

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In learning English, four skills should be taken into account. There are listening, speaking, reading, and writing. Reading is one of the basic skills in learning a language, and it needs to be acquired during language learning. When students learn to read, they should comprehend the reading text during the process of reading. They are not only expected to read the text in good pronunciation or find the meaning of each word within the text. Blachowicz and Ogle (2008) state that reading is an essential process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. It can be seen how the students understand and comprehend the meaning of written texts, which have been read.

In teaching language, teacher should consider the purpose of learning. Based on the purpose of learning, there are two kinds of learning English, namely English for general purposes and English for specific purposes. English for Junior High School is included in English for general purposes. In this case, the students of Junior High School expected to be able to master English which will be useful for everyday life and the environment in general. Reading is one of the important language skills in learning English. People can get information by reading text. They have to be able to comprehend the text to get the information. The more students know, the easier they can active the other language skills such

as, writing, speaking, and listening. Therefore, teaching reading is not only providing the text and then asking students to translate word by word but also asking students to understand the content 2 of the text.

Reading is probably the most important skill for second language learners in an academic context. It means the reading concept is about understanding the idea in which the students or readers will comprehend the texts that have been read previous research that the writer observed found some phenomenon related to students interested in reading. Some phenomena are as follows: Some of the students were confused in answering the question in the reading text. There are some of the students had an interest in reading, but they were not interested in reading. Reading can lead us to enrich and to develop our knowledge. Besides, through reading we can also improve grammar and vocabulary, at the same time it can improve our communication skills. Mastering it, it is supposed that we have a broad store of information.

Reading is the ability to read a text, process it, and try to comprehend the meaning. In the reading process, the students are not necessarily to read the text or passage loudly, but the most important thing is how the text or passage is comprehended by the students and can make it students easy to understand every word in the text. It is unfeasible for the reader who only reads the text without understanding the meaning or content of the entire text. In other words, reading without comprehension should not be called reading because the reader should understand what they read in a text or passage, they have to try to understand every word and they can remember for a long period. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction

and involvement with written language. Comprehension entails three elements such as the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part (Snow, 2002).

Based on preliminary observations, most of the class VII grade students at SMPN 4 Denpasar had problems reading and understanding texts. Researchers found that students had difficulty understanding the reading texts because they found that students had difficulty identifying detailed information in the reading. Problems experienced by students were finding general information, specific information, textual meanings, and textual references from the text. In addition, students also had difficulty in answering a text or understanding the content of the text. In this case, teacher involvement and the techniques used were important. The techniques applied by the teacher in the reading class would help students understand the reading material that was given to them. The techniques used most likely caused the problems that arose. For example, the teacher only provided text and asked students to repeat what the teacher read without prior preparation.

The teacher used the monotone strategy, in which the teacher explained the material in front of the class and teacher asked students to read some text. There were no corrections during the teaching process. The teacher on SMPN 4 Denpasar used the reading-aloud strategy. There many teachers use this strategy; it is very general. The implementation of this strategy is easy where students are asked to read the text aloud. This strategy is suitable for teachers to teach young learners because it makes the class more fun. However, when teaching reading comprehension the teacher using this strategy is less effective because not all students will understand and catch the meaning of the text by reading aloud.

Students need to process the meaning that they have captured. Thus, clear steps are needed to teach reading comprehension.

Reading aloud is less effective for teaching reading comprehension. It can make the students bored because the strategy is monotone. Furthermore, this technique is unstructured as it does not have any steps. By using this strategy, the students will not really understand the content that have they read. Students only read one paragraph of text aloud in front of the class and the other students will read the other paragraph. They only read and do not know the meaning of the text. Sometimes, the students who did not have a chance to read it, would not pay attention to their friends. Besides that, not all students have good pronunciation, which can be an obstacle in applying this strategy. When reading requires a definite understanding so that the information obtained can be clearer and more precise. The understanding in reading is not only on a book but the readers can do it on newspaper, letter and something that appeared beneficial information on it as we know, the understanding the content of reading can be called comprehension.

