Developing English Reading Comprehension Ability of EFL Undergraduate Students through the KWL-Plus Technique

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Abstract

The purposes of this research were: 1) to investigate the extent to which KWL-Plus technique can help first-year students at a private university in Bangkok Metropolitan area to read more effectively, 2) to explore the students' attitudes towards learning reading through the use of the KWL-Plus technique. The research participants were 30 first-year students derived by convenience sampling based on the class assigned to the researcher by the university registrar's office at Thai-Nichi Institute of Technology. KWL–Plus technique was used with the subject group over eight-week period. The instruments used were lesson plans, an English reading comprehension test and the questionnaire of attitudes towards learning through the KWL-Plus technique. The study employed mean difference, standard deviation. The researcher administered the English reading comprehension test before and after teaching, the pre-test and post-test scores of the group were compared using t-test dependent measure. The findings of the study were as follows: 1) The KWL-Plus technique enabled the students to gain English comprehension. The students' post-test scores after they were exposed to the technique were statistically higher than their pre-test ones, at a 0.01 level. 2) As to their attitudes towards the KWL-Plus technique, the findings indicated that most students expressed positive attitudes towards learning English reading through the use of the KWL-Plus technique.

Keywords: English reading comprehension ability; EFL undergraduate students; KWL-Plus technique

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ารพัฒนาความสามารถด้านการอ่านภาษาอังกฤษ
เพื่อความเข้าใจของนักศึกษาระดับปริญญาตรี
ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
โดยใช้เทคนิค KWL-Plus

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาขอบเขตของเทคนิค KWL-Plus ที่สามารถช่วยให้นักศึกษา ชั้นปีที่ 1 ในมหาวิทยาลัยเอกชนแห่งหนึ่งในเขตกรุงเทพมหานครสามารถอ่านภาษาอังกฤษได้อย่างมีประสิทธิภาพ 2) เพื่อสำรวจความคิดเห็นของนักศึกษาที่มีต่อการเรียนการอ่านโดยผ่านการใช้เทคนิค KWL-Plus กลุ่มตัวอย่าง ที่ใช้ในการวิจัยครั้งนี้ คือ นักศึกษาชั้นปีที่ 1 จำนวน 30 คน ที่ได้มาจากการสุ่มแบบตามความสะดวก โดยที่ผู้วิจัย ได้รับมอบหมายให้สอนตามที่สำนักทะเบียนกำหนดให้ ระยะเวลาในการทดลองทั้งหมด 8 คาบ เครื่องมือที่ใช้ ในการวิจัยประกอบด้วยแผนการสอน แบบทดสอบความสามารถด้านการอ่าน และแบบสอบถาม สถิติที่ใช้ ในการวิเคราะห์ข้อมูลได้แก่ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และผู้วิจัยได้ทำการทดสอบกลุ่มตัวอย่าง ก่อนและหลังการสอนด้วยแบบทดสอบวัดความสามารถทางการอ่านภาษาอังกฤษ แล้วนำผลมาวิเคราะห์ หาค่าความแตกต่างของคะแนนโดยใช้สูตร t-test แบบ dependent group ผลการศึกษา พบว่า 1) คะแนน ของนักศึกษาที่ได้จากการทดสอบหลังการสอนโดยใช้เทคนิค KWL-Plus สูงกว่าก่อนการสอนอย่างมีนัยสำคัญ ทางสถิติที่ระดับ 0.01 2) นักศึกษาส่วนใหญ่มีทัศนคติที่ดีต่อการเรียนรู้การอ่านภาษาอังกฤษผ่านการใช้เทคนิค KWL-Plus

คำสำคัญ: ความสามารถการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษาระดับปริญญาตรีที่เรียนภาษาอังกฤษ เป็นภาษาต่างประเทศ KWL-Plus เทคนิค

