



THE EFFECT OF ACTIVITY-BASED LEARNING TO ENHANCE ENGLISH READING
COMPREHENSION OF NINTH GRADE STUDENTS



An Independent Study Submitted in Partial Fulfillment of the Requirements
for Master of Education ENGLISH LANGUAGE TEACHING

Department of Curriculum and Instruction

Silpakorn University

Academic Year 2022

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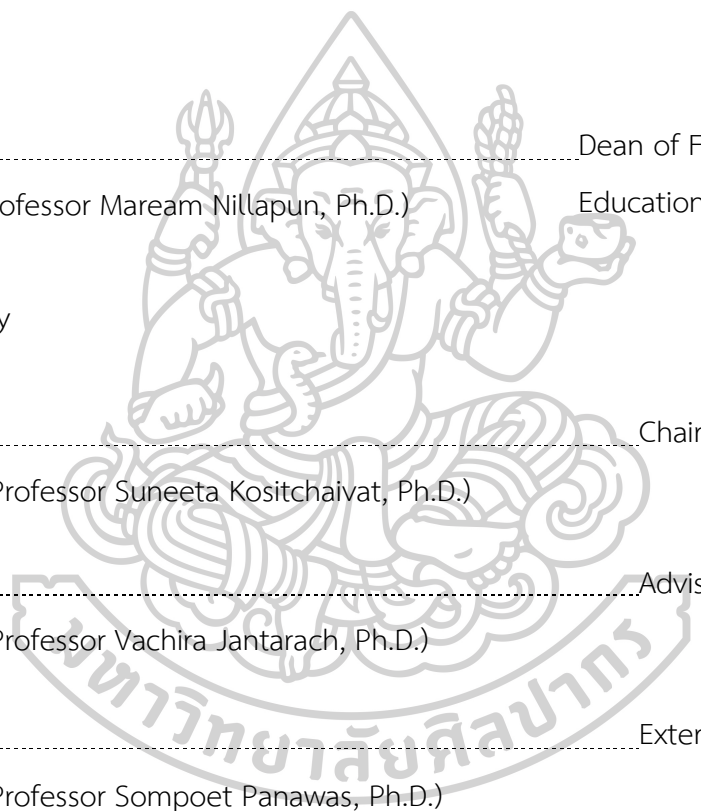
Title The Effect of Activity-Based Learning to Enhance English Reading
 Comprehension of Ninth Grade Students

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The objectives of this study were 1) to investigate the extent to which Activity-Based Learning (ABL) enhanced English reading comprehension of ninth grade students and to explore the opinions of ninth grade students towards Activity-Based Learning (ABL). The samples selected by the simple random sampling technique from eight mixed-performance classes were 36 ninth-grade students who enrolled in the English subject in the second semester of the 2021 academic year.

The research instruments consisted of: 1) reading comprehension lesson plans based on Activity-Based Learning, 2) pre-posttests and 3) a questionnaire towards ABL. The statistic analyses included mean (\bar{X}), standard deviation (S.D.) and t-test.

The findings were concluded below:

1) The mean score of the posttest was higher than that of the pretest at the level of .05. Therefore, it could be concluded that the Activity-Based Learning significantly enhanced the students' English reading comprehension.

2) The students agreed that ABL could enhance English reading comprehension. The average score of their opinion was 3.81 (S.D. = 0.85).

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Chapter 1

Introduction

1.1 Background of the study

Reading text is a continual human activity for approximately 5,000 years (Hudson, 1998 as cited in Saiyod, 2009). People have read several texts during the day in their lives as there is visible content everywhere and it is used for various benefits as expected (Grabe & Stoller, 2013). Reading is a superior foundation of education in the field of foreign language learning. Children can not access to a rich and diverse curriculum without a basic foundation of literacy. Being able to read well in English can be a knowledge that helps progress and improves language learning because reading is a way to receive information, provides language learners a huge amount of input, enlarges their vocabulary and positive impacts of other language skills (Tang, 2000 as cited in Saiyod, 2009).

Doing well in school no longer guarantees a lifelong job or career as it did for previous generations. Today, people can expect to have many jobs in multiple fields during their careers. Competency in 21st century skills gives people the ability to keep learning and adjusting to change. Twenty-first-century skills are the ticket to moving up the economic ladder. Without 21st century skills, people are relegated to low-wage and low-skill jobs. Proficiency in 21st century skills is the new civil right for our times.

Notwithstanding, Grabe and Stoller (2013) states that reading skills guarantee success for nobody, but it is harder to be successful without starting to be a skilled reader. With strengthened reading skills, readers are able to construct greater procedures beyond the improvement in all academic fields (Anderson, 1999 as cited in Saiyod, 2009).

The basic core curriculum in students' quality of ninth grade stated that students are able to use foreign languages to communicate about themselves, their families, schools, environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, traveling provision of services, places, language and science and technology around 2,100-

2,250 words. The master instruction presents that reading skill is one of the greatest language abilities which are required to stimulate learners' reading comprehension skill. According to the National Institute of Educational Testing Service (NIETS), the Ordinary National Educational Test (O-NET) mean score of ninth grade students in the academic year 2018 was 29.45 which is lower than the academic year 2017 at 30.45. This result revealed that over 600,000 ninth grade students lacked reading comprehension that is required for O-NET.

Many organizations have exposed low reading results of children in the past few years. The latest data from the United Nations Educational Scientific and Cultural Organization Institute for Statistics (UIS) in 2017 revealed that 617 million children and teenagers worldwide were composed of 387 million primary school children (56%) and 230 million lower secondary school (61%) did not reach the minimum level of reading and mathematics proficiency. This statistical data declares three common issues. First, children have little or no chance to attain the necessary level of competence. Second, it is a failure to retain and maintain every child on track in school. Third, there is the actual problem of educational quality delivered in the classroom. This leads to "a learning crisis" which could destroy progress towards the sustainable development agenda of the United Nations (UNESCO, 2017). Similarly, UNESCO's statements represent PISA reading outcomes in 2015: Thai pupils are grouped in the lower average standard. These outstanding issues force the researcher to build children's reading competency.

Language teaching and learning have shifted the focus from passive learning to active learning. The traditional teaching is a lecture-centered process in which the lecturer delivers the lecture and there is a low level of student engagement and achievement (Busaidi & Hayat, 2017). Hariharan and Williams (2011) says that traditional classroom practices have shown many limitations such as a large number of students, a tiny number of teachers, a teacher's role as a center of information rather than as a learning facilitator, teacher's awareness, heavy school bags and a central role of textbooks as a source of information. However, educational experts and researchers have developed a new method called the "Constructivist Approach" which aligns

a learning process that the more someone does something over and over again, the more powerful they become at it. This approach is comprised of various forms and purposeful activities, including Cooperative Learning, Experimental Learning, Problem-Based Learning, Activity-Based Learning and Inquiry Learning (Hussain & Sultan, 2010). Learning engagement always takes place through Activity-Based teaching where teachers work as facilitators, motivators, guides, and coaches who are not a sage on the stage (Stößlein & Changchun, 2009). Activity-Based Learning (ABL) encourages training, teaching, reinforcement, and assessment preparation.

ABL has converted the classrooms into activity centers and consequential learning (Ravi & Xavier, 2007). ABL is child-centered learning and based on the active learning approach in which learners focus on various desirable interactivities, collaboration, and experiential language teaching and learning for developing ninth grade students' reading comprehension. Boud and Feletti (1998) state that teaching and learning based on experience allows students to learn how to learn through various activities related to genuine-life issues. Ravi and Xavier (2007) mention the ABL learning method can be fun, learning has to come from within (self-directed). Thus, students can learn in an active way and turn out to be active learners.

For Dewey (1859-1952), learning is an activity resulting from the personal experience of struggling with an issue. This notion of learning suggests an education philosophy that is far different from the prevailing school custom of his day when students only obtain information that teachers and textbooks had prepared and pre-digested. Therefore, Dewey claims, the schools do not provide authentic learning experiences, but only an endless accumulation of facts feed to the students, who give them back and forget them. The important feature of the Activity-Based teaching and learning is learning by doing. It also enables students to study their skills and knowledge that, i) What they learned, ii) How they learned it, iii) What they do not understand, iv) Why they do not understand it, and v) What assistance they would like to receive. In the case of the traditional teaching, teachers should improve their strategies for setting an advantageous activity that emphasizes being clear purposes

and outcomes. Learners have to participate in the provided activities and gain knowledge (Randall, 1953).

Reading skills are crucial skills in 21st century. They are more significant now than ever. These skills do not only provide a foundation for effective classroom learning, but also ensure that students are able to succeed in an environment where change is continuous and learning never stops. And they are also important for the well-being of our society (Ross, n.d.). The 21st century skills consist of 3Rs which refer to (1) Reading, (2) Writing and (3) Arithmetic skills. In addition, there are 8Cs which represent (1) Critical thinking and problem solving, (2) Creativity and innovation, (3) Collaboration, teamwork and leadership (4) Cross-cultural understanding, (5) Communication, information and media literacy, (6) Computing and ICT literacy, (7) Career and learning skills and (8) Compassion.

According to the reading, critical thinking, and writing skills assessment report of Princess Sirindhorn's College in 2018, the students' average reading proficiency was at a low level. Therefore, the school has put the development of students' reading proficiency issues in the first priority. The total population of ninth grade students at Princess Sirindhorn's College, located in Nakhon Pathom are 455 students and almost 40 per class. They learn a foundation English (E23101) and they can make the decisions to take the O-NET examination at the end of the academic year. The recent result of the O-NET examination exposed that English subject score was lower than in the past few years, especially in the reading part. Most learners meet a huge problem in terms of less comprehension of any kinds of reading that they have read. Besides, some are always nervous of mispronunciation and misunderstanding translation. One of the direct-effect determinants is language teaching and learning which is not provoked in case of physical, mental and surrounding so learners still feel nervous and lack self-confidence. This is a reasonable evidence to promote reading comprehension by using ABL.

According to a nearby research namely "Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa" by Haq,

Khurram, and Bangash (2019), the recommendation for further study that a teacher should be taken comprehensive trainings for constructing an active learning environment in the classroom. Also, activities time takes too long mostly in improper plan. Thus, the present project should be aware of time management and plan thoroughly in advance.

The mentioned related study above shown some suggestions that can be corrected and improved. Throughout the whole important statements mentioned made the researcher attempted to conduct a research on The Effect of Activity-Based Learning to Enhance English Reading Comprehension of Ninth Grade Students.

1.2 Objectives of the study

The research was based on the following objectives:

1. To investigate the extent to which Activity-Based Learning (ABL) enhance English reading comprehension of ninth grade students.
2. To explore the opinions of ninth grade students towards Activity-Based Learning (ABL).

1.3 Research Questions

The research questions of the study were the following:

1. Does using Activity-Based Learning enhance English reading comprehension?
2. What are the opinions of ninth grade students towards Activity-Based Learning?

1.4 Hypothesis

1. The English reading comprehension of ninth grade students after enhancement through Activity-Based Learning was higher than before.
2. The opinions of ninth grade students agreed that Activity-Based Learning enhances English reading comprehension.

1.5 Population and Sample

The population of the study consisted of 455 students of Princess Sirindhorn's College, who were studying at ninth grade in academic year 2021. There were thirteen classes of each level in junior high school. Every student enrolled in an English (E23102) course. The researcher was in charge of five classes and one class was selected by the simple random sampling technique.

1.6 Variables

1.6.1 Independent variable was Activity-Based Learning

1.6.2 Dependent variables were English reading comprehension and sample's opinions towards Activity-Based Learning

1.7 Duration of the Study

The study lasted for six periods and learners took pretest in the beginning week. A week later, the Activity-Based Learning activities were in progress for about 6 periods then the posttest was served for the final week.

1.8 Definitions of Related Terms

1. **Activity-Based Learning (ABL)** is defined as authentic experienced-centered learning which learners are deeply enhanced and actively participate in provided activities, opportunities or and materials spontaneously that mainly required language proficiency, classroom motivation and relationship with their peers and facilitator.

The process of ABL has four steps: Introduction, Activity, Discussion and Assessment, as explained below.

1. Introduction

Attracting students' attention at the beginning of the process can make the lesson more interesting. The students are curious to learn what will happen in the next step with this lesson. A teacher acts as a facilitator to facilitate students and feel comfortable for getting new empirical knowledge.

2. Activity

A teacher plans and designs the activities which not only relates to the learning objectives but also achieves the expected behavior. Many activities are selected based on student contexts, environment and school context. Moreover, the teacher must understand the steps of each activity. Also, the teacher can solve any problem and manage the whole class equally.

3. Discussion

After activity time, the students discuss, share and give their own opinions about what they have learned. Exchanging knowledge between student to student and student to teacher is necessary for getting feedback which leads to summarize the main points or subject matters of the lesson.

4. Assessment

After finishing the activities, students do behavioral self-assessment.

2. **Reading comprehension** is an ability to interpret, understand meaning and relationship in the content and also writer's purpose beyond reading. The means of understanding a new content is influenced from reader's background knowledge, prior experience, word level, grammatical structure, purpose of reading and other techniques. This study emphasizes literal and interpretative levels of reading comprehension, which are assessed by using the pre-posttests. There are twenty items in the objective test.
3. **Students** refer to a class of ninth grade level which had 455 students. They were classified into thirteen classes of ninth grade level at Princess Sirindhorn's College in Nakhon Pathom, Thailand. The class was one of mixed-performance classes, which were selected by simple random sampling technique. This class contained 36 students. The samples enrolled in the English subject in the second semester of the 2021 academic year.
4. **Opinions** refer to students' opinions towards Activity-Based Learning after the treatment using the questionnaire. The format of the questionnaire is a mixture of closed and open-ended questions, with closed items at the beginning followed by a space for an open-ended question. The close-ended questions consisted of 15 items on a 5-point Likert rating scale. They consisted of three subparts: (1) opinions towards ABL lessons, (2) ABL activities, and (3) English reading comprehension. The open-ended question is considered and categorized into groups.

1.9 Theoretical Framework

Table 1 Theoretical Framework

Independent Variable	Dependent Variables
<ul style="list-style-type: none"> ● Activity-Based Learning Process <ul style="list-style-type: none"> - Step 1: Introduction - Step 2: Activity (Activity-Based Learning Activities) <ul style="list-style-type: none"> - Jigsaw - Brainstorming - Using Pictures - Step 3: Discussion - Step 4: Assessment 	<ul style="list-style-type: none"> ● Reading Comprehension Achievement ● Opinions

1.10 Expected Benefits

1. The researcher could profoundly comprehend the Activity-Based Learning methodology.
2. The English reading comprehension of samples after enhancement through Activity-Based Learning would be higher.
3. This study could stimulate the language learning motivation of students and build a good attitude towards English.
4. This study could provide beneficial guidance for other teachers and researchers who are interested in Activity-Based Learning. (Saiyod, 2009)

Chapter 2

Literature Review

This chapter focused on Activity-Based pedagogies and how these methods affected comprehensive reading teaching process. These pedagogies offered a student-driven educational praxis that promoted creativity and improved learners' reading comprehension. Moreover, this chapter explored how Activity-Based Learning enhanced learner's reading comprehension and the means of applying this method in an EFL classroom teaching context. The first part of this chapter provided a brief description together with the reading procedure used in the past and relevant studies investigated the effects of Activity-Based Learning on reading comprehension in different teaching contexts across the world. Finally, a brief overview of Activity-Based Learning and teaching process was presented. Topics of this chapter were outlined as follows:

1. Reading
 - 1.1 Definition of Reading
 - 1.2 The Advantages of Reading
 - 1.3 Types of Reading
 - 1.4 Theories of Reading
 - 1.5 Reading Process
 - 1.6 Reading Comprehension
 - 1.7 Level of Reading Comprehension
 - 1.8 Teaching Reading Comprehension
 - 1.9 Reading Assessment
2. Activity-Based Learning
 - 2.1 Origin of Activity-Based Learning
 - Definition of ABL
 - 2.2 Constructivism and Active Learning
 - 2.3 Principles of Activity-Based Language Teaching and Learning
 - Teacher role/behavior , Students role/behavior
 - 2.4 ABL Activities
 - 2.5 The Process of ABL
 - 2.6 Advantages of ABL

3. Basic Education Curriculum B.E. 2544 (A.D. 2001)

4. Related Researches

1. Reading Skill

1.1 Definition of Reading

Reading is an interactive, meaning-building activity that involves component skills and knowledge such as vocabulary and structural information, semantic knowledge, schemata and metacognitive skills to interpret the written text. Reading is one of the most effective resources, especially in the context where input access is limited. Expanding the exposure of learners to information can be a realistic tool. Reading skill is not only beneficial for learning the language but also for learning any content written in the target language. Students with advanced reading abilities can perform better in all other fields of learning. Good reading habits allow students to understand the reading skills needed to obtain new knowledge (Grabe & Stoller, 2013). Similarly, Uslu (2020) mentions that when learning English as a second or foreign language, reading is the most vital skill for completed learning. Reading skill is not only important for language learning but also for learning any content written in the target language. Thus, language learners could antedate reading skill as they have started to learn new languages because they can utilize this reading skill for expanding another skills in real world lives. Moreover, learners can comprehend, analyze and conclude any text that they have read or studied. When learners summarize, it reveals that they gain a concept of knowledge. There are several definitions of reading from many researchers as mentioned below.

Sornprasert (2015) conceptualizes reading is an act to understand information of author's written letters. Reading competence improves by interaction between content and students' existing knowledge and experience; therefore, in case of the development of reading proficiency, a reading teacher should design activities which elicit prior or and existing knowledge and experience of students. The teacher designed and developed reading activities that support students to realize how much they known about reading and apply the current knowledge to complete the assigned task.

Novianto (2012) defines reading as the instant identification of different written symbols with existing knowledge, and can also be described as the comprehension of the information and the idea communication. It assumes that when a reader interacts with printed messages, he or she tries to obtain the main concept, or to understand writer's signals or messages. It can also be said that reading not only the process of gaining the written symbols conform to one's spoken language, but also the process of making the meaning of words, phrases and related text that can be called comprehension.

E. Wijayanti (2015) identifies that reading is an activity or process for understanding the meaning, message, and intention from printed or written content that connects reader to the concept of writer.

Reading is an interactive process between a reader and the text, and the reader must use his or her knowledge, experience, and technique to interpret what the text is. The readers are trying to decode the words they see in print and seek the meaning of the content. Hence, the reading allows maximum understanding to the author's message. (Liza, 2014; L. Wijayanti, 2015)

According to Ceylan, Hamzaoglu, K m rc , Beyan, and Yalcin (2002), "Reading" is the process of perceiving the special symbols that people identify among themselves through the sensory organs, and analyzing them as interpreted by the brain. According to G neş (2013), reading is the learning environment that leads to mental competence besides the language skills. Gunduz and Simsek (2011) as cited in Savařkan (2017) define reading as the process of seeing, perceiving, understanding and signifying words, phrases or a text through all elements. According to Dokmen (1994), reading is not recognizing words or sentences; however, some mental activities are required beyond seeing in order to be able to interpret, in particular reading by comprehension. Reading is a perceptual practice and a thinking process.

Gunduz and Simsek (2011) as cited in Savařkan (2017) describe "reading" as not simple reading, but practical reading that strengthens the individual's experience of emotion and thought. In this way, reading leads to improve individual, social life, and personality growth. Yet, reading is not only connects the past with the present,

but also affords people a chance to grow and has a place in the society in which they live (Yakici, Yucel, Dogan, & Yelok, 2015)

Based on definitions above, reading can be determined as the perceptual process of interaction between visible content and an individual's prior knowledge and experience. The process requires seeing, perceiving, understanding and defining denotation and connotation meaning of author's perspective.

1.2 Advantages of Reading

Reading has various benefits to the readers. There are seven advantages of reading according to Dewi (2013) as cited in L. Wijayanti (2015).

1. Reading as Active Mental Process

Readers will be encouraged to think about information they don't know yet. In this process, readers discover new knowledge that can develop students' critical thinking.

2. Improving Readers' Vocabulary

Readers can learn new words and meanings to interpret and comprehend the content of the text.

3. Improving Concentration and Focus

Readers need to focus on books or texts that have been read for a long time. Unlike newspapers, the internet or e-mail, which only contain short information, a book will tell the whole story. It is also important to focus on reading so that the concentration of readers is higher.

4. Building Self-Confidence

Amount of reading activity can impact readers because the more people read, the more knowledge they have learned. Growing knowledge will help foster confidence. It's been a chain reaction.

5. Improving Memory

Many experiments have shown that if the memory is not used, the memory may be disabled. Reading is one of the practices that can train the brain. Reading helps to extend the memory, as reading includes the details, facts and figures of a

piece of literature, the plot, theme or character of the story. Reading can make someone's memory improve.

6. Improving discipline

Adding books and other resources as written text in reading activities to the student's routine and keeping to the routine would strengthen readers' discipline.

7. Increasing Creativity

Reading about the diversity of life, growing up to the idea and the new thinking will help expand the creative part of the readers' brain.

1.3 Types of Reading

Cahyono (2006) points out that reading can be classified into two types: initial reading and reading comprehension.

1. Initial reading

It is an attempt made by those who have not been capable of reading to read and comprehend (e.g. how to read alphabets and a combination of texts or common words).

2. Reading comprehension

It is aimed to understand the main idea of a particular text or content.

Initial reading and reading comprehension are beneficial. Initial reading is very important for young children who learn how to read English alphabets while reading comprehension deals with the concept of message which is expected to be comprehend by the reader.

However, Mufarida (2016) identifies two kinds of reading as follows:

1. Silent Reading: it improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being read and discussed.

2. Oral Reading: The oral translation of printed or written material often used as measure of a student's overall reading performance to examine aspects of reading

accuracy, fluency, and comprehension that cannot be observed directly from the act of silent reading (Stefanko, 2011).

Savaşkan (2017) emphasizes different types of reading such as oral reading, silent reading, shared reading, reading by highlighting, reading by glancing, reading by asking questions, and reading by taking notes as the types of reading.

1. Oral Reading

Dokmen (1994) identifies oral reading as “reading aloud with mouth and tongue movements.” Besides, Koksal (1999) as cited in Savaşkan (2017) posts a definition as “oral reading is the reading of a text aloud at a volume possible to be heard and listened pleasantly.” Celik, Erden, Özmen, and Tural Hesapçioğlu (2017) presents that “the first condition of oral reading is telling the words perfectly, and reading accurately, naturally and in a way like speaking in appropriate to our mouth in aesthetics language”. Also, Arici (2012) views oral reading as “Oral reading is turning the text into sound by the help of various organs.”

According to Kavcar (1995), “Oral reading influences listeners and gives them satisfaction. Listening to a very good reading, we can understand some complicated ideas and feelings. Oral reading is effective when students know positive listening habits.”

2. Silent Reading

There is no pronunciation in silent reading that is most common seen in the life of people and done only with active brain and eye coordination. Since silent reading is just eye reading, the eye sees more words than the expressed ones. (Celik, 2006).

Silent reading means comprehending a text following by eyes. (Arici, 2012). Thus, silent reading should not be interpreted as saying words within that do not make a speech (Demirel, 1999).

3. Shared Reading

The aim of shared reading is to help students read a long text and perform an interactive reading activity under the assistance of the teacher and to make them enjoy reading. This method of reading allows students

read more fluently, develop good reading habits, and help students with poor readings understand the relationship between spoken and written language (Karadag & Yurdakal, 2016).

4. Reading by Highlighting

The aim of reading by highlighting is to identify keywords and concepts that can help to understand and that are considered to be significant (Yildiz, Okur, Ari, & Yilmaz, 2013).

5. Reading by Glancing

The type of glance reading is used for general comprehension of the subject or for informing the pre-knowledge relate at the starting of the reading process, prior to reading. The objective of this type is the comprehension of the subjects without reading into detail (Karatay, 2014).

6. Reading by Asking Questions

The aim of this type of reading is to provide students with the opportunity to think about the text and understand the text that helps them to answer questions before and during the reading activity (Yildiz et al., 2013).

7. Reading by Taking Notes

The aim of reading is to provide students with the opportunity to be involved during the reading process and to inform them of essential knowledge, thoughts and activities (Yildiz et al., 2013: 133).

Reading and making notes is helpful in providing students with the ability to inform and revise the knowledge they understand through the learning process, to learn what they can not understand from various resources, and to learn the habit of asking questions (Karatay, 2014).

1.4 Theories of Reading

Reading theories help teachers to gain a better knowledge about how the views of reading have changed over the years. In the traditional view of reading, the focus was on the written text where novice readers acquire a set of sub-skills hierarchy that build toward comprehension ability. Having mastered these skills,

readers are viewed as experts who comprehend what they read (Dole, Duffy, Roehler, & Pearson, 1991). In the contrary, cognitive view is based on the role of background knowledge of the reader in addition to what appears in the written text. In other words, the schemata theory of reading proposed by Rumelhart (2017) has been described as "building blocks of cognition" which is used in the process of interpreting sensory data, in retrieving information from memory, organizing goals and sub goals, allocating resources, and guiding the flow of the processing system. Apart from cognitive view to metacognitive view, Klein (2011) states that metacognition involves thinking about what ones are doing while reading. Furthermore, they have outlined what strategies readers use while reading as follows:

- Identifying the purpose of the reading before reading.
- Identifying the form or type of the text before reading.
- Thinking about the general characters and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion.
- Projecting the author's purpose for writing the text (while reading it), choosing, scanning, or reading in detail.

Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Moreover, they attempt to form a summary of what was read. Carrying out the previous steps requires the reader to be able to classify, sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summarise, hypothesise and predict, infer, and conclude. In the "Interactive reading model developed by Rumelhart (1977) emphasizes that readers should use the bottom-up process as a guide for understanding text, and then turn to the top-down process to do a high-level interpretation of text. Content predictions can be confirmed, adjusted, or denied through further data analysis. The interactive model of the reading process is a combination of bottom-up and top-down versions, thereby incorporating their benefits.

1.5 Reading Process

Reading is a process that includes three phases: before reading, during reading and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading. Then, the reader begins to read the written text—the during-reading phase. While he or she reads, the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading. Finally, the after-reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge. Throughout the reading process, but the during-reading phase, reading strategies can be useful to improve comprehension (Beers, 2000). The steps of the reading process are described below in detail.

1.5.1 Pre-Reading Activities

This stage inspires students for reading.

1.5.1.1 A teacher should plan an activity which related to new reading because students will be familiar with the new texts through predicting a topic or events, that can be happened in a story. Moreover, this step promotes students' background knowledge and relationship between the topic and content.

1.5.1.2 Questioning about the topics or and figures to involve students to the new content such as guessing the meaning of a word from shown context.

1.5.1.3 Discussion about total events, introducing the characters and explaining about story plot.

1.5.1.4 Students begin to read with propose.

1.5.2 While-Reading Activities

Students could understand the texts by Strip Story, Semantic Mapping, Graphic Organizer and Summarization. Students must know why they read then interpret the content and structure. This activity follows these steps.

