

USING ENGLISH TEACHING ACTIVITIES BASED ON KWL-PLUS CONCEPT FOR DEVELOP ENGLISH READING COMPREHENSION ABILITY OF MATHAYOMSUKSA 2 STUDENTS AT SANTICHON ISLAMIC SCHOOL

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ABSTRACT

This research investigated the reading comprehension of Mathayomsuksa 2 students in a private secondary school. Students can be able to communicate and express themselves in English to other. A private secondary school was forced to develop students' skills to meet readiness standards. This research aimed to 1) to compare the achievement scores before and after using English teaching activities based on the KWL concept, 2) to explore the students' satisfaction of Mathayomsuksa 2 students towards Using KWL concept to develop English reading comprehension ability. The target group was Mathayomsuksa 2 students at Santichon Islamic School. The research tools consisted of 1) lesson plan based on the concept of KWL, aiming to enhance the students' reading comprehension 2) pretests and posttests on English comprehension, and 3) the questionnaire on satisfaction with using English teaching activities based on the concept of KWL. The Data were analyzed by using mean scores, standard deviation, t-test and questionnaire. The research revealed that the pretest and posttest have an average reading comprehension ($\bar{x}=3.75$, $S.D. =2.13$) and ($\bar{x}=6.61$, $S.D. =1.44$), which is expected before using the KWL-plus concept. In terms of their satisfaction toward the KWL-plus concept, it was found that the average is ($\bar{x}=4.22$, $S.D. =0.87$)

Keywords: Academic English, English reading comprehension skill, KWL concept

INTRODUCTION

Due to the modern globalization society, English is used worldwide as an instrumental for communication. It's genuinely known that English has become increasingly important nowadays. Thailand is one of developing countries in Southeast Asia that forced its entry to joining part of globalized. Thai students have been studied English since primary through secondary levels; however, results are questionable. The Education First or EF An international organization specializing in language training. They find out that Thailand has rank 89th out of 100 countries worldwide in 2020 which is very low levels of English proficiency. Thailand is being use English as foreign language or EFL context: School is only place where students can expose to the language. It is quite argued that more efforts need to be encourage students to use the language beyond the classroom walls.[1]

As being said that English is essential tool for communicating to other countries which use different languages. To be more understandable, people from several countries use English to express and exchange their idea. Therefore, speaking is the first way to interact with others but can't deny that before speak out, they have to completely understand the context and ideas. Additionally, comprehension was included the component of speaking. Therefore, the more students can understandable the Ideas of context through sharing, the better comprehension they become.

Reading comprehension has been a part of classrooms as long as there have been schools, texts, students who desire (or are required) to read them, and teachers wanting to both promote and assess their understanding. Throughout the history of reading instruction, every assignment given by a teacher, every book report or chapter summary, and every conversation about a book, story, article, or chapter has provided an opportunity promoting comprehension. However, it was not until well into the 21th century that comprehension arrived as a modal index of reading competence and performance. Developing English ability is very important for most people throughout the world.

The KWL Plus technique is one of the meta-cognitive strategies intended to provide students with better opportunities of comprehending reading texts. (Pressley, 2000) suggests that proficient readers use appropriate comprehension techniques. (Tracey and Morrow,2002) maintain that comprehension is a skill that enhances other language arts components such as decoding meaning, vocabulary development and spelling acquisition. Moreover, the atmosphere of the classroom was more fun when students engaged with the activities especially, reading comprehension. (Abigail Melad Essien, 2015) mentioned that the students created strong friendship connections and respect for each other through group interactions. Furthermore, the classroom environment and student attitude improved. Students were interested and excited about English Language class and activities. KWL-Plus as presented by Donna Ogle (1987) is one of the reading meta-cognitive strategies that prompt the reader to think critically while interacting with the reading text. [2]

