Enhancing Students' Reading comprehension through Venn Diagram Strategy and KWL (Know, Want, Learn) Strategy.

Caroline V. Katemba[1]
Correspondence author: ctobing@unai.edu
Universitas Advent Indonesia, Bandung-Indonesia

Natalia M. Sihombing[2]
Perguruan Advent Angrek, Jakarta- Indonesia

Abstract

The aim of this study is to compare how well students who learn the Venn diagram technique and those who learn Know, Want, Learn (KWL) chart method perform in terms of their reading comprehension. This study measured pre- and post-test performance using a quantitative research method and comparative design. 64 Grade X students from Lembang in Bandung Barat participated in the study. Two groups were created out of them. While the students in the other group obtained the Venn diagram, the students in the first group acquired the K.W.L chart. A descriptive test was utilized as the study instrument. The findings of this study demonstrate that there is no significant difference in reading comprehension improvement between students who learned the Venn diagram and those who learned K.W.L, and there is also no difference in reading comprehension development for the gender group.

Keyword: Venn diagram and Know, Want, Learn (KWL)

English is regarded as an international language since it is so useful. Katemba and Hulu (2013) stated that "In general, English is viewed not only as an indispensable vehicle of access to scholarly disciplines but also as a medium for international communication." (p.1). In Indonesia, English is classified as a foreign language and is one of the official courses that must be taken in the classroom as part of the basic or secondary school curricula (Katemba, 2013). "Students of EFL (English as a Foreign Language) tend to be learning, so that they can use English when traveling or communicating with other people from whatever country who also speak English" (Harmer, 2010. p. 12)

Fernandes (2014) noted that "In the developing world. English has emerged as an essential language to learn and been a common tool to communicate in the world. English is a prime language for the expression of one's own feelings and technological usage."(p.3)
In learning a language, there are four integrated skills that needed to be learned, and one of them is reading. Reading is crucial since the majority of educational materials are written, which implies that students must have access to written information and read it in order to understand it. Speaking, reading, listening, and

writing are the four English language skills, according to Kusriani (2013). One of the four skills, reading, is crucial to learning because it gives access to knowledge, information, a diversity of languages, and the ability to apply concepts practically. As a result, teachers frequently require their pupils to understand the materials they are reading. Students are required to be proficient readers who can fully understand the content. (Katemba Samue. 2017) . Further, Students typically have a lot of difficulties reading a material. For instance, how to read a phrase or sentence correctly, understand difficult terms, etc. The majority of the reading exercises in reading class center on comprehension reading (Katemba & Samuel, ext2017). To help students comprehend on the text they are reading, it is very helpful to use the venn diagrams. Venn diagrams, according to Samosir Sibarani (2012), help students comprehend literature because they keep them focused on the terms that need to be compared and contrasted.. According to Agusriani (2013), Venn diagrams are another one of the basic Graphic Organizer Techniques. Venn diagrams help pupils learn and expand their knowledge. Comparison is one tactic for enhancing pupils' subject understanding.

Based on the just-explained rationale, the researcher is considering doing a study titled The Comparison Between Venn Diagram Strategy and Know, Want, Learn (K.W.L) Chart Strategy to Improve Students' Reading Comprehension capacity.

Review of Related Literature

Reading

Reading is crucial to human existence because it teaches kids not only how to pronounce written words but also how to interpret them. People will easily be able to learn information through reading literature.. According to Sandjaja (2005), reading interest is a strong, intense concern that is coupled with a love of reading activities and can inspire a person to read the books they find most appealing.It means that reading activity is really interesting activity.

According to Burhan (2012), reading is a physical and cerebral activity that involves learning letters in order to expose the meaning of written texts. According to Linse (2006), reading is a combination of abilities that entails deriving meaning from the written word and making sense of it. Students must be able to decode or sound out the printed words and comprehend what they read in order to read. In another word, reading is a process of understanding the meaning of written forms. The readers have to be able to decode letters, words, and sentences that have been presented by the writer. Moreover, the readers have to be able to comprehend the written text. Tarigan (2008) stated that reading is a process done and used by readers to obtain messages to be conveyed by the author through the medium of words or written language.

