

THE EFFECT OF KWL-PLUS TECHNIQUE ON READING COMPREHENSION
OF MATTAYOM SUKSA III STUDENTS AT WATRATCHA-O-ROT SCHOOL

A MASTER'S PROJECT

BY

PANIDA SAMAIKOMSUN



Submitted in partial fulfillment of the requirements for the

Master of Arts Degree in Teaching as a Foreign Language

at Srinakharinwirot University

June 2012

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The purposes of this study were to investigate the effect of KWL- Plus technique on Grade 9 students' reading comprehension. In addition, the students' opinions towards KWL-Plus technique on English comprehension lesson were studied. The participants of this study were conveniently selected from grade 9 students learning in the academic year 2011 in Watratcha-o-rot school, Chomthong district, Bangkok. The participants participated in the study for 8 weeks. The research instruments used in this study were 1) reading comprehension test, 2) learning management plans based on KWL-Plus technique, 3) students' opinions questionnaire towards the instruction based on KWL-Plus technique. The analysis of quantitative data revealed the following findings. First, there was a significant difference between the overall mean scores of students' pre- and post- reading comprehension test at the .01 level. The students' opinions towards the instruction based on KWL-Plus technique also indicated that the students were satisfied with the KWL-Plus technique at the high level. The findings suggest that English teachers should help students to develop their reading ability, and vocabulary learning by selecting the variety of passages based on students' interest and their English proficiency level and engaging them by using the strategies.

ผลการใช้เทคนิค KWL-Plus ต่อการอ่านเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3

โรงเรียนวัดราชโอรส



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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งานวิจัยเรื่อง ผลการใช้เทคนิค KWL-Plus ต่อการอ่านเพื่อความเข้าใจของ นักเรียนชั้น
มัธยมศึกษาปีที่ 3 โรงเรียนวัดราชโอรส มีวัตถุประสงค์เพื่อศึกษาผลของ KWL-Plus technique ใน
การพัฒนาความสามารถในการอ่าน และศึกษาความคิดเห็นของนักเรียนที่มีต่อแผนการจัดกิจกรรม
การเรียนรู้โดยใช้กระบวนการ KWL-Plus technique กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้เป็นนักเรียน
ระดับชั้นมัธยมศึกษาปีที่ 3 ปีการศึกษา 2554 โรงเรียนวัดราชโอรส จอมทอง กรุงเทพฯ จำนวน 46 คน
นักเรียนที่เป็นกลุ่มทดลองเข้าร่วมกิจกรรมการเรียนรู้โดยใช้กระบวนการ KWL-Plus technique เป็น
เวลา 8 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบทดสอบความสามารถด้านการอ่าน
ก่อนและหลังการทดลอง 2) แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อแผนการจัดกิจกรรมการ
เรียนรู้โดยใช้กระบวนการ KWL-Plus technique ผลการวิจัยพบว่าค่าเฉลี่ยของผลสัมฤทธิ์ในการ
อ่านโดยรวมจากการทดสอบความสามารถในการอ่านก่อนและหลังเรียน มีความแตกต่างกันอย่างมี
นัยสำคัญทางสถิติที่ระดับ 0.01 นอกจากนี้ยังพบว่า กลุ่มตัวอย่างมีความพอใจต่อกิจกรรมการเรียนรู้
โดยใช้กระบวนการ KWL-Plus technique อยู่ในระดับสูง ข้อเสนอแนะจากการวิจัยในครั้งนี้ คือ ครู
ควรสนับสนุนและส่งเสริมให้นักเรียนพัฒนาในการอ่านและการใช้คำศัพท์โดยใช้กระบวนการการ
จัดการเรียนรู้ที่น่าสนใจ ทั้งนี้ครูสอนอ่านควรนำเสนอบทอ่านตามระดับความสามารถและความ
สนใจของนักเรียน

The Master's Project Advisor, Chair of the Master's Program in Teaching English as a Foreign Language, and Oral Defense Committee have approved this Master's Project, "The Effect of KWL-Plus Technique on Reading Comprehension of Mattayom Suksa III students at Watratcha-o-rot school" by Panida Samaikomsun as partial fulfillment of the requirements for the Master of Arts in Teaching English as a Foreign Language at Srinakharinwirot University.

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(Dr. Wanee Aujsatid)

June...., 2012

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CHAPTER ONE

INTRODUCTION

Background of the Study

In the world of globalization, namely the information-based society, English is widely used as a mean of communication for global community members. English is essential for communicating ideas, sharing ideas with others and getting new information in all field of life since mostly, the information is presented in English both online or paper-based resources. Hasman (2000) claims that over 70% of the world's scientists read English, about 85% of the world's mail is written in English, and 90% of all information in the world's electronic retrieval systems is stored in English. He further points out that by 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers.

Developing English ability is then very important for most people throughout the world, particularly, non-native speakers of English. In some Asian countries such as India, Malaysia and Myanmar where people have dialects, English is used as an official language to help them communicate effectively. Whereas, in many countries like China, Korea, Taiwan, and Thailand, English is taught as a foreign language (EFL) in schools and the goal of teaching is to develop four skills of English: listening, reading, speaking and writing. However, of all the four skills, reading is probably used the most frequently by ESL/EFL students (Carrell, 1989). Reading in English plays a crucial role for ESL/EFL students because it is used in education, as means for accessing knowledge in their fields as well as other fields. According to the Ministry of Education in Thailand (2001), focusing on the significance and value of

English and responding to global challenges, English has been placed in the curriculum from primary to advanced levels. In the Thai Education system, English is primarily taught by Thai teachers with a small numbers of native English speaking teachers on staff (Baker, 2008).

To date, reading skills have been increasingly important for Thai students because of the fast-growing pace of technology and the influx of information from the Internet. The Internet has become resourceful data for students. However, there are both good and bad information that students need to be selective. They need appropriate strategies for reading and researching useful information for them. Although there is plenty of information on the Internet, students also need to read the traditional paper texts to better understand and comprehend various texts and make use of the information for their studies. The problem was that English foreign language students lacked the skills to cope with reading comprehension. In addition, they were unable to use effective reading strategies to guide them on their reading comprehension and to help them become independent readers.

Reading is considered a very complex process, especially reading for comprehension. It is also the interactive skill language. The importance of the reading that it is the skill to gain the knowledge and experience, so it can be said that reading skills are the skills that EFL students have a chance to use it. Finochiaro and Brumfit (1988) expressed the idea which is related to learning standard based on the basic education core curriculum 2008 strand 1 language for communication that students have ability of understanding to interpret what they have been read from the various types of media. Because of its importance, students should practice the skills for reading comprehension. Both Miller (1973) expresses the opinion that

comprehension is the main factor of the reading skills. Students with a better English reading skill would take better advantage of learning.

However, the results from previous studies have revealed that Thai students' English reading ability does not reach a high level of proficiency. This may come from many causes such as the method of teaching reading comprehension and the materials for the reading class (Chandavimol, 1998; Mejang, 2004; Chawwang, 2008). Based on the researcher's experience as a teacher of English of grade ninth (Muttayom Suksa three) students in Thai government school, the researcher found that most students need to improve reading comprehension skills because the method of teaching did not support them to read and think. Moreover, they lacked of practice in appropriate ways and the use of inappropriate reading strategies in the reading instruction. The reading experts propose various techniques that help students learn to read in English such as KWL, KWL-Plus, SQ3R, Strategy-Based Instruction, Metacognitive Strategies-Based Instruction and so forth. One of the interesting techniques is KWL-Plus. The researcher was interested in KWL- Plus technique because it elicits the students' background knowledge, monitors and reflects the understanding. As the researcher's experience found that the students need to be encouraged and motivated to read and think. So the researcher believed that this technique can help to lessen students' reading problem in the researcher's context, and it might be an appropriate way to help students to learn to read more successfully because KWL-Plus can help students understand better. KWL-Plus is a reading strategy focusing on the student as a learner, originally developed by Carr and Ogle (1987). It encourages students to ask questions and think about ideas while reading. KWL- Plus technique activates students' prior knowledge or recall what is known (K);

determine what they want to learn (W); Identify what is learned (L); and map text and summarize information (Plus). This technique also helps teacher and learners to be more interactive in teaching and learning, and provides an opportunity for students to reflect on their own learning (Ogle, 1986). KWL-Plus is one of metacognitive strategies in its nature. In learning, metacognitive strategies help learners to monitor and take control on their own cognitive process and learning process (Flavell, 1979). In addition, the KWL-Plus technique of questioning, monitoring and reflecting helps to ensure that students comprehend the text and set their own purposes for reading, so they are more motivated and active as readers.

Carr and Ogle (1987), KWL-Plus activities help students to become better independent readers and encourage students to review their prior knowledge and engage them to obtain the new knowledge. The three steps of KWL-Plus were systematically proposed including: (a) pre- reading activity, (b) while- reading activity, (c) post- reading activity. The three steps are detailed as follows:

To begin with, in pre- reading activity, students are assigned to discuss the topic they are going to read. To connect to their schemata, this helps them to share ideas and gather what students know. To motivate them to have self- questioning, students are assigned to make questions which they need to know about the topic given. This encourages them to find answers by themselves.

In the while- reading activity, students are assigned to read. Students need to find the information that can be answered their questions in the pre- reading activity. if there are some problems such as they cannot find the answer. It will be discussed in the post- reading activity. After finishing reading, students learn the new knowledge from the text and they also have answers they need. Students note down some

important information.

Finally, in the post-reading activity, in this step students can talk together and find the information that they cannot have for their questions. Students are assigned to note down the information into the semantic mapping.

It can be seen that in doing KWL –Plus activities students are taught to monitor their ideas and reflect their understanding of the reading texts. Dowhower (1999) suggests that the KWL technique has been used for many years to gather information. The use of graphic organizers to connect details is the addition of Plus and is a valuable tool for students, especially secondary students with learning disabilities to link specific details contained in a reading. Moreover Bailey (2002) claims that “KWL-Plus” is employed by the students for access prior knowledge and engaging their interest before beginning a reading activity. It can improve students' ability to make associations, clarify understanding, and increase comprehension. The KWL-Plus strategy offers a framework for students to monitor their understanding during reading, and reflect after reading through listing, mapping and summarizing what was learned. Bailey also adds that the 'plus' in the KWL-Plus strategy provides a bridge between reading, comprehension and beginning writing. The various diagramming and mapping activities provide the student with a tool to organize their thoughts about what they have read (pp. 1-2).

As mentioned above, it can be concluded that one of the main aims of using KWL-Plus technique is to improve reading ability. The researcher then decided to conduct a study into the reaching of reading by applying KWL-Plus technique based on Carr and Ogle's (1987) principles to develop students' reading comprehension ability in grade nine (Mattayom Suksa 3) of Wat Ratcha-o-rot school since the

researcher has taught in this school for years. The researcher believes that KWL-Plus technique will help students better in learning to read. The reading skills are also specified in learning area of foreign language in the Basic Education Core Curriculum 2008.

Objectives of the Study

The objectives of this study are as follows:

1. To investigate the effect of KWL- Plus technique on Mattayom Suksa 3 students' reading comprehension.
2. To study students' opinions towards KWL- Plus technique on English comprehension lesson.

Research Questions

This study addresses two research questions as follows:

1. Does KWL-Plus technique improve students' reading comprehension ability?
2. What is the students' opinion towards the instruction based on KWL-Plus technique?

Significance of the Study

This study aimed to investigate the effectiveness of KWL- Plus technique on students' reading comprehension. Moreover, the study aimed to study the students' opinions towards English reading comprehension model of instruction based on KWL- Plus technique. The findings of this study will be beneficial to educators, course developers, reading teachers and researchers in many respects.

First, the educators can propose the development of reading ability as the national policy and apply techniques like KWL-plus that work well for Thai students in other educational levels.

Secondly, course developers can design the reading courses as school-based curriculum. It will benefit from the advantages of this technique for reading instruction.

Finally, for reading teachers looking for the effective way to develop EFL students and make their classes more interesting and pleasurable, since the KWL-Plus technique is easy to prepare and plan, they can integrate in their reading classes and implement it at the secondary level, in particular.

Scope of the study

This study confined itself to the following aspects:

1. The sample of the study was a group of 46 Mattayom Suksa 3 students of Wat Ratcha- o- ros School who studied Foundation English, Eng 23102, in the second semester of the academic year 2011, selected by convenience sampling.
2. Reading materials used for the research included the four texts from My World book for Mattayom Suksa 3 students. The type of texts is an expository text - factual description.
3. The duration of the study was 8 weeks, 2 periods per week with 16 periods in total.

Definition of Terms

The following terms are defined:

KWL –Plus

KWL-Plus refers to reading activities which have three parts developed by Carr and Ogle (1987) as follows: In part 1, the students review their prior knowledge (Know); in part 2, the students make questions what they want to know (Want) and in part 3, the students note down what they learn (Learn) and students conclude ideas from the reading into Semantic Mapping (Plus)

Reading Comprehension

Reading comprehension refers to the students' ability to comprehend and the texts which are literal comprehension, interpretation, critical reading and creative reading.

