

การใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจ
สำหรับนักเรียนกัมพูชา ชั้นมัธยมศึกษาปีที่ 2

วิทยานิพนธ์

ของ

ทจ โขะเกียวัตไต

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ


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Degree of Master of Arts Program in English, Buriram Rajabhat University.

Thesis Examining Committee

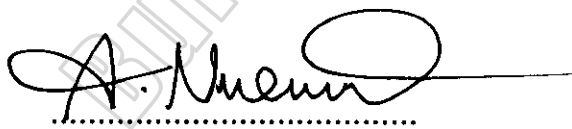

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ชื่อเรื่อง	การใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อเข้าใจสำหรับนักเรียน กัมพูชาชั้นมัธยมศึกษาปีที่ 2		
ผู้วิจัย	ทง โชะเกียรติไต		
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาประสิทธิภาพของแผนการสอนโดยใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนกัมพูชาชั้นมัธยมศึกษาปีที่ 2 ให้เป็นไปตามเกณฑ์ที่กำหนดไว้ที่ 75/75 2) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนก่อนและหลังเรียน โดยใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนกัมพูชาชั้นมัธยมศึกษาปีที่ 2 และ 3) ศึกษาความพึงพอใจของนักเรียนต่อกลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนกัมพูชาชั้นมัธยมศึกษาปีที่ 2 กลุ่มตัวอย่างเป็นนักเรียนกัมพูชาชั้นมัธยมศึกษาปีที่ 2 จำนวน 35 คน ที่เรียนรายวิชาภาษาอังกฤษทางวิชาการ ภาคเรียนที่ 2 ปีการศึกษา 2560 โรงเรียนพระสิสุวัด กรุงเทพมหานคร ได้มาโดยใช้การสุ่มอย่างง่าย โดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลองแบบกลุ่มหนึ่งกลุ่มที่ใช้การทดลองแบบก่อนและหลังการทดลอง เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่

1) แผนการสอนโดยใช้กลยุทธ์ KWL Plus จำนวน 4 ชุด 2) แบบทดสอบการอ่านภาษาอังกฤษเพื่อความเข้าใจ และ 3) แบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test ผลการวิจัย พบว่า

1. แผนการสอนโดยใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนกัมพูชาชั้นมัธยมศึกษาปีที่ 2 มีประสิทธิภาพเท่ากับ 81.06 / 87.60 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ที่ 75/75

2. นักเรียนที่เรียน โดยใช้กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนหลังเรียนมีคะแนนเฉลี่ยสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

3. ความพึงพอใจของนักเรียนที่มีต่อการเรียน โดยใช้กลยุทธ์ กลยุทธ์ KWL Plus เพื่อพัฒนาการอ่านเพื่อความเข้าใจของนักเรียนกลุ่มพหุภาษา ชั้นมัธยมศึกษาปีที่ 2 โดยภาพรวม อยู่ในระดับมาก

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

TITLE	The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students		
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DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2018

ABSTRACT

The purposes of this research were 1) to investigate the efficiency of lesson plans using KWL Plus strategy to enhance reading comprehension of grade 8 Cambodian students to achieve the criterion set at 75/75, 2) to compare students' learning achievement before and after learning by using KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students, and 3) to investigate students' satisfaction toward KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students. The samples were 35 grade 8 students who enrolled the academic English course in the second semester of academic year 2017 at Pres Sisowath High School in Phnom Penh City, Cambodia. They were selected by simple random sampling technique by using the classrooms as a sampling unit. A one-group pre-test post-test design of the experimental research was employed in this study.

The instruments used in this study were 1) four sets of the KWL Plus lesson plans, 2) English reading comprehension achievement test, and 3) the satisfaction

questionnaire. The statistics used for analyzing the collected data were mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The lesson plans using KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students had an efficiency of 81.06/87.60 which was higher than the criterion set at 75/75.

2. The students who learned by KWL Plus strategy to enhance reading comprehension after learning had higher mean score than before learning at the 0.01 level of statistical significance.

3. The students' satisfaction towards learning by using KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students as a whole was at a more satisfactory level.

ប្រធានបទ: ការប្រើយុទ្ធសាស្ត្រ KWL Plus ដើម្បីបង្កើនការយល់ដឹងទាក់ទងនឹងការអានសម្រាប់សិស្សនៅប្រទេសកម្ពុជាកំរិតថ្នាក់ទី 8

អ្នករៀបរៀង: ធុច សុភ័ក្តិ

សាស្ត្រាចារ្យណែនាំ: ជំនួយការសាស្ត្រាចារ្យលោកបណ្ឌិត Nawamin Prachanant ប្រឹក្សាគោលជំនួយការសាស្ត្រាចារ្យលោកបណ្ឌិត Akaraphon Nuemaihom ប្រឹក្សារាង

កម្រិតសិក្សា: កម្រិតបរិញ្ញាប័ត្រជាន់ខ្ពស់ **ផ្នែក:** ភាសាអង់គ្លេស

ស្ថាប័នសិក្សា: សកលវិទ្យាល័យរាជក្រ បុរីរម្យ **ឆ្នាំសិក្សា:** 2018

សេចក្តីសង្ខេប

គោលបំណងនៃការសិក្សាស្រាវជ្រាវនេះគឺ៖ 1) ដើម្បីស្វែងយល់ពីប្រសិទ្ធភាពនៃផែនការមេរៀនដោយប្រើប្រាស់យុទ្ធសាស្ត្រ KWL Plus ដើម្បីលើកកម្ពស់អោយមានការយល់ដឹងកាន់តែខ្លាំងឡើងទាក់ទងនឹងការអានសម្រាប់សិស្សថ្នាក់ទី 8 ក្នុងគោលបំណងសម្រាប់បំពេញទៅតាមកម្រិតពិន្ទុដែលបានកំណត់នៅកម្រិត 75/75 ។ 2) ដើម្បីប្រៀបធៀបស្នាដៃសិក្សារបស់សិស្សមុននិងក្រោយពេលរៀនដោយបានប្រើប្រាស់យុទ្ធសាស្ត្រ KWL Plus ដើម្បីលើកកម្ពស់ការយល់ដឹងទាក់ទងនឹងការអានសម្រាប់សិស្សថ្នាក់ទី 8 ។ 3) ដើម្បីតាមដានស៊ើបអង្កេតសេចក្តីពេញចិត្តរបស់សិស្សចំពោះយុទ្ធសាស្ត្រ KWL Plus ដើម្បីលើកកម្ពស់ការយល់ដឹងទាក់ទងនឹងការអានសម្រាប់សិស្សថ្នាក់ទី 8 ។ ការពិសោធន៍ត្រូវបានធ្វើឡើងជាមួយសិស្សដែលរៀននៅថ្នាក់ទី 8 របស់វិទ្យាល័យព្រះស៊ីសុវត្ថិ នៅក្នុងប្រទេសកម្ពុជាដែលបានចុះឈ្មោះចូលរៀនវគ្គសិក្សាភាសាអង់គ្លេសនៅឆមាសទីពីរនៃឆ្នាំសិក្សា 2017។ ការជ្រើសរើសត្រូវបានធ្វើឡើងដោយប្រើនៅវិធីដែលមានលក្ខណៈសាមញ្ញ និងដោយមិនបានត្រៀមទុកមុនដោយប្រើបន្ទប់រៀនដែលសិស្សកំពុងនៅក្នុងនោះជាឯកតាកំរូ។ ការតេស្តសមត្ថភាពដោយប្រើតេស្តដែលផ្តោតដោយតេស្តដំបូងនិងតេស្តក្រោយរៀនរួចដែលមានលក្ខណៈជាក្រុមនៃការពិសោធន៍ស្រាវជ្រាវនេះត្រូវបានបញ្ចូលនៅក្នុងការសិក្សានេះ។ ឧបករណ៍ដែលប្រើនៅក្នុងការសិក្សានេះមានដូចជា 1) ផែនការការសិក្សារបស់ KWL Plus ចំនួនបួនច្បាប់ 2) តេស្តសមិទ្ធផលដែលបានពីវិជ្ជាការអាន និង 3) សំណួរអំពីសេចក្តីពេញចិត្ត។ ស្ថិតិដែលបានយកទៅប្រើសម្រាប់វិភាគ

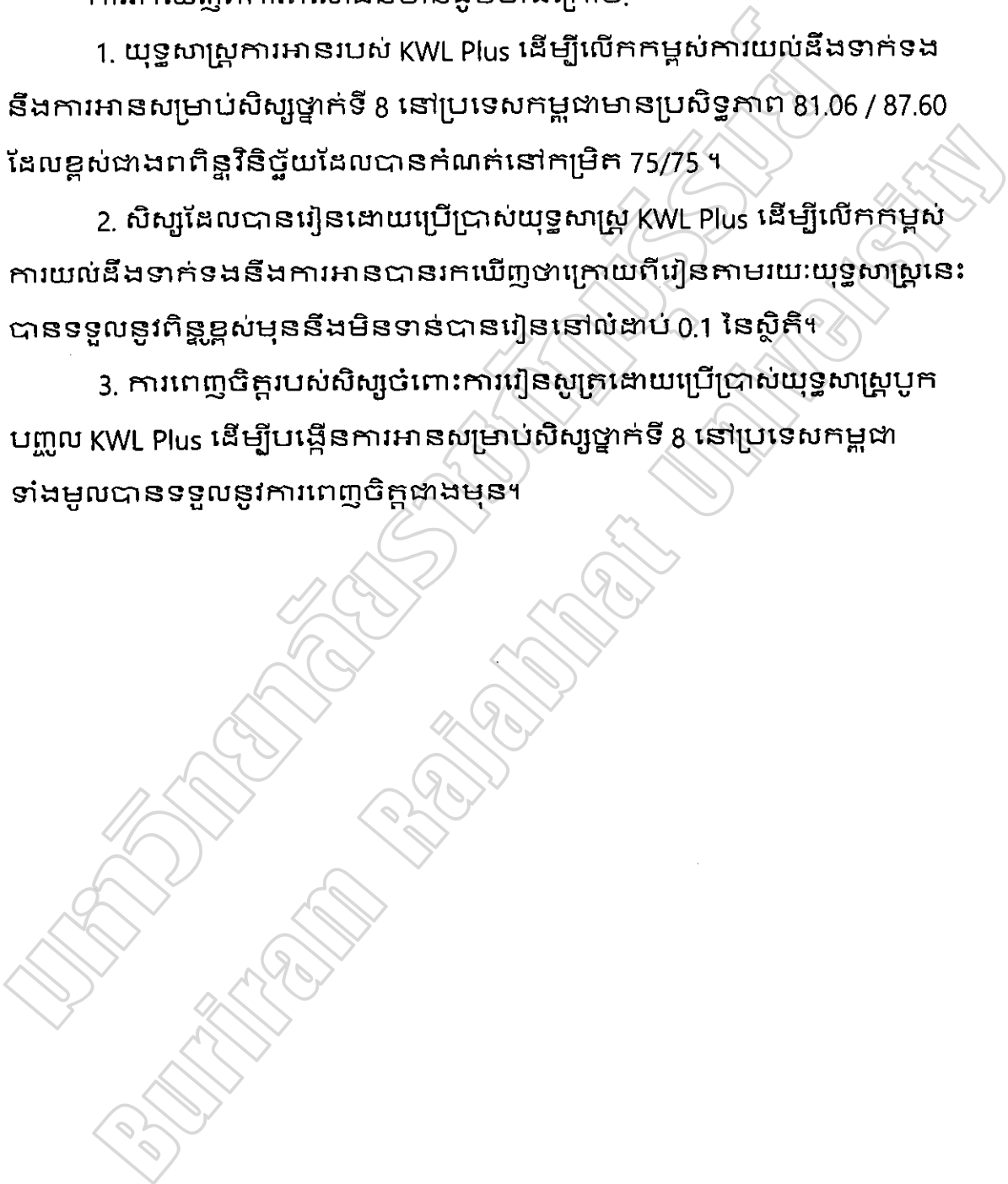
ទិន្នន័យដែលប្រមូលមកបានគឺជាការពិសោធន៍ពី t-test ដែលមានលក្ខណៈរឹងមាំ
ស្រដៀង និងមានភាពជឿជាក់ទៅលើឯកសារបាន។

ការរកឃើញពីការពិសោធន៍មានដូចខាងក្រោម:

1. យុទ្ធសាស្ត្រការអានរបស់ KWL Plus ដើម្បីលើកកម្ពស់ការយល់ដឹងទាក់ទង
នឹងការអានសម្រាប់សិស្សថ្នាក់ទី 8 នៅប្រទេសកម្ពុជាមានប្រសិទ្ធភាព 81.06 / 87.60
ដែលខ្ពស់ជាងពិន្ទុវិនិច្ឆ័យដែលបានកំណត់នៅកម្រិត 75/75 ។

2. សិស្សដែលបានរៀនដោយប្រើប្រាស់យុទ្ធសាស្ត្រ KWL Plus ដើម្បីលើកកម្ពស់
ការយល់ដឹងទាក់ទងនឹងការអានបានរកឃើញថាក្រោយពីរៀនតាមរយៈយុទ្ធសាស្ត្រនេះ
បានទទួលនូវពិន្ទុខ្ពស់មុននឹងមិនទាន់បានរៀននៅលំដាប់ 0.1 នៃស្ថិតិ។

3. ការពេញចិត្តរបស់សិស្សចំពោះការរៀនសូត្រដោយប្រើប្រាស់យុទ្ធសាស្ត្របូក
បញ្ចូល KWL Plus ដើម្បីបង្កើនការអានសម្រាប់សិស្សថ្នាក់ទី 8 នៅប្រទេសកម្ពុជា
ទាំងមូលបានទទួលនូវការពេញចិត្តជាងមុន។



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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problems

English language is one of an important language in daily life. It has become crucial language of science, business, aviation, entertainment, radio, air transportation, news, education and diplomacy. Armana (2011: 1) points out that English is not only used when people communicate with English speakers, but it is also used when people from different nations meet. English is the most widely spoken language in the world and it has four main skills: listening, speaking, reading and writing. The basic goal of teaching these skills is to help students interact successfully with native and non-native users of English in a variety of social and academic settings.

Reading is one of the crucial skills in learning any language. Piyanukool (2001) points out that the most common academic goals of reading in the content areas is constructing the meaning of the text that in some way corresponds to the author's intended meaning. People believe that the more they read, the more they learn. In other words, reading is the road to knowledge; for reading is central to learning in school, in the workplace, and in everyday life.

For both children and adults, the ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday activities that are parts of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on.

In the same respect, Mikulecky (1986: 1) reports that reading helps one learn to think in the new language; it helps one build better vocabulary, be more comfortable with written English, and practice English when one lives in a non- English-speaking country. Reading can help anyone who plans to study in an English-speaking country. In the same respect, it enables man to ponder on the mysteries of the world, explore accumulated knowledge and contemplate on the unknown (Bedasua. 2006: 24).

Reading is further defined as a subtle and complex process that involves sensation, perception, and integration. It is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all subject areas. Furthermore, reading ability plays a central role in the teaching/learning success at all educational stages.

Having any difficulty with such skill like reading will result in variety of consequences on all subjects of study; for reading includes a variety of sub-skills such as: discrimination of linguistic symbols, coordination between the symbols and the suitable meanings, using the context to recognize the lexical meaning, the ability of visual analysis of words to recognize their ingredients the ability of sound discrimination, coordination between the symbols seen by the reader and the corresponding sound, the good comprehension of a reading text, and understanding further meanings or meanings implicitly included within the lines (National Reading Panel. 2004) . The basic goals of reading are to enable students to gain understanding; for there is no reading when there is no comprehension. Many students can read fluently but when asked about what they have just read, they are unable to answer. Although they may score high marks in terms of reading rate or fluency, they are not

good readers. Therefore, developing comprehension is very essential in visual discrimination, association, and interpretation.

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. Reading comprehension involves at least two persons i.e. the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message (Kirby. 2006: 161). When one applies all these ideas on the situation in Cambodia, one finds out that Cambodian students are in short of reading comprehension skills, they lack the ability to comprehend their reading textbook selections or even to answer the factual questions. It is an important issue for teachers to pay attention to the strategies and techniques of teaching reading for the purpose of comprehension. According to El Kahlout (2010: 4), "most teachers conduct methods of teaching which mainly depend on memorizing rules and structures. Students are not given the chance to acquire language skills or to use language effectively. Hence, teachers are in need of new strategies and techniques that interpret language not only as sentences, vocabulary or structure, but also as a practice of thoughts and culture." In this respect, one can safely say that teachers need to employ classroom instructional strategies that facilitate students' construction of their own meanings. Teachers also need opportunities to learn and use new strategies and adapt such strategies to their own situations and teaching needs.

According to the researcher's knowledge, many teachers do not use their background knowledge to activate their students' minds about what they are going to learn; teachers also do not let their students ask questions due to the use of traditional

methods in which teachers take the major role to explain everything; do what the student is supposed to do; while the students role is restricted to only listening to what is inculcated to them by their teacher. In this situation, students are just listeners to what the teacher explains; they do not have a chance to articulate what they know about the topic, what they want to know about the topic, or what they have learned about the topic.

However, the grade 8 Cambodian students' English reading comprehension does not reach a high level of proficiency. This comes from many causes such as the method of teaching reading comprehension and the materials for the reading class. Most students need to improve reading comprehension skill because the method of teaching did not support them to read and think. Moreover, the problem is Cambodian students lacked of practice in appropriate ways and the use of inappropriate reading strategies in the reading instruction.

Nevertheless, as people know in Cambodia, where English language is taught as a necessary foreign language but the students performed poorly because they are lacking the skill of comprehend the contents of texts, read the details of the texts, determined the gist, and they lacked the critical skill explanation English written texts that the dissatisfactory issue of the students' performance in reading English in mainly due the fact that the teachers focus on the product of the language learning, and they normally skip the important on the learning process.

Reading is primary role in learning activities in EFL classes in Cambodia. The students need reading skills in occupational and academic setting. However, reading has been acknowledged as crucial skill in teaching English. Most reading classes are conducted by utilizing the grammar translation method and a product-

oriented approach (Piyanukool. 2001; La-ongthong. 2002), in which teachers interpret the English reading passages into Khmer for the students, ask questions of them, and then decide their answers are right or wrong. Nonetheless, the unsatisfying outcomes of English reading comprehension have remained not solved and still need clear, leading solutions, this issues appealed to the researcher's motivation and attention. When it came to making the researcher's decision on selecting a topic for thesis that would contribute to the EFL context in Cambodia.

KWL Plus technique help elicits the grade 8 Cambodian student's background knowledge, monitor and reflects the understanding. This technique can help students to lessen their reading problems 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 students as a learner. It encourages students to ask question 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 learner to be more interactive in teaching and learning and provides an opportunity for students to reflect on their own learning.

As an EFL teacher, the researcher detects this KWL Plus in Cambodia as a prospect learning activity that encourages students to read extensive authentic texts in English, group work, with their peers, and critical thought exercise. These initial positive opinions of KWL Plus use in EFL contexts impress the researcher to

involve further research on KWL Plus strategy to enhance reading comprehension in EFL classroom. As a result, the researcher would like to investigate how KWL Plus strategy is use in high school and how the students used reading comprehension during such activity.

1.2 Research Objectives

1.2.1 To study an efficiency of lesson plans using KWL Plus strategy to enhance reading comprehension of grade 8 Cambodian students.

1.2.2 To compare students' learning achievement before and after learning by using KWL Plus strategy to enhance reading comprehension of grade 8 Cambodian students.

1.2.3 To investigate students' satisfaction toward KWL Plus strategy to enhance reading comprehension of grade 8 Cambodian students.

1.3 Research Questions

1.3.1 What is the efficiency of lesson plans using KWL Plus strategy to enhance reading comprehension of grade 8 Cambodian students?

1.3.2 Will students who have learned through KWL Plus strategy to enhance reading comprehension have higher score than who have not been taught by KWL Plus strategy?

1.3.3 What is the satisfaction of grade 8 Cambodian students toward KWL Plus strategy to enhance reading comprehension?

1.4 Research Hypothesis

Based on the research questions and previous research study findings, this study hypothesizes “The grade 8 Cambodian students’ learning achievement on the mean score of the target group on enhance reading comprehension through KWL Plus strategy will be higher than the mean score of control group.”

1.5 Significance of the Research

Teaching is hard job for everyone, but for high school teachers, the challenge is indisputably greater. KWL plus strategy can help the readers use their options for cognitive activities in reading have upgrades their comprehension though out reading. This strategy allows students to learn, to teach, to acknowledge their own feebleness and powers, and to select the methods or strategies needs to achieve their purposes. In addition, students measuring and learning from each other are concerning their individual consciousness.

This research study is conducted because a review of the published works shows that no study on KWL plus strategy to enhance reading comprehension has been accomplished in Cambodia. Thus, this study is carried out in order to investigate the prospective for KWL Plus reading strategy in Cambodian high school as a means of enhancing reading comprehension. It can contribute to helping teachers of English to adopt innovative strategies as KWL plus strategy. Moreover, the high school Cambodian students are expects to realize the importance of having good reading comprehension ability to be able to achieve better academic performance. It can be used as a resource study to enrich the libraries in the Cambodia schools. Then it can

help teachers keep their students interests in what they want to know, and in what they have learnt.

This research study should be useful for instruction connections in teaching reading comprehension and designing EFL reading course for Cambodian high school students. This study may also be able to assist guide the development of EFL strategy so that students can become more productive at comprehension English texts in classroom context. It can be important to curriculum designers who may take it into their consideration and provide them with valuable information on developing appropriate reading comprehension strategies. It can contribute to helping teachers of English to adopt innovative strategies such as KWL Plus strategy to teach reading and other languages skill. It can help Cambodian students to increase their reading comprehension abilities through adopting KWL Plus strategy. It can help teachers keep their students interested in what they want to know, and what they have learned. It can be used as a resource study to enrich the libraries in Cambodia High schools.

1.6 Scope and limitations of the Research

1.6.1 Population

The population of this study include 175 grade 8 Cambodian students in Pres Sisowath High school, Phnom Penh, Cambodia. They take course fundamental English in the second semester of academic year 2017.

1.6.2 Samples

The samples of the study are 35 grade 8 students in Pres Sisowath High school, Phnom Penh, Cambodia. They take course fundamental English in the second semester of academic year 2017. They are selected by simple random sampling using the classrooms as a sampling unit.

1.6.3 Variable of the Study

The independent variable is KWL Plus reading strategy.

The dependent variables are 1) the efficiency of lesson plans using KWL plus strategy, 2) the achievement of reading comprehension by using KWL Plus reading strategy; and 3) students' satisfaction toward KWL Plus reading strategy.

1.6.4 Reading Contents

English course for grade 8 students based on the National Fundamental Curriculum, Ministry of Education, and Foreign Language. The contents are comprised of 4 lesson plans.

1.6.5 Duration

The duration of this study is about 10 weeks (2 periods per weeks and 50 minutes per periods). The total is 20 periods of conducting of instruction during the second semester of academic year 2017.

1.7 Definition of the Key Terms

For the purpose of the study, the researcher mentioned the definitions and explanations that were uses in this study.

1.7.1 Reading refers to the specific abilities that enable students to read with independence and interact with the message. Reading is an important part of learning English. It guide students how to improve their reading skills will help students improve reading by using skills that use in their own language.

1.7.2 Reading comprehension refers to the grade 8 student's ability to understand or to get the meaning of the text from written material to identify words and get their meaning through: Read and understand exactly what is on the page. Implicit meanings, judgments assessing the content in respect to it appropriateness, quality and value. Read beyond the lines and create a new idea.

1.7.3 Reading Strategy refers to the strategies that used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and comprehension skill benefit every student, but are essential for beginning readers, and English language learners.

1.7.4 KWL Plus refers to learning strategy that stands for "Know," "Want to know," and "learned." (Car & Ogle, 1987). In this strategy students brainstorm information they know about a specific topic and then discuss and list information that they want to know about the topic. After students read the text, they write down information that they have learned. It consists of a three-columned map on the board. The first column represents what students know about the topic by recalling what they KNOW. The second represents what the students want to know in the text by determining what they WANT to learn and the third represents what the students has learned after having read the text by identifying what they LEARN as they read.