Ruddell (2005) contends that because reading is a complicated activity, it is the act of creating meaning while interacting with material. The mix of prior knowledge and experience, information in the text, the reader's perspective on the text, and the reader's immediate, recalled, or expected social contact and communication help the reader make sense of what they are reading. In

conclusion, reading is a process used by readers to extract meaning from the text and to avoid guesswork. Reading also involves communicating the writer's intent to the reader and deciphering written symbols, both of which involve responding to written texts in order to extract meaning or information from them.

Reading Comprehension

The ability of the reader to comprehend and make sense of what has been read in a written text is referred to as comprehension. Reading helps people understand and comprehend certain aspects in the text so they can communicate what they have already read, in addition to learning how to read and obtaining knowledge. "General reading comprehension is the most basic aim of reading, underpinning and supporting most other purposes for reading," Grabe & Staller (2002). (p.13). Brown (2004) stated that there are some principal strategies for reading comprehension. (1) Identify your purpose in reading a text (2) Apply spelling rules for bottom-up decoding (3) Use lexical analysis to determine meaning (4) Guess at meaning (5) Skim the text for the gist and for main ideas (6) Scan the text for specific information (7) Use silent reading techniques for rapid processing (8) Use marginal notes, outlines, or semantic maps for understanding information (9) Capitalize on discourse markers to process relationships.

Therefore Nagaraj (1996) mentions three techniques in improving reading comprehension skill. (1) Scanning. In scanning, readers glance rapidly through a text either to search for a specific piece of information (2) Skimming. By skimming, on the other hand, readers glance rapidly through a text to determine its gist (3) Intensive/in-depth reading. Intensive reading involves approaching the text under the close guidance of the teacher.

Purpose of Reading

According to Mariam (1991), reading is for comprehension; if we don't understand what we're reading, we won't be able to learn from it or remember it. Understanding is a serious matter.. Furthermore, there are nine purposes of reading: (1) reading for pleasure (2) perfect reading aloud (3) using a specific strategy; (4) update its knowledge about a topic (5) linking new information with information which he already knew (6) obtain information for reporting written or oral (7) inform or reject the prediction (8) displaying an experiment or applying information obtained from a text in some other way and studying about text structure (9) answer specific questions (Rahim, 2008).

Contemporary reading activities, in contrast to conventional materials, contain three-phase procedures: pre-, while-, and post-reading stages, according to Alyousef (2005). The pre-reading phase enables senior high school students to activate the pertinent schema. (p.149). In line with Rahvard's study found out that cooperative learning techniques as one of teaching methods have big effect on student's reading comprehension. (as cited in Gurk 2016). Cooperative learning can be used by the researcher as an instructional technique in teaching reading comprehension.

Challenge in Improving Reading Comprehension Ability

According to National Reading Panel (2000), there are four indicators of reading comprehension, and some of these indicators present a challenge to the students in terms of increasing their reading comprehension skills. Students will be able to learn the new terminology first. Second, students will be able to interpret the text's meaning. The topic and primary idea of the text can be found by the students at the third place. The fourth point is that students can understand the text's meaning. When students are able to attain and enhance such signs, their reading comprehension skills will also improve.

Problems of Reading

The difficulty with reading stems from kids' deficiencies in skills like questioning, inferencing, sensory imagery, important judgment, and prior knowledge (Oktadela, et.al., 2014). Students who lack vocabulary have a lower score in reading comprehension (Hansen, 2009). Suryani (2015) in SMA N 1 KRETEK, Indonesia. She found out that the students feel bored and did not enjoy the lesson about reading; low motivation to read a text, and did not master vocabulary well. As a consequence, they got difficulty interpreting the meanings of the difficult words and they were not able to find the topic of the text. Based on Noormah (2000) the students are lacking vocabulary, hardly understand the words, and have less interest in English subject-subject. Moreover, *Kompas, an Indonesian daily newspaper,* (2003) reported that around 37.6% of 15-year-old students are hard to comprehend the meaning of the reading text. Only 24.8% of them are capable of connecting with the text with their knowledge. Even, many students are still lacking in terms of comprehension a text (cited by Sukayadi & Hasanah, 2009)

Related Studies

Morgan (2007) asserted in the book "More Picture Science Lesson" that students can successfully organize their thoughts and sort material after reading by using Venn diagrams.. Venn diagram is effective for the students become more active in the reading process because they are being asked to analyze a text in a focused manner (Dreher and Gray, 2009).