Summary of the Chapter

This chapter provided the background of the study. The chapter first discussed the importance of reading in English in Thai students and the need to develop reading ability among Thai EFL students. It also described the problems in reading of Thai students revealed by the studies and the researcher's experience in teaching at the lower secondary school for many years. The chapter also proposed the importance of developing and improving students' reading ability and the satisfaction through the KWL-Plus technique. Finally, chapter one considered the objectives of the study, the significance of the study, and the definition of terms. The next chapter reviews the literature related to the present study..2

Organization of the Research

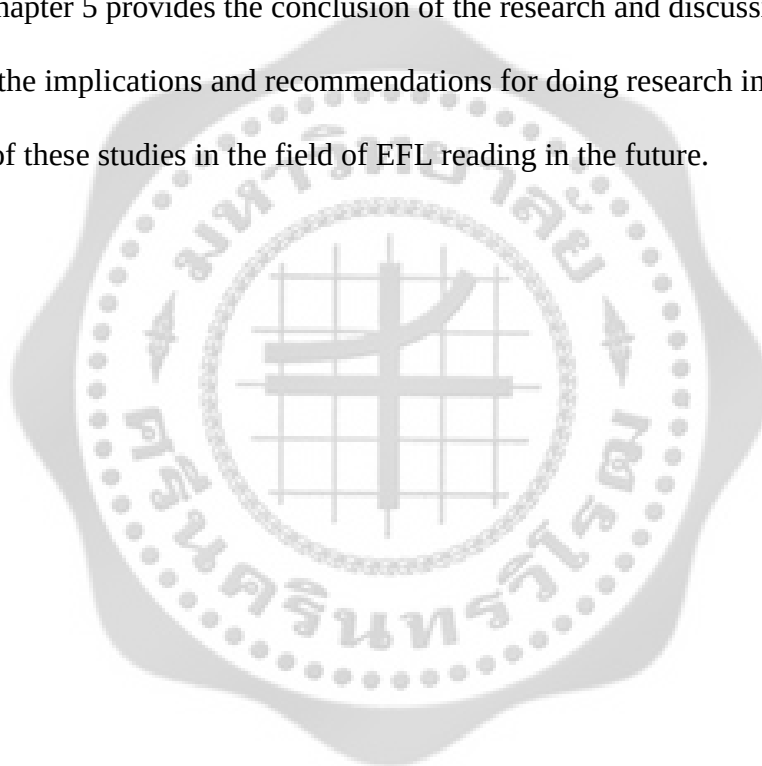
The rest of the research consists of four chapters as follows:

Chapter 2 reviews the related literature including the importance of reading in English, the theoretical background of reading comprehension, KWL-Plus technique, and research on KWL-Plus technique.

Chapter 3 discusses research methodology for fulfilling the objectives of the study comprising research design, participants, research instruments, the lesson plans that integrated the KWL-Plus techniques model of instruction to develop students reading comprehension. The last part of the review, describes the data collection and data analysis procedures.

Chapter 4 presents the findings of the study to answer two research questions.

Chapter 5 provides the conclusion of the research and discussion on the major findings, the implications and recommendations for doing research in relation to the findings of these studies in the field of EFL reading in the future.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

The main purpose of the study was to investigate the effects of learning based on KWL –Plus technique on reading comprehension of Mattayom Suksa 3(ninth grade) students. This chapter reviews literature related to the research as the following areas: reading theory, KWL- Plus technique, KWL- Plus technique procedure, research on KWL-plus technique. The first part presents the reading theories.

Reading Theory

The Importance of reading.

Reading has been defined by many reading and researchers in different ways. The first definition of reading is from Goodman (1985), the most influential one in the reading theory during the past decades. Goodman states that reading is a guessing game in psychological linguistics cue which is the interaction between thoughts and languages. The efficient reading is from language cue in the context. Moreover, it is the benefit for guessing meanings and past experiences; it makes readers understand the information quickly. Grabe (1991) discusses Goodman's concept of reading as

“...an active process of comprehending where students need to be taught strategies to read more efficiently (eg. Guess from context, define expectations, make inferences about text, skim ahead to fill in the context, etc.” (p.377).

According to Grabe, reading is an interaction between reader and text; Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. Grabe and Stoller (2002) see reading as the

ability to draw the meaning from the printed page and interpret the information appropriately. Conley (1995) points out that reading means the reader's thinking process connects to the information or texts and the prior knowledge which is to comprehend what the writer refers to. Crawley (1995) defines reading as the complicated skill which is needed to be recalled the past experience and taken the thinking process then creates the symbols. Wettayawong (2002) expressed the same idea related to Harris and Smith (1976) that reading is the interaction between writer and reader. The reader reads between the lines and comprehend based on the thinking process. The readers need to have the prior knowledge and the ability to interpret, create and summarize.

As discussed above, it is reasonable to conclude that reading is a constructive process in which both the text and meaning are constructed by the reader; it a complicated process that the reader has to have other elements included such as thinking skill, schema, or the ability of the language. They are the mixture for the reader to read and understand what the writer wants to present.

Reading comprehension.

The main element of reading is comprehension. Reading comprehension refers to understanding, the ability to get the meaning of something. Comprehension is a construct so it cannot be observed and measured directly. The reader who can comprehend of the written text is successful in reading hence teaching reading aims to develop the students' reading skills.

According to Urquhart and Weir (1998), reading comprehension is the process by which readers use their cognitive abilities to help them understand a written text. These cognitive abilities in reading are composed of two skills, language

comprehension and language decoding. A reader needs to use these cognitive abilities to comprehend the meaning of a text and the intent of its author because different reading materials convey different kinds of information. In order to perform reading comprehension skills, the reader must possess the background knowledge relevant to what they are reading. Additionally, language decoding is an important cognitive element for reading comprehension, one that leads the readers to recognize and process a written text. When readers encounter words that are frequently used, they become familiar with them, and word decoding is developing during this process.

Furthermore, reading comprehension is a complex process. It involves visual acuity in discerning printed letters, identifying these letters as the components of words, and interpreting the meaning of words. It employs the readers' psycholinguistic strategies and metacognitive strategies due to connect the visual information into existing schemata of knowledge. The reading process remains hard to explore using completely empirical methods. Because of this inherent ambiguity of the reading process, there have been three theoretical models that have been developed to explain the process. These are bottom-up, top-down, and interactive models.

Rumptz (2003) proposes the reading models as follows:

The bottom-up model of reading ability is concerned with the recognition of individual letters, phonemes and words. This model believes that the reading process begins with individual recognition of letter and phonemic counterparts. This knowledge then leads to the recognition of individual words of the text presented to the reader. Meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level. The data are understood solely from this bottom-up process. The emphasis is on

the printed text and what the reader receives from this, rather than the knowledge that the reader brings to this text (Lipson & Wixson, 1991 as cited in Rumptz, 2003).

According to Rumptz (2003), the top-down model places the emphasis on the reader's active participation in the reconstruction of the meaning in the text. The top-down model looks at the reader's knowledge base and his or her ability to make predictions using this base. The reader has the use of the printed text only to confirm and generate new hypothesis. The top-down model of reading stresses the higher order skills inherent in reading. These higher order skills are primarily the use of predictions and inferences in the process of constructing meaning from past experiences, and the reconstruction of these predictions based on new information incongruent with past knowledge.

In the end, neither the top-down nor the bottom-up model of reading gives a complete picture in and of itself. In reality, it seems that the reading process is a conglomeration of the two models. After all, what reader would be able to get to the higher level thinking skills involved in the top-down model without going through the learning stages of the bottom-up model. The integrative model suggests that a reader needs to have access to both the lower order thinking and decoding skills and the higher order thinking skills. Reading comprehension, in accordance with the interactive model, involves the use of the reader's linguistic decoding process to tap into his or her psycholinguistic strategies and schematic knowledge. The interactive model also allows for the selective annotation skills involved in reading. As mentions that the interactive model could account for the two previously mentioned metacognitive skills into a model of reading. A reader could have all of the above

skills but be impeded in understanding a text if the vocabulary of the text of his or her schematic knowledge.

Reading comprehension is also an interactive process between the readers, the texts and the contexts (Aebersold & Field, 1997; Roe, Stoodt & Burns, 2001; Gunning, 2003). To improve comprehension, the reading process involves the prior knowledge that the readers possess, the strategies they use, and the attitude to reading they have. The texts are messages that the writers intend to communicate and which are varied in genre, topic, style, and level of difficulty. The context includes the information in the text being read. A writer's message might be facts, entertainment, ideas, and feeling (Nuttall, 2000). Dorothy Rubin adapted the Reading Comprehension skills into four categories (Smith, 1969) as follows;

1. Literal comprehension represents the ability to obtain a low- level type of understanding by using only information explicitly stated. This category requires a low level of thinking skills. To answer questions at the literal level, simply demand that the pupil recall from memory what the book says.

2. Interpretation is a reading level that demands a higher level of thinking ability because the material it involves is not directly stated in the text but only suggested or implied. To answer questions at the interpretive level, readers must have problem- solving ability and be able to work at various levels of abstraction.

3. Critical reading is a high- level reading skill that involves evaluation; making a personal judgment on the accuracy, value, and truthfulness of what is read. To be able to make judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information and also include such skills as the ability to

differentiate between fact and opinion, fantasy and reality, and the ability to discern propaganda techniques.

4. Creative reading represents divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. The reader tries to come up with new or alternative solutions to those presented by the writer.

As the mentions above, reading comprehension is the process that make the readers understand what they read which based on the prior knowledge, schemata and the language proficiency.

Factors Influencing the Reader's Comprehension.

Language learners might have difficulties when they read. It has been found by educators of English as a second or foreign language (ESL/ EFL) that major factors might be the causes of these reading comprehension difficulties (Adunyarittigun, 2002). These factors include vocabulary and background knowledge or schema.

Vocabulary.

Vocabulary knowledge is an important factor in reading comprehension (Gunning, 2002; Koda, 2004; Roe, Stoodt& Burns, 1998; Urquhart & Weir, 1998).

When students read academic articles or difficult texts, they may face unfamiliar words of which they do not know the meaning (Arbersold & Field, 1997). As a consequence, they have vocabulary problems during the reading process (Nuttall, 2000). For example, readers might have difficulties understanding the idioms, terminology, words of more general meaning, irony, synonyms, and antonyms provided in the reading materials, and these words may interfere with their reading since they do not allow the readers to move forward. Besides, readers of English need to understand the meaning of a word and to understand its sound in order to remember

its meaning (Richek, Caldwell, Jenings & Lerner, 1996; Urquhart & Weir, 1998).

According to Schmitt (1997) and Wei (2007), vocabulary knowledge can be enhanced by looking up the new words in a dictionary to confirm the accuracy of their guessing and then pronouncing them aloud. Readers can also learn new words by spelling them out, writing them down when they meet them in class, and by repeatedly using them in writing and speaking. In addition, learners are required to guess the meaning of unfamiliar words by using their grammatical knowledge and from the context. They may also interact with other people such as the teacher or classmates by asking for information concerning these new words.

Moreover, the background knowledge or world knowledge stored in the readers' memories can help them understand reading texts better. Reading without background knowledge causes difficulties to readers (Heffernan, 2003). It was found in a study by Huang (2006) that background knowledge motivated the readers of English for academic purpose (EAP) to achieve the goal of reading. This was also found in a study conducted by Adunyarittigun (2002) in which a Thai graduate student in the information system program of a U.S. university had difficulties predicting or making inferences concerning the stories being read because he did not have any background knowledge on those stories. Therefore, to help students have a better understanding of their reading materials, it is recommended that they have a chance to read materials related to their areas of study (Gunning, 2002; Nassaji, 2002; Roe, Stoodt & Burns, 1998; Swaffar, Arens & Byrnes, 1991; Urquhart & Weir, 1998). In other words, learners should be familiar with the content or topic of the reading materials provided in the reading class. Topic familiarity allows them to apply their

background knowledge to improve the reading strategies for a better understanding of the reading materials (Swaffter, Arens & Byrnes, 1991; Urquhart & Weir, 1998).

In conclusion, vocabulary knowledge and background knowledge affect the reading comprehension of the readers. It has been found from studies that readers who are familiar with the topic at hand or possess the appropriate background on the reading texts can better understand or grasp the main idea and better predict or make inferences on the reading materials than those who do not possess such knowledge.

Schemata.

Schema is the crucial factor in teaching reading comprehension. It deals with the reading process, where readers are expected to combine their previous experience with the text they are reading. The concept of the schema is the learner background effects what they learn. They can recall what they recognize after reading. (Crawley, 1995)

Comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Background knowledge and also prior knowledge is accepted as interlocking mental structures representing readers' knowledge. In the reading process, readers integrate the new information from the text into their pre-existing schemata. Not only do schemata influence how they recognize information, but also how they store it. (Urquhart and Weir, 1998) Meyer (1975) defines schemata as the structure of the prior knowledge that combines the factors influencing the receptive knowledge. Similarly, Rumelhart (1981) discusses that schemata is the general information whose concepts stored in the memory. These concepts have to be connected systematically according to Carrel and Eisterhold

(1987) propose that schemata is the information recorded in the memory and connected together.

Schema requires activation or background knowledge support before starting to read in order to comprehend the text better, reading activity, especially pre- reading activity, play a vital role in reading models (Chen and Graves; 1995; Demirez; 1998). If the students do not have sufficient background knowledge then the teacher should provide them with at least some background knowledge. Activating students' prior knowledge of a topic before they begin to read may help students' comprehension (Carrell and Eisterhold, 1983; Grabe, 1991; Ur, 1996).