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Introduction

Global networking is a truly international phenomenon, with the primary language of communication being English. Thus, we can describe English as the 'primary international language', and it follows that English is; therefore, deemed to have great importance in the academic world. This level of high regard is apparent both in the field of English as a Second Language (ESL) and English as a Foreign Language (EFL) in academic institutions around the world that cater to non-native speakers. The four skills of English—listening, speaking, reading, and writing are used in combination to improve the skills of students in communicative English. We can state that awareness of these skills in Thailand, among EFL students, is at quite a high level. Although each of the four skills is important, it could be argued that ESL and EFL students encounter reading to a greater degree than the other three (Carrell,1989). Reading ranks so highly in importance with ESL and EFL students because it is a way to access knowledge in every academic field, and, in terms of English, printed material accompanies students from the start of primary school right up to further education. The extensive availability of data in English for all academic fields is in response to the challenges Thailand faces on a global scale. Supatranont (2005) purported to discuss the significance and value of English in its use in the formation of learning strategies. Despite the widespread use of English in academia in Thailand, it is still a fact that the majority of classes are conducted by a native Thai teacher, while native English speakers teach a significantly smaller number.

In more recent times, reading skills have gained increasing importance due to the sharp rise in the evolution of electronic technology and the ever-expanding universe of information on the internet. Although the internet is of great value in the process of collecting information, it is important for students to establish ways to find data that is explicitly useful for academic purposes. The act of researching using the internet has to be supplemented with the more traditional method of researching periodical texts to comprehend topics and thus optimize their grade point average. The fact that EFL (English as a foreign language) learners in Thailand aren't inherently blessed with the skills associated with accomplished reading comprehension means that problems are often encountered. They do not seem to be able to be fairly good at decoding texts. Subsequently, students are unable to use the skills and strategies that are needed to work through reading comprehension, and so they struggle to become independent English readers. For example, Chansri (2020) studied the ability of undergraduate students and found that their reading proficiency was quite unsatisfactory because of low overall reading scores. The reason for

this is that the students cannot understand, interpret and translate the text they read. Moreover, their classes were teacher-centered, which means that the teaching methodology must have been at fault somehow. Sinthopruangchai (2011) also carried out research to investigate the problems of reading skills of Thai university students. The investigation showed that the students' ability was less than average for each of three main problem areas: sentence structure, vocabulary in context, and paragraph organization.

Therefore, as an English teacher at Thai-Nichi Institute of technology, the researcher also finds that first-year students, all of whom have finished M6, share similar problems in reading English. A possible explanation could be that most students have been taught to read carefully, closely, and consequently at a low speed. To make them progress to a more advanced level, they need to be trained to activate prior knowledge to make them understand better and utilize their thinking ability. Therefore, various approaches, methods and techniques in the field of teaching reading have been researched in order to solve the problems mentioned. One of the effective methods in teaching reading is the use of the KWL-Plus Technique.

Review Literature

Reading Comprehension

Reading comprehension involves interaction between the reader and the text (Riswanto, Risnawati, & Lismayanti, 2014) This can be considered the most significant element of reading, as it concerns the ability to retrieve meaning from the text. The reader is compelled to use their cognitive capabilities in order to understand the meaning of the written text. Urquhart and Weir (1998) acknowledged that cognitive skills connected to reading include two main skills: language comprehension and language decoding. An integral part of learning skills is the comprehension aspect of each reading activity. In order to perform reading comprehension skills, the reader must possess background knowledge relevant to what they are reading. Moreover, a good reader is one who understands what he reads, and the faster he is able to get meaning from his reading, the more efficient he is. In short, reading comprehension is the capacity to read text, process it, and comprehend its meanings. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. People can live safely and productively and continue to grow intellectually, emotionally, and socially when they can understand what they read.

