│Volume 11 │Number 1│May 2026│E-ISSN: 2503-4405│P-ISSN: 2580-3441│

The Effect of Padlet-Based KWL Reading Strategy on Senior Highschool Students' Reading Comprehension In Report Text

Tantri Frista Hapsari [1], Yuri Lolita [2]

[1.2] Universitas Negeri Surabaya, Indonesia

[1] tantri.22021@mhs.unesa.ac.id, [2]yurilolita@unesa.ac.id

Abstract

The objective of this research was to determine the significant difference in students' reading comprehension achievement between students taught using the Padlet-based Know-Want to Know-Learned (KWL) chart strategy and those taught using a conventional reading strategy. A quantitative method with a quasi-experimental design was employed with the participants involving the students in English reading lesson. The samples taken using purposive sampling numbered 36 for the experimental class and 36 for the control class. After the pretest and posttest were conducted, the data obtained showed an increase in the average English proficiency of the experimental class students from 69.22 to 91.11. This indicates that the students' reading skills increased significantly after the treatment was conducted. Although the statistical analysis did not reveal a significant difference between the experimental and control groups, the experimental group taught using the Padlet-based KWL chart strategy demonstrated a higher mean gain score and a larger effect size. Nevertheless, the experimental group taught using the Padlet-based KWL chart strategy demonstrated a higher mean gain score and a larger effect size, indicating that the strategy still had a meaningful practical impact on students' reading comprehension despite the absence of statistical significance.

Keywords: *EFL, KWL Strategy, Padlet, Reading Comprehension, High School Students*

INTRODUCTION

In this ever-developing era, English reading mastery is an important aspect to support students' success. It is because being able to read and understand English texts is important for both learning the language and doing well at school in a variety of subjects (Duke & Cartwright, 2021). Reading comprehension is the ability to understand and recognize written words, and understand the meaning behind each word (Gough & Tunmer, 1986; (Smith et al., 2021). Reading is not just knowing the words but also comprehend the information. This aspect is one of difficult skill to master, especially in English as Foreign Language (EFL) context due to unfamiliarity of language and accents (Eriksson, 2023).

To solve this issue, various teaching strategies have also been studied to enhance students' reading comprehension ability. It is widely believed that reading str ategies help pupils perform better academically (Rasinksi, 2019; Suprajit, 2019; Diasti et al., 2023). Predicting, summarizing, monitoring, questioning, picturing, inferring, and

organizing are a few of the frequently utilized reading strategies (Diasti et al., 2023).One effective strategy for enhancing students' reading comprehension is the KWL strategy. This is an ancient that was first introduced by Ogle in 1986 (Koşar, 2025). According to Ogle (1986) the three fundamental cognitive processes of K-W-L are accessing what they already know (K), identifying what they wish to learn (W), and remembering what they have learned from reading (L). The KWL strategy is a reading and learning method intended to enhance comp rehension and encourage readers to interact with a material in a constructive manner. Since it supports students' cognitive learning activities, which lead to their comprehension of textual information, the KWL technique though to aid students in understanding the reading passage (Samudera & Lolita, 2025). In the Indonesian EFL context, students are required to learn and comprehend various types of texts as mandated by the English curriculum, which often becomes challenging due to limited vocabulary mastery and exposure to English texts (Ramadhianti, 2023). Among the text types taught at the secondary school level, report text is considered essential because it introduces students to factual and informational reading. A report text is a type of factual text that aims to present general information about a living being, natural phenomenon, object, or social issue objectively and systematically based on facts (Gerot & Wignell, 1994; Yunitasari, 2016).

Report texts describe environmental events whether natural or artificial according to Sapitri et al. (2022) through general classification plus detailed descriptions in simple present tense. Grade XI English classes benefit greatly from the KWL reading strategy when tackling these texts as students activate prior subject knowledge during the K phase generate goal-oriented questions in the W phase and reflect on book insights in the L phase. Critical thinking grows alongside expository structure grasp and overall reading proficiency via this approach.

