively engage with the text by identifying what they know and what they want to learn, which helps them focus on relevant aspects of the text, including vocabulary and references. When integrated with TPS, students have the opportunity to discuss and clarify these aspects with their peers, reinforcing their understanding through interaction and context-based application.

This peer interaction in TPS is particularly valuable for improving reference, as students can clarify pronominal and referential expressions through discussion. The collaborative nature of TPS also helps students gain deeper insights into the text by using and processing new information together. It is anticipated that the combination of KWL's structure with the peer-based interaction in TPS will lead to more significant improvements in vocabulary and reference comprehension compared to the original KWL strategy alone. Other aspects, such as finding specific information, identifying the main idea, and making inferences, may show more moderate improvements as they rely more on individual processing and

higher-order thinking skills, which may not be fully supported by either strategy alone.

2.9. Hypotheses

The following hypotheses are proposed in order to answer the stated research question.

- 1) Integrating KWL Strategy with Think Pair Share can improve students' reading comprehension
- 2) The integration of KWL (Know-Want-Learn) strategy with Think Pair Share is better than the original KWL Strategy in improving students' reading comprehension.
- 3) Vocabulary aspect of reading comprehension shows the most significant improvement in students taught using the integrated KWL strategy with Think-Pair-Share compared to those taught using the original KWL strategy.

Briefly, those are the explanation about this chapter that are about reading, reading comprehension, KWL Strategy, teaching reading through KWL Strategy, Think Pair Share, Procedure of teaching reading through Original KWL Strategy, Procedure of teaching reading through KWL Strategy with Think Pair Share, advantages and disadvantages in integrating KWL Strategy with Think Pair Share, theoretical assumption, and hypotheses.

III. METHODS

This chapter discusses about the methods of the research and which are consist of research design, population and sample, research instruments, criteria of evaluating students' reading, validity and reliability, data collecting technique, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

This research employed quantitative research in order to determine improvement in students' reading comprehension achievement between two classes ; experimental group and control group. The researcher applied quasi experimental design as a research design for first and second research question in which participants are not randomly assigned to experimental or control groups. Instead, researchers used existing groups or conditions. For the third research question, the researcher applied descriptive analysis. The experimental group was given treatments using KWL strategy that integrated with Think Pair Share and the control group was given treatment with the original KWL strategy. The research design for the first research question presented as follows:

G1: T1 X T2

G2: T1 O T2

(Setiyadi Ag, 2006).

Notes:

- G1 : Experimental group
- G2 : Control Group
- T1 : Pretest
- T2 : Posttest
- X : Treatments (KWL strategy integrate with Think Pair Share)
- O : Treatments (original KWL strategy)

3.2. Data (Variables)

As an important factor, variable is needed in conducting the research. In this research, there are two kinds of variables, those are:

1) Independent Variable (X):

The independent variables in this study was KWL strategy integrate with Think Pair Share. The application of the KWL strategy with Think Pair Share was anticipated to improve students' reading comprehension.

2) Dependent Variable (Y):

In this research, students' reading comprehension served as the dependent variable, influenced by the integration of the KWL strategy with Think Pair Share.

3.3. Data Source

3.3.1 Population and Sample

The research population focused on the first-grade students of SMPN 14 Bandar Lampung. This research took two classes as the sample using purposive sampling technique specifically two classes, VII C and VII D as the control and experiment groups, each class consist of 31 students, which were selected as the sample for the study. The researcher chose these classes based on the results of informal interview with the teacher related to the students' challenges in comprehending reading text. The researcher identified a need for a new learning strategy, as some students faced difficulties finding suitable learning strategy to improve their reading comprehension skill.

3.4. Data Collection Procedure

Tools used in this research were mainly devices for collecting information related to the research project, and there were many options available to choose from (Wilkinson and Birmingham, 2003). In this research reading test was the instrument to collect the data.

The test was evaluated for validity and reliability. Validity referred to the accuracy with which an instrument measures its intended content. In this research, the validity of the test was assessed through content and construct validity. To measures the validity test, the researcher used expert judgement validation form before the try out.

3.4.1. Validity

According to Brown (2004), although validity is a complex concept, it remains essential for the teacher's comprehension of the characteristics of a high-quality test, it means that validity is a crucial part for researchers in choosing an instrument.

