SECONDARY SCHOOL STUDENTS' READING
COMPREHENSION IN BHUTANESE HISTORY
THROUGH THE USE OF K.W.L MODEL

BY

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The objectives of this study were 1) to compare 7th grade Bhutanese students' reading comprehension of the sample group in Bhutanese history before and after incorporating K.W.L model and 2) to find out 7th grade Bhutanese students' learning satisfaction in Bhutanese history after using K.W.L model. A mixed method research was used to carry out the study and evaluate the effectiveness of the K.W.L model intervention with the use of pretest and posttest, satisfaction questionnaires and students' reflective journal. Clustered random sampling was employed to choose one section of 7th grade consisting of 30 students from two sections as a research participants. The sample group was taught using K.W.L model for a duration of one month.

The qualitative data collected through students' reflective journal was examined using coding system. The quantitative data from reading comprehension test and satisfaction questionnaire were analyzed using inferential statistics t-test with $p<0.05$ level of significance. The results of the reading comprehension test score analysis revealed that the posttest ($\bar{x} = 13.47$) was higher than the pretest ($\bar{x} = 5.93$) with the mean difference of 7.53. The significance value for the group was 0.01 which indicated significant increase in the scores of the students in the posttest compared to those of pretest. Likewise, means of the student learning satisfaction were 4.55 (agree) and 4.09 (strongly agree) out of 5 on Likert scale which indicated that students were highly satisfied with the use of K.W.L model in teaching Bhutanese history.

Student's Signature…………………………..Thesis Advisor's Signature…………………………...

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ABBREVIATIONS

Abbreviation	Meaning
B.Ed.	Bachelor of Education
BCSEA	Bhutan Council for School Examination and Assessment
CERD	Centre for Educational Research and Development
DCRD	Department of Curriculum, Research and Development
K.W.L	What you know, What you want to know, and What you have learned
MoE	Ministry of Education
RCSE	Royal Civil Service Commission
SRF	Students' Reflective Journal
TICA	Thailand International Cooperation Agency

CHAPTER 1

INTRODUCTION

This chapter presents rationale of the study; objectives of the study; research questions; research hypothesis; scope of the study; limitation of the study, expected outcome and followed by terminologies.

1.1   BACKGROUND AND RATIONALE OF THE STUDY

According to Mohammed (2013), history is indisputably one of the oldest subjects written and studied by mankind. Over the centuries, the world has enjoyed the works of great historians and even today it is an integral part of education system in every country. Studying of history is undeniably imperative as people can always learn the things from the past and accordingly take necessary steps to confront challenges and threats to the mankind. Additionally, it helps us to understand from mysterious great human civilizations to surviving rich culture and traditions of ones' own country. According to Llewellyn (2014), history is a remarkable, a continuing story packed with prodigious characters, fight and sorrow, confusion and victory. Furthermore, it gives a sense of identity, more significantly helping people to understand who they really are.

Despite its significance, the sub-standard learning outcome of students besides mandatory interventions by the government has been an alarming issue in researcher's country, Bhutan Council for School Examinations and Assessments (BCSEA, 2016). To investigate the pedagogical approach in classroom teaching of Bhutanese history and its effectiveness, Centre for Educational Research and Development, Bhutan (CERD, 2009) conducted a research which revealed that about 89% of teachers were still using lecture method as the means of instruction with no or minimal reading of their own. Since history is predominantly taught through lecture

method, students find it as a subject of monotony resulting into mediocre quality in learning. Therefore, one primary reason why students fetch low scores in history is because of their poor reading comprehension through a lecture method used in classrooms.

According to Kirby (2006), reading comprehension is the manner of building meaning from the text. Further definition is suggested by Beck and Mckeown (2001) who define it as the process by which individuals build meaning from information and from new "schemata" through specific activities. However, because of students' inability to comprehend the history text of their own, BCSEA (2016) found out that only 4.74% of grade X students scored mark in the ranges of 81-100 in history which was one of the lowest compared to other subjects.

It is also supported by Trilling and Fadel (2009) that teachers use teacher-centered teaching method which neither simplify nor allow a learner's self-directed study-skills and later impede lifelong learning skills. Commonly, teachers frequently use lecture method for history which is a conservative teaching method that includes mostly, an oral demonstration given by teachers. They simply command information to students, with no deep comprehension of the content. Such practices have led students not being able to write well in history exam. According to Paris (2014), lecture method is not only partial, one-way road, but people also find it as a completely inactive experience for learners. In line with that, continued spoon-feeding to students in higher education perpetuated the issue of stifling their creative thinking and independent learning (Samah, Jusoff, & Silong, 2009).

So, to sort out the abovementioned problems, one effective teaching techniques to teach history for uplifting reading comprehension can be the use of K.W.L model in teaching. Its effectiveness for teaching reading comprehension has been popular for so many years down the line among educationists. K.W.L model is a reading approach for instruction that is profusely used for guiding learners through a text in the classroom. K.W.L allows students to assess their comprehension of the text (Ogle, 1986). In the K.W.L model there are three columns in the chart equally divided. To incorporate this

model, students are usually divided in teams of four to five with a K.W.L chart in each team or can be used individually.

The purposes of K.W.L model are more varied. It helps readers remind earlier information of the matter in the text; set an objective for reading; study their comprehension; evaluate their conceptions of the text; and improve and learn ideas beyond the text. Likewise, Sampson (2012) declares the accomplishment of the K.W.L, because it stirs students' previous information and helps them set a purpose for reading and recording for what they have learned. In that way, students' reading comprehension in learning history improves considerably which uplifts academic accomplishment.

According to Wong (2014), students learn much through reading with good comprehension, they expose themselves to different things, real ways to resolve a problem, and new ways to understand. In the same respect, it aids man to consider on the mysteries of the world, discover unexplored knowledge and envision on the unknown (Bedasua, 2006). It is also a main support upon which teaching and learning procedure is instituted. In addition to that, Daniel (2011) states that it is important to activate children's schema before, during, and after reading. The reading skill is also important as text plays a central role in teaching and learning as they are the building blocks of all subjects (Davis, 2016). As with the K.W.L model, it helps learners to read and relate their previous knowledge to the new information making them understand the real concept through reading.

This study is to find out whether the incorporation of K.W.L model would make learners improve their reading comprehension and be satisfied with the use of K.W.L model in learning Bhutanese history. From researcher's sole perspective, K.W.L model will really take care of students with low self-esteem as this method ensures total participation of all in the group and creates a room for critical and analytical thinking through reading the text with better comprehension. It can also be used by an individual to understand the text better of their own. To add on, it would also make learners more inclined towards learning Bhutanese history as it ensures social interaction and cooperation during the class activity doing away a lecture method. Since no studies were

conducted using K.W.L model in Bhutan, this study is designed to find out reading comprehension and find out their learning satisfaction towards K.W.L model.