1.7.5 Reading Achievement Test refers to measure academic ability and achievement of students in English and reading. It is provide information on the strengths and weaknesses of the students in specific learning competence that was develop in the classroom.

1.7.6 Efficiency refers to reading in a way that improvement in the students' achievement in each level of reading comprehension skills (obtaining, evaluative, objective and innovative levels) in English language as result of using KWL Plus strategy.

1.7.7 Satisfaction refers to the useful ideas and understanding of the grade 8 students in the experiments group towards KWL Plus strategy to enhance their reading comprehension.

1.7.8 Grade 8 Cambodian Students refers to grade 8 students who are studying in Pres Sisowath High School, Phnom Penh, Cambodia.

1.8 Summary of the Chapter

In this chapter, the researcher explicitly attempts to present the study problem which aims to examine the effectiveness of using KWL Plus strategy to enhance reading comprehension skills for grade 8 Cambodian Cambodia.

Furthermore, this chapter includes the hypothesis, the objectives, the significance of the study, the operational definitions of the terms, and the scope and limitation of the study. Chapter Two will tackle the review of the related literature.

CHAPTER 2

LITERATURE REVIEW

This chapter is mainly to purpose the review literature on crucial issues, which relate to this research. It has comprised the reading skill in the English language curriculum in Cambodia, reading theory, models of reading, reading comprehension, how to teach reading comprehension, KWL Plus strategy, efficiency, satisfaction and previous studies.

2.1 Reading Skills in the English Language Curriculum in Cambodia

The English Language Curriculum committee in the Cambodia Ministry of Education (2012) concludes that reading comprehension is the most important skill to be taught in schools, and the ability to read accurately and fluently is the most important need for Cambodian students. The students will be trained for:

1. **Information and Understanding:** collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text.
2. **Aesthetic Response:** enjoy and appreciate texts, relate texts to one self, and respond sensitively to texts with diverse social, historical, and cultural dimensions.
3. **Critical Analysis and Evaluation:** Use personal and objective criteria to form opinions or to make judgments about ideas and information in written texts.

Obviously, reading comprehension enables students to communicate effectively and appropriately with the written text, and then obtain an education. In the following part, the researcher presents reading comprehension skills purposes in

general and for grade eighth, in particular according to the Ministry of Education in Cambodia.

2.2 Reading Theory

2.2.1 Definition of Reading

There are different views regarding the meaning of reading which the researcher will display some as follows:

According to Bolain (2008: 2), reading is a subtle and complex process that involves sensation, perception, comprehension, application and integration. He also states that it is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all the subject areas. On the other hand, the National Institute of Literacy defined reading as “A complex system of deriving meaning from prints that requires all of the following: the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

Millrood (2001: 117) defines reading as “a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience”.

Gray (2000: 12) defines reading as a highly complex activity, including various important aspects, such as recognizing symbols quickly and accurately comprehending clearly and with discrimination the meanings implied by the author.

Nuttall (1996: 11) believes that the view of reading is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind i.e., the transfer of a message from writer to reader.

Brumfit (1980: 3) defines reading as an extremely complex activity involving a combination of perceptual, linguistic, and cognitive abilities.

Furthermore, Freire (1987: 1972-1973) points out that the texts, the words and the letters of the context of reading incarnate in a series of things, signs and objects, and perceiving these should provide a basis for experience which, in turn, fosters a perceptual capacity in the reader. Reading, as an act of empowerment, should provide the reader with access to a word universe that is, the readers' language used in his expression of anxieties, fears, dreams and demands.

Most researchers have defined reading as getting, constructing and deriving meaning encoded by writer from the text. Reading is the process of making and getting meaning from printed word symbols. The reader interacts with the text employing his experience and previous knowledge to get meaning in an interactive skill. Thus, the researcher can define reading as the ability to draw a meaning from the printed page, interpret this information appropriately, and perceive the relationship between text and context.

2.2.2 Reading Process

According to Goodman (1967: 259), reading is fundamentally considered as 'an active and creative process in which the reader interprets a message in the light of his/her previous knowledge, predicts and anticipates subsequent rhetorical strategy and information (making use of the linguistic cues that the writer provides), selects information relevant to his reading purpose, matches information with his previous knowledge and experience, evaluates it in the light of that knowledge and then applies this information to new experiences'.

In the same context, Wikipedia (2017) defines reading as "a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires a continuous practice, development, and refinement. Hence, we understand that reading is connected to text and reader, and they complement as well as interact with each other.

Haboush (2010: 38) concludes that reading is not a passive process or a mere decoding of letters and words; rather it must include visual decoding, mental processing of what has been decoded, and relating it to one's experience. Thus, when students read, they should not focus on memorizing patterns and practicing fluency that is a passive view of reading.

Harmer (2001: 54) states that a reader uses a variety of clues to understand what the writer is implying or suggesting, in that way the reader is able to see beyond

the literal meaning of the words. Schema, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata.

According to Chastain (1988: 47), the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and linguistic knowledge to create meaning; and then the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning. Then the reader should go beyond the printed material to get the writer's intended meaning.

Goodman (1988: 11) mentions two views on reading. The first view accepts reading as matching sounds to letters, whereas the second view defines it as a mystery, that "nobody knows how reading works".

MacLeish (1968: 43) proposes that the readers of all written languages are "getting" sounds from the printed page". He describes a writer as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent), and later from sound to meaning.

Based on what has been mentioned so far, the researcher concludes that reading is a complex, interactive process that involves features of readers, texts and tasks. The specific abilities enable students to read with independence and interact with the message. Reading is an important part of learning English. It guides students

how to improve their reading skills will help students improve reading by using skills that use in their own language.

2.2.3 Importance of Reading

Reading is a basic language skill that any learner needs. In other words, it is one of the most important skills, if not the most, among language skills. It is the barrier between one's being literate and illiterate. Unlike reading, a person who does not hear (not having the listening skill) is not called illiterate unless s/he does not read.

Gu (2003: 6) states that reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills.

Al Yusuf (2011: 22) confirms that those who read more, have larger vocabulary, do better on test of grammar and write better.

Abu Nejmah (2011: 4) affirms that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development.

In addition, Abu Shamla (2010: 15) states that reading is the most essential skill needed to acquire knowledge. It develops critical thinking and increases students' ability to concentrate. It also increases pleasure and effectiveness. Moreover, it helps in all the other subjects and in the personal and professional lives.

Likewise, Vacca (2002: 23) reports that students need reading skills to analyze and comprehend the plethora of knowledge and facts available through the internet and other media. Adolescents need to have strong reading skills so they can

excel in academics, create meaning in their environment, and productively function in society (Meltzer. 2001).

Kaddoumi (1995) also indicates that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development.

Mikulecky (1986: 1) clarifies that reading helps us learn to think in the new language and build a better vocabulary. In addition, it helps us be more comfortable with written English.

It is clear that reading has a very important role in acquiring knowledge, helping one to achieve academic success and build better vocabulary.

2.2.4 Types of Reading

Peterson (2008: 1) defines a reading skill as an activity that students complete for the purposes of learning about features of text like main idea or cause and effect. In order to achieve comprehension, reading must employ and integrate certain sub-skills since each sub-skill does not stand alone, exactly like a symphony. The importance of such sub-skills logically springs from their ability to differentiate between the "passive" unskilled reader and the "active" readers. Skilled readers do not just read, but they interact with the text predict what will happen next in a story using clues presented in text, create questions about the main idea, the message, or the plot of the text, and monitor understanding of the sequence, context, or characters. Passive unskilled readers and active skilled ones, being the bricks when combined together, construct a beautiful house as well. In addition, teaching such sub-skills are requires: suitability to students' levels, systematic steps, responsiveness to students' needs, authenticity of materials, diversity of materials and others (Lenz. 2005: 4-5).

The researcher is going to handle some important reading skills as discussed by Abu Shamla (2009: 25-26)

2.2.4.1 Identifying the Topic

Good readers are able to pick up the topic of a written text very quickly.

With the help of their own schemata, they quickly get an idea of what is being read.

This ability allows students to process the text more effectively as it progresses

(Harmer. 1999: 201).

2.2.4.2 Skimming

Skimming is used to quickly gather the most important information, or the gist of what is being read. Run your eyes over the text, noting important information.

Use skimming to quickly get up to speed on a current business situation. It is not essential to understand each word when skimming (Alkhuli. 1980: 77).

2.2.4.3 Scanning

Scanning is used to discover required information to complete a given task such as making a decision about what to watch on TV, or which museum to visit while visiting a foreign city. Ask students NOT to read the excerpt before they begin the exercise, but rather, to focus on completing the task based on what the question require (Beare. 2009:25).

2.2.4.4 Prediction and Guessing

Good readers have a purpose for reading. One skill for improving comprehension is prediction and guessing. Harmer mentioned that readers sometimes guess in order to understand what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward trying to predict what is

coming; sometime they make assumptions or guess the content from their initial glance as they try to apply their schemata to what is in front of them. Their subsequent reading helps them to confirm their expectations of what they have predicted or just read, what they thought was going to happen in the light of experience. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text, with partners, with a graphic organizer, or using post-it notes throughout the text (Harmer. 1999: 201) .

2.2.4.5 Summarizing

Summarizing is how we take larger selections of text and reduce them to their essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief forms"; it is the distillation, condensation, or reduction of a larger work into its primary notions (Raymond. 2009: 32).

From the researcher's point of view, the previously mentioned reading skills are nearly the main skills needed for students in Cambodian schools. The combinations of skills can be effective, that means they reflect the needs of all students in a classroom environment and readers need them to come to a fuller understanding of the text.

The researcher also believes that the teachers of English should be aware of these skills to help students in achieving the objectives of teaching and learning reading in English as a foreign language.

2.2.4.6 Conclusion

Reading is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind (the transfer of a message from writer to reader).

Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. In the setting of English as a Foreign Language (EFL), it is frequently supposed that reading comprehension is the fundamental way of learning new information and it is the most significant skill required for the students' success.

Comprehension relies on two kinds of information: that which is received from the text and that which is retrieved from reader's memory. The schemata of the past experiences and prior knowledge that are contained in the readers' memory are critical in assisting readers to construct meaning from the text. By relating new ideas encountered in the text to familiar ideas and mental constructions, readers construct an understanding of the text material, and comprehension occurs. Nevertheless,

reading comprehension can simply defined as the capability to perceive and understand the meanings communicated by texts. While reading, the reader is viewed as an equal and active partner with the text in the meaning-making process of comprehension. That is in accordance with schema theory comprehension is the result of the interaction between the background knowledge of the reader and the text.

2.3 Models of Reading

Three cognitive processes need to be considered to understand the reading engagement fully. These four models are widely referred to as the bottom-up, top-down and interactive model (Al Hosani. 2005: 71).

2.3.1 Bottom-Up Model

Bottom-up processing takes the form of text-based decoding, in which the starting point is the text itself. The reader tends to understand each word in the text and then, gradually, s/he builds up an interpretation of the whole. However, this model is an incomplete method of teaching reading comprehension, and it cannot stand alone. However, this view is not shared by Wallace (1992), who argues that this model should indeed be used in teaching second language learners, because it offers them the probability to know the linguistic and structural part of the English language. Other theorists, for example Ekwall and Shanker (1993), disagree, saying that it is possible to understand every word of a text - but still not know what it is about. The reader must "have a prior sense of what could be meaningful in the text of Ekwall and Shanker (1993: 3), otherwise the reader will not be motivated enough to become a good reader.

Based on these arguments, the researcher concludes that knowing the meaning of each individual word in the text increases students' vocabulary, but does not necessarily improve their comprehension skill. Therefore, using only this model with young learners is not very helpful.

2.3.2 Top-Down Model

An important notion in the top-down processing model of reading is "Schemata". The schema or plural, schemata, according to Cook (2001: 89), is "the background knowledge on which the interpretation of a text depends".

This theory plays an important part in the comprehension process, as Coles (1998: 21) asserts, the schema theory does not deny that there is a meaning in the text the reader interacts with; however, he believes that the reader can make more sense of the same text by bringing new meaning to it and by depending on his/her prior knowledge. Taken as a whole, the top-down model is the opposite of the bottom-up model, in the way the reader interprets the text. This leads us to ask, how do the top-down processing and the bottom-up processing relate to each other? How can these two models, together, create better readers?

2.3.3 Interactive Model

The need for combining the two models arose since "neither the bottom-up nor the top down models of reading process totally account for what occurs during the reading process," (Zakaluke. 2004: 6). The interactive model of reading came to be the new method for teaching comprehension. This model has been described by many theorists as one of the most successful models of reading that helps the student to decode and comprehend the meaning of a text (Coles. 1998). For tackling some texts that require a high level of meaning prediction, the top-down model may be used, while in situations where few ideas are presented, the bottom-up tends to be used more.

However, both are required, because even a high level student who can predict the meaning easily from a word or a number of phrases, needs to bring his/her syntactic and semantic knowledge together simultaneously to facilitate word identification.

In short, the researcher can conclude that part of this model is to be able to make sensible guesses as to what is coming next in a context, and the other part is to do with understanding the structure of the text and the meaning of the words. Both are essential in teaching reading in general, and in teaching comprehension in particular.

2.3.4 Schema Theory

Schema theory was developed by the Gestalt Psychologist, Bartlett, who observed how people, when asked to repeat a story from memory, filled in details which did not occur in the original, but conformed to their cultural norms (Cook, 1997: 86).

According to Duckworth (2009: 41), "Schema is all the stuff that is already inside your head, like places you've been to, things you've done, books you've read- all the experiences you've had that make up who you are and what you know and believe to be true. When you use your schema, it helps you use what you know to better understand and interact with the text. Good readers use schema to make connections from their reading (the text) to themselves, so we will call this "text-to-self connections. Making text-to-self connections as you read is kind of like having a conversation going on in your head. Research on the theory of schema had great impact on understanding reading comprehension in first and second language. Understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Schema theory deals with the reading



process, where readers are expected to combine their previous experiences with the text they are reading. Each reader has different background knowledge because of the culture differences," (Duckworth. 2009: 2).

The concepts of schema have define and used by several authorities. For instance, Ajideh (2003: 4) mentions "A schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It is a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world". He states that "schemata as an active organization of post reactions of past experiences, which must always operate in any well adapted organic response".

The schema or plural, schemata, according to Cook (2001: 89), is "the background knowledge on which the interpretation of a text depends". This theory plays an important part in the comprehension process, as Coles (1998) asserts that the schema theory does not deny there is a meaning in the text that the reader interprets with. However, he believes that the reader can make more sense of the same text, by bringing new meaning to it and by depending on his prior knowledge. Cohen et al. (1993: 28) explain schemata as "packets of information stored in memory representing general knowledge about objects, situations, events, or actions". On the other hand, Kitao (1990: 147-155) states that "The schema theory involves an interaction between the reader's own knowledge and the text which results in comprehension." Then, readers relate the new information they get from the text with their previous information in relevance. The interaction between the previous knowledge and the new information achieves comprehension. It is worth noting that the more extensive the schema is, the higher degree of comprehension is achieved.

A reader, according to schema theory, plays an active role in reading, and comprehending a text is an interactive process that involves the reader's existing schemata (background knowledge) and the text (Stanovich. 1980: 3271). Schemata according to Badr El- Dean (2009: 13-14) refers to the previous knowledge, experience, concepts and beliefs that a reader may bring to help constructing meaning of a new text. Adding to that, Rumelhart (1980: 33-58) reports "All knowledge is packaged into units. These units are the schemata or cognitive constructs which allow for organization of information in long term memory." It is necessary here to point out the virtue of rich reading is enriching readers, which is an essential base to achieve reading comprehension.

The researcher can conclude that schema theory addresses the role of a reader's background knowledge in the comprehension process, where readers are expected to combine their previous experiences with the text they are reading. Schema is the source from which a reader fetches the knowledge s/he needs to facilitate and help constructing meaning of the reading material. It is necessary here to point out Schemata refer to the previous knowledge, experiences, concepts and beliefs that a reader may bring to help constructing the meaning of new text. The virtue of rich reading in enriching reader's schema is an essential base to achieve reading comprehension.

2.4 Reading Comprehension

2.4.1 Background Knowledge

A person with more background knowledge is able to comprehend better than a person with less background knowledge. Johnston (1984) and Brown (2000: 299) note that background knowledge is the information, knowledge, emotion, experience and culture that readers bring to the printed word. So, background knowledge is considered as an essential factor in comprehending a text. Most discussions on schema theory have provided great importance to background in reading comprehension. Anderson et al. (1986) state that back knowledge is extremely important in influencing how we interpret what we read and what we learn from reading. Thus, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involve more than just relying on one's linguistic knowledge. From the literature on reading, it is evident that there is a great correlation between background knowledge and reading comprehension. If students have enough background knowledge about a topic, idea, or concept, the comprehension will increase. Overall, it can conclude that background knowledge facilitates not only good readers but also poor readers.

Hudson (1982: 46) states the significance of background knowledge in the interpretation of texts by showing that schemata can over side language proficiency as a factor in comprehension. Background knowledge is also a bridge connecting input and output. It helps students to receive the new information easily, and promotes students to produce their thinking, which improves their comprehensive ability. In the same aspect, Williams (1983: 11) states that background knowledge facilitates comprehension. However, students who lack sufficient background knowledge, or are

unable to activate this knowledge may struggle to access, participate, and progress throughout the general curriculum, where reading to learn is a prerequisite for success. Teachers can facilitate their students' literacy success by helping them to build and activate background knowledge.

Background knowledge helps students make successful inferences. This has been found clearly in Chou (2011: 108-115) who mentions that background knowledge is useful, especially when texts are coherent enough to "allow the reader to see the connections between the text information and previous knowledge so that the knowledge can be combined with the text information to create a meaningful representation.

From the above mentioned, it is clear that having more background knowledge generally aids comprehension; the more background knowledge of the text one has the better comprehension one gets about the text. Therefore, what the teacher should do is to teach the students to link their prior knowledge with the text. By doing this the students can better understand the global meaning of the text.

2.4.2 Definitions of Reading Comprehension

Reading comprehension has multiple definitions and explanations. Reading comprehension is not only a matter of understanding the print on page, but it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge. Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. To achieve comprehension, it is crucial for the reader to make use of his previous experiences.

Alsalmi (2011: 698) views reading comprehension as an interaction between what the text provides and what the reader brings to it when he reads. Understanding in reading is exactly like this. It is not simply a question of getting meaning from what is on the page. When one reads, one supplies a good deal of the meaning to the page. The process is an interactive one, with resultant learning being a combination of your previous ideas with new ones encountered in this text.

According to Pardo (2004: 272-280), reading comprehension is "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text."

Bunner (2002: 51) defines reading comprehension as "The ability to interact with words and ideas on the page in order to understand what the writer has to say. It involves the meaningful interpretation of written language and it involves an interaction of the reader, the text and the situation in which the text is read,".

Mayer (2003: 26) defines reading comprehension as a "technique for improving students' success in extracting useful knowledge from text."

Reading comprehension is defined by Badr El Deen (2011: 11) as the ability to communicate a text leading to an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and metacognitive strategies in order to make sense and to get the target message the author wants to convey.

Further definition is suggested by Beck and Mckeown (2001), who state reading comprehension remains the process by which individuals construct meaning from information and from new "schemata" through specific activities including:

1) Generating and answering questions that demand higher order thinking about old and new ideas, 2) Exploring and making discoveries, 3) Summarizing and discussing, 4) Relating new understanding to other concepts, 5) Applying new ideas and information in basic–problem–solving activities, and 6) Verbalizing about cognitive processes involved in comprehension. While reading comprehension according to Miller (2002: 272-280) is "the ability to understand or to get meaning from any type of written material".

In other words, Durkin (1993: 3) defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader. Along the same line, Mahmoud (2001: 13) states that reading comprehension is not just understanding words, sentences, or even text, but involves complex integration of the reader prior knowledge, language proficiency and meta-cognitive strategies.

Snow (2002: 10) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Words extracting and constructing are uses to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Consequently, reading comprehension can simply defined as the capability to perceive and understand the meanings communicated by texts, it involves a meaningful interpretation of written language and it involves an interaction of the reader with the text. It is important for the reader here to assign his/her purpose in order to be able to comprehend according to his/her level and interests. In addition, the EFL teacher has an essential role in helping students understand reading texts by

adopting suitable reading comprehension strategies to motivate the students thinking and develop their mental abilities in order to help in comprehension.

Finally, in the researcher's opinion, reading comprehension is the result of the interaction between the background knowledge of the reader and the text.

Student's ability to understand or to get the meaning of the text from written material to identify words and get their meaning through: Read and understand exactly what is on the page, implicit meanings, judgments assessing the content in respect to its appropriateness, quality and value. Read beyond the lines and create a new idea.

2.4.3 Types of Reading Comprehension

Pearson and Johnson (1972) and Nutall (1996) inform six types of comprehension as follows:

2.4.3.1 Literal comprehension

Literal comprehensions is the first level of comprehension. It refers to an understanding of the straightforward information that is stated directly in the texts such as facts. Vocabulary dates times and locations. Questions assessing of literal comprehension skills examine how well the students can classify and comprehend information that is directly stated in the texts.

2.4.3.2 Reorganization

Reorganization is based on literal understanding of the text. The students must use information from the various parts of the text and merge them for additional understanding. The students have to put together the pieces of information that are from different parts of the text in order to comprehend the whole text.

2.4.3.3 Inference

Inference involves more than a literal understanding. The learners may have a difficult time to answer the inference questions because the answers are based on the elements that are in the text. However, they are not explicitly stated. An inference includes students combining their literal understanding of the text with their own prior knowledge and insight.

2.4.3.4 Prediction

Prediction involves the students using both their understanding of the passage and their own knowledge of the topic that are related to the details of the text. They use both of them in order to determine what will happen next or after the end of a story. There are two varieties of prediction, while reading and post-reading. While-reading prediction differs from post-reading prediction. The students can immediately learn the accuracy of their predictions by reading the passage continuingly for example; the students might read the first two paragraphs of a passage.

2.4.3.5 Evaluation

The fifth type of comprehension, evaluation requires the learners to give the comprehensive judgment about some expressions or aspects of the text. The comprehension questions require the reader to give an evaluation of the article.

2.4.3.6 Personal response

In this type of comprehension, the readers are required to respond the text and the subject with their feelings. The answers are not found in the text but they come strictly from the readers' opinion. If the readers' personal responses are incorrect, they cannot be unfounded. They must recount to the content of the text and

reflect the literal understanding of the article. The students have to use both their literal understanding and their own experiences to respond.

2.5 How to Teach Reading Comprehension

In order to efficiently achieve and improve students' reading comprehension, three stages of classroom teaching should apply to EFL reading instruction. According to Li-juan (2007: 20-21), these stages are:

2.5.1 Pre-reading Stage

In this stage, teachers should provoke students' interests and motivation through discussing pictures, titles and some key words. Students predict and talk about possible ideas of what the text might be about. Teachers are requested to establish a purpose of reading within students and activate their prior knowledge and schemata as well.

2.5.2 While-reading Stage

As the name suggests, reading activities take place during the actual reading. It focuses on developing students' reading skills through answering multi-level comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

2.5.3 Post-reading Stage

The activities of this stage take place after the reading have done. Here, teachers check students' understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills.

For example, students can ask to summarize in writing what they have read, discussed or debated over certain issues latent in the reading text.

In conclusion, the researcher asserts that although these procedures are considered as models for teaching reading and they are commonly used by many teachers who used the communicative approach in teaching reading comprehension, they are not perfect. Therefore, the best teacher is the one who adapts and adjusts the techniques and procedures being used to the level of the students, the reading material, and the classroom environment. In summary, reading is involving the three stages of pre-reading, while reading, and post-reading. Pre-reading stage should activate and/or build prior knowledge since students with learning disabilities often fail to apply their prior knowledge to the text. While-reading stage should encourage students to monitor their understanding since students with learning disabilities tend to continue reading long after the material has stopped making sense to them. Post-reading stage should help students organize and remember key information.