1) Content Validity of Reading Test:

In the context of content validity, test items were validated by aligning them with the content of the instrument. This involved verifying the relevance of the test items by including reading materials that are appropriate to the topics covered in the junior high school curriculum. The arrangement of the materials followed the current syllabus for grade seven students. Specifically, students were expected to demonstrate an understanding of the descriptive text according to the given materials and the requirements of the test syllabus.

2) Construct Validity of Reading Test:

The instrument's validity in terms of its relationship to the intended concept, reflects construct validity, where each question is representative of five aspects reading skills: identifying the main idea, finding specific information, finding references, making inferences, and comprehending vocabulary. The reading skills assessed in the test contribute to the construct validity, while the item numbers are integral to content validity. To measure the construct validity of the instrument, the researcher used expert judgment to find out whether the reading instrument is in accordance with the theory of reading comprehension.

The number of reading questions in exams or assessments for junior high schools (SMP) might vary depending on the type of exam and applicable policies. Refer to official documents and guidelines from Kemendikbud or agencies that organize exams such as *Badan Standar Nasional Pendidikan* (BSNP). The English exam covers reading skills with a focus on understanding English texts. The number of reading questions is usually 15-25, depending on the exam structure and material coverage.

Table 3. 1 Specification of Reading Instrument

No.	Reading Aspect	Number of Question	Total
1.	Identifying the main idea	1, 11, 6, 16, 21, 26, 31, 36	8
2.	Finding specific information	7, 17, 2, 12, 22, 27, 32, 37	8
3.	Reference	3, 13, 8, 18, 23, 28, 33, 38	8
4.	Inference	9, 19, 4, 14, 24, 29, 34, 39	8
5.	Vocabulary	5, 15, 10, 20, 25, 30, 35, 40	8

The validation process of the reading test instrument was conducted with the involvement of two experts to ensure its quality and accuracy. They carefully evaluated the alignment of the test items with Nuttall's (1982) theoretical framework, which emphasized key aspects of reading comprehension, including determining the main idea, finding specific information, reference, inference, and vocabulary. The experts provided consistent and constructive feedback, affirming that the instrument effectively measured these components.

Additionally, they highlighted several important points, such as the necessity of providing students with clear and concise instructions, designing questions that were relevant to what students had learned, and suggesting specific revisions to enhance the instrument's clarity and effectiveness. Their assessments demonstrated a high level of agreement, confirming that the instrument met the required validity

criteria. Furthermore, for construct validity, the experts ensured that the instrument accurately reflected and measured students' reading comprehension skills, making it a reliable tool for the intended purpose. This validation process not only strengthened the instrument's credibility but also ensured its alignment with educational objectives and practical application.

3.4.2. Reliability

The crucial aspect to assess is the reliability of the test instrument. According to Setiyadi (2018), to fulfill the reliability criteria, which related to the consistency of research measurements or the ability of measurements to assess the same research subject at different times and produce consistent results. An instrument is considered reliable if it consistently measures the same subject on different occasions, with consistent results.

1) Reliability of the Reading Test:

The reliability test can be defined as the extent to which a test procedures consistent result. It means reliability measures consistency dependability or fairness of score resulting from administration of particular examination based on Hatch and Farhady in 1982. In this research, the researcher measured the reliability after try out the instrument using the Cronbach's Alpha formula. The research utilized Statistical Package for Social Sciences (SPSS) version 27.0, which facilitates swift, precise, and efficient item analysis. SPSS was essential in this research for evaluating the quality of the instrument.

Table 3. 2 Specification Table of Reading Instrument

Reading Aspect	Item Number	Total
Identifying the main idea	1, 9, 14, 17, 21	5
Finding specific information	2, 10, 18, 23	4
Reference	3, 6, 11	3
Inference	4, 7, 12, 15, 19, 25	6
Vocabulary	5, 8, 13, 16, 20, 22, 24	7
	Total	25

Table 3. 3 The Criteria of Alpha Cronbach

0.800 – 1000	Very High Reliability
0.600 – 0.800	High Reliability
0.400 – 0.600	Fair Reliability
0.200 – 0.400	Low Reliability
-0.200	Very Low Reliability

The Cronbach's Alpha value obtained was 0.721, which falls within the range of acceptable to high reliability **(0.7–0.8)**. This suggests that the test items demonstrated a sufficient level of internal consistency, meaning they effectively measure the intended constructs without significant random errors. The reliability score indicated that the instrument was dependable and consistent, making it suitable for further research applications.