In line with the development of the times, this strategy can be continuously adapted to suit contemporary educational needs and technological advancements. Technology has a significant role in human life in the modern era, particularly in the field of education. Given the growing popularity of smartphones and other wireless technology devices among the general public, it seems to reason that educational institutions like schools would effectively utilize them by integrating technology into the classroom (Zafar et al., 2022) One of the tools that convenient to apply this strategy is padlet. Padlet is a web-based tool that can be used by teachers and students to help organize teaching materials, links, images and other supporting documents for teaching materials (Deni et al., 2018; Fisher, 2017; Waltemeyer & Hembree, 2021). Padlet has the ability to connect teachers and students on a page where students can collaborate to accomplish their learning objectives inside and outside the classroom, within online and offline method. Moreover, in the context of its use in KWL charts, Padlet is advantageous for organizing the 3 main steps of KWL itself, namely know, want to know, and learned. One of the features is when teachers can create classes that can accommodate all their students. Other features, such as columns, can separate the 3 steps of KWL and allow students to fill in their answers according to their understanding of a text. Previous studies have shown that Padlet offers a range of features that effectively support collaborative learning activities in educational settings. As a digital platform with customizable layouts, Padlet allows teachers to create virtual spaces where all students can contribute responses simultaneously, organize ideas, and interact with peers (Reka, 2024).

Research in elementary school contexts has demonstrated that when Padlet is combined with the KWL (Know, Want to Know, Learned) strategy, it encourages

students to be more creative, innovative, and critical by facilitating the sharing of ideas in text, images, and other formats, which enhances active participation (Sumadyo, 2024). In general learning contexts, studies also find that Padlet supports dynamic and interactive learning by enabling real-time collaboration, increasing student engagement, and enriching the learning process beyond traditional media (Azizah et al., 2025). These findings suggest that Padlet's interactive features, such as adjustable columns for organizing KWL stages, collaborative posting, and multimedia support can create a more networked and student-centered learning environment that promotes deeper understanding of textual information.

Moreover, there are some insights from the previous studies that express about the effect of using KWL on students' reading comprehension ability. First, it is a study that was conducted by AlAdwani et al. (2021) which involved 140 fifth grade students from (Al-Asmah) and A Suburban Education district (Mubark-Alkabeer) in Kuwait. The result of this study showed that KWL chart reading strategy have positive relationship with students' reading comprehension. Second, a study that was conducted by Ardiyan et al. (2022) using pre-experimental method to research the use of KWL strategy with students' reading comprehension that involved 35 students of tenth grade students from a total population of 432 students. The result of this study revealed that KWL chart strategy are positively correlated to increase students' reading comprehension. Lastly, a qualitative study conducted by Widia Nanda et al. (2021) discussed about teachers' perception of using KWL reading strategy instruction, its challenges and solutions. The results of this study showed that while this strategy improved students' reading skills, there might be some challenges in it, such as students' negative attitude towards the strategy, inadequate time allocation of the learning process, and reading materials that are too difficult or boring for students. This study also recommends further research incorporating KWL reading strategy instruction with suitable teaching techniques adjusting with the school's syllabus.

However, in the Indonesian educational context, there is still limited empirical evidence on how Padlet integration enhances reading comprehension, especially in alignment with national curriculum goals that emphasize literacy, critical thinking, and digital competence as essential learning outcomes. Therefore, further research is needed to bridge the gap between students' digital learning experiences and curriculum expectations by investigating how Padlet-based KWL strategies can be effectively implemented to improve reading comprehension. This is especially urgent given the increasing emphasis on digital literacy and technology-enhanced instruction in schools, and the necessity to equip students with the skills needed to navigate complex texts in English in preparation for global competitiveness.