The KWL-Plus process: An instructional reading strategy

The KWL-Plus strategy is thought to offer learners an improvement in the way they usually comprehend reading texts because it is a metacognitive strategy. Ogle established the method in 1986 and subsequently developed it as a straightforward, operative, and dynamic reading strategy. Blachowicz and Ogle (2001) detailed the steps undertaken by the teachers and learners during the KWL-Plus methods. In the first place, the teacher assesses what is already known about the subject in question; this is known as the 'K' and indicates what the students already 'know'. The second stage sees heightened encouragement from the teacher aimed at the learners to contemplate their existing knowledge of the subject while also considering more general categories of information that they foresee could be engaged upon; this is known as the 'W' and indicates what the students 'want' to know. Finally, learners note the details that have been learned in class in a designated 'L' column, indicating what they have learned. Under the direction of the teacher, the learners reviewed their questions to decide whether the article dealt with their areas of interest. If this is not the case, the teacher indicates further reading to satisfy their desire to 'know'. The final step involves the 'Plus' column, which incorporates both mapping and summarizing. Mapping requires learners to pinpoint and bring together the principal ideas and contribute details from the text and form them into an organized whole. Then, summarizing takes over, and the learners write a summary to speculate on what has been learned using their own words. Furthermore, the research of Siluang (2005) revealed that the learners' reading comprehension skills had indeed improved through the use of the KWL-Plus technique through using mapping. This is in accordance with the research of Jangpiboonpong (2007) which also found that KWL-Plus technique helped learners enhance their reading comprehension skills through using mapping and summarizing.

In this study, based on the researcher's teaching experience at the university level, it was found that students' reading comprehension is at a low level and needs to be improved. Therefore, this study investigates whether the KWL-Plus technique is effective. The researcher believes that the KWL-Plus technique is suitable for teaching and suitable for Thai EFL students because it can effectively improve their reading skills. References and overviews of related theories for dealing with the challenge were given.

Previous Research on the Use of the KWL-Plus among Thai EFL Students

There are many researchers conducting research to find some way to solve reading problems in Thailand. One of the studies by Siluang (2005) examined the reading achievement of Prathomsuksa 5 students who were trained to use the KWL-Plus technique as an aid for comprehending English texts gained English reading comprehension. The students' posttest scores of control group after they were exposed to the technique were higher than their pretest ones. Another study by Norasing (1997) compared Matayom Suksa 3 students' English reading comprehension ability through the method using the KWL-Plus and the method in the teacher's manual. The result was that the English reading comprehension between the experimental and control groups were significantly different. Moreover, there was a greater effect for the experimental group on students' attitudes towards teaching and learning in the reading course than attitudes of the control group students. Considering the research studied mention above, both of them focus on using this technique with primary and secondary school level and one of them had the survey of students' attitude of using this technique. Consequently, the researcher needs to extend using this technique to the university students to find out the best way to teach Thai students to read English texts effectively so that they will be able to keep abreast of what is going on around the world.

Objectives of the Study

The objectives of this study are as follows:

1. To investigate the effect of learning based on the KWL-Plus technique on English reading comprehension of first-year students at Thai-Nichi Institute of Technology.

2. To study the students' attitudes towards English Reading Comprehension lesson based on the KWL-Plus, technique.

Research Questions

This study addresses two research questions as follows:

1. To what extent did KWL-Plus technique help students gain reading comprehension?

2. What were the students 'attitudes towards the English Reading Comprehension lesson based on the KWL-Plus technique?

Methodology

The Participants

The research participants were a class of first-year students at Thai-Nichi Institute of Technology, a private university in Bangkok. The participants were 30 first year students who studied an English Foundation Course and came from different faculties at TNI in the first semester of the 2022 academic year. All of them were derived by convenience sampling based on the class assigned to the researcher by the university registrar's office.

Instruments

For this study, there were three instruments as follows:

1. The English Reading Comprehension test

A test was designed by the researcher in order to analyze the results before and after the experiment. This particular testing instrument was an English reading comprehension test. The test was reviewed by three external judges who are holding doctoral degrees in English language teaching before using it with forty students who were not the target group in order to find out the level of difficulty and the appropriate time to complete the test. Difficulty (p) and discriminant (r) values of reading comprehension were determined using the 25 percent of the high and the low groups, and the Kuder-Richardson (KR-20) reliability index was examined before the test was used with the actual target group. Reliability coefficient value of the reading comprehension test was 0.850. The pre-experiment and post-experiment reading comprehension tests were essentially the same, with the switched order of choices only.