1.2   RESEARCH OBJECTIVES

1.2.1 To enhance the reading comprehension of 7th grade students after using K.W.L model in teaching Bhutanese History.

1.2.2 To enhance 7th grade students' learning satisfaction using K.W.L model in teaching Bhutanese history.

1.3   RESEARCH QUESTIONS

1.3.1 Would the reading comprehension of 7th grade students be improved using K.W.L model in teaching Bhutanese history?

1.3.2 Would 7th grade students' learning satisfaction be enhanced using K.W.L model in teaching Bhutanese history?

1.4   RESEARCH HYPOTHESES

1.4.1 The reading comprehension of 7th grade students would be improved using K.W.L model in teaching Bhutanese history.

1.4.2 7th grade students' learning satisfaction would be enhanced using K.W.L model in teaching Bhutanese history.

1.5   SCOPE OF THE STUDY

1. 5.1   Location of the study

The study was conducted in one of the schools in Wangdue Phodrang district, Bhutan. It is in the central part of Bhutan and it is semi-urban.

1.5.2   Population and sample of the study

Population

The population of this study consisted of 60 students in two sections of 7th grade. Each section comprised of 30 students with mixed gender and of different academic abilities. The students were within the age range of 12 to 15 years.

Sample

A clustered random sampling was used to choose one section for the study. There were 14 boys and 16 girls. The scores of the history examination of the previous year in 2017 were collected which showed that students in both sections had equal standard in learning history revealing that the sample selection was not biased.

1.5.3   Content of the study

Table 1.1 below was the content of the study.

Lesson plans	Topics
Lesson plan 1	Dzongs
Lesson plan 2	Life in the dzongs
Lesson plan 3	Some of the important dzongs
Lesson plan 4	Some of the important dzongs

The contents taught to the 7th grade students for the study was clearly depicted in Table 1.1. Chapter 4 "Dzongs- Centre of Administration and Religion" was selected from the 7th grade History text of Bhutan.

1.5.4 Time Frame

The duration of the study for teaching and collecting data in the field was for the period of one month in between second week of May to mid-week of June 2018. The total of 4 periods of 100 minutes each in class was spent for teaching a sample group.

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Literature Review										
Research Proposal										
Data Collection										
Data Analysis										
Report Writing										

1.5.5 Conceptual Framework of the Study

In this study there were two variables; independent and dependent variable. K.W.L model was independent variable whereas students' reading comprehension and learning satisfaction towards K.W.L model usage were the dependent variables. Figure 1.1 explains two types of variables used in the study.

Instructional Approach

Independent Variable   **Dependent variables**
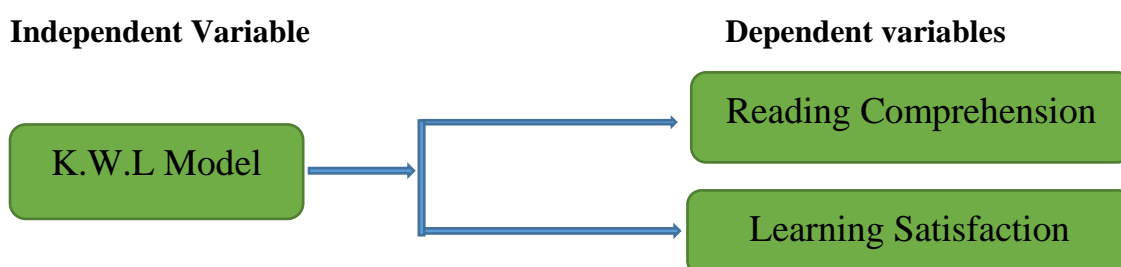
Figure 1.1 Independent and dependent variables.

1.6   LIMITATIONS OF THE STUDY

1.6.1 The participants represented only a sample in one school in Bhutan which was a small sample. As a result, the study cannot be generalized to all the 7th grade students in Bhutan.

1.6.2 It was a study conducted only for one month with 4 lesson plans (2 classes for 1 plan) of 100 minutes each which was not enough to generalize for long duration.

1.6.3 The content knowledge in this research was limited to one chapter of Bhutanese history for 7th grade due to limited time for data collection. Therefore, the result of this research cannot be generalized to the contents of other chapters and subjects.

1.7   EXPECTED OUTCOMES OF THE STUDY

1.7.1 The study will have an improvement in reading comprehension on 7th grade students using K.W.L model in Bhutanese history.

1.7.2 The study can have a positive impact on the learners' satisfaction with the use of K.W.L model.

1.7.3 The study can be useful for history teachers in Bhutan to improve their teaching strategy.

1.8   TERMINOLOGIES

The K.W.L model refers to a reading comprehension strategy that stands for what students know about the topic, what they want to know and finally what has been learned in Bhutanese history.

Reading comprehension refers to understanding of Bhutanese history content by students using the K.W.L model in the research.

Learning satisfaction refers to students' positive attitude in using K.W.L model to learn Bhutanese history.

Bhutanese history refers to a study of past, particularly people and the events occurred in the country.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the preview of the literature related to the study to deliver theoretical background of the study. It embraces concept of K.W.L model, how K.W.L model works, why K.W.L model, strengths of incorporating K.W.L model, history syllabus in Bhutan, related learning theories and related research.

2.1 K.W. L MODEL

2.1.1 Explanation of K.W.L model

A K.W.L model, or K.W.L chart, is a graphical arranger formed to support teacher' teaching. The letters K.W.L are an abbreviation, for what learners, already know, want to know, and eventually learn in the course of learning. It is a part of the constructivist teaching technique, where pupils move away from what are reflected as age old approaches of teaching and learning. According to Stahel (2008), it is an approach, during which the teacher starts a conversation about a learning topic and uses a K.W.L model or K.W.L chart to record pupils' learning about what they know, want to learn, and after reading is complete, what they learned. It is a thorough diary that is used during start, middle and at the close of a lesson, to uplift reading comprehension of the text. Azhar (2011) defines K.W.L model as one of strategies that are used in teaching reading.

Al-Khateeb (2010) observed K.W.L model as a connecting process between the new information and the earlier information. To put it in other way round, pupils' previous information is stimulated by questioning them what they already know; then learners set goals focusing on what they want to learn; and after reading, students write

what they have studied. In that way, the previous information and the current information is connected.

Additionally, teachers use K.W.L model during teaching expository text to stimulate learners' prior information about a topic and to support learners as they enquire questions and form the concept they're teaching. K.W.L model also supports teachers for keeping pupils engaged as they reflect about what they want to know and what they have learned.