It can be stated that the results showed that the instrument used in this study was statistically reliable, with a high reliability level, allowing for accurate and trustworthy data collection. Consequently, the findings derived from this instrument can be considered valid for drawing meaningful conclusions in the research.

3.6. Level of Difficulty

The difficulty level was utilized to categorize the test items into two groups: difficult items and easy items. The classifications :

- a. An item with LD $0.00 - 0.30$ = Difficult
- b. An item with LD $0.31 - 0.70$ = Medium (good item)
- c. An item with LD $0.71 - 1.00$ = Easy

(Shohamy and Reves, 1985)

Table 3. 4 Difficulty Level of Try-Out Items

Easy	Medium	Difficult
13, 33, 38.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 39, 40.	0

3.7. Discrimination Power

Discrimination power showed how well a test question separated high-scoring and low-scoring students. Along with difficulty level, it was important for checking the quality of the questions. It helped identify students with strong and weak abilities..

The criteria for assessing discrimination power were applied accordingly.

- a. DP = $0.00 - 0.20$ = Poor Items
- b. DP = $0.21 - 0.40$ = Enough Items
- c. DP = $0.41 - 0.70$ = Good Items
- d. DP = $0.71 - 1.00$ = Excellent Items
- e. DP = (Negative) = Bad Items (should be omitted)

(Shohamy and Reves, 1985)

Table 3. 5 Discrimination Power of Try-Out Items

Bad	Poor	Enough	Good	Excellent
27, 28, 29, 31	6, 7, 17, 18, 23, 33, 34, 36, 37, 38, 40	1, 2, 3, 5, 8, 9, 10, 11, 13, 14, 15, 16, 21, 22, 24, 25, 26, 30, 32, 35, 39.	4, 12, 19, 20	0

3.8. Data Collection Procedure

The instrument of this research was reading comprehension test, and this research conducted tests for the pretest and posttest in the control and experimental class. The purpose of the test was to gain the data on the students' descriptive text reading comprehension achievement scores before and after the treatment. The procedure of the data collection were as follow:

1) Implementing the Pretest for Both Experimental and Control Groups:

The researcher conducted a pretest to assess the initial level of students' reading comprehension in both the experimental and control classes. This pretest served as a baseline measure, ensuring a clear understanding of students' abilities before any treatment. This initial assessment allowed for the observation of the difference in reading comprehension improvement between the pretest and posttest stages.

2) Carrying Out the Treatment:

The treatments were three sessions in the experimental class, the KWL strategy integrate with Think Pair Share employed based on the plan. Each session introduced different topic to expose students to diverse content and enhance their vocabulary and also activate their prior knowledge.

3) Administering the Posttest for Both Experimental and Control Groups:

The researcher was conducted a posttest in both the experimental and control groups. This posttest aimed to assess the differential achievements in reading comprehension between the two groups after the implemented treatment. The results was provided insights of integrating KWL Strategy with Think Pair Share

in improving students' reading comprehension compared to the control group which is taught with the Original KWL strategy.

3.9. Data Analysis

The data in this study was analyzed quantitatively. To conduct this analysis, researchers used the Statistical Package for Social Science (SPSS) version 27.0 for Windows program. The data obtained from the test results were compared before and after treatment.

The procedure is described as follows:

- 1) The researcher analyzed the pre-test and post-test scores in the control class to determine the mean scores.
- 2) The researcher analyzed the pre-test and post-test scores in the experimental class to determine the average value.

The researcher conducted a paired-sample t-test to compare pre-test and post-test scores, aiming to identify any difference and better improvement before and after the administered treatment.

3.10. Data Treatment

In this part, the researcher performed a normality test on reading before answering hypothesis testing.

