

Development of Reading Comprehension Skills by Using Kwl Plus Technique of Grade Xii Students at Pre-Pali School, Mahachulalongkornrajavidyalaya University

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Abstract

The purposes of the study were 1) to develop reading comprehension skills of Grade XII students by using KWL Plus techniques 2) to compare reading comprehension skill of Grade XII students before and after using KWL Plus techniques and 3) to measure Grade XII students' satisfaction towards using KWL Plus techniques. The participants were 15 high school students from Pre-Pali School, Mahachulalongkornrajavidyalaya University. The instruments were English lesson plans of KWL Plus technique, English reading comprehension skills test and satisfaction Questionnaire.

The result in this study found that

1. After intervention, students reading comprehension skills were improved in the higher level.
2. The average post-test scores of students' English reading comprehension abilities were significantly higher than their pre-test scores at the .05 level with the statistical number ($\bar{x} = 26.40$, S.D = 2.29).
3. The students' satisfaction towards the integration of KWL Plus technique is at very high level ($\bar{x} = 4.44$, S.D. = 4.86).

Keywords: Reading comprehension skill KWL Plus, students' satisfaction

Introduction

In the world of globalization, society has grown incredibly. People can exchange information. Without boundaries, life is impossible without learning foreign languages especially studying English as an International language. English is the greatest common language spoken universally. With the help of emerging technology, English has been playing the main part in several sectors including medicine, engineering, education, etc. English is a vital language for all kinds of proportional goals. (Nishanthi, 2018)

Reading is one of the four-primer skills in English learning. Reading must be with comprehension to obtain the meaning the writer delivered. Reading is simply just following words on a page from left to right and has no meaning (IMAM, 2018). Reading is considered a very complex process, especially reading for comprehension. It is also the interactive skill language. The importance of reading that is the skill to gain knowledge and experience, it can be said that reading skills are the skills that EFL students have a chance it.

KWL-Plus was initially developed by Ogle and Carr. They proposed that the KWL-Plus technique helps encourage the students to become better readers and increases the interaction in reading class. Moreover, they also list the advantages of KWL-Plus and suggest that the techniques help encourage the students to gain a better understanding of the topic and encourage teachers to be more interactive in their reading class. The teachers could check the student's understanding, and questioning would be used while and after reading. KWL-Plus is presented with three letters. The letter "K" stands for "What I KNOW," "W" for "What I WANT to know", and the last letter "L" for "What I have LEARNED" (Ogle, D. 1986). The last stage is Plus which stands for the summary of the texts in their language, including writing and mapping (McManus, T. F. 2000). The method is expected to help improve the student's ability as well as knowledge of reading, and eventually, they are able to improve their presentation ability by simplifying reading (Yusuf, Y. Q., Fajrina, D., & Irma, S. 2016).

Researchers believes that the KWL Plus technique will aid in effective reading for the reasons stated above. As a result, it was decided to investigate the effect of using the KWL Plus technique to improve competency.

Research Objectives

- 1.To develop reading comprehension skills of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university by using KWL Plus techniques.
2. To compare reading comprehension skill of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university before and after using KWL Plus techniques.
3. To measure Grade XII Students satisfaction towards using KWL Plus techniques.

Research Methodology

The researcher conducted the study according to the following steps:

- 1st Step: Population and Samples
- 2nd Step: Variables Studied
- 3rd Step: Duration of the Research
- 4th Step: Research Design
- 5th Step: Research Instruments
- 6th Step: Development and Validation of Research Instruments
- 7th Step: Data Collection
- 8th Step: Data Analysis

Research Results

The 1st objective is to Development reading comprehension skills of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university by using KWL Plus technique. From the research result, it was found that after intervention, students reading comprehension skills were improved in the higher level. The development is in the highest level at (df)12, 97% and lowest level is at (df) 2, 83%. Therefore, the first research hypothesis, stating that the Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university have develop reading comprehension skill is accepted.

The 2nd objective is Comparison reading comprehension skill of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university before and after using KWL Plus technique. From the research result, it was found that the average of students' post-test reading comprehension scores by using KWL Plus technique ($\bar{x} = 26.40$, S.D = 2.29) were higher than their pre-test scores ($\bar{x} = 18.47$, S.D = 3.98). The t-test results for the difference between the pre-test and post-test scores revealed a t-value of 8.50 and a significance level (Sig.) of .000. This indicates that the improvement in reading comprehension by using KWL Plus technique was statistically significant at the .05 level. Therefore, the second research hypothesis, stating that the reading comprehension of Grade 12th students after learning with KWL Plus technique would be higher than before, is accepted.