On the other hand, according to Venn (1880), a Venn diagram is effective for graphically organizing relevant information about specified concepts in a systematic way that improves comprehension by highlighting the similarities and differences between defined concepts. Teaching reading comprehension by using Venn diagram technique increasing students' achievement on descriptive text (Malasari, 2017). Further, Manurung , et.al., (2022) found in their study that using the Venn Diagram Strategy has a big impact on how well the kids understand what they're reading. Venn diagram particularly effective for students to use when reading informational text in which two or more topics are being compared and contrasted in order word Venn diagram increase student's reading comprehension (Michael, et.al. 2001). Based on this study, it can be concluded that the Venn diagram as one of the graphic organizer organizers that bring beneficial impact to

improve students reading comprehension. Another study that is effective in teaching the reading comprehension is the K.W.L chart.

All of the students in the research sample had acceptable comprehension monitoring, and the (K-W-L) method was the most significant predictor of reading comprehension (AlAdwani,et.al. 2022). Rakhmawati (2015) conducted a study of K.W.L chart, she noted that KWL strategy was used in teaching students' reading comprehension is effective. In other word, KWL strategy is a good strategy in teaching students' reading comprehension. It was because KWL strategy needs the students' prior knowledge in K chart of KWL chart. And the students must generate some questions based on the topic in W chart, then the students must answer their questions or write some new information that they had learn based on the text in L chart.

Additionally, Riswanto et al. (2014) and Rahmawati (2018) noted that the majority of students in the experimental group had improved reading comprehension scores and were passionate, engaged, and enjoyed understanding texts by employing the KWL technique.. After completing multiple K.W.L exercises, students are encouraged to use it as a stand-alone learning technique to activate their past knowledge and expand their K.W.L framework to verify the accuracy of both what they have already learned and what they have learned. This aids children in establishing a clear goal for reading and documenting what they have learnt (Conner, 2006).

There are six advantages of K-W-L strategy: (1) appropriate for all education levels from beginners up to advanced (2) It can be used for all skills but it is most suitable for reading skill (3) It helps students to monitor their comprehension and knowledge (4) Encourages students to do critical thinking (5) Teacher and students become more interactive in the teaching and learning process (6) Sets out a purpose for reading (Ibrahim, 2012)

Another. Study done by Hamida (2021) in her study came to the conclusion that the KWL technique may be used to teach reading on Islamic economic texts to students of any English proficiency level. According to a research by Sampson (2002) and Glazer (1998), K.W.L enhances students' prior knowledge and reading comprehension. The method also makes students more at ease with their ability to comprehend a subject because it goes over each stage independently, making comprehension easier.

Based on the findings of this study, it can be said that the Know, Want, Learn chart is one of the graphic organizers that helps students' reading comprehension. The researcher is interested in finding out which method—Venn diagram or K.W.L. chart—will boost students' reading comprehension performance the most.

Methodology

Research Design

The researcher employs a comparative design and experimental quantitative research methodology in this study. comparing the students' reading comprehension skills between the comparative groups using a Venn diagram and a K.W.L chart. The two groups were first given a pretest to gauge the respondent's aptitude. After that, each group received a different approach, and at the end of the meeting, both groups took a post-test to determine if they had mastered the language or not. Creswell (2003) briefly defines it as a design that includes a pretest measurement then following with a treatment and later on giving a posttest for a single group.

Table 1
Research Design

GROUP	Pre-Test	Treatment	Post-Test
1	T1	X1	T1
2	T1	X2	T1

Explanations:
X1: Learning English by using Venn diagram
X2: Learning English by using K.W.L chart
T1: Reading Comprehension Test

Population and Sample
The population of the research was grade X students of SMA N 1 Lembang. The sample was 64 from grade X MIPA 6 and X MIPA 7 of SMA N 1 Lembang. The two classes were comparative groups. This research was conducted in SMA N 1 Lembang for three months from January to March.