2.6 KWL Plus Strategy

KWL Plus was developed by Donna Ogle in 1986. Since its origin, the KWL Plus strategy has been used as an instructional reading strategy. As a reading strategy, it helps new teachers engage students from the beginning of a reading lesson by activating prior knowledge. KWL Plus also helps teachers keep students interested as they think about what they want to know and what they have learned (Sasson, 2008). Accessing prior knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make associations, enhance

understanding, and increase comprehension (Bailey. 2002: 1). Their proficiency is enhanced in setting purposes for reading, searching information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines (Bader. 2007). The strategy offers a framework that learners can use to monitor their decoding of a text through listing, mapping and summarizing what have learned. Ogle (1986) develops a strategy for helping the students to access important background information before reading nonfiction. The KWL Plus strategy (accessing what I Know, determining what I Want to find out, recalling what I did Learned) combines several elements of approaches discussed above. For the first two steps of KWL Plus students and teacher engage in oral discussion. They begin by reflecting on their knowledge about a topic, brainstorming a group list of ideas about the topic, and identifying categories of information. Next, the teacher helps highlight gaps and inconsistencies in students' knowledge, where students create individual lists of things that they want to learn about the topic or questions that they want answers about. In the last step of the strategy, the students read new material and share what they have learned. Informal evaluations indicate that the KWL Plus strategy increases the retention of read material and improves students' ability to make connections among different categories of information as well as their enthusiasm for reading (Ogle. 1986).

2.6.1 Definitions of KWL Plus Strategy

KWL Plus is strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment. Moreover, Shelly (1997: 234) asserts that the KWL Plus strategy have designed in a three-column. Students first list what they already know about a topic (calling attention to

prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered).

Stahl (2008: 364) states that KWL Plus is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L).

Azhar (2001: 58) defines KWL Plus strategy as one of strategies that are used in teaching reading.

In addition, El-khateeb (2010) considers KWL Plus as abridging process between the new information and the old previous knowledge, Students' prior knowledge is activated by asking them what they already know; then students set goals focusing on what they want to learn; and after reading, students discuss what they have studied. The KWL Plus strategy is viewed as a promising pre- reading strategy to improve the comprehension of students' learning disabilities (Manzone. 1996 & Sorrell, 1989).

Carr and Ogle (cited in Fritz. 2002: 1) report that KWL Plus strategy is a method devised to teach students to read actively by engaging previous knowledge, asking questions, and recalling important information in the text to enhance comprehension. In the KWL Plus strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. Then after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to

identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.

Fisher and Frey (2002: 47) state that KWL Plus charts are a great way to hook students into learning. These language charts start with the question, “What do you know about the topic?” Following this discussion, students are asked, “What do you still want to know about the topic?” Once the unit of study has been completed, the language charts are used again and students answer the third question, “What did you learn about the topic?”

According to Press (2007: 2), KWL Plus is an organizer to help students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When they get new information, students will use their brains to join the old knowledge with the new.

The researcher can define KWL Plus strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic. It consists of the three-columned map to be drawn on the board. The first column represents what the student knows about the topic by recalling that they KNOW. The second represents what the student wants to know in the text by determining what they WANT to learn. The third represents what the student has learned after having read the text by identifying what they LEARN as they read.

2.6.2 Benefits of KWL Plus Strategy

The benefits of KWL Plus Strategy encourages EFL students to think more actively about what they are reading and, therefore, improve their comprehension

abilities in general and perhaps learn more about what they are reading, (Pearson, 1984). KWL Plus also helps teachers to activate a learner's prior knowledge concerning a topic or subject and it promotes research, active reading and inquisition. The use of KWL Plus is particularly beneficial like the pre-reading strategy and it serves like a test of what learners have studied during a certain study unit. Below are the benefits of KWL Plus according to Daniel (2011).

1) Promoting Active Learning

Active learning has become an important factor of education success and it involves other activities that learners do together in class apart from simply listening to lectures. Studies show that students comprehend the topics better and retain them for long if they can actively react to course material. KWL Plus fosters active learning through enabling teachers to better assess their students' learning levels during the course.

2) Encouraging Academic Success

The learners learn actively using the KWL Plus it is likely that they will become even more connected to class and the topics or subject matter. They will interact with class members and the teacher, increasing their chances for academic success. The great relationship between faculty and students as an essential part of KWL Plus fosters student retention in school.

3) Enhances Learning

The prior knowledge that a student has usually affects the learner's performance. There is also a well-recognized relationship between learning comprehension and prior knowledge. Regardless of the ability of a student to read, high prior understanding of a certain subject area normally means better scores.

Moreover, high prior understanding is also associated with enhancement of the learner's interest in specific topics.

Szabo (2006: 57) mentions that KWL Plus strategy is one of those teaching and learning strategies used mainly for information texts. It helps readers to elicit prior knowledge of the topic of the text, Set a purpose for reading, monitor their comprehension, assess their comprehension of the text, and expand ideas beyond the text, help students become better readers of expository text, KWL Plus provides an opportunity for students to expand ideas beyond the text. KWL Plus helps them decide what they would like to learn about the subject which gives them the self-motivation to read and make up their own questions. KWL Plus helps with self-monitoring of comprehension because it allows the students to identify what they understood (Conner. 2006: 1). KWL Plus gives an opportunity for students to expand on their ideas and formulate new ones.

Jared and Jared (1997: 21) state that KWL Plus allows student to identify known information about a given subject, helps students keep interested as they think about what they want to know and what they have learned. It assists the students to build meaning from what they read and helps them examine their progress toward their goals.

Sasson (2008: 1) and Stahel (2008: 366) mention that KWL Plus invites students to share whatever they know about a topic, open the door for discussion with more breadth and depth of student's knowledge. However, this openness may result in student discussion drifting far from the focus of the text or sharing inaccuracies. Thus, KWL Plus encourages students to comprehend texts through the charts that include columns for each of the activities that activate students' prior knowledge, express

students' curiosity, explain information gotten, and extend information on the topic. KWL Plus promotes students motivation to read since it elicits students' background knowledge of the topic of the text, sets a purpose for reading, allows students to assess their comprehension of the text, helps the students to monitor their comprehension, helps students become better readers of expository texts, and provides an opportunity for students to expand ideas beyond the text.

2.6.3 Importance of KWL Plus Strategy

Reading strategies are important to have more reading comprehension and development in reading skills. Among them KWL Plus is one of the easiest and most practical reading strategies, and that it is flexible for different usages (Willhelm. 2002: 122). Carr (1987: 18) asserts that KWL Plus helps students become better readers of expository texts and helps teachers to be more interactive in their teaching. KWL Plus strategy helps students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they finish reading. Sampson (2002: 23) acknowledges that this strategy facilitates engagement and interaction by keeping students motivated through activating their prior knowledge.

The meta-cognitive strategy of self-questioning is used to ensure that students comprehend the text. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL Plus charts helps activate background knowledge and provide an opportunity for students to set their own learning objectives. Moreover, Davis and Byu (2008: 54) maintain that KWL Plus

strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings. In addition, Vacca and Vacca (2005) believe that the KWL Plus strategy is useful in developing students' reading comprehension skills.

2.6.4 Purposes for Using KWL Plus Strategy

KWL Plus strategy serves several purposes to elicit prior knowledge of the topic, to set a purpose for reading, to monitor comprehension, to assess comprehension of the text and expand ideas beyond the text. In addition, KWL Plus strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Adapted from Ogle's (1987), KWL Plus initiates active engagement in the reading/learning task. The strategy creates an instructional framework where students list 1) what they know, 2) what they want to find out, and 3) record what they have learned or still want to learn. This activity can be used individually, in small groups, and with whole class activities. Moreover, Ebrahimi (2011: 45) maintains that KWL Plus is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge. This purpose includes developing questions of personal interest in order to focus attention during reading, summing up and reflection on what was learnt by using KWL Plus charts.

It is clear that the KWL Plus strategy helps students individually or in small groups to connect what they already know about a given subject, to what they want to know about them, and then finally what they have learned about the subject. Students connect their new learning to their previous knowledge, thus ensuring that the new knowledge will be retained.

Using KWL Plus strategy enables the students to activate their knowledge and operate their thinking to memorize their information. Therefore, it deals with Meta cognitive skills. On the other hand, it enables the students to be more active and participate in the process of learning. This state is called the student centered classroom because the learning process is based on student's interests and needs. In KWL Plus strategy, the teacher does not direct the learner, but provides support for the learners to be able to learn on their own. While in traditional methods, there is a teacher centered classroom because she\ he gives the reading lesson orally in a one-way method of communication, besides the students' role is neglected.

Finally, KWL Plus strategy appropriates for reading comprehension skill. The students express what they want to learn and the class work is relevant to the students' needs ; therefore , many student are interested to find out the unanswered information from other resources like books, journals, internet articles, in a stage called 'apply new learning to real life, authentic experiences.

2.7 Efficiency

Kitrakarn (2001) states most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test with main two numeric values such as $E1/E2 = 80/80$, $E1/E2 = 85/85$, $E1/E2 = 90/90$, etc.

Besides, the criteria of calculating for the efficiency such as $E1/E2 = 80/80$ has shown that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learner's total means score from exercises scores of instructional

packages. Second criterion set 80 (efficiency of the outcomes) is percentage of learner's total mean scores from achievement test (posttest).

To develop teaching and learning, Srisa-ard (2003: 153-156) indicates two approaches for criterion widely used is 80/80. Firstly, consider from the most of the students (80%) who are able to achieve learning outcomes at a high level (80%). In this case, the innovation use takes less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who score at least 80% of the total score. Finally, consider the result during and at the end of the procedure that is average in high level (80%). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

2.8 Satisfaction

It is necessary to define the understanding of satisfaction. In this research, the researcher focuses the satisfaction in teaching reading. Several researchers and scholars define the definitions of satisfaction. According to Chanpreecharat (200 : 52), satisfaction is people's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response. The satisfaction is performer's thinking or attitude that they performance. It consists of process, components, and factors of work. If they have positive thinking to do something, they provide good satisfaction toward performance.

In conclusion, satisfaction is the performance of people that they perform of feel toward something including positive and negative thinking that occur in their minds and affects their behaviors.

2.8.1 Student Satisfaction Variable

The satisfaction students has been positively correlation to pleasing learning outcomes in several studies. Clearly, the literature is abundant with possible solutions to increase students' satisfaction level. Ni and Aust (2008) suggest that the development of a classroom community is critical in enhancing students' satisfaction and perceived learning. Walker (2003) in a large study in Turkey found results of a regression analysis shown that four of the six scales on the Distance Education Learning Environment Survey (DELES) is significant and positively related to student satisfaction. The scales are personal relevance, instructor support, active learning, and authentic learning, or task value (Sahin. 2007).

In another study of service academy graduates, Artino (2006) has found that task value, self-efficacy and perceived instructional quality are significantly positively correlated to each other and to students' overall satisfaction with online course.

2.8.2 The Measurement of Student Satisfaction

Elliott and Shin (2002) point out the two general approaches to measurement of student's satisfaction. In the traditional approach, "students' overall satisfaction have measured with either a simply yes or no questions or with one question assessing the degree of overall satisfaction". The alternative approach they recommend measures satisfaction as a multi-attribute score.

Mavondo, Tsarenko and Gabbott (2004: 50) indicate that the timing of student satisfaction measurement matters. For their study, they chose to measure student satisfaction towards the students' junior or senior year given that "[e]xpectations before enrolling will have been transformed and dramatically changed by the time students are in their second or later years in a university."

In summary, student satisfaction is crucial to learner success. A greater understanding of measurement of student satisfaction with reading comprehension is essential and it is a vital component of academic success.

2.9 Previous Studies

Al Udaini (2011) investigated the effect of a computerized program on 'developing ninth graders' reading comprehension skills and students' attitudes towards reading. The researcher purposively chose a representative sample of 60 ninth graders. The participants were divided into two equivalent groups: each group had 30 students. The researcher used four tools: a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, an achievement test (Pre & Post), the suggested computerized program for the reading texts included in the second-term of English for Palestine 9, and an attitude scale (pre & post) to determine the students' attitudes towards reading. The results of the study revealed that the computerized program was effective to develop the reading comprehension skills for ninth graders. In addition, the study findings confirmed that the technological environment develops and enhances the students' attitudes towards learning in general and towards reading via computers in particular. The researcher

recommended that EFL Palestinian teachers should use computers as a tool of enhancing students' reading comprehension and developing their attitudes towards not only reading but also learning. The researcher concluded that the computer has a positive effect on the students' reading comprehension skills and their attitudes towards reading.

Abu Nejmah (2011) investigated the effect of using higher order thinking strategies on the students' reading comprehension. Therefore, the researcher selected an appropriate reading passage, and constructed a reading comprehension achievement test after reviewing several studies and adopted positive points of them. Each experimental group was taught according to one of the three higher order thinking skills (HOTS) (inferring, questioning and summarizing) while the control group was taught without using any of these skills. Afterwards, students in all groups were asked to answer the questions of the reading achievement test. The results were analyzed using two-way analysis of variance, paired test, and Post- Hoc test. The findings of the study indicated significant differences in favor of the experimental groups taught using the (HOTS) strategies. The findings also revealed significant differences in the reading achievement test scores attributed to sex and no significant differences attributed to the interaction of sex with strategy. In the light of the findings, the researcher recommended that teachers should give more attention to the (HOTS) strategies. She also recommended further research to investigate the effects of other (HOTS) strategies.

Haboush (2010) studied the effectiveness of a suggested program based on Multiple Intelligences theory on eighth graders' English reading comprehension skills. The researcher employed a representative sample of 65 EFL learners. The

participants were divided into two equivalent groups: a control group, 32 students, and an experimental one, 33 students. The researcher used a variety of tools: a checklist of reading comprehension skills; an achievement test (pre- and post- tests) to measure any possible differences between the target groups; an MI-based analysis of the reading texts; a suggested program and weekly quizzes for the purpose of formative evaluation. The collected data were analyzed and treated statistically through the use of SPSS. The findings indicated that there were statistically significant differences between both groups, favoring the experimental one. The study revealed that the program had a medium effect size favoring the experimental group. The researcher recommended the re-use of the program on the same reading skills. Moreover, he recommended the use of MI theory on other language skills, and other school subjects as well. This study has been of great importance to the current study as it has assisted the researcher in selecting the population of the study and in the language skills that deals with reading. The researcher believed that (MI) helps students attain interest in the target subjects; for it enhances and increases their motivation through the miscellaneous activities and techniques to be used; and thus their achievement improves. In addition, this diversity creates a suspense element within students and makes the lessons attention-getting.

Abu Shamlah (2009) examined the effectiveness of a suggested program based on prior knowledge to develop eighth graders' reading comprehension skills. In this study the researcher used four tools; a checklist to determine the suitable reading comprehension skills for the eighth graders, a questionnaire to determine the degree of importance of reading comprehension skills, an achievement test and the suggested program. The sample of the study was purposely chosen by the researcher of about 40

students as an experimental group and another 40 students as a control one.

The suggested program have taught to the experimental group while the control group have taught by the traditional method. The results were statistically analyzed using t-test to find the differences between the experimental and the control group in the pre-test and the post-test. The findings revealed that there were significant differences between the two groups in the favor of the experiment one due to the use of prior knowledge activation before reading. The researcher recommended that it is important for the teachers to activate prior knowledge the students have before reading comprehension activities. This study enriched the researcher's understanding that the more prior knowledge and schemata students have about the reading text, the more they will be able to comprehend.

Mahmoud (2001) studied the effect of pre-reading activities on Tenth Graders reading comprehension in Tulkarem district. The researcher selected reading passage, prepared the required pre-reading activities and constructed a reading comprehension achievement tests for the Tenth graders. The sample of the study was selected according to pre-determined criteria consisted of 294 students divided into 4 male and 4 female sections. Three male and three female sections were assigned to the three experimental groups, while the remaining two male and female sections were assigned to the control group. The results were statistically analyzed using paired t -test and Scheffe post-hoc test to find the differences between the experimental and the control group in the pre and the post-test. The findings revealed that there were significant differences between the two groups in the favor of the experimental groups taught using the pre-reading activities and indicated. The researcher recommended that teachers should give more attention to preparing stage

by using appropriate pre- reading activities. This study has assisted the researcher in the formulation of some of the recommendations that necessitate that teachers should train their students on the different reading skills and use pre reading activities as a means to activate students' prior knowledge of the reading topics, motivate them, and arouse their interests.

Stahl et al. (1991) examined the effect of both prior topic knowledge and vocabulary knowledge on reading comprehension. In this study, the researchers used a newspaper article about a ceremony marking the retirement of baseball player. The target passage was a 1,100-word article. The population of the study consisted of 159 10th graders, 85 from a rural community and 47 from a suburban. Many measures were used to assess the students' achievement; two measures were used to assess the students' vocabulary knowledge: The Nelson-Deny vocabulary sub-test and a checklist. Three other measures were used to assess subjects' baseball knowledge; a free association tasks, 17 terms used exclusively in baseball were added to the vocabulary checklist, a short questionnaire. Comprehension was assessed using a written free recall. Three measures were also derived from the recall. The results suggested both that domain knowledge and vocabulary have independent effects on comprehension and that those effects were on what was comprehended as well as on how much was comprehended. This study is in consistence with Al-Fara study witch concentrated on the positive effect of vocabulary and prior knowledge on developing EFL reading comprehension. The researcher has benefited from this study in using the same language skill but differs in using study tools.

Priyono (2010) determined whether KWL strategy is able to improve students' reading comprehension and to find out what happens to the class situation if

K.W.L Strategy (Know, Want to know, and Learned) is used to improve students' reading comprehension. The research method applied in this research was action research with two cycles in which each cycle starts from planning, acting, observing, and reflecting. The materials were Analytical Exposition and Hortatory Exposition Texts. The data collected were the qualitative data and the quantitative data. The qualitative data were collected from observation, interview, and questionnaire. The quantitative data were collected from the pre-test in pre-research and the post-test in Cycle 1 and Cycle 2. The qualitative data were analyzed by Constant Comparative Method and the quantitative data were analyzed by descriptive statistics. The result of this research showed that students' reading comprehension was improved. The improvement was proved by the increase in the students' mean scores from 73.82 in the Pre-test to 76.97 in the Post-test of Cycle 1, and 81.58 in the Post-test of Cycle 2. Besides that, having known how to use KWL Plus Strategy well students were more motivated and felt more comfortable in joining the reading class. They did not come late in the reading class, and did not ask permission to the researcher to go out during the reading class. They were more active because they interacted with their friends in the group work. Based on the result above, the researcher could interpret that students had been able to comprehend the passage, and they were more motivated and felt more comfortable in joining the reading class. The study provides the researcher with a great deal of information on KWL Strategy and its effectiveness on developing students' comprehension in reading Expository Texts.

Piper (1992) investigated the effectiveness of metacognitive skills programmed in the reading comprehension. The sample included 120, sixth graders taking Social Studies. The researcher used five metacognitive strategies: determining

main points, sentence summarization, enquiry, KWL, and eliciting. The results indicated the improvement of the reading comprehension when any of those strategies was used. An intervention program in the area of sixth grade social studies was implemented for the purpose of increasing reading comprehension levels of average ability students in a large, urban school district. Five metacognitive strategies were employed to improve understanding of the adopted textbook. The strategies included outlining, sentence summaries, self-interrogation, the KWL strategy (derived from the phrases: "What we Know," "What we Want to find out," and "What we Learned"), and discourse as a mode of inquiry. Success was measured by comparing pretest and posttest scores. Results indicated improvement in reading comprehension skills as measured by the Qualitative Reading Inventory. Efficient use of metacognitive skills was demonstrated and measured by the Gates-MacGinitie Reading Test. Increased social studies grades were determined by an average score of three unit tests from the social studies text. It was concluded that instruction in the five metacognitive strategies improved the target group's reading comprehension abilities. The study indicated that K-W-L strategy was effective strategy on improving the reading comprehension of students. The researcher agrees with Piper's study that (K.W.L) is an effective strategy.

Van Sledright (1992) used KWL to evaluate the differences in the teaching practices of two fifth-grade social studies teachers. He made a comparative analysis of student's KWL forms to measure the influence of a teaching context that emphasized history as important in its own right compared with a teaching context that viewed historical knowledge as a problem-solving tool. The KWL charts from the latter class reflected higher levels of thought and richer learning opportunities. For the purpose of

this investigation, this demonstrates that the teacher plays a key role in the effectiveness of the KWL in promoting higher levels of thinking. This study was in consistence with Abu Araam (2012) which emphasizes the positive effect of new teaching strategies and developing skills of thinking on students, especially critical thinking to provoke their critical thinking and satisfy scientific curiosity.

2.10 Summary of the Chapter

This chapter has reviewed the literature review which in underlies and supports this research study. In the next chapter, Chapter 3, the methods for this research study will be described.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter introduces the procedures throughout the study. It presents the experimental design, population and samples, research instruments, data collection and data analysis of the data obtained of the study.

3.1 Population and Samples

3.1.1 Population

The population of the study included 175 grade 8 students at Pres Sisowath High School, Phnom Penh, Cambodia who studied the foundational English course in the second semester of the academic year 2017.

3.1.2 Samples

The samples in this study were 35 grade 8 Cambodian students at Pres Sisowath High School, Phnom Penh, Cambodia who studied the foundational English course in the second semester of the academic year 2017. They were selected by using simple random sampling technique using the classrooms as a sampling unit.

3.2 Research Instruments

In this part, the research instruments were 4 lesson plans, English reading comprehension test and satisfaction questionnaire. The details of each instrument are described as follows:

3.2.1 Lesson Plans

The lesson plans were focused on KWL Plus strategy for grade 8 students at Pres Sisowath high school; which were constructed by the researcher. There were 4 lesson plans with 4 topics instructed through KWL Plus strategy:

Lesson plan 1: The History of Cats

Lesson plan 2: No Water No Problem

Lesson plan 3: The Story of Valentine's Day

Lesson plan 4: Going to the Movies

3.2.2 English Reading Comprehension Achievement Test

The main purpose of this test was to check the development of the students in learning reading comprehension with the use of KWL Plus strategy technique. This test was as the pre-test and post-test with 4 multiple choices consisting of 50 items that requires students to choose the correct answer. The test questions were based on the WH question words: Who, What, Where, When and Why.

3.2.3 Satisfaction Questionnaire

In order to evaluate the students' satisfaction toward the KWL Plus strategy to enhance reading comprehension, the satisfaction questionnaire consisted of 10 questions. All questions were designed to investigate the students' satisfaction towards KWL Plus strategy to enhance reading comprehension.

3.3 The Construction of Research Instruments

In this part, each research instrument is described: 4 KWL Plus lesson plans, English reading comprehension achievement test and satisfaction questionnaire.

3.3.1 Four Lesson Plans

The lesson plans were focused on KWL Plus strategy for grade 8 students at Pres Sisowath high school, which were constructed by the researcher. There were 4 lesson plans with 4 topics instructed through KWL Plus strategy. The lesson plans constructed by the researcher, and based on reading comprehension using KWL Plus strategy to comprehend the texts for grade 8 students with the following steps:

3.3.1.1 The researcher studied the foundational education curriculum about version, goals, principle, desirable characteristic, learning standard of foreign languages, indicators, and learning areas.

3.3.1.2 The researcher studied methodology, theory, principle, and how to teach reading with KWL Plus strategy and teaching step with KWL Plus strategy.

3.3.1.3 The researcher analyzed the strands and curriculum for informative used. The topics used in this experiment were in the curriculum as follows:

Lesson plan 1: The History of Cats

Lesson plan 2: No Water No Problem

Lesson plan 3: The Story of Valentine's Day

Lesson plan 4: Going to the Movies

3.3.1.4 The researcher chose the activities for students as following steps:

Step 1: Activities before reading

In this first step, the teacher motivated students to check their background knowledge by talking about the topic and writing the things that they had already known in column K (Know). Students brainstormed in the whole class “What I know”.

Step 2: Activities while reading

Students made the questions about the things that they want to know in Column W (Want to know). Students brainstormed what they want to learn then students emphasized the gaps in their knowledge before they read to provide real purpose of their reading. The teacher let them write down the questions. The teacher encouraged students to find out the answer from the story.

Step 3: Activities after reading

Students wrote down the knowledge in to the Column L (Learned). Each of students wrote down what they had learned.