The 3rd objective is Measurement Grade XII Students satisfaction towards using KWL Plus technique. From the research result, it was found that students' satisfaction after using KWL Plus technique to develop English reading comprehension skills in overall has an average mean score at 4.75 and S.D score at 0.45 which is at the high level of satisfaction. If it is considered as aspects, the aspects of " Classroom environment is good to study" consisting of average means score at 4.73 and S.D. score at 0.45 " Learning activities are according to learning objectives " consisting of average means score at 4.66 and S.D. score at 0.48 " Teacher pays attention to all students in the class." consisting of average means score at 4.63 and S.D. score at 0.49 " Teacher's Preparation" consisting of average means score at 4.53 and S.D. score at 0.51 "Teacher uses many kinds of teaching method and teaching materials" . All of them are at highest level of satisfaction. But there is only aspect of "Classroom environment is good to study" consisting of average means score at 4.75 and S.D. Score at 0.45 which is at highest level.

Discussions

In this section, the researcher will interpret these results in the context of existing literature, explore the implications for teaching practices, acknowledge the study's limitations, and propose directions for future research. By doing so, the researcher aims to provide a comprehensive understanding of how the KWL-Plus technique can enhance English reading comprehension and contribute to effective language instruction.

5.3.1 RQ1: To what extent do Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university develop their reading comprehension skills by learning with KWL Plus technique?

The learning management plans using KWL Plus technique created by the researcher have clearly defined learning standards and indicators. The researcher has studied the core curriculum of basic education 2008 and the curriculum of the educational institution, foreign language learning group. Then, the data was analyzed to create a learning management plan, namely, designing learning units based on standards is designing learning units that have learning standards/indicators as the target and is the most important step in using the curriculum of the educational institution because it is the application of learning standards/indicators to classroom learning management to develop learners. Moreover, the researcher systematically designs English lesson plans by using KWL Plus technique according to Ogle (1992) as follows:

The pre-reading activity stage: What do students know? (K) is a stage where students explore and record information about what they have knowledge or experience related to the story they are going to read. It is an exploration of the students' prior knowledge or experience and also allows the teacher to know the students' prior knowledge.

The during-reading activity stage: What do students want to know? (W) is a stage where students work together in groups to ask what their group wants to know from what they have read. This stage encourages students to work together and help each other connect their prior knowledge with their new reading experience. They also read the assigned reading passage together, allowing the strong students to help the weak students to understand the story.

The post-reading activity stage: What do students know? (L) is a stage after reading the reading passage. Students in the group work together to answer questions that their group wants to know from the completed reading passage. Students work together to find answers, which reinforces the self-knowledge creation from group interaction.

Summary Activity: Create a graphic map as a step where each student summarizes what they have learned from the reading in the form of a Mind Map or Concept Map.

The English reading lesson plans was divided into 4 units: Unit 1: My home is my castle, Unit 2: Call of the wild, Unit 3: Save this Earth and Unit 4: Weird and wonderful. In each lesson plan, the researcher applied the learning management steps, which consisted of 1) instructions for using KWL Plus technique, 2) learning objectives, 3) pre-test, 4) worksheet, 5) post-test exercises, 6) English reading lessons using the KWL Plus technique, 7) post-test, and 8) score summary. The KWL Plus technique lesson plans were then submitted to the thesis advisor and three experts to check the accuracy and appropriateness of content, and revised the learning activities according to thesis advisor and three experts' suggestions. To enhance grade XII students' English reading comprehension, English teachers must be aware of the instructional steps and development and the approach for efficiently fostering students' comprehension. In this case, McLaughlin (2012) also demonstrates the instructors' role in achieving the reading objectives. Teachers must continually update their instructional instruction, particularly when dealing with reading comprehension. They are responsible for administering and organizing the teaching and learning process that focuses on reading education. When teachers are aware of how to effectively use instructional strategies for reading instruction, the teaching process becomes more efficient, allowing both teachers and students to successfully achieve the teaching objectives for reading comprehension. Develop English Reading Comprehension skills of Grade Tenth Students, which aimed to develop and test the effectiveness of KWL-Plus extra English reading tasks, as well as compare students' achievement after using them. The findings of the study were: 1) supplemental English reading tasks using KWL-Plus approach resulted in an efficiency score of 86.53/84.17. 2) supplemental English reading assignments using the KWL-Plus technique improved students' comprehension skills and 3) students had a high opinion of supplemental English reading tasks using the KWL-Plus technique. Thus, the researcher's approaches of reviewing documents and theories and integrating to systematically create the research instruments, evaluating the quality of the contents, and trying out can assists students to improve their English reading skill better.