1.5.2.1 Identify the aim of reading acquires students to seek the ways to read properly.

1.5.2.2 Students allow to find the texts or information following given aims.

1.5.2.3 Read for main idea

1.5.2.4 Read for details or some specific information

1.5.3 Post-Reading Activities

Last step is to check for the accuracy of comprehension of content and this is related to other language activities such as role-plays, letter conversation and commenting about story. Post-reading stage supports reading comprehension through Matching exercises, Cloze Exercises and Comprehension Questions.

Based on the information above, reading process includes three steps: Pre-Reading, While-Reading and Post-Reading. Pre-Reading leads students to be ready before reading. They should recognize their own background knowledge which can be linked to a current text and set the aim of reading. For instance, discussion, Q&A about prior knowledge to the new texts. While-Reading is meaning construction stage that connects the whole concepts to comprehend the text in hand. Post-Reading is evaluating and assessing about interpretation. Students can expand their key concepts by lecturing. The teachers should design reading activities in line with the reading process suggested above for better students' comprehension.

1.6 Reading Comprehension

Do students fully understand what they read? Are they able to express what they have read in verbal or written communication? Teachers need to lead students to become autonomous and proficient in their academic and social life. To do this, the readers need to begin with a fundamental skill that is used in their lives and that skill is reading comprehension (Baier, December, 2005).

Reading without comprehension is not useful. Many children can pronounce words fluently, but when asked what they have just read, they are unable to describe. So, understanding is essential for good readers. In other words,

comprehension does not just happen, it needs attempt. Readers must work with deliberation and purpose to construct meaning from what they read. Good readers are fluent and automatic when it comes to strategic comprehension (Paridah, 2016).

Definition of Reading Comprehension

Grabe and Stoller (2013) describe reading comprehension as the ability to build meaning from printed text and give the newly gained meaning a proper interpretation. In addition, reading comprehension is identified as containing active and complex processes in which individuals make meaning from written text (Pearson, 1985).

Comprehension is the process of making sense of words, sentences, and related texts; say that comprehension is the process of deriving a definition from one word to another in a message. Readers usually use background knowledge, vocabulary, grammatical knowledge, experience with a text and other techniques to help them understand written sources (Pang, Muaka, Bernhardt, & Kamil, 2003). Liza (2014) discloses that reading comprehension is a process of interaction between the reader and the written text in order to understand the contents of the text. The reader relates the idea of the text to previous experiences and their knowledge. Saiyod (2009) reveals reading comprehension is an interactive process in which a reader constructs meaning based on their background knowledge and purposes for reading.

From the explanation above, reading comprehension can be concluded that is an ability to interpret, understand meaning and relationship in the content and also writer's purpose beyond reading. The means of understanding new contents are influenced by reader's background knowledge, prior experiences, word levels, grammatical structures, purpose of reading and other techniques.

1.7 Level of Reading Comprehension

Many researchers proclaim various concepts of reading comprehension levels, which are presented below.

According to Mufarida (2016), there are two levels of reading comprehension such as :

1. Literal Comprehension

Reading is an activity for the purpose of understanding, remembering or recalling information directly in a text.

2. Inferential Comprehension

Reading is a practice to find details that is not explicitly mentioned in a text that uses the experience and instinct of the reader by inferring.

Liza (2014) declares that when individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. There are two levels of comprehension:

1. Surface level.

The surface level of comprehension is the literal level of comprehension defined by the ability to recognize accurate details from the text.

2. Deep level.

This level is the intellectual level of understanding that results from the reader's ability to think beyond the text, thus combining the author's intentions with the reader's view.

Typically, comprehension would be found in the mind of writers. It is clear that reading comprehension is not only a process of understanding the meaning of words, but also a process of keeping up with the concept of the text whether it is explicitly mentioned or not.

James (2005) and Paridah (2016) discriminate that the levels mean different depths of comprehension, different analyzes of what is meant. In other words, you are supposed to learn at various levels of comprehension. These three different stages of understanding can be called the literal level, the interpretative level and the applied level. A brief discussion about these levels is provided below.

1. Literal Level

Reading for literal comprehension, or gathering data that is specified in a selection, is essential in itself and is also a prerequisite for higher level of comprehension. Recognizing the presented information is the basis of literal comprehension, the precise, specified parts of the paragraph or passage containing the general information are the details on which the key concepts, cause-effect relationship, the conclusions and so on are founded. It means that literal level is to inform the readers indicated in the message.

2. Interpretative Level

Interpretive reading requires reading between lines or forming inferences. It is the process of deriving ideas that is implied rather than clearly stated. Interpretive reading involves making inferences about the point of texts, cause and effect relationships that are not directly stated, references or pronouns, references of adverbs, and omitted words. It also comprises predicting the mood of a passage, identifying the intention of the author in writing a selection, making conclusions, and interpreting figurative language. Knowing how and why this level of comprehension is certainly a much deeper or deeper level of thinking.

3. Applied Level

Readers are about to upgrade or raise your thinking one more "notch" or a more critical level of analysis. This presupposes that readers have already reached the previous two levels. At this point, the reader reads between the lines and then discusses a message from the author or attempts to adapt the message to other settings.

Based on the level of reading comprehension, Djiwandono (2008) elaborates the detail of comprehension competence through percentage as the table below.

Table 2 The Percentage of Reading Comprehension Ability

Detail of ability	Percentage
Able to answer the question about the meaning of the text and the usage.	5 %
Able to answer the explicit question of the text.	15 %
Able to answer the questions that demand of the organizing text comprehension and connection of content of the text.	15 %
Able to answer the questions about the meaning, life attitude and feeling of author.	20 %
Able to answer the implicit questions of the text.	45 %

According to Conley (1995), the levels of comprehension can be divided into three levels: (1) Literal comprehension, (2) Inferential comprehension, and (3) Critical comprehension.

1. Literal comprehension, Readers need to grasp what's on the document. When literal level takes place, readers can recognize main components of the text (who, what, where, when) and can also find or recall key concepts or themes when they are mentioned in titles, topics, or summary.

2. Inferential comprehension appears when readers make predictions or create ideas when the main concept, sequence, character, mood, or result is not explicitly expressed in the text.

3. Critical comprehension, it occurs as readers consider what is read in the context of their experiences. Critical comprehension demands analytical skills, so readers must challenge the text with questions such as "Why?" or "Why not?" or "Do I agree?" or "So what?"

According to Day and Park (2005) as cited in L. Wijayanti (2015) also presents several stages of comprehension, as follows:

1. Literal comprehension is to provide a direct interpretation of the meaning of a text, such as vocabulary and facts that are not clarified in that text.
2. Inferential comprehension is to summarize information from the content and the form a new understanding idea that is not clearly specified in the document.
3. Reorganization is prioritizing of details from various parts of a text to obtain new information.
4. Predictive comprehension is the combination of the reader's understanding of the text and their own experience of the text in order to predict what may happen next or after the text is ended.
5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires a reader's comprehensive assessment on some details of the text and the ability to redevelop interpretation through the use of relevant issues.
6. Appreciative or personal comprehension is reading in order to receive an emotional or other value reply from the message, and it allows the reader to react to the text with their feelings as well.

From the explanation above, the researcher summarized the reading comprehension levels as explained below

1. Literal Level

- Recognizing the stated message including main components (what, where, when, who)
- Recalling or finding main ideas and key concepts which are mentioned

2. Interpretative Level

- Making inferences
- Interpreting from implied or invisible meaning based on the reader' schemata and prior experience

- Identifying the writer's tone, purpose, attitude and intention
- Answering the questions 'how and why'
- Understanding figurative languages
- Sequencing the chronological order of the information
- Summarizing

3. Critical Level

- Discussing and adapting the information to other settings
- Evaluating and judging the text
- Explaining the reason to support the judgement

This study emphasized on literal and interpretative levels because the students were in ninth grade and took the O-NET examination, thus they were required to comprehend written texts in depth.

1.8 Teaching Reading Comprehension

In the study of Rohman (2017), students' reading comprehension includes three stages; Pre-Reading, While-Reading and Post-Reading, the three stages are described below.

Pre-Reading Stage

In the pre-reading stage, exchange of greetings between teacher and students can be the first step. Teacher initiates asking some questions relevant to the topic of the reading text. He/she hopes to engage learners in the act of reading. Most introductory activities should activate students' prior knowledge or schemata on the topic or issue. The students are assumed to make ready for learning.

While-Reading Stage

The teacher circulates a question paper among the students and ask to do a discussion together. The questions can be about (a) what the main idea of each parts, (b) what subject or topic of each paragraphs, (c) how each paragraph is related to each other. Progressively, the teachers support the students step by step to sum up the related notions among paragraph. Lastly, the students can comprehend the passage.

Post-Reading Stage

In the post-reading stage, comprehension questions are used as a post-reading test. This is done to improve the skills or knowledge learned in the lesson; in addition, students get feedback from the teachers so that students know that their responses are correct or incorrect. The post-test is often used to assess the effectiveness of the method used by the teachers and to highlight the main points of teaching. Then the class finished.

As the information above, teaching reading comprehension can be concluded stating that there are three stages involved and the researcher could apply them in a class to create reading comprehension lessons.

1.9 Reading Assessment

Reading is one of the four main skills that should be to be tested as others, and may seem to be the easiest skill to assess. However, reading assessments do have difficulties, and there are challenges that anyone who reads assessments should be aware of (Fitriana, 2013).

According to Brown (2004) as cited in L. Wijayanti (2015), there are macro and micro skills that describe the spectrum of objective possibilities in the reading comprehension evaluation as follows:

a. Macro Skills

- Recognition of the rhetorical forms of written discourse and their important interpretation
- Recognizing the communicative function of written content, according to form and objective
- Inferring the context that is not clear by using background knowledge
- Inferring link and connection between events, deduce, cause and effect, detect such relation as main idea, supporting idea, new information, given information generalization, and exemplification
- Generating between literal and implied meaning

- Finding out cultural specific references and interpret them in a content of the appropriate contextual schemata

b. Micro Skills

- Discriminating among the distinctive morphemes and orthography in English
- Processing writing at an efficient rate of speed to suit the purpose
- Knowing a core of words and interpret word order patterns and significance.
- Recognizing grammatical word classes (verb, noun, adjective, etc.), system (tenses, agreement), pattern, rules, elliptical forms
- Distinguishing the plural meaning may be presented in different grammatical forms
- Recognizing cohesive material in written discourse and their role in signaling the relationship among clauses

Similarly, Fitriana (2013) describes that reading capacity is a skill to be receptive. Thus, the role of language tester is to set tasks of reading that will result in behavior, that will reflect successful implementation of them. The macro-skill reading scans text to find specific facts, skimming text to get a general information, identifying explanation of argument and recognizing examples presented in support of an argument. The micro-skills underlying reading skills are the recognition of pronoun referents, the use of context to guess the meaning of unseen words and the comprehension of relationships between parts of text. Generally, multiple choices, true / false, completion, short answer, guided short answer, summary cloze, transfer of information, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context are the techniques which can be used to evaluate reading ability.

1. Multiple choice

The test-takers provide proof of effective reading by marking one of a variety of alternatives.

2. True/false

The test-takers must respond to a statement by selecting either true or false, one of the two choices.

3. Completion

The students are expected to answer in a form of word or phrase.

4. Short answer

The given questions require the students to response briefly.

5. Guided short answer

There are the alternatives of short answers in which students are clued to have the possible answer. They must complete sentences.

6. Summary cloze

A reading passage is concluded by the reader or tester, and then gaps are left in the summary for completion by the test-takers. This is the extension of the guided short answer.

7. Information transfer

The test-takers can reduce writing requirements by asking them to demonstrate good completion of a reading task by presenting clear information in a list, following a path on a map, marking a picture.

8. Identifying the order of events, topics or arguments

The test-takers need to prioritize the events.

9. Identifying referents

One of the micro skills listed previously is the ability to identify referents.

10. Guessing the meaning of unfamiliar words from context.

The above techniques are amongst the other reading assessments. In scoring the reading test, Kolstad and Hughes (1989) indicates that grammar, spelling, or punctuation errors would not be penalized, as long as it is clear that the test-taker has completed the reading task provided by the item successfully. A reading test has the purpose of measuring literacy skills.

According to Pearson & Sarroub as cited in Paridah (2016) reports that there are three essential aspects of the reading comprehension assessment: (a) norm-

referenced multiple-choice tests, (b) criterion-referenced assessments of specific skills, and (c) informal classroom assessments of comprehension.

First, the aim of the standard multiple-choice tests is to determine the student's achievement compared to others with the same measurement. Then, the criterion-referenced assessments, that test student competence by providing a score on a skill or concept. In this exam, students are able to obtain the necessary score to complete the content. Lastly, the informal reading comprehension assessment, the teacher tests the student's reading achievement explicitly in today's classroom.

For concluding the concept of reading assessment based on some previous studies, this research emphasizes on enhancing reading comprehension of grade nine students; therefore, the researcher is going to assess their competence using several task types as mentioned above, to gather reliable and valid data. Besides, the further expectation of participants' reading comprehension levels could achieve mostly intermediate level because ninth grade students extremely experienced reading texts in their daily lives and they are familiar with reading assessment or examination.

2. Activity-Based Learning

2.1 Origin of Activity-Based Learning

Activity-based learning is learning through activity and it firstly started in India. Many activities help learners to reduce their pressures. Moreover, learners do activities and learn willingly. The method lets learners to learn joyfully in groups and provides multi-grade and multilevel classroom where learners brave it out (Hazra, 2015).

David Horsburgh, a British man who was the father of Activity-based learning. He made up his mind to live in India as an English teacher, first in Mysore and then at Rishi Valley School in Bangalore. While he was working there, he associated with the British Council for many years. After early retirement, he initiated his own school in Kolar city in Karnataka State in 1944 during the end of World War II. In terms of the school concept, Horsburgh thought about a special school where learners could go or

not go. He did not use tests to students and his concept was to act a role model, a teacher who does not teach but who creates appropriate learning environments for everyone. David's pedagogy strongly emphasizes learning by doing. This teaching highlights on working with the hands. The diverse curriculum was developed which comprised of music, carpentry, sewing, masonry and gardening, as well as the ordinary school subjects of English, Mathematics, Sanskrit and Telugu. The teaching materials were methodically designed with an occasional touch of humor. Moreover, he planned and conducted a teacher training course for young interns and teachers. Subsequently, he formed and managed a library which was available for educators and learners at Neel Bagh. At present, Activity-based learning has been accomplished and popularized not only around the country but also in other states of India (Sivanraju, Patchainayagi, & Rajkumar, 2019).

2.1.1 Definition of Activity-Based Learning

Many teachers and educators view that learning must include learner's activity and without learners' activities, this method will not succeed. Even a traditional lecturer, who provides learners with information, expects his pupils to discover the knowledge going through his/her lecture notes where the learners are expected to actively process the data. All powerful learning includes interactive activities and recent years have seen the emphasis placed on Activity-Based Learning and this kind of shift reveals that teachers are increasingly willing to leave the traditional method and embark on the new concept. To obtain the desired learning results, the educator tries to break down the learning process into a collection of guided practices (Kumar et al., 2021). Many educators and researchers have discussed the importance of Activity-Based Learning. Given that ABL is an effective teaching and learning method, the section that follows will examine how different authors view ABL from their perspectives.

Prince (2004) defines Activity-Based Learning as a student-centered learning in which teaching activities act as a character for module fabric and student involvement in the learning process while Bhat (2011) describes ABL as a child-centric and proposes to provide all children with stimulating and challenging learning

materials, and an adaptable learning environment. The ABL approach is based on the 'pedagogic theory of learning through activity. Likewise, Hayat., Hasan, Ali and Kaleem (2017) address ABL is student-centered learning, where activities related to the taught subject offer as a framework for learning content and student involvement. ABL is an inductive process in which teachers behave as facilitators and practicing takes place by participation of the students in the learning process.

Brown (2000) reports that Activity-based learning means perplexed tasks oriented on issues involving learners in planning, critical thinking, fundamental management, or research exercises. It provides students the opportunity to work for a predetermined time frames autonomous. Students are needed to conduct and conduct presentations in practical assignments. Levine and Guy (2007) mention Activity-based learning is a method in which teachers explain concrete obstacles and provide students with practical life opportunities to build their personality and professional skills.

Cabral (2006) states that Activity-Based Learning is the hands-on learning, which mostly considered to be the superior approach of teaching. The forms of teaching are consisted of hands-on learning that boost learners and stimulate the learners to participate in learning. Besides, Carbonneau and Marley (2013) reveals that Activity-Based Learning was frequently defined as “hands-on learning” which highlighted the manipulation of real objects to represent as conceptual thoughts. In addition, the hands-on activity method can turn passive learning to active learning due to students involvement in the learning process. The students were supposed to be more stimulated and creative in the learning process (Prendergast, Malachowski, DuHadaway, & Muller, 2017).

In conclusion, Activity-based learning is defined as authentic experienced-centered learning which learners are deeply enhanced and actively participate in provided activities, opportunities or and materials spontaneously that mainly required language proficiency, classroom motivation and relationship with their peers and facilitator.

2.2 Constructivism and Active Learning

Activity-based learning (ABL) theory is a cognitive-learning theory that is a "constructivist" learning theory (Hein, 1991; Stößlein & Changchun, 2009). These are information about this method.

Educational technologists and scholars have discussed the wide gap in teaching between theory and practice and have tried to put together new theory in psychology of learning with practical experience in promoting classroom learning (Cronbach, 1975). Also, the integration attempt takes the form of the creation of a new theory. It requires a combination of new concepts and existing methods, as in the case of problem-solving implementation. Increasingly, a concept is being accomplished by studying and conducting research studies inside the fact of the classroom itself, which is expanding in both the United States and Europe (Glaser, Pellegrino, & Lesgold, 1978). This latter method of development which allows to study educational practices in terms of both psychologically and empirically based theories of student learning (Kumar et al., 2021).

Several theories have been investigated learning and teaching in various contexts. Constructivism is one of the efficient theories which presents an understanding of learning as a self-regulated process in which learners can build on their existing knowledge and should participate (Alsulami, 2016). Besides, Rogoff (1998) figures out that constructivism is a collaborative step involving social influences, self-reflection and surrounding context. Constructivist philosophy of learning includes many different variations and based on working together to improve the learning process in general. Constructivist theory involves young children learning, and how they can build cognitive systems with higher participation to how new information can be utilized. Constructivism encourages the knowledge and experience which the learners bring it to the class (Duit, 1996).

Constructivist approach refers to learning by doing that the more you do it repeatedly, the more effective they are at it. It includes many types and activities including cooperative learning, experiential learning, problem-based learning, and inquiry learning (Hussain, & Sultan, 2010). This method is based on the principles of Dewey, Piaget and Vygotsky.

Dewey (1916) believes that there is no aim, and reality, and people no longer need memorization whereas memorization was fundamental to American schools in the 1900s. Dewey says the new education is to be active and constructive. Constructivism is an epistemology, and the many educators repeat the basic ideas in this method continually.

Piaget is one of the early philosophers who lead to the development of constructivism. Piaget (1926) suggests that the internal factors provides cognitive capacity and motivation for individuals. He notes that the human mind constructs schemes from what the learners interact to the real situation mentally. Additionally, the adaptation process is continuous in children and adults. This cognitive process takes place through processes of assimilation and accommodation. Assimilation is the way of modified the existing scheme to be put in the cognitive process, while accommodation is the process of applying new knowledge to construct a new scheme. Cognitive-developmental constructivism is the framework which includes the theories of Piaget in this strategy which emphasizes the individual as the key factor in the learning process.

Vygotsky criticizes the works of Piaget which emphasize on the personalities' inner too strictly. Lev Semenovich Vygotsky and Cole (1978) posit that child cognition growth is guided by historical context, cultural and social conditions. Vygotsky claims that what the child can do with the support of advanced learners (e.g., family or teacher) can help their improvement than what they can do by their own. In the "Zone of Proximal Development" which means the range between their current level of understanding and the level they can achieve with the assistance; Vygotsky insists upon that the children can learn when they can get support. This can be done not only by teachers or parents but also by even classmates or friends who should be more knowledgeable. Vygotsky's social constructivism theories hold the view that learning cannot be separated from its social context.

Constructivism requires teachers plan activities and assignments for students. Which may compose of community-based, service-learning programs and activities that engage students. The use of constructivist methods in education has direct effects on students learning. Teachers as active stakeholders involved learners in the

knowledge building process and distribution. Students engage in the learning process and take responsibility for their learning by offering their own understanding. Constructivism gives students cooperative and constructive learning opportunities (Kumar et al., 2021). Furthermore, this strategy includes a different and unique lifestyle and culture that will be clearly communicated to students as teachers highlight this approach in their teaching. This approach would also change the way students think and boost the motivation for learning when teachers progressively apply the constructivism (Alsulami, 2016).

Active Learning

Students are active participants in an 'active-learning classroom', not the passive receivers. According to Stößlein (2009), this approach offers a way of integrating learning into students' cognition and helps them learn how to learn by using several activities. He defines ABL as an "effective teaching model" in the science. When carried out in an effective manner, these activities cultivate skills such as Teamwork, Communication, Design, Leadership, Project Management, Research, Problem Solving, Reflection, and Life-Long Learning in learners. If based on the real-life experiences, these activities could help students to apply the same in their real lives and thus engage students for future life. The teacher is a facilitator, motivator, guide and trainer not a teacher on the function in the activity-based teaching.

Confucius's famous saying about the students learning success is given below.

*“Tell me, and I will forget, Show me, and I may remember,
Involve me, and I will understand”.*

As reported in Chickering and Gamson (1987) state the students will discuss what they know, write about it, connect it to past experiences and adapt it to their daily lives. They have to make what they learnt from themselves. The motivation of students is higher when these activities are linked students' personal interest (Hug, Krajcik, & Marx, 2005).

Active learning is simply defined as any method of instruction which motivates students in the learning process. In brief, active learning allows students to do meaningful learning activities, and think about what they do. While this concept

may include traditional practices such as homework, active learning activities that are applied in the classrooms (Prince, 2004). There is a widespread research evidence, which presents the students' perception to each practice in learning process, called the 'Cone of Experience' by Dale (1969) displayed below.

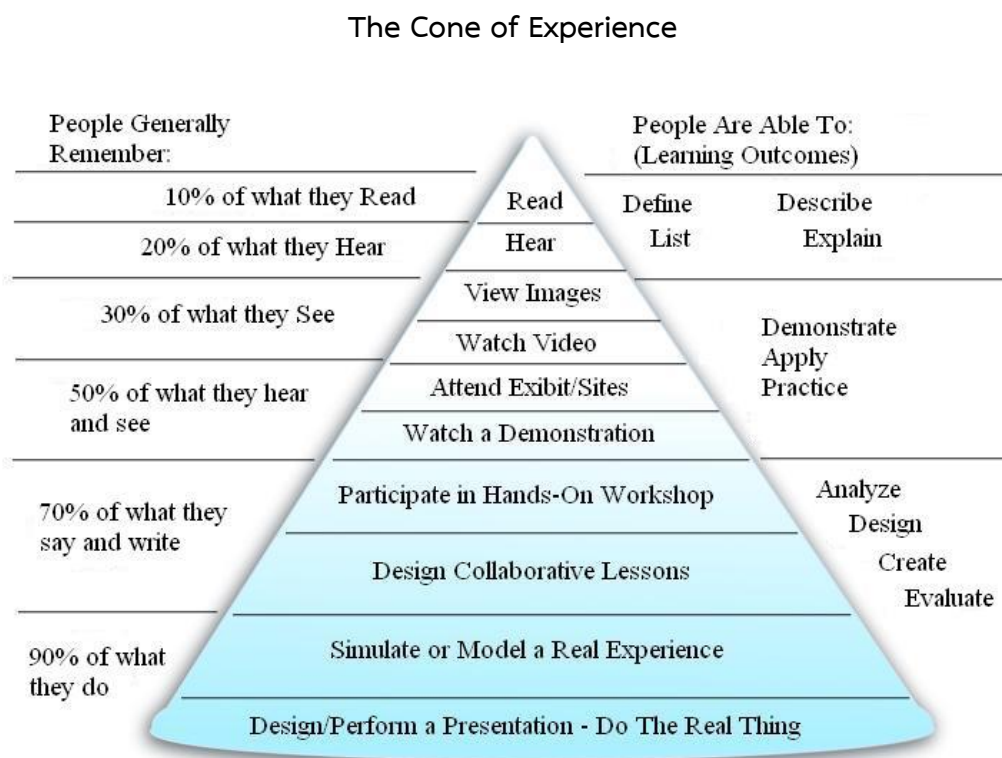


Figure 1 The Cone of Experience

2.3 Principles of Activity-Based Language Teaching and Learning

Students could also speed up their language learning progress outside their classes, using various approaches and making themselves self-sufficient and sustainable. (Pike & Robinson, 1970) Lev Semenovich Vygotsky and Cole (1978) state that together with educators and group members, learners can enhance and rehearse language. As language is seen as a meaning-making tool, communication and thinking are improved through interaction with knowledgeable others.

Educators should also provide learners with feedback and guidance, making the students' understandable input and more demanding at the same time. It is not feasible for students to learn English without comprehending it. English learners

cannot learn a language which they do not comprehend. Cho and Krashen (2019) suggest that learners should be provided with comprehensible compelling rich input to achieve language competence..

According to Kumar et al. (2021), the underlying principles are this:

1. Students should participate actively and be motivated in the learning process.
2. Topics, challenges or subjects should be useful and motivating.
3. In real-life circumstances where relevant knowledge and abilities are demanded and used, learning experiences should take place whenever possible.

Ul-Haq (2016) concludes the principles of Activity-Based language teaching and learning as following

2.3.1. Teacher Role in the ABL Process

Throughout the learning process, students play a pleasurable, attractive and dynamic role. A comfortable environment can aid in language and literacy improvements. It encourages morality and rejoices in hard work but also offers the reasonable level of difficulty to inspire and connect students (Krashen, 2003; Ul-Haq, 2016). Thus, as long as active engagement is practiced, when something is done with it, the language can be learned best. Language is better used as a verb (the language is something to be used and performed) compared to a noun (the subject matter to be understood is language). School-age students improve the best of literacy and language, by using this language as an instrument, to produce and express meaning (Lev Semenovich Vygotsky & Cole, 1978).

2.3.2. Students Role in the ABL Process

The students and the culture of the classroom should go together to support them. They can understand their culture, organization, and classroom's latest customs. Hence, the teacher's role is primarily important in figuring out the contribution of English language students in the quantity and quality of classrooms. Nevertheless, as soon as teachers build up an environment of trust, they understand the social and cultural needs of students and how they are able to integrate English

learners into the classroom discussions and activities / tasks and active participation of English language students while in their classes and learning shows improvement (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Furthermore, Cummins (1986) and Delpit (2006) argue that several studies have reported a broad agreement on the role of parental involvement in students' academic achievement and social growth. However, Derman-Sparks and Edwards (2010) advise that building a culturally reactive and effective class is more than parental association that a teacher should pay attention to it. And a teacher needs to understand the background of his / her students. Teachers can gather information from members of society, families, internet, and library. Likewise, the teacher can examine his / her pupils that what pupils bring to the class from their cultures and the varied views of the world. Constructing such a classroom requires a deeper understanding of a culture and the diversity among cultures.