Research Instrument
The instruments used in this study were the reading comprehension pre-test and post-test. A pre-test was administered at the beginning of the program, whereas the post-test was administered in the end of the program. For the pre-test the students were given reading through multiple choice questions, to reveal students prior ability and reading level. For the materials during treatment time, students were given the school textbooks and were treated using the Venn diagram strategy and K.W.L chart strategy. In the end of the program, students were given a post-test to find the result of students reading improvement after using both strategies.

Procedures of Data Collection
In gathering the data, researcher used the following step:

Administering the Pilot Test
The pilot test was conducted before giving the pre-test. The test was reading test with a total number of 50 multiple choice questions. The instruments was pilot tested to the 11th grade in the same school.

Pre-test

Pre-test was given to both comparative groups. This was conducted before applying the treatment to diagnose student's prior ability in reading. It was multiple choices that focused on reading descriptive text. Postlethwaite (2005) defines test as an instrument or procedure that proposes a sequence of tasks to elicit students' response. The test should be valid and reliable in order to get accurate data.

Procedures of Implementation Venn Diagram and K.W.L Chart

After administering the pre-test, the treatments was given to both of the classes. The procedures of teaching through Venn diagram are adopted from Junaid (2012) he noted that Venn diagram can be completed or done by individual and group and the procedures of teaching through K.W.L chart are adopted by Ogle (1986) she explained that K.W.L chart can be completed or done by individual and group.

Procedures of using Venn diagram	Procedures of Using K.W.L chart
First step: The teacher choose two texts that will be discussed	**First step**: The teacher choose two texts that will be discussed
Second step: The teacher divide students into pairs or small group	**Second step**: The teacher divide students into pairs or small group
Third step: The teacher create a Venn diagram after that the teacher ask students to create their own from their book.	**Third Step**: The teacher create a K.W.L chart after that the teacher ask students to create their own from their book.
Fourth step: The teacher ask students to determine the two issues about the differences and similarities between the two topics and general ideas from the topic then asked them to find out as many words that are related to both of the issues then filled in the circle of differences and similarities	**Fourth step**: Ask students to brainstorm words, term, or phrase they associate with a topic in the K column about what they know and what they would like to learn. Then generate a list of question about what they want to know about the topic. The teacher and students record these questions in the W column of their charts.
Fifth step: The process of Venn diagram, teacher was suggested to give correction toward students' mistakes if the students do not respond correctly.	**Fifth step**: Have students read the text and fill out the L column of their charts. Students should look for the answer to the question in their W column while they are reading. Students can fill out their L column either during or after reading.
	Sixth step: Discuss the information that students recorded in the L column. So that the student will

	understand what they already discuss in the L column before. **Seventh step**: Encourage students to research any questions in the *W* column that were not answered by the text			

Post-test

A post-test was conducted to check the result after applying the treatment Venn diagram and K.W.L chart, at the end of the program. The post-test which contained the same question with a pre-test in a different arrangement was administered to both comparative groups.

Data Analysis

The result of pre-test and post-test of each group was calculated through SPSS 21. It can be seen in the following table:

Table 2.
Pre-Test, Post-Test, Standard Deviation and Normalized Gain

	Venn Diagram		K.W.L chart	
	Mean	St. Deviation	Mean	St. Deviation
Pre-test	71.22	13.205	73.81	9.212
Post-test	84.56	8.832	84.16	6.783
Normalized Gain	0.4576	0.2075	0.4034	0.1494

Based on result on table 2, it can be seen the mean pre-test of Venn Diagram group is 71.22 with st.deviation 13.205 and post-test 84.56 with st.deviation 8.832. For K.W.L chart group, the mean of the pre-test is 73.81 with st.deviation 9.212 and post-test 84.16 with st.deviation 6.783 and the normalized gain from Venn Diagram is 0.4576 in moderate category and the normalized gain from K.W.L chart is 0.4034 in moderate category. Based on the increase of the mean and decrease of st.deviation from pre-test to post-test of both groups and the normalize gain from Venn Diagram and K.W.L chart, it can be concluded that there is an improvement on students' reading comprehension ability.