5.3.2 RQ2: Are there any significant differences in students' pre-test scores after learning by using KWL Plus technique?

From the research results, it was found that the achievement of English reading comprehension skills by using KWL Plus technique for grade XII students was significantly higher than before learning at the statistical level of .05 which is in accordance with hypothesis 2. The researcher integrated KWL Plus technique to improve reading comprehension skills by step by step according to Goodman's theory stating that reading comprehension consists of three components. To begin, background knowledge is the process of combining decoding abilities with word knowledge, considerable background knowledge, and the reader's experiences with the concept expressed in a text. Second, metacognition allows readers to comprehend, integrate, critique, infer, analyze, link, and assess the concepts presented in a book. Readers should be able to sequence, summarize, compare and contrast, draw conclusions, differentiate, and solve problems. The final one is text structure, which is a method that uses language procedures to pick appropriate vocabulary, grammatical rules, and pragmatic connections that control language use in order to transmit readers' comments on the texts. Reading comprehension is separated into four levels of skills; literal, interpretative, critical, and creative. These four levels correlate with the classes of cognitive behaviors. The literal level of reading comprehension relates to "Knowledge." Likewise, comprehension and application related to the interpretive level. Analysis and evaluation are involved in the critical level, and synthesis is involved in the creative level. The following table clarifies in great detail of each level of reading comprehension. KWL Plus serves four basic advantages for the learners as follows. Firstly, before reading, the students elicit their prior knowledge of the topic they are going to read. Secondly, during reading, the learners construct their purposes for reading by listing some questions which they need to know about the topic; 3) after reading since they monitor their learning. Finally, the learners summarize what they have learned by creating semantic mapping to organize the ideas. Seeing that, the Learning activities by using KWL Plus technique can improve students' reading competency by begin with the easiest step continuously to the complicated one.

Additionally, it supports Nunan's (1999) theory that students' prior experiences play a significant role in their comprehension of the material they are studying. In other words, the knowledge structure serves as the foundation for reflecting on prior experiences, which results in a fresh conceptual framework that aids students in comprehending novel situations. Students are encouraged to accept and be receptive to the viewpoints of others through this procedure. It motivates kids to learn how to structure their own words and to comprehend what they read more. Understanding is the foundation of organization, which will help students learn and comprehend better reading. Carrell and Eisterhold (1983) also supported that readers who have prior knowledge of the content will understand the content better and faster than those who have no prior knowledge of the subject matter. In the implementation, Carr and Ogle, who originally developed KWL- Plus technique, explored the effectiveness of KWL- Plus technique in improving grade 9 students' reading comprehension. The finding was that KWL – Plus technique had a significant effect on students' self concepts as reader, the comprehension they place on reading. Students themselves could adjust this technique to other situations. Likewise, Sangsornfa investigated Mathayom Suksa three students' reading comprehension and motivation who learned through the instruction of KWL- Plus and the teacher's manual. The results indicated that students obtained higher scores in reading skills. To sum up, KWL Plus technique is an effective method for enhancing reading skills among high school students in Thailand. By providing a structured approach that builds on prior knowledge and encourages critical reflection, this technique helps students develop the necessary skills to comprehend and analyze texts effectively. Continuous practice using this method can lead to significant improvements in reading proficiency.

5.3.3 RQ3: Do grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university satisfy with learning management by KWL Plus technique?

From the research results, it was found that grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university very satisfy with learning management by KWL Plus. Students reported high overall satisfaction with the KWL Plus technique at average mean score: 4.75 and standard deviation (S.D.): 0.45 This indicates that, on average, students were very satisfied with the KWL Plus technique. The low standard deviation suggests that most students shared a similar positive level of satisfaction, meaning there wasn't a wide range of opinions on their overall experience. However, each question will be considered as follows:

Classroom environment is good to study: This aspect had the highest mean score among the individual factors, at 4.73 (S.D. 0.45). This indicated that students felt the learning environment itself was very conducive to their studies. According to Fraser (2012) who stated that a well-structured, supportive classroom atmosphere is critical for improving student learning and academic success. The statement "Classroom environment is good to study," which earned the highest mean score of 4.73 (S.D. 0.45) among several criteria, clearly indicates that students regard their learning

environments to be very helpful to their academic aspirations. This high grade indicates consistency in student experiences and happiness, as evidenced by the comparatively low standard deviation. These findings are consistent with educational research that highlights the relevance of physical and psychological components in classroom environments in promoting effective learning . A suitable classroom setting has numerous critical characteristics, including sufficient lighting, comfortable seating, an acceptable temperature, few distractions, and easy access to necessary learning resources. Aside from physical elements, the classroom climate including teacher-student relationships, peer interactions, and the level of mutual respect has a substantial impact on how students view their capacity to focus and perform. Pianta, Hamre, and Allen (2012) found that when students feel emotionally and socially comfortable in the classroom, they are more likely to engage with the topic and perform better academically .