2. Learning Management Plans

The second instrument was learning management plans which were reviewed by three external judges as well in terms of purpose, content, vocabulary, and grammar structure as well as the documents related to the KWL-Plus technique. Eight constructed learning management plans were tried out after the pretest. In the learning management plan, there were 8 periods and consumed 60 minutes in each period.

3. The Questionnaire

The attitude questionnaire was designed to study the university students' attitudes towards English reading comprehension lessons based on the KWL–Plus technique. The documents

pertaining to learners' attitudes towards reading were studied by the researcher. It comprised ten items with a choice of five rating scale responses, which were developed by the researcher and examined by three external judges who are holding doctoral degrees in English language teaching to assume language accuracy and content validity. Items with IOC values were at the rate of 1.00 were acceptable to ensure validity. Then the questionnaire was piloted with forty students and calculated for proper reliability. The value of Cronbach's Alpha Coefficient was 0.920. The questionnaire had two sections. Section 1 was 10 items with 5 rating scales. The questions were considered on three main parts: students' attitudes in pre-reading the activities, students' opinions in while-reading activities, and students' attitudes in post reading activities. Section 2 was 2 open-ended questions to allow the participants to express their attitudes, problems, and suggestions found during the period and also asked them to give additional information on using the KWL-Plus technique to develop their reading comprehension.

Data collection

This paper was a quasi-experimental study, which was One-Group Pretest-Posttest Design (see table 1). Pretest and Posttest were used to compare the effect of using the KWL-Plus technique in teaching English reading before and after the experiment.

Table 1: Research Design

Pretest	Experiment	Posttest
T1	x	T2

T1 = Pretest session administered before the teaching experiment (1 hour)

T2 = Posttest session administered after the teaching experiment (1 hour)

X = Teaching experiment using the KWL-Plus technique as an English reading instructional technique (8 periods)

Research Procedure

Teaching English reading comprehension through the KWL-Plus technique for one hour per week in the first semester was the main instructional technique. The details of the procedures were described below:

1. The pretest was given to the experimental group at the beginning of the experiment to measure the students' reading comprehension ability.

2. After the pretest, the experimental group was treated with the KWL-Plus technique for 1 period (60 minutes each) a week. It took 8 periods for the whole treatment, excluding the administration of pretest, posttest and questionnaire.

3. At the end of the experimental study after 8 periods of instruction, the students were administered the posttest whose content is parallel to that of the pretest in order to compare the scores of their reading progress.

4. The findings of the research employed a T-Test between pretest and posttest scores.

5. A set of questionnaires to find out the students' attitude towards the KWL-Plus technique used was distributed to the same group of students to complete.

6. Data from the questionnaire were analyzed using means and standard deviations and interpreted in a form of level.

7. The results were analyzed and conclusions drawn.

Data analysis

1. The reading comprehension scores were calculated, employing the t-test between pretest and posttest scores.

2. Data from the questionnaire were analyzed using means and standard deviations and interpreted in a form of level.

Results

1. Research Question 1. To what extent did KWL-Plus technique help students gain reading comprehension?

Table 2: The comparison of average scores of the students' reading ability before and after the experiment

Group Size (N)	Before Experiment X	After Experiment X	Mean Difference (M)
30	11.50	17.20	5.50

From Table 2, it was clear that the overall scores of the reading ability of the students increased after the experiment, with the average pretest scores of 11.50 and the average posttest score of 17.20 and the average gained score of 5.50. This means that learners were encouraged to use their background knowledge, or schemata, when using the KWL-Plus technique, and this links in nicely with the new knowledge gained. This is interesting considering the fact that they could apply this technique to their reading.

After calculating the mean differences of the students 'reading ability before and after the experiment, the researcher used the t-test Dependent Samples. The results were presented in table 3 below.

Table 3: The Students' English Reading Ability before and after Experiment

The Students' English Reading Ability	N	t	Significance (2-tailed)
Experimental Group	30	-11.210**	<0.01

** significant at a 0.01 level

Table 3 shows a significant difference between the pre-and the post-tests at the 0.01 level of significance. This means that the students could learn English reading by using the KWL-Plus technique. It could be concluded that teaching English reading through the KWL-Plus technique had positive effects on the students' English comprehension. In other words, it was assumed that this technique enabled the students to gain more reading comprehension.