Test of Normality for Gender

Normality test was conducted to see whether the data population are normally distributed or not. The table 4.2 showed the result of the normality test:

Table 3
Normality Test of Gender

Group	Shapiro-Wilk Statistic	Df	Sig.
Female	.932	38	.023
Male	.946	26	.191

According to the table above, this research utilizes the output from the Shapiro-Wilk. If both data have p. Value (sig) > α = 0.05. It means data is normally distributed and if the p. Value (sig) ≤ α = 0.05 it means data is not normally distributed. Based on the data above, the data population for female is not normally distributed and for male is normally distributed. It is because the significant score of gain for female was 0.023 < 0.05 and the significant of gain for male was 0.191 > 0.05.

Test of Homogeneity Variance for Gender

Homogeneity test is a test to find whether the data population is homogeneous or not. The result of the homogeneity test can be seen on the table 4.

Table 4
Homogeneity of Variance for Gender

Levene Statistic	df1	df2	Sig.
.406	1	62	.526

The data is homogenous if p. Value (sig) > α (0.05) it means data is homogenous and if p. Value (sig) ≤ α (0.05) it means data is not homogenous. The result between female and male were homogeneous. It is because sig (0.526) > α = 0.05.
Because the result of the data was not normally distributed and homogeneous, therefore the researcher used Mann-Whitney.

Researcher set two assumptions to know the hypothesis is accepted or not:
If p value is larger than (>) 0.05, Ho is not rejected, it means that there is no significant difference in students' reading comprehension improvement between female and male.
If p value is lesser or equal than (≤) 0.05, Ho is rejected, it means that there is significant difference in students' reading comprehension improvement between female and male.

Table 5 ; Mann Whitney U

	Gain
Mann-Whitney U	485.500
Wilcoxon W	836.500
Z	-.116
Asymp. Sig. (2-tailed)	.907

The result of the data above in table 5 showed that p. Value sig = 0.907 > α (0.05). It means that H_0 is not rejected. Therefore, it is concluded that there is no significant difference on the student's reading comprehension ability improvement between female and male. According to the data above, the researcher used the data Asymp. Sig. (2-tailed)

Discussion of the Research Finding

From the result of the data, it is shown that there is no significant difference on the students' reading comprehension between those who acquired Venn diagram and those who acquired K.W.L chart. Even though there is no significance difference, the data from Venn diagram and K.W.L chart class showed that the students reading improvement increased. It can be seen from pre-test score for Venn diagram strategy 71.22 to post-test score 84.56 and pre-test of K.W.L chart strategy 73.81 to post-test 84.16 It can be concluded that the both strategy are applicable and good proven by the data previously discussed.

Erika, Sondang and Rotua (2015) noted in their research that applying K.W.L can improve student's reading comprehension and enrich their knowledge. In other word, KWL strategy is a good strategy in teaching students' reading comprehension. Furthermore, Fauziah and Kumalarini (2017) "Venn diagram was really helpful in teaching reading and help the students to understand the text through comparing and contrasting the ideas such as the main idea, and also the subjects of the text "(p. 6)

Regarding the gender, the result showed that there is no significant difference on the students' reading comprehension between female and male. Furthermore, researcher assumes in implementing different strategy in teaching English especially in reading, it provides to the development of students' skills, knowledge, and achievement and also the researcher tried to give supportive circumstances personally for the students in order to encourage the students so they can enjoy in learning reading.

Conclusion

From the result of data analysis on the pre-test and post-test, the researcher conclude that there is no significant difference between those who acquire Venn diagram and those who acquire K.W.L chart. From Venn diagram group on the pre-test it was 71.22 with standard deviation of 13.205 and the post-test was 84.56 with standard deviation 8.832 based on Venn diagram data showed that the gain for mean was 0.4576 with standard deviation 0.2075. K.W.L pre-test it was 73.81 with standard deviation of 9.212 and the post-test was 84.16 with standard deviation 6.783 based on K.W.L data showed that the gain for mean was 0.4034 with standard deviation 0.1494.