Furthermore, a nice classroom environment promotes a sense of belonging, which is critical for retaining student motivation. When students feel comfortable, respected, and supported, they are more likely to use their cognitive resources to study rather than manage tension or discomfort. This emotional safety encourages active involvement, collaborative learning, and sustained attention, all of which are necessary components of good study strategies .

The high mean score of 4.73 indicates the importance students place on their learning environment. It also implies that educational institutions that spend in improving classroom environments both physically and socially can expect to see tangible results in terms of student satisfaction and academic achievement.

Learning activities are according to learning objectives: Students were very satisfied that the learning activities aligned with what they were supposed to learn, with an average mean score of 4.66 (S.D. 0.48). This score not only represents a high degree of appreciation, but it also indicates that the teaching methods and classroom tasks are closely related to the curriculum goals. The comparatively low standard deviation shows that students have a consistent impression of the coherence between learning activities and outcomes.

When learning activities are carefully matched with clearly stated objectives, students are more likely to comprehend what is expected of them and how each activity fits into their overall learning. As stated by Biggs (1996), "constructive alignment" guarantees that teaching approaches and assessment tasks are directly related to the desired learning outcomes. Such alignment promotes deeper understanding and meaningful learning since students can clearly see the importance of each activity in reaching their academic objectives . Furthermore, consistency promotes fairness and accuracy in assessment. When students are given assignments that directly relate to the objectives, they are more likely to demonstrate their competencies effectively. Misalignment, on the other hand, frequently results in uncertainty, low motivation, and performance disparities because students may not completely comprehend how to satisfy goals or why particular tasks are important .

The high mean score of 4.66 emphasizes an important success component in the learning environment: deliberate instructional design that connects what students perform in class to what they are supposed to learn. This not only enhances educational outcomes, but also gives students a greater sense of clarity, purpose, and achievement.

Teacher pays attention to all students in the class: This indicates students felt well-supported by the teacher, with a mean score of 4.63 (S.D. 0.49). This indicates that students generally felt appreciated and supported by their teacher. This degree of satisfaction demonstrates the teacher's capacity to foster an inclusive classroom atmosphere in which all students feel noticed, appreciated, and engaged. The comparatively low standard deviation indicates that this perception was widely shared among students. Providing equal attention to all students is essential for establishing equity in the learning environment. When teachers actively engage with all students, regardless of academic performance, background, or engagement level, they develop a sense of belonging and active participation. According to Pianta, Hamre, and Allen (2012), teacher-student interactions are a significant predictor of student involvement and academic performance. Students who believe their efforts are acknowledged are more likely to participate confidently and persevere in learning activities .

Furthermore, differentiated attention enables teachers to recognize individual needs and offer prompt feedback or support. This encourages both academic growth and emotional well-being. Inclusive teaching strategies, such as checking for comprehension, moving around the classroom, and supporting quieter kids, help to create a more balanced and successful learning environment (Tomminson, 2014) . The high mean score in this category emphasizes the value of responsive instruction. When students believe that their professors care about them individually, it boosts motivation and fosters trust both of which are essential components of a successful classroom culture.

Conclusion

In the research study on Development of Reading Comprehension Skills by Using KWL Plus technique of Grade XII Students at Pre-Pali School, Mahachulalongkornrajavidyalaya University, the research results can be summarized as follows:

1. Development reading comprehension skills of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university by using KWL Plus technique. After intervention, students reading comprehension skills were improved in the higher level.

2. Comparison reading comprehension skill of Grade XII students in Pre-Pali school of Mahachulalongkornrajavidyalaya university before and after using KWL Plus technique. The study found that the average post-test scores of students' English reading comprehension abilities were significantly higher than their pre-test scores at the .05 level.

3. Measurement Grade XII Students satisfaction towards using KWL Plus technique. The students' satisfaction towards the integration of KWL Plus technique is at very high level (4.75).

Suggestions

1. Future research should involve a larger sample size to enhance the reliability of the findings and allow for broader generalizations to the population.

2. A long-term study should be conducted to observe if the KWL-Plus technique can sustainably develop students' reading comprehension skills. This could involve tracking results over several months or an entire semester to monitor changes in reading scores and attitudes.

3. Incorporate more qualitative data analysis to understand students' thought processes while using the KWL-Plus technique and to gain deeper insights into their learning experiences.

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