Based on the problem above, it was necessary to apply the method or strategies to solve students' reading problems in English in order for students can read and understand the meaning every reading passage. KWL was chosen to solve this problem and also to improve the student's achievement in reading comprehension. Through KWL, students develop independent skills in comprehending, composing, and learning the text. Moreover, the students divided the paper into three columns. This strategy provides the students to guide them through the lesson and apply their background knowledge to the new material.

KWL can be used to observe and assess the student's progress in comprehending the text and they are targeting the important content.

The strategy of KWL in the teaching and learning process has several strengths. For example, KWL is interesting and worth conducting in the teaching and learning process because this strategy can help the students understand the text. Besides, they can also show their own personal background knowledge, predict the information they expect to find in reading material and take notes related to the information gained. This is an interesting strategy to be applied and suitable for senior high school students so they can be more active in sharing their opinions and making them more interested by using KWL in the teaching-learning process of reading comprehension. In other words, this strategy is useful in encouraging students to become active and wise readers.

In conclusion, this strategy is really helping students in improving reading comprehension. KWL strategy is expected to make the students understand easily with the reading text. The use of KWL is really needed to record students' prior knowledge and what they learned from reading the text. This is reason why the researcher conducted this research because the benefits of the KWL strategy are to stimulate and engage students reading comprehension to gain the good achievement. Based on the explanation above writer is interested in conducting research which uses KWL to improve students' reading comprehension with title "Improving Reading Comprehension of The Seventh-Grade Students of SMPN 4 Denpasar in The Academic Year 2023/2024 Through KWL"

## 1.2 Research Problem

Research problem is a term which is used state the struggle that triggers the study to be conducted. Based on the background of the study, the students of SMPN 4 Denpasar in academic year 2023/2024 still found some problems in teaching and learning activities such as finding out the general information, specific information and textual meaning. In order to solve these problems, KWL was proposed to help students clearly analyze the schematic structure of reading text. The research question can be formulated as follows: “can reading comprehension of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 be improved through KWL?”.

## 1.3 Objective of the Study

The objective of the study actually based on research question that has been previously formulated and determined. Any scientific investigation intends to answer the research problem that has been previously formulated and determined. To make the present study well-directed, it is necessary to declare an objective to be achieved. It is guidance in making any decisions needed and also starting point of doing the research. The objective of the present study is certainly essential. Based on the research problem that has been stated, the study’s objectives are determines whether the reading comprehension of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024 can be improved through KWL.

#### 1.4 Limitation of the Study

In order to avoid broad discussion, it is important to limit this study because of problems in teaching reading in the seventh-grade students of SMPN 4 Denpasar. This method is very important for focusing the study, especially in reading comprehension. This research is concerned on the improving students reading comprehension through Know-Want-Learned (KWL) strategy on the seventh grade of SMPN 4 Denpasar. As the school where the research was conducted used the *Merdeka* curriculum and used analysing the structure of the text, linguistic elements and the context of the various texts presented in multimodal forms in different contexts within the family and class spheres.

In this study the researchers used the *Merdeka* curriculum which is in accordance with the curriculum used at SMPN 4 Denpasar. In accordance with the curriculum used, the researcher focuses on the objective of the study where the students are able to reading a descriptive text and about places and persons should be in the right form of identify specific and general information, textual meaning and textual references in descriptive text.

#### 1.5 Significance of the Study

The result of study is expected to have both theoretical and practical of present study is hoped become an important consideration to the teaching and learning process. This research is concerned on improving reading comprehension using KWL. Moreover, the results of the study are expected to be useful in relation with teaching descriptive text through KWL as a part of teaching strategy. Related to the target of this research, research have two significances, such as theoretically

and practically. The researcher was concerned with improving reading comprehension especially in descriptive text through KWL. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on the important of KWL in teaching reading.