Based on those previous studies, several research gaps need to be addressed to ensure more impactful and contextually relevant findings in the EFL classroom. For the first study, it only focuses on the primary school students, which have lower level of English. Meanwhile, this current research will be conducted to the 10th grade students who have higher proficiency level. Thus, this will provide more diverse insights in the study's findings. Next, the second previous study was conducted using the KWL chart strategy only using conventional methods, without integrating it with existing technological developments, whereas the current study using Padlet as the learning media. This was used to adapt to the digital era and provide effective use. Then, the third study will be a reference for the researcher to consider teachers' point of view in

creating teaching module that includes Padlet-used in KWL Chart strategy and the aspects of teaching materials that need to be improved.

Based on the research gap identified in previous studies, which indicates a lack of empirical evidence on the integration of digital platforms into the KWL reading strategy and limited use of rigorous comparative research designs, this study formulates the following research question: *Is there a significant difference in students' reading comprehension achievement between students taught using the Padlet-based KWL chart strategy and those taught using a conventional reading strategy?* Accordingly, the objective of this study is to determine whether there is a significant difference in students' reading comprehension achievement between the experimental group instructed through the Padlet-based KWL chart strategy and the control group taught using a conventional reading strategy. The novelty of this research lies in its integration of the KWL chart strategy with a digital collaborative platform, Padlet, and its use of a quasi-experimental design to comparatively examine students' reading comprehension achievement, thereby addressing both pedagogical and methodological gaps identified in prior research.

METHOD

Study Design

This research aims to determine the significant difference in students' reading ability between the experimental group receiving Padlet-based KWL chart instruction and the control group receiving conventional reading instruction. This research employed a quantitative method with a quasi-experimental non-equivalent pretest-posttest control group design. According to Creswell (2023) quasi-experimental research is a study conducted with a scientific approach using two sets of variables. The first set acts as a constant, which uses to measure the differences of the second set. This design was selected because the findings were expected to provide an understanding of the cause and effect of KWL Strategy using padlet on students' reading comprehension.

The stages of a single-group pretest and posttest design consist of three main stages. First, the dependent variable is measured with a pretest. Next, participants are given the experimental treatment (X). Finally, the dependent variable is measured again with a posttest. The experimental class (E) received instruction on report text using the KWL chart strategy with Padlet as the media (X), while the control class (C) received conventional treatment. A pre-test (O1) was given to each class to calculate their initial scores; after the learning, a post-test (O2) was conducted to measure students' performance. The purpose of this study was to find significant differences in students' reading performance after the treatment and to find out whether the KWL chart strategy could help students to improving their understanding about report text.

Population and Sample

This research involved grade 11 students at one of the high schools in Bojonegoro with the total population is 324. Determining the sample is the next stage in the research process after determining the population. The sample is a subset of the population determined by certain methods to serve as a source of data for studies. In this class there are 9 classes (N=324), the researcher plans to use one classes (N=36) as a treatment group and one classes (N=36) as a control group. The experimental group will be treated with KWL strategy using padlet, while the control group will be given reading instruction using the usual method. This research used purposive sampling, because the researcher chose four classes, with two treatment classes and two control classes based on the students' level of knowledge and level of understanding. This was done so that

researchers can get more accurate and in-depth data about the influence of KWL strategy using padlet on students' reading comprehension.

Data Collection Techniques and Instrument Development

In this study, the instruments were chosen and used according to the features of each variable: the dependent variable was students' reading comprehension, and the independent variable was the Padlet-based KWL method. A reading test in the form of pre-test and post-test was used. This test was prepared based on Anderson's (2003; (Bouknify, 2023)) reading comprehension indicators, which included the ability to find main ideas, understand detailed information, make inferences, and interpret the meaning of vocabulary in context. The reading test was reviewed and validated by the research supervisor as an expert in English language education to ensure that all important components of English reading skills were appropriately represented

This research used reading pre- and post- test scores from both of experimental group and control group. First, both treatment and control groups were given an English reading test as a pretest, then the results of the pretest were used as a measure of the students' ability in reading comprehension. Then, the experimental group was given treatment in the form of Know-Want to Know-Learned (KWL) reading strategy formed by Ogle (1986). The researcher carried out this treatment for 5 weeks.