For genders group the result of data analysis with normalized gain showed that there is no significant difference on student's reading comprehension, even

there is no significant difference between female and male, but there is an improvement for both gender on reading comprehension.

Recommendation

Based on research findings, the researcher wants to give some recommendations as follows:

For future teacher, teacher can use these two strategy as an alternative in teaching for reading because the students will become active and interest in reading. Venn diagram is preferred by most males' student as seen from the result while K.W.L chart is more suitable for females.

For students, it is recommended to learn English reading comprehension by using these strategy, because it is an interesting strategy to read English text.

For Future Researchers, it is hoped that the result of this study can be used as additional reference for the future researcher to try another study in different levels and contexts.

References

Agusriani, Emi. Samosir. (2013). The Effect Of Applying Venn Diagram Strategy

AlAdwani, A., AlFadley, A., AlGasab, M., & Alnwaiem, A. F. (2022). The Effect of Using KWL (Know-Want-Learned) Strategy on Reading Comprehension of 5th Grade EFL Students in Kuwait. *English Language Teaching*, *15*(1), 79-91.

Alyousef, H. S. (2005). Teaching reading comprehension to ESL/EFL learners. *Journal of the reading matriks,* Vol.5 No. 2

Burhan, B (2012). Analisis Data Penelitian Kualitatif. Raja Grafindo Persada. Jakarta

Brown, H. Douglas. (2004). *Language Assesment: Principle Clasroom Practices.* New York: Pearson Education, Inc.

Conner, J. (2006). Advanced study of the Teaching of Secondary school Reading Instructional Reading Strategy: KWL (Know, Want to Learn, Learned)

Creswell, J.W. (2003). *Research Design. California:* Sage Publications.

Dreher, M. & Gray, J. (2009). Compare, Contrast, Comprehend: Using Compare-Contrast text Structures with ELLs in K-3 Classrooms. Journal of *The Reading Teacher, Vol.6. No.2 Hal.132-141*

Erik, S. Sondang, M. & Rotua, P. (2015). Improving students' Reading Comprehension Achievement by Using K-W-L Strategy. *Journal of English Linguistics Research Vol. 04. No.3. Tahun 2015*

Fauziah, D. A. & Kumalarini, T. (2017). The Implementation of Venn Diagram as a Strategy in Teaching Reading. *Journal of RETAIN Vol.05. N0.3. Tahun 2017. 226-233.*

Fernandes, L. (2014). Using English Literature for The Teaching of English. *International Journal of English Language and Literature Studies Vol.3 No.2 Hal.126-133*

Glazer, M. S. (1998). Using KWL folders. Teaching Diverse Learners, 29(4),106-107

Gurk, N. K. (2016). The Effect Of Cooperative Learning Techniques On Intermediate Iranian EFL Learners' Reading Comprehension and Reading Strategies. *Journal Of Studies In Education*. Vol.6 No.4

Grabe, S & Sttaler F. L. 2002. *Teaching and Researching Reading*. London: Longman.

Hamidia, M. (2021). Teaching Reading Through KWL (Know-Want to know-Learned) Strategy In Islamic Economics Text. *PANYONARA: Journal of English Education*, *3*(2), 80-100.

Harmer, J. (2010). *How to Teach English, New Edition.* New York: Pearson Education.

Ibrahim, N, N. (2012). *The use of KWL technique in teaching reading descriptive text: A quasi-experimental study in the first grade of senior high school in Bandung.* Retrieved November 6, 2012 from: Bandung: Pendidikan Universitas Indonesia.

Junaid. (2012). Venn diagram method for students' ability in writing at intensive Englsih class of Unismuh Makasar. *Exposure journal. Vol.1 No.1*

Katemba, C & Hulu, G. (2013). Comparison of Grammar Translation Method and Eclectic Method in Enhancing Student' Vocabulary Achievement. *Journal of Education and Practice,* Vol.4 N0.5

Katemba, C. (2013). Anxiety Level of Indonesia Students its Relationship to Academic Achievement in English. *Journal of Education and Practice,* Vol.4 N0.27

Katemba, C.,V., & Samuel (2017). Improving Student's Reading Comprehension Ability Using Jigsaw 1 Technique . *Acuity : Journal of English Language*

Pedagogy, Literature and Culture Vol 2 No.2 2017. DOI : https://doi.org/10.35974/acuity.v2i2.613

Kusriani. Ika. (2013). Using Jigsaw technique To Improve reading comprehension Skill at the Eight Grade Students of SMPN 3 MLATI Yogyakarta.