Theoretically, this research is expected to be of use for the teaching reading and can be used to give us evidence about implementation theory based on problem that faced. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies to KWL in improving students reading skill at the seventh-grade students. In addition, it can contribute new research findings of the use of KWL in teaching reading comprehension. Moreover, the findings of this study were expected to be used as evidence that KWL is an active form which could be a very effective strategy in improving reading comprehension. Furthermore, the result of this study is expected to be useful for all references for future studies related to KWL in improving students' reading comprehension of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024.

Practically, the findings of this research are expected to provide more information for English teacher, students and the other researchers. Hopefully, this research can provide information about the use of KWL that can be used in the teaching and learning process. For teacher, it is hoping the teacher can apply this strategy to the teaching and learning process in reading comprehension. By using the KWL, it is hope that an interesting teaching and learning process can be obtained. Furthermore, this research is expected to be able to make a good contribution to English teacher at SMPN 4 Denpasar. For the students, it is hope that will make it easier to learn in reading and can help solve their problem in

reading comprehension and the students be able to find specific and general information, textual meaning and textual references in descriptive text.

### **1.6 Definition of Key Term**

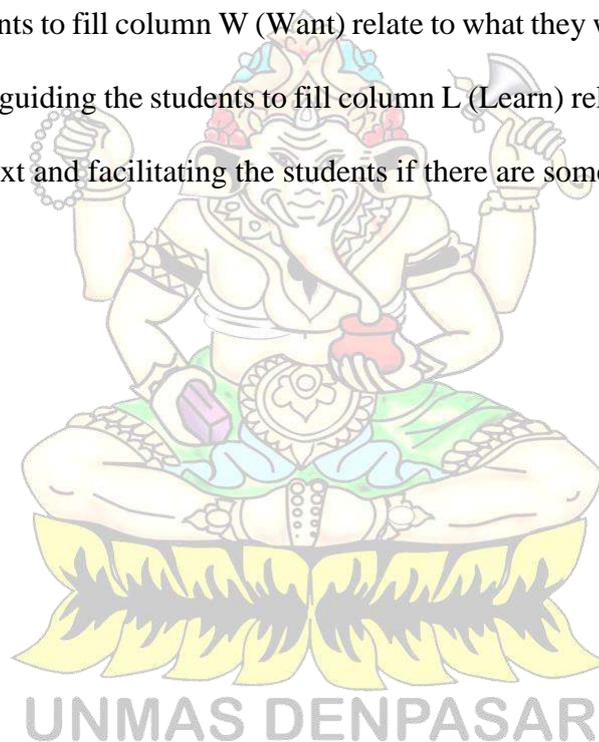
The Use of KWL to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Denpasar in Academic Year 2023/2024 is the title of the current study. The major concepts employed in the current study need to be defined. To prevent misunderstandings regarding this study and to give a clear knowledge of what this study was concerned with. The viewers of this study should find it significant when they read it. Furthermore, Reading Comprehension and KWL are the essential terms that will be employed in this study. As a result, the researcher must provide concise details and practical definitions of the important terminology used in the current study. Key terms utilized here have some operational definitions.

#### **1.6.1 Reading Comprehension**

Reading comprehension is operationally defined as the ability of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024 in comprehending reading text, especially understanding descriptive text about places and persons to finding out the general information, specific information and textual meaning. Therefore, the students are easy to comprehend the content of the text completely.

### 1.6.2 KWL

KWL is a strategy which is used to improve reading comprehension of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. In KWL is strategy that is used to help the students in understanding the text using three steps. Firstly, the teacher gives the students topic, clue, or picture to help the students in analyzing what they already know about the topic then guiding the students to fill the column K (Know). Secondly, giving the students the text and guiding the students to fill column W (Want) relate to what they want to know about the text. Thirdly, guiding the students to fill column L (Learn) relate what they have learnt from the text and facilitating the students if there are some misconceptions.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific study is intended to provide significance and it should be based on some theoretical background and empirical evidence. In this chapter, the researcher focused on theoretical review of some theories related with the present study. It is crucially needed to bind and limit the topic in order to focus the research on what is worth to write. Therefore, to strengthen the theoretical framework of this research, the researcher should review some relevant theories from experts which are related to this study. In addition, theoretically should contribute practical significance. In the present study, the researcher gives more elaboration about reading comprehension, KWL and assessment of reading comprehension. The theoretical reviews are elaborated as follows:

##### **2.1.1 Reading Comprehension**

Reading is one of the language skills that should be learned by the students, it is a learning process of transferring information from the writer to the reader in written form. So, the readers should know their reading objectives and consider why they read, what to read and how they should read. According to Pang et al. (2003), reading is defined as understanding written texts. He says that reading consists of two related processes. They are word recognition and comprehension. Word recognition is defined as getting how written symbols

correspond to one has spoken language, while comprehension is the process of making the meaning of words, sentences, and connected text.

Reading is process of getting information from text or written text more than that, reading also requires the skill of the readers to grasp the meaning from the text. Reading is set of skill that involves making sense and driving. Reading is not just a basic skill. Many people think of reading as a skill that is taught once and for all in the first few years of school. In this view of reading the credit for students' reading ability goes to primary grade teachers, and upper elementary and secondary school teachers at each grade level need teach only new vocabulary and concepts relevant to new content seen this way, reading is a simple process, readers decode each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language.

There are several ways in which the teacher can improve the students' comprehension in reading in the classroom. In addition, reading comprehension is an active process in constructing meaning through interaction to get information and improving knowledge. Therefore, without reading comprehension, the readers could not understand the information of the reading texts clearly. It is also the important thing that should be improved to increase students' knowledge and teacher must be a good model in teaching reading comprehension. In addition, while teaching reading comprehension in language learning, it makes the students understand and comprehend what they read and also, they can get new information or knowledge to develop their language skill especially in reading comprehension.

Snow (2002) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. The use of words extracting and constructing is to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. After extracting and contracting the words, the readers will get the knowledge and the information from the text. Moreover, it means that it could identify general information, specific information, textual meaning, and textual reference. Reading comprehension usually refers to the number of understanding readers have when they read.

Camille (2008:33) adds that comprehension is a process demanding strategic approaches. The readers actively construct meanings as they read; they also direct their own comprehension by using basic strategies and monitoring their understanding. In reading to achieve comprehension, an appropriate strategy is very important to motivate students to do the reading activity. The strategy applied in the reading activity has a very important role since it is a way for readers to understand the text, which can be directed by a series of reading steps involved in a strategy. A good strategy will lead readers to achieve a goal of reading comprehension., and it will get readers easier in connecting their ideas by monitoring their accuracy based on the procedures or steps of the strategy.

Klinger et al. (2007:8) reading comprehension involves much more than readers' responses to text. Reading comprehension is multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is understanding each word and finding information from the text. Students who can comprehend a variety of texts can integrate comprehension

strategies according to the kind of reading text. These students will explain what they are doing when they understand and realize that they do not comprehend.

Based on those definition above, it can be concluded that reading comprehension is defined as the process of understanding the meaning of the text. Without reading comprehension, the students could not understand the text or what they had already read. That is an important thing that should be improved to increase students' knowledge, and teachers must be good models in teaching reading. Furthermore, while teaching reading, students understand and comprehend what they read and can get new information or knowledge to improve and develop their ability in reading comprehension.

### 2.1.2 KWL

To improve the students' comprehension in reading, it needs an appropriate Strategy that can help them to solve their problems. Actually, there are many techniques that can help students to improve their reading comprehension. It is somehow difficult to improve students' reading comprehension in junior high school effectively. Based on phenomena above, Know Want to Learned strategy can be used in this subject. KWL can was helped the students to become better readers of descriptive texts and helps instructors to be more interactive in their teaching.

According to Ogle (1986), KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge. It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned.

Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have Learned is recorded in the L column. The first column represents what the student knows about the topic. The second represents what the student wants to know in the text. The third represents what the student has learned after having reads the text. The KWL strategy is a method devised to teach students to read actively by engaging previous knowledge, asking questions, and recalling important information in the text to enhance comprehension. In the KWL strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. This strategy promotes active learning through reading, writing, discussing and/or problem solving. Research shows that active learning strategies like KWL lead students to engage in higher-order thinking such as analysis, synthesis and evaluation.