The KWL-Plus strategy initially was introduced with three letters that represent the strategy main components. The first letter, "K" stands for "What I KNOW", "W" stands for "What I NEED to Learn", and finally the letter "L" stands for what I LEARNED. The "K", the first component, is an excellent way to activate the prior knowledge of readers. It raises student's awareness of the target text. Thus, students begin to make connections between their prior knowledge and newly acquired information. (Ogle, 1987). Ogle, finally, added the fourth component with the word "Plus" to include the writing skill by mapping the information and summarizing the text. Writing a review of the mapped information represented in the "Plus" component involves the students in writing a summary in their own language of the text. The "PLUS" engages readers in constructing meaning from text and helps them to become independent readers. [3]

KWL-Plus is a strategy primarily used to analyze texts or documents by understanding the text and creating a mental framework for the facts that can be applied. This method was first introduced in 1941 by Francis P. Robinson of Ohio University, USA. Students' results using KWL-Plus can be expected to be more satisfactory because the KWL-Plus method can activate students. Readers and focused directly on the core or content of the implicit and explicit topic

in the text (Bakhtiar, 2018) [4]

OBJECTIVE

A. 1) *To compare the achievement before and after using English teaching activities based on the KWL-Plus concept.*

B. 2) *To explore the satisfaction of using English language teaching activities based on the KWL-Plus concept to develop students' reading ability.*

METHODOLOGY

A. Participants and Instruments

The participants in this research were Mattayomsuksa 2 students at Santichon Islamic school. The total number of students was 320 students. The sample used in this research was 36 students studying selected by cluster random sampling technique, students do pretest and posttest of English reading comprehension activities after they experienced KWL concept and do the questionnaire. The two sets of qualitative and quantitative data from the instruments were compared to find out the achievements of English reading comprehension Activities for grade 8 students to be necessary useful for academic success in English reading comprehension.

B. Data Collection Procedure

Using English teaching activities based on KWL-Plus concept to develop English reading comprehension ability of Mattayomsuksa 2 students at Santichon Islamic School were explored by pretest, posttest, and questionnaire.

a) After the permission given by advisors of random sampling, the test and questionnaires were handed out and completed.

b) The qualitative from the test were analyzed resulting standard deviation before and after of the activities. Then, the researchers designed the questionnaire which related to students' satisfaction through English reading comprehension activities.

c) The quantitative data from the questionnaires were analyzed the achievement of KWL plus activities

RESULTS

The sampling was 320 students of Mattayomsuksa 2 students of Santichon Islamic school. They were invited to do the test and questionnaire regarding perceive of using English teaching activities based on KWL-Plus concept to develop English reading comprehension ability. They experienced during in course. The results are presented in two parts as follows:

Part 1: Pretest and Posttest

Table 1:
The Scores compared the achievement before and after the use of English language teaching activities based on the KWL-Plus concept.

Students Number	Pretest (10)	Posttest (10)
1	4	6
2	3	6
3	2	7
4	5	9
5	6	6
6	9	9
7	4	4
8	5	8
9	4	7
10	0	5
11	3	8
12	2	9
13	4	8
14	3	7
15	5	5
16	2	6
17	5	5
18	6	7
19	3	6
20	2	8
21	1	5
22	3	5
23	2	8
24	6	6
25	6	7
26	2	4
27	0	5
28	2	5
29	5	8
30	1	6
31	3	7
32	9	9
33	6	6
34	5	6

Students Number	Pretest (10)	Posttest (10)
35	4	8
36	3	7
\bar{x}	3.75	6.61
(S.D.)	1.44	2.13

Table 1 has shown the comparative pretest the use English teaching activities. According to the KWL-Plus concept, students had a higher average of grades than before class with an average of 6.61 (\bar{x} =6.61) and an average of 3.75 (\bar{x} = 3.75)

Table 2
Students satisfaction with English language teaching activities based on the KWL-Plus concept to develop their reading comprehension ability.