2.3.3. Collaboration

Lev Semenovich Vygotsky and Cole (1978) propose that the students practice and develop language through collaboration with teachers and stakeholders of the school. As language is set as a tool for making meaning, communication and thinking are promoted through language to complete things. Mezieobi (2005) reports the advantages of collaboration that the students gain an in-depth knowledge of subject matter along with improving their interests and inducing discovery of new knowledge.

2.3.4. Learning strategies

Several studies in L2 learning and teaching have changed the instructional approaches to learner characteristics for the last twenty years. This recent change in interest, concerns about how learners access new knowledge and what methods they use to learn, know or understand the knowledge have become a primary concern of researchers in foreign language learning. This shift in emphasis from teachers to learners can be seen in developing a learner-centered, self-directed, communicative approach, and efforts in second language research have been increasingly focusing on learning strategies used by L2 learners (Alhaisoni, 2012). Language learning strategies are crucial factors influencing the acquisition of the

students. Since the mid-seventies, more researchers and teachers in the field of ESL have realized the importance of the techniques used in language learning process by the learners. But as far as the language learning strategies are defined and classified, researchers have different opinions (Zhou, 2010). Oxford (1990) establishes a classification system, known as the Language Learning Strategy Inventory (SILL). The meanings of the six learning strategies categories within SILL are as follows:

(1) Cognitive strategies: processing and structuring of information such as the analysis and the summary.

(2) Memory strategies: remembering knowledge by making connections such as grouping and using keywords.

(3) Metacognitive strategies: managing the learning process and discussing the task, such as the planning, recognition and selecting resources.

(4) Compensation strategies: compensating for knowledge gaps, for instance, guessing, gesturing.

(5) Affective strategies: identifying and knowing how to handle one's emotional behaviors, for example reducing anxiety and empowering one's own self.

(6) Social strategies: learning from and/or with others, for instance, requiring cooperation, working with peers.

Chang and Liu (2013) mention an information involving students, learning strategies (LSs) are actions that students follow to achieve their learning goals. Strategic students can select learning techniques that help their learning and can adapt the strategies that best meet task requirements and their own learning preferences.

A study by Zhou (2010) shows that senior high school and university teachers should pay special attention to the use of language learning strategies among students and encourage them to use strategies that support them, based on differences in character. Only by properly integrating strategy guidance with the teaching content, teachers can achieve satisfactory teaching outcomes.

2.3.5 Differentiation

Learning activities include multiple levels such as language, vocabulary, cognitive levels and other aspects of learning like different learning styles,

intelligences, and fondness. The students are different in all aspects because they differ in indigenous intelligence, learned intelligence, learning styles, and interests. English language students who study in a school are not equal in their language proficiency because they come from different social, educational and cultural backgrounds in language, educational levels, cultural contexts (Ul Haq, 2016). If students are low in proficiency, they should be engaged interactive language learning activities where they can share ideas and negotiate meaning with their classmates using unorthodox teaching approaches, techniques, or methods. Successful techniques can involve English language learners in different learning strategies (Gardner, 1983).

2.3.6 Comprehensible input with scaffolding

Scaffolding in educational contexts refers to a variety of instructional strategies used to gradually transfer students to deeper levels of comprehension and enhanced autonomy in the learning process, whereby the role of the teacher is to provide encouragement and help at continual levels. The teacher supports, motivates and advises the learners to achieve higher levels of comprehension and skills acquisition. We should accept that all the teaching contains some aspect of instructional scaffolding (Krishnan, 2019). Similarly, educators present successful feedback with appropriate situations and help to make that input comprehensible to students, and more demanding suitably and increasingly. It is not possible for students to learn English without comprehending it. English language students are unable to learn from a language which they do not understand (Ul Haq, 2016). Moreover, Krashen (2003) uses a comprehensible input for the related to language. The teachers should adapt a comprehensible input in various ways and the students should understand it, while their language skills are raising. The study of L.S. Vygotsky (1986) represents the same thing. Teachers should provide different input to their students at different levels of language learning, such as spoken and written input; suggest meanings; and be additionally explainable.

2.3.7 Prior knowledge

Individual differences are factors that reflect people individually, such as gender differences, cognitive styles and prior knowledge, which may have an effect

on personal preferences and further effect on learning performance (Yang & Chen, 2010). Prior knowledge is particularly significant to different styles of personal differences (Yang & Chen, 2010). Similar to Kennedy, Coffrin, De Barba, and Corrin (2015) mention that educational theories and frameworks have involved students' prior knowledge as a key component of individual learning achievement. Piaget, Robert, and Piaget (1973) argue that the development of understanding is based on the process of assimilation and accommodation is underpinned by the concept of pre-existing or prior knowledge. These basic concepts in educational psychology propose that the student's comprehension is developed by building on and adjusting his or her existing knowledge structures – or schema.

According to Hawkins (1994) as cited in Kennedy et al. (2015) reveal that the emphasis of developmental and cognitive psychology on the significance of prior knowledge in many ways underpins the constructivist approaches to teaching and learning which actually dominate the landscape of learning technology. Kennedy et al. (2015) add that such constructivist approaches emphasize the need to understand, in terms of background knowledge and comprehension, what individual students bring to each learning situation. Teachers should not simply relay on students to absorb knowledge instead, they should create most effective teaching and learning environments for the students to gain knowledge consider their potentials and individual differences. As reported by Marzano, Pickering, and Pollock (2001), teachers support students in the use of their previous language, subject and world knowledge; to expand their language and learning.

2.3.8 Content Integration

Ul Haq (2016) identifies that language learning is integrated with important, related and meaningful text, generally the same subject of education with higher-order thinking skills that may be appropriate for students' grade and age. Nonetheless, teaching language at a suitable age and learning content has a number of components such as: it is effective for two aims; enhancing language acquisition and learning content are completed at the same time. Primarily, it is successful since language is learned well when students behave in a somewhat focused and important for them and content learning is extremely important for their grade level.

DeVries (2004); Powell and Kalina (2009) agree that Jean Piaget developed the assimilation and accommodation theory that focuses on relationships during the learning process. Webb (1980) cites the four factors that Piaget proposed are critical for cognitive growth, these factors include:

- A mature nervous and endocrine system supports physical capabilities.
- Experience which requiring action on the part of learner learning helps.
- Social interaction requires multiple observations, direct instruction and feedback on performance.
- Individuals self-regulate stimulus responses by integrating new experiences into existing cognitive systems, and then revising cognitive systems to suit the new experience.

Piaget's theory presents the basis for content integration, a strategy for connecting concepts across curriculum areas that has been demonstrated to have positive impacts on student learning (Beebe, 2011; Rockwell, 2008). Content integration includes integrating the knowledge, skills / strategies, and dispositions created and interpreted by learners throughout a variety of contexts across the school curriculum (Beebe, 2011; Stevens-Smith, 2006)

Teachers Role in the ABL Process

Hazra (2015); Padmavathi (2013) report that teachers should motivate students to participate in the learning process by creating a variety of interactive activities focused on the principles of socio-constructivism. This teaching approach increases the self-confidence of learners who are at the beginning of developmental stages. Activity based teaching strategies are as follows:

1. Clear planning and preparation for the class
2. Identify potential student results
3. Notify and encourage learning outcomes using suitable strategies
4. Choose the proper activities to reinforce students
5. Implement the learning process within the group (team learning, peer learning, self-learning)
6. Promote cooperation in the practice of activities
7. Develop self-evaluation techniques.

Students Role in the ABL Process

Haq, Khurram, and Bangash (2019) indicate that one of the main tools in assigning group work is to guarantee that each group member has a particular job or assignment in a group of six or seven learners. In this way, learners work in teams and the task of each person is linked to the task of one another. Following roles can be assigned to students during a reading task:

Leaders: Summarizes the task; figure out the various sub-tasks involved; and ensures that all group members understand the activity at hand.

Recorder: Records group tasks and the concepts of every member of the association.

- Works as the Team representative.
- Clarifies the work content or detail
- Performs on a timekeeper's role for controlled tasks.

Conflict Manager: Solves any problem or disagreement that may arise in group work.

The above roles can be constantly rotated to grant each student to develop an understanding of all the tasks involved. At the same time, keeping the groups stable throughout a specific time could help foster a sense of belonging and uniqueness.

In addition, Padmavathi (2013) discloses that students' role in creating and using ABL to do different things that include:

1. Personal interests
2. Participate in educational goals
3. Develop strong management skills to support unions
4. Join activity movement
5. Express their enthusiasm for seeking new knowledge
6. Learn in collaboration with others.

2.4 ABL activities

McGrath (2011) explains about Activity-based learning is a perfect approach to education that puts new knowledge and new pedagogies into action, which needs a radical re-conceptualization of the teaching and learning process, where the aim is "helping students learn" rather than "teaching." For some combinations, an activity-based approach to education involves the following features

- Aids goals which are meaningful or important to the students individually.
- Boosts up a high level of personal motivation.
- Gives students continuous opportunity to write or discuss their experiences
- Reinforces critical thinking, problem solving, collaboration, and diverse communication forms.
- Admits some opinion of students' voice and choice.

Examples of Activity-Based pedagogy includes role-playing, simulations, field placements, studying abroad, open-ended projects (guided discovery), group projects, field trips, and guest speakers. The following examples are used in the Bachelor of Child and Youth Care at MacEwan University in a variety of activities for all four years of university.

1. Retreat

Students attend in a rural camp for two days retreat. Together, they interact through diverse activities, eat every meal together, sing around an evening campfire and learn much about one another. The seniors have many roles to facilitate almost activities. This is an essential concept of their program because they believe that students work in the classroom with already built connections, enthusiasm and board-mindedness for learning new things.

2. Challenge Trail

As part of a challenge trail where students confront and experience individual and group such as an underground tunnel and TP Shuffle. TP Shuffle is a team stands on a long wooden log and then has to switch positions without

touching the ground. The advantage of this practice is particularly support and encouragement.

3. Mask making

All students do and decorate a plaster face mask in pairs. Each partner takes turns applying the mask to their partner's face. They help with each other about mask decoration. Next, they present their masks and discuss the differences of the masks. One realization is students have to find their own style of learning or preference.

4. Creative Journaling

Students try to chronicle their progress in the course and point out ideas for their future growth.

5. Mock Interview

Students professionalize a portfolio and or resume then present their completions during a mock review facilitated by classmates.

6. Bottle Assignment

Students choose a bottle of their choice and create a photo of themselves onto the bottle. They need to take another photo of their decorated bottle against a backdrop which creatively exemplifies their own understanding knowledge and actual experience of the lesson content. Next, the photos are copied and pasted into a word document and explained a short description. Suppose about the whole lesson has three lessons, students could do three pictures equally. At the end of the course, they build a story book contains binding of their three-word document photos with description and adding a personal cover page and title. They have highly engagement spending long time to think and prepare their photos. They each have very various concepts about what they have learned in classes were able to demonstrate their own conceptual understanding at a higher level.

7. Court Preparation

Students participate in court simulation to demonstrate that they can testify accurately. There are two students are given the same facts on a case but are asked to testify for different sides; first one thinks a child should stay at home while another one thinks a child should go outside. A teacher represents as the judge and

questions the students during their testimony. One student states that this activity provides a good opportunity to experience the process and roles in court.

8. Short-term Study Aboard Field Course

Study aboard is another form of making meaning from direct experience. They gain authentic experience that a classroom environment cannot provide and explore new ways of thinking about problem solving as they encounter real situations.

Furthermore, a number study results also disclosed that educational intervention programs such as role play, mime, board games, puzzles, storytelling, group discussion, group work, peer education, using pictures, drama, counseling, lecture, educational carnivals, education camps, demonstration, case study, audio-visual teaching material and workshop (Chandra-Mouli, Lane, & Wong, 2015). Shanbhaq (2016) reveals 13 different types of ABL are shown below:

1. Dramatization
2. Quizzes
3. Group discussions
4. Role play
5. Educational games
6. Brainstorming
7. Problem solving
8. Debates
9. Discovery learning
10. Project
11. Field work
12. Experimentation
13. Concept mapping

Moreover, Haq et al. (2019) represent three activities: as follow.

1. The Jigsaw Method

The Jigsaw is a commanding resource learning approach. It tends to help both teachers and learners in a relatively short amount of time to effectively cover a lot of learning resources. In overcrowded classrooms, it is also a useful device.

Learners are fairly distributed in this activity into a group of four members each. Four parts of the content / study material are also allocated. Each part is assigned to one learner in a group. In this way a “home group” is formed. The instructor should make certain that every learner has adequate resources to learn the concept.

2. Brainstorming

A brief and useful way to generate information for later connection and reflection. Pupils offer thoughts that emerge in their heads about the concept or topic under discussion throughout a brainstorming session. You can use the Venn diagram, Spider diagram to document the learners' information and evidence. Smoothness and magnitude are key brainstorming aspects. A brainstorming strategy can be carried out individually on a piece of paper or in a group, whether orally or on the writing board.

3. Storytelling:

Successful storytelling, especially for children, is one of the main components of a certain meaningful lesson. This is a skill that requires high power, intensity change, facial expressions, tone pitch, movements, and probably even the teacher's gestures in front of the class. Some of the essential principles should be kept in mind when the storytelling process is proceeding:

- The instructor should be as active and powerful as possible so that the students can concentrate on the character and keep going while understanding it.
- The storytelling process should be interactive with the teacher engaging the students in the process

Thakur and Patnaik (2018) mention about the educational program through activities such as role-play, mime, board games, puzzles, storytelling, team discussion, group work, peer interaction, pictures, drama and reproductive health resources, counselling, lecture groups, educational carnivals, educational camps, demonstration, case study, audiovisual teaching materials, mass media and education workshop.

In conclusion, the importance of this concept is to select activities out of those above studies that have emphasized across learning by doing. Students can understand the knowledge or content of lessons through confronting real experience in each prepared situation. Therefore, the researcher selects three activities of ABL activities that can use suitably with the school context. There are brainstorming, debate and role play.

2.5 The Process of ABL

Phimphan and Phayao (2014) reveal four steps as follow:

1. Introduction

The beginning of instructing students' feeling, and experience activates them to be curious. They also need to participate in the learning process through a major objective that is forming a new knowledge and experience to students.

2. Activity

This is mainly essential stage of the process because students are required to take part in a provided teaching and learning process for understanding new lessons and experiences which links to their own higher expected behaviors.

3. Discussion

Students learn to adapt the outcome of the previous stage to discuss in groups between a teacher as a facilitator of discussion and students as participants.

4. Summary

This last step urges a facilitator and students gather and conclude main point or subject matter that they have studied. This contains three components including Summarization, Review and Reemphasize.

Similarity, Sooksena (2018) concludes that the ABL process has four stages as below:

1. Introduction

Forming and preparing for accepting both recent knowledge and experience is attracted curiosity's students, learning consultant and objective explanation.

2. Activity

Establishing students' knowledge and experience with reaches expected behavior through a teacher divides students in group to join in provided activities, which develops students' comprehension and self-learning.

3. Discussion

An opportunity for students to utilize their experiences, knowledge and understanding that is gained from the previous step is discussed and summarized between a teacher and students.

4. Assessment

Learning outcome assessment from the whole cognition of students by self-assessment.

Lijanporn and Khlaisang (2015) also indicate that the learning process of ABL consists of four steps as follow:

1. Motivation and experience

Encourage the interest of the students in the beginning of the class.

2. Knowledge and practice

The students learn and work together in organized activities which support learning aims.

3. Feedback

The students analyze things and circumstances while engaging the activities and presenting their works.

4. Evaluation

After finishing the activities, students do behavioral self-assessment forms.

Table 3 The Analyzed ABL Process

Phimphan and Phayao (2014)	Seksan Sooksena (2018)	Lijanporn and Khlaisang (2015)	The analyzed ABL process
1. Introduction	1. Introduction	1. Motivation and experience	1. Introduction
2. Activity	2. Activity	2. Knowledge and practice	2. Activity
3. Discussion	3. Discussion	3. Feedback	3. Discussion
4. Summary	4. Assessment	4. Evaluation	4. Assessment

From the table 1, the researcher concluded four steps of the ABL activities which are applied in this research.

1. Introduction

Attracting students' attention at the beginning of the process can make the lesson more interesting. The students are curious to learn what will happen in the next step with this lesson. A teacher acts as a facilitator to facilitate students and feel comfortable for getting new empirical knowledge.

2. Activity

A teacher plans and designs the activities which not only relates to the learning objectives but also achieves the expected behavior. Many activities are selected based on student contexts, environment and school context. Moreover, the teacher must understand the steps of each activity. Also, the teacher can solve any problem and manage the whole class equally.

3. Discussion

After activity time, the students discuss, share and give their own opinions about what they have learned. Exchanging knowledge between student to student and student to teacher is necessary for getting feedback which leads to summarize the main points or subject matters of the lesson.

4. Assessment

After finishing the activities, students do behavioral self-assessment.

3. Basic Education Curriculum B.E. 2544 (A.D. 2001)

According to Ministry of Education. (2001) states Basic Education Curriculum B.E. 2544 (A.D. 2001), the researcher briefly take a related extract as below.

Strand 1: Language for Communication

Standard F1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons

Indicator F1.1 (4): Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and read from various types of media, as well as provide the justifications and the examples for illustrations.

4. Related Researches

Many studies related to ABL have continually revealed that ABL is a successful teaching method which is widely accepted in the education system.

Haq et al. (2019) investigate the outcome of using activity-based learning method to improve the reading skills of Grade-VI students. The participants are fifty students who are randomly selected. The study employs pre-test, post-test equivalent group experimental design. Both experimental and control groups do pre-posttests and the data are analyzed using t-test. The results reveals that both groups have the quite equal result on pre-test, but the experimental group has better results in reading than the control group in the post-test. Based on the positive results of the study, they make the following recommendations that the role of teachers who intent to construct an ABL learning environment in their classes should complete comprehensive training. In addition, the teacher should be aware of time management during conducting an activity which should not be too short or too long.

Another study by Hayat, Hasan, Ali, and Kaleem (2017) propose to incorporate ABL into Network Administration module to enhance student engagement and learning experience and also to motivate learning atmosphere as it benefits students to improve abilities in decision-making, innovative and critical thinking, and problem-solving. The participants for this study are undergraduates and postgraduates at Middle East College in the disciplines of Engineering, Business, and Technology. The outcomes show that ABL can enhance effective learning and achievements.

According to the study of Sinha (2021), the researcher examines teaching English to ESL primary young learners: the use of Activity-Based Learning as a teaching strategy. This study aims to develop English language skills: listening, reading, writing and speaking. Activity-based learning is applied in a part of kinaesthetic or tactile learning, which attracts students to participate in an active learning style: physical activities. The ESL teachers utilize various techniques such as songs, videos, props, games and other action-oriented approaches that engage practical second language usage. The study describes that the usage of authentic things can elicit vocabulary words as it is useful for making connections between things and vocabulary. Moreover, using real things in real lives helps draw students' attention to those vocabulary, retain both vocabulary and information more easily as well as boost language skills.

Orakci and Gelisli (2019), explore the effects of learning activities based on learner autonomy on English achievements, learner autonomy and attitudes of 6th graders by asking students to select activities to be gathered in English Language Teaching. This research is an experimental study in which an experimental and a control group are included. The experimental group practices English through learning activities based on learner autonomy while the control group is taught using the adopted activities in line with the content of the education curriculum of the Ministry of National Education. At the end of the study, the experimental group outperforms the control group in the posttest. Based on the positive results, the researchers concludes that learning English based on learner autonomy with

various learning activities is efficient because it stimulates and reinforces the learning process of the students. This kind of learning process, moreover, develops the students' cognitive, affective, and self-assessment skills.

Kaur and Sankhian (2017) attempt to explore the effect of ABL on Mathematics achievement. The participants are comprised of 60 ninth grade students studying in Ambala District, Punjab 's private secondary school. Sixty students are divided into the experiment group and control group equally. The researcher uses data collection tools such as pre-test, modules of Mathematics with selected five topics and a post-test, The results at the end of the study discloses that the experimental group which is taught using ABL method improved significantly than the control group which is taught using the traditional method used in teaching mathematics.

In Thai context, Suttanon (2018) develops English speaking ability of students by using ABL method. The researcher selects 3 students randomly from a class of 35 students who studying in a private school in Bangkok and these three students using ABL method for six periods. The activities include information gaps, group work and jigsaw activities and the data are collected through pretest, posttests, and attitudinal questionnaires. After analysis of the results, the researcher reports that students' speaking ability has improved significantly with a higher mean score in the posttest than pretest indicating that using ABL method is more effective in enhancing EFL learners' English proficiency.

Chapter 3

Research Methodology

This was a pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives were to enhance English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students' opinions towards ABL. This chapter considered the research methodology used as follow:

1. Population and Samples
2. Research Design
3. Research Instruments
4. Validity and Reliability
5. Data Collection
6. Data Analysis

3.1 Population and Samples

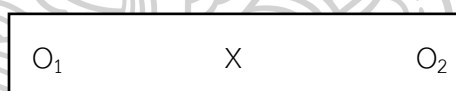
The population of the study was ninth grade students who enrolled in the English course in the second semester: the academic year of the 2021, at Princess Sirindhorn's College in Nakhon Pathom, Thailand. The ninth-grade level, which had 455 students, was classified into thirteen classes: two classes of Science Mathematics and Technology Teachers Association of Thailand (SMTAT), one class of Chinese Program (CP), two classes of English Program (EP) and eight classes of mixed-performance classrooms. The researcher was an English teacher who taught the English in five classes out of thirteen classes. Each class studied three periods (fifty minutes per period) per week.

Samples

The samples aged between fourteen to fifteen were from a class of ninth grade level. This class was selected by the random sampling technique from eight mixed-performance classes. This class contained 36 samples. The sample enrolled in the compulsive English subject in the second semester of the 2021 academic year, in which the sample studied three periods per week.

3.2 Research Design

The design of this study was the one group pretest-posttest design. Differences between the pretest and posttest results were analyzed and presumed to be owing to the treatment. One group pretest-posttest design was employed to evaluate the differences between pretest and posttest of a single classroom of ninth grade students throughout Activity-Based Learning in an English subject. Representing the symbol of one group pretest-posttest design was:



O_1 = Pretest

X = Treatment or intervention

O_2 = Posttest

3.3 Research Instruments

The research instruments were employed in this study comprised of three lesson plans, pre-posttests and students' opinions questionnaire.

3.3.1 Lesson Plans

The lesson plans were constructed based on the following processes:

1. The researcher examined the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and the course description and objectives of the English textbook.

2. The researcher studied the lesson plan construction cooperated with the Activity-Based Learning (ABL) theory.

3. The researcher designed and planned the lesson plans based on Activity-Based Learning theory towards three selected activities to encourage students' reading comprehension. There were three lesson plans, each of which is for two periods. The ABL teaching and learning procedures were presented as below:

3.1 Introduction

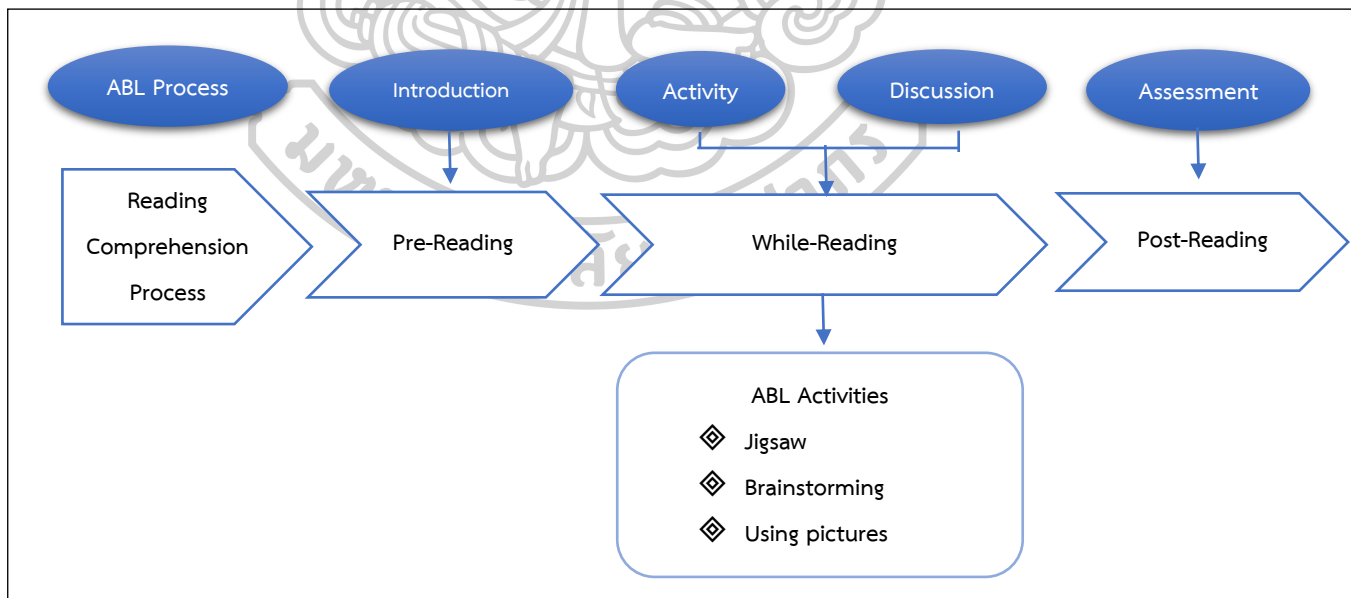
3.2 Activity

3.3 Discussion

3.4 Assessment

The samples were provided with three ABL activities, including jigsaw, brainstorming and using pictures which were synthesized to reading comprehension and ABL process as illustrated below

Figure 2 The Process of ABL Approach through English Reading Comprehension



The presented figure above illustrated about relation between the analyzed ABL process and reading comprehension steps. Introduction is the first step belonging to Pre-Reading which inspired the students to be ready for reading, motivated students'

schemata and prior experience and led students to be familiar with an upcoming content. Next, While-Reading is integrated into Activity step and Discussion step to interpret the content which both visible and invisible information. In addition, the readers are able to identify the main point, detail and implication. ABL activities were created in this step including jigsaw, brainstorming, and using pictures because these activities associated to both Activity and Discussion phrases. The readers participated in the selected ABL activities in While-Reading as well. Finally, the step of Assessment was cooperated on Post-Reading to evaluate the accuracy of comprehension about content. The students could answer the reading comprehensive exercises and get feedback from the teacher.

4. The researcher invited the three experts for checking tools quality (Appendix A).

5. The researcher modified lesson plans following the given feedback from the experts. During consideration, the three experts checked Index of item Objective Congruence (IOC) of three lesson plans on the range of +1, 0, -1.

+1 refers to an item is certain/reliable that related to content

0 refers to an item is quite certain

-1 refers to an item is uncertain, unreliable and not guarantees that related to content

The acceptable IOC results were 0.50-1.00 and the result of the three lesson plans were 0.96, 0.89 and 0.96 (Appendix B). The experts commented about the lesson plan's assessment, which should add comparison content. The self-assessment exercise of the first lesson plan was added below.

What do young people think about both cities in case of entertainment?

- A. London has more active night life than Paris.
- B. London has more entertainment options than Paris.
- C. Paris has more interesting options than London.
- D. Paris has better cuisine than London.