According to Herrell (2016) KWL are three section charts that students use to explore what they know (K), what they want to know (W), and what they learn (L) about the topic. There are some steps that should be considered in using KWL technique: (1) choose a text, (2) create a KWL chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information, (3) ask student to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the K column of their charts. This is done until

students run out of ideas. Engage students in a discussion about what they wrote in the K column, (4) ask students what they want to learn about the topic. The teacher and students record these questions in the W column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the W column, (5) have students read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading, (6) discuss the information that students recorded in the L column, and (7) encourage students to research any questions in the W column that were not answered by the text. Moreover, there three chart steps of KWL, which was adapted from Herrell and Jordan (2006) as follows:

1. The teacher prepares a topic and KWL sheet to teach students how to gather basic information.
2. The teacher delivers a blank KWL sheet and a topic to the students.
3. The teacher then asks them to fill the K column based on what they know about the topic.
4. After finishing the K column, the students are asked to fill the W column by writing down what they want to know about the topic.
5. The teacher presents the descriptive text and asks the students to read it and the teacher asks the students to write what they have learned about the descriptive text related to the topic in L column.

KWL is designed to help students learn from reading text in any content area. The KWL has three steps: brainstorming and categorizing, asking questions

to set reading goals and checking answers to those questions. This Procedures are intended to help teachers become more responsive in helping students to access appropriate knowledge when reading texts. KWL helps encourage active reading of texts (Kloock et al., 2010:89). From this statement, it can be concluded that the KWL clearly motivates active learning and instruction from both the learner and the instructor. This study makes the following contributions: teachers can arouse students to be more active and KWL can work very effectively in achieving the ultimate goal of overall development in students' listening, speaking, reading and writing abilities as well as interpretation.

From the statement above, it can be concluded that the KWL motivates active learning and teaching on the part of the learners and instructors. This research contributes as follows: 1) Teachers can stimulate students to be more active, 2) KWL can work very effectively in achieving the ultimate goal of overall development in students' reading comprehension skills. KWL is an effective learning strategy that deserves our attention.

### **2.1.3 Assessment of Reading Comprehension**

One of important aspects in teaching reading is to be able to test and measure the student's comprehension. Assessment is measurement done by the teacher to know how far the students have already understood the material given in doing assessment, teacher includes assessing to encourage learning, assessing to monitor progress and provide feedback and assessing to measure proficiency. Furthermore, Nunan (2005) states that assessment occurs all the time. Assessment can be conducted by giving a series of tests to the students in order to give them

opportunity to respond the materials that they read. Assessment is done to collect data of the students about their achievement in learning process.

Brown (2004) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Assessment comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measure tends to focus on straight recall or literal understanding, but there is much more to comprehension than this. (Klinger et al. (2007).

Snow (2002) states that the approach to assessment proposed here differs from current approaches to reading assessment. It would both grow out of and contribute to developing an appropriately rich and elaborated theory of reading comprehension. Assessment procedures generated by this approach the thus more likely to be influenced and changed by theoretically grounded reading research. Our approach also highly values the utility of assessment for instruction. Of course, a comprehensive assessment system can place high demands of time on students and teachers; thus, we should develop assessment that are embedded in and supportive of instruction, rather than limited to serving the researcher' needs. A comprehensive assessment program reflecting the thinking about reading comprehension presented here would have to satisfy many requirements that have not been addressed by any assessment instruments.

According to Westwood (2008:72), the main functions of assessment are; to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources; to identify any students who are having difficulties mastering the course content, and thus need additional help; to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by providing them with evidence of their child's learnings to be accountable to government education authorities by providing hard evidence of achievement levels in a school.

According to McNamara (2007), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies, for example, assessing students' reading comprehension ability and skills before an intervention allows potential weaknesses of an individual reader to be diagnosed. There are three methods that can be used in assessing reading comprehension: (a) multiple-choice tests of comprehension. (b) short-answer questions designed to measure examine understanding of the explicit content or the implied situation of a text.

