INTERACTIVE READING ACTIVITIES BY USING KNOW, WANT, AND LEARN STRATEGY: A DESCRIPTIVE STUDY

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Abstract: *The objectives of this research are (1) To identify whether or not KWL strategy with Prezi can implemented in student's reading activities; (2) To describe the students respond toward the student's reading activities through the implementation of KWL strategy with Prezi. Six eighth grade students from SMP N 27 Kota Bekasi in the 2020/2021 academic year will participate in this study who were taken by using purposive sampling. This research uses a descriptive qualitative method. Meanwhile, in this study, the data collection used observations and interviews. The researcher uses contextualization and codification to analyze the data. The result from the research that has been carried out are (1) The implementation of KWL strategy with Prezi can help the students' reading activities for the middle grade students of SMP Negeri 27 Kota Bekasi in the academic year of 2020/2021; (2) Based on the finding from the observation and interview, some students interesting with this strategy because they can use this strategy for the answer the question of reading assignment in their school later. The students enjoy the reading activities that has been presented interestingly through Prezi and they feel more helpful with every step from KWL strategy.*

Keywords: *Interactive Reading, KWL Strategy, Prezi*

INTRODUCTION

English in Indonesia is used as a lingua franca as a compulsory language, from primary to university, and English is a foreigner, because most of the literature is written in English from several perspectives of knowledge.

There are many educators who are confused as to how to teach English in elementary school. There were several elementary schools, either a state school or a private school, that taught English. English, however, is taught without good preparation, as well as without a good curriculum and syllabus. As they can, the teacher teaches, whether it is precise or inaccurate, they may not care.

Teachers worldwide have been largely unprepared for the continuity of learning and adaptation to new methods of teaching. The pandemic at COVID-19 has caused a huge disruption in the history of education, with students and teachers from pre-primary schools to high schools, TVET (Technical and Vocational Education and Training), universities, institutes for education and training of adults and institutions all over the world affected. By the middle of April 2020, 94 percent of learners worldwide or 1.58 billion children and young people from primary education to higher education were affected by the pandemic into 200 countries.

Therefore, in general, junior high school students who have graduated from state elementary school have difficulty understanding reading because most of them have not previously learned English well in their state elementary school. Most of them lie in obtaining information from a text that is triggered by the lack of vocabulary of students.

Most students are good at reading, but they fail to do so when we ask for a description of the text. It means, comprehension refers to the ability of the reader to fully understand what they've read (West & Chew, 2014).

KWL is one of the fundamental methods developed to direct the interpretation of the reading of the learner and the way they engage it through their own interpretation. As stated by (Riswanto, Risnawati, & Lismayanti, 2014) KWL (Know, Will and Learn) approach has shown that the efficacy of the Step-Wise Regression Formula has been demonstrated in improving the reading understanding of students that the contribution of the KWL Strategy to the achievement of student reading understanding has significantly improved.

Everyone is aware of the need for presentation programs to provide information, apart from complexity and forbearance, in a simple, quick and easy-to-understand way, and one of the most up-to-date programs for the preparation of scientific papers in colleges, universities, conferences and others is the common PowerPoint software from Microsoft. All the people who wanted to transform their textual material into a slide of presentation were often followed by a perspective to convey their statement more clearly.

Students can communicate in new ways using Twitter and Schoology or they can present information using Prezi in a completely different format.

In addition, students and teachers can cooperate with innovative tools to redesign new schools for the next century (Manning et al., 2011).

Based on the result of pre-observation, the majority of students receive a score below the Junior High School English Lessons minimum completion criterion (KKM). For grade VII schools, the minimum completion criterion (KKM) applied is 75. From the findings, the capacity of the student to do so can be fulfilled. In this class, there is a low level of English learning. The student score, which is still within the minimum completion criterion, can be seen from (KKM).

Based on the explanation above, the problem are identified by the student score in English is under the KKM; the students have trouble in reading the study material; the students feel bored reading a long text or uninteresting text; the teachers seldom use different methods and media to teach, so that students can feel bored; Teacher is not aware of the KWL (Know, Want and Learn) strategy and Prezi helps students to improve their understanding of reading.

The researcher interested in conducting a research focusing on "Interactive Reading Activities by Using Know, Want, and Learn Strategy" on the basis of the explanation above.