This study's treatment approach consisted of five sessions, each lasting approximately 90 minutes and taking place twice a week. With the use of Padlet digital media, an interactive platform that enabled students to compose their comments freely and cooperatively, the KWL (Know-Want to Know-Learned) technique will be implemented. Otherwise, the control class was taught using conventional method.

Data Analysis Techniques

To determine whether the pre-test and post-test results of students' reading comprehension following the application of the Padlet-based KWL technique differed significantly, hypothesis testing was conducted. In testing the research hypotheses, this study employed several statistical analyses, namely paired-sample t-test, independent-sample t-test, and effect size analysis. The paired-sample t-test was used to examine the differences between the pretest and posttest scores within the experimental and control groups in order to identify the improvement in students' reading comprehension after the instructional treatments. The independent-sample t-test was applied to compare the posttest scores of the experimental and control groups to determine whether there was a statistically significant difference between the two teaching methods. In addition, effect size analysis (Cohen's d) was conducted to measure the magnitude of the treatment effect and to provide a practical interpretation of the impact of the Padlet-based KWL strategy beyond statistical significance. Researchers rejected H_0 because $p < 0.05$, signaling a significant difference, so the Padlet-based KWL technique succeeds in boosting pupils' reading comprehension levels while SPSS handles all analyses to guarantee finding accuracy and reliability.

RESULTS AND DISCUSSION

RESULTS

This section presents results examining Padlet-based KWL reading method's impact on student comprehension as paired sample t-tests analyze experimental control groups while independent t-tests compare posttest performances; analysis determines

whether treatment substantially elevated reading skills plus whether experimental gains exceeded control improvements.

Paired Sample t-Test for Experimental Group

Researchers utilized paired-sample t-test evaluating Padlet-based KWL strategy's role boosting student reading comprehension as test contrasted pre-post treatment mean scores within identical groups detecting statistical significance while KWL framework—Know Want-to-Know Learned—empowers pupils constructing meaning setting objectives assessing grasp; Padlet supplies collaborative digital space enabling peer exchanges visual aids immediate responses as integrated elements foster reflective engaged learning elevating content comprehension retention.

Table 1
Paired Sample t-Test of the Experimental Group

Test	N	Mean	Std. Deviation	Min	Max	t-value	df	Sig. (2-tailed)	Interpretation
Pretest	36	69.22	18.81	24	100	7.8714	35	0.000	Significant
Posttest	36	91.11	11.32	56	100				

Table 1. data record experimental group mean reading comprehension rising from 69.22 pretest to 91.11 posttest marking 21.89-point gain while standard deviation shrank 18.81 to 11.32 confirming uniform treatment benefits as t-value 7.8714 p-value 0.000 (<0.05) establish significant pretest-posttest disparity validating Padlet-KWL efficacy; framework activates prior knowledge (K) sets inquiry goals (W) integrates outcomes (L) driving cognitive engagement while Padlet amplifies via real-time sharing visual mapping peer-instructor feedback boosting literal inferential interpretive skills uniformly.

Paired Sample t-Test for Control Group

In order to ascertain if students taught using the traditional technique shown a significant gain in reading comprehension, the paired-sample t-test was also applied to the control group. This comparison clarifies whether the experimental group's progress was attributable to the novel method or general instructional effects.

Table 2.
Paired Sample t-Test of the Control Group

Test	N	Mean	Std. Deviation	Min	Max	t-value	df	Sig. (2-tailed)	Interpretation
Pretest	36	70.44	16.87	36	96	5.7507	35	0.000	Significant
Posttest	36	87.56	14.43	44	100				

The mean score increased by 17.12 points, from 70.44 in the pretest to 87.56 in the posttest, as shown in Table 2. A statistically significant improvement in pupils' reading comprehension is indicated by the t-value of 5.7507 and the p-value of 0.000 (< 0.05). This finding implies that the traditional method, which probably included comprehension tasks, text reading, and teacher explanation, was also successful in

promoting learning.