In order to understand the impact of background knowledge on reading comprehension, Carrell and Eisterhold (1983), Carrell (1987) and Alderson (2000) intended to subcategorize the term schema types as follows:

Content schemata.

It is defined as background knowledge of the content area of the text that a reader brings to a text (Carrell and Eisterhold, 1983; Carrell, 1987; Alptekin, 1993; 2002; 2003; Singhal, 1998; Stott, 2001) such as knowledge about people, the world, culture, and the universe (Brown, 2001). Carrell and Eisterhold propose that appropriate content schema is accessed through textual cues. According to Alderson (2002), readers need knowledge about the content of the passage to be able to understand it.

Formal schemata.

It influences for reading comprehension. Carrell and Eisterhold (1983), Carrell (1987) and Alderson (2000) point to background knowledge relating to the formal and rhetorical organizational structures of different types of texts. Carrell

(1985) says reading comprehension is affected by the reader's formal schemata interacting with the rhetorical organization of a text. The text structure is classified into 4 categorized (Meyer,1975) as follows:

1. Collection of description describes items, events, persons, ideas and places in order, or tells the steps to follow, to do something and also lists its features, characteristics or examples. The example of collection of description is illustrated below.

Humpback Whales

The humpback whale is huge. She is longer than a school bus and weighs 35 tons, but she preys on some of the smallest inhabitants of the sea world- tiny shrimp- like creatures that aren't much bigger than a piece of popcorn called krill. To feed, she opens her mouth wide, taking in hundreds of gallons of water in a single gulp. A humpback whale has no teeth. Instead, attached to its upper jaws are rows of long, thin fingernail- like material called baleen. Each piece of baleen is about three feet long and has bristles at its end that act like a strainer. When the whale takes in a mouthful of water, it forces the water out through the baleen with its tongue, trapping thousands of tiny krill inside its mouth. Humpback whales eat a lot of krill- up to 4,400 pounds per meal!

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2. Causation describes the cause and effect. The following passage illustrates cause and effect text.

Old Batteries: A Nuisance or a Hazard?

When batteries are thrown into the trash, they are harmful to the environment. If batteries are not properly disposed of, they can crack or become damaged. As a result, the toxic substances inside the batteries leak, and the surrounding water and soil are contaminated. Likewise, when batteries are incinerated, or burned, the air is contaminated by toxic fumes. Since incineration produces ashes, the ashes contain toxic substances. Over time, the ashes are buried and the toxic substances make their way into the soil and water. Finally, old car batteries are also harmful because they can crack open when they are dropped. If a neighborhood trash collector drops an old battery in the street or driveway, the toxic contents may spill and pose a health hazard for pets and small children. Therefore, it is very important to properly dispose of old batteries to protect our environment.

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3. Problem and solution tells about a problem and why there is a problem then give one or more possible solutions. The example of problem solution text is demonstrated below.

Headaches

Headaches can have several causes. Many people think that the major cause of headache is nervous tension, but there is strong evidence that suggests diet and environment as possible factors. Some people get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. Still other people are allergic to household chemicals including polishes, waxes, bug killers, and paint. If they can manage to avoid these substances, their headaches tend to go away. When a person has recurring headaches, it is worthwhile to look for the underlying cause, especially if the result of that search is freedom from pain.

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2. Comparison describes two things are alike or different. The following is the example of the comparison and contrast text.

Oceans and Ponds- How are they different?

To a small child, the ocean and the pond seem very much the same. However, there are important differences to print out. To begin with, a pond is a very small body of water. The ocean covers more than half of the earth's surface. Ponds are very shallow, but the ocean is several thousand miles deep in most places. Some green pond plants are rooted in mud on the floor of a pond. Because of the ocean's depth, the sunlight can't reach the ocean's floor, hence no green plants grow there. Ponds contain fresh water, which means there is no salt content. The ocean, though, is the largest body of salt water on earth. While they are both bodies of water, there are clearly major differences between the ocean and the pond.

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Text structure affects EFL readers. As the readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a similar to that used by the author.

Content schemata and formal schemata both are the crucial factors for the reading comprehension. Content schemata help readers to come up the background area while formal schemata affect the EFL readers to encounter the distinct structure.

In summary, schema is the knowledge consisted of the background of the knowledge and the process of effective interpreting. Thus, reading comprehension may occur depending on the schema.

KWL- Plus Technique

Carr and Ogle (1987) revised the KWL technique into KWL-Plus technique, short for know, want and learn plus mapping and summarizing. KWL-Plus technique is the blueprint which is used for leading the students to comprehend.

K is the abbreviation for “Know”. This step encourages students to think of what they have known before. Moreover, it also helps them to recall their schema. The connecting between the new knowledge and the schema with the experience is the crucial element in Pre- reading activity.

W is the abbreviation for “Want to know”. This step motivates students to recognize themselves what they obviously need to know from the text. They have to form the questions which express what they expect to see.

L is the abbreviation for “Learned”. The students explore themselves what they have learned. They can answer the questions from the W step. They take note what they have learned. Plus is the summary by making the semantic mapping.

KWL- Plus technique helps students to elicit students’ background, motivate students’ purpose to make questions and monitor students to find out the information, obtain new knowledge and reflect their understanding.

KWL- Plus technique on reading comprehension procedure.

KWL-Plus technique procedure provides the systematical stages to proceed and set the purpose to lesson as follows:

Pre- reading activity.

In this stage, before the teacher has students read, she/he leads in the activity to recall students’ prior knowledge by giving them the topic that they are going to assign to read. The teacher then examines what the students know and ask them to write in worksheet 1 Column K (know), and asks students to summarize the ideas together. After that the teacher allows students make questions that they need to know more from the text and write questions in worksheet 1 Column W (want to know).

While- reading activity.

In doing the while-reading activity, the teacher encourages students to find out the answers from the texts. Students answer their questions on worksheet 1 Column W (want to know). Students can make more questions in this stage if they need to know more. There will be some questions which students cannot find the answer. They will be discussed the next stage. Students read the text and note down key words.

Post- reading activity.

Finally, in the post-reading activity, the teacher asks students to write the new knowledge they obtain from the texts on Worksheet 1 Column L (learned). Students discuss and take turns asking and answering the questions that they cannot find the answers. Students help one another to summarize the text together. In summarizing the text, students write down the key words into Semantic mapping provided Worksheet 2 (plus).

Semantic mapping.

Semantic mapping is the final part of KWL- Plus technique. It helps students to comprehend and see the concept of the text they have read.

Semantic mapping is named differently such as webbing, memory mapping, cognitive mapping, idea mapping, pattern mapping, construct procedure, graphic overview, networking, flowcharting, and semantic mapping. To complete the semantic mapping, students transfer the information into mapping. The semantic mapping is used to display the rearranged text, the main idea and the detail. It helps students to comprehend the text by themselves. The students summarize and write down ideas in the mapping. They have to figure out the omission including analyzing

and evaluating. According to Alverman (1986) states that semantic mapping helps students behold the involvement of the main idea and subclass. David and MacPherson (1989) also expressed that semantic mapping helps students behold the step and rearrange the involvement. It is also said that semantic mapping is used for emphasis, association and clarification. Transferring the concept into the mapping depends on the types of text. The text types have the purpose of conveying the message, so the mapping needs to be selected for the appropriate text.

As mentioned above, semantic mapping is the concept which helps students to think of the connection between concepts of the text. In the present study, the the reading materials provided for Mattayom Suksa 3 students were selected from the texts taken from My World book 3, and type of text is the factual description. The researcher also selected mappings that are appropriate for this text type consisting of Tree structure and Classification map according to Moonkham (2005). The following mappings are as follows:

1. Tree structure or branching map is the connection map which has the sequencing of the text

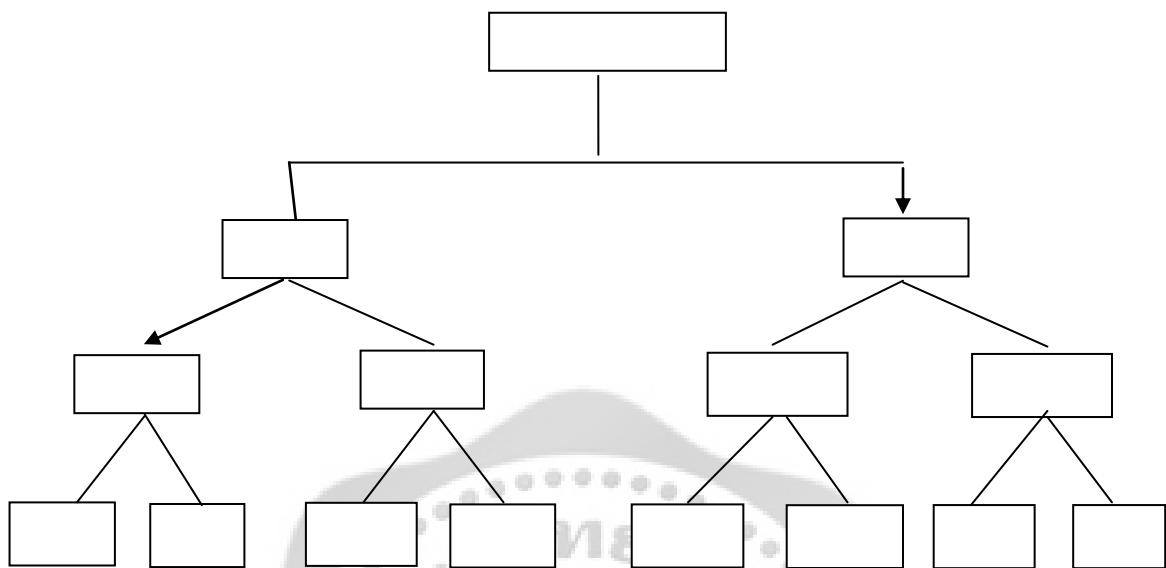


Figure1. Tree structure

2. Classification map shows the details of the text and the supporting details.

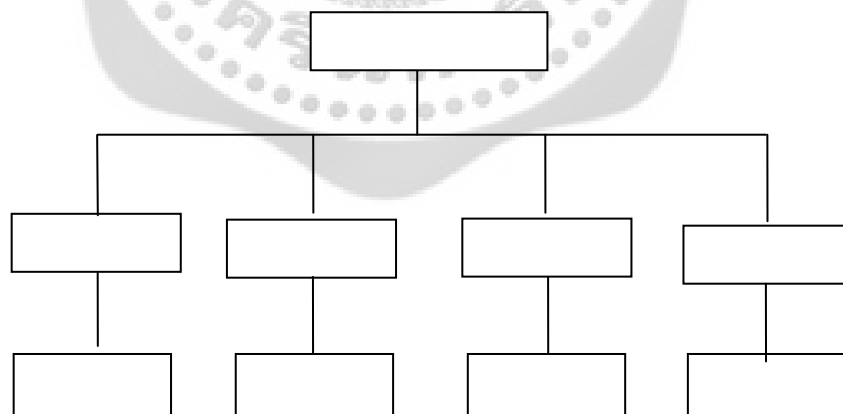


Figure 2. Classification map

Relevant Studies on KWL- Plus Technique and Reading in Foreign Countries

The following section presents the important results of KWL- Plus technique on reading comprehension from the prior studies. Carr and Ogle (1987), who developed KWL- Plus technique, explored the effectiveness of KWL- Plus technique in improving grade 9 students' reading comprehension. The finding was that KWL – Plus technique had a significant effect on students' self- concepts as reader, the comprehension they place on reading. Students themselves could adjust this technique to other situations. Besides, Carr and Ogle, this technique was investigated by other researchers and the findings as follows:

Drew (1995) investigated the effectiveness of the KWL Plus strategy on developing college students' ability to recall expository text. This study involved eighty- six university freshmen divided into treatment group and control group. The pre and posttest design involved treatment in the strategy while control subjects read and discussed the same four passages taken from a history text written at the tenth/ eleventh grade level. The finding suggest that instruction in the use of the KWL- Plus strategy can make a significant difference in the way students study, in the amount of time students remain on task while studying, and in the amount of information students are able to recall from expository text.

Norasing (1997) investigated Mathayom Suksa 3 students' reading performance, and reading attitude through KWL- Plus reading technique and instruction based on the teacher's manual. The research design was randomized control group pretest – posttest design. The study involved 2 groups of Mathayom Suksa 3 students with 40 students in each. The experiment group was taught through KWL- Plus reading technique; whereas the control group was taught through

instruction based on the teacher's manual. The finding indicated that the KWL- Plus technique treatment was significantly effective in improving students' reading comprehension. The findings from the questionnaire showed that almost all students interested in KWL- Plus technique and KWL – Plus technique had some advantages and also raised the students' attitude on reading comprehension.

Sawetamalya (2000) compared English reading achievement through the instruction based on KWL-Plus and teacher's manual. The instruments constructed included the reading comprehension lesson plans using KWL-Plus activities, the reading comprehension lesson plans using activities in the teacher's manual and reading comprehension test. The finding of this study showed that the achievement in English reading comprehension of the students who learned through the KWL-Plus instruction were higher than the teacher's manual instruction.