All activities according to KWL Plus Column were shown as Table 3.1 below.

Table 3.1

KWL Plus Chart

Know	Want to know	Learned

3.3.1.4 The researcher drafted 4 lesson plans employed in learning and instruction.

3.3.1.5 The 4 lesson plans were submitted to the thesis advisors in order to check the correctness and appropriateness of the lesson plans.

3.3.1.6 The researcher improved the lesson plans based on the thesis advisors' comments and suggestions.

3.3.1.7 The 4 lesson plans were submitted to the three experts to check for the content validity quality by using the 5-point Likert Scale to see the correlation with the foundational education curriculum about version, goals, principle, desirable characteristic, learning standard of foreign languages, indicators, and learning areas.

3.3.1.8 The researcher analyzed the scores from the experts to find out the mean scores and compared with the criteria. Appropriate mean scores at 3.51 and upper were considered that lesson plans could be utilized. Therefore, it was confident that the instruments used in this research presented high. The mean obtained was 4.11 (S.D.=0.56).

The names of three experts were as follows:

1) Dr. Surachai Piyanukool, an English lecturer at Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

2) Mrs Wiphaporn Dangsri, an English teacher at Prakhon Chai Pittayakhom School, Prakhon Chai District, Buriram Province.

3) Dr. Mok Sarom, Deputy Director General of Education, Ministry of Cambodia.

The researcher analyzed the scores from the experts to find out the mean scores and compared with these criteria (Srisa-ard. 2002: 99-103).

Meaning	Opinion Level
4.51-5.00	The most appropriateness
3.51-4.50	More appropriateness
2.51-3.50	Moderate appropriateness
1.51-2.50	Less appropriateness
1.00-1.50	The least appropriateness

3.3.1.9 The KWL Plus strategy lesson plans were tried out with grade 9 students who used to study these topics and studied at Pres Sisowath high school in the academic year 2017 in Phnom Penh, in order to find out the weak points and then improved the reading comprehension before real using with the experimental samples.

There were three steps to perform the KWL Plus strategy lesson plans utilization to enhance reading comprehension.

1) The Individual Trial

The KWL Plus strategy lesson plans to enhance reading comprehension were employed with 3 different proficiency level students: high, moderate, and low proficient students who were not the samples in the study. The three proficient students were carried out a pre-test, and they learned reading comprehension by using KWL Plus strategy lesson plans for 10 fifty minutes periods. While the students studying via KWL Plus strategy lesson plans in reading comprehension they were requested to do the exercises. After that, they were requested to do a post-test and

give some opinions about KWL Plus strategy for a period. Then the researcher improved the lesson plans based on the students' comments.

2. The Small Group Trial

The nine students who participated in this step were 3 high proficient, 3 moderate proficient, and 2 low proficient students. Before learning reading comprehension through KWL Plus lesson plans for 10 fifty minutes periods, they took a pre-test for a period. While the students learning via KWL Plus lesson plans they did the exercises then they took a post-test and provided some opinions for a period. Then the researcher improved the lesson plans based on the students' comments.

3. The Field Trial

There were 35 students with three different proficient levels of English participated. They took pre-test for a period and learned through KWL Plus strategy lesson plans for 10 fifty minutes periods. After learning, they took post-test. The scores of the activities in the KWL Plus strategy lesson plans to enhance reading comprehension and the post-test scores from the field trial were decided to find out the efficiency of the KWL Plus strategy lesson to enhance reading comprehension. The efficiency of the lesson plans was 81.06/87.60 which met the criteria set.

3.3.2 English Reading Comprehension Test

The constructions of reading comprehension achievement test were presented as follows:

3.3.2.1 The researcher studied a syllabus for lower-secondary level of English subject and the content reading comprehension for grade 8 students.

3.3.2.2 The researcher constructed the test on reading comprehension consisting of 50 items of multiple-choice questions with four alternatives.

3.3.2.3 The items of the test were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using Index of Item Objective Congruence (IOC) formula as follows (Phattiyathanee. 2001: 221).

+1 = When it is sure that items of the test are coincide with objectives.

0 = When it is not sure that items of the test are coincide with objectives.

-1 = When it is sure that items of the test do not coincide with the objectives.

3.3.2.4 The researcher calculated the IOC value, and chose the questions, which have the IOC index at level 0.67-1.00 to be the test. (See Appendix J).

3.3.2.5 The test was tried out with 35 grade 9 students at Pres Sisowath High School, Phnom Penh, Cambodia in the second semester of the academic year 2017.

3.3.2.6 An item analysis was carried out from the data obtained from the study; each question was analyzed for the discrimination power (B) by Brennan's method and using the software program to calculate. The criteria used to select the test items were level of the discrimination power (B) at 0.20-1.00 (Srisa-ard. 2002: 82-84). It indicated that the discrimination power was at 0.26-0.80 (See Appendix I).

3.3.2.7 The reliability of the test was determined by using the Lovett's method (Rcc). The software program was used to calculate the data, the reliability of the test was accepted at 0.7 (Srisa-ard. 2002: 96). The value of reliability was 0.88 (See Appendix I).

3.3.2.8 The researcher selected the approved 50 test items as a pre-test and post-test (achievement test). (See Appendix D).

3.3.3 Satisfaction Questionnaire

The construction of satisfaction questionnaires were described as follows:

The satisfaction questionnaire was divided into three main parts:

1) Personal information: The subjects were required to answer the questions about gender, and grade point average. The questions were in the form of checklist for subject to tick; 2) Student's satisfaction: This section was about the satisfaction and students' satisfaction toward KWL Plus to enhance their reading comprehension.

Importantly, the questions were in the form of checklist with 5 rating scale criteria.

The five-point Likert scales used for rating their satisfaction were as follows

(Srisa-ard. 2002: 102):

Meaning	Opinion Level
5 means	The Most Satisfactory
4 means	Very Satisfactory
3 means	Average Satisfactory
2 means	Less Satisfactory
1 means	The Least Satisfactory

Furthermore, the last part mainly emphasized on open-ended form. This part obtained one question that the researcher also collected the data by participants'

answers. The questions was in the open-ended form in which the subjects can write their answer down.

The questionnaire was constructed and developed gradually as follows:

3.3.3.1 The researcher reviewed the literature on satisfaction.

3.3.3.2 The researcher studied literature review critically on how construct the satisfaction questionnaire as explicated by Likert's method.

3.3.3.3 The researcher gathered and arranged the issues concerning using KWL Plus strategy effect on reading comprehension into list.

3.3.3.4 The researcher proposed the statements to the thesis advisors before creating 10 questions based on using KWL Plus strategy to enhance reading comprehension.

3.3.3.5 The statements were examined by three experts to check of the correctness and appropriateness. The five-rating scales were presented as follows (Srisa-ard. 2002:102):

5 scores	means	Strongly Agree
4 scores	means	Agree
3 scores	means	Uncertain
2 scores	means	Disagree
1 scores	means	Strongly Disagree

3.3.3.6 The researcher organized the statements and tried out with grade 9 students at Pres Sisowath High School, Phnom Penh, Cambodia in academic year 2017.

3.3.3.7 Each of five-point rating scales were calculated by utilizing Pearson's Correlation Coefficient formula (R_{xy}) to find out the discrimination which must be at 0.20-1.00 level (Srisa-ard, 2002: 110). It indicated that the R_{xy} value was at 0.59-0.78. (See Appendix I).

3.3.3.8 The researcher selected ten main questions that had the most significant reliability at level 0.88 to be a part of the questionnaire (See Appendix J).

3.4 Data Collection

Three main research instruments were employed in this study. These included lesson plans, reading comprehension test and satisfaction questionnaire.

With regard to the section of research methods, some important need to be taken into consideration. A one-group pre-test post-test design of the experimental research was employed in this study.

Table 3.2

Research Design

Group	Pre-test	Treatment	Post-test
Experiment	T1	X	T2
Control	T1	O	T2

Source: Sai-yot (1995: 248-249)

As revealed in the table above, the symbols were presented as follows:

T1 = Pretest

X = Treatment

O = Normal Teaching

T2 = Posttest

The data collection procedures for this study were as follows:

3.4.1 The students did the pre-test in the first period. They made clear that the test did not affect their grades but they were intentionally asked to do the pre-test honestly.

3.4.2 The teacher provided the class orientation on KWL Plus before teaching.

3.4.3 As for teaching procedures, there were 4 lesson plans focusing on KWL Plus reading strategy.

3.4.4 Post-test was taken at the last period after the teaching to see long-term effectiveness of the KWL Plus strategy to enhance reading comprehension and do a satisfaction questionnaire.

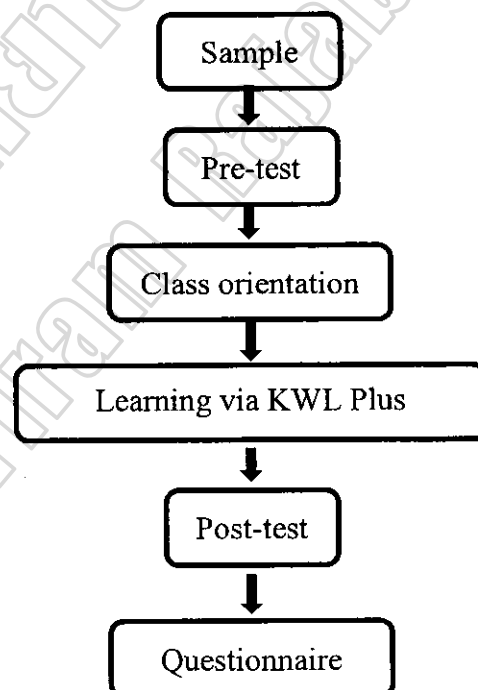


Figure 3.1 Steps of Data Collection

3.5 Data Analyses

For data analysis, this section emphasized on how the data obtained were analyzed, interpreted and reported. To achieve the research purposes, the following aspects were presented below:

3.5.1 The Pre-test and Post-test Scores

3.5.1.1 In order to evaluate the students' reading comprehension before and after being taught through KWL Plus strategy, the pre-test and post-test were computed to find out the percentage (%), mean (\bar{x}) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the activities and post-test were calculated to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2), respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at 0.05 level.

3.5.2 Students' Satisfaction Questionnaire towards KWL Plus Strategy

In order to evaluate the student's satisfaction towards the KWL Plus strategy to enhance reading comprehension, the data from five-rating scales were computed for means (\bar{x}) and standard deviation (S.D.). The following criteria employed for interpretation (Srisa-ard. 2002: 103) were as follows:

Meaning		Interpretation
1.00-1.50	means	The Least Satisfaction
1.51-2.50	means	Less Satisfaction
2.51-3.50	means	Average Satisfaction
3.51-4.50	means	More Satisfaction
4.51-5.50	means	The Most Satisfaction

3.6 Statistics Used to Analyze Data

3.6.1 Statistics used to find out the quality of instruments

3.6.1.1 Validity of achievement test and questionnaire by using Index of Item Objective Congruence (IOC) formula (Phattiyathanee. 1094: 166-167)

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.6.1.2 Discrimination of each item for five-point rating scale questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110)

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Correlation coefficient between variable X and variable Y

- X = Total scores of variable X index
 $\sum Y$ = Total scores of variable Y index
 $\sum XY$ = Total of multiplied result between variable X and variable Y
 $\sum X^2$ = Total scores of variable X index's square
 $\sum Y^2$ = Total scores of variable X index's square
 N = Number of a pair of variables index or number of samples

3.6.1.3 Reliability coefficient of the satisfaction questionnaire by using Cronbach's Alpha-coefficient (-Coefficient) (Srisa-ard. 2002: 99)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

3.6.2 Basic Statistics

3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.2.2 Mean (\bar{x}) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002:106)

$$S.D = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

\sum = Total scores

3.6.3 The differences between pre-test and post-test mean scores calculated by dependent samples t-test formula (Srisa-ard. 2002: 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.7 Summary of the Chapter

In summary, this chapter provides a detailed description of the methodology employed and the data collection in the present study adopted from quantitative methods in order to explore the effects of KWL plus strategy to enhance reading comprehension for grade 8 Cambodian students. The next chapter is devoted for the results of data analysis.

CHAPTER 4

RESULTS

The chapter concludes with a presentation of additional findings and musings not directly related to any specific research question that occurred in response to the study and provided additional information on KWL Plus strategy relationships and the challenges these that relationships provide. The findings are also framed by the three questions that informed this study: 1) research question one regarding the determination the efficiency of KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students to meet the criteria set at 75/75; 2) research question two regarding the comparison between students' learning achievement before and after learning through KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students; and 3) research question three regarding the investigation the satisfaction of grade 8 Cambodian students towards the KWL Plus strategy to enhance reading comprehension. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions

Most importantly, having discussed the relevant statistics employed in the study, it now turns to the results of the main analysis of the comprehension pre- and post-tests and those of the reading comprehension tests first. Finally, the results of the questionnaire are presented. Additionally, the research questions of this study afforded a means of addressing the purpose of the study. The results related to each research questions are identified below. Each research question and corresponding hypothesis are highlighted, variables utilized are presented, assumptions related to

employed statistical procedures are discussed, results pertaining to the question are described, and tables display results.

4.1 Research Question One: What is the efficiency of KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students?

This research question focused on describing the KWL Plus reading strategy reported to be used by grade 8 students who participated in this study, which was discussed in Chapter Three. To answer this section, the researcher primarily used the quantitative data from the KWL Plus strategy exercises and the achievement test, which determined the efficiency of the KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students based on the criterion set at 75/75. Interestingly, the pre-test and post-test were administered to students to see the advancement in their reading comprehension through KWL Plus strategy. However, the pre-test and the post-test scores were analyzed to determine the progress after learning in order to see how much they understand and develop their ability on reading comprehension, and to see whether KWL Plus reading strategy could help to develop their reading comprehension ability. The data analysis is displayed in Table 4.1 below

Table 4.1

Mean, Standard Deviations and Percentage for Each KWL Plus Strategy Item

(n = 35)

No.	Activities Scores of Learning with KWL Plus Strategy (Efficiency of the Process)					
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	Post-test (50)
1	20	20	22	25	87	49
2	15	24	22	25	86	49
3	20	24	23	24	91	43
4	15	21	22	24	82	42
5	14	22	21	23	80	48
6	14	20	21	22	77	46
7	16	17	21	21	75	40
8	13	17	22	22	74	45
9	13	18	21	21	73	43
10	20	18	22	15	75	45
11	22	17	25	27	91	50
12	21	21	21	18	81	46
13	13	16	20	19	68	46
14	13	22	20	18	73	47

Table 4.1 (Continued)

No.	Activities Scores of Learning with KWL Plus Strategy (Efficiency of the Process)					
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	Post-test (50)
15	20	14	20	23	77	48
16	14	17	21	20	72	45
17	14	23	24	16	77	39
18	18	17	22	19	76	40
19	19	19	21	19	78	48
20	16	22	22	22	82	45
21	19	21	22	19	81	46
22	17	19	21	18	75	46
23	20	24	23	21	88	48
24	22	18	23	20	83	48
25	19	21	23	21	84	43
26	22	19	23	22	86	47
27	21	19	22	22	84	47
28	20	18	20	21	79	50

Table 4.1 (Continued)

No.	Activities Scores of Learning with KWL Plus Strategy (Efficiency of the Process)					
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	Post-test (50)
29	21	23	20	25	89	39
30	18	22	21	25	86	36
31	18	21	21	25	85	34
32	15	20	22	25	82	34
33	19	21	22	25	87	39
34	16	21	22	25	84	37
35	20	18	24	25	87	35
Total	617	694	762	766	2835	15.33
\bar{X}	17.63	19.83	21.77	21.89	81.00	43.80
S.D.	3.00	2.48	1.21	3.00	5.86	4.73
%	70.51	79.31	87.09	87.54	81.00	87.60

From Table 4.1, the efficiency of KWL Plus strategy to enhance reading comprehension for grade 8 students, which were conducted by the researcher, is 81.00/87.60 which was higher than the criteria set at 75/75. Clearly, it indicates that students, who learned reading comprehension through the KWL Plus strategy, received total mean scores from the activities scores of the KWL Plus strategy utilization at 81.00 % and total mean scores from the achievement test after learning through instructional packages at 87.60 %, remarkably.

4.2 Research Question Two: Will students who learn reading comprehension through KWL Plus strategy have higher mean scores on post-test than that of pre-test mean scores?

The second research question focused on gaining an understanding of the similarities and differences between pre-test and post-test mean scores employed by grade 8 Cambodian students when they were instructed by KWL Plus strategy to enhance reading comprehension. Methodologically, both pre-test, and post-test scores were consisted of 50 items. Also, they were compared to find out the statistically significant difference. The significant difference at the level of 0.05 was set for this study, as shown in Table 4.2 below.

Table 4.2

Comparison of the Difference between Pre-test and Post-test Mean Scores

No.	Pre-test Scores (50)	Post-test Score (50)	Difference (D)	Double Difference D^2
1	23	49	26	676
2	14	49	35	1225
3	21	43	22	484
4	18	42	24	576
5	11	48	37	1369
6	18	46	28	784
7	10	40	30	900
8	15	45	30	900
9	13	43	30	900
10	18	45	27	729
11	16	50	34	1156
12	20	46	26	676
13	17	46	29	841

Table 4.2 (Continued)

No.	Pre-test Scores (50)	Post-test Score (50)	Difference (D)	Double Difference D^2
14	15	47	32	1024
15	19	48	29	841
16	20	45	25	625
17	15	39	24	576
18	22	40	18	324
19	18	48	30	900
20	15	45	30	900
21	13	46	33	1089
22	17	46	29	841
23	19	48	29	841
24	15	48	33	1089
25	21	43	22	484
26	25	47	22	484
27	17	47	30	900
28	14	50	36	1296
29	15	39	24	576
30	19	36	17	289
30	17	34	17	289
32	16	34	18	324
33	23	39	16	256
34	18	37	19	361
35	20	35	15	225
Total	607	1533	926	25750
\bar{X}	17.34	43.80	26.46	735.71
S.D.	3.40	4.73	6.07	312.86

As shown Table 4.2, the 35 grade 8 Cambodian students who enrolled the English course in the second semester of the academic year 2017 at Pres Sisowath High School in Phnom Penh City, Cambodia, obtained the pre-test mean score at 17.34 and post-test mean score at 43.80, which reported that the students who learned by KWL Plus strategy to enhance reading comprehension after learning had higher achievement than before learning, remarkably.

Additionally, the information presented in the Table 4.2 above only represents the comparison of the difference between pre-test and post-test mean scores of the 35 grade 8 students, regardless of their KWL Plus strategy to enhance reading comprehension. Then, dependent samples t-test was performed to identify differences in strategy usage between students' pre-test and post-test mean scores as shown in Table 4.3

Table 4.3

Difference between Pre-test and Post-test Mean Scores

Achievement	n	Total Scores	\bar{X}	S.D.	t
Pre-test	35	50	17.34	3.40	38.86**
Post-test	35	50	43.80	4.73	

** significant difference at .01

In this study, 35 students were represented. As indicated in Table 4.3 above, dependent samples t-test was conducted in order to find whether there was a significant difference in the using the KWL Plus strategy of the pre-test and the post-test mean scores. The results revealed that there was statistically significant difference between the pre-test and the post-test mean scores in using KWL Plus strategy to enhance reading comprehension at a 0.01 level.

4.3 Research Question Three: What is the overall satisfaction of grade 8 Cambodian students toward reading comprehension using KWL Plus strategy?

To gain more insights into the students' satisfaction towards the KWL Plus strategy to enhance their reading comprehension tasks, the third research question was formulated. To address this question, the research used a 10-item of 5-rating scale satisfaction questionnaire, ranging from the most satisfactory (5) to the least satisfactory (1). Additionally, student satisfaction has been positively correlated to favorable learning outcomes. While this study has all approached this topic from slightly different perspectives, student satisfaction with the learning experience is acknowledged as an axial construct in positive learning outcomes. Table 4.4 begins discussing this aspect by discussing differences in KWL Plus strategy satisfaction used by grade 8 students in the study.

Table 4.4

Mean, Standard Deviation, Meaning and Rank for Each Satisfaction Questionnaire

Item (n = 35)

No.	Statement	\bar{X}	S.D.	Meaning	Rank
1.	Reading strategy enhances students' reading comprehension.	3.68	1.13	More Satisfactory	6
2.	KWL Plus strategy is easy to practice.	3.57	1.08	More Satisfactory	8
3.	KWL Plus strategy is fun.	3.94	0.98	More Satisfactory	2
4.	KWL Plus strategy is useful.	3.86	1.05	More Satisfactory	3
5.	KWL Plus strategy can promote critical thinking.	3.80	0.35	More Satisfactory	4

Table 4.4 (Continued)

6.	KWL Plus strategy can help me analyze the text.	4.54	1.11	More Satisfactory	1
7.	KWL Plus strategy can help integrate prior knowledge with new information.	3.53	1.14	Most Satisfactory	9
8.	I use my prior knowledge to facilitate the reading comprehension.	3.51	1.17	More Satisfactory	10
9.	KWL Plus strategy is child-centered learning.	3.66	0.47	More Satisfactory	7
10.	KWL Plus strategy can help increase vocabulary retention	3.72	1.18	More Satisfactory	5
Grade Total		3.56	0.62	More Satisfactory	

As shown Table 4.4, the 35 grade 8 students reported using each KWL Plus reading strategy item with varying degrees of frequency. The grade 8 Cambodian students were satisfied toward the KWL Plus strategy to enhance reading comprehension as a whole at “more satisfactory” levels (\bar{X} =4.54, S.D.=1.11). When considering at each item, it was found that the three highest mean scores were no. 6 “KWL Plus strategy can help me analyze the text” (\bar{X} =4.54, S.D.=1.11), followed by no. 3 “KWL Plus strategy is fun” (\bar{X} = 3.94, S.D. = 0.98), and no. 4 “KWL Plus strategy is useful” (\bar{X} = 3.86, S.D. = 1.05), respectively. In contrast, the three lowest mean scores were was no. 8 “I use my prior knowledge to facilitate the reading comprehension” (\bar{X} =3.51, S.D.=1.17), followed by no. 7 “KWL plus strategy can help integrate prior knowledge with new information” (\bar{X} = 3.53, S.D. =1.14), and no. 2 “KWL Plus strategy is easy to practice” (\bar{X} = 3.57, S.D. =1.08), respectively.

4.4 Summary of the Chapter

In this chapter, quantitative findings method research have been offered.

The quantitative results have presented in three sections. In the first section, the efficiency of the KWL Plus strategy to enhance reading comprehension is provided. In the next section, the students' learning achievement towards KWL Plus strategy, is offered.

In the last section, the students' satisfaction toward the KWL Plus strategy is provided, respectively. Based upon the results presented in this chapter, the next chapter, Chapter Five, discusses interpretations of the results, their implications for students, teachers, and professionals, and recommendations for further studies.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter provides an overview of the research findings that the researcher considers of most importance with an integrated discussion of the researchers' interpretations of these findings. In addition, the chapter summarizes the overall purposes of this study, which were to determine the effects of KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students. A discussion of the findings and conclusion are presented in accordance to the research findings and then compared with findings from literature review. Finally, this chapter ends with recommendations and suggestions for future research in implementing KWL Plus strategy to enhance reading comprehension in the high school.

