

ABSTRACT

This study examines the motivational barriers experienced by students during the implementation of the KWL (Know, Want to Know, Learned) strategy in English reading comprehension activities. A qualitative case study design was employed with a second-year class at a high school in Ciamis. Six students were selected via purposive sampling for semi-structured interviews, while a teacher was interviewed to triangulate the students' responses. Data were collected through semi-structured interviews and non-participant classroom observations, then analyzed using thematic analysis. The findings reveal several motivational barriers, including low self-confidence in expressing ideas, limited vocabulary mastery, a lack of interest in lengthy English texts, a fear of making mistakes, and passive learning habits. These barriers hindered student participation, the completion of KWL charts, reading focus, and independent engagement, leading students to rely on the teacher or classmates. Despite these obstacles, students generally viewed the KWL strategy positively, as it fostered curiosity and structured their engagement with the text. The findings indicate that the successful implementation of KWL requires attention to students' motivational needs and adequate support from the teacher.

Keywords: KWL strategy, motivational barriers, reading comprehension, self-determination theory, qualitative case study