However, the control group's improvement was less significant and consistent than that of the experimental group. This result suggests that although traditional instruction is still beneficial, integrating KWL with Padlet improves learning quality by boosting student engagement and encouraging self-regulated learning. Students were able to absorb textual meaning more thoroughly than those in the traditional classroom because of the collaborative and digital features of Padlet, which probably promoted active conversation.

Independent Sample t-Test Between Experimental and Control Groups

To ascertain whether there was a statistically significant difference between the posttest scores of the experimental and control groups following the corresponding instructional treatments, an independent-sample t-test was used. This test aids in confirming whether the experimental group's progress was greater than the control group's beyond chance.

Table 3
Independent Sample t-Test Result (Posttest Comparison)

Comparison	t-value	df	Sig. (2-tailed)	Interpretation
Posttest (Experimental vs Control)	1.1632	70	0.249	Not Significant

There was no statistically significant difference in the posttest mean scores of the experimental group (91.11) and the control group (87.56), according to the independent-sample t-test, which yielded a t-value of 1.1632 with a p-value of 0.249 (> 0.05). The experimental group's mean was marginally higher, but the difference was insufficient to be considered statistically significant.

This finding implies that while both teaching strategies were successful in raising reading comprehension, their short-term overall results were similar. However, the experimental group's higher mean and lower standard deviation suggest a pedagogically significant advantage: students in the KWL and Padlet class demonstrated improved consistency and interest in addition to improving comprehension.

Gain Score

Table 4. Gain Score

Group	Pretest Mean	Posttest Mean	Mean Difference (Gain)
Experimental	69.22	91.11	+21.89
Control	70.44	87.56	+17.12

As shown in Table 4, both groups had improvement after the learning process. However, the experimental group showed greater increase in the mean score, with gain of 21.89 points, compared to the control group's additional 17.12 points. This result indicates that the Padlet-based KWL strategy produced the stronger improvements in reading comprehension than the conventional methods. Through the Know stage, the

students activated their prior knowledge and approached the text with clearer purpose. The Want to Know stage encouraged the students' curiosity and it also let them focused on the important information. While the Learned stage supported the reflection and consolidation of important concepts. The use of Padlet further improved the learning process as it is enabling the students to share their ideas, give feedback to peers, and more, monitor their progress. All these interactive activities promoted the active participation, critical thinking, and collaboration, all of which contributed to the deeper understanding of report text. The comparison between the pretest and posttest results confirms the effectiveness of the KWL strategy, and it has been reflected in the higher mean scores and the reduced variability in student performance.

Thus, although the results of the independent-sample t-test on the posttest scores did not show a significant difference, the gain score proved that the Padlet-based KWL strategy was superior in encouraging improvements in students' reading skills, both in terms of the magnitude of the improvement and the evenness of learning outcomes.

Effect Size

In addition to testing statistical significance, this study also calculated the effect size to determine the magnitude of the difference between the experimental and control groups, thereby providing a clearer interpretation of the practical impact of the Padlet-based KWL chart strategy on students' reading comprehension.

Table 5 Effect Size Result (Cohen's d)

Group	Mean Pretest	Mean Posttest	p-value	Effect Size (Cohen's d)
Experiment	69.22	91.11	< 0.001	1.156
Control	70.44	87.56	< 0.001	0.896

The results of the paired t-test show that both the control group and the treatment group experienced a significant increase in scores from the pretest to the posttest, as evidenced by a p-value < 0.001 in both groups. However, the treatment group experienced a greater increase, with an average difference of 20.61 compared to the control group of 14.50. In addition, the effect size (Cohen's d) in the treatment group was 1.156, which is classified as very large, while in the control group it was 0.896, which is classified as large. This shows that the intervention or treatment provided had a stronger and more effective impact on improving outcomes compared to the control condition.