- 1) Normality Test

The normality test was used to measure whether the data in the data is normality distributed or not. In this research, the researcher used statistical computation by

using Saphiro Wilk in SPSS (Statistical Package for the Social Science) for normality of test. In order to test the normality, the following hypotheses were used:

H_a = The data have normal distribution

H_o = The data do not have normal distribution

While the criteria acceptance or rejection of hypothesis tests are:

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

H_o is accepted if $\text{Sig.} < \alpha = 0.05$

After collecting the pre-test and post-test data, the analysis was conducted using SPSS Statistics version 27. The first step was to test the data for normality. The normality test determined whether the data from the experimental and control classes were normally distributed. The Shapiro-Wilk test was applied to assess the normality of the pre-test and post-test results.

Table 3. 6 Test of Normality

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	GROUP	Statistic	Df	Sig.	Statistic	Df	Sig.
PRETEST	CONTROL	.108	31	.200*	.963	31	.351
	EXPERIMENT	.117	31	.200*	.973	31	.611
POSTTEST	CONTROL	.094	31	.200*	.955	31	.211
	EXPERIMENT	.090	31	.200*	.958	31	.254

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The sample size consisted of 31 students in the experimental class and 31 students in the control class. The Shapiro-Wilk test was chosen because the sample size was

less than 50. Based on the table, the significant levels (Sig.) were .351, .611, .211, and .254 for the pre-test and post-test in both the experimental and control classes. Since all significant levels (Sig.) were greater than 0.05 (α), H_a was accepted. This indicates that the data from the experimental and control classes were normally distributed.

2) Homogeneity Test

After testing the data for normality, the next step was to ensure that the data were homogeneous. The homogeneity test was conducted to determine whether the data obtained from the sample were homogeneous. The gain scores were tested for homogeneity using Levene's test in SPSS version 27. Levene's statistic assesses whether the variances of the data are equal across different samples.

The hypotheses for the homogeneity test were:

H_a : The variance of the data was homogenous

H_o : The variance of the data was not homogenous

While the criteria acceptance of hypotheses for homogeneity test were

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

H_o is accepted if $\text{Sig.} < \alpha = 0.05$

Table 3. 7 Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
POSTTEST	Based on Mean	.685	1	60	.411
	Based on Median	.645	1	60	.425
	Based on Median and with adjusted df	.645	1	58.307	.425
	Based on trimmed mean	.698	1	60	.407

The results of the homogeneity test, found in the column for Levene's statistic, showed a significant level (Sig.) of .411 based on the mean. Since this value was greater than $\alpha = 0.05$, H_a was accepted, as the significant level (Sig.) > 0.05 (α). It can be stated that the variances in the data for students' reading comprehension achievement in both the experimental and control classes are homogeneous. With the homogeneity of data variance confirmed, the independent sample t-test could be conducted.

3.11. Hypotheses Testing

The hypotheses were tested at a significance level of 0.05, where a hypothesis was accepted if the p-value (Sig) was less than the chosen significance level (α). The formulated hypotheses for first and second research question were as follows:

For the first research question:

H_a : The integration of KWL Strategy with Think Pair Share improve students' reading comprehension

H_o : The integration of KWL Strategy with Think Pair Share not improve students' reading comprehension

For the second research question:

Ha: The integration of KWL Strategy with Think Pair Share is better than the original KWL Strategy in improving students' reading comprehension.

Ho: The integration of KWL Strategy with Think Pair Share is not better than the original KWL Strategy in improving students' reading comprehension.

For the third research question, the researcher was investigated a specific aspect of reading that demonstrates significant enhancement after implementing the original KWL strategy and KWL strategy that integrate with Think Pair Share. It was answered by calculating gain scores in Excel, the researcher analyzed and interpreted the improvements in different aspects of reading following the implementation of the both classes and compared them.

In summary, this chapter explained about research design, variables, data source, data collection instruments, data collection procedure, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter focuses on drawing conclusions and providing suggestions based on the results and discussion of the research. Suggestions are addressed to teachers, students, and other researchers.