2. Research Question 2. What were students' attitudes towards learning through the use of the KWL-Plus technique?

Table 4: Mean, Standard Deviation and Interpretation of the Students' Post-Learning Attitudes

Questionnaire Items	M (n=30)	S.D.	level
Pre-reading			
1. How much vocabulary do you know prior to reading a text?	3.90	.76	high
2. Do you believe that formulating questions motivated you to read the text?	3.82	.87	high
3. Do asking and answering questions about the text help you understand the central point?	3.75	.90	high
While-reading			
4. Do you instigate a plan while you are reading the text?	3.60	.72	high
5. Are you helped by the questions while you are reading?	3.85	.81	high
6. Does the KWL-Plus technique help you understand the text better while reading?	4.20	.69	high
Post-reading			
7. Are you able to find the answers after reading the text?	3.94	.77	high
8. Are you able to understand what you have read?	4.04	.65	high
9. Are you able to summarize the text using Semantic? Mapping?	3.55	.79	high
10. Are you helped in your reading by using Semantic Mapping?	3.78	.75	high
Total	**3.85**	**.77**	**high**

The overall mean scores of the students' attitudes towards the English reading comprehension lesson based on the KWL-Plus technique were high, with the mean scores at 3.85. When reviewing the individual statements, it was found that the students had a high level of attitude in all items. Consequently, the results revealed that students had positive attitude with the KWL-Plus technique. The majority of the students with the mean scores at 4.20 responded that the procedure of providing the KWL-Plus technique was appropriate to help students understand the text while reading. Moreover, the feedback from learners was very positive, according to the open-ended part. This also revealed their satisfaction with the KWL-Plus technique and, in particular, four specific areas. Firstly, they liked how it helped them form questions. Secondly, they appreciated the formulation of prior knowledge through brainstorming. Thirdly, they enjoyed applying their newly acquired knowledge to the technique. Finally, they were in favor of pre-teaching Lexis. However, most students suggested that they need more time and exercise

to practice. In term of term of negative attitudes in limitations of the KW-Plus technique, most of the students thought that there were some difficult words for them in the reading text. The teacher should spend more time to explain the meaning as well as give more examples to make them clearer.

Discussion

Enhancement of learning was achieved from the KWL-Plus technique in the following ways: learners gained knowledge from their peers; there was elicitation of the learners' background knowledge; learners were given motivation to think; and further encouragement was given to learners on idea organization. Despite the overall average score of the post-test not being very high for reading comprehension, it was still significantly higher than the pre-test mean score. So to reiterate, there was a significant improvement in the learners' reading comprehension skills. It can therefore be said that it was shown that the KWL-Plus technique aided learners in developing their reading skills and thus helped them to understand reading texts. The results of this particular research were correlated using the results from the research of Siluang (2005), with the discovery being that the learners' reading comprehension skills had indeed improved through the use of the KWL-Plus technique. Additionally, the findings of research conducted by Jangpiboonpong (2007) also correlate strongly with this particular research in that that research also found that the KWL-Plus technique helped learners enhance their reading comprehension skills. As has already been mentioned, learners are encouraged to use their background knowledge, or schemata, when using the KWL-Plus technique, and this links in nicely with the new knowledge gained. So the combination of experience, new knowledge, and motivation helps learners recognize for themselves what they really need to understand.

Additionally, even higher-level standard English reading comprehension classes garnered a positive attitude from learners toward the KWL-Plus technique. A questionnaire to evaluate learners' attitudes towards the KWL-Plus technique suggested that their reading skills had improved and that they also better understood reading texts. Research by Norasing (1997) concurs with its conclusion that nearly all participants had an interest in the KWL-Plus technique, were aware of its advantages, and believed it helped create a positive attitude toward reading comprehension tasks. Also, learners were of the opinion that the KWL-Plus technique optimized their comprehension levels. They believed this because the learners were able to formulate both plans and ideas in connection with the reading text. Therefore, it can be assumed that the KWL-Plus technique provided a good deal of satisfaction among learners.