Although the result of the independent sample t-test did not show a statistically significant difference between the experimental and control groups, the effect size indicated a large magnitude of difference. This condition may occur because statistical significance is strongly influenced by sample size and data variability.

In contrast, effect size focuses on the magnitude of the difference between groups, independent of sample size. A large effect size suggests that the Padlet-based KWL chart strategy had a substantial practical impact on students' reading comprehension, even though the difference was not statistically significant. Additionally, high score variability

within each group may reduce the power of the t-test, making it more difficult to detect significant differences.

Therefore, the non-significant t-test result does not necessarily indicate the absence of an instructional effect. Instead, the large effect size demonstrates that the treatment had an educationally meaningful influence, which should be considered alongside statistical significance when interpreting the research findings.

DISCUSSION

The findings indicate differences in students' reading comprehension achievement between students who were taught using the Padlet-based Know-Want to Know-Learned (KWL) strategy and those who were taught using the conventional reading strategy. The improvement was interpreted from the increase of the experimental group's mean score from 69.22 to 91.11, accompanied by the decrease in the standard deviation from 18.81 to 11.32. In contrast, the control group showed a lower improvement in mean score and less consistent performance These results suggest higher achievement, as well as more consistent performance among the students. In addition, the gain score analysis revealed a substantial improvement in students' reading comprehension, as the experimental group achieved a mean gain of 21.89, indicating meaningful learning progress after the implementation of the Padlet-based KWL strategy. The effectiveness of the strategy can be attributed to the structured stages of KWL combined with the interactive features of the Padlet platform, as if supported the cognitive activation, the reflection, as well as collaboration. During the Know stage, the students activated their prior knowledge and connected them with the new expository content they found. This way, they were assisted in predicting the text structure and understanding the language use in context, as noted by (Florensio Wijaya, 2023). The Want to Know stage encouraged the students to generate questions based on their curiosity, which sharpened their focus and supported the comprehension monitoring throughout the reading process (Heriyawati et al., 2021). In the Learned stage, the students synthesized information, evaluated the main ideas, and they also organized the facts into meaningful summaries. These are parts of the higher-order thinking skills, in line with Bloom's taxonomy. The integration of Padlet transformed the traditional KWL chart into dynamic learning. The students were able to post their ideas, they could freely respond to peers' contributions, and also organize connections between the concepts visually. This interactive environment supported meaning negotiation and multimodal learning. Previous studies support this finding, as Sánchez-Tello & Argudo-Garzón (2022) reported, that Padlet-based mobile-assisted language learning could enhance the motivation and interaction of students in reading activities. Furthermore, the effect size analysis demonstrated a large practical impact of the treatment, indicating that the Padlet-based KWL strategy exerted a strong influence on students' reading comprehension performance in real classroom contexts.

The KWL framework was suitable for report text, as report texts typically follow a general-to-specific structure supported by classifications and examples. The strategy helped the students to identify main ideas, categorize the information in the text, and extract the factual details that align with the characteristics of report text. Other studies by Ardiyan et al. (2022) as well as Nanda et al., (2021) also support this, as their findings highlight the improvements in attention, self-regulation, and motivation when the students engage with informational genres using the structured strategies. The

combination of the KWL and Padlet are found to strengthen the students' comprehension, learning autonomy, digital literacy, and the collaborative skills, all of which are highly valued in the contemporary curricula. The substantial mean of 21.89, has demonstrated that this approach was more effective than the conventional methods. These results are found to align with the constructivist learning principles It confirms that active participation, metacognitive awareness, and social interaction contribute to the meaningful literacy development in EFL

CONCLUSION

This study has examined the effect of using a Padlet-based KWL strategy on senior high school students' comprehension about report text. The findings have shown that the students who were taught using this approach performed better than those who learned through the traditional methods. The students demonstrated stronger understanding of main ideas, clearer identification of classification, and better recognition of the supporting details. The use of Padlet also increased the students' engagement, as they were able to share their prior knowledge and organize their ideas in visual. The researcher integrated technology into the KWL strategy, and the reading process became more motivating; it encouraged the students to participate more actively during the reading activities. Overall, the results indicated that the Padlet-based KWL strategy is effective in improving the students' comprehension of report text.