6. Before piloting the edited lesson plan, the researcher asked the school principle for proceeding approval (Appendix C). The lesson plan was tried out with another class from ninth grade classes to review and revise the lesson plan based on the feedback.

3.3.2 Pre-Posttests

The pretest is distributed to students to gather students' background knowledge before beginning the experimental process. After finishing the experimental process, the sample took the posttest to compare and analyze the data between pretest and posttest points. The pretest and posttest were determined by three experts before the researcher started. The pre-posttests were designed following the steps below.

1. The researcher studied evaluation and assessment of English reading comprehension from assessment books, published researches and other documents.
2. The researcher analyzed the lesson content and the course objectives.
3. The test specification was designed based on reading comprehension subskills: (1) to be able to identify details, (2) to be able to make inferences and (3) to be able to define word meaning and synonym (Appendix D).
4. The researcher planned and designed the pre-posttests to assess literal and interpretative levels of reading comprehension. The pre-posttests consisted of thirty items which were objective tests.
5. The researcher modified the pre-posttests following the given feedback from the experts. During consideration, the three experts checked Index of Item Objective Congruence (IOC) of pre-posttests (Appendix D) on the range of +1, 0, -1.

+1 refers to an item is certain/reliable that related to content

0 refers to an item is quite certain

-1 refers to an item is uncertain, unreliable and not guarantees that related to content

The acceptable IOC results were between 0.50-1.00. The pre-posttest IOC result was 1.00 which meant it was practical (Appendix D). There was a comment about the question. To be more easier-looking question, the researcher could highlight or capitalize the word. For example, which statement is NOT true?

5. The checked test items were tried out with another class. The collected result was analyzed internal consistency reliability using Kuder Richardson Formula 20 or known as KR-20 (Appendix E). The KR-20 formula is below:

$$KR-20 = (k/k-1) * (1 - \sum p_i q_i / \sigma^2)$$

Nunnally. (1967) presented the value of possible ranges from 0-1. It can apply as follow:

Table 4 The Reliability Interpretation

Reliability	Interpretation
.90 and above	Excellent reliability; at the level of the best standardized tests
.80 - .90	Very good for a classroom test
.70 - .80	Good for a classroom test; in the range of most. There are probably a few items which could be improved.
.60 - .70	Somewhat low. This test needs to be supplemented by other measures (e.g., more tests) to determine grades. There are probably some items which could be improved.
.50 - .60	Suggests need for revision of test, unless it is quite short (ten or fewer items). The test definitely needs to be supplemented by other measures (e.g., more tests) for grading.
.50 or below	Questionable reliability. This test should not contribute heavily to the course grade, and it needs revision.

The reliability coefficient was 0.89 which meant the pre-posttests items were highly reliable.

6. The KR-20 output (Appendix E) also calculated item difficulty (p) and discrimination (r) indices of the pre-posttests items. There were 21 items

standardized both item difficulty and discrimination. The researcher selected 20 items out of 21 usable items.

7. The researcher collected the data from the samples before and after the treatment.

3.3.3 Students' Opinion Questionnaire towards ABL

The questionnaires towards Activity-Based Learning was used after the treatment. The format of the questionnaire is a mixture of closed and open-ended questions which has closed items at the beginning followed by a space for an open-ended question. The closed items adopted Likert scales in according to Likert (1932) and open-ended format adopted from Brown (2001). Processes for constructing the students' opinion questionnaire were below:

1. The researcher studied questionnaire designing from the assessment books and related studies.

2. There were 16 closed and open-ended questions about Activity-Based Learning. The questionnaire statements were designed based on ABL activities, effectiveness of teaching method, assessment, general management, enhancement of reading comprehension and overall opinions.

3. The three experts in language teaching considered and returned feedback. During consideration, the three experts checked Index of item Objective Congruence (IOC) (Appendix F) of the questionnaire on the range of +1, 0, -1.

+1 refers to an item is certain/reliable that related to content

0 refers to an item is quite certain

-1 refers to an item is uncertain, unreliable and not guarantees that related to content

The acceptable IOC results are between 0.50-1.00. The questionnaire IOC result was 0.93 which meant the questionnaire was practical (Appendix F). The experts commented about the descriptor was unclear. For example, "ABL can

be one of the useful and effective”. This descriptor was changed to “ABL can be one of the useful and effective for reading instructions”.

5. The students’ opinion questionnaire was piloted to another class which was in the same grade as the samples.

6. The researcher collected the data from the samples after the treatment.

3.4 Validity and Reliability

Validity

Content validity of lesson plans, pre-posttests and questionnaire were approved by the language experts. The lesson plans and pre-posttests were designed based on English subject (E23102). The validity of all checked items was confirmed by the language experts.

Reliability

The reliability of the test was evaluated by using Kuder Richardson Formula 20 or KR-20 (Appendix E). The pre-posttests were designed based on English subject (E23102). Each item of both tests was switched. The maximum value of coefficient is 1.00 which is acceptable. As a result of measuring, the coefficient of the instruments is 0.89 which is practical. The researcher conducted a trial with a class of students in the same level of samples. Due to the result of the trial can be modified the test.

Table 5 The Validity and Reliability Summary

Research tools	Validity	Reliability	Data Analysis	Interpretation	Appendices
1. Lesson Plans	IOC		\bar{x}	practical	Appendix B
2. Pre-Posttests	IOC	KR-20	KR-20	practical	IOC = Appendix D KR-20 = Appendix E
3. Questionnaire	IOC		\bar{x}	practical	Appendix F

3.5 Data Collection

The study is pre-experimental one group pretest and posttest study. The samples were selected through simple random sampling technique from a single class of mix-performance classrooms in ninth grade.

1. First of all, a class of mix-performance classrooms is piloted one lesson plan and the researcher gets feedback and revises the lesson plan (Appendix G).

2. The samples take the pretest which focuses on reading comprehension (Appendix H). Then, the samples are undergone the treatments twice a week. Each lesson takes 100 minutes in the English class. The study is conducted 6 periods that contain into 3 lesson plans , each of which is for two periods, as presented in Table 6.

Table 6 The Activity-Based Learning Timeline

Lesson Plan	Activity	Period
1	Jigsaw	1-2
2	Brainstorming	3-4
3	Using pictures	5-6

3. After the samples finished learning each ABL activities, the samples did a reading comprehensive exercise.

4. After finishing the whole treatments, the samples took the posttest and marked their opinions (Appendix I). The researcher evaluated their answers.

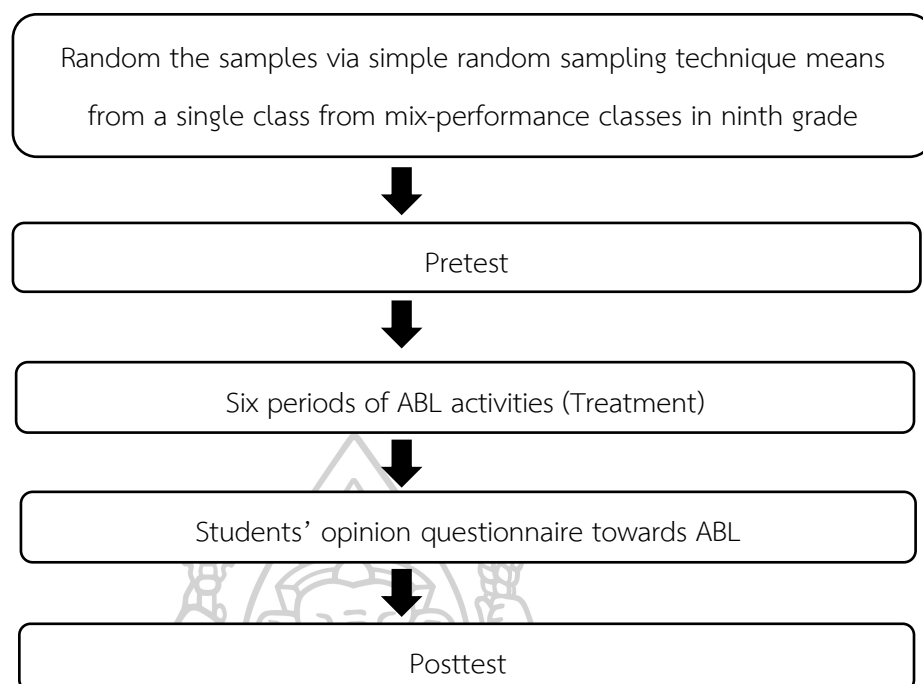


Figure 3 Flowchart of the Research Study

3.6 Data Analysis

The collected data is investigated into three parts as follows

1. Both pretest and posttest scores are converted to mean scores and standard deviations (Appendix J). Afterwards, the mean scores and standard deviations are analyzed whether the scores of the pretest and posttest are significantly different by using pair t-test, measuring pair t-test of by using the Statistical Package for the Social Science (SPSS) program, to compare students' English reading comprehension before and after learning throughout ABL. The outcomes represent the reading comprehension enhancement of ninth grade students through ABL.

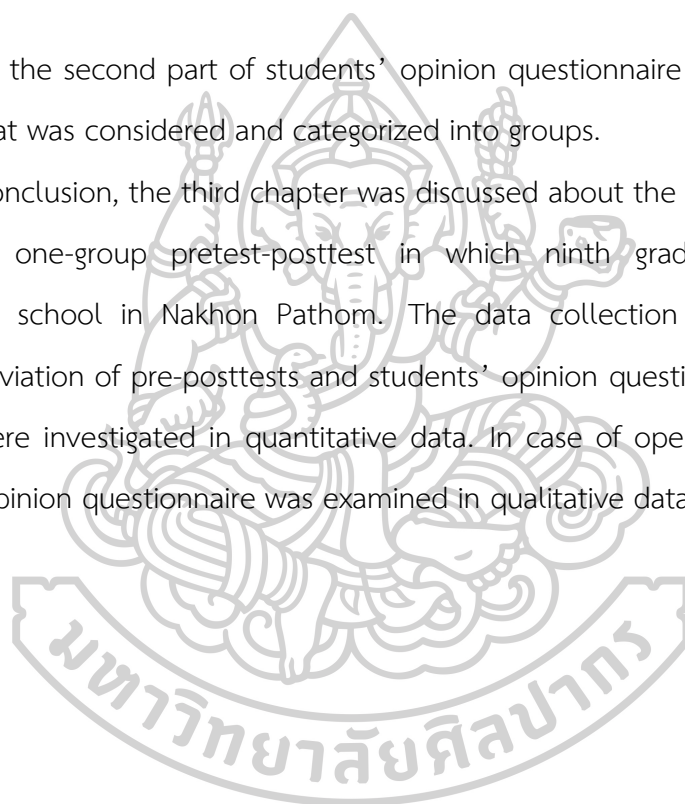
2. Students' opinion questionnaire towards ABL is examined from the 5-point Likert scale, that is analyzed by converting the data to percentages, mean and standard deviation then interpreted mean scores into five levels following Nyutu, Cobern, and Pleasants (2020); Pimentel (2010) as below.

Table 7 Qualitative Interpretation of 5-Point Likert Scale Measurement

Likert Scale	Likert Scale Interval	Description
1	1.00 - 1.79	Strongly disagree
2	1.80 - 2.59	Disagree
3	2.60 - 3.39	Neutral
4	3.40 - 4.19	Agree
5	4.20 - 5.00	Strongly agree

3. In the second part of students' opinion questionnaire was an open-ended question that was considered and categorized into groups.

In conclusion, the third chapter was discussed about the research design; pre-experiment one-group pretest-posttest in which ninth grade students in the government school in Nakhon Pathom. The data collection from mean scores, standard deviation of pre-posttests and students' opinion questionnaire towards ABL activities were investigated in quantitative data. In case of open-ended question in students' opinion questionnaire was examined in qualitative data.



Chapter 4

Results

The study is the effect of Activity-Based Learning to enhance English reading comprehension of ninth grade students. The objectives are to enhance English reading comprehension after undergoing Activity-Based Learning (ABL) and to explore students' opinions towards ABL. There were 36 participants who were in ninth grade level of a government secondary school in Nakhon Pathom, Thailand.

4.1 Result of The Effect of ABL to Enhance English Reading Comprehension of Ninth Grade Students

The first objective was to investigate the extent to which ABL enhances English reading comprehension of ninth grade students by means of pretest and posttest. The obtained data presented mean score and S.D. on pretest and posttest which was analyzed through Paired sample t-test statistics of SPSS.

Table 8 Paired Samples Statistics

	N	Mean (\bar{X})	Std. Deviation
Pretest	36	7.50	3.20
Posttest	36	14.19	1.58

According to table 1, the mean of pretest was 7.50 (S.D.= 3.20). The mean of posttest was 14.19 (S.D. = 1.58). The score increased from 7.50 to 14.19. The difference score was 6.69. These results revealed that the mean scores of students' English reading comprehension improved significantly after enhancing Activity-Based Learning.

Table 9 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-posttests	6.69	3.12	.52	7.75	5.63	12.85	35	.000

*p-value < .05

According to table 2, the mean score of posttest was higher than the mean score of pretest at the level of .05. Therefore, it can be concluded that the Activity-Based Learning had significantly enhanced the students' English reading comprehension.

4.2 Result of Student's Opinions towards Activity-Based Learning

The second objective was to explore the opinions of ninth grade students towards Activity-Based Learning (ABL). The questionnaire statements towards Activity-Based Learning consisted of three parts. The first part was demographic data: gender and age. The second part consisted of 15 items which were 5-criteria Likert rating scale. The last part was an open-ended question that asked the samples to express additional information. Thirty-six samples marked the questionnaire at the end of the treatment.

4.2.1 Demographic Information

There were 11 (30.56%) males and 25 (69.44%) females who marked the questionnaires.

4.2.2 Close Ended Questions

The criterias are

5	means	Strongly agree (SA)
4	means	Agree (A)
3	means	Neutral (N)

- 2 means Disagree (D)
 1 means Strongly disagree (SD)

The interpretation of mean scores can be interpreted based on Nyutu, Cobern, and Pleasants (2020); Pimentel (2010) as follows:

1.00 – 1.79 means strongly disagree

1.80 – 2.59 means disagree

2.60 – 3.39 means neutral

3.40 – 4.19 means agree

4.20 – 5.00 means strongly agree

Table 10 The Mean Scores and Standard Deviation of Ninth Grade Students' Opinions towards ABL

No.	Statements	Analysis			
		\bar{x}	S.D.	Interpretation	Rank
Opinions towards Activity-Based Learning (ABL) Lessons					
1.	The ABL lesson is well-organized.	3.72	0.81	agree	5
2.	The content is clearly presented.	3.86	0.89	agree	3
3.	The content is appropriate for my level.	3.92	0.87	agree	2
4.	The content is up to date.	3.92	0.84	agree	1
5.	The content corresponds to the objectives of the study.	3.81	0.95	agree	4
Opinions towards Activity-Based Learning (ABL) Activities					
6.	The ABL activities match my interest.	3.67	0.86	agree	4
7.	The ABL promotes hands-on experiences.	3.94	0.86	agree	1
8.	The ABL promotes collaboration.	3.89	0.85	agree	2
9.	The ABL encourages me to learn more about current situations.	3.75	0.84	agree	3
10.	The ABL helps me express my opinions during class without the fear of making	3.67	0.92	agree	5

No.	Statements	Analysis			
		\bar{x}	S.D.	Interpretation	Rank
	mistakes.				
Opinions towards English reading comprehension					
11.	ABL is effective for reading texts.	3.94	0.67	agree	1
12.	ABL improves my English reading comprehension.	3.78	0.95	agree	4
13.	ABL helps me grasp more vocabulary.	3.83	0.81	agree	2
14.	ABL supports reading strategies such as skimming, scanning, finding clues, and predicting.	3.81	0.85	agree	3
15.	ABL encourages me to identify answers of the questions easily.	3.72	0.91	agree	5
Average Total		3.81	0.85	agree	

According to table 3, the questionnaire statements were comprised of three sections: demographic data, close ended questions and an open-ended question. The close ended questions consisted of three parts. The first part of the close ended questions is about opinions towards ABL lessons. There were two statements which ranked the highest mean score at 3.92: the content is updated (S.D.= 0.84) and the content is appropriate for my level (S.D.= 0.87). The second part is opinions towards ABL activities. There were two statements which ranked the highest mean score at 3.94: the ABL promotes hands-on experiences (S.D.= 0.86) and 3.89: the ABL promotes collaboration (S.D.= 0.85). The third part is about opinions towards English reading comprehension. There were two statements which ranked the highest mean score at 3.94: ABL is effective for reading texts (S.D.= 0.67) and 3.83: ABL helps me grasp more vocabulary (S.D.= 0.81) The overall average score was 3.81 (S.D. = 0.85). It revealed that the students agreed Activity-Based Learning could enhance English reading comprehension.

4.2.3 Results of Open-Ended Question

The final part of the questionnaire elicited a response from the ninth grade students' opinions towards ABL. This part consisted of an open-ended question: "What do you think about Activity-Based Learning?". The participants revealed many various opinions. Therefore, the obtained data was categorized into four themes as below.

(1) ABL helps improve English reading comprehension.

The participants were optimistic towards ABL. They agreed ABL helped their English reading comprehension. They specified the area where ABL was useful: vocabulary, reading sub-skills and technique in reading.

"It supports my reading skill and accent."

"I can read English better."

"I understand the passage better."

"I understand to find a main idea."

"I learned new vocabulary."

"It helps my pronunciation and spelling."

"I have practiced finding keywords in the passage."

(2) ABL activities are various and interesting but difficult.

The participants felt good about the ABL activities. They thought that the ABL activities were various and useful. However, some participants found that the ABL activities were difficult. Some students studied via an online platform for some periods which caused difficulties. Moreover, they could not do group work with classmates while studying online.

"Teaching is good and easy to understand. There are always new contents and activities, but children who study online may not be able to do all activities due to studying alone."

"The activities are various."

"It's useful and difficult."

(3) ABL is motivating.

The participants commented that the ABL activities motivated them to learn English, increased their confidence and made them want to practice English skills such as speaking. In addition, they said that they had fun in class.

“I’m more confident to read.”

“It makes me want to study English subject more.”

“I enjoy doing the activities.”

“I want to practice speaking more.”

“It’s fun.”

“I’m happy to study.”

(4) The teacher enhances student learning.

The participants revealed that they understood the ABL lessons easily because the teacher taught well. Moreover, the steps of teaching were interesting. The participants also expressed that they were glad to learn through the ABL.

“The teacher teaches well and easy understanding.”

“The teaching steps are interesting.”

“I want the teacher to teach this way.”

The overall analyzed questionnaire result pointed out that the students agreed that ABL could enhance their English reading comprehension. In summary, the forth chapter presented the obtained results of pretest, posttest and questionnaire that ninth grade students’ English reading comprehension was higher after enhancing Activity-Based Learning (ABL).

Chapter 5

Discussion and Recommendations

The title of the study was the effect of Activity-Based Learning to enhance English reading comprehension of ninth grade students. The objectives were to investigate the extent to which Activity-Based Learning (ABL) enhance English reading comprehension of ninth grade students and to explore the opinions of ninth grade students towards Activity-Based Learning (ABL). The samples included 36 students who were in ninth grade level of a government secondary school in Nakhon Pathom, Thailand. The study was conducted in six periods of the second semester, 2021. The data was gathered via pre-posttests and questionnaires.

5.1 Discussion

5.1.1 Research Objective I: To investigate the extent to which Activity-Based Learning (ABL) enhance English reading comprehension of ninth grade students

The first research objective was investigated by utilizing pre-posttests to test English reading comprehension. In the process, the researcher planned three lesson plans which cover three ABL activities; jigsaw, brainstorming and using pictures. The pre-posttests results were evaluated through Pair sample t-test statistics of SPSS. The difference between the mean pre-test score and the mean post-test score was significant at the .05 level. This finding found that the students had significant enhancement on English reading comprehension.

This was consistent with Haq, Khurram, and Bangash (2019). They investigated the outcome of using Activity-Based Learning method for improving the reading skills of sixth grade students. The reading score of the students who learned through ABL were higher than the students who learned through traditional teaching. The ABL lessons provided more opportunities to get involved actively and enhance reading

skills of the students. Also, a new environment was built through a set of purposeful activities which aroused the class meaningful and attractive. Moreover, Hayat, Hasan, Ali, and Kaleem (2017) explored the ABL to enhance student engagement and learning experience. The ABL created a good environment and a positive learning attitude among students. Moreover, classroom learning was more fun and easier to the students. They improved their critical thinking and reasoning skill that will be more useful for their learning. Thongrungrung, Lhongsap, Jermtaisong, and Punsawai (2022) reported that the ABL developed reading achievements in Thai language of fifth grade students. Similarly, Von bormann (2021) found that the ABL positively affected English knowledge, reading and writing skills of nursing students. The ABL activities were emphasized various hands-on activities; jigsaw, walk rally, and round robin. Utilizing those activities, the students realized the importance and connection of gained knowledge which could benefit their English acquisition. In addition, the students got more motivation to encourage beyond their language competency. This could be explained that Activity-Based Learning consisted of interesting hands-on activities, which provided more opportunity and motivation for students to participate in new purposeful environments. As mentioned, activities were various: individual, pair work, team work. Therefore, students had an opportunity to build connection between students and students, students and teachers. This could be claimed that ABL supported good relationship of all people in the activity. Furthermore, students could learn something new with fun based on ABL not only in case of language but also in case of other matters. Even though some students dislike language learning or experienced language troubles, they could gradually get motivated and learned better via ABL. To sum up, students could enjoy knowledge and language learning with ABL. Also, supportive relationship was one of the good impacts of ABL that enhance students' learning.

5.1.2 Research Objective II: To explore the opinions of ninth grade students towards Activity-Based Learning (ABL)

The second objective was to examine the ninth grade students' opinions on Activity-Based Learning. The questionnaire was a tool for gathering data, which consisted of three parts: demographic data, Likert scale questions and an open-ended question. The demographic section required gender and age. The close-ended questions adapting five-point scale consisted of three subparts: (1) opinions towards ABL lessons, (2) ABL activities and (3) English reading comprehension. The criteria were strongly agree, agree, neutral, disagree and strongly disagree. The final part of the questionnaire, an open-ended question requested additional opinions towards ABL: "What do you think about Activity-Based Learning?". The students were 11 males and 25 females. The outcome of the Likert scale questions revealed the mean scores and standard deviation of the students after undergoing ABL process. The average mean score was 3.81 (S.D = 0.85) which exposed that the students agreed that ABL could enhance English reading comprehension. In accordance with Suttanon (2018), the students strongly agreed that ABL activities were a positive learning experience. During ABL lessons, they felt happier and more pleased to learn English by doing activities than by rote memorization.

According to the first part of the Likert scale questions, they were opinions towards ABL lessons. The two statements were ranked the first and second including, "The content is updated" and "The content is appropriate for students' level" respectively. Similarly, Adline and Mahalakshmi (2011) stated that the delivered content should be updated very often. The good content will meet the students' needs and develop students' performance.

According to the second part of the Likert scale questions, they were opinions towards ABL activities. The two statements were ranked the first and second including, "The ABL promotes hands-on experiences" and "The ABL promotes collaboration" respectively. The result of this second part was consistent with Cabral (2006). The researcher stated that Activity-Based Learning is the hands-on learning. Hands-on learning allowed students to do things by themselves. They could

participate in the real situations and experience the concrete items then they could learn through authentic experience and knowledge. The ABL activities encouraged the students to get sustainable knowledge. Likewise, Prendergast, Malachowski, DuHadaway, and Muller (2017) stated that the students could be more motivated and creative through hands-on activities. It changed passive to active learning. Students were stimulated to join the activities actively. Therefore, they could learn things from what they did automatically. Moreover, Mezieobi (2005) reported that the advantage of collaboration is the students gained an in-depth knowledge of subject matter. When the students got involved in a group, they discussed and shared purposeful thoughts about the subject contents then they could have a more intensive understanding. In case there are some curiosity, students could be helpful and supportive to their peers in solving problems. Moreover, collaboration improved learners' interest and induced discovery of new knowledge. ABL method allowed students to join activities; individual, pair and team actively. In the process, the students had to seek a solution collaboratively to solve the given problems which aroused students' interest. As a result, they could achieve the solution, discover new knowledge and experience simultaneously.

According to the last part of the Likert scale questions, they were opinions towards English reading comprehension. The two statements were ranked the first and second including, "ABL is effective for reading texts" and "ABL helps me grasp more vocabulary" respectively. The result of the last part was consistent with Haq et al. (2019). They revealed that the ABL method engaged the students in attending the reading activities actively. The students get more opportunities to involve in the ABL lessons. Also, ABL was designed to create a new environment, which made the class interesting and attractive for the students. As mentioned, the students could pay more attention to the reading activities energetically. They could comprehend the texts through many chances they involved in. Furthermore, Sinha (2021) described that the usage of authentic things based on ABL methodology can elicit vocabulary words as it was useful for making connections between things and vocabulary. Moreover, using real things in real lives helped draw students' attention to those

vocabulary, retain both vocabulary and information more easily as well as boost language skills.

Last, the final part of the questionnaire was an open-ended question which elicited additional opinions of the students. The open-ended question was “What do you think about Activity-Based Learning?”. The students revealed many various opinions. The data was categorized into four themes:

- (1) ABL helps improve English Reading Comprehension.
- (2) ABL activities are various and interesting but difficult.
- (3) ABL is motivating.
- (4) The teacher enhances student learning.

According to the first theme “ABL helps improve English Reading Comprehension”,

This was consistent with Hayat et al. (2017) stated that the traditional teaching is a lecture-centered process in which the lecturer delivers the lecture and there is a low level of student engagement and achievement. At present, language teaching and learning have shifted the focus from passive learning to active learning. Also, they addressed ABL is student-centered learning, where activities related to the taught subject are offered as a framework for learning contents and student involvement. ABL is an inductive process in which teachers behave as facilitators and practices take place by participation of the students in the learning process. For the present study, the students studied English course especially English reading comprehension through ABL methodology. They could experience the interesting prepared activities: jigsaw, brainstorming and using pictures, various enjoyable multiple authentic materials. Also, they would learn in the comfortable atmosphere where it is suitable for higher learning motivation. The outcome of the study has disclosed positive results which revealed that ABL urged English reading comprehension effectively. Similarly, Haq et al. (2019) reported that the students who practiced via ABL expressed better reading comprehension than another group who studied via conventional method.

According to the second theme “ABL activities are various and interesting but difficult”,

this study was based on Activity-Based Learning which was many interesting and purposeful activities. There were three selected ABL activities; jigsaw, brainstorming and using pictures applied in this research. Furthermore, each one was used a variety of other multimedia techniques such as Liveworksheets and Kahoot. They would attract the students' interest. This was consistent with Orakci and Gelisli (2019). They concluded that learning English with various learning activities was efficient because it stimulated the learning process of the students. Nevertheless, there was a negative comment "It's useful and difficult." due to students' different background knowledge. The general classroom consists of various students who have different background knowledge, ages, needs etc. The given content of some lessons would be too difficult for someone. However, Govdinrajan et al. (2016) who used ABL found it difficult to manage their young students to join small groups. They discussed that ABL was more appropriate to students with high competency.