From the researcher's point of understanding, K.W.L model is an instructional understanding approach through reading that can be used to support teachers in stimulating students' preceding or background knowledge and connecting to the new topic of any subject. It triggers the learning and makes teaching more of student-centered and more operative than age old teaching approaches.

2.1.2   Why K.W.L model is created? By whom?

Donna Ogle was the man behind the development of the K.W.L model in 1986. Since its development, the K.W.L model has been used as an educational reading strategy. According to Sasson (2008), the K.W.L model helps teachers keep students focused and interested in thinking about what they want to know and what they have learned. With the help of the K.W.L model, it helps teachers to engage students from the beginning of a reading text by stimulating previous knowledge. The K.W.L model is also used as an organizational tool, as it allows students to identify known information about a given topic (Jared, J. & Jared, H., 1997).

According to Szabo (2006), with the help of the K.W.L chart, students begin to brainstorm the previous knowledge they may have on the subject, which helps them increase their curiosity and are interested in learning more about the topic. It also helps with self-control of understanding because it allows them to identify what they have understood. Furthermore, the K.W.L model offers students the opportunity to broaden their ideas and formulate new ones. As a result, the researcher sees that the K.W.L model

can help students feel more comfortable with their understanding of an argument because it goes through each phase separately to facilitate understanding.

Backman and Klinglammer (2006) specify that K.W.L model is an effective approach because it empowers the teacher to evaluate pupils' related information and interests beforehand the commencement of the lesson. It is said that satisfaction of learners with learning experience is enhanced (Johnson & Johnson, 2014). Furthermore, when students work in groups it provides opportunity for the teachers to observe learners' improvement and do ongoing assessment. Learners also benefit psychologically from working in group cooperatively as they play an active role in the learning process (Rabgay, 2012). It creates a platform to detect misconception during learning and provide necessary feedbacks to learners.

In short, the researcher experienced that K.W.L model made learners comfortable with understanding of a subject through reading.

K.W.L Chart

Topic: First World War   Date: 10th August 2018

What we know	What we want to know	What I have learned
1. First world war started in 1914. 2. Many countries were involved. 3. World war I caused massive destruction.	1. Main cause of the world war I? 2. Which countries were involved in the war? 3. What were the destruction of war?	1. Assassination of Archduke Franz Ferdinand 2. Germany, Italy, Japan, Britain, Rusia, France, USA etc… 3. Four empires collapsed. Millions killed and lost homes. Poverty ruled out Europe. League of nations estd.

Figure 2.1   K.W.L Chart

Source: Adapted from Youniss, 2013

2.1.3 Steps to integrate the K.W.L model in teaching.

Step 1: Choose a text. K.W.L model works well with expository text.

Step 2: Draw a K.W.L chart. The teacher should draw a chart on the board or on chart paper. In line with that, the learners should have their own K.W.L chart drawn for recoding information from the reading material.

Step 3: Teacher ask the learners to brainstorm words, terms or phrases they are related to the topic. Together teacher and the learners take note of these associations in the K column of their charts. This is done until learners run short of ideas.

Step 4: In this step teacher ask students what they want to learn about the topic. The teacher and the learners write these questions in the W column of the charts.

Step 5: Here students will read the text and fill out the L column of their charts. Learners need to look for the answers to the questions in the W column. Learners can fill up their L columns either during or after reading is completed.

Step 6: In the last step, students will present their findings recorded in the L column.
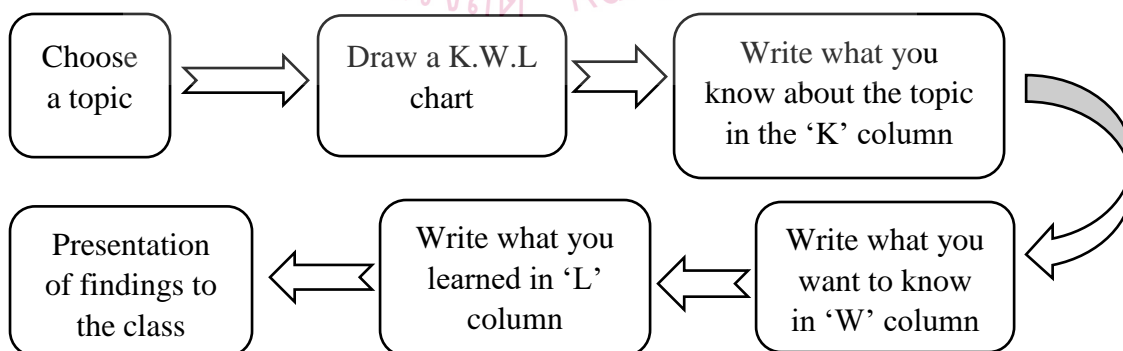
Figure 2.2 Diagram showing the steps of K.W.L model

Source: Researcher

2.1.4 Dimension of classroom management with mixed ability students.

A mixed ability class or teaching system is one in which pupils of different abilities are taught together in the same class. In the education system of Bhutan, there is no such thing as national assessment for classifying the students' competency level. However, the researcher managed the classroom with mixed ability students by seeking help from a teacher colleague who is currently teaching history in 7th grade. Prior to the research study, the researcher asked the history teacher to arrange the students' last year history subject score in class six. According to the marks obtained by students, they were divided into a group of five with six members each. It consisted of equal number of high achievers and low achievers. The students in respective groups worked together helping each other in completing the activity.

In the classroom activity, they were asked to work in groups using the K.W.L model. Students brainstormed, cooperatively discussed the answers and came to the consensus on the given topic. They filled out the K.W.L chart and when everything was done, the teacher randomly picked a student from each group and asked to present their findings to the class. In the next class, the processes were same like brainstorming, discussion and coming to the consensus to the assigned topic. And one student from each group was randomly picked for presentation, ensuring that the presenter is not the same who presented before to give equal opportunities. In that way, every member was responsible for his or her own learning and obtained an equal number of opportunities to present findings to the class.

2.1.5 Application of K.W.L model in educational context (Bhutanese history)

Bhutanese history is a subject of monotony if taught through lecture method. This subject requires a lot of intensive reading with good teaching strategy to enhance overall learning achievement of students (CERD, 2009). K.W.L model has been effective especially in teaching expository texts where it requires lots of reading and understanding the concepts. However, Ibrahimi (2012) specified that in using steps of

K.W.L model with group or inter class, several pupils will find it problematic to finish the K.W.L sheet of their own. Teachers must understand how to device K.W.L model prior to its application in the classroom faultlessly.