THEORETICAL UNDERPINNING

Reading can be seen as the process of obtaining information from the text read (Abidin & Riswanto, 2012). (Nunan, Bailey, Anderson, & Sokollik, 2003) says that Reading is a competent process in which text information, background knowledge and meaning are combined by readers. The reader can throw unnecessary distraction or information by knowing the purpose of what the reader reads. Through doing this, students understand what data they want to know when reading the texts (Brown, 2003). Reading is one of the basic skills in English that are not only translated word by word, but that must be learned in the course of language (Aditya, 2019). Reading is important for students because they need to be capable of reading and understanding English. The English teacher is able to use reading as a means of teaching other language skills such as listening, speaking, writing and language elements, such as vocabulary, speech and grammar (Wardah, 2014).

(Harmer, 2007) states that for language acquisition, reading is helpful. As long as students understand what they're reading more or less, the more they read, the better they get. Therefore, in the classroom, in student reading, the writer is sure that there are many purposes for him, among others he needs to graduate and give himself the skills to carry on his studies.

To sum up, reading is the process that can make us understand with obtain the information such as news, a new fact, idea, opinion, and so many things from the text.

The KWL strategy works as an instructional reading strategy,

according to (Zhang, 2010). K.W.L strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic (Febtrina, Sukirlan, & Yufrizal, 2019). According to (Satria & Syafei, 2019) KWL strategy is a reading strategy that uses questioning to activate prior knowledge, to understand metacognition, and to write to learn. KWL is a learning strategy to guide students through a text (Ogle, 1986). It is an instructional reading strategy that helps students become more readers of different types of text and helps teachers to be more interactive. K-W-L is necessary for three fundamental cognitive steps: to get what I know, to determine what I would like to learn and to remember what I learned from reading (Handayani & Jufri, 2017).

In addition, (Brunner, 2011) explains that the KWL strategy has a number of steps. The first step is to provide students with the topic of selection or reading. The second step is to ask students to divide a piece of paper into three equally large columns. The teacher might also draw a similar graphic designer to a board of markers. The third step is on the left columns, where the students are asked to write 'Know' at the top of the middle column the students are directed to write 'Want' and at the bottom of the right column they ask the students to write the word 'Learned'. The fourth step is to show them that they should always reflect on what they already know about the subject before starting reading. The fifth step is to encourage students to think about what they want to know about the topic and put it in the middle column. The sixth step is to instruct students to read the text in order to answer the questions and to correct any previously recorded misinformation. The last step is to discuss and finalize the third column after reading on the right side of the paper.

Based on the above experts, KWL strategy can be implemented in the classroom in numerous steps. Actually, the above three-stage experts are not very different, they nearly have equations. However, the author prefers the basic steps of Ogle combined with the steps of Crawford from the above three experts, since it's easier and easier to apply in the classroom. The Brunner Steps do not differ greatly from the Crawford Steps, but it is harder to implement. However, the author takes a few steps away from the Brunner.

The steps taken by the KWL strategy to be applied to research are as follows:
a. Start by naming the subject and asking students to think about what they already know about it.
b. Create a K-W-L chart on a chalk board or on a graph paper.
c. Ask students to tell them what they know about the subject. Teachers may ask students to brainstorm the words, terms, or phrases they associate with a subject. Teachers and students will then record these associations in column "K" of their charts. This is done until the students have run out of ideas. This step is called "What do I know?"

d. Ask students to think about the questions they have about the subject. They may begin by reviewing what they know, and finding areas where their knowledge is incomplete, asking students what they want to learn about the subject. Teachers and students record these questions in the "W" column of their charts. This is done until the students have run out of ideas for questions. If the students answer statements, help them turn them into questions before they are recorded in the "W" column. This step is called "What I want to know about."
e. Students are now supposed to read the text. They are encouraged to seek answers to their questions and not to look for new ideas.
f. Students tell the material they learned from the text. They first report the answers to their questions, and then report any other interesting ideas they have found. The teacher lists them in the column "L" of the chart. This step is known as "What I've learned."

Table 1. Example of using KWL Chart

K	W	L
There are different types of clouds	What are storm clouds?	Types of clouds: Stratus, Cumulus, Cumulonimbus, Stratocumulus, Altostratus, Cirrus, Cirrocumulus, Altocumulus
One type is called a cumulus cloud	How do clouds form?	When warm air rises, it cools and condenses into tiny water droplets. As more water droplets are created, a cloud forms.
Clouds are made of water		

This strategy also has some the advantages in process of learning. The advantages of KWL strategy as the following:
a. It elicits the student's prior knowledge.
b. It develops predicting skills
c. It develops research skills.
d. Increase writing skills.
e. Developing student's vocabulary.
f. Developing communication skills in cooperative group.