According to the third theme "ABL is motivating", the ABL method could support students to attend educational activities willingly and actively. For example, the last lesson was designed through using pictures technique. The students had to discuss the colorful picture and make a prediction about vocabulary. They used their own imagination to think about vocabulary's meaning by themselves. ABL could make them enjoy doing the prepared activities willingly and confidently. This was consistent with Suttanon (2018). The application of games or communicative activities boosted students' motivation to overcome the language barrier and become more confident. Such games and activities provided opportunities for the students to participate in the lessons.

According to the last theme "The teacher enhances student learning.", the researcher as a teacher investigated a number of ABL methodology and related studies. The researcher found that teacher role was vital factor to reinforce learning acquisition of their students. In the ABL process, the teacher was a facilitator who prepares lessons and supports students around the classroom. This was consistent with Hazra (2015); Padmavathi (2013) reported that teachers should motivate students to participate in the learning process by creating a variety of interactive activities focused on the principles of socio-constructivism. Besides, Richards and

Rodgers (2001) mentioned the teacher roles. Teachers designed a classroom atmosphere which is interesting, friendly and low interruption for learning. As a result, this created classroom helped students learn attentively.

Accordingly, this could be explained that the students agreed that ABL could enhance English reading comprehension. The students enjoyed doing activities with their peers and teachers. After finishing the process, they improved their language acquisition and felt more joyful. The good content of the lessons should be up-to-date, appropriate for students levels and meet students' needs. Therefore, the students could gain the proper knowledge. ABL activities point to hands-on activities that students learn by doing which means students could undergo authentic experiences. Real meaningful experiences allow them to retain an in-depth knowledge of a subject matter. In case of this study, ABL is an effective methodology to improve reading skill and vocabulary retention. This could be explained that ABL drives the students' motivation to join reading comprehension activities actively; therefore, students' reading and vocabulary competency become more efficient.

5.2 Recommendation

As reported in the discussion of the study, the students commented that "ABL activities were various and interesting but difficult". Thus, the level of difficulty of activities should be appropriate for learners. It is necessary to understand how to select proper activities for the students. Many aspects involve with activities selection: students' needs, interests, learning styles, etc. Thus, the researcher should understand the samples and select the appropriate text or passage. Effectiveness and quality of ABL activities could be achieved if the researcher takes good care of activity selection.

5.3 Recommendation for Future Research

From the results of the study, Activity-Based Learning is acceptable for enhancing English reading comprehension of ninth grade students. The enlargement

of further study about ABL methodology can be efficient for improving other reading skills. ABL can be implemented for other levels of students. In addition, the future investigation can be conducted in a long term to examine and compare between the outcomes of short and long term of the ABL process.



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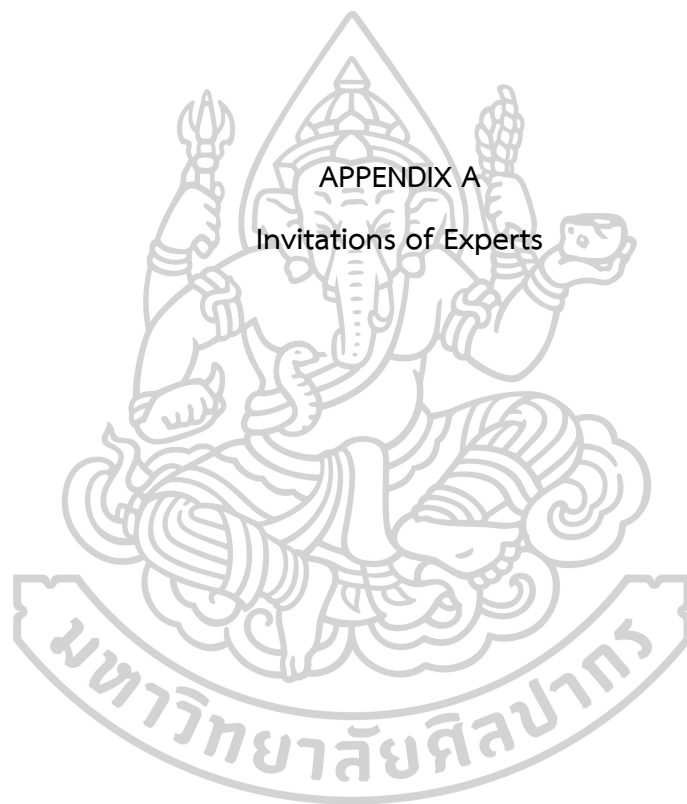
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APPENDIX A
Invitations of Experts



No.5628/2021

Graduate School, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

December 9, 2021

Title: Invitation to be an inspector of research tool quality

Dear Dr.Sarath W. Samaranayake,

Miss. Pawarisa Deeudom is a graduate student ID 61254306 at Silpakorn University and is studying for Master Degree majoring in English Language Teaching at Graduate School, Silpakorn University. Currently, she is conducting her Independent study entitled: The Enhancement of Ninth Grade Students' English Reading Comprehension Skill through Activity-Based Learning. In this regard, Graduate School, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

Sathit Niratisai

(Asst. Prof. Sathit Niratisai, Ph.D.)

Associate Dean for Administration, acting for
Dean of Graduate School

Graduate School, Silpakorn University
Nakhon Pathom, Office Tel. 034-218-790



No.5630/2021

Graduate School, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

December 9, 2021

Title: Invitation to be an inspector of research tool quality

Dear Assistant Professor Dr.Yuwaree Yanprechaset,

Miss. Pawarisa Deeudom is a graduate student ID 61254306 at Silpakorn University and is studying for Master Degree majoring in English Language Teaching at Graduate School, Silpakorn University. Currently, she is conducting her Independent study entitled: The Enhancement of Ninth Grade Students' English Reading Comprehension Skill through Activity-Based Learning. In this regard, Graduate School, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

Sathit Niratisai

(Asst. Prof. Sathit Niratisai, Ph.D.)

Associate Dean for Administration, acting for
Dean of Graduate School

Graduate School, Silpakorn University
Nakhon Pathom, Office Tel. 034-218-790



No.5629/2021

Graduate School, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

December 9, 2021

Title: Invitation to be an inspector of research tool quality

Dear Ms.Tipawan Chansri-ngam,

Miss. Pawarisa Deeudom is a graduate student ID 61254306 at Silpakorn University and is studying for Master Degree majoring in English Language Teaching at Graduate School, Silpakorn University. Currently, she is conducting her Independent study entitled: The Enhancement of Ninth Grade Students' English Reading Comprehension Skill through Activity-Based Learning. In this regard, Graduate School, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

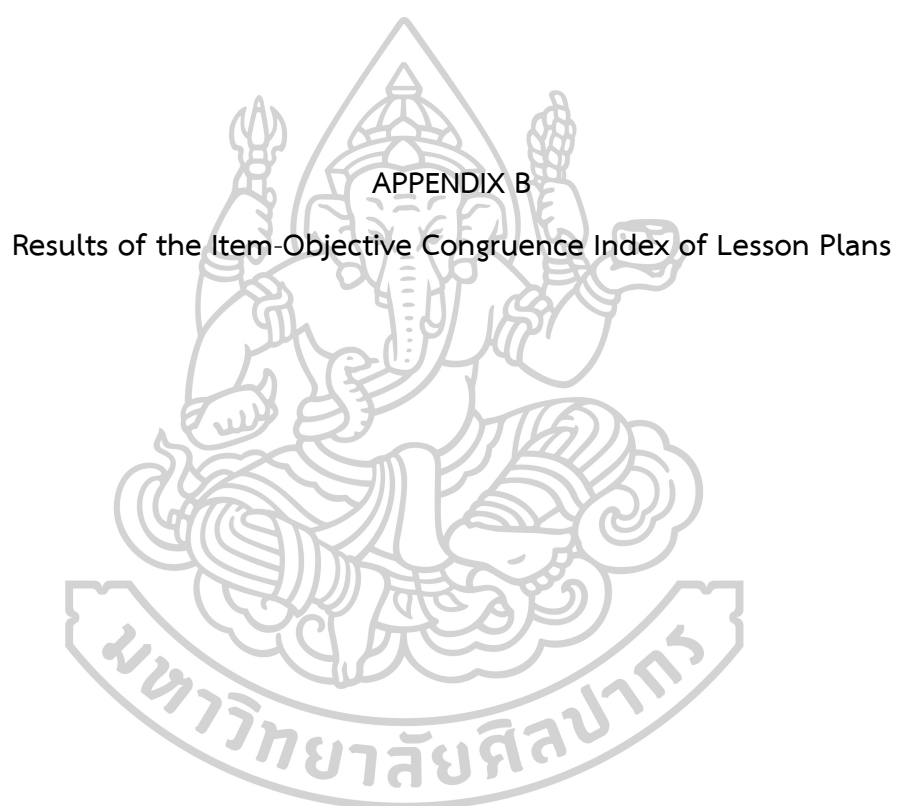
Yours sincerely,

Sathit Niratisai

(Asst. Prof. Sathit Niratisai, Ph.D.)

Associate Dean for Administration, acting for
Dean of Graduate School

Graduate School, Silpakorn University
Nakhon Pathom, Office Tel. 034-218-790



APPENDIX B

Results of the Item-Objective Congruence Index of Lesson Plans



Index of Item-Objective Congruence Rating Form
(Lesson Plans I)

This is a part of an independent study entitled “**The Enhancement of the Ninth Grade Students’ English Reading Comprehension Skill through Activity-Based Learning**”. The study is pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives are to enhance students’ English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students’ opinions toward Activity-Based Learning (ABL). The research instrument is designed by Pawarisa Deeudom, an International language teaching major student in the Faculty of Education, Silpakorn University. The researcher would like to ask for your assistance in responding to the questionnaire items attentively. Your responses will be confidential and only for the use of educational purposes. The researcher is thankful and grateful for your time and cooperation.

Directions: Read carefully through the lesson plan and criteria in this form. Also, indicate the degree to which each criterion is congruent with the lesson plan in terms of its objectives, content, teaching methodologies and activities, instructional materials, and assessment. If you have any comments on the congruence of each criterion, record them in the space provided. You can tick (/) to rate the congruence according to the scale below:

- +1 = certain that the lesson plan is congruent with the stated components
- 0 = uncertain that the lesson plan is congruent with the stated components
- 1 = certain that the lesson plan is NOT congruent with the stated component

No.	Criteria	Rating of Experts			Total	IOC
		1	2	3		
Content						
1	The lesson content corresponds to the learning objective.	1	1	1	3	1
2	The lesson content corresponds appropriately to the activities.	1	1	1	3	1
3	The lesson content is presented in clear steps of teaching and learning.	1	1	1	3	1
4	The lesson content is arranged properly to the estimated time.	1	1	1	3	1
5	Language content is appropriate to the students' level of proficiency.	0	1	1	2	0.67
Teaching methods and activities						
6	They provide opportunity for students to initiate and control their learning.	1	1	1	3	1
7	They create joyful learning environment.	1	1	1	3	1
8	They encourage students to learn how to socialize and share knowledge with others.	1	1	1	3	1
9	They extricate students from fear of mistakes, risks, or failure.	0	1	1	2	0.67
10	They encourage learning experience in a meaningful context.	1	1	1	3	1
Instructional materials						
11	They correspond to the learning objectives.	1	1	1	3	1
12	They correspond to the activities.	1	1	1	3	1
13	They are appropriate to the students' level.	1	1	1	3	1
Assessment						
14	It evaluates students' can-do performance effectively.	1	1	1	3	1
15	It is relevant to the learning objectives.	1	1	1	3	1
Total		13	15	15	43	0.96

Comment

.....Item number 5 = This descriptor is difficult to assess by a rater unless he/she knows about the learners' level of proficiency.....

.....Item number 9 = Not possible to assess.....





Index of Item-Objective Congruence Rating Form
(Lesson Plans II)

This is a part of an independent study entitled “**The Enhancement of the Ninth Grade Students’ English Reading Comprehension Skill through Activity-Based Learning**”. The study is pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives are to enhance students’ English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students’ opinions toward Activity-Based Learning (ABL). The research instrument is designed by Pawarisa Deeudom, an International language teaching major student in the Faculty of Education, Silpakorn University. The researcher would like to ask for your assistance in responding to the questionnaire items attentively. Your responses will be confidential and only for the use of educational purposes. The researcher is thankful and grateful for your time and cooperation.

Directions: Read carefully through the lesson plan and criteria in this form. Also, indicate the degree to which each criterion is congruent with the lesson plan in terms of its objectives, content, teaching methodologies and activities, instructional materials, and assessment. If you have any comments on the congruence of each criterion, record them in the space provided. You can tick (/) to rate the congruence according to the scale below:

- +1 = certain that the lesson plan is congruent with the stated components
- 0 = uncertain that the lesson plan is congruent with the stated components
- 1 = certain that the lesson plan is NOT congruent with the stated components

No.	Criteria	Rating of Experts			Total	IOC
		1	2	3		
Content						
1	The lesson content corresponds to the learning objective.	1	0	1	2	0.67
2	The lesson content corresponds appropriately to the activities.	1	0	1	2	0.67
3	The lesson content is presented in clear steps of teaching and learning.	1	1	1	3	1
4	The lesson content is arranged properly to the estimated time.	1	1	1	3	1
5	Language content is appropriate to the students' level of proficiency.	0	1	1	2	0.67
Teaching methods and activities						
6	They provide opportunity for students to initiate and control their learning.	1	1	1	3	1
7	They create joyful learning environment.	0	1	1	3	0.67
8	They encourage students to learn how to socialize and share knowledge with others.	1	1	1	3	1
9	They extricate students from fear of mistakes, risks, or failure.	0	1	1	2	0.67
10	They encourage learning experience in a meaningful context.	1	1	1	3	1
Instructional materials						
11	They correspond to the learning objectives.	1	1	1	3	1
12	They correspond to the activities.	1	1	1	3	1
13	They are appropriate to the students' level.	1	1	1	3	1
Assessment						
14	It evaluates students' can-do performance effectively.	1	1	1	3	1
15	It is relevant to the learning objectives.	1	1	1	3	1
Total		12	13	15	40	0.89

Comment

.....Item number 5 = This descriptor is difficult to assess by a rater unless he/she knows..... about the learners' level of proficiency.....

.....Item number 6 = This descriptor is not clear. What is controlling their learning? And..... why?.....

.....Item number 7 = This descriptor can be assessed only after the lesson is..... delivered.....

.....Item number 9 = Not possible to assess at this time.....





Index of Item-Objective Congruence Rating Form

(Lesson Plans III)

This is a part of an independent study entitled “**The Enhancement of the Ninth Grade Students’ English Reading Comprehension Skill through Activity-Based Learning**”. The study is pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives are to enhance students’ English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students’ opinions toward Activity-Based Learning (ABL). The research instrument is designed by Pawarisa Deeudom, an International language teaching major student in the Faculty of Education, Silpakorn University. The researcher would like to ask for your assistance in responding to the questionnaire items attentively. Your responses will be confidential and only for the use of educational purposes. The researcher is thankful and grateful for your time and cooperation.

Directions: Read carefully through the lesson plan and criteria in this form. Also, indicate the degree to which each criterion is congruent with the lesson plan in terms of its objectives, content, teaching methodologies and activities, instructional materials, and assessment. If you have any comments on the congruence of each criterion, record them in the space provided. You can tick (/) to rate the congruence according to the scale below:

+1 = certain that the lesson plan is congruent with the stated components

0 = uncertain that the lesson plan is congruent with the stated components

-1 = certain that the lesson plan is NOT congruent with the stated components

No.	Criteria	Rating of Experts			Total	IOC
		1	2	3		
Content						
1	The lesson content corresponds to the learning objective.	1	1	1	3	1
2	The lesson content corresponds appropriately to the activities.	1	1	1	3	1
3	The lesson content is presented in clear steps of teaching and learning.	1	1	1	3	1
4	The lesson content is arranged properly to the estimated time.	1	1	1	3	1
5	Language content is appropriate to the students' level of proficiency.	1	1	1	2	1
Teaching methods and activities						
6	They provide opportunity for students to initiate and control their learning.	1	1	1	3	1
7	They create joyful learning environment.	1	1	1	3	1
8	They encourage students to learn how to socialize and share knowledge with others.	1	1	1	3	1
9	They extricate students from fear of mistakes, risks, or failure.	0	1	1	2	0.67
10	They encourage learning experience in a meaningful context.	1	1	1	3	1
Instructional materials						
11	They correspond to the learning objectives.	1	1	1	3	1
12	They correspond to the activities.	1	1	1	3	1
13	They are appropriate to the students' level.	1	1	1	3	1
Assessment						
14	It evaluates students' can-do performance effectively.	0	1	1	3	0.67
15	It is relevant to the learning objectives.	1	1	1	3	1
Total		13	15	15	43	0.96

Comment

.....Item number 9 = Not possible to assess at this time.....

.....Item number 14 = Add content of comparison.....





ที่ อว 8606(นฐ)/5632



บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์
อ.เมือง จ.นครปฐม 73000

9 ธันวาคม 2564

เรื่อง ขอบความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

เรียน ผู้อำนวยการ โรงเรียนสิรินธรราชวิทยาลัย

ด้วย นางสาวปวีศา ดีอุดม รหัสประจำตัว 61254306 นักศึกษาระดับปริญญาโท บัณฑิตวิทยาลัย สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร กำลังดำเนินการการค้นคว้าอิสระ เรื่อง "การพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 โดยใช้กิจกรรมเป็นฐานการเรียนรู้" มีความประสงค์จะขอเก็บรวบรวมข้อมูลจากนักเรียนชั้นมัธยมศึกษาปีที่ 3/9 จำนวน 36 คน เพื่อประกอบการดำเนินการการค้นคว้าอิสระ

ในการนี้ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร จึงขอความอนุเคราะห์จากท่าน โปรดแจ้งผู้ที่เกี่ยวข้องทราบ เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลให้แก่ นักศึกษาดังกล่าวด้วย

จึงเรียนมาเพื่อ โปรดให้ความอนุเคราะห์ จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สาริต นิติตัย)

รองคณบดีบัณฑิตวิทยาลัย ฝ่ายบริหาร

รักษาการแทน คณบดีบัณฑิตวิทยาลัย

สำนักงานบัณฑิตวิทยาลัย

นครปฐม โทร.034-218790

ที่ อว 8606(นฐ)/5631



บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์
อ.เมือง จ.นครปฐม 73000

9 ธันวาคม 2564

เรื่อง ขอตกลงเครื่องมือวิจัย

เรียน ผู้อำนวยการ โรงเรียนสิรินธรราชวิทยาลัย

ด้วย นางสาวปวีศา ตีอุดม รหัสประจำตัว 61254306 นักศึกษาระดับปริญญาโทบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร กำลังดำเนินการการค้นคว้าอิสระ เรื่อง
" การพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 โดยใช้กิจกรรม
เป็นฐานการเรียนรู้" มีความประสงค์จะขอตกลงเครื่องมือวิจัยกับนักเรียนชั้นมัธยมศึกษาปีที่ 3/9 จำนวน 36 คน
เพื่อประกอบการดำเนินการการค้นคว้าอิสระ

ในการนี้ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร จึงขอความอนุเคราะห์จากท่าน โปรดอนุญาตให้นักศึกษา
ดังกล่าวได้ทดลองเครื่องมือวิจัยด้วย

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

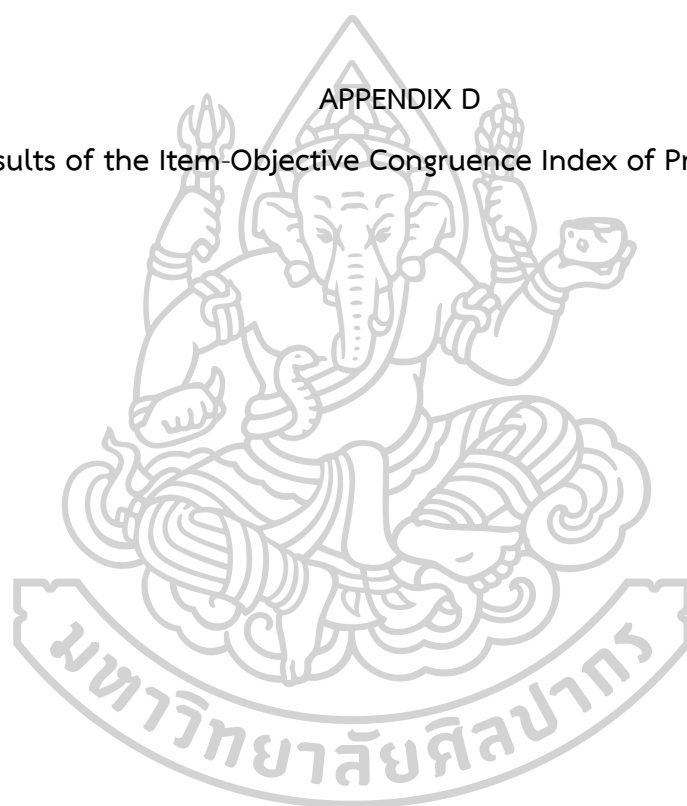
(ผู้ช่วยศาสตราจารย์ ดร.สาชิต นิรัตติชัย)

รองคณบดีบัณฑิตวิทยาลัย ฝ่ายบริหาร
รักษาการแทน คณบดีบัณฑิตวิทยาลัย

สำนักงานบัณฑิตวิทยาลัย
นครปฐม โทร.034-218790

APPENDIX D

Results of the Item-Objective Congruence Index of Pre-Posttests



Test Specifications

Skill: Reading Comprehension

Purpose of the test: To assess reading comprehension skill of ninth grade students before and after the treatment based on Activity-Based Learning

Objectives	Title	Text Type	Number of items	Reading comprehension levels	Item Number	Weight (%)	Time (min)	Scoring
To be able to identify details	Passage I	Multiple choices	16	Literal and interpretative levels	1, 3, 5, 7, 8, 16, 17, 18, 19, 20, 23, 24, 25, 27, 28, 30	53.33	20	0-1
To be able to make inferences		Multiple choices	11		2, 4, 6, 9, 10, 12, 15, 21, 22, 26, 29	36.67	18	0-1
To be able to define word meaning and synonym		Multiple choices	3		11, 13, 14	10.00	2	0-1
Total			30		20	100	40	



Index of Item-Objective Congruence Rating Form (Pre-Posttests)

This is a part of an independent study entitled “**The Enhancement of the Ninth Grade Students’ English Reading Comprehension Skill through Activity-Based Learning**”. The study is pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives are to enhance students’ English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students’ opinions toward Activity-Based Learning (ABL). The research instrument is designed by Pawarisa Deeudom, an International language teaching major student in the Faculty of Education, Silpakorn University. The researcher would like to ask for your assistance in responding the questionnaire items attentively. Your responses will be confidential and only for the use of educational purposes. The researcher is thankful and grateful for your time and cooperation.

Directions: Read carefully through the test items and objectives in this form. Also, indicate the degree to which each test item is congruent in terms of its objectives. If you have any comments on the congruence of each test item, record them in the space provided. You can tick (✓) to rate the congruence according to the scale below:

- +1 = certain that the lesson plan is congruent with the stated components
- 0 = uncertain that the lesson plan is congruent with the stated components
- 1 = certain that the lesson plan is NOT congruent with the stated components

Objectives	Test items	Rating of Experts			Total	IOC
		1	2	3		
To be able to identify details	1. How can people know certainly if they infected? (Literal level) a. testing b. noticing themselves c. scanning their bodies d. consulting with doctors	1	1	1	3	1
To be able to make inferences	2. Who is at risk of Covid-19 the most? (Interpretative level) a. Nikky always drives his car alone to the office. b. Prince studies in a classroom and always wears a mask. c. Mike smokes and talks at a smoking area with strangers. d. Jolie's parents are infected with Covid-19 but they don't live with her parents.	1	1	1	3	1
To be able to identify details	3. What do influenza and Covid-19 have in common? (Literal level) a. They are the same virus. b. They are contagious for a long time. c. They can spread from people to people. d. They take the same amount of time to show symptoms.	1	1	1	3	1
To be able to make inferences	4. Which campaign is not for protecting close contact with others? (Interpretative level) a. Quarantine b. Wearing a mask c. Social distancing d. Work from home	1	1	1	3	1
To be able to identify details	5. How far is the safe distance? (Literal level) a. 5 feet b. 6 feet c. 7 feet d. 8 feet	1	1	1	3	1
To be able to make inferences	6. Which statement is not true? (Interpretative level) a. Covid 19 spreads more easily than influenza. b. Covid 19 causes serious illnesses in some people. c. People can't have more than one respiratory illness at a time. d. People need to be tested to confirm whether they have Covid 19.	1	1	1	3	1

Objectives	Test items	Rating of Experts			Total	IOC
To be able to identify details	7. Which is not the similarity between Covid-19 and influenza? (<i>Literal level</i>) a. They are able to spread at the same rate. b. They can spread by people expelling small particles. c. They can spread between people who have close contact. d. They can spread before people with both illnesses have symptoms.	1	1	1	3	1
To be able to identify details	8. According to the passage, which illness is more dangerous: Flu and COVID-19? Why? (<i>Literal level</i>) a. Flu because people can get infected easily. b. Flu because it can spread from person-to-person. c. COVID-19 because it is generally more contagious. d. COVID-19 because it has been observed to have more superspreading.	1	1	1	3	1
To be able to make inferences	9. What happens if more people get vaccinated? (<i>Interpretative level</i>) a. The spread of virus will slow down. b. The spread of the virus will take longer. c. The people will get infected more easily. d. The people who get infected will be have more serious illnesses.	1	1	1	3	1
To be able to make inferences	10. Which is not a cause of infection of both Covid-19 and flu? (<i>Interpretative level</i>) a. cough b. close contact c. talking on a phone d. poor ventilation	1	1	1	3	1
To be able to define word meaning and synonym	11. Which word can be in place of " <i>circumstances</i> " (line 16)? (<i>Literal level</i>) a. ways b. times c. places d. situations	1	1	1	3	1

Objectives	Test items	Rating of Experts			Total	IOC
To be able to make inferences	12. Which statement is true? (Interpretative level) Flu is more dangerous than Covid-19. a. Covid-19 can spread more easily than flu. b. A lot of people stand in the same place that is prone to Covid-19 spread. c. The small particles containing virus can move d. through many parts of body and land into lungs.	1	1	1	3	1
To be able to define word meaning and synonym	13. What does “contagious” mean (line 1)? (Literal level) a. capable of being passed by touching same things b. capable of being passed by talking among many friends c. capable of being passed by physical contact from one person to another d. capable of being passed by eating-food contact like use the same spoon	1	1	1	3	1
To be able to define word meaning and synonym	14. What does “respiratory” relate to? (Literal level) a. touch b. breath c. toxic air d. dirty food	1	1	1	3	1
To be able to make inferences	15. What cannot be stated from the passage? (Interpretative level) a. Covid-19 was identified before flu. b. Small particles might be spread further over the air. c. Covid-19 patient’s lung can be affected and dangerous. d. Covid-19 vaccination might has both positive and negative effects.	1	1	1	3	1
Passage II						
To be able to identify details	16. What is the number of Google users in a day around the world? (Literal level) a. 181 countries b. 1 billion searches c. 240 billion dollars d. 500 million people	1	1	1	3	1