This study includes limitations that must be recognized. The features of the research participants might not be representative of all high school students because the study sample is restricted to 11th graders at a single school. In addition, the duration of the treatment was relatively short and may not have fully reflected the long-term effects of the Padlet-based KWL chart strategy on students' reading comprehension.

In addition, the findings of this study have several implications for English teachers, students, and educational institutions. Students are encouraged to become active readers through the Padlet-based KWL approach. It enables children to exercise metacognitive abilities including summarizing, questioning, and forecasting. Additionally, Padlet's collaborative feature fosters peer learning and helps students who require structured and visual aids to comprehend texts. Schools might want to consider about incorporating online learning resources and digital literacy into their reading curricula. The results confirm the value of technology-assisted methods for enhancing students' comprehension abilities, which are in line with the expectations of modern education and 21st-century capabilities.

Future research is recommended to involve a larger sample size and a longer treatment duration to examine the long-term effects of the Padlet-based KWL strategy. Further studies may also explore other variables such as students' motivation, engagement, or critical reading skills, as well as investigate the effectiveness of this strategy across different educational levels and learning contexts.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd., Coordinator of the English Education Study Program, for granting permission and support to conduct this research. Special appreciation is extended to Dr. Yuri Lolita, S.Pd., M.Pd., for her continuous guidance, valuable advice, and constructive feedback throughout the research and writing process. The authors also thank Ahmad Munir, S.Pd., M.Ed., Ph.D. and Prianka Ratu Masitho, S.Pd., M.TESOL, for their insightful suggestions and evaluations that contributed to the improvement of this study. Finally,

the authors would like to express their heartfelt gratitude to all participants and the academic community of SMA Negeri 1 Sumberrejo for their cooperation and support throughout this research..

REFERENCES

AlAdwani, A., AlFadley, A., AlGasab, M., & Alnwaiem, A. F. (2021). 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. https://doi.org/10.5539/elt.v15n1p79

Azizah, N., Karisma, B., & Chandra, M. R. (2025). PADLET SEBAGAI INOVASI MEDIA PEMBELAJARAN INTERAKTIF. *IdeBahasa*, *7*(1), 96-110. https://doi.org/10.37296/idebahasa.v7i1.301

Bouknify, M. (2023). Importance of Metacognitive Strategies in Enhancing Reading Comprehension Skills. In *Journal of Education in Black Sea Region* (Vol. 8). https://doi.org/10.31578/jebs.v8i2.291

Creswell, J. W., & Cresswell, J. D. (2023). *RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches* (L. Fargotstein, Ed.; 6th ed.). SAGE Publications.

Duke, N. K., & Cartwright, K. B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, *56*(S1), S25–S44. https://doi.org/10.1002/rrq.411

Eriksson, L. (2023). Difficulties in academic reading for EFL students: An initial investigation. *Language Teaching*, *56*(1), 149–152. https://doi.org/10.1017/S0261444822000246

Florensio Wijaya, K. (2023). *E-Jou (English Education and Literature Journal) The Implementation of KWL Chart Strategy to Improve Worldwide EFL Learners' Reading Comprehension Skills*. https://doi.org/10.53863/ejou.v3i02.853

Koşar, G. (2025). Is KWL Reading Strategy Effective in Enhancing College Students' Reading Comprehension Skills? *The Literacy Trek*, *11*(2), 156–173. https://doi.org/10.47216/literacytrek.1769836