5.1 Summary of the Major Findings of the Study

This study began with a personal concern for the beginning teacher. Currently, the education profession is in a state of crisis. What is effective teaching? Numerous theorists have posed this question and have found conflicting answers. For a beginning teacher to become an effective teacher, preparation and mentoring is paramount. Schools face a difficult challenge in educating today's youth. Equally important to recognizing the diversity and complexity of teaching individual students and meeting their unique needs is the challenging task of recruiting, mentoring, and retaining effective teachers. The most important task thrust upon education is determining classroom effectiveness. This study is of particular importance in the area of preparing educators to be successful in the

classroom. This study, as outlined thus far, has three main purposes of concern. First, it explored the efficiency of KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students to meet the criterion set at 75/75. Second, to compare students' learning achievement before and after learning through KWL Plus strategy to enhance reading comprehension was investigated. Finally, it also purposively investigated students' satisfaction toward reading comprehension using KWL Plus strategy. The samples were 35 grade 8 Cambodian students who enrolled the English course in the second semester of the academic year 2017 at Pres Sisowath High School in Phnom Penh City, Phnom Penh, Cambodia, selected by using the classrooms as a sampling unit. A one group pre-test post-test design of the experimental research was employed in this study. The instruments used in this study were 1) the 4 KWL Plus lesson plans, 2) an English reading comprehension achievement test, and 3) the satisfaction questionnaire. The combination of these data sources elicited the information needed to explore the three research questions that framed the study. The statistics used for analyzing the collected data were percentage, mean, standard deviation, and dependent samples t-test. The significant difference was set at the level of 0.05. The main findings of this study were as follows:

1. The KWL Plus lesson plans to enhance reading comprehension for grade 8 Cambodian students had an efficiency of 81.00/87.60 which was higher than the standard criterion set at 75/75.
2. The grade 8 Cambodian students who learned by KWL Plus strategy to enhance reading comprehension after learning had higher achievement than before learning at the 0.01 level of statistical significance.

3. The grade 8 Cambodian students' satisfaction toward the learning of English reading comprehension using the KWL Plus strategy as a whole were at a "more satisfactory" levels ($\bar{X} = 3.56$).

At the conclusion of the study, the intent of the strategies designed for the study was to establish the expectation that all students would be successful in reading. In the next section, the researcher will connect the findings from the research to the literature that was reviewed in Chapter Two of this study. Some of the findings here concur with what prior research has shown; however, some of the findings suggest that there have indeed been major improvements in teacher education, particularly in the area of assessment.

5.2 Discussion of the Major Findings of the Study

Discussions of the findings are reported in this section. In order to better understand the major findings of the study in relation to the three research questions as mentioned above, the researcher will discuss in the light of the results reported in Chapter Four. On the other hand, the following challenges to KWL Plus strategy to enhance reading comprehension were also reported to the account and interpretation of the findings are discussed in relation to previous research and in the context of: 1) the efficiency of KWL Plus strategy to enhance reading comprehension; 2) differences between students' learning achievements; 3) and students' satisfactions towards the KWL Plus strategy to enhance reading comprehension, respectively. The ensuing discussion of the findings will be guided by the original three research questions that emerged from the analysis.

However, the complexity of these challenges came to the forefront of the discussions and reflections as time went on, and these needs became intense challenges that required more group problem solving to resolve. Like any long-term relationship that intensifies and grows, the number of unresolved issues may decrease in number, but may increase in intensity. Afterwards, implications for instruction and research will be addressed. Below is shown the discussions of the following aspects based on the research findings.

5.2.1 The Efficiency of KWL Plus Strategy to Enhance Reading

Comprehension

The first research question asked about the reading comprehension efficiency of grade 8 Cambodian students who taught by using KWL Plus strategy. The results of the reading comprehension efficiency suggest a positive answer to this question. After a ten-week experimental instruction, the results of the statistical analysis revealed that the KWL Plus strategy utilization to develop reading comprehension for grade 8 Cambodian students had an efficiency of 81.00/87.60 which was higher than the standard criterion set at 75/75. This finding showed that students improved their reading comprehension efficiency through the KWL Plus strategy.

The research in this study found that the KWL Plus strategy enhanced students' comprehension, which confirms with Carr and Ogle's (1987) purpose in designing this strategy to help students comprehend the text. Likewise, this study corroborates the study of Piper (1992), who found instruction in KWL Plus enhanced the reading comprehension of grade 6 students in the area of social studies. Similar positive results using KWL plus with middle school students were published by Shelley et al. (1997) and Cantrell, Fusaro and Dougherty (2000).

This could be explained that the lesson plans were focused on KWL Plus strategy for grade 8 students at Pres Sisowath high school, which were constructed by the researcher. There were 4 lesson plans with 4 topics instructed through KWL Plus strategy. The lesson plans constructed by the researcher, and based on reading comprehension using KWL Plus strategy to comprehend the texts for grade 8 students. The researcher studied methodology, theory, principle, and how to teach reading with KWL plus strategy and teaching steps with KWL Plus strategy. From the current study and the previously published research it appears that KWL Plus can be an effective learning strategy for improving reading comprehension in both English and Khmer.

Through this research, previous studies conducted individually on the KWL Plus (Piper. 1992; Fengjuan. 2010; Priyono. 2010) showed improvement of students' reading comprehension. In this study, students instructed in the KWL Plus strategy received the benefits of using both in their classroom. It appears that the use of KWL Plus strategy is more effective than the traditional reading approach in enhancing reading comprehension of high school students in Cambodia. Based on the literature review the research was unable to locate any studies which compared the KWL Plus strategy for effectiveness in improving reading comprehension. Also, no previous studies were found which used KWL Plus strategy in one class. The use of the KWL Plus individually is mentioned as effective learning strategies in improving students' reading comprehension. Ammre and Nator (2006) indicated that the KWL Plus strategy is a meaning-making strategy that engages students in active text learning, and improving the students' comprehension. According to Al-Khateeb and Idrees (2010), KWL Plus is an effective strategy skill because it causes readers to establish purposes for study, and it determines whether they have been successful in satisfying their purpose. The researcher asserts that KWL Plus had a high positive effect

on students' reading comprehension in this study, because both of them emphasize different skills and strategies that enhance student comprehension.

5.2.2 Differences between Students' Learning Achievements

The second research question explored the comparison between students' learning achievement before and after learning through KWL Plus strategy to enhance reading comprehension for grade 8 Cambodian students. In total, 35 grade 8 Cambodian students included in this study completed both the pre- and post-reading comprehension test.

Taken collectively, this allowed the researcher to examine changes in their teaching orientations over time. The results are encouraging. It is noticeable that the mean score of the KWL Plus strategy pre-test was dramatically lower than the KWL plus strategy post-test mean scores. The results revealed that the grade 8 Cambodian students who learned by KWL Plus strategy utilization to develop reading comprehension after learning had higher achievement than before learning at the 0.01 level of statistical significance. This implies that the group of students who were being taught by KWL Plus strategy possessed a higher level of KWL Plus strategy development than the students who never learned at the beginning of the semester. That is even though KWL Plus strategy instruction is effective; learning is slow and not efficient for all of the cases, especially for ESL and EFL learners.

The finding of this research agrees with numerous studies related to the effects of KWL Plus strategy in helping students to learn more comprehension strategies. Strangman and Hall (2009) mentioned that using KWL Plus strategies could help learners be aware of, and control, their efforts to use particular skill and strategies.

Also, a study by Cooper (1997) and Conner (2006) asserted that students who were trained to use KWL Plus strategies were better than students at evaluation types of comprehension questions and giving adequate answers. Emphasizing the role of teachers in assisting students to utilize effective. KWL strategy, Carr and Ogle (1987) urged teachers to teach students to use KWL Plus as a tool for monitoring and improving classroom learning and educational performance.

Advanced KWL Plus strategy is associated with increased learning as well as higher academic achievement (Bean. 1995; Fisher et al. 2002). Students who are aware of what they know and what they do not know adjust their learning (i.e., study strategies) behavior accordingly. This finding agrees with Jared and Jared (1997) who used the KWL Plus strategy with elementary and middle school students in a language arts class. The finding of their study showed that students learned to make connections between prior knowledge and new information, thus facilitating the construction of meaning. Also, it was found that the KWL Plus strategy helped students to become strategies readers, when they use the components of this strategy during their reading. This finding is also asserted by Shelley et al (1997) who mentioned that the KWL Plus strategy helps children to become strategies readers by getting them to use more reading strategies than other readers do. Based on this study and the previous studies, it appears that KWL Plus strategy can be an effective strategy for helping Cambodian high school students to learn more comprehension strategies than the traditional reading approach.

KWL Plus strategy development also appears to be particularly responsive to classroom assignments that require students to reflect on their reading and problem solving. Students become aware of what they know and what they do not know when solving

problems. Most importantly, this finding coincides with the studies conducted by Piper (1992); Al Shaye (2000); and Ammre & Al Nator (2006); who indicated the significant role of KWL Plus strategy in improving the students' reading comprehension.

Somewhat unexpectedly, result of this study can be interpreted in the light of all the steps of the KWL Plus strategy, i.e. the students' demonstration of his/her knowledge about the topic to be learned. That is to say that KWL Plus strategy does contribute in improving the student's comprehension level and in achieving meaningful learning through activating previous knowledge related to the reading text. It gives the reader an opportunity to find real conceptual relations and not random ones with those concepts previously made while building up a cognitive structure. Students are continuously active arranging and organizing what they have learned, in order to make hypothesis and predictions in relation to the text and its objectives. For this purpose, they use different intellectual processes such as: comprehension, interpretation, analysis, evidencing and eliciting in order to take appropriate decisions and accomplish their learning goals.

5.2.3 Students' Satisfaction towards the KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students

Current research is useful in developing strategies to improve student scores on reading comprehension assessments. The grade 8 Cambodian students' satisfaction toward the learning of English reading comprehension using the KWL Plus strategy as a whole were at a "more satisfactory" level. It is a free verbal exchange of ideas between teacher and students. It seems to indicate that teacher spends sufficient time in preparing the process and steps of discussion. Sufficient time should be allotted to discuss all the issues. At the same time students should know the time limit to reach a conclusion (Pearson & Dole. 1987; Pearson & Fielding. 1991).

This is because learning English reading comprehension through KWL Plus strategy is helping students learn how to use more comprehension strategies, such as making connections between their background knowledge and new knowledge. The students were agreed with all the statement of the questionnaire. It tends to inform that the KWL Plus strategy helping them to learn how to use more comprehension strategies. Most of the students receiving experimental treatment showed their interest and attention during instruction. For example, students in the KWL Plus treatment showed their interest in the use of this strategy by their participation and their eagerness to answer the questions.

Publicly declaration, the grade 8 Cambodian students were agreed with all the statement of the questionnaires. It tends to inform that the KWL Plus strategy helping them to learn how to use more their prior knowledge and their new knowledge. Moreover, most of students rated English language subject as the crucial subject and pay attention in class though they still work hard to keen in English (Pearson & Dole. 1987; Pressley et al. 1989; Pearson & Fielding. 1991). However, previous studies conducted individually on the KWL Plus strategy (e.g. Weissman. 1997; Al-Khateeb & Idrees. 2010) showed an effect in helping students to learn comprehension strategies. Also, the students whose were treated by KWL Plus received the benefits using this strategy in their classroom.

Additionally, Jared and Jared (1997) indicated that the KWL Plus strategy help students to become more motivated to learn and be autonomous in their education efforts. They asserted that this strategy helps students to use their prior knowledge during reading, develop self-questioning strategies, read for purposes of answering questions, and provide them with opportunities for future research. Wander (1996) also mentioned that the KWL Plus in an effective reading comprehension strategy, helped students to learn more different strategies such as; recall and self-questioning.

Also, as Jared and Jared (1997) found students showed satisfaction and delighted with this strategy when they were able to use their prior knowledge or experiences. But the most important part was the self-question, because students in this strategy ask themselves what they know, what they want to know, and what they learned, which enhanced their learning and developing a purpose for reading. According to Ogle (1986), the KWL Plus strategy is a self-questioning process which helps students develop a personal commitment to guide them through reading process. Also, Dewey (1938) noted that self-questioning influences the formulation of desire and purpose, encourages students to self-question, and creates a desire to read critically and purposefully. Moller (2006) indicate; student satisfaction is positively associated with program completion rates and grade achievement. Clearly, the student satisfaction is related to their perceptions toward the use of KWL Plus strategy to develop reading comprehension. Evidently, as a result, the majority of the students enjoyed using KWL Plus strategy in their learning classes. In fact, the student satisfaction survey indicated that most of students believed they learned more of the information with the KWL Plus strategy.

In order to encourage the students to use English as much as possible, the teacher can explicitly require students to use English during a certain part of the activity (Grellet. 1996; Williams. 1996). While the students showed their interest in the KWL plus strategy, the researcher observed that most of these students did not like to use other techniques. They mentioned to the teacher that the KWL Plus strategy was sufficient for them to comprehend the passage.

To briefly summarize these findings, the results of the study have shown that not only is their improvement in reading comprehension and fluency of students, but that there are positive attitudes toward KWL Plus as well.

These findings were generally not predicted. The three fundamentally major findings discussed exposed suggestions for future research and for practitioners aiming to utilize this thesis's findings. The suggestions for future research and for practice provided by this thesis are revisited in order to allow other researchers to add to the body of research concerning students with KWL Plus and to allow practitioners to better serve their students.

5.3 Pedagogical Implications

This research confirms previous theories that suggest that teachers must be adaptive to navigate the complex environment of the classroom. There are several implications from the study that will contribute to the field of reading comprehension and inclusion. Most importantly, this study will add to the few studies that have placed 35 student teachers in one inclusive classroom during the same placement. In addition, the literature clearly pointed to a lack of opportunities for teachers to receive additional training in co-teaching models and strategies. By being a part of this study, the participants gained insight into KWL Plus strategy. The gained insights were based on a shared, authentic experience that has given them the extra preparation and learning experiences to bring to their own future classrooms.

Based on the findings of this study and the previous studies, the research asserts that KWL Plus strategy can be taught successfully to facilitate comprehension and comprehension strategies of high school readers in Cambodia.

Therefore, to be effective in the unpredictable context of the classroom, teachers must be thoughtful about their instruction, making adjustments as needed. The following are recommendations for the future use of KWL Plus strategy to enhance students' reading comprehension, and assist students to learn more KWL Plus strategy.

5.3.1 One of the findings of this study is that KWL Plus strategy is effectively used when specific instructional reading strategy is applied. Effective use has two meanings: students do know how to read a text and simply do care about the book. KWL Plus is one of essential of reading strategies for students to comprehend the text effectively, because students in this study showed their satisfactions to use the KWL Plus, which takes much more time and effort.

5.3.2 To the best of the researcher' knowledge, it is prototype model for another teachers to exploit in to the classroom. Using KWL Plus strategy for enhancing reading comprehension of high schools' students. Therefore, there is a need to translate into Khmer materials on KWL Plus strategy in order to provide teachers with the appropriate methods to teach in their class.

5.3.3 The new modification in the KWL Plus strategy makes it more appropriate for the teachers who do not want to spend most of the class hours to reading. In this technique, teachers only spend about twenty minutes of their lessons for KWL Plus strategy. The Ministry of Education should cooperate with researchers and assist them with the implementation of their studies. Presently numerous complications must be overcome prior to researchers being able to administer their studies. The current policy forces researchers to first receive permission from the Ministry of Education, the local educational district, and from the school where the study will be implemented.

5.3.4 As there are a few studies and resources in Cambodia related to KWL Plus strategy, the Ministry of Education should encourage Cambodian researchers and teachers to conduct educational studies and research related to KWL Plus strategy. Also, they should be given opportunities to attend educational conferences such as those sponsored by the international reading association, so they can gain new experiences and learn from the experts.

5.4 Suggestions for Future Research

Carrel and Wise (1998) suggest that reading ability seems to be an important factor and needs to be taken into consideration in future ESL/EFL research. This section provides recommendations based on the results of the study. The following are recommended for future research in the field of KWL Plus strategy. These suggestions relate directly to the influence of KWL Plus strategy on students' comprehension strategies and reading comprehension. These suggestions are follows as:

1. Since this study was implemented with grade 8 Cambodian EFL students, the first recommendation is that a similar study of KWL Plus strategy should be implemented with grade 8 male and female students in Cambodia to determine whether gender has an effect.
2. The study could be conducted to compare the effects of KWL Plus strategy on students' reading comprehension between male students and female students in grades other than the grade 8 carrying out with students on the college level, and different school levels to ascertain the scope of the findings of this study by determining the success of implementing different KWL Plus strategy in Cambodia high schools to determine their effectiveness.
3. The future research should investigate the attitudes of high school students and the teachers toward using the reading strategies involving applying KWL Plus techniques in their programs and teaching instruction. Also, since the instrument designed by the research obtained fairly high ratings regarding the reliability and the validity of the reading comprehension and comprehension strategies, the instrument is recommended to be utilized in future studies of grade 8 students in Khmer reading classes.

5.5 Concluding Remarks

This chapter presented a summary of the key findings and themes related to questions in the study. Consequently, the KWL Plus strategy motivates active learning and instructing on the parts of both learners and instructors. This study made contributions as follows: 1) it illustrated a detailed process for integrating the KWL Plus scheme into Cambodian EFL students; and 2) it shows that such integration involves efforts on the part of both learners and instructors. As with all research, after completing this study, the researcher has more questions than answers. The researcher would like to repeat this study with the modifications in the intervention discussed in the previous chapter. As a proponent of full inclusion in today's classrooms, the researcher supports KWL Plus strategy teaching as a research-based strategy to support including all diverse learners in the general education classroom. Nevertheless, at different points throughout the study, the researcher questioned whether the researcher was creating a positive experience for the student teachers.

However, the researcher continues to believe that, for KWL Plus strategy teaching to become a reality in today's schools, it deserves more opportunities for practice and experimentation. The literature suggests that, across the board, teachers do not feel prepared for KWL Plus strategy teaching and would participate in additional training if given the opportunity. Therefore, KWL Plus strategy teaching at the student teaching level, accompanied by group support and an open forum, will, most likely, not exist in the field and could provide this requested additional support at the pre-service level. The researcher has not been given the opportunity to begin a new action research cycle with KWL Plus strategy teaching teachers utilizing the revised model. Even so, the researcher plans to complete another modified cycle and compare the findings with these findings.

Completing this study has empowered the researcher to further her research agenda for finding strategies that include all learners in the classroom. The researcher also invites other teacher educators to partake in a similar study of KWL Plus strategy teaching to continue the discussion and keep this collaborative experience in the current research conversation as it provides valuable information to the field of inclusion. Also, the educational system is far from guaranteeing full participation for all students in the general education classroom. Exploring the use of KWL Plus strategy teaching in the inclusive classroom is just the beginning of the researcher's quests for equality for all students.

In addition, the literature clearly pointed to a lack of opportunities for teachers to receive additional training in KWL Plus strategy teaching model. By being a part of this study, the participants gained insight into KWL Plus strategy teaching. The gained insights are based on a shared, authentic experience that has given them the extra preparation and KWL Plus strategy teaching experiences to bring to their own future classrooms. Consequently, this increase in KWL Plus strategy teaching experience for high school teachers is a valid addition to all teacher education programs that prepare dual certification teachers. For the researcher, the completion of the study has enabled a greater understanding of the research purpose, the reviewed literature, and the methodological procedures. Moreover, it also has empowered the researcher to explore her personal teaching experiences and to examine current curriculum reading materials and their application to the EFL English reading curriculum with a new awareness and purpose.

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มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A



No. 0545.11/C48

Buriram Rajabhat University
 Jira Road, Amphur
 Mueng, Buriram 31000,
 THAILAND

April 4, 2018

Dear The Director of Sisowath High School,

Subject: Asking Permission to Try-out the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Sisowath High School, and asks your permission to allow Miss Thouch Sopheakvatey to try-out the research instruments. I wish to inform that Miss Thouch Sopheakvatey, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students** " under the supervision of Assistant Professor Dr. Nawamin Prachanant, a thesis chairperson. She would like to try-out the research instruments in order to find out its efficiency. The schedule of this process will be on May 8-June 9, 2018.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School Buriram Rajabhat
 University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

No. 0545.11/C49



Buriram Rajabhat University
 Jira Road, Amphur Mueng,
 Buriram 31000,
 THAILAND

April 7, 2018

Dear: The Director of Sisowath High School,

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, The Director of Sisowath High School to ask permission to collect the research data. I wish to inform you that Miss Thouch Sopheakvatey, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the thesis.

In this regard, BRU would like to ask permission from you to allow her to collect the research data from the Grade 8 Cambodian students by responding to her research methodologies during June 12-July 31, 2018.

Please accept, The Director of Sisowath High School, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. NarumoSomkuna)

Dean of Graduate School
 Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX B



No.0545.11/W027

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear: Miss Wiphapom Dangsi,**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Thouch Sopheakvatey, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students** ." under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat
University

Office of Graduate School

Tel. 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

No.0545.11/W027



Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear: Dr.Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Thouch Sopheakvatey, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students.**" under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat

University

Office of Graduate School

Tel. 4461 1221, 0 446 1616 ext. 7401-2

Fax.0 4461 2858



No.0545.11/W027

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear: Dr.Mok Sarom,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Thouch Sopheakvatey, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Use of KWL Plus Strategy to Enhance Reading Comprehension for Grade 8 Cambodian Students.**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat

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APPENDIX C

Lesson Plans

Course: Fundamental English	Lesson Plan 1 (Orientation)	Level: Grade 8/Lower Secondary
Theme: KWL Plus Reading Strategy		Time: 3 Periods/3 hours
Topic: KWL Plus		Date:

Concept:

KWL Plus reading strategy can improve students' reading comprehension. Moreover, it is essential for students to be able to link their background knowledge to new knowledge. Therefore, students should have a chance to practice this strategy to improve their reading comprehension. By doing the activities, students can apply the knowledge to comprehend the text effectively.

Terminal Objective:

Students are able to understand KWL Plus strategy while reading.

Enabling Objectives:

Students are able to.....

1. comprehend KWL Plus strategy
2. read the passage of the history of cats correctly
3. ask and answer about the history of the cats correctly
4. get the ideas from the passage better after using KWL reading strategy

Contents

1. Pre-test (achievement test)
2. KWL Plus Strategy
3. The importance of English reading comprehension
4. Question words

Teaching procedure:

Note: Students should know the steps of KWL Plus strategy.

(Period 1)

1. Warm up

1. Teacher and students greet each other.
2. Students do the pre-test.
3. Teacher asks students about the importance of reading.
Teacher: Do you know why reading is very important?
Student answer: Because reading help us to understand the meaning of the text.

4. Teacher asks students the question:
Teacher: Why do we have to know how to read effectively?
and the students answer the teacher's question.
5. Teacher tells students about the objectives of using KWL strategy in reading comprehension.
Teacher: Today we will learn about the KWL Plus strategy.

2. Presentation

(Pre-reading)

Step K

1. Teacher explains to the students about the importance of reading comprehension in general.
2. Teacher shows the students how to use KWL Plus strategy with the passage "The History of Cats".
 - 2.2.1 Teacher gives the text to students and motivates them to think about the topic.
 - 2.2.2 Teacher lets the students think about their prior knowledge that they already know about the passage of the history of cats.
 - 2.2.3 Teacher draws KWL Plus chart on the whiteboard and writes down the things that students have already known in column K.

(Period 2)

3. Practice

(While-reading)

Step W

1. Students make the questions about what they want to know about the history of cats and the teacher writes down the questions in column W.
2. Students start reading the passage of the history of cats
 - 3.2.1 Students start reading the passage by skimming to see what the passage talk about.
 - 3.2.2 Students read the passage again by scanning to find the answers of the questions.

(Period 3)

4. Production

(Post-reading)

Step L and plus

1. Student answer the questions about they want to know in column L, and the teacher records their answers in column L.
2. Students summarize the topic about the history of cats.
3. Students brainstorm about the topic.
4. Students do the worksheet by choosing the correct answers and answer the questions from the passage of the history of cats, then check the answers together with the teacher.

5. Wrap up

Teacher and students conclude the lesson and discuss any common problems or mistakes in reading.

6. Teaching Materials

1. KWL Plus Strategy Chart
2. Worksheet
3. Pictures

7. Evaluation

The assessment tools provided with this lesson are:

1. Interest observation form
2. Participate observation form
3. KWL Plus chart
4. Worksheet

8. Teaching result

1. Knowledge/Concept:.....
.....
.....
2. Process/Enduring-
understanding:.....
.....
.....
3. Attitude/Quality:.....
.....
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9. Problems

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10. Suggestions

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(Signature).....