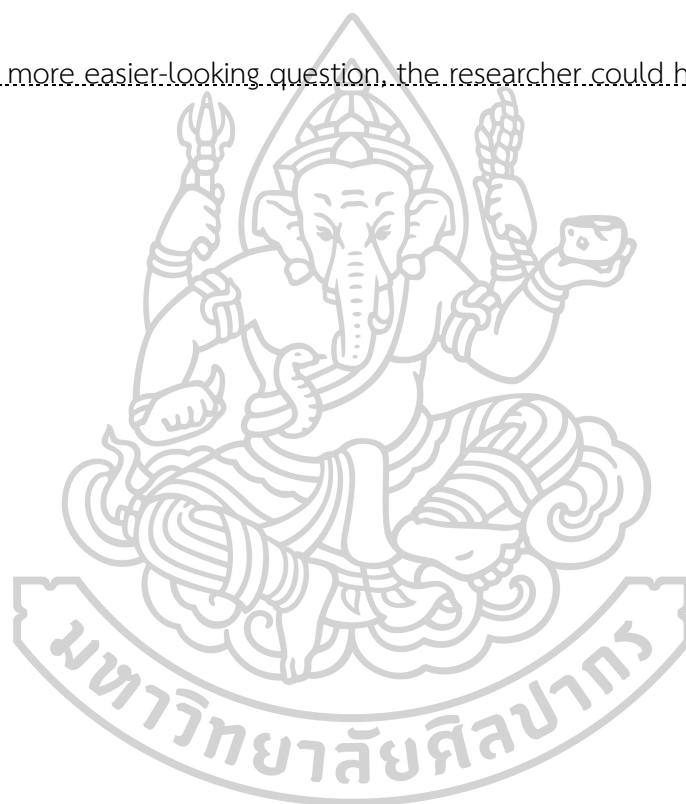
Objectives	Test items	Rating of Experts			Total	IOC
To be able to identify details	17. How long has the company started? (Literal level) a. 22 years b. 23 years c. 24 years d. 25 years	1	1	1	3	1
To be able to identify details	18. Which is NOT a search site? (Literal level) a. Yahoo b. Weibo c. Google d. Amazon	1	1	1	3	1
To be able to identify details	19. How much does the company's value cost nowadays? (Literal level) a. \$24,000 b. \$240,000 c. \$240,000,000 d. \$240,000,000,000	1	1	1	3	1
To be able to identify details	20. Which statement is NOT true about the word "to google" in the passage? (Literal level) a. It is an English verb. b. It is how an everyday language. c. It is the word from Larry and Sergey. d. It means to search for information online.	1	1	1	3	1
To be able to make inferences	21. What are Larry Page and Sergey Brin like? (Interpretative level) a. smart and lazy b. patient and poor c. creative and hardworking d. friendly and hot-tempered	1	1	1	3	1
To be able to make inferences	22. How is Google different from other companies? (Interpretative level) a. Employees earn very high salary. b. Employees work harder. c. Only the young people are accepted to work. d. Employees enjoy working.	1	1	1	3	1
To be able to identify details	23. Which one is NOT the Google's work culture? (Literal level) a. Employees dress casually. b. The work place is formal. c. The work place is unconventional. d. Employees can bring their pets to work.	1	1	1	3	1

Objectives	Test items	Rating of Experts			Total	IOC
To be able to identify details	24. Which one was NOT developed by Google? (Literal level) a. Gmail b. G-Shock c. Google Maps d. Google Earth	1	1	1	3	1
To be able to identify details	25. What kind of life do the founders lead? (Literal level) a. They lead slow lives. b. They lead high-so lives. c. They lead hardworking lives. d. They lead fairly normal lives.	1	1	1	3	1
To be able to make inferences	26. Which is not an advantage of Google website for users? (Interpretative level) a. The founders become billionaires. b. People from many countries can use it. c. Learners can learn new knowledges by themselves. d. Many languages are provided for searching information.	1	1	1	3	1
To be able to identify details	27. What were Larry Page and Sergey Brin doing when they started their business? (Literal level) a. They were doing nothing. b. They were building a garage. c. They were developing websites. d. They were studying in a university.	1	1	1	3	1
To be able to identify details	28. Which one is TRUE about the founders? (Literal level) a. They are still in a garage. b. They found another company. c. One of them is still the Google's CEO. d. They are still learning at Stanford University.	1	1	1	3	1
To be able to make inferences	29. Which is the most probable reason of Google to become the most popular search engines on the Internet? (Interpretative level) a. It can find information fast and easily. b. Most of the employees are teenagers. c. Many languages are provided for searchers. d. It has other sites under Google: Google Maps, Google Earth and Gmail.	1	1	1	3	1

Objectives	Test items	Rating of Experts			Total	IOC
To be able to identify details	30. Which is the objective of Google site? (Literal level) a. to promote self-learning b. to contact other people worldwide c. to organize the world's information d. to encourage their employees to be relaxed	1	1	1	3	1
Total		30	30	30	90	1.00

Comment

..To be more easier looking question, the researcher could highlight or capitalize the word.





**Difficulty and Discrimination Item
through KR-20**

No.	Difficulty (p)	Discrimination (r)	Interpretation
1.	0.58	0.25	valid
2.	0.66	0.22	valid
3.	0.58	0.25	valid
4.	0.61	0.27	valid
5.	0.72	0.05	invalid
6.	0.61	0.22	valid
7.	0.58	0.25	valid
8.	0.66	0.00	invalid
9.	0.61	0.22	valid
10.	0.66	0.11	invalid
11.	0.61	0.27	valid
12.	0.66	0.22	valid
13.	0.63	0.13	invalid
14.	0.63	0.25	valid
15.	0.61	0.22	valid
16.	0.72	0.11	invalid
17.	0.58	0.25	valid
18.	0.72	0.22	valid
19.	0.58	0.25	valid
20.	0.66	0.16	invalid
21.	0.72	0.22	valid
22.	0.66	0.22	valid
23.	0.63	0.13	invalid
24.	0.69	0.13	invalid
25.	0.63	0.25	valid
26.	0.63	0.25	valid
27.	0.72	0.22	valid
28.	0.66	0.16	invalid
29.	0.66	0.22	valid
30.	0.61	0.27	valid

The difficulty (p) of items range from 0.0 to 1.0. The standard ranges are between 0.20-0.80. The valid test items had 21 items: number 1, 2, 3, 4, 6, 7, 9, 11, 12, 14, 15, 17, 18, 19, 21, 22, 25, 26, 27, 29, 30. The research selected 20 items to test.





APPENDIX F

Result of the Item-Objective Congruence Index of Questionnaire



Index of Item-Objective Congruence Rating Form (Questionnaire)

This is a part of an independent study entitled “**The Enhancement of the Ninth Grade Students’ English Reading Comprehension Skill through Activity-Based Learning**”. The study is pre-experimental one group pretest and posttest study of ninth grade students in a government school in Nakhon Pathom, Thailand. The objectives are to enhance students’ English reading comprehension after experiencing Activity-Based Learning (ABL) and to explore students’ opinions toward Activity-Based Learning (ABL). The research instrument is designed by Pawarisa Deedom, an International language teaching major student in the Faculty of Education, Silpakorn University. The researcher would like to ask for your assistance in responding the questionnaire items attentively. Your responses will be confidential and only for the use of educational purposes. The researcher is thankful and grateful for your time and cooperation.

Directions: Read carefully through the questionnaire and criteria in this form. Also, indicate the degree to which each criterion is congruent with the questionnaires. If you have any comments on the congruence of each criterion, record them in the space provided. You can tick (/) to rate the congruence according to the scale below:

- +1 = certain that the lesson plan is congruent with the stated components
- 0 = uncertain that the lesson plan is congruent with the stated components
- 1 = certain that the lesson plan is NOT congruent with the stated components

No.	Criteria	Rating of Experts			Total	IOC
		1	2	3		
Opinions toward Activity-Based Learning (ABL)						
1.	The pedagogical lesson is well-organized.	1	1	1	3	1
2.	The content is clearly presented.	1	1	1	3	1
3.	The content is suitable and appropriate for my level.	1	1	1	3	1
4.	The content is current and updated.	1	1	1	3	1
5.	The content corresponds to the objectives of the study.	1	1	1	3	1
Opinions toward Activity-Based Learning (ABL)						
6.	Activity-Based Learning match my interest.	1	1	1	3	1
7.	Activity-Based Learning is hands-on, fun, and engaging for me.	1	1	1	3	1
8.	Activity-Based Learning promotes collaboration and critical thinking.	0	1	1	2	0.67
9.	Activity-Based Learning encourages me to learn more about current situations.	1	1	1	3	1
10.	Activity-Based Learning helps me express my opinions during class without the fear of making mistakes.	1	1	1	3	1
Opinions toward English reading comprehension skill						
11.	Activity-Based Learning can be one of the useful and effective for reading instructions.	0	1	1	2	0.67
12.	Activity-Based Learning improves and extends my English reading comprehension skills.	1	1	1	3	1
13.	Activity-Based Learning helps me grasp more vocabulary and its function in the passage.	1	1	1	3	1
14.	Activity-Based Learning fosters reading strategies such as skimming, scanning, context clues, and predicting.	1	1	1	3	1
15.	Activity-Based Learning encourages me catch up answers of the questions easily.	0	1	1	2	0.67
Total		12	15	15	42	0.93

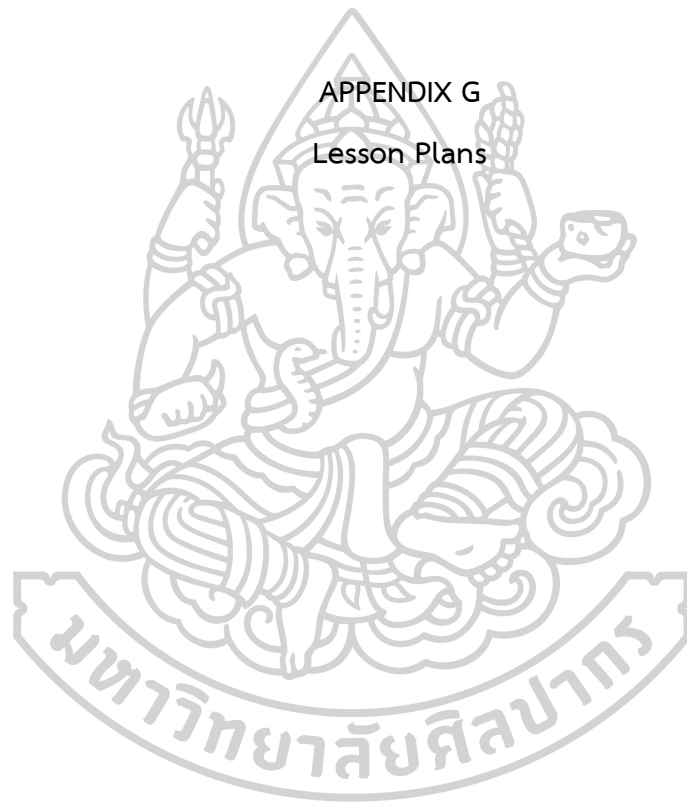
Comment

Item number 8 = This depends and a prior rating cannot be done.....

Item number 15 = This cannot be evaluated at this time.....



APPENDIX G
Lesson Plans



Lesson plan No.1

Teacher : Miss Pawarisa Deudom **ID :** 61254306 **Class :** M.3
Unit : 8 The More, the Better **Strand :** Language for Communication
Date planned to teach : **Topic :** Comparative **Time :** 100 minutes

Terminal Objective : To compare two cities using comparative adjectives for finding out the better travel destination	
Enabling Objectives :	
Introduction	To recognize basic information about London and Paris
Activity	To read a paragraph collaboratively

Standard F1.1 : Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons
Indicator F1.1 (4) Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and read from various types of media, as well as provide the justifications and the examples for illustrations.

Discussion	To discuss information of the passage orally
Assessment	To compare two cities using comparative adjectives

Expected Behaviours :

Students respond answers actively in the activity.
Students collaborate with their classmate effectively.

Teacher's Personal Aims :


To encourage students to compare anything in the actual lives.
To stimulate students to get the concept becomes their long memories.
Students will be more confident to produce and practise language outside the class.


Language Focus:

1. Skills : Reading Comprehension
2. Sub-skills :
 - Literal Level
 - Recognizing the explicitly stated message including main components (what, where, when, why)
 - Interpretative Level
 - Making inferences
 - Answering the questions 'how and why'
 - Critical Level
3. Functions : Comparing two cities
4. Vocabulary : historical, discourage, dynamic, modern, conservative, glamorous, lively, traditional, famous, ethnic, informal, baguette
5. Grammar point : Comparative adjectives

Materials : Zoom, Kahoot, Power Point about Historical Rivals, Exercise (via Google Form)

Phase	Content*	Class organization Interaction**	Teaching aid
<p>Introduction (15 mins)</p>	<p>Activity: Kahoot</p> <p>Instruction:</p> <ul style="list-style-type: none"> - Students play Kahoot which the students have to identify things from London or Paris. - Every student uses their mobile phones to join this game. - The students will see a picture and they have to choose where it is from London or Paris. Also, the Kahoot game reveal the points after the students answered each picture. 	<p>In Ss-Wd</p>	<p>Kahoot about London and Paris</p>


Phase	Content*	Class organization Interaction**	Teaching aid
	 <p>มทววิทยาลัยศิลปากร</p>		


Phase	Content*	Class organization Interaction**	Teaching aid
			

Phase	Content*	Class organization Interaction**	Teaching aid
	 <p>- At the end of this game, the students know the top three rank and they give themselves a round of applause.</p> <p>- The students guess what are they going to study this lesson (Answer: London vs. Paris)</p> <p>- The teacher elicits students' background knowledge about these two cities.</p> <p>Example:</p> <ul style="list-style-type: none"> ◇ In which country is Paris located? ◇ In which country is London located? ◇ What are the famous things in these two cities? 		

Phase	Content*	Class organization Interaction**	Teaching aid
<p>Activity (30 mins)</p>	<p>Activity: Jigsaw</p> <p>Instruction:</p> <ul style="list-style-type: none"> - The students make predictions about what they will read then the teacher tells the topic "Historical Rivals" passage. - The students learn new vocabulary: <u>historical</u>, <u>discourage</u>, <u>dynamic</u>, <u>conservative</u>, <u>glamorous</u>, <u>lively</u>, <u>traditional</u>, <u>famous</u>, <u>ethnic</u>, <u>informal</u>, <u>baguette</u>. Students match the vocabulary with its definition appropriately. - Presenting vocabulary with various techniques as describe below <ol style="list-style-type: none"> 1. <u>historical</u>: part of speech (history [n.] → historical [adj.]) 2. <u>discourage</u>: antonym: support, encourage, urge 3. <u>dynamic</u>: examples and definition definition 1: If you <u>describe</u> someone as <u>dynamic</u>, you <u>approve</u> of them because they are full of energy or full of new and <u>exciting</u> ideas, for example, <i>He seemed a <u>dynamic</u> and <u>energetic</u> leader.</i> definition 2: If you describe something as <u>dynamic</u>, you approve of it because it is very <u>active</u> and <u>energetic</u>, for example, <i>South Asia was <u>known</u> as the <u>most dynamic</u> economic region in the world.</i> 4. <u>conservative</u>: examples and definition definition: not usually <u>liking</u> or <u>trusting</u> <u>change</u>, especially <u>sudden</u> <u>change</u>, for example, ☞ <i>Older people <u>tend</u> to be more <u>conservative</u> and a bit <u>suspicious</u> of anything <u>new</u>.</i> 	<p>SG, GW T-Ss, Ss-Ss</p>	<p>PowerPoint Liveworksheet</p>

Phase	Content*	Class organization interaction**	Teaching aid
	<p>☞ He's a very <u>conservative dresser</u> - he always <u>looks like</u> <u>he's wearing his father's clothes!</u></p> <p>5. glamorous: using a picture</p> 		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>6. lively: definition and picture; having or <u>showing</u> a lot of <u>energy</u> and <u>enthusiasm</u>, or <u>showing interesting</u> and <u>exciting thought</u></p>  <p>7. traditional: definition and synonym <u>following</u> or <u>belonging to the customs</u> or <u>ways of behaving</u> that have <u>continued in a group of people</u> or <u>society</u> for a <u>long time</u> without <u>changing</u> syn. old, historical</p> <p>8. famous: synonym; well-known</p> <p>9. ethnic: definition and example <u>clothing, music, or food</u> is characteristic of the traditions of a particular ethnic group, and different from what is usually <u>found in modern Western</u> culture Example: She loves <u>ethnic foods</u>, <u>especially Ethiopian</u> and <u>Japanese</u>.</p> <p>10. informal: definition and antonym not formal or official Ant. formal</p> <p>11. baguette: using a picture</p>		

Phase	Content*	Class organization Interaction**	Teaching aid												
	<div data-bbox="416 965 746 1182">  </div> <p data-bbox="751 633 826 1615"> - The students pronounce and spell vocabulary by repeating after the teacher. - The students complete the sentences through Liveworksheets. </p> <p data-bbox="874 976 903 1171">Liveworksheet</p> <p data-bbox="911 712 943 1518">Instructions: Complete sentences by using the words in the box</p> <div data-bbox="967 792 1155 1541" style="border: 1px solid blue; border-radius: 15px; padding: 10px;"> <table data-bbox="986 831 1134 1518"> <tr> <td>historical</td> <td>glamorous</td> <td>famous</td> </tr> <tr> <td>discourage</td> <td>ethnic</td> <td>informal</td> </tr> <tr> <td>dynamic</td> <td>lively</td> <td>baguette</td> </tr> <tr> <td>conservative</td> <td>traditional</td> <td></td> </tr> </table> </div> <p data-bbox="1209 544 1390 1615"> - I like reading historical stories because I can learn about the lives that people led long ago. - I made toast from left-over bits of baguette and always kept a kettle on the hob. - He is an outgoing and lively person. - His parents tried to discourage him from being an actor. </p>	historical	glamorous	famous	discourage	ethnic	informal	dynamic	lively	baguette	conservative	traditional			
historical	glamorous	famous													
discourage	ethnic	informal													
dynamic	lively	baguette													
conservative	traditional														

Phase	Content*	Class organization Interaction**	Teaching aid
	<ul style="list-style-type: none"> - The business has managed to change and remain dynamic. - This village has its own traditional dress, cuisine, folklore and handicrafts. - She's giving a small informal party this evening. - Lisa Black Pink is becoming famous in Asian continent and elsewhere. -The students are from a variety of ethnic backgrounds. - He is afraid, that the girls see only glamorous pop star, that's why he doesn't want quick one-night-stands. - Old people are usually more conservative than young people. - The students are divided into four groups equally and called "home groups". - Each home group gets one section of passage, for example, home group 1 gets paragraph 1 and so on. 		

Phase	Content*	Class organization Interaction**	Teaching aid
	<div data-bbox="427 1064 478 1579"> <p>Reading 2.13  Social Studies</p> </div> <p data-bbox="491 992 518 1579">Look at the pictures. What do you think the Reading is about?</p> <div data-bbox="534 1041 614 1579"> <h2>Historical Rivals</h2> </div> <div data-bbox="635 1064 790 1579"> <p>The cities of London and Paris are historical rivals. But today, the two are closer than ever. This is because the high-speed <i>Eurostar</i> train connects London to Paris in only two and a quarter hours. It takes less time to cross the Channel than to go from London to Newcastle in the north of England.</p> </div> <div data-bbox="805 1064 960 1579"> <p>Nowadays, London is a bigger city and has a larger population than Paris. In fact, the population of Paris is getting smaller. Both cities work to ensure a better quality of life: they discourage the use of cars, and they try to make the city greener. Compared to Paris, London has more skyscrapers, and it seems more modern and dynamic.</p> </div> <div data-bbox="965 1064 1066 1579"> <p>The City of Light is more conservative and maintains the traditional French way of life. The capital's many tiny bakeries still sell freshly-baked baguettes and croissants, and people still fill the famous sidewalk cafés.</p> </div> <div data-bbox="1077 1064 1204 1579"> <p>Paris boasts of its cuisine and fashion. Paris is still considered more glamorous than London, and it is the center of the top designer brands. London has a more informal food culture with lots of ethnic restaurants and bars. Paris has nine three-star Michelin restaurants, the height of excellence. London has only one.</p> </div> <div data-bbox="1220 757 1295 1579"> <p>As for entertainment, young people say that London is livelier and has more options than Paris. The British writer Samuel Johnson said: "When a man is tired of London, he is tired of life." The Parisians say: "When a man is tired of London, he comes to Paris for a good meal."</p> </div> <div data-bbox="422 660 1173 1041">  </div>		

Phase	Content*	Class organization Interaction**	Teaching aid
	<div data-bbox="454 1176 526 1422" style="text-align: center;"> </div> <div data-bbox="534 1086 582 1579" style="text-align: center;"> <p>Reading 2.15 Curriculum Connection: Social Studies</p> </div> <div data-bbox="590 1008 622 1579"> <p>Look at the pictures. What do you think the Reading is about?</p> </div> <div data-bbox="518 683 885 1064" style="text-align: center;"> </div> <div data-bbox="638 1064 710 1601" style="background-color: #333; color: white; padding: 10px;"> <h2 style="margin: 0;">Historical Rivals</h2> </div> <div data-bbox="726 1075 877 1579"> <p>The cities of London and Paris are historical rivals. But today, the two are closer than ever. This is because the high-speed <i>Eurostar</i> train connects London to Paris in only two and a quarter hours. It takes less time to cross the Channel than to go from London to Newcastle in the north of England.</p> </div> <div data-bbox="885 1075 1141 1579"> <p>Nowadays, London is a bigger city and has a larger population than Paris. In fact, the population of Paris is getting smaller. Both cities work to ensure a better quality of life: they discourage the use of cars, and they try to make the city greener. Compared to Paris, London has more skyscrapers, and it seems more modern and dynamic. The City of Light is more conservative and maintains the traditional French way of life. The capital's many tiny bakeries still sell freshly-baked baguettes and croissants, and people still fill the famous sidewalk cafés.</p> </div> <div data-bbox="1149 840 1268 1579"> <p>Paris boasts of its cuisine and fashion. Paris is still considered more glamorous than London, and it is the center of the top designer brands. London has a more informal food culture with lots of ethnic restaurants and bars. Paris has nine three-star Michelin restaurants, the height of excellence. London has only one.</p> </div> <div data-bbox="1276 784 1356 1579"> <p>As for entertainment, young people say that London is livelier and has more options than Paris. The British writer Samuel Johnson said: "When a man is tired of London, he is tired of life." The Parisians say: "When a man is tired of London, he comes to Paris for a good meal."</p> </div> <div data-bbox="845 548 877 705" style="text-align: center;"> <p>Paragraph 1</p> </div> <div data-bbox="893 705 1204 1064" style="text-align: center;"> </div> <div data-bbox="1101 548 1133 705" style="text-align: center;"> <p>Paragraph 2</p> </div> <div data-bbox="1228 548 1260 705" style="text-align: center;"> <p>Paragraph 3</p> </div> <div data-bbox="1324 548 1356 705" style="text-align: center;"> <p>Paragraph 4</p> </div>		

Phase	Content*	Class organization Interaction**	Teaching aid												
<p>Discussion (30 mins)</p>	<p>- All members in each group will be the experts of the assigned paragraph. Then, the home group divides and forms new groups which contain at least one member from other home groups.</p> <p>- Members in the new group share and discuss content of their own paragraph so the new group will understand the whole passage.</p> <p>Activity: Jigsaw (Continued)</p> <p>Instruction:</p> <ul style="list-style-type: none"> - Again, the new group members return to their own home groups for describing and discussing the whole passage. - The students discuss in their home group and complete the chart. <p>Instructions: Read the passage and write down information and details about both cities into the correct categories.</p> <table border="1" data-bbox="1027 521 1366 1626"> <thead> <tr> <th>Categories</th> <th>Paris</th> <th>London</th> </tr> </thead> <tbody> <tr> <td>Area</td> <td>smaller</td> <td>bigger</td> </tr> <tr> <td>Population</td> <td>smaller</td> <td>larger</td> </tr> <tr> <td>Modernity/Tradition</td> <td> <ul style="list-style-type: none"> - more conservative - Many tiny bakeries still sell freshly-baked baguettes and croissants - The famous sidewalk </td> <td> <ul style="list-style-type: none"> - more skyscrapers - more modern - more dynamic </td> </tr> </tbody> </table>	Categories	Paris	London	Area	smaller	bigger	Population	smaller	larger	Modernity/Tradition	<ul style="list-style-type: none"> - more conservative - Many tiny bakeries still sell freshly-baked baguettes and croissants - The famous sidewalk 	<ul style="list-style-type: none"> - more skyscrapers - more modern - more dynamic 	<p>SG, GW T-Ss, Ss-Ss</p>	<p>PowerPoint</p>
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Phase	Content*			Class organization Interaction**	Teaching aid
Assessment (25 mins)	Activity: Self-assessment exercise Instruction: - Students do a self-assessment exercise about the passage individually.	- <u>Self-assessment exercise</u> 1. If you take the high-speed Eurostar train, how long does it take from London to Paris? (Paragraph 1: Literal level) A. 2.15 hours B. 2.30 hours C. 2.45 hours D. 3.15 hours	Activity: Self-assessment exercise Instruction: - Students do a self-assessment exercise about the passage individually.	GW T-Ss, Ss-T, Ss-Ss	- Self-assessment exercise (For on site students) - Self-assessment exercise via Liveworksheets (For online students)
	Cuisine & Fashion cafés. -9 three-star Michelin restaurants - more glamorous - The center of the top designer brands less options	-1 three-star Michelin restaurant - Lots of ethnic restaurants and bars livelier more options	Entertainment livelier more options		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>2. From paragraph 2, which statement about the traditional French way of life is false? (Paragraph 2: Literal level)</p> <p>A. The small bakeries sell freshly-baked bread. B. People visit the well-known sidewalk café. C. People use less cars. D. People still buy baguettes and croissants.</p> <p>3. How many three-star Michelin restaurants does Paris have more than London? (Paragraph 3: Literal level)</p> <p>A. One B. Three C. Eight D. Nine</p> <p>4. What do young people think about both cities in case of entertainment? (Paragraph 4: Literal level)</p> <p>A. London has more active night life than Paris. B. London has more entertainment options than Paris. C. Paris has more interesting options than London. D. Paris has better cuisine than London.</p> <p>5. What is the indirect advantage of the high-speed Eurostar train? (Paragraph 1: Interpretative level)</p> <p>A. International tourism between London and Paris will be increased. B. Number of travelers are higher. C. The relation of the UK and France is stronger. D. It discourages the use of car.</p>		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>6. Which activity is not appropriate for ensuring a better quality of life? (Paragraph 2: Interpretative level)</p> <p>A. Walking and cycling rather than using cars B. Reducing cutting down trees C. Sorting out and clearing up garbage correctly D. Turning on the lights during afternoon.</p> <p>7. Which restaurant cannot be classified as an ethnic restaurant? (Paragraph 3: Interpretative level)</p> <p>A. Southern restaurant in Thailand B. Italian restaurant C. Indian restaurant- D. Three-star Michelin restaurant</p> <p>- All students review the vocabulary and a main idea of the passage.</p>		

*Content: Details of activities (title, instruction, rules), pictures, modeling sentences, questions and key answers, teacher talk, students' response, anticipated problems, etc.