Sansgsonfa (2002) investigated Mathayom Suksa three students' reading comprehension and motivation who learned through the instruction of KWL- Plus and the teacher's manual. The instruments constructed included an English Comprehension test and a motivation test. The students were randomly selected and divided into the experimental and control group with an equivalent number of 36 students in each. The randomly chosen pretest-posttest design was used in the experiment. The results indicated that students in experimental group obtained higher scores.

Siluang (2005) examined the English reading ability of Prathomsuksa 5 students learning through KWL- Plus Technique. The comparison between pretest and posttest abilities of English Reading comprehension of Prathomsuksa Five students learning through KWL- Plus technique was conducted. The survey of

students' satisfaction learning through KWL- Plus technique was also administered. The participants were 40 Prathomsuksa 5 students and the instruments used for data collection were eight learning management plans and questionnaire of learning satisfaction through KWL- Plus technique. The results indicated that the students obtained the posttest scores higher than the pretest scores. Also, the questionnaire showed that the students were satisfied with English Reading through KWL – Plus technique.

Jangpiboonpong's study (2007) explored effects on reading achievement and motivation of Matthayomsuksa 3 students. Thirty-two students were involved and selected by using simple random sampling. The participants were divided into successful group and less successful group by using the result of pre- test on English Reading comprehension test. The instruments used were lesson plans focused on KWL- Plus reading strategy, the questionnaire on the students' reading strategies, English Reading Comprehension Test, and the questionnaire on the students' English reading Motivation. The finding indicated that students who were taught by using KWL- Plus reading strategy had a significant improvement in reading comprehension. The result of the questionnaire revealed that most students had the higher motivation on reading comprehension.

Kasemsuk (2008) investigated the English learning outcome of Matthayomsuksa 3 students by using KWL-Plus and a conventional method. The instruments constructed included the KWL-Plus method lesson plans and the conventional method lesson plans, the proficiency test of English in reading, writing, and speaking skills, and the satisfaction questionnaire. The students were randomly selected and divided into the experimental and the control group. The results

indicated that the students being taught by KWL-Plus method acquired English in reading and writing skills at the high level and speaking skill at the medium level. The students being taught by KWL-Plus method achieved more English ability after class better than before class and the level of satisfaction toward using this method was high. To compare the study between two groups, the students being taught by KWL-Plus method and their satisfaction was higher than the students being taught by a conventional method lesson.

Salah (2008) explored Mattayomsuksa 3 students' English reading ability taught by KWL-Plus by comparing with Project Approach. The research aimed to compare the ability in English reading for comprehension before and after being taught by KWL-Plus technique and Project Approach, and to examine students' satisfaction towards KWL-Plus technique and Project Approach. Twenty-one students of Mattayomsuksa 3 were involved and selected by cluster random sampling. The instruments used were five plans of learning of the foreign language learning substance group taught by KWL-Plus and one plan of learning of the foreign language learning substance group taught by Project Approach, two pre learning and post learning test, and an assessment on the satisfaction taught by KWL-Plus technique with Project Approach. The findings indicated that the students' reading ability after learning was higher than before and also the assessment form showed that the students were satisfied with English Reading taught by KWL – Plus technique.

Pongsuk (2009) studied the effect of English reading instruction through KWL-Plus on reading comprehension and reading attitude of Mattayomsuksa three students. The aim of research was to compare the Mattayomsuksa 3 students' English reading comprehension before and after learning through KWL-Plus method, to study

the number of the Mattayomsuksa 3 students who obtained 70 percent of total scores, and to compare the Mattayomsuksa 3 students' English reading attitude between before and after learning through the KWL-Plus method. The study involved 30 students selected by simple random sampling. The instruments used were the English lesson plans by KWL-Plus method, the English comprehension test, and the English reading attitude test. The findings indicated that the students gained the posttest scores higher than the pretest scores. The number of students who obtained 86.67 percent of the total scores was 70 percent upward. Also, the students' posttest scores on English reading attitude taught by KWL-Plus method were higher than the pretest.

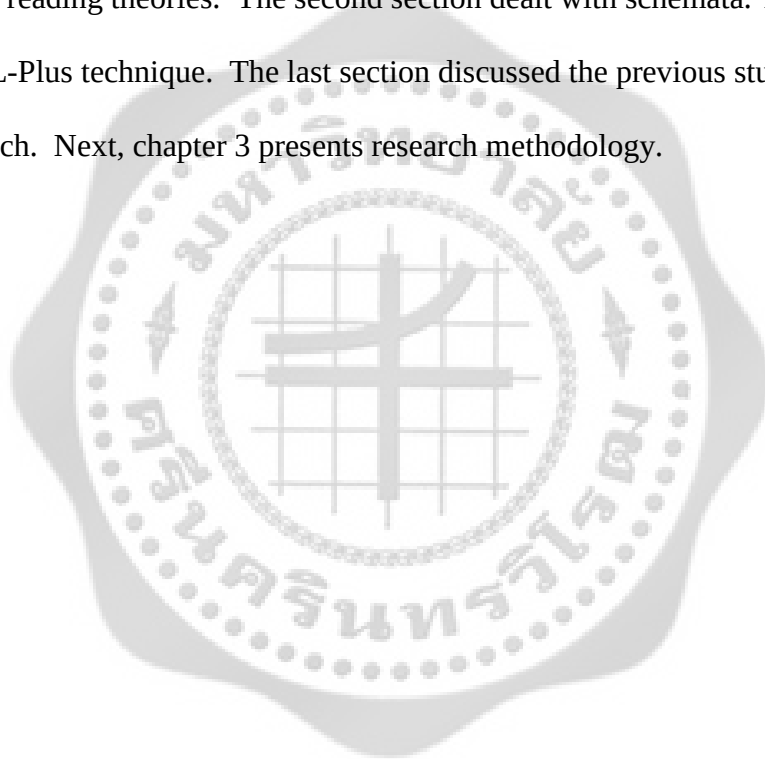
Fengjuan (2010) examined the effect of the integration of the Know-Want-Learn (KWL) strategy into English language teaching for non-English majors. The research aimed to investigate whether KWL instructional scheme integrate into ELT for non majors and the learners' response to KWL instructional scheme. The participants of the study involved 80 non- English majors divided into the experimental group and the control group. The findings suggest that the KWL strategy help in improvement in comprehension and writing of the experimental group. The experimental group had acquired better abilities in comprehension and writing than the controlled group. The results taken from the questionnaire survey showed that the participants were in favor or strongly favor of the KWL strategy. The results also indicated that the majority of the participants had a positive attitude toward the integration of KWL into ELT for non- majors.

To sum up, the result of these studies were drawn that KWL – Plus technique treatment significantly improve students' reading comprehension and English ability. It is also showed that this technique works well with teaching reading

comprehension. It helps students raise effectiveness and achievement. It provides the thinking process for students to deal while reading and also offers the strategy focused on reading to solve. Most of all, it develops the skills for students to face in reading.

Summary of the Chapter

This chapter presented the review of related literature as the background for better understanding of the present study. It contained four main parts: first it described reading theories. The second section dealt with schemata. The third section was KWL-Plus technique. The last section discussed the previous studies related to the research. Next, chapter 3 presents research methodology.



CHAPTER THREE

RESEARCH METHODOLOGY

The aims of this study were to find the answer to two research questions related to KWL-Plus technique. The first research question aimed to find out whether KWL-Plus can promote higher reading comprehension ability. The second research question aimed to investigate students' opinion towards English comprehension lesson based on KWL-Plus technique. This chapter describes the key elements of the research methodology including research design, population and participants, research instruments, data collection and data analysis

Research Design

This study was a quasi- experimental study with one single group pre-test post-test design. The study conducted with 46 ninth grade (Mattayom Suksa 3) students, Watratcha-o-rot school selected by convenience sampling procedure. The students were taught to read expository text for reading comprehension through of KWL-plus technique. The data collected before and after the experiment were scores on the pretest and posttest of reading comprehension and the self-ratings of the students' satisfaction toward the use of KWL-plus technique

Population.

The population of the study were 150 Mattayom Suksa 3 students taking the Foundation English course studied in the second semester in the academic year 2011.

Participants.

The participants were 46 students in the ninth grade selected by convenience sampling procedure from 3 existing classes of ninth grade students.

Research Instruments

There were two research instruments used for data collection: reading comprehension test and students' opinion questionnaire towards English reading comprehension lesson based on KWL-Plus technique. Also, to investigate the effect of KWL-Plus on the participants' reading comprehension, learning management plans based on KWL-Plus technique, constructed by the researcher were used for implementation and data collection. The detailed explanations of research instruments are as follows:

Reading comprehension test.

The reading comprehension test was used as a pretest and a posttest for the study. The reading comprehension test aimed to measure the students' reading ability before and after the experiment. There are 55 multiple choices which included 5 excerpts with different topics taken from English books. The length of each excerpt was approximately 200 words. The questions for each excerpt were designed focusing on four levels of comprehension categorized by Rubin (1993).

To establish the validity of the test, the researcher asked three experts: the researcher's advisor who is a specialist in teaching English and two English reading instructors, to check the content of the test whether it was appropriate for the proficiency level of the students, the appropriateness of the vocabulary, sentence and the relevancy of the objectives and the test item, and the level of comprehension evaluated in the test. The researcher calculated the index of the correlation of all items by using Items Objective Congruence (IOC). The items with highest IOC value were adapted and chosen and the researcher adapted the test following the experts' comments and deleted some items which the value of the IOC was lower than .50.

Therefore there were totally 30 items of the reading comprehension test. The test was administered in sample group one week before the experiment started, and at the completion of the experiment.

Table 1

Levels of Comprehension

Passages	Literal Comprehension	Interpretation	Critical Reading	Creative Reading	Number of item
Passage 1	2,4	1,3,5,6	-	-	6
Passage 2	11	7,8,9,10,12,13	-	-	7
Passage 3	14,17	16,15	18	-	5
Passage 4	-	19,20,21,22,23	-	-	5
Passage 5	-	24,25,30	26,27,28	29	7
Total	6	19	4	1	30

As shown in Table 1, 30 items of reading comprehension are classified based on four levels of comprehension: Literal comprehension included the 4 items interpretation -19 items, critical reading - 4 items and creative reading -1 item.

Students' opinion questionnaire toward KWL-Plus technique.

The students' opinion questionnaire was designed to examine the MattayomSuksa three students' opinion towards learning English reading comprehension based on KWL- Plus technique. The researcher studied the documents which were related to the opinion toward reading. The opinion's questionnaire was adapted from Yoosabai's research (2009). For this study, the researcher wanted to

determine the satisfaction of the sample group towards the KWL-Plus technique.

There were 2 types of statements in the questionnaire:

Part 1, consisted of 10 items asking the students' opinion towards English learning reading comprehension lesson based on KWL- Plus technique. The questions asked were divided into three main parts in according to the steps of teaching reading opinion in pre-reading the activities, students' opinion in while- reading activities, and students' opinion in post-reading activities. The language used in the questionnaire is simple and clear. There were five- point Likert rating scales, comprising items, to allow the sample group to rate level of their opinion on the scale of 1-5 (1 = strongly disagree, 2 = disagree, 3= uncertain, 4 = agree, and 5 = strongly agree). The participants were asked to mark the number 1,2,3,4, and 5 that reflect their opinions on the questionnaires. A mean score derived from the students' opinions was interpreted by the following range: Very high= 4.50-5.00, High= 3.50- 4.49, Moderate= 2.50- 3.49, Low= 1.50- 2.49 and Very low= 1.00- 1.49 (Best, 1981).

Part 2 was open- ended question (2 items) provided at the end of the questionnaire to allow the participants to express their opinions, problems, and suggestions found during the period and also ask them to give additional information on the use of KWL-Plus technique to develop their reading comprehension. The opinion questionnaire was checked by three specialists in English in Instruction and evaluation for content validity. The researcher then revised it and had the sample done at the end of the course. They were asked to give their views at the end of the course. The results revealed the students' opinions towards the KWL-Plus technique.

Data Collection

This study was an experimental research with used One-Group Pretest-Posttest Design as shown in Table 2.

Table 2

Experimental Design of the study

Pretest	Treatment	Posttest
T ₁	X	T ₂

The significance of the symbols

T ₁	represents	Pretest using Reading Comprehension test.
T ₂	represents	Posttest using Reading comprehension test
X	represents	Learning management in Reading based on KWL-Plus technique.

Data Collection Procedure

To answer the two questions of this study, the data collection procedure were as follows:

Research Question 1:

1. Does KWL- Plus technique improves students' reading comprehension ability?

The data collected to answer the first research question was the pretest and posttest scores from the reading test: reading comprehension test. The reading test was administered to the participants before and after the instructions with KWL-Plus technique. During the experiment, the KWL-Pus technique instruction model plans were administered as the following:

Teaching procedure.

First, the researcher reviewed the Secondary English Curriculum in terms of purpose, content, vocabulary, and grammar structures as well as the documents related to KWL- Plus technique (Carr & Ogle. 1987).

Second, the researcher took reading materials from My World Mattayom Suksa three students' books selected with the difficulty of vocabulary and grammatical structures corresponding to the English curriculum. The following is a description of these four reading passages.

Reading 1: The blackout

Reading 2: The king of the sea

Reading 3: The siblings

Reading 4: Advice's corner

The reading passages used in the study were the factual description type of text. They describe a particular person, place and thing.

Third, the researcher constructed KWL- Plus technique Learning Management Plans following the steps.