Number	Criteria	\bar{x}	S.D.
1. Content			
1.1	Learning activities are appropriate, consistent with the content and purpose of learning.	4.33	0.76
1.2	The teacher clarifies the activities of teaching English according to the concept of KWL-plus to the students clearly understand.	4.28	0.74
1.3	The content is suitable for grade 8 students	4.19	0.89
1.4	The content is clear, easy to understand.	4.08	0.94
1.5	Content can be used in everyday life.	4.22	1.02
2. Learning management, teaching activities to improve the achievement of English reading, comprehension based on KWL-Plus concept			
2.1	Activities match the interests and abilities of the learners.	4.06	0.92
2.2	Learning activities are appropriate for the time and purpose of learning.	4.17	0.85
2.3	Students enjoy and are happy to study and do activities.	4.28	1.00
2.4	Students are satisfied with their studies using their own KWL-plus concept.	4.19	0.92
2.5	The length of time it takes to organize an activity is appropriate.	4.17	0.88
3. Activities			
3.1	The statements are clear.	4.28	0.74
3.2	Worksheet is exhaustive, the content is comprehensive.	4.14	0.90
3.3	The content corresponds to activities and quizzes.	4.19	0.79
3.4	Measurement and evaluation are appropriate.	4.28	0.85
4. Facilitator or teacher			
4.1	The teacher clarifies the procedure for using a series of activities and procedures.	4.33	0.76

Number	Criteria	\bar{x}	S.D.
4.2	Teachers provide students with mentorship and guidance in learning thoroughly.	4.33	0.96
4.3	Teachers give students the opportunity to express their opinions on each learning activity.	4.42	0.77
5. Learning outcome			
5.1	Students can apply their reading skills to other subjects.	4.31	0.89
5.2	Students understand the material more easily.	4.14	0.93
5.3	Students can read English context more understandable	4.08	1.02
5.4	Students can giant reading comprehension	4.11	0.78
Totally		4.22	0.87

Table 2 revealed that The Using English Teaching Activities Based on KWL-Plus Concept for Develop English Reading Comprehension Ability of Mattayomsuksa 2 Students at Santichon Islamic School were found to have the highest level of satisfaction overall ($\bar{x}=4.22$, S.D. =0.87). Considering the descending aspects, the teacher side and the learning outcomes are at the highest level ($\bar{x}=4.42$, S.D.=0.77), ($\bar{x}=4.33$, S.D. =0.96), followed by content ($\bar{x}=4.33$, S.D. =0.76), followed by learning management with teaching activities to improve English reading skills according to the concept of KWL-Plus ($\bar{x}=4.28$, S.D. =1.00) and activities ($\bar{x}=4.28$, S.D. =0.85)

CONCLUSION

Overall, the results from the tests and questionnaire indicated that student participation increased when students were engaged in concept KWL learning activities. Using English teaching activities based on KWL-Plus concept to develop English reading comprehension ability showed the analysis data, it is clear that in this research, teachers (researchers) have a systematic and hierarchical approach to teaching to focus on the learner, including warm- up, pre-reading activity, while reading, post-reading and mapping.

As result, KWL activities led me to conclude that my research accomplished the facts that: Students had more opportunities to understandable the context of English reading comprehension and produce language, discussion and sharing ideas in a natural setting and motivated students to share their ideas in order to guide them to do more worksheets for encourage them in English comprehension skill.

The KWL-plus technique was a valuable and effective strategy for improving the reading experience of young EFL students in Kuwait. The application of KWL-Plus can enhance students' reading experience to be more interactive with the text through collective brainstorming. It also encouraged young students to become so-called more autonomous (Aghaei et al., 2020) in reading and made teachers easier in the teaching process. The KWL-Plus strategy allows learners get information in their long-term memory; They leave some questions unanswered, forcing students to read more.[5]

FUTURE WORK

Results from the research have led to recommendations for future research as follow.

a) As this study aimed to compare the achievement of using English teaching activities based on the KWL concept, and explore the students' satisfaction of Mathayomsuksa 2 students towards the KWL plus concept for the development English reading comprehension ability. It would be interesting to conduct this research with comprehension ability that related to 21st century skills.

b) To help understand what students expected in activities, it is suggested that the hands-on demonstration activities (KWL-plus activities) are the most needed in the class. That allows course designers or teachers for forming English club or extracurricular activities in the future.

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