**Class organization: W, PW, SG, GW, In – (whole class, pair work, small groups, group work, individual work)

Interaction: T-Ss, Ss-T, Ss-Ss, Ss-Wd – (Teacher to Students, Students to Teacher, Students to Students, Students to the real world)

Evaluation:

Criteria	5	4	3	2	1
Accuracy of the exercise	Students can answer correctly about 6-7 items	Students can answer correctly about 5-6 items.	Students can answer correctly about 3-4 items	Students can answer correctly about 1-2 items	Students cannot answer correctly

After Teaching Notes

The Teaching outcome :

Problems :

Suggestion :

Signature_____

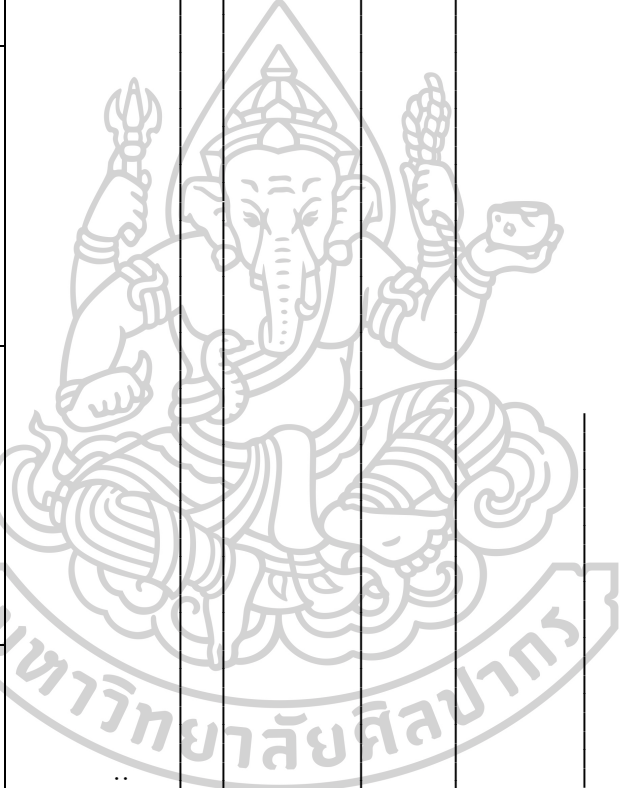
Signature_____

Class Supervisor_____

IS Supervisor

Date_____

Date_____



Lesson plan No. 2

Teacher : Miss Pawarisa Deudom **ID :** 61254306 **Class :** M.3
Unit : 8 The More, the Better **Strand :** Language for Communication
Date planned to teach : **Topic :** Comparative **Time :** 100 minutes

Terminal Objective : To compare two food production using comparative adjectives for finding out the healthy food	
Enabling Objectives :	
Introduction	To recognize basic information about Organic and Inorganic food
Activity	To read a paragraph collaboratively

Standard F1.1 : Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons
Indicator F1.1 (4) Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and

Discussion	To discuss information of the passage orally
Assessment	To compare two food production using comparative adjectives

Expected Behaviours :

Students respond answers actively in the activity.
Students collaborate with their classmate effectively.

Teacher's Personal Aims :


To encourage students to compare anything in the actual lives.
To stimulate students to get the concept becomes their long memories.
Students will be more confident to produce and practise language outside the class.

Language Focus:

1. Skills : Reading Comprehension
2. Sub-skills :
 - Literal Level
 - Recognizing the explicitly stated message including main components (what, where, when, why)
 - Interpretative Level
 - Making inferences
 - Interpreting from implied or invisible meaning based on the readers' schemata and prior experience
 - Answering the questions 'how and why'
3. Functions : Comparing two food production
4. Vocabulary : pesticide, preservative, goodness, pollution, locally, crop, transport, effort, community, benefit, fertilizer, sustainable
5. Grammar point : Comparative adjectives

Materials: Google Classroom, Authentic materials, Liveworksheets, Self-assessment exercise

Phase	Content*	Class organization Interaction**	Teaching aid
<p>Introduction (15 mins)</p>	<p>Activity: A Taste Test</p> <p>Instruction:</p> <ul style="list-style-type: none"> -Students discuss about definitions between organic and inorganic foods by these questions below ◆ What is the definition of the word "organic"? ◆ What is the definition of the word "inorganic"? ◆ Where do you see the word "organic" most? <p>Students think and answer general thoughts about them and every student sums up the definitions of organic and inorganic foods</p> <p>-Starting a taste test, two apples labeled 1 and 2 will be shown which one is an organic apple and another is an inorganic apple. One student will be asked randomly to be a volunteer to taste both apples and explain their texture to classmates. The students examine which type of each is and describe why they made their choice. After that, the teacher reveals to the students which apple is organic and inorganic apple then has a short talk with these questions below</p> <ul style="list-style-type: none"> ◆ Is there a difference in physical appearance? (size, shape, color, texture) 	<p>In Ss-Wd</p>	<p>Authentic materials: Organic and inorganic apples</p>

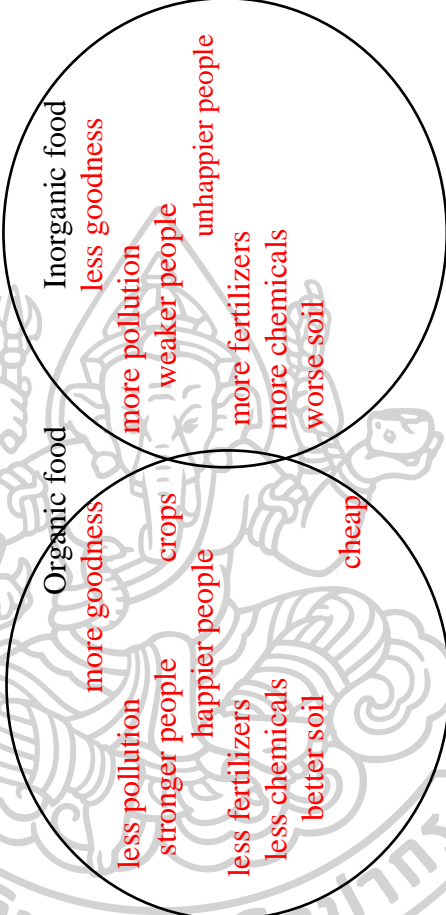
Phase	Content*	Class organization Interaction**	Teaching aid
<p>Activity (30 mins)</p>	 <p>- The students guess what are they going to study <u>this</u> lesson. (Answer: Organic and Inorganic foods)</p> <p>- Elicit their background knowledge about Organic and Inorganic foods</p> <p>Activity: Brainstorming</p> <p>Instruction:</p> <ul style="list-style-type: none"> - The students make predictions about what they will read then the teacher tells the topic “Organic Food” passage. - The students brainstorm about meanings of new vocabulary by provided clues. Also, they answer the meanings of each word orally then gathering ideas to make a clear definition. <p>1. pesticides: definition and clue (n.) Pesticides are chemicals which <u>farmers</u> put on their crops to kill harmful insects. [Clues: something kills insects.]</p>	<p>GW T-Ss, Ss-Ss</p>	<p>Liveworksheets</p>

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>2. preservative: definition and clue (n.) A preservative is a chemical that prevents things from decaying. Some preservatives are added to food, and others are used to <u>treat wood or metal</u>. [Clues: something helps food that not to be rotten / something can make food that is as long as possible]</p> <p>3. goodness: part of speech and definition good (n.) → goodness (n.) goodness is the quality of being <u>kind, helpful, and honest</u>.</p> <p>4. pollution: definition and clue (n.) is the process of polluting water, air, or land, <u>especially</u> with poisonous chemicals. [Clues: take some <u>poison into water</u>]</p> <p>5. locally: part of speech and definition local (adj.) → locally (adv.) within a particular area or place</p> <p>6. crops; definition and clue (n.) are plants such as <u>wheat and potatoes</u> that are grown in large quantities for food. [Clues: something can eat, they are almost green.]</p> <p>7. transport; definition and clue (v., n.) people or goods <u>somewhere</u> is to take them from one place to another in a vehicle. [Clues: move something to another place]</p>		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>8. effort: definition and clue (n.) If you make an effort to do something, you <u>try</u> very <u>hard</u> to do it. [Clues: you <u>try intentionally to do something</u>]</p> <p>9. community: definition and clue (n.) The community is all the people who live in a particular area or place. [Clues: <u>groups of people live together</u>]</p> <p>10. benefit; definition and synonym (n.) The benefit of something is the <u>help</u> that you <u>get</u> from it or the advantage that results from it. Syn. profit, advantage</p> <p>11. fertilizer: definition and clue (n.) Fertilizer is a substance such as <u>solid animal waste</u> or a <u>chemical mixture</u> that you <u>spread</u> on the ground in order to make plants grow more successfully. [Clues: <u>substance that helps plants grow up fast</u>]</p> <p>12. sustainable; definition and example (n.) You use <u>sustainable</u> to <u>describe</u> the use of natural resources when this use is <u>kept</u> at a <u>steady level</u> that is not <u>likely</u> to damage the <u>environment</u>. Example: The creation of an efficient and sustainable transport system is critical to the long-term future of London. - The students pronounce and spell vocabulary by repeating after the teacher. - The students complete the sentences through Liveworksheets.</p>		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>Liveworksheet</p> <p>Instructions: Complete sentences by using the words in the box</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; margin: 10px 0;"> <p>pesticides pollution transport benefit</p> <p>preservative locally effort fertilizer</p> <p>goodness crops community sustainable</p> </div> <ul style="list-style-type: none"> - All foods are organically grown, except when foods with pesticides residues are used for testing. - The obvious way of reducing pollution is to use cars less. - They need trucks to transport their goods and roads to drive the trucks on. - That was a health programme to benefit everyone. - Salt has a preservative effect on food. - This is all locally grown produce. - You should put more effort into your work. - You should add some synthetic fertilizer to the soil. - She was a woman of purity and goodness. - The unusually hot sun has fried up the crops. - He succeeded in negotiating Britain into the European Community. - The government should do more to promote sustainable agriculture. - The students are divided into seven groups equally. They read and brainstorm the passage about Organic and Inorganic foods. All students should understand meanings of the passage. 		

Phase	Content*	Class organization Interaction**	Teaching aid
	 <p>Reading</p> <p>1 What do you know about organic food? Read to find out more.</p> <h2 style="text-align: center;">Organic food</h2> <p>Many people are buying organic food recently. This is because people are starting to think more about what they eat, and how healthy the food we are eating is. Right now, more and more people are deciding to eat 'clean'. But what is eating clean? Eating clean is when we eat food that hasn't been grown using lots of pesticides and isn't kept fresh by using preservatives.</p> <p>It makes the food better, as there is more goodness in the food and less pollution has been made growing it and getting it to you. The best way to make sure your food is fresh and clean is to buy locally grown, organic produce.</p> <p>When crops are grown locally, we get them when they are ready to be eaten. If you buy food from far away, it has to be picked, stored, and transported over to your town. This all takes a lot of time and effort and means</p> <p>that chemicals are used to keep the fruit or vegetables fresh.</p> <p>If you buy your food locally, it means that your local community where you live will benefit. This is good as it means people can have work and keep their jobs, and not much pollution has been made getting the food to your town. This makes the town where you live stronger and have happier people who are busy working or enjoying their lives.</p> <p>It means less fertilizers and chemicals are used and means that soil remains healthy and able to grow good crops.</p> <p>The fresher your food and the less chemicals being used in growing it means your food will be packed with goodness. And the cost of food is stay cheap as everything we buy is so close to us. It's a win-win situation for everyone if we all start eating clean and sustainable.</p> <p style="text-align: right;">74 Unit 8 Richard Linnye</p>		

Phase	Content*	Class organization Interaction**	Teaching aid
<p>Discussion (30 mins)</p>	<p>Activity: Brainstorming (Continued)</p> <p>Instruction:</p> <p>- The teacher explains how to fill out a Venn diagram to the students. Then, they discuss and generate thoughts together in group about similarities and differences of Organic and Inorganic foods.</p> 	<p>SG, GW T-Ss, Ss-Ss</p>	<p>Venn diagram</p>
<p>Assessment (25 mins)</p>	<p>Activity: Self-assessment exercise</p> <p>Instruction:</p> <p>- Students do a self-assessment exercise about the passage individually.</p>	<p>GW T-Ss, Ss-T, Ss-Ss</p>	<p>- Self-assessment exercise (For on site students) - Self-assessment exercise via Liveworksheets (For online)</p>

Phase	Content*	Class organization Interaction**	Teaching aid
	<p style="text-align: center;"><u>Self-assessment exercise</u></p> <p>1. Who is possibly eating clean the most? (Interpretative level)</p> <p>A. Billy eats all food onto a dish. B. Kathy grows tomatoes by herself for consuming. C. Din sells vegetables at a market. D. Frank buys some vegetables from a top supermarket.</p> <p>2. What do “grown locally” mean? (Literal level)</p> <p>A. The vegetable which is grown in neighbor. B. The vegetable which is grown in the countryside. C. The vegetable which is grown by agricultural scientists. D. The vegetable which is grown by a special technique.</p> <p>3. What do farmers and gardeners use for keeping the fruits or vegetables fresh? (Literal level)</p> <p>A. chemicals B. oxygen C. freezers D. preservatives</p> <p>4. Which is NOT an advantage of local community's food? (Literal level)</p> <p>A. People have work B. People don't need to resign from their work. C. It has less pollution. D. It has stronger and happier people.</p>		students)

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>5. What can be inferred from a sentence "Many people are buying organic food recently." (line 1)? <i>(Interpretative level)</i></p> <p>A. Organic food was more popular than organic food in the past. B. Organic food is cheap. C. People take care of their own healthy more than ever. D. People are richer to buy organic food.</p> <p>6. Which is NOT the advantage of pesticide? <i>(Interpretative level)</i></p> <p>A. It has more pollution. B. It is rapidly growing. C. It gets rid of insects and pests. D. It looks very fresh.</p> <p>7. Which statement is true? <i>(Interpretative level)</i></p> <p>A. Eating clean mean eating food that is kept fresh by using preservatives. B. Organic food makes food worse and tastes terrible. C. We have a good chance to get clean food when we buy it locally. D. Food doesnt have to be transported if you buy it from far away.</p> <p>- All students review the vocabulary and a main idea of the passage.</p>		

**Content: Details of activities (title, instruction, rules), pictures, modeling sentences, questions and key answers, teacher talk, students' response, anticipated problems, etc.*

***Class organization: W, PW, SG, GW, In – (whole class, pair work, small groups, group work, individual work)*

Interaction: T-Ss, Ss-T, Ss-Ss, Ss-Wd – (Teacher to Students, Students to Teacher, Students to Students, Students to the real world)

Evaluation:

Criteria	5	4	3	2	1
Accuracy of the exercise	Students can answer correctly about 6-7 items	Students can answer correctly about 5-6 items	Students can answer correctly about 3-4 items	Students can answer correctly about 1-2 items	Students cannot answer correctly

After Teaching Notes

The Teaching outcome :

Problems :

Suggestion :

Signature _____

Signature _____

Class Supervisor _____

IS Supervisor

Date _____

Date _____

Lesson plan No. 3

Teacher : Miss Pawarisa Deudom **ID :** 61254306 **Class :** M.3
Unit : 8 The More, the Better **Strand :** Language for Communication
Date planned to teach : **Topic :** Comparative **Time :** 100 minutes

Terminal Objective : To compare two animals using comparative adjectives for finding out animals' differences and similarities	
Enabling Objectives :	
Introduction	To recognize basic information about Blue whales and whales
Activity	To read a paragraph collaboratively

Standard F1.1 :

Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons

Indicator F1.1 (4)

Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and read from various types of media, as well as provide the justifications and the examples for illustrations.

Discussion	To discuss information of the passage orally
Assessment	To compare two animals using comparative adjectives

Expected Behaviours :

Students respond answers actively in the activity.
Students collaborate with their classmate effectively.

Teacher's Personal Aims :

To encourage students to compare anything in the actual lives.
To stimulate students to get the concept becomes their long memories.
Students will be more confident to produce and practise language outside the class.


Language Focus:

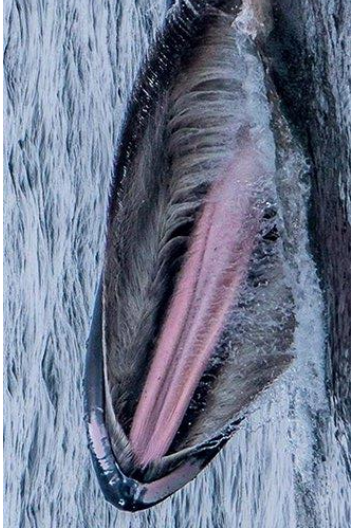

1. Skills : Reading Comprehension
2. Sub-skills : Literal Level
 - Recognizing the explicitly stated message including main components (what, where, when, why)
- Interpretative Level
 - Making inferences
 - Answering the questions 'how and why'
- Critical Level
 - Explaining the reason to support the judgement
3. Functions : Comparing two animals
4. Vocabulary : gulp, massive, baleen, marine, migrate, endangered, threatened, extinction, mammal, blubber
5. Grammar point : Comparative adjectives



Materials : Kahoot, Pictures, Liveworksheets, Self-assessment exercise, Google Classroom, Handout



Phase	Content*	Class organization Interaction**	Teaching aid
<p>Introduction (15 mins)</p>	<p>Activity: Eliciting students' background knowledge</p> <p>Instruction:</p> <ul style="list-style-type: none"> - Students play Kahoot which encourages students to read clues about animals and guess what animal is. Students use their mobile phones to join this game. <ol style="list-style-type: none"> 1. I am a mammal. I can swim faster than a turtle. I am friendly. I live in oceans and beaches. whale, dolphin, dog, shark 2. I am smaller than a horse. I can jump higher than some animals. Sometimes I walk two legs and sometimes I walk four legs. kangaroo, bear, frog, dog 3. I can't fly. I run faster than human. I'm aggressive often. I have longer neck than an alpaca. penguin, ostrich, leopard, buffalo 4. I am very beautiful. I have longer and thinner legs than chickens. But I am bigger and can fly faster than chickens. peacock, swan, duck, flamingo 5. I am not bigger than a frog. I have smoother and more slippery skin than a frog. toad, bullfrog, salamander, cobra 	In Ss-Wd	Kahoot

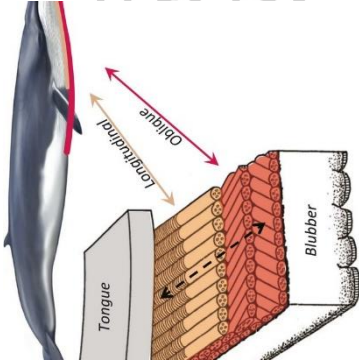

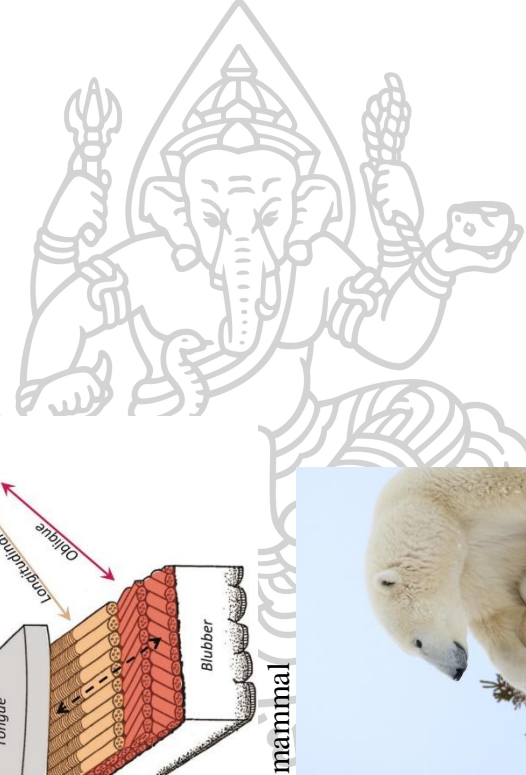
Phase	Content*	Class organization Interaction**	Teaching aid
	<p>6. I move slower and have a longer tongue than a lizard. I'm very colorful. Some don't have a tail but some have a long tail.</p> <p>turtle, chameleon, gecko, frog</p> <p>7. I am longer than 15 centimeters and thin. I move fast. I have severe poison that can kill others.</p> <p>python, centipede, king cobra, alligator</p> <p>8. I live on beaches and oceans. I am colorful. Some can hit and hurt people until die. Some kind can be a delicious food. I have many arms</p> <p>jellyfish, octopus, puffer fish, starfish</p> <p>9. I move faster than a turtle. I have a strong shell.</p> <p>shellfish, eel, crab, sea urchin</p> <p>10. I am smaller than a rabbit. I can run faster than a rabbit. I have very sharp teeth. I like climbing on a tree.</p> <p>porcupine, squirrel, mole, otter</p> <p>- At the end of this game, all students clap their hands for winners and themselves.</p> <p>- The teacher shows a part of whale picture and asks the students to guess what are they going to study? The teacher give clues and show other parts of the whale picture gradually to the students. They know the topic of the lesson by themselves. (Answer: Whale)</p>		

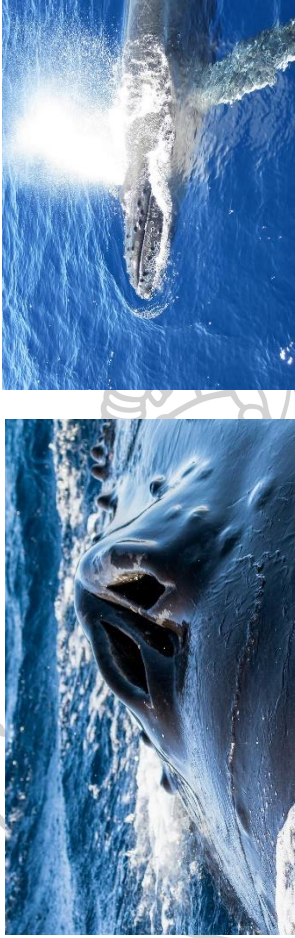
Phase	Content*	Class organization Interaction**	Teaching aid
<p>Activity (30 mins)</p>	<p>- The teacher elicits students' background knowledge about whales; for example, Have you ever seen whales?, How many kinds of whales?</p> <p>Activity: Using Pictures</p> <p>Instruction:</p> <ul style="list-style-type: none"> - The students make predictions about a passage "Compare and Contrast Whales" - The students learn new vocabulary: gulp, massive, marine, migrate, endangered, threatened, extinction, blubber, blowhole, mammal. They learn them through pictures and context clues <p>1) </p>	<p>SG, GW T-Ss, Ss-Ss</p>	<p>PowerPoint, Liveworksheet</p>

Phase	Content*	Class organization interaction**	Teaching aid
	<p>2) massive</p>  <p>3) baleen</p>  <p>MARKET RESEARCH CENTER</p>		

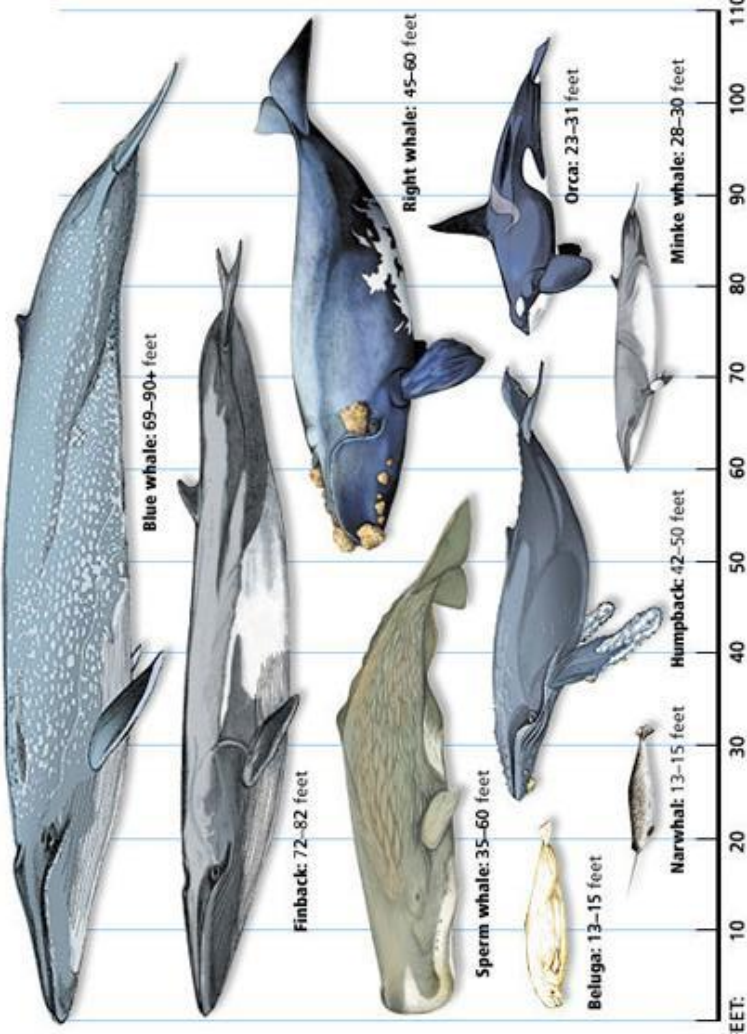
Phase	Content*	Class organization Interaction**	Teaching aid
	<p>4) marine</p>  <p>5) migrate</p> 		

Phase	Content*	Class organization interaction**	Teaching aid
	<p>6) endangered</p>  <p>7) threatened</p> 		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>8) blubber</p>  <p>9) mammal</p>  		

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>10) blowhole</p>  <p>- The students pronounce and spell vocabulary by repeating after the teacher. - The students complete the sentences through Liveworksheet</p> <p>Liveworksheet</p> <p>Instructions: Complete sentences by using the words in the box</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> <p>gulp massive baleen marine migrate endangered threatened extinction mammal blubber blowhole</p> </div> <p>- Charlie drank the whisky in one gulp. - The gorilla had a massive forehead. - Krill are the principal food of the baleen whales, such as the blue whale and minke. - Seals and whales are marine animals.</p>		

Phase	Content*	Class organization Interaction**	Teaching aid
	<ul style="list-style-type: none"> - These birds migrate to Europe in the summer season, returning to warmer places in the south for the winter. - The sea turtle is an endangered species - He threatened the boy with a beating. - The plant is now in danger of extinction. - Because their brain is ten feet higher than their heart, giraffes have the highest blood pressure of any mammal. - The baby whale develops a thick layer of blubber to protect it from the cold sea. - The whale expelled water from his blowhole. - The teacher presents pictures of whale species and talk about their similarities and differences. Then, the students read the passage by themselves. 		