Since, it stimulates the pupils' preceding information about the subject, it supports the pupils to monitor their knowledge of the text, lets pupils assess their understanding of the text, and delivers students with prospect to expand the written information (Fisher, Frey, & Williams, 2002). With the integration of K.W.L model in teaching Bhutanese history, teachers can first ask the students to write what they know about the topic in 'K' column, followed by what they want to know in 'W' column, here according to Youniss (2013), in this column if students do not have much background knowledge on the topic, students should be asked to use six questions of journalism as prompts (Who? What? Where? When? Why? How?) to come up with self-created questions about the topic, and finally they are going to write what they have learned in 'L' column during reading from the text.

In that way, K.W.L chart helps students to connect the prior knowledge of Bhutanese history learned in previous chapters to the new one learning in different chapters. As a result, from the researcher's point of view it helps to understand the context as Bhutanese history is chronologically arranged and related to one another. Learning of Bhutanese history using K.W.L model is effective as students could learn and explore of their own doing away the monotonous lecture method.

2.1.6 Benefits of integrating K.W.L model

K.W.L model assists teachers in activating a learner's prior knowledge concerning a topic. To add on, it enhances research, active reading and develops curiosity. It serves like a pre-reading strategy and it also serves as a test of what learners have learnt during a period (Riswanto, Risnawati, & Lismayanti, 2014). K indicates what the learners know while W denotes what they desire learning, with the L standing for the information learnt by the learners as they read. Therefore, some of the prominent benefits of the integrating K.W.L model are as follows:

2.1.6.1   Fostering active learning

An important factor of education success is an active learning. It includes other activities that learners collectively do in class apart from simply listening to lectures. It is also shown in the studies that students understand the topics better and retention is improved if they can actively react to lecture or materials related. It also fosters active learning by helping teachers to better evaluate students' learning levels during the teaching (Fritz, 2002). Besides, found that the strategy increased the quality and quantity of interactions between students, teacher, and subject matter.

2.1.6.2   Inspiring academic success

Since, the learners learn actively using the K.W.L, there is greater possibility of learners becoming more inspired in learning the topics or subject matter. Students as a result interact with class members and teacher, ensuring greater possibility for academic success. K.W.L model also fosters the relationship between the teachers and learners thereby increasing the students' retention in schools. K.W.L aids with self-monitoring of understanding since it permits the students to recognize what they understood (Conner, 2010).

2.1.6.3   Improvement in learning

Those students who have prior knowledge have usually a huge effect on their learning. It has also a good relationship between learning comprehension and prior knowledge. Irrespective of the ability of a student to read, greater prior understanding of a certain topic area usually means better scores (Riswanto et al., 2014).

2.1.7   Limitations in Using (K.W.L) Strategy

Some glitches of using K.W.L model points out that majority of pupils use the style of statement not questions; on top of that, they use their inherent language when students fail to describe what they want to study in English (Al-Taie, 2010). Likewise,

Ibrahimi (2012) points out that using steps of K.W.L chart with group or as an individual, some pupils will find it tough to finish filling the K.W.L chart on their own. Another downside of K.W.L is that learners should have prior knowledge that is relevant to their current topics, which is not possible always. Quite often they share irrelevant, inaccurate, or incomplete information which may well confuse their reading (Al-Taie, 2010).

2.2   HISTORY SYLLABUS IN BHUTAN

The first modern school was unlocked in Haa in 1914 after Sir Ugyen Wangchuk was unanimously enthroned as the king. This marked the commencement of contemporary education in Bhutan. Unlike monastic education it contributed more significance to the improvement of knowledge and skills, which they supposed would harvest citizens like doctors, engineers and administrators which would be valuable for the development of the nation (Rinchen, 2011). Similarly, according to Tandin (2012), he elucidates that modern education in Bhutan basically started with entirety (curriculum, teachers, teaching methods and teaching materials) hired from the bordering country India. The subject History was then fashioned and is educated in three themes; Bhutanese history, Civics and world/Indian history.

The incorporation of Bhutanese history content in national curriculum is to teach pupils some of the chief country events and its importance (Curriculum and Professional Support Division [CAPSD], 2009). The history of our country plays the most important role in inculcating them in our rich cultural heritage and traditions that have been developed and transmitted from generation to generation. A good knowledge of our history: religious leaders, rulers, builders and farmers. They have built great monuments and institutions on time, they have developed the rich art, the architecture, the literature, the culture and they have protected our sovereignty until our days (Department of Curriculum and Research Development [DCRD], 2014). The history of Bhutan should teach us and our children to be proud and responsible. And learning of Bhutanese history

encourages our children to be fully aware and to understand the importance of the past (CAPSD, 2010).

According to Rinchen (2011), it is intended to improve understanding, the nature of history and making historical connections between people and those significant happenings in the country. It is also hoped that incorporation of Bhutanese history, will unquestionably infuse the sense of respect and appreciation for one's own traditions and culture that are crucial and valuable for their understanding of the society they dwell in.

In short, Bhutanese history and civics is purposefully envisioned to increase the pupils' knowledge on country's history and political condition (Jamtsho, 2015). Additionally, for the pupils' deeper understanding of some traits of Bhutanese history some chapters from 'World Developments since 1945' and 'Indian history' have been comprised as well.

2.3   RELATED LEARNING THEORIES

2.3.1   Theory of Constructivism

Constructivism is a learning concept about how human learn. According to Savasci and Berlin (2012), knowledge is not inactively established but is vigorously constructed by learner. Correspondingly, Applefield, Huber, and Moallem (2011) point that regardless of the massiveness of every individual's familiarity, a person's prior information structure has a vital effect on what is being educated and how meaning is built from thence on. Constructivism trusts that rather than inactively getting information, the learners build new knowledge and meaning when they vigorously cooperate with the physical environments around them. Consequently, Dewey recommended teachers be escorts rather than directors. It was also said that learners make learning and knowledge on their own. Constructivist learning improves critical thinking and the learners are enthused in independent learning.

Vanderstraeten (2002) stressed the idea that the kid's own experience must be accepted as the heart of both content and the process of schooling. Additionally, he

stressed that education needs to be grounded in real experience in place of concentrating on monotonous rote learning. Consequently, students need to engross in real-world or should have hand on experience to let pupils build their information analytically through collaborations. The students in such surroundings feel self-assured and supplement their learning with enough materials and experiences.

Constructivism understood that learning should be in such a way that students were given a stage to build their own new understanding based upon their erstwhile know-hows. In constructivism, the pupils construct new information using their own learning approaches. Slavin (2003) describes that pupils must construct knowledge in their own minds. According to him, educators can assist the construction of knowledge by functioning as a mediator, coach, guide and facilitator. Besides, teachers ought to help students develop and assess their understanding thereby leading to meaningful learning through learning-centered approach.