Mrs. Thouch sopheakvatey
Teacher

11. Supervisor's comments

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Signature.....
(.....)
Supervisor

12. Department Head's Comments

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Signature.....
(.....)
Department Head

13. Vice Director' Comments

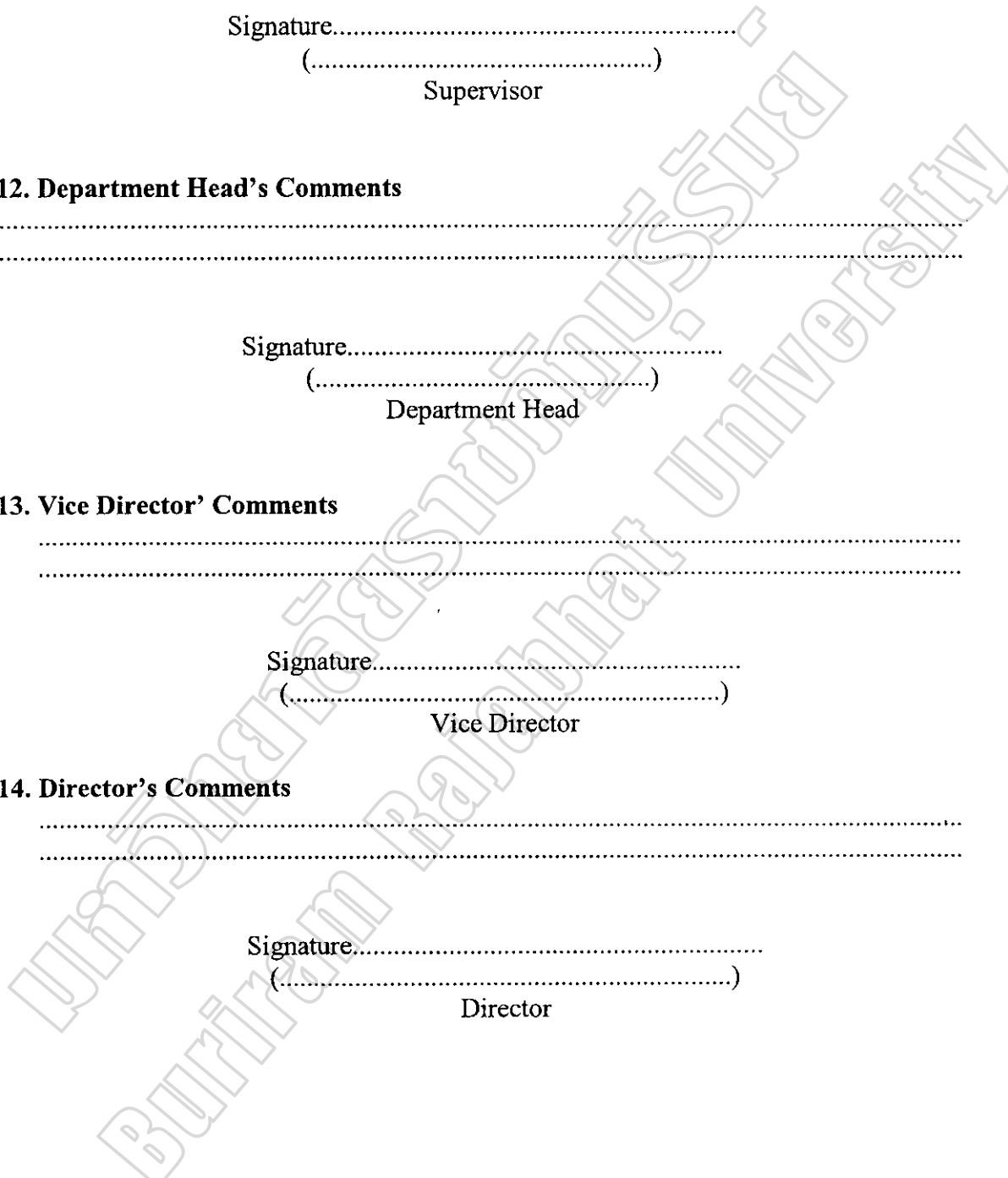
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Vice Director

14. Director's Comments

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Signature.....
(.....)
Director



KWL PLUS CHART

Directions:

1. Write what you know about “The History of Cats” in column K.
2. Write about what you want to know about “The History of Cats” in column W.
3. Write what you have learned about “The History of Cats” from the passage in column L.
4. Summarize the topic below the KWL Chart in Plus line.

Name:

Title:

.....

Date.....

K (Know)	W (Want to know)	L (Learned)

Plus:

Summarize the topic

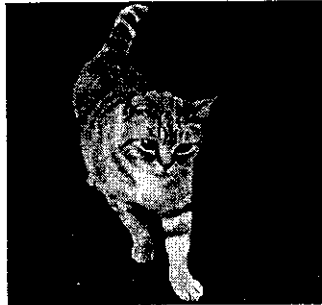
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The History of Cats



Cats have a long and interesting history. In fact, the cat was probably the first animal kept as a pet. The Egyptians worshiped cats. In Europe, cats were praised for their ability to catch rats and mice. They were much in demand during the black plague illnesses of the 11th century.

In the middle ages, cats lost much of their appeal because they became connected with devil worship. Many cats lost their lives and gave rise to superstitions still help by some people today.

The American Indian did not appear to keep cats as pets, so it was not until the white settlers came from Europe that cats were kept as pets in America. The colonists, like the Europeans found cats helpful on controlling rats and mice.

A: Choose the correct answer.

1. Through the ages, the cat.....
 - a. has been a favorite pet
 - b. has been both prized and hated
 - c. has been kept by all races of people
 - d. has been valued for its intelligence

2. The group that did not appear to keep cats as pets was.....
 - a. the colonists
 - b. the American Indians
 - c. the Europeans
 - d. the Egyptians

3. When did cats lose much of their appeal because they were connected with devil worship?
 - a. the 11th century
 - b. during colonial times
 - c. in the middle ages
 - d. during the twentieth century

4. In this passage, the writer.....
 - a. explains why the cat was the first pet kept by man
 - b. defends the importance of cats in the home
 - c. traces man's attitudes about cats
 - d. compare the cat with other animals

5. Which sentence best expresses the main idea?
 - a. Cats have a long and interesting history.
 - b. In fact, the cat was probably the first animal kept as a pet.
 - c. Many cats lost their lives and gave rise to superstitions still help by some people today.
 - d. The Egyptians worshiped cats.

B: Answer the questions.

1. Do you love cats? Why? Explain?
2. How many cats do you have?
3. Do you think cats are lovely pet? Why? And why not?
4. In your opinion, what do you think a cat or a dog is better?
5. In your country, what make people love cats?

Key Answer:

A: 1(a), 2(b), 3(c), 4(c), 5(a)

B:

1. I do love cats because cats is a lovely animal.
2. I have two cats in my home.
3. Yes, I think cats are lovely animal because it is a small animal and can catch a mouse in the house.
4. In my idea, I think cat is better than dog.
5. People in my country love cat because cat can catch a mouse in the house and it is a very lovely pet.

Lesson Plan 2

Course: English	Lesson Plan 2	Level: Grade 8/Lower Secondary
Theme: Trip		Time: 3 Periods/3 hours
Topic: Going to the movies		Date:

Concept:

Discussing the differences between reading book and watching movie. Students should know the important of reading book and watching movie. Therefore, they can use KWL Plus strategy to improve their reading comprehension. By doing the activities, students can apply the knowledge to comprehend the passage effectively.

Terminal Objective:

Students are able to answer the questions after reading the passage by using KWL Plus strategy.

Enabling Objectives:

Students are able to.....

1. Answer the questions from passage correctly.
2. Summarize the main idea of the text they read.
3. Do the exercise about "Going to the movies" correctly.
4. get the ideas from the passage better after using KWL reading strategy

Contents:

1. The passage Going to the movies

Teaching procedure:

Note: Students should already be familiar with "Going to the movies"
(Period 1)

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Teacher tells the objectives of the study "Going to the movies"
- 1.3 Teacher lets students look at the picture and try to answer the questions:
Teacher asks the students: When will you go to the movie? What do people do in the cinema? What is your favorite movie?
Students: I go to the movie at the weekend. People going to the cinema for watching the movies.
- 1.3.1 Teacher activates the student's prior knowledge and asks them about Going to the movies.

2. Presentation

(Pre-reading)

Step K

- 2.1 Teacher provides the reading passage “Going to the movies” to the students.
- 2.2 Teacher lets the students look at the topic of the reading and guess what they will get from reading it.
- 2.3 Teacher asks the students to give their opinions on what they need to know more about the story of “go to the movies”.
- 2.4 Teacher gives the KWL plus chart to students and lets them write down about the things that they have known in column K.
- 2.5 Teacher and students brainstorm about the topic.
- 2.6 Teacher lets them share all things they know and record all their ideas in column K.

(Period 2)

3. Practice

(While-reading)

Step W

- 3.1 Students write the things they want to know about “the Going to the movies” in column W.
- 3.2 Students make the questions that describe what they want to know from the passage “Going to the movies”.
- 3.3 Students record the questions in column W.
- 3.4 Students start reading the passage by skimming it to see what the passage describes about.
- 3.5 Students read the passage again by scanning it to find the correct answers.

(Period 3)

4. Production

(Post-reading)

Step L and Plus

- 4.1 Students answer the questions from what they have learned about the passage in column L, and the teacher records their answers in column L.
- 4.2 Teacher and students discuss about the topic to make it clear.
- 4.3 Students summarize the passage of “Going to the movies”.
- 4.4 Students do the worksheet by choosing the correct answers and answer the questions from the passage then check the answers together with the teacher.

5. Wrap up

Teacher and students conclude the lesson and discuss any common problems or mistakes in reading.

6. Teaching Materials

- 6.1 Reading passage focusing on reading comprehension
- 6.2 KWL plus chart
- 6.3 Pictures

7. Evaluation

The assessment tools provides with this lesson are:

- 7.1 Interest observation form.
- 7.2 Participate observation form.
- 7.3 KWL plus chart.
- 7.4 Worksheet.

8. Teaching result

8.1 Knowledge/Concept:.....

.....

8.2 Process/Enduring-
 understanding:.....

.....

8.3 Attitude/Quality:.....

.....

9. Problems

.....

10. Suggestions

.....

(Signature).....

Mrs. Thouch sopheakvatey
 Teacher

11. Supervisor's comments

.....

Signature.....

(.....)

Supervisor

12. Department Head's Comments

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Signature.....

(.....)

Department Head

13. Vice Director' Comments

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Signature.....
(.....)
Vice Director

14. Director's Comments

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Signature.....
(.....)
Director



KWL PLUS CHART

Directions:

1. Write what you know about "Going to the movies" in column K.
2. Write about what you want to know about "Going to the movies" in column W.
3. Write what you have learned about "Going to the movies" from the passage in column L.
4. Summarize the topic below the KWL plus chart in Plus line.

Name:

Title:

.....

Date.....

K (Know)	W (Want to know)	L (Learned)

Plus:

Summarize the topic

.....

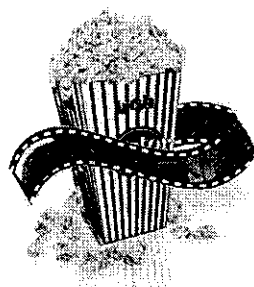
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Going to the Movies



My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.

We get to the movie early so we can buy popcorn. Some of us buy candy and slashes too. We all enjoy watching the movie. When we return to school, we talk to about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better through. Books let you picture the characters any way you want to picture them.

A: Choose the best answers.

1. What do the students need to do before the movie?
 - a. Popcorn
 - b. Candy
 - c. Permission slips signed
 - d. Go to school

2. What is fun to compare?
 - a. Book
 - b. Trip next week
 - c. School
 - d. Popcorn

3. What do the students like better?
 - a. Movie
 - b. Book
 - c. Popcorn
 - d. Permission slips signed

4. What do books let you do?
 - a. Misunderstanding
 - b. Picture the characters
 - c. Talk about things that were in the book
 - d. Reading the text in the book

5. The movie and book are....
 - a. similar
 - b. not the same
 - c. the same
 - d. unfamiliar

B: Answer the questions.

1. What are your favorite movies? List three movies.
2. What is your favorite book?
3. Do you like reading book?
4. In your idea, what make you like reading book and what make you like watching movie?
5. Do you think the books are better than the movies? Why or why not?

Key Answer:

A: 1(c), 2(a), 3(b), 4(b), 5(a)

B:

1. My favorite movies are Romantic movies, ghost movie and love adventure movie.
2. My favorite book is Comic book.
3. Yes, I like reading book.
4. In my idea, I like reading book because the more I read the more I learned and I like watching movie because I can see the real actions in the movie.
5. Yes, I think book are better than the movies because the book brings you many concepts and make you understand the meaning after you read it.

Lesson Plan 3

Course: English	Lesson Plan 3	Level: Grade 8/Lower Secondary
Theme: World Heritage in China		Time: 3 Periods/3 hours
Topic: The Great wall		Date:

Concept:

Understanding about the World Heritage in China. Students should know how to read effectively and answer the questions correctly. Therefore, students should have a chance to practice KWL Plus strategy to enhance their reading comprehension. By doing the activities, students can apply the knowledge to comprehend the text effectively.

Terminal Objective:

Students are able to answer the questions after reading the passage by using KWL Plus strategy.

Enabling Objectives:

Students are able to.....

1. Answer the questions from passage correctly.
2. Summarize the main idea of the text they read.
3. Do the exercise about "The great wall" correctly.
4. get the ideas from the passage better after using KWL reading strategy

Contents:

1. The passage "The Great Wall"
2. KWL plus strategy

Teaching procedure:

Note: Students should already know about "The Great Wall"

(Period 1)

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Teacher tells the objectives of the study "The Great Wall"
- 1.3 Teacher lets students look at the picture and try to answer the questions:
 - Teacher asks the students: Do you know where is this place?
 - Students: This place located in China.
 - 1.3.1 Teacher activates the student's prior knowledge and asks them about "The great wall"

2. Presentation

(Pre-reading)

Step K

- 2.1 Teacher provides the reading passage “The Great Wall” to the students.
- 2.2 Teacher lets the students look at the topic of the reading and guess what they will get from reading it.
- 2.3 Teacher asks the students to give their opinions on what they need to know more about the story of “The Great Wall”.
- 2.4 Teacher gives the KWL plus chart to students and lets them write down about the things that they have known in column K.
- 2.5 Teacher and students brainstorm about the topic.
- 2.6 Teacher lets them share all things they know and record all their ideas in column K.

(Period 2)

3. Practice

(While-reading)

Step W

- 3.1 Students write the things they want to know about “The great wall” in column W.
- 3.2 Students make the questions that describe what they want to know from the passage “The great wall”.
- 3.3 Students record the questions in column W.
- 3.4 Students start reading the passage by skimming it to see what the passage describes about.
- 3.5 Students read the passage again by scanning it to find the correct answers.

(Period 3)

4. Production

(Post-reading)

Step L and Plus

- 4.1 Students answer the questions from what they have learned about the passage in column L, and the teacher records their answers in column L.
- 4.2 Teacher and students discuss about the topic to make it clear.
- 4.3 Students summarize the passage of “The great wall”.
- 4.4 Students do the worksheet by choosing the correct answers and answer the questions from the passage then check the answers together with the teacher.

5. Wrap up

Teacher and students conclude the lesson and discuss any common problems or mistakes in reading.

6. Teaching Materials

- 6.1 Reading passage focusing on reading comprehension
- 6.2 KWL plus chart
- 6.3 Pictures

7. Evaluation

The assessment tools provides with this lesson are:

- 7.1 Interest observation form.
- 7.2 Participate observation form.
- 7.3 KWL plus chart.
- 7.4 Worksheet.

8. Teaching result

8.1 Knowledge/Concept:.....

8.2 Process/Enduring-
 understanding:.....

8.3 Attitude/Quality:.....

9. Problems

.....

10. Suggestions

.....

(Signature).....
 Mrs. Thouch sopheakvatey
 Teacher

11. Supervisor's comments

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Signature.....
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 Supervisor

12. Department Head's Comments

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Signature.....
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 Department Head

13. Vice Director' Comments

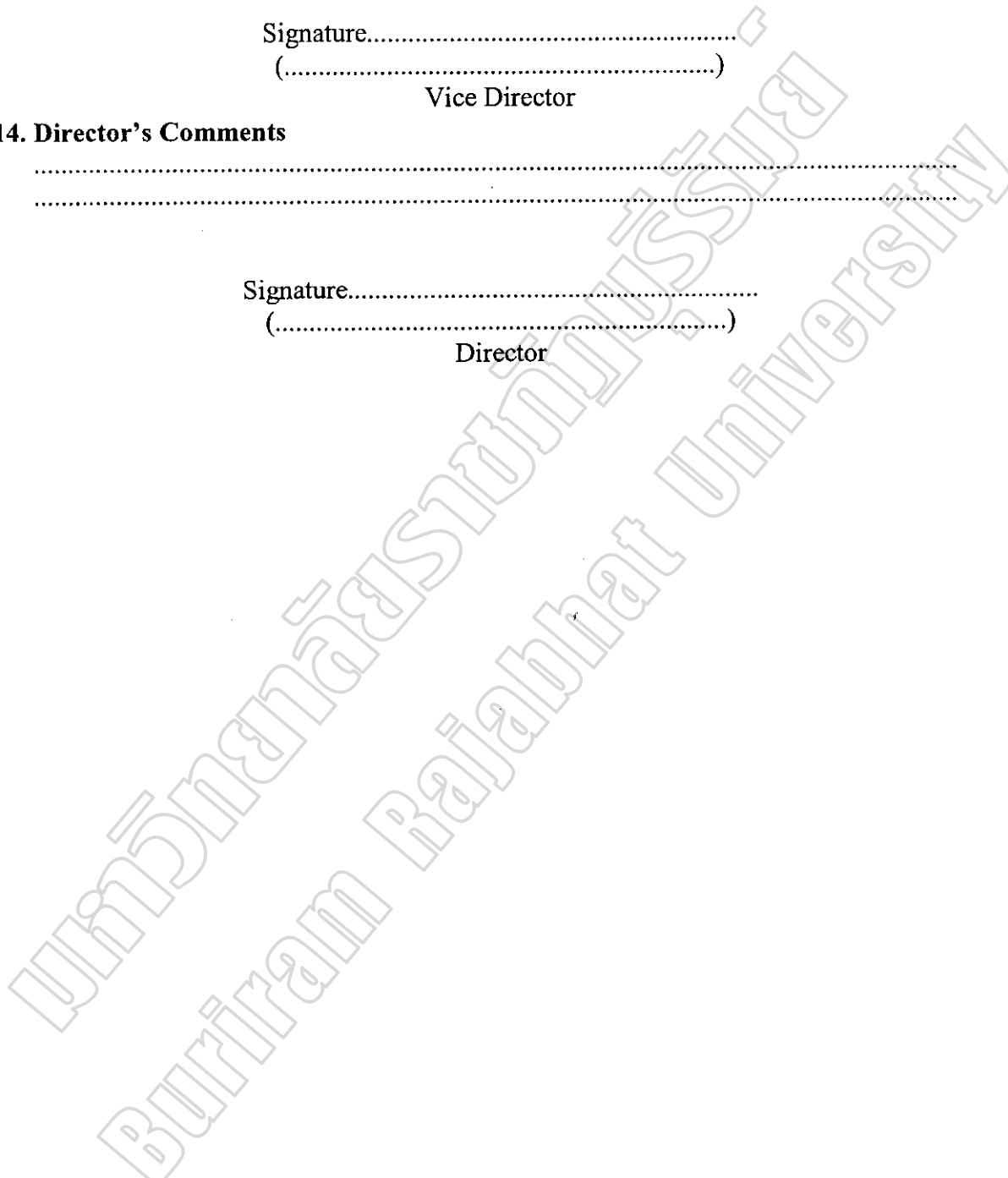
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(.....)
Vice Director

14. Director's Comments

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Signature.....
(.....)
Director



KWL PLUS CHART

Directions:

1. Write what you know about "The great wall" in column K.
2. Write about what you want to know about "The great wall" in column W.
3. Write what you have learned about "The great wall" from the passage in column L.
4. Summarize the topic below the KWL chart in Plus line.

Name:

Title:

Date.....

K (Know)	W (Want to know)	L (Learned)

Plus:

Summarize the topic

.....

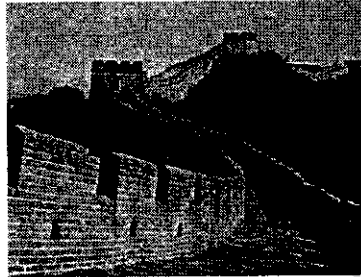
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The Great wall



Among the Seven Wonders of the World, the Great Wall of China is the biggest one built by man. Not only big, this structure also served as protector of Chinese people from being killed and stolen by the Huns, the barbarians from the north who came on horseback. Every 200 and 300 yards of the wall are tall watchtowers. When the Huns approached the wall, the smoke signals would be passed from one to another Watchtower. If the enemy came at night, the signal fire would be lighted instead and an alarm would warn the army to rush to defend the wall.

Yes, the great wall of China is very big..... But how big is it?

With about 1,500 miles in length, the Great Wall of China lies across the mountains and valleys of northern China. It is 15 feet thick and as tall as a house. The wall is made of earth and stones. Although each part of the wall was not built at the same time, the entire length was built about many hundreds of years ago, when there was no machine to help with the construction. So, the greatness of the Great Wall of China shows as how patiently Chinese people worked to build this protector of their country only with their hands.

A: Choose the best answer:

1. The purpose of this passage is to tell.....
 - a. how patient the Chinese were
 - b. when, where and why the Great wall was built and how it was guarded
 - c. when and why the Huns rode their horses into China
 - d. how the Chinese invented machines and fire

2. If the Great wall was attacked at night.....
 - a. the Huns would ride their horses in to China
 - b. a signal fire would be lighted
 - c. smoke signal fire would be lighted
 - d. the people of China felt safer

3. The people of China felt safer.....
 - a. before there were machines
 - b. when an alarm sounded
 - c. when the wall was built
 - d. when an enemy approached the wall

4. The Great Wall was built.....
 - a. every 200 or 300 yards
 - b. many hundreds of year ago
 - c. as a tourist attraction
 - d. to keep out the communists

5. The Great Wall was built.....
 - a. of a tall watchtowers
 - b. by hand
 - c. by machines
 - d. for riding horses into China

6. Killing Chinese people.....
 - a. was the reason for the Great Wall
 - b. was done every 200 yard
 - c. was done by the Huns
 - d. sounded by alarm

7. Across northern China.....
 - a. the Chinese Emperors were stealing things
 - b. the Huns lighted signal fires
 - c. stretches the Great Wall
 - d. machines were used to help build the Great wall

8. Horses.....
 - a. stretched for 1500 miles
 - b. were used to build the wall
 - c. carried barbarians
 - d. worked patiently with their hands

9. Of the structures that man has built
 - a. all are made of earth and stone
 - b. different parts were built at different times
 - c. the biggest is the Great Wall
 - d. most have watchtower

10. The Chinese people....
 - a. is the biggest one build by man
 - b. passed smoke signals from towers
 - c. were thick and tall
 - d. worked to build the Great Wall

Key Answer: A: 1-b, 2-b, 3-c, 4-b, 5-b, 6-c, 7-c, 8-c, 9-c, 10-d

Lesson Plan 4

Course: English	Lesson Plan 4	Level: Grade 8/Lower Secondary
Theme: Environment		Time: 3 Periods/3 hours
Topic: No water no problem		Date:

Concept:

Analyzing and discussing the similarities and difference of living creatures in the world is important. Student should know the creatures around themselves. They can get various knowledge from reading. Moreover, they can use KWL strategies to enhance their reading comprehension effectively.

Terminal Objective:

Students are able to answer the question after reading the passage by using KWL Plus strategy.

Enabling Objectives:

Students are able to.....

1. Answer the questions from the passage correctly.
2. Comprehend and interpret the text effectively.
3. Summarize the main idea of the text they read.
4. Describe the differences between the camels and the others animals.

Teaching Aids:

KWL Plus chart, reading passage, pictures.

Contents:

1. The passage: No water no problem

Teaching procedure:

Note: Students should know about the characteristic of camel that can stay without drinking for many days.

(Period 1)

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Teacher tells the objective of the study "No water no problem"
- 1.3 Teacher let the students look at the picture of camel and try to answer the question.
- 1.4 Teacher ask students:
 Teacher: Do you know what is in this picture?
 Students: it is camel.
 Teacher: Where do camels live?
 Student: They live in the desert.
 Teacher: What do you know about them?