Linse, C. T. (2006). *Practical English Language Teaching.* New York: McGraw-hill Companies, Inc.

Manurung, L. W., Saragih, F., Saragi, C. N., & Manurung, L. (2022). The Effect of Applying Venn Diagram Strategy on Students' Achievement in Reading Comprehension at the Twelfth Grade Students of SMK N 5 Medan. *Jurnal Scientia*, *11*(01), 537-544.

Mariam. 1991. Definition of reading [*Online*] Tersedia: https://www.ukessays.com/essays/languages/definition-of-reading.php

Michael, G. F, Connie, J. and Bonnie B. G.(2001). *Teaching reading in the 21ˢᵗ Century.* Boston: A person Education Company. 2001.p.425

Morgan, E. (2007). More Picture Science Lesson: Using Children's Books to Guide Inquiry. March 29.

Nagaraj, G. (1996). *English Language Teaching:* Approaches Methods, Techniques. London: Sangam Books Ltd.

National Reading Panel. 2000. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: U.S. Government Printing Office.

Noormah (2000). Definiton Of Reading. Tersedia: https://www.ukessays.com/essays/languages/definition-of-reading.php

Ogle, D. (1986). *K-W-L: A Teaching Model That Develops Active Reading For Expository Text.* The Reading Teacher, 39, 564-570.

Oktadela, R. Zaim, M. & Hamzah. (2014). Improving Students' Reading Comprehension of Academic Texts by Using Synthesizing Strategy. *Journal of English Language Teaching Vol.2 No.1*

Postlethwaite, N. (2005). Educational Research: Some Basic Concept and Terminology, Paris: UNESCO

Rakhmawati, Dian. (2015). The Effectiveness of Know-Want To Know-Learned (Kwl) Strategy In Reading Comprehension. *Jurnal SMART Volume 1 No. 1, Januari 2015 Hlm. 25-31*

Rahmawati, E. Y. (2018). Analysis of Students' English Reading Comprehension through KWL (Know-Want-Learn) Learning Strategies. *International Journal of Language Teaching and Education*, *2*(3), 238-247

Riswanto, Risnawati & Detti Lismayanti. (2014). The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. *International Journal of Humanities and Social Science* Vol. 4, No. 7(1); May 2014

Rahim, F. (2008). Pengajaran Membaca di Sekolah Dasar. Jakarta : Bumi Aksara

Ruddel, M. Rapp. (2005). *Teaching Content Reading and Writing Fourth Edition.* New Jersey: John Willey & Sons.

Samosir, E. A., & Sibarani, B. (2012). *The Effect of Applying Venn Diagram Strategy on Students' Achievement in Reading Comprehension*. REGISTER Journal of English Language Teaching of FBS-Unimed, 1(1).

Sampson, M. (2002). Confirming a K-W-L: Considering the source. Reading Teacher, 55(6), 528-532. Retrieved September 15, 2009, from Academic Search Complete database.

Sandjaja, S. (2005). *Pengaruh Keterlibatan Orang Tua Terhadap Minat Anak Ditinjau Dari Pendekatan Stress Lingkungan.*

Suryani, L. (2015). Improving student's reading skills by using the mind map technique at SMA N 1 Kretek in the academic year of 2013/2014

Sukayadi, D & Hasanah, E. U. (2010). *Scaffolding Student*'s *Reading comprehension with think-aloud strategy.* Indonesia: The Language Canter, Indonesia University of Education.

Tarigan, H. G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa

Venn, J July (1880). *The Diagrammatic and Mechanical Representation of proposition: Philosophical Magazine and Journal of Science.5* 10 (59)