2.3.2   Learning Theory on Zone of proximal development

Vygotsky (1980) conditions that the communication with peers as an active way of developing skills and knowledge in the classroom. This theory was developed by Soviet psychologist and social constructivist Lev Vygotsky (1896 - 1934). Learning in the zone of proximal development is a joint work in which the grownups or teachers keeps an eye on the aim of fully effective performance and what the pupil, with help is competent to do. Scaffolding and formative evaluations are the approaches that educators used to move learning onward in the zone of proximal development. According to Copple and Bredekamp (2009), scaffolding is a crucial feature of efficient teaching and can involve modeling a skill, giving hints or cues, and adapting material or activity in the classroom, scaffolding can be done with just about any activity.

Copple and Bredekamp (2009) also propose that educators use cooperative learning activities where less capable kids improve with assistance from more competent friends - within the zone of proximal development. Vygotsky (1980) understood that when a learner is in the ZPD for an activity, providing the suitable help

will provide the learner enough of a "boost" to achieve the task. Supposing, when a learner is first studying any kind of concept, the teacher or a parent may need to give necessary help to make it understandable. Similarly, in the class, when a teacher provides questions on any topic to learners reading the text, they get stuck and, in the meantime, teacher needs to verbally explain or simplify the questions and the text. With this interference, students will gradually develop the competence and when they are competent teacher need to withdraw the guidance. In that way children become more independent learners. Likewise, to be more competent in learning, students need to take ownership of the learning goals.

According to Frunza (2014), formative assessments in K.W.L model for teaching in class proves something very practical and stimulating. As teachers provide the activity using K.W.L model among the group, students discuss among the members and fill out the K.W.L chart in one's own notebook collaboratively coming consensus to the most logical answers keeping in mind that their work is being assessed at the end. In that way they will be able to help each other thereby learning becomes more effective. In accordance with Sadler (1989), the teacher could support learners know the quality criteria by making it simple until these criteria becomes so obvious taken for granted that they need no longer be given exactly. Sadler wanted to come up with the evaluative expertise in pupils, so they could become proficient at checking their own learning.

2.3.3 Cognitive Learning Theory

Cognitive learning theory emphasizes on how exactly the students learn. The learning can be related to the blocks whereby learners receive new knowledge and information depending on the sort of prior knowledge they have. A K.W.L model is a cognitive learning approach that suits with the building block design. The K.W.L model consists of three columns, first what is already known, second what pupils want to learn about the new topic and third what the students have learned after studying the new information. This activity primarily emphasizes on prior information and building onto it and learning new things. This process of learning is what cognitive theory is all about.

According to Santrock (2011), he considers that to support students develop their retention, educators need to break apart big concept, organize, link and recap the information. It also values the students' previous understandings to the learning condition. The students need to cooperatively engage in the diverse types of learning activities to build their individual comprehension of the content to which they are exposed, and the teacher should facilitate for this.

K.W.L model integrates cognitive learning theory as what students write in the three columns very much depends on the kind of experiences and prior knowledge students have on the topic. If students have good prior information on the topic to be discussed they will be more inclined and have zeal in learning. Besides that learning will be more effective and easier than the topic which is completely new to them.

2.4   RELATED RESEARCH

Lismayanti (2014) conducted a research and the main objective of this study was to see if the use of K.W.L (Know, Want, Learned) model has been effective in improving students' reading comprehension performance in learning English as a foreign language. In this study, the post-test design of non-equivalent groups was used. The population was the eighth year of Palungang SMPN 4 students in the academic year 2011/2012 with a total number of 254 students. Of this population, 40 students were taken as a champion. There were two Groups, each of which consisted of 20 students. Data were collected using multiple choice reading comprehension test. The data obtained were analyzed using the test formula t. The discovery showed that the K.W.L model has been effective in improving students' reading comprehension performance. The effectiveness was indicated by the result of the regression formula per step that the contribution of K.W.L model for achieving student reading comprehension was 70.5%.

Utami, Bindarti, and Suharjito (2015) conducted a study to examine whether K.W.L model could give an effect to students' reading comprehension, for that an experimental study was conducted. To choose the field of study the purposive approach was used. In the study, quasi-experimental research with posttest was used. Researcher

also conducted an interview with the English teachers of grade eleven students of SMAN1 Besuki. English teachers used the question answer techniques and activity was carried out with LKS. Data collection was done through students' reading comprehension achievement test scores. Observations and interview were conducted to gather supporting data. The findings showed that the value of T-test (2,068) was more than the T-table (2,000). The Degree of Relative Effectiveness (DRE) was 3,94% which clearly showed that the use of K.W.L model was 3,94% more effective than Question-Answer technique used in the control group.

Rakhmawati (2015) conducted a study to find out the efficiency of K.W.L as the approach in teaching reading comprehension, it was for the 7th grade students in SMA Muhammadiyah 2 Metro. The quantitative data was collected since all the population was regarded as sample. It consisted of 41 students of seventh grade. Researcher conducted pretest and posttest to collect the data. To find the difference between students' pretest and posttest scores the researcher analyzed the data by using Paired Sample T-test. In the findings, students' least score in pretest was 62.50 and the highest was 80.00 with the mean 70.0000. Likewise, students' lowest score in the posttest was 62.50 and the highest was 90.00 with the mean72.43. This clearly reveals that K.W.L model is efficient in teaching reading understanding. Besides, this can also be shown clearly by value of t-test with probability (Asymp.Sig.2 tailed) was less than the level of importance (0.002 < 0.05).

Sitti, Rahman, and Atmowardoyo (2016) conducted a research study and the objective was to examine whether the use of K.W.L model improves the reading comprehension and students' interest or not. Quasi-experimental was used. As participants, grade eight students SMAN 5 Makassar was used. Clustered random sampling was used in the study. A total of 72 students were in two classes, 36 in control group and other 36 in experimental group. Reading comprehension test and questionnaires were used for the collection of data. The findings of the study showed that experimental class enhanced from 69.69 to 86.61. On the contrary, outcome in control class increased from 66.22 to 75.89. As the result, the significant values of Independent t-test 0.000 < α = 0.05. It shows that the alternative hypothesis (H 1) was

accepted. Besides, depending on the pupils' response on a set of questionnaires revealed that the mean score of interest was 80.61 and it was regarded as interested.

Zouhor (2016) conducted a research and the objective of the study is to examine the result of the K.W.L model in secondary school. It was to find out students' accomplishment in class six physics in the quasi-experimental study, 110 grade six students were divided into experimental and control group. Students in the control group were taught using lecture method. Whereas K.W.L model was used for teaching students in experimental group. For collecting data pretest and posttest were carried out in both the groups. The data were evaluated using descriptive statistics, paired samples t-tests and independent samples t-tests. The consequence of the study outcomes is that using the mKWL approach in grade six physics has a favorable outcome on pupils' success.