1.5 Teacher activates the students' prior knowledge and asks them about the camel.

2. Presentation

(Pre-reading)

Step K

- 2.1 Teacher give students the reading passage "No water no problem".
- 2.2 Teacher let the students work in groups.
- 2.3 Teacher let the students look at the topic of the reading and guess what they will get from reading it.
- 2.4 Teacher ask the students to give the opinions from what they need to know more about camel.
- 2.5 Teacher gives the KWL plus chart to students and lets them write down about the things they have known in column K.
- 2.5.1 Teacher draws KWL plus chart on the whiteboard and writes down the things that students have already known in column K.

(Period 2)

3. Practice

(While-reading)

Step W

- 3.1 Student write the things that they want to know about the camel in column W,
- 3.2 Students make the questions that describe what they want to know from the passage.
- 3.3 Students record the questions in column W.
- 3.4 Students start reading the passage "No water no problem" by skimming it to know what the passage talk about.
- 3.5 Students read the passage again by scanning it to find the correct answers.

(Period 3)

4. Production

(Post-reading)

Step L and Plus

- 4.1 Students are divides into a group of five. Each group discusses the passage.
- 4.2 Each group selects the representative to give the opinion and talk about what they have known from reading passage "No water no problem"
- 4.3 Each student writes the things what they have learned from reading the passage in column L.
- 4.3.1 Students summarize the passage.
- 4.3.2 Students do the worksheet by choosing the correct answers and answer the questions from the passage then check the answers together with the teacher

5. Wrap up

Teacher and students conclude the lesson and discuss any common problems or mistakes in reading.

6. Teaching Materials

- 6.1 Reading passage focusing on reading comprehension
- 6.2 KWL plus chart
- 6.3 Worksheet

7. Evaluation

The assessment tools provides with this lesson are:

- 7.1 Interest observation form.
- 7.2 Participate observation form.
- 7.3 KWL plus chart.
- 7.4 Worksheet.

8. Teaching result

- 8.1 Knowledge/Concept:.....
.....
.....
- 8.2 Process/Enduring-
understanding:.....
.....
- 8.3 Attitude/Quality:.....
.....

9. Problems

10. Suggestions

.....
.....

(Signature).....

Mrs. Thouch sopheakvatey
Teacher

11. Supervisor's comments

.....
.....

Signature.....

(.....)

Supervisor

12. Department Head's Comments

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Signature.....
(.....)
Department Head

13. Vice Director' Comments

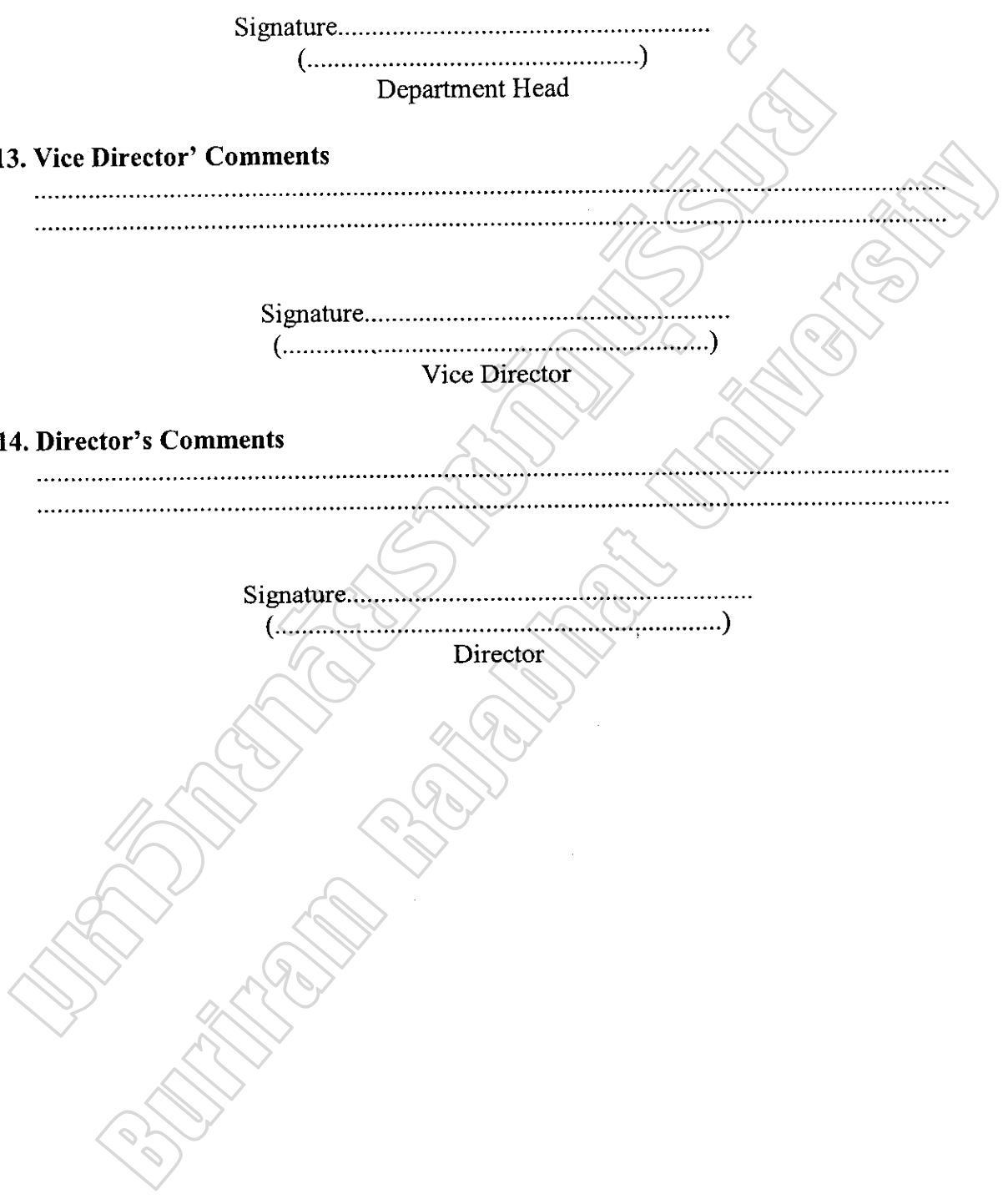
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Vice Director

14. Director's Comments

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Signature.....
(.....)
Director



KWL PLUS CHART

Directions:

1. Write what you know about "No water no problem" in column K.
2. Write about what you want to know about "No water no problem" in column W.
3. Write what you have learned about "No water no problem" from the passage in column L.
4. Summarize the topic below the KWL plus chart in Plus line.

Name:

Title:

Date.....

K (Know)	W (Want to know)	L (Learned)

Plus:

Summarize the topic

.....

.....

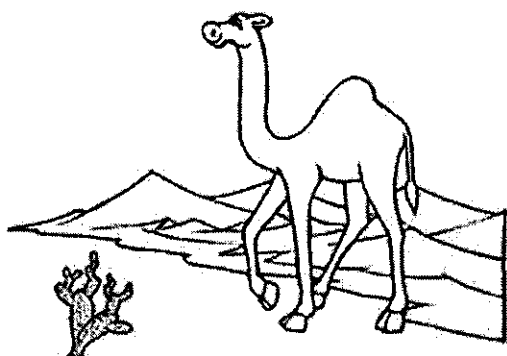
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NO WATER NO PROBLEM

Camel



There are actually animals that do not need water in the world. We already know that camels can live without water for a long time, but some scientists claim that giraffes also can. Giraffes can live without water even longer than camels, which can lack water for only seven days. So where do they get the moisture in order to live? The truth is, these desert animals can manage to get the moisture they need from the food they eat, and they do not store water in their humps, as most people seem to think.

Now, let's talk about two interesting small animals. They are jerboas and Gerbils. These two lives live toughly. They live in desert area of Asia and Africa. These two animals eat seeds and roots, then they would extract any moisture that can be found in these two animals

eat seeds and roots, and then they would extract any moisture that can be found in these plants.

As a result, they hardly to drink water. Jerboas live in burrows.

On a hot day, they would usually plug up the burrow's entrance so that it would cool up a little bit. As for Gerbils, they can thrive and breed very easily when captured. They are also famous for being a kind of popular pets.

A. True or False:

-1. Not all animals need water.
-2. Some animals never drink water.
-3. Camels store water in their humps.
-4. Giraffes have become popular pets.
-5. Gerbils and jerboas live in Asia and Africa.

B. Choose the best answers:

1. What does the word "Actually" mean?
 - a. Swallowing
 - b. Really
 - c. Desert condition
 - d. During the day

2. What does the word "Manage" mean?
 - a. Survive
 - b. Survive easily
 - c. Breed
 - d. Succeed

3. What does the word "Moisture" mean?
 - a. Wetness
 - b. Food
 - c. Nourishment
 - d. Comfort

4. What does the word "Claim" mean?
 - a. Say
 - b. Write
 - c. Accuse
 - d. Explain

5. What does the word "To store" mean?
 - a. Swallow
 - b. Irrigate
 - c. Keep safely
 - d. Breed abundantly

Key Answer:

1. T, T, F, T, T
2. 1(b), 2(a), 3(a), 4(a), 5(a)

Lesson Plan 5

Course: English	Lesson Plan 5	Level: Grade 8/Lower Secondary
Theme: Culture		Time: 3 Periods/3 hours
Topic: The story of Valentine's day		Date:

Concept:

Understanding the differences between Khmer culture and western culture is useful for studying English. It is essential for students to be able to link their background knowledge to new knowledge. Therefore, students should practice KWL Plus strategy to improve their reading comprehension. By doing the activities, students can answer the questions from the passage correctly.

Terminal Objective:

Students are able to answer the questions after reading the passage by using KWL Plus strategy.

Enabling Objectives:

Students are able to.....

1. Answer the questions from passage correctly.
2. Summarize the main idea of the text they read.
3. Do the exercise about the history of Valentine's Day correctly.
4. get the ideas from the passage better after using KWL reading strategy

Contents:

1. The passage Valentine's Day

Teaching procedure:

Note: Students should already be familiar with Valentine's Day

(Period 1)

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Teacher lets students look at the picture and answer the question
Teacher asks students: When is Valentine's Day? What do people do on that day?
Students: On 14th February and people show their love to each other.
- 1.3 Teacher activates the student's prior knowledge and asks them more about Valentine's Day.

2. Presentation

(Pre-reading)

Step K

- 2.1 Teacher provides the reading passage “the story of Valentine’s Day” to the students.
- 2.2 Teacher lets the students look at the topic of the reading and guess what they will get from reading it.
- 2.3 Teacher lets the students give the opinions on what they need to know more about the story of Valentine’s Day.
- 2.4 Teacher gives the KWL plus chart to students and lets them write down about the things that they have known in column K.
- 2.5 Students share all things they know and record all their ideas in column K.

(Period 2)

3. Practice

(While-reading)

Step W

- 3.1 Students write the things they want to know about the Valentine’s Day in column W.
- 3.2 Students make the questions that describe what they want to know from the passage.
- 3.3 Students record the questions in column W.
- 3.4 Students start reading the passage “Valentine’s Day” by skimming it to see what the passage talk about.
- 3.5 Students read the passage again by scanning it to find the answers.

(Period 3)

4. Production

(Post-reading)

Step L and Plus

- 4.1 Students answer the questions from what they have learned from the passage in column L and the teacher record their answers in column L.
- 4.2 Students summarize the passage
- 4.3 Students do the worksheet about Valentine’s Day by choosing the correct answers and answer the questions from the passage then check the answers together with the teacher.

5. Wrap up

Teacher and students conclude the lesson and discuss any common problems or mistakes in reading.

6. Teaching Materials

- 6.1 Reading passage focusing on reading comprehension
- 6.2 KWL plus chart
- 6.3 Picture

7. Evaluation

The assessment tools provides with this lesson are:

- 7.1 Interest observation form.
- 7.2 Participate observation form.
- 7.3 KWL plus chart.
- 7.4 Worksheet.

8. Teaching result

8.1 Knowledge/Concept:.....
.....

8.2 Process/Enduring-
understanding:.....
.....

8.3 Attitude/Quality:.....
.....

9. Problems

.....
.....

10. Suggestions

.....
.....

(Signature).....

Mrs. Thouch sopheakvatey
Teacher

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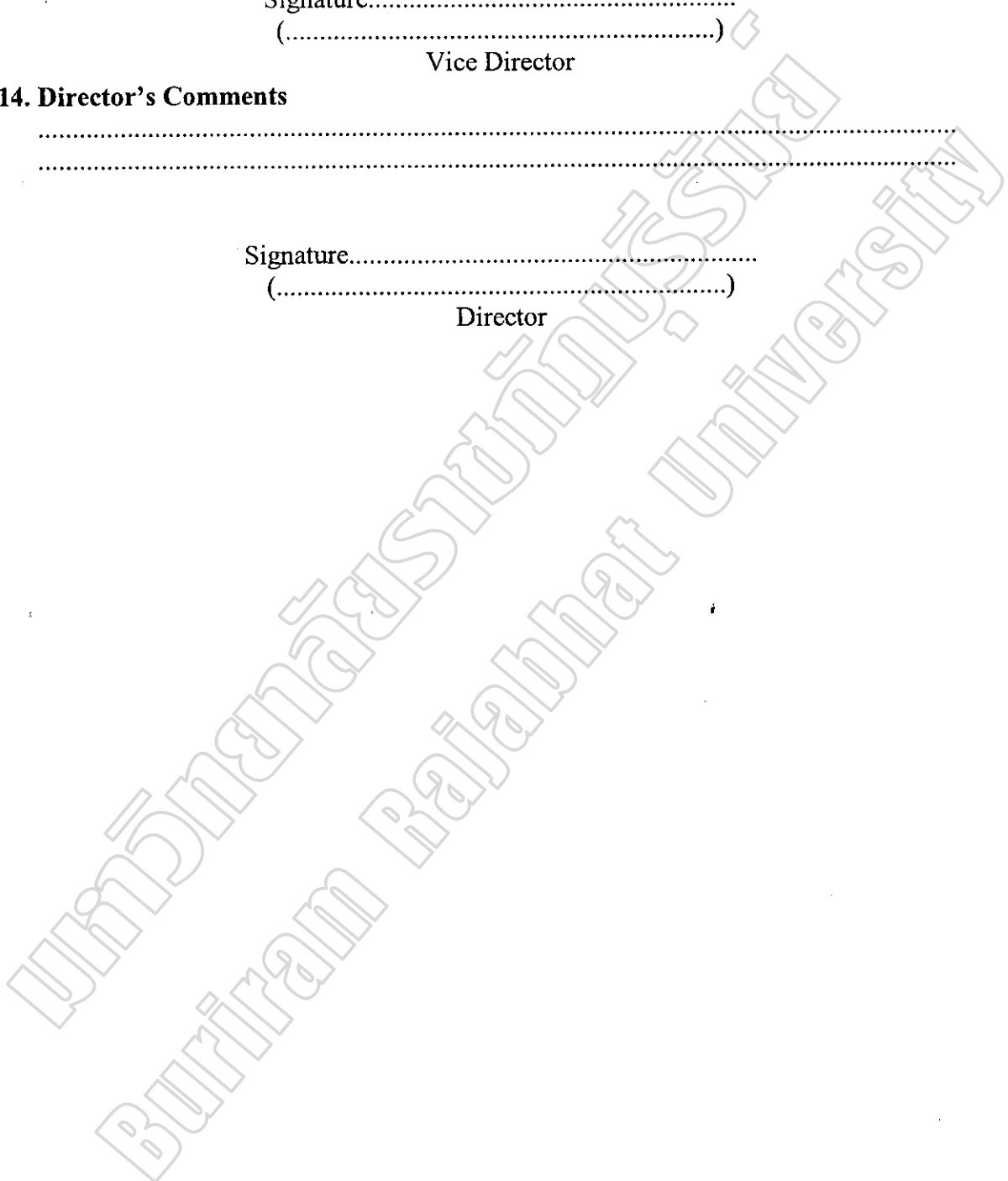
Vice Director

14. Director's Comments

.....
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Signature.....
(.....)

Director



KWL PLUS CHART

Directions:

1. Write what you know about “The story of Valentine’s day” in column K.
2. Write about what you want to know about “The story of Valentine’s day” in column W.
3. Write what you have learned about “The story of Valentine’s day” from the passage in column L.
4. Summarize the topic below the KWL plus chart in Plus line.

Name:

Title:

Date.....

K (Know)	W (Want to know)	L (Learned)

Plus:

Summarize the topic

.....

.....

.....

.....

.....

The Story of Valentine's Day



The Roman Emperor Claudius II was fighting many wars. He wanted a strong army, but many men did not want to be soldiers. Claudius thought the men wanted to stay at home to be with their wives and children instead of leaving to fight wars.

Claudius thought of an awful solution to his problem. He decided to cancel all marriages! No one in all of Rome could get married. Claudius thought that if the men couldn't get married, the men would ignore the women and want to be soldiers.

Valentine, who was a priest, believed that people needed to get married. He thought it was wrong for people to live together without being married. So he secretly and illegally married couples anyway. He performed the weddings in secret places, so the Roman soldiers would not find out.

But they did find out. Valentine was arrested and brought before the Emperor. The Emperor thought Valentine was a well-spoken and wise young man, and encouraged him to stop being a Christian and become a loyal Roman. Valentine would not deny his beliefs, and he refused. He was sent to prison and was finally killed. While he was in prison, he sent out letters to his friends and asked to be prayed for by writing Remember your Valentine.

Valentine was killed on the 14th or the 24th of February in the year 269 or 270. We celebrate Valentine's Day on February 14th in honor of St. Valentine

A: True or False:

- 1. Valentine was emperor.
-2. Valentine died on February 14th.
-3. Claudius put Valentine in jail.
-4. Valentine sent out letter to his friends.
-5. Valentine helps people to get married.

B: Choose the best answer:

1. The emperor wanted men to.....
 - a. live at home at work for the empire
 - b. raise children and be loyal roman citizens
 - c. go to other countries and raise families

- d. go fight war in other lands
2. What is the name the emperor who ruled during Valentine's lifetime?
- Claudius I
 - Claudius II
 - Nero
 - Augustus
3. Valentine disobeyed the emperor's orders twice. What two things did he refuse to do?
- Stop performing marriages
 - Kneel to the emperor
 - Stop being a Christian
 - Read the bible
4. When do we celebrate Valentine's Day?
- 16th December
 - 20th March
 - 14th February
 - 14th November
5. When was Valentine killed?
- 14th February
 - 14th November
 - 24th February
 - 16th December

Key Answer:

A: F, T, F, T, T

B: 1(a), 2(b), 3(a), 4(c), 5(a)

APPENDIX D**English Reading Comprehension Achievement Test****Directions:**

1. The test consists of 5 passages and 50 items.
2. Time allocated is 90 minutes.
3. Students choose the best answer.

Read the following passages and choose the best answer.

Passage 1 (Items 1-10).**The Great wall**

Among the Seven Wonders of the World, the Great Wall of China is the biggest one built by man. Not only big, this structure also served as protector of Chinese people from being killed and stolen by the Huns, the barbarians from the north who came on horseback. Every 200 and 300 yards of the wall are tall watchtowers. When the Huns approached the wall, the smoke signals would be passed from one to another Watchtower. If the enemy came at night, the signal fire would be lighted instead and an alarm would warn the army to rush to defend the wall.

Yes, the great wall of China is very big..... But how big is it?

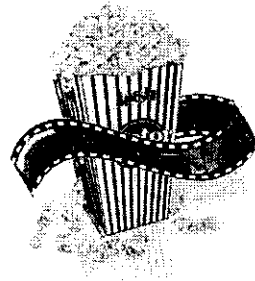
With about 1,500 miles in length, the Great Wall of China lies across the mountains and valleys of northern China. It is 15 feet thick and as tall as a house. The wall is made of earth and stones. Although each part of the wall was not built at the same time, the entire length was built about many hundreds of years ago, when there was no machine to help with the construction. So, the greatness of the Great Wall of China shows as how patiently Chinese people worked to build this protector of their country only with their hands.

1. The purpose of this passage is to tell.....
 - a. how patient the Chinese were
 - b. when, where and why the Great wall was built and how it was guarded
 - c. when and why the Huns rode their horses into China
 - d. how the Chinese invented machines and fire
2. If the Great wall was attacked at night.....
 - a. the Huns would ride their horses in to China
 - b. a signal fire would be lighted
 - c. smoke signal fire would be lighted
 - d. the people of China felt safer
3. The people of China felt safer.....
 - a. before there were machines
 - b. when an alarm sounded
 - c. when the wall was built
 - d. when an enemy approached the wall
4. The Great Wall was built.....
 - a. every 200 or 300 yards
 - b. many hundreds of year ago
 - c. as a tourist attraction
 - d. to keep out the communists
5. The Great Wall was built.....
 - a. of a tall watchtowers
 - b. by hand
 - c. by machines
 - d. for riding horses into China
6. Killing Chinese people.....
 - a. was the reason for the Great Wall
 - b. was done every 200 yard
 - c. was done by the Huns
 - d. sounded by alarm
7. Across northern China.....
 - a. the Chinese Emperors were stealing things
 - b. the Huns lighted signal fires
 - c. stretches the Great Wall
 - d. machines were used to help build the Great wall
8. Horses.....
 - a. stretched for 1500 miles
 - b. were used to build the wall
 - c. carried barbarians
 - d. worked patiently with their hands

9. Of the structures that man has built
- all are made of earth and stone
 - different parts were built at different times
 - the biggest is the Great Wall
 - most have watchtower
10. The Chinese people.....
- is the biggest one build by man
 - passed smoke signals from towers
 - were thick and tall
 - worked to build the Great Wall

Passage 2: (Items 11-20)

Going to the Movies



My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.

We get to the movie early so we can buy popcorn. Some of us buy candy and slashes too. We all enjoy watching the movie. When we return to school, we talk to about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better through. Books let you picture the characters any way you want to picture them.

11. What do the students need to do before the movie?
 - a. Popcorn
 - b. Candy
 - c. Permission slips signed
 - d. Go to school

12. What is fun to compare?
 - a. Book
 - b. Trip next week
 - c. School
 - d. Popcorn

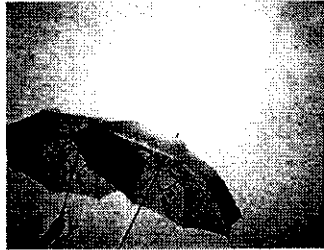
13. What did the students like better?
 - a. Movie
 - b. Book
 - c. Popcorn
 - d. Permission slips signed

14. What do books let you do?
 - a. Misunderstanding
 - b. Picture the characters
 - c. Talk about things that were in the book
 - d. Reading the text in the book

15. The movies and books are....
- similar
 - not the same
 - the same
 - unfamiliar
16. What does the Book mean?
- A handwritten or printed work of fiction or nonfiction
 - Ancient history
 - The picture show
 - The cinema
17. What does the Movie mean?
- The entertainment film
 - The handwritten or printed work of fiction or nonfiction
 - The worksheet on paper
 - The paper of fiction or nonfiction
18. What does the Popcorn mean?
- Milk
 - Water
 - Potato
 - Corn
19. What does the Permission mean?
- Disagreement
 - Approval
 - Opposition
 - Disapproval
20. What is the opposite meaning of Permission?
- Disapproval
 - Approval
 - Agreement
 - Confirmation

Passage 3: (Items 21-30)

Umbrellas



Umbrellas were made a long time ago. They were made for keeping the sun out of your eyes. They were made for keeping cool on hot days.

In China, they make the first umbrella to use in the rain. They put wax and paint on it. They make the rain sun of the sides. It kept them dry when they walked. It kept them dry in the storm. They use bones form whales, and they wood from the trees.

In 1852, Samuel Fox made a new kind of umbrella. It had steel parts. It had soft cloth, easy to put up and easy to put down. It was very light to carry.

Today umbrellas come in all sizes and shapes. They come in all colors. Some people use them in the rain other use them when it is hot and some have umbrellas just for fun. Today umbrellas have many uses.