In assessing reading comprehension, the teacher expects the students can reach the goal. Pang et al. (2013:18) state two forms of reading assessment. The first is to find out how well the students are reading to help them improve. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. Text comprehension is usually assessed through questions. Furthermore, the questions should focus on the main idea and viewpoints, not minor details. The students' responses can be spoken or written.

Written responses can be in the form of multiple-choice, short answer, or extended pieces of writing. Also, when teachers assess their students, they have to make an assessment that relates to the student in their daily life.

Namdi (2005) writes that assessment is a tool that measures a learner's knowledge and ability. It shows how well they are able to extract information and analyze what they are read. The purpose of a thorough assessment is to test that learning objectives are being met. Forms of assessment should be based on, and reflect, what is taught in the classroom. Schumm (2002) states that there are two forms of reading assessment: the first is to find out how well children are reading in order to help them improve. Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In the beginning of reading, assessment is normally done by listening to students read aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text.

The assessment of reading comprehension is an important part of the teaching and learning process in the classroom. Two functions are commonly identified in the literature: formative and summative assessment. Formative assessment evaluates students in the process of forming their competencies and skills with the goal of helping them to continue that growth process. Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction (Brown, 2004).

## 2.2 Empirical Review

Empirical review is a way of gaining knowledge by means of direct and indirect observation or experience. Empirical evidence (the record of one's direct observations or experiences) can be analysed quantitatively or qualitatively. Through quantifying the evidence or making sense of it in qualitative form, a researcher can answer empirical questions, which should be clearly defined and answerable with the evidence collected (usually called data). Research design varies by field and by the question being investigated. Many researchers combine qualitative and quantitative forms of analysis to better answer questions which cannot be studied in laboratory settings

The first research conducted Wiryana (2021) Entitled "Improving Reading Comprehension of The Eighth Grade Students Of SMP(SLUB) Saraswati Denpasar in Academic Year 2020/2021 Through KWL". The researcher of this study conducted KWL to help students improve and develop their ability in reading comprehension of eighth-grade students of SMP(SLUB) Saraswati Denpasar. The result of this study showed that KWL could effectively improve and increase the low ability in reading comprehension of the eighth-grade students of SMP(SLUB) Saraswati Denpasar. The score of cycle I and cycle II were much higher than mean score of the pre-test; the mean score in cycle I and cycle II showed the improvement of students' reading comprehension through KWL.

The second study was relevant to this study was done by Yanti (2017) entitled "Improving Students' Achievement in Reading Comprehension by using K-W-L (Know- Want-Learned) Strategy in SMP Muhammadiyah 2 Medan in Academic Year of 2016-2017". The objective of study was to find out whether the

KWL can improve students reading comprehension in descriptive text. Based the results and discussion of the research, it was found that the use of KWL could improve reading comprehension of the tenth-grade students of SMAN 1 Ubud in academic year 2020/2021. The results of the implementing KWL in this study could be seen from the progressing mean score of the pre-test and post-test which were administered to the students after the implementation of KWL.

The two studies have the same strengths and weaknesses. The strength of this research is that the researchers have put forward several expert theories to support this research. The lesson plan has been made clear and there are also steps for using the strategy. Tests and questionnaires as research instruments are clearly explained. However, there are the same between the two researchers above, researchers used multiple choices as a research instrument, in the pre-test and post-test to assess students' reading comprehension. In addition, there is a strong possibility for students to guess answers or easily deceive their friends in understanding the reading. Therefore, it makes researchers unable to assess students objectively. So that there is no student thinking process in understanding a reading text.

In this study, researchers used short answer tasks to measure students' reading comprehension. In addition, students have less opportunity to guess answers because they have to understand the reading text to answer the questions in the short answer assignment. This makes teachers more confident in implementing teaching strategies, and it will be easier for students to understand theory when carrying out activities during the learning process. What's more,

researchers used strategic KWL which was able to improve students' reading skills so that students would also find it easier to answer short answer task questions.