2.5 CONCLUSION

To sum up, it is evident that integration of K.W.L model has intensified the learning interest of the students and particularly in comprehending text like history syllabus. The related research mentioned above, and studies are some of the major evidences proving that K.W.L model is a very effective instructional strategy to teach and enhance reading comprehension not only English but other subjects too for students and teachers. To find out the effectiveness of K.W.L model in teaching, many studies have been carried out in different subjects at the different levels in different countries and undeniably; every study proved that K.W.L model is one of the best teaching techniques that has the ability to incorporate all the active learning components. Since, integration of K.W.L model improves the reading comprehension of any subjects moreover K.W.L model has changed the attitude of students towards reading as a monotonous and tiring duty; the technique is gaining popularity in every educational institution today.

The K.W.L model for teaching Bhutanese history unlike the use of traditional approach by majority of teachers have multitude of advantages. It consists of the questions like what you know, (K) what you want to learn (W), and what have you learned at the end of class, thereby it stimulates discussion and interactions among group

members and finding answers collaboratively. As a result it enhances cooperative learning and inquiry based learning. Kalpana (2014) states that cooperative and enquiry based learning support constructive approach of constructivism.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter researcher describes the research design, population and sample, research instruments, data collection processes (ethical consideration) and data analysis. The researcher also describes the validity and reliability of instruments used in the study. In addition to that, the chapter also represents how research is being designed to find out the learning achievement and satisfactions of students about the use of K.W.L model in teaching Bhutanese history in 7th grade.

3.1   RESEARCH DESIGN

The research methodology of this study was a mixed method which aimed to find out the reading comprehension and learning satisfaction of 7th grade students towards the use of K.W.L model in teaching Bhutanese history. Mixed method research is the combination and integration of qualitative and quantitative methods in the same study. The purpose of mixed methods studies is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems and complex ideas than either of the two approaches alone (Creswell, 2003). Better understanding can be obtained by comparing one set of results with another and thereby enhancing the validity of the academic works.

Figure 3.1 describes research design of the study. The researcher adopted clustered random sampling to collect both the quantitative data and qualitative data. The quantitative data were collected through pretest, posttest and learning satisfaction questionnaire and the qualitative data were collected through students' reflective journal.
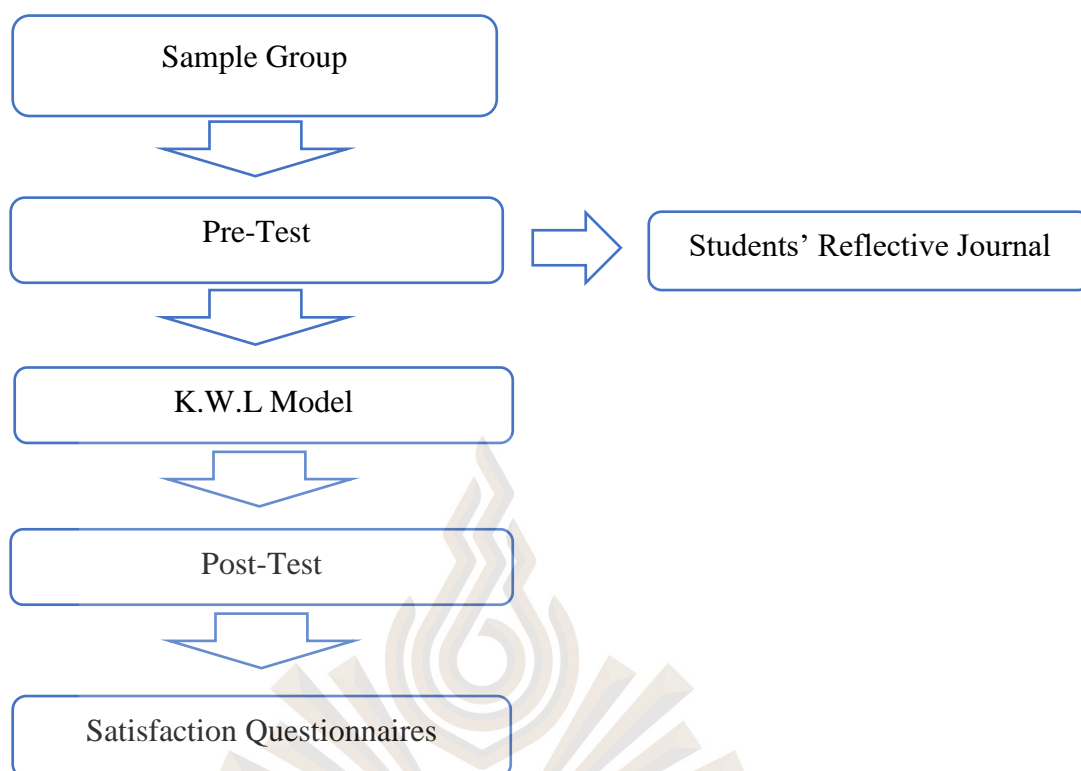
Figure 3.1 Research Design

3.2 POPULATION AND SAMPLE OF THE STUDY

3.2.1 Population

The population of this study consisted of 60 students in two sections of 7th grade. Each section comprised of 30 students with mixed gender and of different academic abilities. The students were within the age range of 12 to 15 years.

3.2.2 Sample

A clustered random sampling was used to choose one section for the study. There was a total of 14 boys and 16 girls. The scores of the history examination of the previous year were collected which showed that students in both the sections had equal standard in learning history revealing that the sample selection was not biased. The following table shows the demographic information about the research participants.

Table 3.1 Demographic Profile of the Research Participants

Gender	Male	Female	Total
	14	16	30
Percentage	46.7%	53.3%	100%
Age Group 12-15	14	16	30
Percentage	46.6%	53.3%	100%

Table 3.1 above provides detail of the research participants in terms of gender and age.The sample group consisted of 30 students who were in the age range between 12 and 15. The research participants consisted more of female (53.3%) than male (46.7%).

3.3   RESEARCH INSTRUMNTS

In this study, the researcher used mixed method. Main research instruments used to accumulate data included reading comprehension test, learning satisfaction questionnaires, lesson plans and students' reflective journal. For quantitative data, pretest, posttest and survey questionnaire were used and for qualitative data researcher used students' reflective journal to examine their reading comprehension and learning satisfaction towards K.W.L model in the sample group.