Phase	Content*	Class organization interaction**	Teaching aid
	 <p>The chart displays the following species and their length ranges in feet:</p> <ul style="list-style-type: none"> Blue whale: 69-90+ feet Finback: 72-82 feet Sperm whale: 35-60 feet Beluga: 13-15 feet Narwhal: 13-15 feet Humpback: 42-50 feet Right whale: 45-60 feet Orca: 23-31 feet Minke whale: 28-30 feet 		

Phase	Content*		Class organization Interaction**	Teaching aid
<p>Discussion (30 mins)</p>	<p>Activity: Using Pictures (Continued) Instruction: - Read the passage and write down information and details about both cities into the correct categories.</p>		<p>SG, GW T-Ss, Ss-Ss</p>	<p>PowerPoint</p>

Compare and Contrast Whales

Directions: Read the passages below and then complete the Venn diagram with information from the two texts.

Blue Whales

Blue whales are the largest animals currently on Earth. These whales can grow up to 100 feet long and weigh up to 200 tons.

Just what do these large animals eat? Their diet consists only of tiny shrimp-like animals called krill. After taking a big gulp of seawater, the blue whale's massive tongue forces the water out of its mouth through its baleen. Only the krill is left behind and swallowed. A blue whale can eat up to four tons of krill in a single day.

Blue whales have been found in every ocean of the world. Since whales live in the ocean, they are marine animals. They swim in small groups but are usually found alone or in pairs. During winter you will find whales moving to a new place. Animals migrate, or move to a different place, for many reasons. Blue whales migrate to eat and have their young in warmer waters.


Blue whales are endangered. This means they are threatened by extinction. During the early 1900s people would hunt for the blue whale to use its oil for lamps and other things. The blue whale can live up to ninety years.

Whales

There are two different kinds of whales. Some whales have teeth, while others filter plankton through a part in their upper jaw called baleen. It is made of keratin, like our fingernails.

Whales are mammals, so they breathe air, are warm-blooded, nurse their young, and have body hair. They have a layer of fat under their skin called blubber that helps keep them warm in the cold ocean water. They breathe through their blowholes by shooting air out of the blowholes and then inhaling into their lungs. Most dives underwater are only five to eight minutes long, but the blue whale can hold its breath for up to 40 minutes, and deep divers like bottlenose dolphins and sperm whales can stay underwater for 90 to 120 minutes.

Whales are estimated to live up to 77 years old, but scientists are not sure if that number is correct. Some people say that whales have been known to live up to 150 years old!



Phase	Content*			Class organization Interaction**	Teaching aid										
Assessment (25 mins)	<table border="1" data-bbox="448 539 635 1615"> <thead> <tr> <th data-bbox="448 1249 491 1615">Categories</th> <th data-bbox="448 898 491 1249">Blue whale</th> <th data-bbox="448 539 491 898">Whale</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1249 534 1615">Length</td> <td data-bbox="491 898 534 1249">longer</td> <td data-bbox="491 539 534 898">shorter</td> </tr> <tr> <td data-bbox="534 1249 577 1615">Weight</td> <td data-bbox="534 898 577 1249">heavier</td> <td data-bbox="534 539 577 898">lighter</td> </tr> <tr> <td data-bbox="577 1249 635 1615">Underwater diving time</td> <td data-bbox="577 898 635 1249">shorter</td> <td data-bbox="577 539 635 898">longer (sperm whale)</td> </tr> </tbody> </table> <p data-bbox="639 1167 683 1615">Activity: Self-assessment exercise</p> <p data-bbox="683 898 726 1615"><u>Part 1</u></p> <p data-bbox="726 898 769 1615">Self-assessment exercise</p> <p data-bbox="769 801 812 1615">Instructions: Read the passage and answer the questions</p> <p data-bbox="812 875 855 1615">1. Which is not the character of mammals? (Literal level)</p> <p data-bbox="855 1160 898 1615">A. They are warm-blooded.</p> <p data-bbox="898 981 941 1615">B. Looking after their kids is excepted.</p> <p data-bbox="941 898 984 1615">C. They have hair on other parts of their bodies.</p> <p data-bbox="984 1115 1027 1615">D. They breathe on the surface.</p> <p data-bbox="1027 891 1070 1615">2. How can whales be endangered? (Interpretative level)</p> <p data-bbox="1070 1323 1114 1615">A. Disaster</p> <p data-bbox="1114 1249 1157 1615">B. Climate variability</p> <p data-bbox="1157 1368 1200 1615">C. Hunting</p> <p data-bbox="1200 1294 1243 1615">D. Food shortage</p> <p data-bbox="1243 846 1286 1615">3. Which is not a reason of animal migration? (Literal level)</p> <p data-bbox="1286 1189 1329 1615">A. Living in warm waters</p> <p data-bbox="1329 1308 1372 1615">B. New resource</p> <p data-bbox="1372 1055 1415 1615">C. Better taking care of their youngs</p> <p data-bbox="1415 1115 1458 1615">D. Changing their environment</p>	Categories	Blue whale	Whale	Length	longer	shorter	Weight	heavier	lighter	Underwater diving time	shorter	longer (sperm whale)	GW T-Ss, Ss-T, Ss-Ss	- Self-assessment exercise - Google Classroom
Categories	Blue whale	Whale													
Length	longer	shorter													
Weight	heavier	lighter													
Underwater diving time	shorter	longer (sperm whale)													

Phase	Content*	Class organization Interaction**	Teaching aid
	<p>4. Which is not true about baleen? (Literal level)</p> <ul style="list-style-type: none"> A. Water flows through it. B. It is a part of whale's upper jaw. C. Baleen is made of people's fingernails. D. All whales have baleen. <p>5. Why do the blue whales eat only krill? (Interpretative level)</p> <ul style="list-style-type: none"> A. Because the blue whales do not like eating big animals. B. Because its baleen filters animals that are bigger than krill out. C. Because krill cannot escape from the blue whales' mouths. D. Because krill can be found easily. <p>6. Why did people hunt the blue whales during the early 1900s? (Interpretative level)</p> <ul style="list-style-type: none"> A. Because people enjoyed hunting. B. Because the blue whales ate a lot of seawater animals. C. Because people wanted to take care of them. D. Because people took advantages of them. <p>7. What can be inferred from the passage? (Interpretative level)</p> <ul style="list-style-type: none"> A. Krill is endangered by the blue whales' consuming. B. Blue whales are endangered nowadays. C. Blue whales can live in every ocean except the cold ocean water. D. Every kind of whales become extinct. <p>- Students do a self-assessment exercise about the passage individually. Then, they take a photo and turn in Google Classroom</p> <p>- All students review the vocabulary and a main idea of the passage.</p>		

**Content: Details of activities (title, instruction, rules), pictures, modeling sentences, questions and key answers, teacher talk, students' response, anticipated problems, etc.*

***Class organization: W, PW, SG, GW, In – (whole class, pair work, small groups, group work, individual work)*

Interaction: T-Ss, Ss-T, Ss-Ss, Ss-Wd – (Teacher to Students, Students to Teacher, Students to Students, Students to the real world)

Evaluation:

Criteria	5	4	3	2	1
Accuracy of the exercise	Students can answer correctly about 6-7 items	Students can answer correctly about 5-6 items.	Students can answer correctly about 3-4 items	Students can answer correctly about 1-2 items	Students cannot answer correctly

After Teaching Notes

The Teaching outcome :

Problems :

Suggestion :

Signature _____

Signature _____

Class Supervisor _____

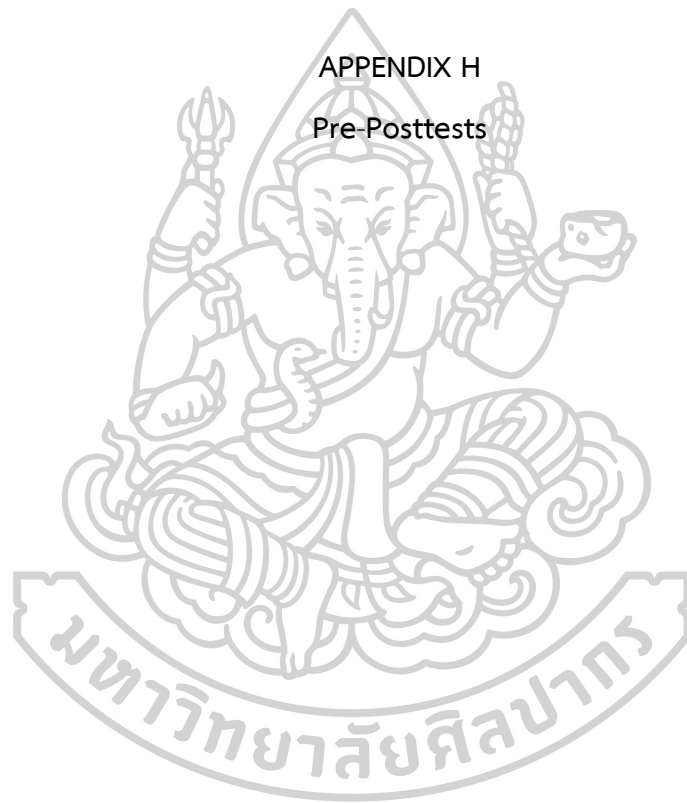
Date _____

Date _____

IS Supervisor



APPENDIX H
Pre-Posttests



Pre-Posttests

- ☞ This test is aimed for enhancing English reading comprehension skill.
- ☞ Total points of 20 points consist of a part: reading. Time allowed is 30 minutes.

Instructions: Read the passage and answer the questions

Passage I

Similarities and Differences between Flu and COVID-19

Influenza (flu) and COVID-19 are both contagious respiratory illnesses, but they are caused by different viruses. COVID-19 is caused by infection with a coronavirus first identified in 2019, and flu is caused by infection with influenza viruses. COVID-19 seems to spread more easily than flu. However, as more people become fully vaccinated against COVID-19, the spread of the virus that causes COVID-19 should slow down.

Compared to flu, COVID-19 can cause more serious illnesses in some people. COVID-19 can also take longer before people show symptoms and people can be contagious for longer.

Because some of the symptoms of flu, COVID-19, and other respiratory illnesses are similar, the difference between them cannot be made based on symptoms alone. Testing is needed to tell what the illness is and to confirm a diagnosis. People can be infected with both flu and the virus that causes COVID-19 at the same time and have symptoms of both influenza and COVID-19.

How it Spreads

Similarities:

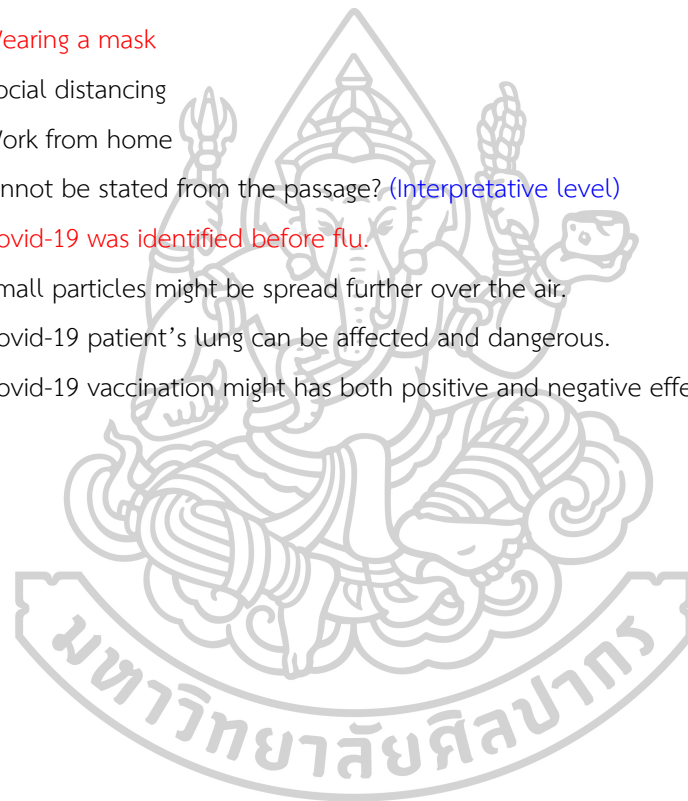
Both COVID-19 and flu can spread from person-to-person between people who are in close contact with one another (within about 6 feet). Both are spread mainly by large and small particles containing virus that are expelled when people with the illness (COVID-19 or flu) cough, sneeze, or talk. These particles can land in the mouths or noses of people who are nearby and possibly be inhaled into the lungs. In some *circumstances*, such as indoor settings with poor ventilation, small particles might be spread further than 6 feet and cause infections. Both flu viruses and the virus that causes COVID-19 can be spread to others by people before they begin showing symptoms.

Differences:

While the virus that causes COVID-19 and flu viruses are thought to spread in similar ways, the virus that causes COVID-19 is generally more contagious than flu viruses. Also, COVID-19 has been observed to have more superspreading events than flu. This means the virus that causes COVID-19 can quickly and easily spread to a lot of people and result in continual spreading among people as time progresses.

1. How can people know certainly if they infected? (Literal level)
 - a. testing
 - b. noticing themselves
 - c. scanning their bodies
 - d. consulting with doctors
2. Who is at risk of Covid-19 the most? (Interpretative level)
 - a. Nikky always drives his car alone to the office.
 - b. Prince studies in a classroom and always wears a mask.
 - c. Mike smokes and talks at a smoking area with strangers.
 - d. Jolie's parents are infected with Covid-19 but they don't live with her parents.
3. What do Influenza and Covid-19 have in common? (Literal level)
 - a. They are the same virus.
 - b. They are contagious for a long time.
 - c. They can spread from people to people.
 - d. They take the same amount of time to show symptoms.
4. Which statement is not true? (Interpretative level)
 - a. Covid 19 spreads more easily than influenza.
 - b. Covid 19 causes serious illnesses in some people.
 - c. People can't have more than one respiratory illness at a time.
 - d. People need to be tested to confirm whether they have Covid 19.
5. Which is not the similarity between Covid-19 and influenza? (Literal level)
 - a. They are able to spread at the same rate.
 - b. They can spread by people expelling small particles.
 - c. They can spread between people who have close contact.
 - d. They can spread before people with both illnesses have symptoms.
6. Which is not a cause of infection of both Covid-19 and flu? (Interpretative level)
 - a. a cough
 - b. a close contact
 - c. talking on a phone
 - d. poor ventilation
7. Which word can be in place of "circumstances" (line 16)? (Literal level)
 - a. ways
 - b. times
 - c. places
 - d. situations

8. Which statement is true? (Interpretative level)
- a. Flu is more dangerous than Covid-19.
 - b. Covid-19 can spread more easily than flu.
 - c. A lot of people stand in the same place that is prone to Covid-19 spread.
 - d. The small particles containing virus can move through many parts of body and land into lungs.
9. Which campaign is not for protecting close contact with others? (Interpretative level)
- a. Quarantine
 - b. Wearing a mask
 - c. Social distancing
 - d. Work from home
10. What cannot be stated from the passage? (Interpretative level)
- a. Covid-19 was identified before flu.
 - b. Small particles might be spread further over the air.
 - c. Covid-19 patient's lung can be affected and dangerous.
 - d. Covid-19 vaccination might has both positive and negative effects.



Passage II

What do you know about Google?

The Google logo is displayed in its characteristic multi-colored font: 'G' is blue, 'o' is red, 'o' is yellow, 'g' is green, 'l' is blue, and 'e' is red. A registered trademark symbol (®) is located at the top right of the 'e'.

It all started in a garage with an investment of \$2,000. Today the company is worth more than 240 billion dollars. What was it? In 1998, two Stanford University students, Larry Page and Sergey Brin, developed Google, a search site that helps Internet users find information easily. Compared to other sites, Google was faster, and it has become one of the most popular search engines on the Internet.

Every day Google receives more than one billion searches from people around the globe in 181 countries and in 146 languages. That's about 500 million people using Google daily. The verb "to google" is now part of everyday language in English. It means to search for information on the Internet.

Google's work culture is different from most other companies. The workplace is unconventional and informal. People dress casually, and they can even bring their pets to work. The idea is to create a relaxed family atmosphere. Most of the employees are very young. Google has one of the youngest workforces in the world.

Google's mission is to organize the world's information and make it universally accessible and useful. Workers are encouraged to spend 20 percent of their time thinking about ways to make the company better. That's how Google Maps, Google Earth, and Gmail developed.

But what about the founders? Well, Larry Page is still the company's CEO, and Sergey Brin is head of special projects. They lead fairly normal lives, but the only difference is that they're over 20 billion dollars richer.

11. How long has the company started? (Literal level)
 - a. 22 years
 - b. 23 years
 - c. 24 years
 - d. 25 years
12. How much does the company's value cost nowadays? (Literal level)
 - a. \$24,000
 - b. \$240,000
 - c. \$240,000,000
 - d. \$240,000,000,000

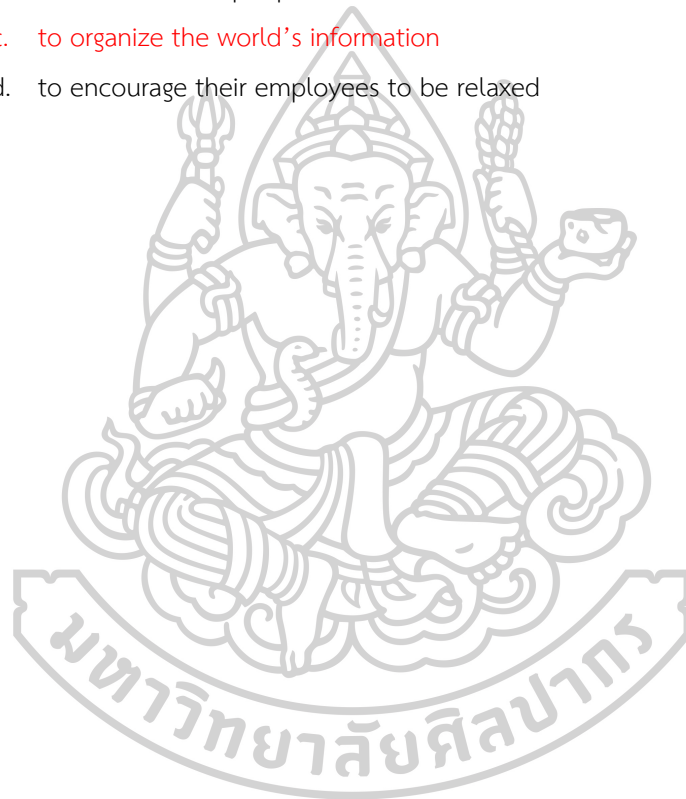
13. Which is not a search site? (Literal level)
- a. Yahoo
 - b. Weibo
 - c. Google
 - d. Amazon
14. What are Larry Page and Sergey Brin like? (Interpretative level)
- a. smart and lazy
 - b. patient and poor
 - c. creative and hardworking
 - d. friendly and hot-tempered
15. How is Google different from other companies? (Interpretative level)
- a. Employees earn very high salary.
 - b. Employees work harder.
 - c. Only the young people are accepted to work.
 - d. Employees enjoy working.
16. Which is not an advantage of Google website for users? (Interpretative level)
- a. The founders become billionaires.
 - b. People from many countries can use it.
 - c. Learners can learn new knowledges by themselves.
 - d. Many languages are provided for searching information.
17. What were Larry Page and Sergey Brin doing when they started their business? (Literal level)
- a. They were doing nothing.
 - b. They were building a garage.
 - c. They were developing websites.
 - d. They were studying in a university.
18. What kind of life do the founders lead? (Literal level)
- a. They lead slow lives.
 - b. They lead high-so lives.
 - c. They lead hardworking lives.
 - d. They lead fairly normal lives.

19. Which is the most probable reason of Google to become the most popular search engines on the Internet? (Interpretative level)

- a. It can find information fast and easily.
- b. Most of the employees are teenagers.
- c. Many languages are provided for searchers.
- d. It has other sites under Google: Google Maps, Google Earth and Gmail.

20. Which is the objective of Google site? (Literal level)

- a. to promote self-learning
- b. to contact other people worldwide
- c. to organize the world's information
- d. to encourage their employees to be relaxed





APPENDIX I
Questionnaire



Questionnaire of Students' Opinions toward Activity-Based Learning

Directions: Answer the following questions regarding your opinions towards **Activity-Based Learning (ABL)** and its effects on your reading practices. Please give your answers as only this will guarantee the success of the investigation. Your name will be kept anonymous, and all answers will be used for research purposes only.

The questionnaire consists of 3 parts:

Part1: Demographic Data

Part2: Students' opinions towards Activity-Based Learning (ABL)

Part3: Open-Ended Questions on Students' opinions towards Activity-Based Learning (ABL)

Part 1: Demographic Data

Instruction: Put a tick (✓) in the provided circle for the item you choose.

1. Gender

- Male
 Female

2. Age

- 14 years
 15 years
 16 years

Part 2: Students' opinions towards Activity-Based Learning (ABL)

Instruction: Put a tick (✓) in the box below which most describes your opinions towards ABL. The criteria are

- | | | |
|---|-------|-------------------|
| 5 | means | Strongly agree |
| 4 | means | Agree |
| 3 | means | Neutral |
| 2 | means | Disagree |
| 1 | means | Strongly disagree |

No.	Statements	criteria				
		5	4	3	2	1
Opinions toward Activity-Based Learning (ABL) Lessons						
1.	The pedagogical lesson is well-organized.					
2.	The content is clearly presented.					
3.	The content is suitable and appropriate for my level.					
4.	The content is current and updated.					
5.	The content corresponds to the objectives of the study.					
Opinions toward Activity-Based Learning (ABL)						
6.	Activity-Based Learning match my interest.					
7.	Activity-Based Learning is hands-on, fun, and engaging for me.					
8.	Activity-Based Learning promotes collaboration and critical thinking.					
9.	Activity-Based Learning encourages me to learn more about current situations.					
10.	Activity-Based Learning helps me express my opinions during class without the fear of making mistakes.					
Opinions toward English reading comprehension skill						
11.	Activity-Based Learning can be one of the useful and effective for reading instructions.					
12.	Activity-Based Learning improves and extends my English reading comprehension skills.					
13.	Activity-Based Learning helps me grasp more vocabulary and its function in the passage.					
14.	Activity-Based Learning fosters reading strategies such as skimming, scanning, context clues, and predicting.					
15.	Activity-Based Learning encourages me catch up answers of the questions easily.					

Part 3: Additional opinions toward Activity-Based Learning

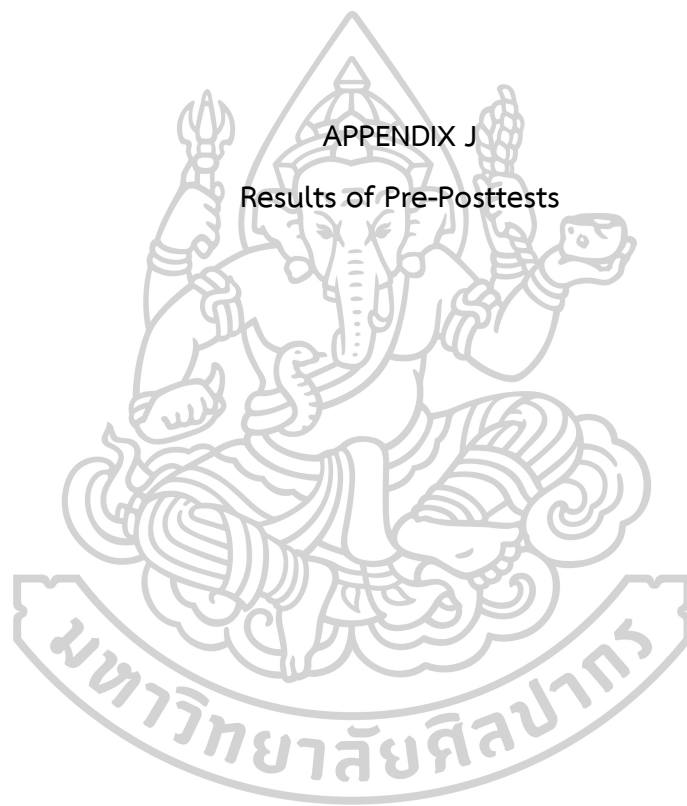
Instruction: Please answer the given question that best represent your attitudes.

What do you think about Activity-Based Learning?

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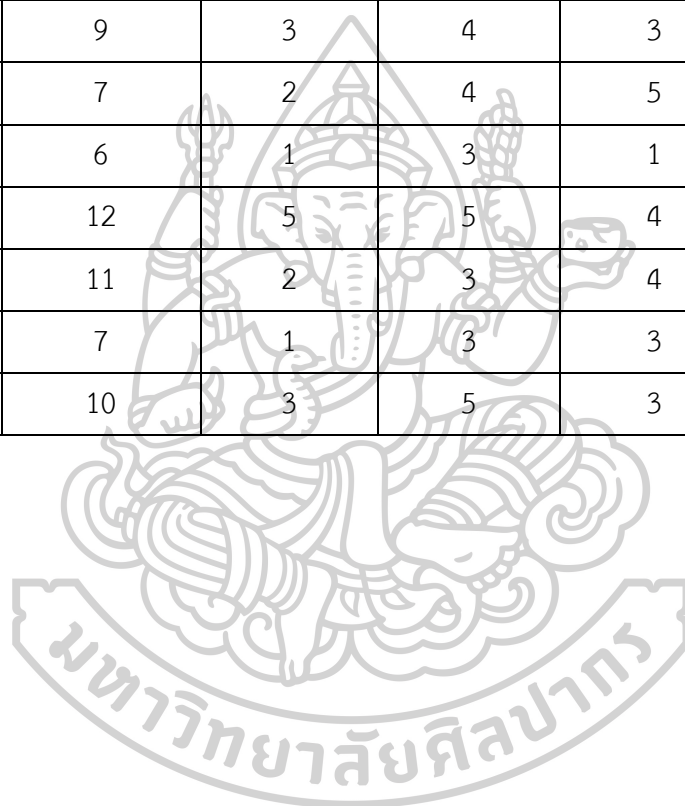
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APPENDIX J
Results of Pre-Posttests

No.	Pre-test Result (20 points)	Exercise1 (7 points)	Exercise2 (7 points)	Exercise3 (7 points)	Post-test Result (20 points)
1	10	3	5	3	26
2	13	4	2	4	28
3	5	3	3	4	14
4	10	3	3	4	27
5	7	3	4	2	24
6	5	4	5	3	13
7	15	4	4	3	29
8	8	3	3	4	25
9	4	3	3	3	11
10	5	3	4	5	14
11	4	4	3	3	11
12	8	3	5	3	25
13	4	4	5	4	11
14	5	4	5	2	14
15	13	3	4	3	28
16	5	3	5	4	14
17	11	4	5	4	28
18	8	3	4	3	24
19	5	2	3	2	16
20	5	4	4	3	15
21	8	4	4	3	21
22	3	2	4	4	7
23	6	3	5	3	17
24	9	3	5	3	24
25	4	4	4	3	10

No.	Pre-test Result (20 points)	Exercise1 (7 points)	Exercise2 (7 points)	Exercise3 (7 points)	Post-test Result (20 points)
26	4	3	3	4	13
27	3	3	4	3	9
28	9	4	3	5	22
29	12	5	4	3	28
30	9	3	4	3	22
31	7	2	4	5	17
32	6	1	3	1	15
33	12	5	5	4	28
34	11	2	3	4	27
35	7	1	3	3	19
36	10	3	5	3	23



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