The implementing of reading comprehension instruction through KWL-Plus technique for three stages:

Pre-reading stage

The students were assigned to discuss the topic given. The students were asked to conduct the questions which they need to know. They were assigned to do the activity through the worksheets provided by the teacher.

While- reading stage

The students were assigned to read the text given. The students found the answers according to the questions in the pre-reading stage.

Post- reading stage

The students were assigned to note down the knowledge they obtained. They were assigned to summarize the text through mapping.

Fourth, three specialists in English Instruction evaluated the constructed KWL- Plus technique Learning Management Plans. The KWL- Plus technique Learning Management Plans were improved and tried out with 50 students who were not the sample to verify the content and duration.(see Appendix B)

Table 3

The Framework of the Lesson Plans

Time/Period	Content	Activities
1		Pretest
Week 1/1	Past progressive tense	What were you doing when I got there?
Week 1/2	The blackout	Background activation
Week 2/1	The blackout	Monitoring understanding
Week 2/2	The blackout	Language acquisition and Reflection
Week 3/1	Superlative Degrees	Which is the tallest building?
Week 3/2	The king of the sea	Background activation
Week 4/1	The king of the sea	Monitoring understanding
Week 4/2	The king of the sea	Language acquisition and Reflection
Week 5/1	Possessive Pronouns	Whose socks are these?

Table 2

The Framework of the Lesson Plans (Continued)

Time/Period	Content	Activities
Week 5/2	The siblings	Background activation
Week 6/1	The siblings	Monitoring understanding
Week 6/2	The siblings	Language acquisition and Reflection
Week 7/1	Giving the advice	What should I do?
Week 7/2	Advice' corner	Background activation
Week 8/1	Advice' corner	Monitoring understanding
Week 8/2	Advice' corner	Language acquisition and Reflection
		Students' opinion questionnaire
1		Posttest

Research Question 2:

2. What is the students' opinion towards English reading comprehension model of instruction based on KWL-Plus technique?

The data collected to answer research question 2 was the rating scales obtained from the opinion questionnaires and two open- ended questions: the satisfaction and suggestion. The opinion questionnaire was administered to the participants at the last period of instruction.

Data Analysis

This study first investigated of the effect of using KWL-Plus to improve students' reading comprehension, it also examined the opinion towards the use of KWL-Plus technique. The results answered two research questions. The data

collected as discussed above were analyzed both quantitatively and qualitatively as in the following steps.

To answer the first research question, the data from the pretest and posttest of reading comprehension test were analyzed as follows:

1. The mean scores from the pretest and posttest were calculated to determine the Mean (*M*) and Standard Deviation (*SD*). Then the mean scores from the pre and post test of reading comprehension Test were compared to examine whether there was a statistically significant difference by using paired t-test.

To answer the second research question, the data from the students' opinion questionnaires were analyzed by using descriptive statistics.

2. To examine the students' opinions towards the KWL-Plus technique, the self-ratings from the questionnaires were calculated to determine the Mean (*M*) and standard deviation (*SD*). The results indicated the level of satisfaction students possessed towards the KWL-Plus technique.

Summary of the Chapter

This chapter presented the research design starting with research design, participants, followed by the research instruments comprising administration of pre and post reading comprehension test, and the students' opinion questionnaire. It then discussed the data collection consisting of the implementation of the KWL-Plus technique. The last section dealt with the data analysis method for the quantitative and qualitative data. Chapter four presents the findings of the study.

CHAPTER FOUR

RESULTS OF THE STUDY

The main objective of the study was to investigate the effect of learning based on KWL-Plus technique on Mattayom Suksa 3 students' reading comprehension. This study also explored the students' satisfaction towards KWL- Plus technique used in the classroom. The participants of the study were 46 Mattayom Suksa 3 students at Watracha-o-rot school, Bangkok. Data from this study were obtained through 30 multiple- choice reading comprehension test for pretest and posttest and opinion questionnaires towards English reading comprehension lesson based on KWL-Plus technique. This chapter presents the quantitative results of the study showing the difference between students reading ability before and after the experiment. In addition, the students' satisfaction towards the implementation of the KWL-Plus technique is also discussed. The following section presents the findings for Research Question 1: Does KWL-Plus improve students' reading comprehension ability?

The Effect of KWL-Plus Technique on Students' Reading Comprehension

The difference between the overall mean scores of the pretest and posttest.

The mean scores of Mattayom Suksa 3 students' reading comprehension ability on the pretest and posttest were calculated using descriptive statistics for the means and the standard deviations. Then the mean scores of the pretest and posttest of the participants were compared using a paired t-test in order to investigate the effectiveness of the KWL-Plus technique on students' reading ability.

The analysis of the paired t-test calculated on the mean scores of the pretest and posttest showed that there was a statistically significant difference between the

mean scores of the pretest and posttest. Table 4 illustrates the comparison between the overall means of the pretest and posttest scores of Mattayom Suksa 3 students

Table 4

Comparison of the Overall Mean Scores on Pretest and Posttest

Reading Comprehension Ability	n	M	SD	t	p-value
Pre- test	46	8.52	3.75	-9.952	0.000**
Post-test	46	14.59	4.20		

Significant at the 0.01 level (**p<0.01)

As shown in Table 4, the result shows a significant difference between the pretest and posttest of the Mattayom Suksa 3 students' reading ability at the .01 level. The mean score of post- test ($M = 14.59$, $SD = 4.20$) was higher than that of pre-test.

The researcher further calculated the mean gain of the students' posttest score to see the improvement in reading comprehension of the students. The mean gain difference between the pretest and posttest is 6.07. The result of the mean gain showed that the overall students' comprehension was better than before the experiment.

The following section presents the findings for Research Question 2: What is the students' opinion towards English Reading Comprehension lesson based on KWL-Plus technique?

Students' Satisfaction towards the KWL-Plus Technique

Students' opinion towards the KWL-Plus technique from self- ratings of questionnaire

To investigate students' opinion towards English reading comprehension based on the KWL-Plus technique, the students were required to rate the level of

opinion for each item of the questionnaire on five- rating scale from “strongly disagree” to “strongly agree”. Students’ self- rating scores from the opinion questionnaires were analyzed and calculated for the mean and standard deviation and interpreted into five levels from very low to very high. The results showed that students had a positive satisfaction towards English reading comprehension lesson based on KWL-Plus technique, rated at a high level ($M= 3.87$). Table 5 shows students’ opinion towards English reading comprehension lesson based on KWL-Plus technique.

Table 5

Students’ Satisfaction towards the KWL-Plus Technique

Questionnaire Items	<i>M</i>	<i>SD</i>	Level of Opinion
<i>Pre-reading</i>			
1. How much do you know vocabulary before you read?	3.93	.77	High
2. Do you think making questions encourage you to read?	3.85	.89	High
3. Do asking and answering what you have known help you to get the idea?	3.80	.93	High
<i>While-reading</i>			
4. Do you have a plan to do while you are reading?	3.63	.74	High
5. Do the questions help you while you are reading?	3.87	.83	High
6. Do you understand better while you are reading?	4.24	.70	High
<i>Post- reading</i>			
7. Can you find the answers what you have asked after reading ?	3.96	.78	High

Table 5

Students' Satisfaction towards the KWL-Plus Technique (continued)

Questionnaire Items	<i>M</i>	<i>SD</i>	Level of Opinion
8. Do you understand what you have read?	4.06	.67	high
9. Can you summarize the passage into Semantic Mapping?	3.57	.80	high
10. Does Semantic Mapping help you in reading?	3.80	.77	high
Total	3.87	.79	high

As shown in Table 5, the overall mean score of the students' opinion towards English reading comprehension lesson based on KWL-Plus technique was high with the mean score at 3.87. The results revealed that students had positive satisfaction towards KWL-Plus technique. The students had the highest satisfaction towards items 6 ($M= 4.24$). They agreed that they understand better while they are reading. Next, the students had the second highest satisfaction towards items 8 ($M= 4.06$). They believed that they understand after they read the passages. However, the students had the least positive satisfaction towards items 9 ($M= 3.57$). The students responded that they cannot do well in summarizing the passages into semantic mappings. The majority of them responded that the procedure of providing KWL- Plus technique is appropriate.

The students' opinion towards the KWL-Plus technique reveled in open- ended questions.

In order to elicit students' opinion towards the KWL-Plus technique more clearly, the students had to answer two opened- ended questions in the second part of the opinion questionnaires. Table 6 and 7 illustrate students' opinion towards the implementation of the KWL-Plus used in the lesson.

Table 6

Students' Favors for the Practical Use towards KWL-Plus Technique(n=46)

Write down what you like	Frequency	Percentage
<i>The reason</i>		
- Encouraging students to elicit questions	19	41.30
- Brainstorming the prior knowledge	13	28.26
- Implementing the gained prior knowledge to the procedure	10	21.74
- Pre- teaching vocabulary	4	8.70

According to Table 6, all students revealed that they liked to learn English using KWL- Plus technique. The first reason that students was that the technique was encouraging them to elicit questions (41.30%), followed by brainstorming the prior knowledge (28.26%), and implementing the gained prior knowledge to the procedure (21.74%). the last reason was pre- teaching vocabulary (8.70%).

Table 7

Students' Comments for the Teacher's Adaptation of KWL- plus Technique Procedure

(n= 46)

Write down what it needs to be improved	Frequency	Percentage
- The teacher should provide more passages to support the reading passages	14	30.43
- It was unable to find out the clear answers to some elicited questions.	13	28.26
- There was the vocabulary limitation.	10	21.74
- The variety of passages should be provided.	9	19.57

Regarding Table 7, the results demonstrated that 30.43% of the students suggested that the topic of the reading text should be supported more information. Moreover, 28.26% of the students suggested that it was unable to find out the appropriate answers for some elicited questions, and 21.74% of the students suggested that there was the limitation to gain more vocabulary. Lastly, 19.57% of the students suggested that the variety of passages should be provided.

Summary of the Chapter

This chapter presented the results of the study showing the difference between students' reading ability before and after the experiment. In addition, the students' satisfaction towards the implementation of the KWL- plus technique was also presented. In the next chapter, the discussions of the findings including implications of the study and the recommendations for the future research were presented.

CHAPTER FIVE

CONCLUSIONS AND DISCUSSIONS

This study investigated the effect of KWL- Plus technique on reading comprehension of Mattayom Suksa three students. In addition, it also examined students' opinion towards KWL- Plus technique on English reading comprehension lesson. This chapter presents the summary of the research and the findings regarding the effect of KWL- Plus technique on students' reading comprehension after the experiment and students' satisfaction towards KWL- Plus technique. In the last section, the conclusion of the present study, the implications and recommendation for the future research are also discussed.

Summary of the Research

The purpose of this study was to (1) examine the effect of KWL- Plus technique on students' reading comprehension; (2) investigate students' opinion towards KWL- Plus technique on English reading comprehension lesson. The participants were 46 Mattayom Suksa three students selected by convenience sampling procedure. The instructional method through KWL- Plus technique instruction lasted 8 weeks, for a total of 16 periods excluding the pretest and posttest. The instruments used in this study consisted of a pre- post test, 4 learning management plans based on KWL- Plus technique and student opinion questionnaire. Forty- six students had to take the pre test which consisted of 5 reading passages and 30 multiple choices based on reading comprehension. Then, students were taught reading comprehension through KWL-Plus technique combined in 4 learning management plans over 8 weeks. After learning, the posttest, the same test as the pretest was

administered to the students. The data, the scores of the pretest and posttest were statistically analyzed by means, standard deviations, and t- test for dependent sample to compare students' mean scores of the pre- test and posttest to examine whether there was a significant difference. In addition, students were required to respond to the opinion questionnaire aiming at determining their satisfaction towards the KWL-Plus technique on English comprehension lesson.

Summary of the Main Findings

In this study, the main objective aimed to investigate the effect of KWL-Plus technique on grade nine students' reading comprehension, and the students' attitude towards the use of KWL-Plus technique to develop their reading ability. The data analysis revealed the main findings as follows:

Firstly, students' English reading ability was significantly different at .01 level after learning through KWL- Plus. The scores of students' posttest ($M= 14.59$) was higher than the score of the students' pretest ($M= 8.52$). The mean gain difference between the pretest and posttest was 6.07. According to the results, the KWL-Plus technique had positive effect on students' English reading comprehension. That is, students improved their reading ability after learning through KWL-Plus technique.

Moreover, the students had positive attitude towards the KWL-Plus technique on English comprehension lesson at high level ($M= 3.87$). According to students' opinion questionnaire, students believed that they understand better after they read the passages. The technique helped them improve their reading ability.

In addition, through open- ended questionnaire, students reported that they were satisfied with the KWL- Plus technique because it helped encourage to elicit questions, brainstorm the prior knowledge, implement the gained knowledge to the

procedure, and pre- teach vocabulary. Students also gave the comments for the teacher's adaptation of the KWL-Plus technique that the teacher should provide more passages to support the reading passages, it was unable to find out the appropriate answers for some elicited questions, there was the limitation to gain more vocabulary, and the variety of passages should be provided.

The following section will discuss the findings in detail including the effect of KWL- Plus technique on students' reading comprehension, students' satisfaction towards the KWL- Plus technique on English reading comprehension lesson and students' satisfaction towards the KWL- Plus technique on English reading comprehension through open- ended questions.

Discussion

The Effect of KWL-Plus technique on students' reading comprehension.

