

## ABSTRACT

Yesi Arfiani, 2025. *Improving Reading Comprehension Of X Grade Students Trough Know – Want – Learned Strategy At Smk Muhammadiyah Jember*. Thesis, English Language Education Program. Faculty Training and Education. Muhammadiyah University of Jember. Advisors: (1) Dr. Mochammad Hatip, M.Pd. (2) Fitrotul Mufaridah, M.Pd

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Reading comprehension is one of the most important skills in learning English. Many students still find it difficult to fully understand what they read. This happens because they often lack vocabulary and have no clear strategy for reading. This research aimed to improve the reading comprehension of tenth-grade students at SMK Muhammadiyah Jember by using the Know–Want–Learned (KWL) strategy, a method that helps students connect what they already know, ask questions before reading, and reflect on what they have learned after reading.

The research used a Classroom Action Research (CAR) design and was carried out in two cycles. Each cycle included four steps: planning, acting, observing, and reflecting. Data were collected through observations and reading comprehension tests. In the first cycle, many students were still confused, especially when writing questions in the "W" column. After improving the teaching approach in the second cycle by giving simpler explanations and clearer examples, students became more confident and active during learning.

The results showed that students' average reading scores improved from 57.6% in the preliminary stage, to 64.6% in Cycle 1, and finally to 76.1% in Cycle 2. This success proves that the KWL strategy helped students understand descriptive texts better and made the learning process more interactive and enjoyable. The findings show that the KWL strategy effectively helps students improve their reading comprehension by encouraging them to recall what they already know, ask meaningful questions before reading, and reflect on what they have learned after engaging with the text.