One of the media alternatives used is online educational media with Prezi on-line software (Hartini, Misbah, Dewantara, Oktovian, & Aisyah, 2017). Prezi is a presentation that shows information on an optical map where it is possible to dynamically zoom in and out of content with text, video and graphics (Laufer, Halacsy, & Somlai-Fischer, 2011). Prezi presentation media also influences the learning outcomes of students positively (Mardiansyah, M, & Basri, 2017) and can improve critical thinking skills for students (Aotar, Adlim, & Safrida, 2015). The most important

aspect of the software is that it facilitates the use of highly dynamic visual charts, zooms and movements within content, and allows the program to create, organize and share presentations on the Internet or on social networking platforms, allowing students to further collaborate or interact with their presentations. They can also save or protect it on their personal computer pages on the Prezi website, so it is not shared with all Prezi program users from around the world. Another advantage of the program is that it allows students to make both individual and community artistic presentations.

Based on the above definition, except for a unique display that is interesting to read text with zoom in and zoom out, Prezi is very similar to a power point and you don't need to make slides, and you also need to manually edit design, action, and so on. Just make a text and graphic presentation that you can zoom in and out and allow students to easily create creative presentations for individuals and communities.

METHOD

This is descriptive qualitative research. There were six participants, they are middle grade students of SMPN 27 Kota Bekasi in the 2020/2021 academic year. They age are 15 years old live around Bantargebang Bekasi area. The data are gathered through students' assignment, observation and interview. The data are analyzed by contextualizing and codifying.

FINDINGS AND DISCUSSION
Result of Observation
1. Observation

The result of this observation is divided into two observation. There are from field notes observation and the second is from students observation checklist.

a. Field Notes Observation

Here, the researcher will explain the result of the field observation that researchers' did it at the time and after using KWL (Know, Want, and Learn) strategy with Prezi descriptively in each meeting as follows:

1) Description of first meeting

The first meeting was done on Wednesday, October 21st 2020 at 1 p.m. The condition of students was quiet when the researcher began the study. Then the English researcher gave greeting for the students and introduced herself and told the students her purpose to do the descriptive qualitative research. The researcher also observed the students at the time and after using KWL Strategy in reading activity, observation focused on students' reading activities. Researcher use Prezi as a media presentation for KWL strategies to attract participants by using unique and new presentations. Therefore, the researcher introduced of the KWL strategy and Prezi's function in reading activities for participants.

Then proceeded with the core step of practicing reading activities by implementing the KWL strategy with Prezi.

As a first step towards implementing the KWL strategy with Prezi in reading activities, the researcher showed brainstorm students some pictures of the material subject. Secondly, the researcher was told of the material and the material's purpose. First the descriptive text explained by the researcher, also the descriptive text forms, the general structure of the descriptive text and the language characteristics of the descriptive text. The teacher provided an example of descriptive text. The researcher then separated the students into groups for the next meeting. There were two classes of three students. In addition, the researcher explained about the KWL Technique by reading the descriptive text, how it worked, and what the students had to do.

2) **Description of second meeting**

The second meeting was held at 1 p.m. on Friday, 23 October 2020. As normal, the researcher examined students in reading activities at the time and after using the KWL Technique. In this stage the researcher explained the descriptive text material to the students. Then the teacher asked the students to sit down with their party. The researcher gave the student two topics in descriptive text reading and asked them to select one of the topics. Next the researcher asked students to brainstorm their ideas about the subject by observing an image to help students read their text. After that the researcher asked the students to read the descriptive text using the KWL Technique. The researcher led the students through the KWL Strategy and demonstrated to the community that was not yet explicit about the KWL Strategy. The researcher and students would then make it clear together. At the end of the day the researcher gave a description of the lesson. The students felt more enthusiasm with the reading activity.

3) **Description of last meeting**

At the end of the meeting, the researcher, as usual, observed the students at the time and after using the KWL Strategy for reading activities and asked the students to tell me about their difficulties in reading descriptive texts by using the KWL Strategy with Prezi and to summarize the lessons in the students depth interview. The last meeting was held at 1 p.m. on Monday, 26 October 2020. At this meeting, the researcher carried out a reading exercise using the KWL technique. The researcher give out the answer sheets and worksheets for the students to read the descriptive text on an individually before the time. Then the students submitted a paper exercise and the interview sheet.

b. **Students Observation Checklist**

The observation was conducted by the researcher to describe the finding about the research. It can be seen in the table based on the

students observation that have been conducted for 3 meetings in the researchers' house on October 21st, October 23rd, and October 26th 2020.