21. What does the passage talk about?
 - a. Painting
 - b. The sun
 - c. An umbrella
 - d. The rain

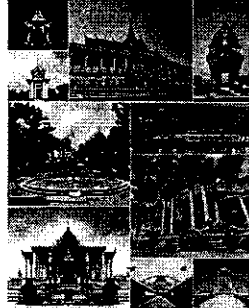
22. What was the first umbrella used?
 - a. Keeping cool on hot days
 - b. Keeping hot and cool days
 - c. Catching the rain
 - d. Keeping the person dry

23. In China, they make the first umbrella to use in the....
 - a. airplane
 - b. home
 - c. car
 - d. rain

24. In 1852, who made a new kind of umbrella?
- Fox Iric
 - Samuel Forx
 - Fox Samel
 - Samuel Fox
25. When did Samuel Fox made a new kind of umbrella?
- In 1582
 - In 1800
 - In 1852
 - In 1876
26. They come in.....
- hundred colors
 - one color
 - twenty colors
 - all colors
27. When do people need to use an umbrella?
- At night when it is cool
 - Under the sun when it is hot
 - To protect their eyes from the sun
 - When they go out shopping
28. If I wanted an umbrella, the best one to buy would be one that....
- was many shape or color
 - had large holes
 - was too big to carry
 - was very heavy
29. What is the opposite word of "Hot"?
- Lukewarm
 - Sunny
 - Warm
 - Cold
30. Where we can buy an umbrella?
- Market
 - School
 - Hospital
 - Restaurant

Passage 4: Items (31-40)

History of Phnom Penh



Phnom Penh's official name, in its short form, is Krong Chaktomok (Khmer: ក្រុងចតុមុខ) meaning "City of Four Faces". Krong Chaktomuk is an abbreviation of the full name which was given by King Ponhea Yat, Krong Chaktomuk Mongkol Sakal Kampuchea Thipadei Serey Thereak Borvor Inthabot Borei Roth Reach Seima Maha Nokor (Khmer: ក្រុងចតុមុខមង្គលសកលកម្ពុជាធិបតីសិរីធរបរវត្សបត្តបុរិវង្សរាជសីមាមហានគរ). This loosely translates as "The place of four rivers that gives the happiness and success of Khmer Kingdom."

First recorded a century after it is said to have taken place, the legend of the founding of Phnom Penh tells of a local woman, Penh (commonly referred to as Daun Penh ("Grandmother Penh" or "Old Lady Penh") in Khmer), living at Chaktomuk, the future Phnom Penh. By the 1920s, Phnom Penh was known as the "Pearl of Asia", and over the next four decades, Phnom Penh continued to experience rapid growth with the building of railways to Sihanoukville and Pochentong International Airport (now Phnom Penh International Airport).

Now day, Cambodia's developing economy and institutionalized corruption have concentrated wealth into a new rich class that now supports Phnom Penh's new fancy hotels and restaurants. Increasing tourist numbers are also bringing about improving tourist infrastructure.

The unfortunate history of the Khmers in the late 20th century is, however, just one part of their history dating back to ancient times, and modern day Cambodians are upbeat and look to the future as opposed to dwelling on the past.

31. What does this passage talk about?
- The history of Cambodia
 - The history of Phnom Penh
 - The history of Asian
 - The history of Siem Reap
32. Phnom Penh's official name in its short form is.....
- Krong Battambang
 - Krong Siem Reap
 - Krong Chaktomok
 - Krong Pres sihanouk
33. What does short name of Phnom Penh mean?
- City of Don Penh
 - City of wonder
 - City of paradise
 - City of Four Faces
34. By the 1920s, Phnom Penh was known as the.....
- Dragon Asia
 - Pearl of Asia
 - Wonder land of Asia
 - Lousy of Asia
35. What does "Daun Penh" refer to?
- The name of people who are living in Phnom Penh
 - The name of the ancient king
 - The name of Grandmother Penh or Old Lady Penh
 - The name of the market in Phnom Penh
36. Increasing tourist numbers are also bringing about improving.....
- healthy
 - tourist infrastructure
 - culture
 - tax
37. Modern day Cambodians are.....
- upbeat and look to the future as opposed to dwelling on the past
 - living as same as the past
 - update their knowledge
 - back to the ancient times

38. What is the meaning of the word "Corruption"?

- a. Honestly
- b. Decency
- c. Honor
- d. Dishonest

39. The opposite meaning of the word "Fancy" is.....

- a. Elegant
- b. Rich
- c. Beautiful
- d. Plain

40. What does the Airport mean?

- a. Transportation by air
- b. Transportation by train
- c. Transportation by ship
- d. Transportation by car

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Passage 5: (Items 41-50)**Football**

Football is one of the world's most popular games. It is played in nearly every country, by every one from kid vacant lots of and back streets to professional players in giant staduims. Professional football is watched by billions of people all over the world and is probably the world's most popular spectator sport.

The modern game is played by two teams of eleven players on a rectangular field with a goal at each end. Players pass the ball to each other by kicking or heading it, with the aim being to score goals by getting the ball into the opponent's goal. The game lasts for two 45-minute halves, and the team scoring the most goals wins. Draws are common, but if a winner has to be found, a game can go into extra time. If the score is still tied after thirty minutes of extra time, a 'penalty shootout' can decide the winner.

In general play, the goalkeeper is the only player who can touch the ball with the hands or arms. All the other players can kick or head the ball only. Players can tackle an opponent in order to get the ball from them, but must do so without pushing or tripping the player. Pushing and tripping, along with other illegal actions such as 'handball' and 'offside', are fouls that can be penalized with a free kick. If a player commits a more serious offence, such as dangerous play, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute.

41. Football is one of.....

- a. the world's most popular games
- b. the country's popular games
- c. the Cambodia's popular games
- d. the Asia's popular games

42. It is played in nearly.....

- a. not many country
- b. ten countires
- c. every country
- d. only one country

43. The modern game is played by.....

- a. two teams of eleven players
- b. three teams of ten players
- c. one teams of twenty players
- d. four teams of eleven players

44. Players pass the ball to each other by.....

- a. pushing and tripping
- b. touching hand each other
- c. running and tripping
- d. kicking or heading it

45. In general play, the goalkeeper is the only player who....

- a. can't touch the ball with the hands or arms
- b. can touch the ball with the hands or arms
- c. can be penalized with a free kick
- d. can issue a yellow card as a warning

46. All the other players.....

- a. can't kick or head the ball
- b. can kick or head the ball only
- c. can touch the ball the ball with the hands or arms
- d. can pushing or tripping the player

47. What is the same meaning of the word "illegal"?

- a. Good
- b. Right
- c. Permissible
- d. Criminal

48. What is the opposite meaning of the word "illegal"?

- a. Criminal
- b. Unlawful
- c. Right
- d. Banned

49. The word "Goalkeeper" refer to.....

- a. The only one who can touch the ball by arm
- b. The winner of the match football
- c. The visitor in the stadium
- d. The referee who can issue a yellow card as a warning

50. A player is sent off by the referee after he gets a.....

- a. red card
- b. warning
- c. bribe
- d. yellow card

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement test Answer Key

Topic: Reading Comprehension Grade 8
Fundamental English

Items	Answer	Items	Answer	Items	Answer
1	b	21	d	41	a
2	b	22	d	42	c
3	c	23	d	43	a
4	b	24	d	44	d
5	b	25	c	45	b
6	c	26	d	46	b
7	c	27	b	47	d
8	c	28	c	48	c
9	c	29	d	49	a
10	d	30	a	50	a
11	c	31	b		
12	a	32	c		
13	b	33	c		
14	b	34	b		
15	a	35	c		
16	a	36	b		
17	a	37	a		
18	d	38	d		
19	b	39	d		
20	a	40	a		

APPENDIX E

Students' Satisfaction Questionnaire towards KWL Plus Strategy in Reading Comprehension

Directions:

1. The purpose of this questionnaire is to investigate the students' satisfaction towards KWL plus strategy in reading comprehension.
2. The survey has 3 parts: Personal Information, Students' opinions, and other suggestions or comments.
3. Your answers will be only used in academic purpose, especially to solve the problems of reading comprehension of Thai EFL students. This will not at all affect your fame, studying, career, or ways of life.
4. Please answer truly and accordingly to your opinions and data.

Part 1: Personal Data

Directions: Answer the following questions about your personal data and attitude towards English

learning and reading by putting the / sign in the bracket in front of the information:

Gender: () Male () Female

1. English is an important language and I like studying English. () Yes () No
2. English is useful to me. () Yes () No
3. English helps me get the good grade. () Yes () No
4. I love reading and I like to read the book when I have free time. () Yes () No

Part 2: Students' Satisfaction

Directions: Please tick / in that corresponds to your opinions about the effects of KWL Plus strategy to enhance reading comprehension.

Satisfaction Level	Meaning
5 means	Most Satisfactory
4 means	Very Satisfactory
3 means	Average Satisfactory
2 means	Less Satisfactory
1 means	The Least Satisfactory

No.	Text	Satisfaction level				
		(5)	(4)	(3)	(2)	(1)
1.	Reading strategy enhances students' reading comprehension					
2.	KWL plus strategy is easy to practice.					
3.	KWL plus strategy is fun.					
4.	KWL plus strategy is useful.					
5.	KWL plus strategy can promote critical thinking.					
6.	KWL plus strategy can help me analyze the text.					
7.	KWL plus strategy can help integrate prior knowledge with new information.					
8.	I use my prior knowledge to facilitate the reading comprehension.					
9.	KWL plus strategy is child-centered learning.					
10.	KWL plus strategy can help increase vocabulary retention					

Part 3: Suggestions

Thank you very much.

APPENDIX F

KWL Plus Lesson Plans' Evaluation

Directions:

1. Lesson plans' evaluation form is for the expert to evaluate the lesson plan.
2. Put a tick/sign in the blank that expresses your opinion.

Opinion Level	Meaning
5 means	the most appropriate
4 means	more appropriate
3 means	average appropriate
2 means	less appropriate
1 means	the least appropriate

Text	Opinion Level				
	5	4	3	2	1
1. Concept 1.1 describes concept, content or theme. 1.2 corresponds with the expected learning outcomes.					
2. Expected Learning Outcomes 2.1 can be evaluated. 2.2 are appropriate to students' level. 2.3 After teaching students can achieve the expected learning outcomes.					
3. Objectives 3.1 correspond with the contents and the concept. 3.2 thoroughly identify students' behaviors. 3.3 identify the behaviors measureable and assessable.					
4. Content 4.1 is clear cut and correct. 4.2 is appropriate to students level and time allocated.					

Text	Opinion Level				
	5	4	3	2	1
<p>5. Teaching Procedure 5.1 corresponds with the theme. 5.2 corresponds with the expected learning outcome. 5.3 emphasizes reading process with KWL plus Strategy in reading comprehension. 5.4 facilitates child-centered learning. 5.5 is appropriate to students' abilities. 5.6 increases students' knowledge and skills. 5.7 is creative thinking-oriented.</p>					
<p>6. Materials 6.1 correspond with the expected learning outcomes. 6.2 are suitable for students' level. 6.3 are interesting and appropriate for content. 6.4 promote autonomous learning.</p>					
<p>7. Evaluation 7.1 corresponds with the expected learning outcomes. 7.2 The evaluation instruments correspond with teaching procedure. 7.3 The students play important roles in the evaluation.</p>					

Suggestions

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(signature).....Expert

(.....)

Position.....

APPENDIX G

KWL Plus Lesson Plans' Evaluation

Directions:

1. Lesson plans' evaluation form is for the expert to evaluate the lesson plan.
2. Put a tick/sign in the blank that expresses your opinion.

Opinion Level	Meaning
5 means	the most appropriate
4 means	more appropriate
3 means	average appropriate
2 means	less appropriate
1 means	the least appropriate

Text	Experts' Opinion Level (Appropriation)			\bar{X}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
1. Concept						
a. describes concept, content or theme.	3	4	4	3.67	0.58	More Appropriate
b. corresponds with the expected learning outcomes.	3	4	4	3.67	0.58	More Appropriate
Total				3.67	0.58	More Appropriate
2. Expected Learning Outcomes						
2.1 can be evaluated.	4	4	5	4.33	0.58	More Appropriate
2.2 are appropriate to students' level.	4	5	5	4.67	0.58	The Most Appropriate
2.3 After teaching students can achieve the expected learning outcomes.	4	4	5	4.33	0.58	More Appropriate
Total				4.44	0.58	More Appropriate
3. Objectives						
3.1 correspond with the contents and the concept.	4	4	5	4.33	0.58	More Appropriate
3.2 thoroughly identify students' behaviors.	3	4	4	3.67	0.58	More Appropriate
3.3 identify the behaviors measureable and assessable.	3	4	4	3.67	0.58	More Appropriate

						More Appropriate
Total				3.89	0.58	More Appropriate
Text	Experts' Opinion Level (Appropriation)			\bar{X}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
4. Content						
4.1 is clear cut and correct.	4	5	5	4.67	0.58	The Most Appropriate The Most Appropriate
4.2 is appropriate to students level and time allocated.	4	5	5	4.67	0.58	
Total				4.67	0.58	The Most Appropriate
5. Teaching Procedure						
5.1 corresponds with the theme.	4	5	5	4.67	0.58	The Most Appropriate More Appropriate
5.2 corresponds with the expected learning outcome.	4	4	5	4.33	0.58	
5.3 emphasizes reading process with KWL plus Strategy in reading comprehension.	4	4	4	4.00	0.00	More Appropriate More Appropriate
5.4 facilitates child-centered learning.	4	4	5	4.33	0.58	
5.5 is appropriate to students' abilities.	4	4	5	4.33	0.58	More Appropriate More Appropriate
5.6 increases students' knowledge and skills.	4	4	5	4.33	0.58	
5.7 is creative thinking-oriented.	4	4	4	4.00	0.00	More Appropriate
Total				4.29	0.41	More Appropriate
6. Materials						
6.1 correspond with the expected learning outcomes.	4	4	5	4.33	0.58	More Appropriate More Appropriate
6.2 are suitable for students' level.	4	4	5	4.33	0.58	
6.3 are interesting and appropriate for content.	4	5	5	4.67	0.58	The Most Appropriate The Most Appropriate
6.4 promote autonomous learning.	4	4	5	4.33	0.58	

						More Appropriate
Total				4.41	0.58	More Appropriate
7. Evaluation						
7.1 corresponds with the expected learning outcomes.	4	4	5	4.67	0.58	The Most Appropriate
7.2 The evaluation instruments correspond with teaching procedure.	4	4	5	4.33	0.58	More Appropriate
7.3 The students play important roles in the evaluation.	4	4	5	4.33	0.58	More Appropriate
Total				4.44	0.58	More Appropriate
Total				4.29	0.54	More Appropriate

Suggestions

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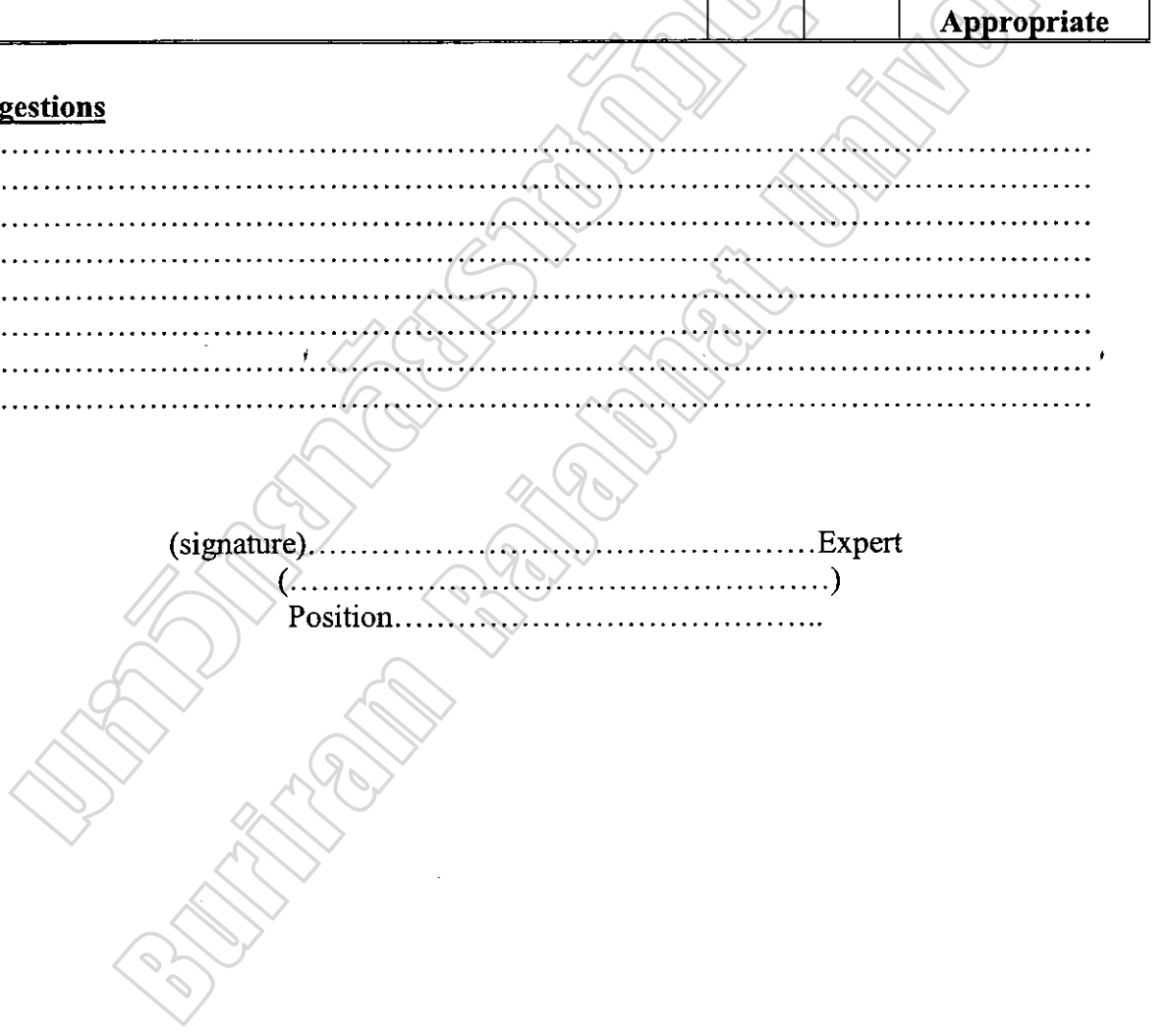
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(signature).....Expert
 (.....)
 Position.....



APPENDIX H

The Evaluation of the Statements in the Students' Satisfaction Questionnaire towards KWL Plus Strategy in Reading Comprehension for grade 8 Cambodian Students by the Experts

Opinion Level	Meaning
5 means	most appropriate
4 means	more appropriate
3 means	average appropriate
2 means	less appropriate
1 means	the least appropriate

Item	text	Experts' Opinion (Appropriate)			\bar{X}	S.D.	Level of Appropriation
		1	2	3			
		1	Reading strategy enhances students' reading comprehension	4			
2	KWL plus strategy is easy to practice.	5	4	4	4.33	0.58	More Appropriate
3	KWL plus strategy is fun.	5	4	5	4.67	0.58	The Most Appropriate
4	KWL plus strategy is useful.	4	4	5	4.33	0.58	More Appropriate
5	KWL plus strategy can promote critical thinking.	4	5	5	4.67	0.58	The Most Appropriate
6	KWL plus strategy can help me analyze the text.	4	4	5	4.33	0.58	More Appropriate
7	KWL plus strategy can help integrate prior knowledge with new information.	5	5	5	5.00	0.00	The Most Appropriate
8	I use my prior knowledge to facilitate the reading comprehension.	5	4	5	4.67	0.58	The Most Appropriate
9	KWL plus strategy is child-centered learning.	4	4	5	4.33	0.58	More Appropriate
10	KWL plus strategy can help increase vocabulary retention	4	4	5	4.33	0.58	More Appropriate
Total					4.53	0.52	The Most Appropriate

APPENDIX I

The Items-Total Correlation for each Item of Five-Point Rating Scale Questionnaire

Item No	RXY	Sig.	Remark
1	0.73	0.77	
2	0.66	0.60	
3	0.77	0.53	
4	0.63	0.72	
5	0.73	0.55	
6	0.78	0.70	
7	0.68	0.60	
8	0.77	0.65	
9	0.59	0.58	
10	0.70	0.67	

Critical values for Pearson $r \geq 0.2834$ ($df = N-2 = 35-2 = 33$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Number of Students = 35

Number of Items = 10

α - Coefficient = 0.88

APPENDIX J

The Table of IOC Index Analysis of Achievement Test

**Topic: The Use of KWL plus Strategy to Enhance Reading Comprehension for Grade 8
Cambodian Students**

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	+1	+1	+1	1.00	Coincide
2	+1	+1	+1	1.00	Coincide
3	0	+1	+1	0.67	Coincide
4	+1	+1	+1	1.00	Coincide
5	0	+1	+1	0.67	Coincide
6	0	+1	+1	0.67	Coincide
7	+1	+1	+1	1.00	Coincide
8	+1	+1	+1	1.00	Coincide
9	+1	+1	0	0.67	Coincide
10	+1	+1	+1	1.00	Coincide
11	+1	+1	+1	1.00	Coincide
12	+1	+1	+1	1.00	Coincide
13	+1	+1	+1	1.00	Coincide
14	0	+1	+1	0.67	Coincide
15	0	+1	+1	0.67	Coincide
16	+1	+1	+1	1.00	Coincide
17	+1	+1	+1	1.00	Coincide
18	0	+1	+1	0.67	Coincide
19	+1	+1	+1	1.00	Coincide

The Table of IOC Index Analysis of Achievement Test

Topic: The Use of KWL plus Strategy to Enhance Reading Comprehension for Grade 8

Cambodian Students (Continue)

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
20	0	+1	+1	0.67	Coincide
21	0	+1	+1	0.67	Coincide
22	0	+1	+1	0.67	Coincide
23	+1	+1	+1	1.00	Coincide
24	0	+1	+1	0.67	Coincide
25	+1	0	+1	0.67	Coincide
26	+1	0	+1	0.67	Coincide
27	0	+1	+1	0.67	Coincide
28	+1	+1	0	0.67	Coincide
29	+1	+1	+1	1.00	Coincide
30	0	+1	+1	0.67	Coincide
31	0	+1	+1	0.67	Coincide
32	+1	+1	+1	1.00	Coincide
33	+1	+1	+1	1.00	Coincide
34	+1	+1	+1	1.00	Coincide
35	+1	0	+1	0.67	Coincide
36	+1	+1	+1	1.00	Coincide
37	+1	+1	+1	1.00	Coincide
38	+1	+1	+1	1.00	Coincide
39	+1	+1	0	0.67	Coincide

The Table of IOC Index Analysis of Achievement Test

Topic: The Use of KWL plus Strategy to Enhance Reading Comprehension for Grade 8

Cambodian Students (Continue)

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
40	+1	0	+1	0.67	Coincide
41	+1	+1	0	0.67	Coincide
42	+1	+1	+1	1.00	Coincide
43	+1	+1	+1	1.00	Coincide
44	+1	+1	+1	1.00	Coincide
45	+1	+1	+1	1.00	Coincide
46	+1	+1	+1	1.00	Coincide
47	0	+1	+1	0.67	Coincide
48	+1	+1	+1	1.00	Coincide
49	+1	+1	+1	1.00	Coincide
50	+1	0	+1	0.67	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remarks:

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

CURRICULUM VITAE

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- 1999-2005 Primary School Prek Russey, Prek Russey District, Kandal Province, Cambodia
- 2005-2011 Hun Sen Serey Pheap Secondary School, Kandal Province, Cambodia
- 2012-2015 Bachelor's Degree of Arts in Teaching English as a Foreign Language, Build Bright University, Phnom Penh, Cambodia
- 2012-2015 Bachelor's Degree of Accountant, Asia Sachak Institute Development, Phnom Penh, Cambodia
- 2016-2018 Master's Degree of Arts Program in English, Buriram Rajabhat University, Thailand