On reflection, the KWL-Plus technique fitted the needs of the class very well. Analysis of data collected from the open-ended questions showed that all participants agreed that they had improved their reading comprehension skills using this reading technique. The positive attitude from the students towards the KWL-Plus technique meant that there was an encouraging development in the learners' reading skills. This correlated closely with the research of Siluang (2005) who showed that activities that facilitated active learning were beneficial for students to improve their reading ability and enhance their positive attitude. Additionally, this was in line with Jittisukpong's (2019) research, which showed that teaching techniques applying active learning with semantic maps made students like learning English while efficiently enhancing their reading abilities.

To conclude, the KWL-Plus technique is both effective and useful in raising the level of learners' English reading ability. This technique should be taken into consideration as an instructional technique when teaching English to Thai students.

Recommendation for Further Research

This research has shown that the KWL-Plus technique has improved English learners' ability to read English. There is therefore justification for repeating the study with further groups of learners at university or pre-university level in the other three English skills of listening, speaking, and writing. Further research on the effect the KWL-Plus technique has on listening, writing, and speaking is recommended so that teachers can use the results to develop their teaching strategies.

Conclusion

The KWL-Plus technique offers learners the opportunity to improve their English reading comprehension skills. After exposure to the technique, the post-test scores of the learners witnessed an increase compared to their pre-test scores. Furthermore, learners' attitudes were positive when tasked with learning English through reading using the KWL-Plus technique.

Pedagogical Implications

This experimental study was designed to investigate the effect and attitudes of the students in using KWL Plus technique to improve English reading comprehension. The participants of the study were 30 first-year students at Thai-Nichi Institute of Technology. The findings of this study revealed that studying through the KWL-Plus technique showed significant improvement

of the students' reading comprehension. From the results of this study and other related studies, the following implications might be taken into consideration to improve the teaching and the studying of reading.

1. The teachers who teach English should introduce the KWL-Plus technique to their students. This technique can help the students comprehend the reading passages.

2. The students acquiring knowledge of the KWL-Plus technique can use the technique in English reading and apply it to their reading for any other purpose, in any field, and in any language.

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Appendix

Lesson Plan 1

Course: English Foundation Course   **Level**: First Year Undergraduate students
Topic: Big Blue, King of the sea   **Time**: 1 hour (60 minutes)

Lesson Description

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

Lesson Rationale

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

Lesson Objectives

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

Content Outlines

Vocabulary
length (n) depth (n) plankton (n) mammals (n) gain (v) swallow (v) breathe (v) communicate (v)
Structure
The Superlative Degree

Materials and source

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

Teaching Procedure

Warm up (Presenting the form)

1. Teacher gives the examples of the Superlative degree structure.
    -   The Nile is the longest river in the world.
    -   The cheetah is the fastest animal in the world.
2. Teacher asks students to summarize the structure and highlights the form
3. Teacher checks students their understanding the usage of superlative form.
4. Teacher lets students practice the form of superlative by providing them the worksheet and asks them to do the activity.
5. Teacher asks students to check and correct the answers together.

Pre-reading activity

1. Teacher leads in the activity by asking students questions
    -   What animals do you know?
    -   What do they look like?
    -   Where do they live?
2. Teacher shows the picture of the whale and elicits what students have known.
    -   Do you know this animal?
    -   What does it look like?
    -   How does it live?
3. Teacher pre-teaches and elicits vocabularies.
    -   length (n) depth (n) plankton (n) mammals (n) gain (v) swallow (v) breathe (v) communicate (v)
4. Teacher writes the vocabularies on the blackboard.
5. Teacher gives students worksheet 1.
6. Teacher asks students to work in pair and write down what they have talked about the whales in Column K (What I know).
7. Teacher asks students what they have written in Column K (What I know).
8. Teacher writes them on the blackboard.
9. Teacher asks students to make questions that they want to know and write down in Column W (Want to know) worksheet1.
10. Teacher asks students what they have written in Column W (Want to know) and write on the blackboard.