5.1 Conclusion

Based on the finding and discussion in this study, there are several conclusions that could be taken. They are:

1. The findings of this research indicated that the integration of KWL (Know-Want-Learn) strategy with Think Pair Share significantly improved students' reading comprehension in the experimental class. This conclusion was supported by the results of the paired sample t-test, which showed a Sig. (2-tailed) value of less than 0.001, confirming a statistically significant improvement. Furthermore, the substantial increase in mean scores from the pre-test to the post-test demonstrated the effectiveness of the integrated strategy in fostering active engagement, and comprehension skills. These results highlighted the potential of the combined strategy to address students' learning needs and enhance their reading performance.
2. The findings demonstrated that integrating the KWL strategy with Think-Pair-Share significantly has better improvement on students' reading comprehension compared to the original KWL strategy. The findings from the

post-test analysis revealed a statistically significant difference in performance between the experimental and control classes, with students in the experimental group achieving higher scores and showing greater improvement. The active engagement and collaborative discussions facilitated by TPS appeared to enhance students' understanding and retention of reading material, making the integrated KWL-TPS strategy a better strategy for fostering reading comprehension. These results underscored the importance of incorporating interactive and student-centered learning strategies into educational practices to achieve better academic outcomes.

3. Based on the comparative N-Gain analysis of reading comprehension aspects between the experimental and control classes, vocabulary was the aspect that showed the most significant improvement after students were taught using the KWL (Know-Want-Learned) strategy integrated with Think-Pair-Share compared to the Original KWL strategy. Although the reference aspect achieved the highest N-Gain score in the experimental class (0.76), the vocabulary aspect not only demonstrated a high N-Gain (0.66) but also showed the largest difference in improvement compared to the control class, which only achieved a low N-Gain of 0.14.

Therefore, while both the vocabulary and reference aspects showed strong gains in the experimental class, vocabulary stands out as the most significantly improved aspect when compared across both classes confirming that the KWL integrated with TPS is particularly effective in supporting vocabulary acquisition over the original KWL strategy alone.

5.2 Suggestions

The researcher provides some suggestions in this study. The suggestions are gained for teachers and further researchers.

5.2.1 Suggestion for Teacher

Based on the findings of this research, it is suggested that teachers should consider implementing the integrated of KWL strategy with Think Pair Share (TPS) to improve students' reading comprehension. This integrated strategy was shown to support vocabulary acquisition and foster student engagement.

However, the study also revealed that some students remained hesitant to participate actively during the Think Pair Share phase, which could limit the effectiveness of the strategy. Therefore, teachers are encouraged to create a more inclusive and supportive classroom environment by applying techniques such as assigning structured roles during peer discussion, and gradually building students' confidence. By planning the discussion process, teachers can help all students especially the quiet or introverted ones benefit fully from the collaborative nature of TPS while maintaining the strengths of the KWL framework

5.2.2 Suggestion for Further Researcher

Many students in this study had difficulty making inferences, which is an important part of higher-level reading comprehension. Since making inferences requires students to think beyond what is directly stated in the text, it can be challenging without proper support. Therefore, it is recommended that future researchers focus

on designing studies that explore effective ways to help students develop this skill. This could include using clear examples, guided questions, or specific exercises that train students to find clues in the text and draw logical conclusions. By doing so, future research can help improve students' ability to understand texts more deeply.

It is also recommended that future researchers integrate the KWL strategy with small group discussion, as this combination can encourage more active engagement, promote collaborative thinking, and provide opportunities for students to explain and refine their ideas with peers. When students share what they know, want to know, and have learned within a small group, they are more likely to engage in deeper processing and build stronger connections between prior knowledge and new information.

In addition, it is suggested that the Think-Pair-Share (TPS) strategy be integrated with mind mapping, since visual tools like mind maps help students organize ideas clearly and systematically. This integration can address several common weaknesses of TPS, such as difficulty generating ideas during the "think" phase, unfocused discussions, and lack of confidence when presenting during the "share" phase. By using mind maps, students have a visual aid that supports comprehension, improves focus during discussions, and helps them present their thoughts more confidently and coherently.

It is also suggested that future researchers consider the differences in students' basic reading comprehension skills. Students begin learning with different levels of

background knowledge and understanding, which can affect how well they respond to teaching methods. By considering these differences, future research can more accurately measure the success of instructional strategies and create learning activities that better match students' individual needs.

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