Table 2. The results of students' observation checklist

Statement		Meeting 1			Meeting 2			Meeting 3		
		N	S	A	N	S	A	N	S	A
1.	Students are paying attention to the teacher	0	0	6	0	4	2	0	0	6
2.	Students work well with other students	0	3	3	0	3	3	0	2	4
3.	Students attempt to do his/her work thoroughly and well, rather than just trying to get by	0	3	3	0	0	6	0	2	4
4.	Students act restless, is unable to sit still	6	0	0	6	0	0	6	0	0
5.	Students participate actively in discussions	4	1	1	0	1	5	0	2	4
6.	Students complete assigned worksheet	0	0	6	0	3	3	0	0	6
7.	Students need to be reprimanded	6	0	0	0	2	0	6	0	0
8.	Students annoy or interferes with peers' work	6	0	0	2	4	0	6	0	0
9.	Students are persistent when confronted with difficult problems	0	3	3	0	2	4	0	2	4
10.	Students don't seem to know what is going on in class	4	2	0	6	0	0	6	0	0
Note : **N= Never** **S = Sometimes** **A = Always**										

Based on the summarize of students' observation checklist table, it could be concluded that from the table about the implementation of KWL (Know, Want, and Learn) strategy with Prezi in reading activities.

1) ***Students are paying attention to the teacher.*** On the first statement of observation, all of the students always paying attention to the researcher as a teacher in the first meeting. Only four of the students who paying attention in the second meeting

while the other students sometimes paying attention and sometimes checking their smartphone.

2) ***Students work well with other students.*** *On the second* statement of observation, half of students always work well with other students but the others only work sometimes in the first meeting and the second meeting. But in the last meeting the number of students who always work well increased from three students to the four students.

3) ***Students attempt to do his/her work thoroughly and well, rather than just trying to get by.*** On the third statement of observation, half students always attempt to do their work thoroughly and well, rather than just trying to get by in the first meeting and sometimes the other did it. Suddenly all of the students always attempt to do their work thoroughly and well, rather than just trying to get by in the second meeting. But, in the last meeting only four students who always attempt to do their work thoroughly and well, rather than just trying to get by and sometimes the other did it.

4) ***Students act restless, is unable to sit still.*** On the fourth statement of observation, all of the students never act restless and still sit till the last activities of all the meetings. Before the study, the researcher was ask the students to follow every step of the research well, so that the activities will end according to a predetermined time.

5) ***Students participate actively in discussions.*** On the fifth statement of observation, only one student who always participate actively in discussions. The other one actively sometimes and the rest of the students never participate in the discussion in the first meeting. In the second meeting the number of students who always participate actively in discussions increased to five students from one student in the previous meeting while the other one still active sometimes. In the last meeting the one who always active in discussion only participate sometimes.

6) ***Students complete assigned worksheet.*** On the sixth statement of observation, all of the students always complete their assigned worksheet in the first meeting while in the second meeting half of students complete it sometimes only. But in the last meeting, all of the students back to always complete their assigned worksheet.

7) ***Students need to be reprimanded.*** On the seventh statement of observation, all of the students never need to be reprimanded in the first meeting. While in the second meeting the two of students sometimes need to be reprimanded because they discuss out of the topic in the group discussion. But in the last meeting all of the students never need to be reprimanded again like the first meeting.

8) ***Students annoy or interferes with peers' work.*** On the eighth statement of observation, all of the students never annoy or interferes with peers' work, but in the second meeting the four students sometimes interfere with peer's work while the other never annoy with the other students. Fortunately, in the last meeting the condition same with the first meeting.

9) ***Students are persistent when confronted with difficult problems.*** On the ninth statement of observation, half of the student always persistent when confronted with difficult problems but the other half did it sometimes in the first meeting. In the second meeting four of the students always persistent when confronted with difficult problems but the two others did it sometimes and the same condition in the last meeting.

10) ***Students don't seem to know what is going on in class.*** On the last statement of observation, four of the students seem to always know what is going on in the reading activities but the other two sometimes don't seem to know what is going on in reading activities in the first meeting. While in the second and last meeting all of the students always seem to know what is going on in the reading activities.