While-reading activity

1. Teacher lets students read the passage **Big Blue, King of the Sea** and have them find the answers in the passage.

2. Teacher asks students to write the answers that they have written in Column W (Want to know). If students have more questions they want to know, they can write in Column W.

3. Teacher asks students to write down what they have learned from the passage to Column L (Learned).

4. Teacher asks students to summarize orally what they have learned together and write on the blackboard.

5. Teacher asks students to write down in Column L.

Post-reading activity

1. Teacher asks students to answer the questions from the exercise and check the answer together.

2. Teacher asks students to find the concept of the passage and note down in Column L.

3. Teacher lets students do the Semantic Mapping provided worksheet 2 (Plus) by using the words in Column L.

Evaluation

1. Check students' worksheets and exercise.

2. Observe students' attention and participation.

Worksheet 1

Directions:

1. Write down what you have known about the blue whales in Column K (What I know).

2. Write down what you want to know about the blue whales in column W (Want to know).

3. Write down what you have learned about the blue whales in column L (What I learned).

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

Worksheet 2

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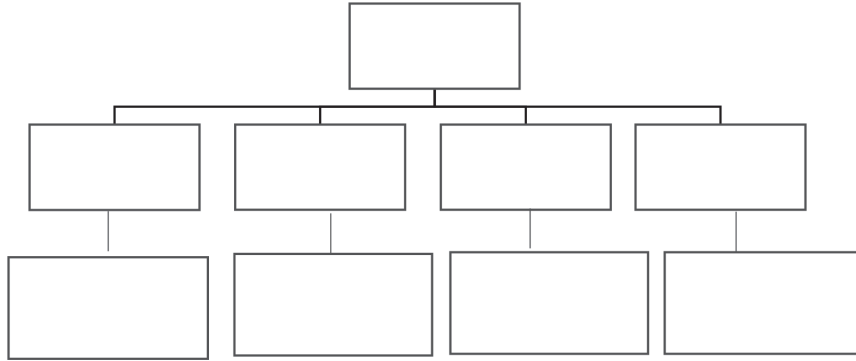
Big Blue, King of the Seas

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

An adult whale eats between 900 and 4,100 kilograms of food each day. The whale swims slowly through the water with its mouth open, and thousands of tiny fish and plankton swim into it. But the whales cannot swallow anything larger than a shrimp. Whale live in the water, but they are not fish. They are mammals, and they cannot stay under water for too long. Blue whales can dive for an hour, to the depth of 105 meters, but they need to come to the surface to breathe. When they come to the surface, they blow a wet stream 8-10 meters up in the air. Blue whales are the loudest animals on Earth. Their call is louder than a jet, and it can travel for hundreds of miles in the ocean. They use their calls and songs to communicate with other blue whales.
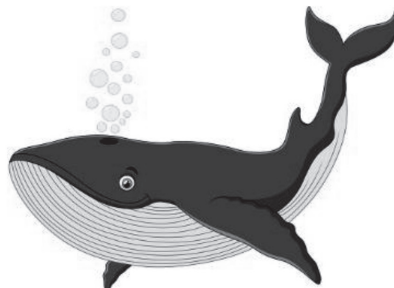
Exercise

Directions: Read the passage and answer these questions.

1. What is the main idea for this passage?

   a. The blue whales are the king of the seas.

   b. A baby blue whale weighs more than 3 tons.

   c. The blue whale weighs the same as 40 big trucks.

   d. The blue whale is the biggest living animal in the world.

2. What do Blue whales eat?

   a. shrimp

   b. plankton

   c. big fish

   d. an Octopus

3. Which sentence is not TRUE?

   a. The blue whales can communicate to their friends.

   b. The blue whales can stay under water all day.

   c. The blue whales can dive for a short time.

   d. The blue whales need to breathe.

4. The word "it" line 4 refers to...

   a. a bus

   b. a truck

   c. a tiny fish

   d. a baby blue whale

5. What is the opposite to "adult"?

   a. old

   d. big

   c. small

   d. young

6. Which animals are mammals? Give examples and explain.

   _____

   _____

   _____

   _____