The following discussion, based on the findings of the first research question that aimed to investigate whether KWL-Plus technique improves students' English reading comprehension ability.

Regarding reading comprehension part, the overall mean score of the posttest was 14.59 out of 30; it was rather higher than the pretest mean score ($M = 8.52$). This means that there was a significant change in the students' reading comprehension. This showed that in this circumstance the KWL-Plus helps students to develop their reading ability in order to comprehend reading passages.

The findings of the study were correlated with the results of previous studies (Sangsongfa, 2002; Siluang, 2005) which found that the students' reading comprehension had been improved through the KWL-Plus technique. In addition, the

finding of the Jangpiboonpong (2007) supported the finding of this study that the KWL-Plus technique can help students develop their reading comprehension.

In this study, the students were trained to employ the KWL-Plus technique during the pre, while, and post reading activities. As the use of KWL- Plus technique, the students employed more after they learned through the procedure during the pre, while, and post reading activities. The KWL-Plus technique helped them overcome difficulties when reading text as they planned and monitored their comprehension. The KWL-Plus technique, which consisted of three stages of reading activities (the pre, while, and post reading activities), can promote other reading frameworks. They are generating the ideas, self-questioning, identifying the responses, summarizing the reading, and reflecting the understanding. The following stages are discussed as the empirical use of the KWL-Plus technique procedure during the pre, while, and post reading activities.

Students' generating the ideas and self- questioning in pre- reading stage.

According to the finding, it can be seen that the students who were taught by KWL-Plus instruction were encouraged to generate ideas before the teacher provided the reading texts. Students were asked to brainstorm their background knowledge. This is because the reader organized their reading before starting to read the text. Example of this was taken from Appendix E: Column K (What I know) include these statements of the topic of the text about the Blue Whale from the students:

"It is a mammal."

"It can spit water."

The students accessed their prior knowledge which promoted their use of background activation. This process also helped evaluate the students' background of

the whole class. The students' interest according to the text was due to the questions they asked before moving on to read the text. Example of this taken from Appendix E: Column W (Want to know) include these statements of the topic of the text about the Blue Whale from the students:

“What do they eat?”

“How do they have a baby?”

The students designed the task before reading and organized what they should do in the while- reading and post-reading stages. Students used self-questioning and goal-setting as instructed from KWL-Plus technique. They constructed the questions by using their background knowledge and they also planned before reading by designing the task.

Students' identifying the responses during while- reading stage.

In the while-reading stage, the students controlled the steps and checked their task. The students selected the responses according to the questions clarifying and jotting down the answers. Furthermore, the students read the text with concentration to develop their self- learning and the effort to explore the way that would occur. Example of this was taken from Appendix E: Column W (Want to know) include these statements of the topic of the text about the Blue Whale from the students:

Questions

Answers

“What do they eat?”

Plankton and tiny fish

“How do they have a baby?”

They give the baby birth.

Students' acquisition and summarizing the reading in post- reading stage

In this stage, the students addressed the new knowledge which they obtained. In this process, the students attentively selected to acquire better. It also promoted the

students' acquisition. The students may consult their friends, use dictionary or ask the teacher to check their understanding. The students reread and summarize the text to clarify the acquisition between their friends. Example of this was taken from Appendix E: Column L (What I learned) include these statements of the topic of the text about the Blue Whale from the students:

"Their hearts are big."

"They have tongues."

"They can't swallow fish and other which is bigger than shrimp."

Students' reflection after post-reading stage.

In this process, the Plus stage provides a bridge between reading comprehension and beginning writing. The various diagramming and mapping activities provide the students with a tool to organize their thoughts about what they have read. The students refer to K step to categorize what they learned. Placing the title at the center of the map, they form categories as major branches, and add explanatory concepts. Students can refer to the map to create exam or study questions. Students number the concepts on the map based to order points they choose to make in a written summary. The summaries become a useful summative evaluation for teacher and students as they evaluate their comprehension.

In the experimental study, the students improved their reading process through the KWL-Plus technique instruction. KWL-Plus technique is one of reading technique that improve students' reading ability. It leads students to think their reading process, develop a plan of action, and monitor their reading in order to construct their own knowledge. The results of the study indicated that the students employed the KWL-Plus technique procedure more after the instruction than they did before. The

difference is significant and stands at 0.01 level. These findings suggest that KWL-Plus technique raised their eagerness of reading task and improve their ability in reading comprehension. To elaborate, it revealed that the KWL-Plus technique also encourages students' background knowledge or schema which was connected between the new knowledge and the schema with the experience and motivated students to recognize themselves what they obviously need to know. It was consistent with the Drew's study (1995). Drew indicated that instruction in the use of the KWL-Plus strategy can make a significant difference in the way student study, in the amount of time students remain on task while studying, and in the amount of information students are able to recall from expository text. In addition, the KWL-Plus technique also helped students to gain in the lesson.

In conclusion, KWL-Plus technique is useful and effective for students in improving their reading ability. This will be further discussed in the next section.

Students' Satisfaction towards the KWL-Plus Technique

The following discussion is based on the finding of the second research question aiming at exploring the students' opinion towards KWL-Plus technique on English reading comprehension lesson.

The overall results from the opinion questionnaires showed that students had positive opinions towards KWL-Plus technique on English lesson ($M = 3.87$). The students' views on KWL-Plus technique instruction showed that this technique helped them to improve their reading ability. The questions on the questionnaire focused on the three reading procedure. In pre-reading activities, the students had the highest positive views. They were satisfied to gain more vocabulary before reading. They accepted that making questions encourage them to read and they agreed at the highest

level that asking and answering help them to get the ideas. This circumstance presented that the background activation stage perform well during the procedure. In while- reading activities, the students had the positive attitude on the effective ways in this stage. They reported that to set the goal reading (the goal- setting), they had the plan to follow and help them focus the ideas. It also motivated them to read better. This proved that the use of monitoring understanding stage was practical during the procedure. In post-reading activities, the students had the positive satisfaction towards this stage. They also revealed that they were able to find the answers for the question they set. It was acceptable that the students understand the reading passages. They could perform well in summarizing the passages into the mapping and they also agreed that the mapping help them read in further reading. Based on the questionnaires, students believed that KWL-Plus technique led them to comprehension at the highest level. This was because students had the ideas and the plans to be connected with the reading passages. The technique put students on task which raised their eagerness to learn. This was consistent with Norasing's study (1997). Norasing stated that almost all students were interested in KWL-Plus technique and KWL-Plus technique had some advantages and also raised the students' attitude on reading comprehension.

In summary, eliciting background knowledge, encouraging the students to make questions, monitoring to find out the information, and reflecting understanding affected students' opinions towards KWL-Plus technique on English comprehension lesson. It can be concluded that the students were satisfied the KWL-Plus technique.

In order to understand students' opinions towards the KWL-Plus technique

more clearly, their opinions were further elaborated on through the open- ended questions. The next section explored them.

The students' opinion towards the KWL-Plus technique on two open- ended questions.

The discussion for the opinion questionnaires on two open- ended questions are as followed:

Students' satisfactions for the practical use towards KWL-Plus technique.

Based on the first open- ended question, students were urged to give one reason of their favors. The results showed that the highest number of students commented that KWL- Plus technique encouraged them to elicit questions. Students responded that they liked to take turns asking because it raised their eagerness to know and they had the plan to follow. The second number of the students' favor reported that they liked to help among peers to brainstorm what they have known for the topic given; therefore, they were having fun during the time to gain more knowledge from friends. Carrell and Eisterhold (1983) Grabe (1991) Ur (1996) suggested that if the students do not have sufficient background knowledge, the teacher should provide them with at least some background knowledge. Activating students' prior knowledge of a topic before they begin to read may help students' comprehension. They had the points of view to focus and the background to fulfill in the structure of knowledge. The third number of the students' favor mentioned that they liked to implement the knowledge they learned before they went through the reading passage. They agreed that the summary of prior knowledge together gave them the ideas to be associated with the next stage. According to Swaffer, Arens, Byrenes (1991) Urquhart and Wei (1998), learners should be familiar with the content or topic of the reading materials

provided in the reading class. Topic familiarity allows them to apply their background knowledge to improve the reading strategies for a better understanding of the reading materials. The least number of the students' favor proposed that pre- teaching vocabulary was their favourite. It helped them to understand the reading passages better as Adunyarittigun (2002) pointed out that vocabulary knowledge is the important factor in reading comprehension which might be the cause of reading difficulty.

The evidence as mentioned previously can be concluded that the students were satisfied with the procedure of the KWL-Plus technique. However, the students also had the difficulties with KWL-Plus technique.

Students' comments for the teacher's adaptation of KWL- Plus technique.

Although the results of the research showed that the KWL-Plus technique could develop students' reading ability, there were some comments for the teacher's adaptation of KWL-Plus technique from the students, who encountered problems during the experiment. Based on the second open- ended question, students were urged to give one reason of their comments for the teacher's adaptation of KWL-Plus technique procedure. Students (30.43%) responded that the teacher should provide more passages to support the reading passages. They needed more information to complete the topic because they want to obtain the more knowledge so it should be linked with the reason that the students (28.26%) could not find the appropriate answers for some elicited questions. The researcher then asked the students to study more by reading as homework or finding out from the other sources such as from the websites or in the library. Although, the researcher provided the vocabulary in each reading passage, some students (21.74%) needed to learn more vocabulary. They said

that there were some difficult words. Accordingly, the researcher should not overestimate the students' knowledge. The researcher provided them a way to deal with the problem; for example, ask them to guess the meaning from the previous sentences. The last comments for the teacher's adaptation of KWL-Plus technique procedure were some students (19.57%) needed the varieties of passages. They said that they preferred some reading passages. However, they still had the positive satisfaction with the reading passage.

In summary, in general the KWL-Plus technique was appropriate for using in the reading class. Accordingly, students' positive satisfaction towards the KWL-Plus technique in the classroom could affect the development of the reading ability of the students. This was relevant to the study of Siluang (2005). Siluang revealed that students' positive satisfaction towards the KWL-Plus technique could raise students' confidence towards the activities that the activities could help them improve their reading ability.

Implications of the Study

From the findings in the present study, it can be seen that KWL- Plus technique is helpful to promote students' reading ability effectively. Therefore, the teachers of English should try and include KWL- Plus technique in learning and teaching reading.

This study investigated the effect of KWL-Plus technique on reading comprehension. It also examined the students' opinion towards KWL-Plus technique on English comprehension lesson. The results of this study demonstrated that KWL- Plus technique promotes students' reading ability in reading comprehension. Moreover, students had positive satisfaction on KWL-Plus technique. However, the

teacher should provide different types of text because of students' different interests. In addition, the teacher should set students' groups which have mixed ability because the good students could help the passive and slower students. Apart from pre-teaching vocabulary stage, when students are encountered with unknown words while reading, the teacher should suggest them to look for the connectives around words and help them predict a suitable meaning before looking for the definition in the dictionary. According to Schmitt (1997) and Wei (2007), vocabulary knowledge can be enhanced by looking up the new words in a dictionary to confirm the accuracy of their guessing. Learners are required to guess the meaning of unfamiliar words by using their grammatical knowledge and context. Furthermore, the teacher should integrate the writing skill in post reading stage when the students come up to the semantic mapping. They should have a chance to familiarize to the writing skill. According to Alverman (1986) semantic mapping helps students behold the involvement of the main idea and subclass which helps students reflect after reading.

Based on the findings previously discussed, KWL-Plus is one of the reading technique that can be used in the classroom to promote higher reading comprehension ability and students' satisfaction in learning. However, there were the limitations of the study which will be discussed in the next section.

Limitations of the Study

Although the results of the study revealed the positive results of the use of KWL-Plus to develop students' reading comprehension ability of Thai students at the secondary level, and the students were satisfied with KWL-Plus technique, the study had some limitations. First, the researcher had to select the reading passages from the students' textbook due to the course arrangement. The students were provided the text

book given by the school. Therefore, the researcher had to take the reading passages from the students' textbook to instruct them. The time used for this study also a limitation of the study. The time given for the experiment was only two months but research conducted by a different period of time may yield different findings. Another limitation is that the students were asked to do the posttest at the end of the course. They were preparing for their examination and they knew that the posttest would not affect their grades; therefore, they did not pay much attention to the posttest. Thus, the posttest should be conducted before the end of the course and the students should not be told that the posttest will not affect their grades.

Recommendations for Further Studies

This study investigated the effect of learning based on KWL- Plus technique on reading comprehension of Mattayom Suksa three students. Through, the analysis of its results, KWL- Plus technique was shown to have advantages to improve students reading comprehension. The recommendations for further studies are discussed as follows:

1. Researcher should study the development of English reading ability by using KWL- Plus technique at high school level or undergraduate level students because they are more likely to have sufficient prior knowledge to do more difficult tasks.
2. Other studies should be conducted with participants from different levels of reading abilities such as poor students, average students, and good students. It would be interesting to see whether KWL- Plus technique would still be beneficial to these three groups.

3. Researcher could compare the effect of KWL-Plus technique with other approaches in order to find out which one provides more advantage for teaching reading in Thai context.

4. Further studies should be conducted to investigate whether the KWL- Plus technique affects other language skills: speaking and writing.