Result of Interview

The students interview filled by the students was conducted by the researcher to describe the finding about the research. It can be seen in the table based on the students' interview that have been conducted for last meetings in researchers house on October 26th 2020, that :

a. **The students who interested in English lesson**

The result showed that the students who are interested in English lesson was only four from six students. The students who weren't interested because sometimes they felt activities in English lesson was bored.

Based on the interview with some participants, the researcher knew every interview participants would always or oftentimes just guess the aim from the topic or material that given by their teacher in English lesson without getting anything in the end of the lesson. All of the students who are uninterested said similar answers about the interview questions no 1, as for example, one of them said:

"Maybe, but sometimes I bored in English lesson because the teacher give the material without tell the aim of the topic or the lesson from the start of the lesson, but in this activities with Miss Ayu was an interesting lesson because it doesn't such being in a lesson but I can get the lesson with enjoyed with presentation that Miss Ayu given".

b. **The students who understand all of English material, especially text**

The result showed that the students who understand in English material

was only two from six students. All of the students sometimes understand about the text that given in English material if the material presented by the teacher in interesting way or activities that can make them enjoy their English lesson so they can understand the material better. Four of the students who didn't understand the English material especially text said with the similar core of the answer:

> *"No I don't understand. I oftentimes confused to understand what the English material that teacher gave in English lesson. Sometimes I just follow the English lesson without getting anything anyway, so in the end of the lesson I just guessing from the sentence or word about what the topic that teacher gave in before".*

c. The students who know text

The result showed that all of the students know about text in English material that have been given in English lesson when they were in the first grade in junior high school. They answer with similar core of the answer in answer box of students' interview:

> *"I know and remember a kind of text that given in the seventh grade such as descriptive text, recount text and procedure text".*

But some of them unsure they know about text, all of the students who unsure they remember about text said similar answers about the interview questions no 3, as for example, one of them said:

> *"I don't think I remember all of the material about text in the first grade but I really remember with procedure text that contained a process how to make or use something".*

d. The students who like text material

The result showed that none of the students like text material in English lesson because they don't like read a bunch of text. The result based on they answer in the answer box of students' interview number 4 that contained with similar core of the answer:

> *"No I don't, because the teacher usually give the task of text material that should the students read, understand and find the answer of question from the text by ourselves".*

e. Kind of text would students read

The result showed that half of the students would read procedure and half other would read descriptive text. The result based on the half students who choose to read procedure text said in the answer box of students' interview number 5 that contained with similar core of the answer:

> *"If I asked to read a text, I would like to read a procedure text because in the procedure text especially for cooking recipe is shortly and easy to understand the meaning".*

The half other of students who choose to read descriptive text said in the answer box of students' interview number 5 that contained with similar core of the answer:

> *"If I asked to read a text, I would like to read a descriptive text because it contain many of vocabulary about characteristic or*

adjective that describing something and from the text I can learn how to describe myself, my friend, my family or my hobby in real life".

While the other adding:

"My hobby is travelling, so I can know the information from the text that describing place in English language from descriptive text about place".

f. Effectiveness KWL strategy with Prezi

The result showed that all of the students stated the KWL strategy with Prezi is effective in reading activities. The result based on the students stated in the answer of the question number 6 that contained with similar core of the answer:

"I thought KWL strategy was effective for reading activities, because before the students reading a text students can guess or brainstorm the topic from the picture that teacher given like Miss Ayu did in the reading activities".

Some of students give the other reason, they feel more helpful with KWL chart such as stated in the answer box of the students' interview question:

"From the KWL chart, I can organize the part of the reading that I read from the text and it make me easier for answer the question from the task in the future when I have an English test from my school".

g. Things that students' get after learning all

The result showed that all statement of the answer by students about things that they were gotten after learning all from reading activities by the KWL strategy with Prezi:

"I got the new way for answer the question in the task of reading by using KWL".

The other answer from other students:

"The things that I got from this learning with Miss Ayu are what is KWL strategy and how to implement it in reading activities not only in descriptive text but it could be in every text".