3.3.1   Intervention Instruments

3.3.1.1   Lesson Plan

There were 4 lesson plans of 100 minutes each planned from 4 topics taken from chapter number 4 of 7th grade Bhutanese history. Four lessons plans were employed for teaching the students. The sample group was taught using K.W.L model.

In the meantime, research participants were familiarized with the use of K.W.L model in the first week itself.

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Reading Comprehension Test (Pretest and Posttest)

Pretest and posttest were conducted in sample group to gather the quantitative data. It consisted of 15 multiple choice questions and all the questions were prepared according to Benjamin Bloom's taxonomy of cognitive domain. Pretest was conducted in the beginning and posttest was conducted after the completion of teaching using K.W.L model. The main reason behind the two tests were to examine and compare the students' reading comprehension before and after the treatment was provided.

3.3.2.2 Survey Questionnaire

By the end of research, questionnaire was administered to find out the students' learning satisfaction towards K.W.L model usage in teaching Bhutanese history in 7th grade. The Likert scale was used in the questionnaire to collect the data with five points from strongly disagree to strongly agree.

Table 3.2 Description of Likert Scale

Level of opinion	Scores	Scale for means	Level of satisfaction towards K.W.L model
Strongly agree	5	4.5-5	Strongly Agree
Agree	4	3.5-4.4	Agree
Neutral	3	2.5-3.4	Neutral
Disagree	2	1.5-2.4	Disagree
Strongly disagree	1	0.00-1.4	Strongly Disagree

Source: Adapted from Brown, 2010

3.3.3 Qualitative Data Collection Instrument

3.3.3.1 Students' Reflective Journal

The students in the sample group were asked to maintain reflective journals on the K.W.L model usage in learning history of Bhutan. They were asked to write two reflective journals throughout the teaching till the end. (Some examples of students' reflective journal are attached in appendix K). In the reflective journal they were asked to write about their learning satisfaction towards K.W.L model in learning history. The guidelines on how to write reflective journal were provided beforehand and the researcher taught the students on writing a good reflective journal using the guidelines. The main aim of reflective journal in the study was to determine students' learning satisfaction towards K.W.L model in learning Bhutanese history.

3.4 VALIDITY AND RELIABILITY

3.4.1 Content Validity

Validity means that instruments tools are significant, beneficial and suitable (Mohamad, Sulaiman, & Salleh, 2015). Mackey and Gass (2005) stated that content validity refers to the representation of our measurement about the phenomenon about which we want information. In this study, instruments were validated by three experts which included one senior professor from Thailand and two senior history teachers from Bhutan. Three experts calculated Item Objective Congruence (IOC) of instruments. Item Objective Congruence (IOC) of the instrument were calculated to see whether the item is associated with the learning objectives or not. The outcome of the IOC index ranges from -1 to +1.

+1; specifies that the item clearly matches objectives or guarantee that the following measure meet the objectives

0; shows doubtful or unconvinced if the item meet the stated objectives or not.

-1; designates that the item does not match the precise objectives at all.

Each item is standard and reflected valid when the index in IOC range is between 0.05-1.00 and unacceptable if the range is below 0.05 -1. The unacceptable items should be refined. IOC was calculated using the standard formula IOC= $\sum\frac{r}{n}$. 'r' signifies the sum of score of individual expert and 'n' denotes the number of experts. If the value of test item is between 0.67 - 1.00, it is considered for accuracy and acceptable. Nevertheless, if the value is below 0.67, it shows that the item needs to be rephrased as per feedback provided by the experts.

The rating for all the test items were above 0.67 which clearly indicated that the items were valid for the study. (The IOC for the reading comprehension test is rated above 0.67 and it is attached in appendix D). Similarly, the three experts used IOC to validate the lesson plans. All 4 lesson plans were rated as +1 by three experts which indicated that all the items were according to the abovementioned objectives and considered as valid for the study. The IOC for the validation of lesson plans is attached in appendix H). Additionally, Students reflective journals and learning satisfaction questionnaire were also validated by the experts using IOC. (The IOC for learning satisfaction questionnaire and students' reflective journals are rated above 0.67 and +1 respectively. They are attached in appendix F and J).

3.4.2 Reliability

According to Creswell (2003), reliability means that the scores of an instrument are consistent and dependable to carry out the study. To confirm the reliability of the instruments developed, researcher experimented the gathering of main data beforehand. For that purpose, a small pilot study was piloted to validate the reliability of the questions which were developed for the achievement test. Hazzi and Maldaon (2015) stated out that the chief prominence of the pilot study lies in refining the quality and the effectiveness of the main study. Similarly, conducting a pilot study perhaps provide early cautionary about where the primary research project could flop (Edwin, 2011).

Likewise, in this study, researcher developed 35 test items from one chapter of 7th grade in Bhutanese history. The test items were tried out with one section of 7th grade

students in the same school where study was carried out in Bhutan, which is not a sample group. Kuder-Richardson's formula (KR-20) was computed to find out the reliability coefficient of the test items. The KR-20 coefficient was 0.782 which is greater than 0.70, this revealed that the test items were reliable. From 35 test items, 15 test items were selected for pretest and posttest.

Similarly, 35 opinion questionnaire statements were trialed out with the same section of 7th grade students where test items were tried out and selected 20 reliable statements. Cronbach's alpha (α) was 0.757, which indicated that the instrument was reliable for the study. A score of 0.70 or greater was largely reflected to be acceptable in Cronbach's Alpha scales as shown in Table 3.2

Table 3.4 Description of internal consistency using Cronbach's alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Andale, 2014, p.1

3.5. DATA COLLECTION PROCEDURE

3.5.1 Ethical Consideration

3.5.1.1 Seeking Approval

To conduct research in schools of Bhutan, an approval letter from the

Director General, Ministry of Education was obtained. With the approval letter from MoE, it was be delivered to the district education office for further approval to the concerned principal of the school to allow the preferred research study. The researcher sought permission from principal and 7th grade history teacher upon getting office order from the district education office. The participants were informed about the research study.

3.5.1.2 Anonymity and Confidentiality

The participants' opinions and the records of the classroom's behaviors were kept confidential and anonymous at all cost. It was informed to the students about that prior to the study.

3.6   DATA ANALYSIS

After the collection of data was done, data in this research were analyzed in two areas in line with two research objectives. The first data was analyzed on the reading comprehension and second was analyzed on learning satisfactions of the participants. The data for the reading comprehension was collected conducting pretest and posttest for students. Likewise, the data on learning satisfactions of the participants was collected from questionnaires.

3.6.1   Analysis on reading comprehension

The analysis of data to examine the reading comprehension of the participants was done with an integration of K.W.L model in teaching Bhutanese history. Posttest and pretest were conducted for collecting the data for analysis. For the pretest and posttest, the mean and standard deviation of the sample group were computed and made comparison between the pretest and posttest using paired sample t-test.