Conclusion

This study was conducted to investigate whether KWL- Plus technique can promote students' reading ability, specifically reading comprehension. In addition, the study examined the students' opinion towards KWL-Plus technique English lesson. The results of the study revealed that KWL- Plus technique had a positive effect on the Mattayom Suksa three students' reading ability. Moreover, the results indicated that the students' positive satisfaction on KWL-Plus technique English lesson. According to the results it can be concluded that the KWL-Plus technique, which suggests activities that facilitates active learning, is beneficial students to improve their reading ability and enhance their positive satisfaction.

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APPENDICES



APPENDIX A

PRETEST POSTTEST

READING COMPREHENSION TEST

TIMES: 50

Directions: Read the following passages and choose the best alternative to answer each question. (30 Items)

Passage 1 (Items 1-6)

Teenager Brian Robinson was travelling from the USA to Canada to see his father. He was the only passenger in a small plane, high above the Canadian mountains, when suddenly the pilot had a heart attack and died! (3)

Brian was terrified. He was shaking, but he tried not to panic. Below him, he could see a lake. He turned the plane towards the lake and, incredibly, he landed on the water. Brian got out of the water. Brian got out of the plane just before it sank. He swam to the beach and then he fell asleep, exhausted. (7)

When Brian woke up the next morning, he was cold and hungry. The quiet boy from New York only had the clothes he was wearing and a small hatchet (a present from his mother). Then he remembered a TV programme about how to survive in the wild. He made a shelter with grass and some branches from the trees. He used his hatchet to cut wood and start a fire. He ate fruit from the forest. He made a spear to catch fish in the lake, and he made a bow and arrow to kill rabbits and birds. (13)

One night there was a fierce storm and a plane came to the surface of the lake. Brian swam to the plane and found some food, a knife and a small radio. He tried to call for help on the radio, but he wasn't sure how it worked. (16)

One day, a few weeks later, Brian was fishing by the lake when he heard a noise. He could see a plane above the trees. It was looking for him! Quickly, he made a fire, and the pilot saw the smoke. After fifty- four days in the Canadian woods, Brian's amazing adventure was finally over. (20)

Source : Diane Goodey, Noel Goodey, Miles Craven.(2010) *Messages 3 Students' book*. P. 18

1. What is the best title for this passage?

- a. Rescue b. Accident c. Survival d. Disaster

2. What is the hatchet used for?

- a. killing rabbits and birds b. cutting wood and start fire
c. catching fish d. calling for help

3. The word "exhausted" in line 7 means _____ .

- a. tired b. scared
c. frightened d. embarrassed

4. How many passengers were there on the plane?

- a. one b. two c. three d. none
5. What is the hatchet?
- a. a weapon b. an aid c. vehicle d. a tool
6. The word “it” in line 16 refers to _____.
- a. food b. knife c. radio d. plane

Passage 2 (Items 7-15)

A lot of people believe that your place in the family says a lot about your personality and your chances for success in life. This birth order theory suggests that the first child is likely to be more serious and hardworking than children born later. The reason is that first children tend to work harder to please their parents. Another belief is that the youngest child is likely to be more outgoing and funny. The middle child, on the other hand, is likely to be unhappy as he or she is overlooked between other siblings. (7)

Some studies done more recently, however, suggest these beliefs aren't true. Scientists have found that other things are more important. For example, children from small families do best in school. This might be because they get more help at home. Also, only children seem to be the most studious. (11)

Source : David Nunan. (2010) *Got It! Workbook 3*. P. 5

7. What is the best title for the passage?
- a. Personality and Chances b. The Family
- c. The Belief d. Birth Order Theory
8. According to the passage, scientists have found that _____.
- a. An only child is the most hardworking.
- b. The middle child is the most serious.
- c. A child from a small family does slightly better in school.
- d. The youngest child is the most studious.
9. What is the main idea of the passage?
- a. An only child is the most successful.
- b. The place in the family says a lot about personality and chances.
- c. The first child wants to make his parents please.
- d. The family can give what a child wants
10. What does the word “sibling” in line 7 mean?
- a. brother or sister b. aunt or uncle
- c. father or mother d. niece or nephew

11. Why is the first child likely to be more serious and hardworking than children born later? Because _____.

- a. he likes to work hard.
- b. he wants to work for his parents
- c. he wants to make his parents satisfy.
- d. he likes to be the one.

12. The word “they” in line 10 refers to _____.

- a. families
- b. scientists
- c. children
- d. studies

15. According to the passage, who is the most optimistic?

- a. the first child
- b. the middle child
- c. the youngest child
- d. the only child

Passage 3 (Items 14-18)

Many young people these days feel insecure, and they worry about the future and their place in it. But few of them realize that they can in fact create their own futures. How can they do this? Well, as with most things, if you want to improve something it helps to follow a step- by- step method. First of all, you should make a list of all the skills and abilities that you currently possess. Secondly, make a list of all the things that you want to be able to do. Finally, draw up an action plan to develop the skills and abilities you want. (7)

Your action plan should contain a list of desired skills and abilities under the heading

WHAT , some strategies for achieving your goals under the heading HOW, and the timeline for achieving these goals under the heading WHEN. When thinking about what you want to be able to do, to achieve, and to have, it is useful to create headings and to organize your ideas under these headings. For example, under the subheading of Communication, you might put *I want to be able to write effectively*; under Education, you might put *I want to earn a degree in computer science*. However, don't just think about things like education and employment. You should also have goals for relaxing and enjoying life. (16)

For example, you might want to plan ways of spending more time with friends and family. These are also valid goals. (18)

Source : David Nunan. (2008). *Got It Student's book*. p.47

14. How many steps were there in the step- by- step method?

- a. one
- b. two
- c. three
- d. four

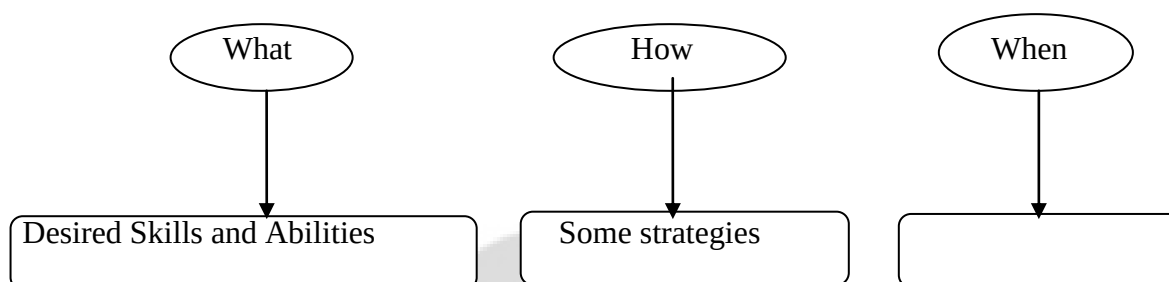
15. According to the passage, what should they have to follow the plan?

- a. skills and abilities
- b. method
- c. future
- d. strategies

16. If someone wants to put the idea that “I want to be a fashion designer”, it should be under the subheading of _____ .

- a. Communication
- b. Celebration
- c. Education
- d. Occupation

17. Choose the most suitable word to put in the blank.



- a. achieving
- b. timeline
- c. goals
- d. creating

18. What is the purpose of the passage?

- a. Young people should have goals for relaxing life.
- b. Young people can create their own future.
- c. Young people worry about the future.
- d. Young people are able to organize their ideas.

Passage 4 (Items 19-23)

The first touch of an iPad shows that a touch screen makes everything easier. People all of ages can use it, even if they have no computer keyboard experience. The design works well for reading and watching, but additional devices like an external keyboard and a rack may be needed if you want to work on documents. The sound of the speakers is impressive—maybe better than some laptops. There are three data capacity sizes to choose from: 16GB, 32GB and 64GB, but 64GB is enough for a normal user. It's surely the hottest gadget of the year, but like all things it has its positives and negatives. (8)

Today, Steve Jobs' iPad bird has already caught more than 3,000,000 consumer worms worldwide and sales are increasing every minute. So, opponents will have to work hard to beat the iPad's sales. If you are not in a rush to buy one, please wait and see how this gadget war turns out, because in a war like this, there can be only one winner—customers like us. (13)

Source : NJ magazine. (2010). p. 65- 66

19. The word “laptop” is defined to _____.

- a. a set of keys on a computer
- b. a small computer that can be carried and used everywhere.
- c. the part of a computer which shows images or writing
- d. the part of a computer which sound comes out

20. Which words are best described “Positives and Negatives”?
- | | |
|-------------------------------|-----------------------------|
| a. high prices and low prices | b. outer and inner |
| c. winner and loser | d. good sides and bad sides |
21. According to the passage, the writer compares the worms to _____ .
- | | | | |
|--------------|------------|--------------|------------|
| a. opponents | b. laptops | c. customers | d. sellers |
|--------------|------------|--------------|------------|
22. The word “it” line 7 refers to _____ .
- | | | | |
|---------|-----------|-------------|------------|
| a. user | b. gadget | c. capacity | d. speaker |
|---------|-----------|-------------|------------|
23. What should you do if you don’t want to buy the expensive iPad?
- | | |
|-----------------------------|--------------------------|
| a. Wait until it turns out. | b. Ask mother for money. |
| c. Buy at the black market. | d. Bargain the seller. |

Passage 5 (Items 24-30)

We give gifts for many reasons: to show our appreciation or respect, to thank someone, to show friendship. However, choosing the right one can be quite difficult. First of all, the gifts should be appropriate price range. It should not be too cheap or too expensive for the occasion. Finally, it should be something that we think the recipient really want and will enjoy. (5)

Choosing a gift for someone from another culture is even more difficult. Did you know you should never give a knife, a pair of scissors, or anything that we use for cutting to people from China? And you should not give them clocks or anything made of crystal. These things can cause great offense. (9)

Flowers are usually thought of as pretty safe. However, even here there are rules to obey. In Central America, cut flowers are inexpensive and are not a good idea as a formal or important gift. Flowers are fine in Asia, but do not give white flowers as they signify death. (13)

Source : David Nunan. (2008). *Got It Student’s book*. P. 103

24. The gifts should be appropriate price range. It should be _____ .
- | | | | |
|--------------|----------|---------------|--------------|
| a. expensive | b. cheap | c. reasonable | d. worthless |
|--------------|----------|---------------|--------------|
25. The word “recipient” in line 5 is opposite to _____ .
- | | | | |
|-------------|----------|-----------|-----------|
| a. receiver | b. giver | c. sender | d. caller |
|-------------|----------|-----------|-----------|
26. Which one is the prohibited gift for Chinese people?
- | | | | |
|-----------|-----------|-------------|-----------|
| a. a dish | b. fruits | c. earrings | d. an axe |
|-----------|-----------|-------------|-----------|
27. White flowers signify death in some countries of Asia.
What do you think “White flowers” such as jasmine signify in Thailand?
- | | |
|-----------------|--------------|
| a. Love | b. Respect |
| c. Appreciation | d. Happiness |

28. In which country, people prefer to give other things than flowers?

- a. Japan b. Mexico c. China d. England

29. It's Ann's birthday. You want to give her a gift but there is something that she doesn't like such as animals and bakery. What will you choose for her birthday's gift?

- a. a puppy b. homemade cookies c. Teddy bear d. a scarf

30. According to the passage, which sentence is TRUE?

- a. The more expensive the gift is, the more the recipient is happy.
b. The culture is not important for giving the gift.
c. Choosing the right gift is to choose from the recipient needs.
d. We can only give the gift on New Year.



APPENDIX B

Students' Opinion Questionnaire

Part 1: Please check (✓) the appropriate column according to your opinion.

5 = strongly agree

4 = agree

3 = uncertain

2 = disagree

1 = strongly disagree

Items	5	4	3	2	1
Pre- reading					
1. How much do you know vocabulary before you read?					
2. Do you think making questions lead you to read?					
3. Does asking and answering what you have known help you to get the idea?					
While- reading					
4. Do you have a plan to do while you are reading?					
5. Do the questions help you while you are reading?					
6. Do you understand better while you are reading?					
Post- reading					
7. Can you find the answers what you have asked after reading?					
8. Do you understand what you read?					
9. Can you summarize the passage into Semantic Mapping?					
10. Does Semantic Mapping help you in reading?					

Part 2: Write Comments and Suggestions according to your opinion.

1. Write down what you like.

.....

.....

2. Write down what it needs to be improved

.....

.....

(Adapted from Reading Strategies Questionnaire by Yoosabai, 2009)

APPENDIX C

Learning Management Plan 2
Course: Foundation English 23102

Foreign Language Department
Topic Big Blue, King of the sea

Mattayomsuksa 3
Time 4 periods

Lesson Description

This lesson is about comparing three or more things by using superlative form. The students will learn how to compare, how to give opinions and also use the function of the language. The students will practice using in reading activity.

Lesson Rationale

1. This lesson will help students to use superlative form.
2. This lesson will encourage students to read the text to find specific purpose.
3. This lesson will encourage students to cooperate with their friends.

Lesson Objectives

1. By the end of the lesson, students are able to write and speak the superlative form.
2. By the end of the lesson, students are able to comprehend and interpret the text.
2. Students are able to find the concept and write out in the Semantic Mapping.