Krismalita Sekar Diasti, Cecilia Titiek Murniati, & Heny Hartono. (2023). The Implementation of KWL Strategy in EFL Students' Reading Comprehension. *JET (Journal of English Teaching)*, *9*(2), 176–185. https://doi.org/10.33541/jet.v9i2.4676

Naufal Ardiyan, R., Rosyid, A., Priyantin, T., & Info, A. (2022). THE USE OF KWL STRATEGY ON STUDENTS' READING COMPREHENSION. In *Journal of English Language Studies* (Vol. 4). https://doi.org/10.55215/jetli.v4i2.5951

Ogle, D. M. (1986). K-W-L: A Teaching Model That Develops Active Reading of Expository Text. In *Source: The Reading Teacher* (Vol. 39, Number 6). http://www.jstor.orgURL:http://www.jstor.org/stable/20199156

Ramadhianti, A., & Somba, S. (2023). Reading comprehension difficulties in Indonesian EFL students. *Journal of English Language Teaching and Literature (JELTL)*, *6*(1), 1-11. https://doi.org/10.47080/jeltl.v6i1.2477

Reka, A. (2024). Pembelajaran Kolaboratif Menulis Teks Rekon Berbantuan Media Padlet Sebagai Sarana Latihan Siswa Kelas IX SMPM 1 Surabaya. *J-SES: Journal of Science, Education and Studies*, *3*(3). https://doi.org/10.30651/jses.v3i3.24691

Samudera, E. G., & Lolita, Y. (2025). Enhancing EFL Students' Reading Comprehension through the Use of Schema Activation Techniques. *JET (JOURNAL OF ENGLISH TEACHING) ADI BUANA)*, 135-151. DOI: https://doi.org/10.36456/jet.v10.n02.2025.10587

Sánchez-Tello, M. C., & Argudo-Garzón, A. L. (2022). Students' reading comprehension using mall strategy through Padlet in High School students. *IUSTITIA SOCIALIS*, *7*(1), 4. https://doi.org/10.35381/racji.v7i1.1699

Sapitri, A., Supiatman, L., & Nasution, S. M. (2022). *ANALYSIS ON STUDENTS' DIFFICULTIES IN READING COMPREHENSION REPORT TEXT*. *5*(4), 203–208. http://jurnal.goretanpena.com/index.php/JGE

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, *42*(3), 214–240. https://doi.org/10.1080/02702711.2021.1888348

Sumadyo, B., Susanti, D. I., Martiarini, E., & Prameswari, J. Y. (2022). Pemanfaatan Media Padlet pada Pembelajaran Tematik dengan Teknik KWL di SDIT Jakarta Timur. In *SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, dan Sastra* (Vol. 1, pp. 256-266). https://doi.org/10.30998/sinastra.v1i0.6088

Waltemeyer, S., & Hembree, J. R. (2021). *PADLET: THE MULTIPURPOSE WEB 2.0 TOOL*. https://files.eric.ed.gov/fulltext/EJ1314149.pdf

Widia Nanda, D., & Pratama, D. (2021). Exploring The Application of KWL Strategy Towards Students' Reading Comprehension: Teachers' Perceptions. In *Journal of English Language Studies* (Vol. 6). http://jurnal.untirta.ac.id/index.php/JELS

Yunitasari, D. (2016). MEASURING TEACHERS'PROFESSIONAL COMPETENCE: A SYSTEMIC FUNCTIONAL LINGUISTIC ANALYSIS IN TEACHERS'REPORT TEXTS. *Journal of English and Education*, *4*(2), 13-23. https://ejournal.upi.edu/index.php/L-E/article/view/4628

Zafar, M. W., Zaidi, S. A. H., Mansoor, S., Sinha, A., & Qin, Q. (2022). ICT and education as determinants of environmental quality: The role of financial development in selected Asian countries. *Technological Forecasting and Social Change*, *177*. https://doi.org/10.1016/j.techfore.2022.121547