But most of the students answer with similar statement that contain:

"After learning all, I got the lesson about how to get the information from reading the text without confused by the KWL strategy that Miss ayu teach for me"

DISCUSSION

This part presents the discussion of the result and finding of the research that has been presented above. The result both observation and interview have similar responses toward the implementation of KWL (Know, Want, and Learn) strategy with Prezi in reading activities. Below are the elaborate of the answer from observation checklist and students' interview answers were presented in line with the research questions as follows :

Based on the result of the descriptive qualitative data, the students

who participate in reading activities through the implementation of KWL (Know, Want, and Learn) strategy with Prezi was enthusiasm and active in discussion because they already know how to read a text with step by step like brainstorming words, terms, or phrases from the picture showed in their worksheet and Prezi was make students attracted because it was unique and modern presentations . It can be seen from the result of the research that describing all of students' reading activity in each meeting and the result of the finding in students' observation checklist number 5 : "Students participate actively in discussions" On the fifth statement of observation, only one students who always participate actively in discussions, the other one actively sometimes and the rest of the students never participate in the discussion in the first meeting. In the second meeting the amount of students who always participate actively in discussions increasingly to five students from one students in the previous meeting while the other one still active sometimes. In the last meeting the one who always active in discussion only participate sometimes.

The student's as participant respond toward the implementation of KWL (Know, Want, and Learn) strategy with Prezi from the first meeting till the last meeting always present and follow all of the reading activities nicely. They enjoy the reading activities with the research as a teacher and they feel more helpful with KWL chart such as stated in the answer box of the students' interview question number 6:

"From the KWL chart, I can organize the part of the reading that I read from the text and it make me easier for answer the question from the task in the future when I have an English test from my school"

The descriptive qualitative research entitled "Describing students' reading activity through the implementation of KWL (Know, Want, and Learn) strategy with Prezi" was supported with the previous research by Sitti Maryam Hamid, Qashas Rahman, and Haryanto Atmowardoyo (2016) and Musdalifah Ifah Rahman (2019). The first, Sitti Maryam Hamid, Qashas Rahman, and Haryanto Atmowardoyo (2016) found that:

"The use of Prezi with KWL Strategy was effective to enhance the students' reading comprehension. This is proven by the mean score posttest of the students' in the experimental group and control group which were a difference. The mean score of the posttest in the experimental group was higher than the control group."

The second, Musdalifah Ifah Rahman (2019) found that:

"The use of Prezi with KWL Strategy was effective to enhance the students' reading comprehension. This is proven by the mean score posttest of the students' in the experimental group and control group which were difference. The mean score of the posttest in experimental group was higher than control group."

In short, both of the researchers found the similar conclusion that the implementation of KWL (Know, Want, and Learn) strategy with Prezi can make students interested and enjoy in reading activities. The distinctions between this research and previous research are the researcher focused

on how students can enjoy reading activities to easily understand the materials by use KWL strategy that presented by Prezi.

The research findings are also in consistent with the theory of (Zhang, 2010) who stated that the KWL strategy functions as a strategy for instructional reading. The result of the research on description of the second meeting can be seen that: In this step, the researcher re-explained the material about the descriptive text to the students. Then, the teacher asked the students to sit with their group. The researcher gave the student two topics in reading descriptive text and asked them to choose one of the topics. Next, the researcher asked the students to brainstorm their ideas about the topic by observing picture to help the students before reading their text. After that, the researcher asked the students to read a descriptive text by using KWL Strategy. The researcher guided the students in the steps of KWL Strategy and re-explained to the group that did not yet clear about KWL Strategy. Then, the researcher and students clarify that together. Finally, the researcher gave summary of the lesson at the day. The students felt more enthusiasm with the reading activity.

The impact of the implementation of KWL (Know, Want, and Learn) strategy with Prezi for the students' reading activities was so many positive things. It can increase the students self-confident to participate actively in discussions, increase the students persistence to confront difficult problems in reading and so many more.

CONCLUSION

Based on the research results described in the previous chapter, the author concluded that: the implementation of KWL strategy with Prezi can help the students' reading activities for the middle grade students of SMP Negeri 27 Kota Bekasi in the academic year of 2020/202. Based on the results of research from the observation checklist and students' interview some students interested with this strategy because they can use this strategy to answer the question of reading assignment in their school later. The students enjoy the reading activities that has been presented interestingly through Prezi and they feel more helpful with every step from KWL strategy.

The researcher concludes, to sum up, that the KWL (Know, Want, and Learn) strategy with Prezi can implemented in students' reading activities with a good response in students' attention, participation and interest in learning especially at the middle grade of SMP Negeri 27 Kota Bekasi in 2020/2021 academic year.

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