Content outlines

Vocabulary

length (n) depth (n) plankton (n) mammals (n)
gain (v) swallow (v) breathe (v) communicate (v)

Structure

The Superlative Degree

The content from My world students book 3 pp. 67

Alignment of the lesson with the Curriculum:

This lesson will align the curriculum in the strands of English for Communication, English for connection, and English for communities.

Materials and source

1. reading passage
2. worksheet
3. textbook
4. pictures

Teaching Procedure

Period 1

1. Teacher gives the examples of the Superlative Degree.

Structure

The cheetah is the fastest animal in the world.

The world's longest car is over 30 meters long.

Robert Wadlow was the tallest person in history.

The jump from Verzasca Dam wall in Switzerland is the highest bungee jump in the world.

2. Teacher asks students to summarize the structure and highlights the form.
3. Teacher gives the clues and asks students to take turns asking and answering.
4. Teacher checks students their understanding the usage of superlative form.
5. Teacher lets students practice the form of superlative by providing them the worksheet and asks them to do the activity.
6. Teacher asks students to check and correct the answers together.

Period 2

Pre- reading activity

1. Teacher leads in the activity by asking students questions

- What animals do you know?
- What do they look like?
- Where do they live?
- Do you know the animals that live in the sea or the ocean?

Students' answers vary.

2. Teacher shows the picture of the whale and elicits what students have known.

- Do you know this animal?
- What is it doing?
- What does it look like?
- How does it live?

Students' answers vary.

3. Teacher pre- teaches and elicits vocabularies.

Vocabulary

length (n)

- Teacher points to the blackboard and says;

This blackboard is 2 meters long. or we can say that

The length of the blackboard is 2 meters.

depth (n)

- The teacher shows the picture of the well.

The depth of the well is 10 meters.

plankton (n)

- Teacher asks students.

What do small fish eat? They eat plankton.
mammals (n)

- Teacher shows the picture of elephants, kangaroos, dogs and cats.

What do they have in common?
They give their babies birth.
They feed their babies from their breasts.
These animals are mammals.

gain (v)

- Teacher shows the two pictures of the same girl.

A girl weighs 40 kilograms but after two months she gained 5 kilograms.

swallow (v)

- Teacher does the gesture.

Teacher: What am I doing?
Students: Drinking.
I am drinking and I have to swallow the water.

breathe (v)

- Teacher asks students

What would happen if there were no oxygen?
We will die because we have to breathe.

communicate (v)

- Teacher shows the pictures of the people from many countries.

Tom and John are German. They talk in German.
Lisa and Mary are French. They talk in French.
Lisa and Tom talk in English. They communicate in English.

4. Teacher writes the vocabularies on the blackboard.
5. Teacher gives students worksheet 1.
6. Teacher asks students to work in pair and write down what they have talked about the whales in Column K (What I know)
7. Teacher asks students what they have written in Column K (What I know).
8. Teacher writes them on the blackboard.
9. Teacher asks students to make questions that they want to know and write down in Column W (Want to know) Worksheet 1.
10. Teacher asks students what they have written in Column W (Want to know) and write on the blackboard.

Period 3

While- reading activity

12. Teacher lets students read the passage “Big Blue, Kings of the sea” and have them find the answers in the passage.
13. Teacher asks students to write the answers that they have written in Column W (Want to know). If students have more questions they want to know, they can write in Column W.
14. Teacher asks students to write down what they have learned from the passage to Column L (Learned).
15. Teacher asks students to summarize orally what they have learned together and writes on the blackboard.
16. Teacher asks students to write down in Column L.

Period 4

Post- reading activity

17. Teacher asks students to answer the questions from the exercise and check the answers together.
18. Teacher asks students to find the concept of the passage and note down in Column L.
19. Teacher lets students do the Semantic Mapping provided worksheet 2 (Plus) by using the words in Column L.

Evaluation

1. Check students’ worksheets and exercises.
2. Observe students’ attention and participation.

Big Blue, King of the Seas

The biggest living animal in the world is the blue whale. It weighs about 150 tons, the same as 40 big trucks it is over 30 meters long, the length of three buses one behind the other. Just the whale's tongue weighs 3.8 tons, and its heart is about 450 kilograms. A baby blue whale weighs more than 3 tons when it is born, and gains 90 kilos a day during its first year.

5

An adult whale eats between 900 and 4,100 kilograms of food each day. The whale swims slowly through the water with its mouth open, and thousands of tiny fish and plankton swim into it. But the whales can't swallow anything larger than a shrimp.

Whales live in the water, but they are not fish. They are mammals, and they cannot stay under water for too long. Blue whales can dive for an hour, to the depth of 105 meters, but they need to come to the surface to breathe. When they come to the surface, they blow a wet stream 8- 10 meters up in the air. Blue whales are the loudest animals on Earth. Their call is louder than a jet, and it can travel for hundreds of miles in the ocean. They use their calls and songs to communicate with other blue whales.

10



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Big Blue, King of the Seas

Exercise

Read the passage and answer these questions.

1. What is the main idea for this passage?
 - a. The blue whales are the king of the seas.
 - b. A baby blue whale weighs more than 3 tons.
 - c. The blue whale is the biggest living animal in the world.
 - d. The blue whale weighs the same as 40 big trucks.
2. What do Blue whales eat?
 - a. shrimp
 - b. plankton
 - c. big fish
 - d. an octopus
3. Which sentence is not TRUE?
 - a. The blue whales can communicate to their friends.
 - b. The blue whales can dive for a short time.
 - c. The blue whales need to breathe.
 - d. The blue whales can stay under water all day.
4. The word “it” line 4 refers to
 - a. a baby blue whale
 - b. a bus
 - c. a tiny fish
 - d. a truck
5. What is the opposite to “adult”?
 - a. old
 - b. big
 - c. small
 - d. young
6. Can you tell what do the blue whales have according to the passage?

7. Which animals are the mammals? Give the examples and explain.

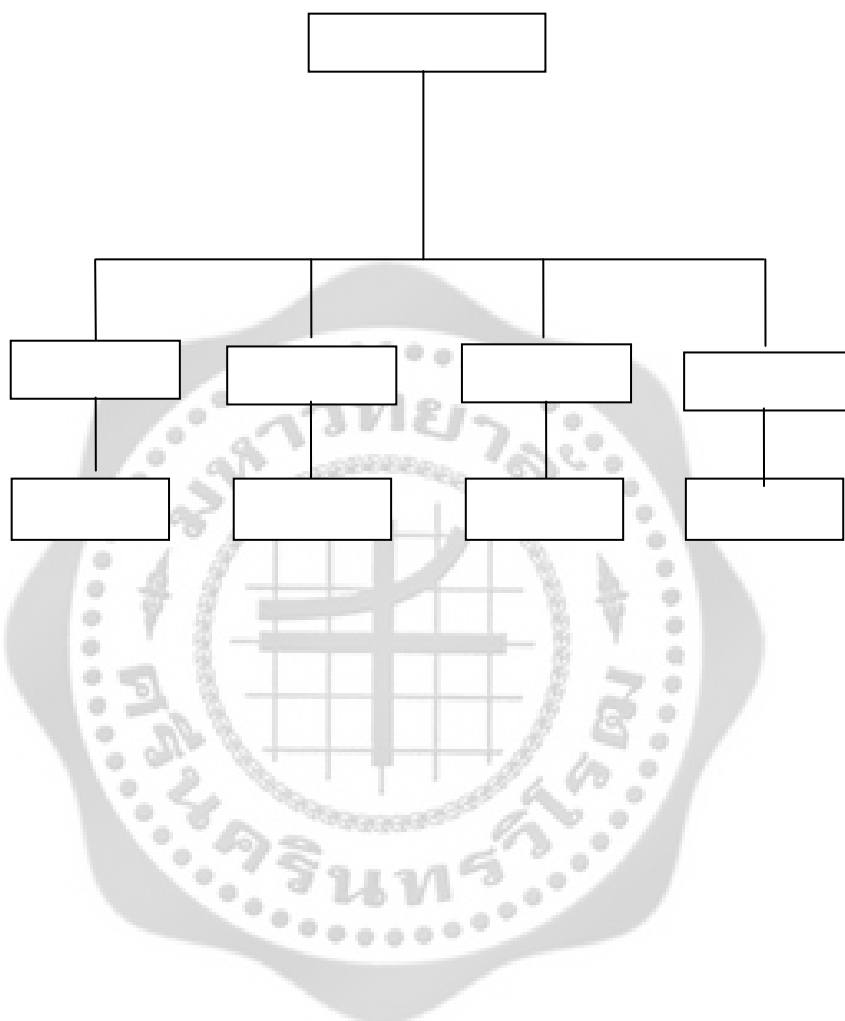
Worksheet 1

- Direction:** 1. Write down what you have known about the blue whales in Column K
(What I know)
2. Write down what you want to know about the blue whales in Column W
(Want to know)
3. Write down what you have learned about the blue whales in Column L
(What I Learned)

K (What I know)	W (Want to know)	L (What I Learned)

Worksheet 2

Directions : Read the passage “Big Blue, King of the Seas” and write down in Semantic Mapping (Plus)



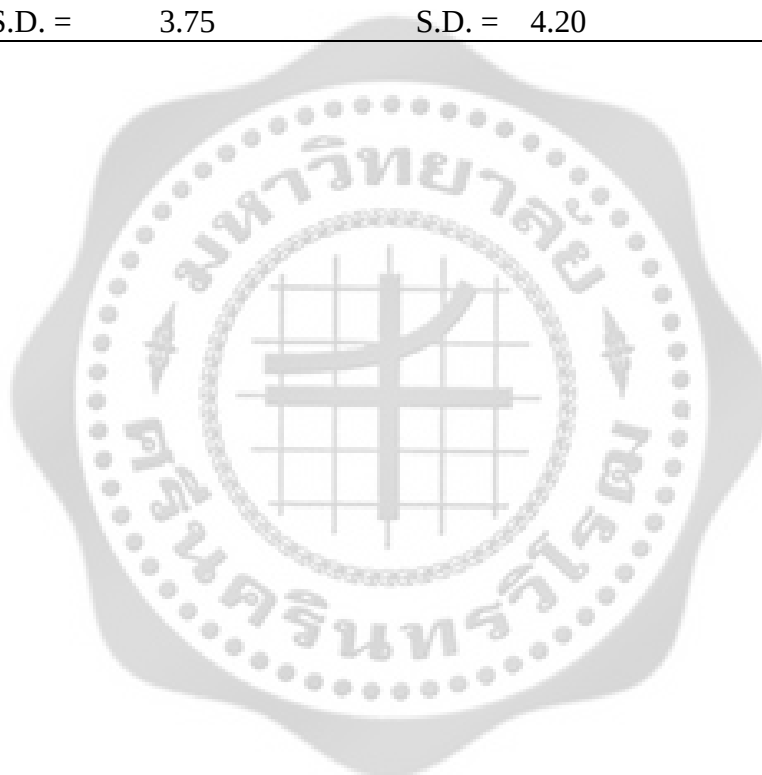
APPENDIX D

Mean scores of Students' Pre and Post test from the case summaries by Paired samples statistics

No	Pretest (30 Items)	Posttest (30 Items)	D
1	10	19	-9
2	8	9	-1
3	7	15	-8
4	6	16	-10
5	4	16	-12
6	5	11	-6
7	10	15	-5
8	12	17	-5
9	14	18	-4
10	15	16	-1
11	10	11	-1
12	4	18	-12
13	8	10	-2
14	8	11	-3
15	3	10	-7
16	5	11	-6
17	6	18	-12
18	3	6	-3
19	7	10	-3
20	9	11	-2
21	5	11	-6
22	14	18	-4
23	5	13	-8
24	9	19	-10
25	8	21	-13
26	4	19	-15
27	17	21	-4
28	12	19	-7
29	13	18	-5
30	11	19	-8
31	17	18	-1
32	8	19	-11
33	6	11	-5
34	8	10	-2
35	6	14	-8
36	9	15	-6
37	7	19	-12
38	6	20	-14
39	11	17	-6
40	6	19	-13

Mean scores of Students' Pre and Post test from the case summaries by Paired-samples statistics (continued)

No	Pretest (30 Items)	Posttest (30 Items)	D
41	9	12	-3
42	13	13	0
43	6	6	0
44	8	9	-1
45	4	8	-4
46	16	19	-3
	M = 8.52	M = 14.59	
	S.D. = 3.75	S.D. = 4.20	



APPENDIX E

Sample of Students' Worksheet 1 (KWL)

Sasitorn Thongsri M. 3/11 No. 47



Worksheet 1

K (What I Know)	W (What to know)	L (What I learned)
1. It's big 2. It can spit water 3. It is a mammal 4. It weight a lot 5. It has no teeth 6. It isn't a fish	1. What do they eat? - Plankton and tiny fish 2. How do they they take a rest ? 3. How do they give birth ? - They give a baby 4. How much do they weight the most ? - It weight about 750 tons	1. It's heart is big 2. It's body is very long 3. They have tongue and they are very big 4. They have a language and it's very loud 5. They can't swallow fish and other which is bigger than shrimp



APPENDIX F

Sample of Students' Worksheet 2 (Plus)

WORKSEET 2

Blue Whale

Baby blue whale !			Adult blue whale		
It weights	3 tons	when it born..	It	weights	150 tons
It eats	90 kilos	of food	It eats	400 - 4000	
	each	days		kilograms of food	

Sasitorn Thongsri M.3/11
No. 47



VITAE

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