3.6.2 Analysis on learning satisfaction

For this, the data was analyzed to study the learning satisfaction of the participants on the integration of K.W.L model in Bhutanese history. The data was collected through a set of questionnaires. Data analysis of the questionnaire, the mean, standard deviation and the level of satisfaction of 20 statements were computed using t-test and presented in graphs.

CHAPTER 4

RESULT OF DATA ANALYSIS

In this chapter, the researcher discusses the key findings of this research. The researcher involved only one sample group for this research. The K.W.L model was incorporated with the sample group for teaching Bhutanese history in 7th grade. Both before and after teaching sessions with the integration of K.W.L model, the researcher collected data using pretest and posttest. The data was purposefully collected to study whether there was a difference in the reading comprehension between the pretest and posttest in the sample group after the incorporation of K.W.L model in teaching Bhutanese history. Other two data were students' reflective journal about the incorporation of K.W.L model and the learning satisfaction questionnaires were collected from the same sample group.

The data collected through pretest, posttest and satisfaction questionnaires were quantitative data which are presented in the form of tables and graphs. The students' reflective journal about the use of K.W.L model was a qualitative data. This is presented in descriptive form. All the data are critically analyzed and interpreted in this chapter in three major subtopics; reading comprehension, learning satisfaction and conclusion.

Table 4.1 Raw Test Scores Collected from the Reading Comprehension Test

Sl.No	Pretest	Posttest	Differences
1	7	13	6
2	6	10	4
3	7	13	6
4	6	13	7
5	6	13	7
6	5	14	9
7	8	13	5
8	6	13	7
9	6	15	9
10	5	15	10
11	7	13	6
12	6	14	8
13	5	15	10
14	5	11	6
15	6	15	9
16	7	14	7
17	6	14	8
18	5	13	8
19	6	14	8
20	6	14	8
21	7	13	6
22	6	9	3
23	5	11	6
24	5	14	9
25	6	15	9
26	4	15	11
27	5	15	10
28	6	15	9
29	7	14	7
30	6	14	8

4.1   DATA ANALYSIS FOR READING COMPREHENSION TEST

The first and foremost objective of this research was to find out the reading comprehension after incorporating K.W.L model in 7th grade Bhutanese history subject. The data for this was collected using pretest and posttest in the sample group who was treated with K.W.L model.

4.1.1   Data Analysis of Pretest and Posttest

The data collected from the pretest and the posttest scores of the sample group were analyzed to compare the reading comprehension of the 7th grade students before and after the incorporation of K.W.L model in the learning process. The data are presented below in one sub topic: that is pretest-posttest comparison within the sample group.

Table 4.2 Pretest and Posttest Comparison within the sample group

Group	Pretest		Posttest		Mean Difference	T	P – value
Sample Group	$\bar{x}$	SD	$\bar{x}$	SD	13.47 -5.93 = 7.53	- 22.280	0.01
	5.93	.868	13.47	1.525			

A comparative statistical analysis of sample group was done. The comparison was interpreted or explained in the form of mean, standard deviation and inferential statistics with p<0.05 level of significance. In the table 4.2 the information shows that in the sample group the mean of pretest was 5.93 and the standard deviation was 0.868. Whereas in the posttest for the same sample group, the mean was 13.47 and the standard deviation was 1.525. The significance or P-value was 0.01 lower than the significant value of p<0.05, which clearly indicates that in the sample group the mean of the posttest was significantly higher than the mean of the pretest. This is shown in the above Table 4.1.
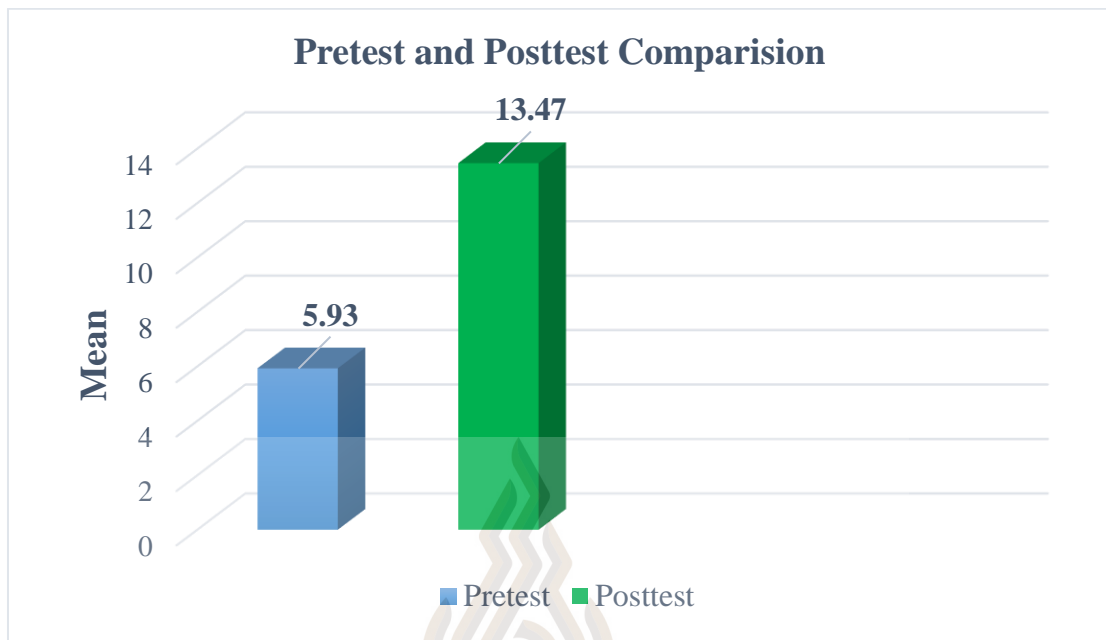
Figure 4.1 Pretest and posttest comparison of means within the sample group.

With the analysis of data, the result was revealed that the posttest scores of the sample group in Bhutanese history was comparatively higher than their pretest scores. Likewise, the mean difference of the posttest was found significantly higher than the pretest, as shown above in Figure 4.1.

Significance level: > 0.05-not significant, < 0.05 –significant

4.2 DATA ANALYSIS ON LEARNING SATISFACTION

The second important objective of this research was to examine the learning satisfaction of the students after the incorporation of K.W.L model in learning Bhutanese history. For this, data was collected using two instruments. One instrument was the satisfaction questionnaire and the other was the students' reflective journal. These data are explained below in 4.2.1 and 4.2.2.

4.2.1   Learning satisfaction questionnaire

A set of questionnaires consisting of 20 statements which were to be rated by 7th grade students on Likert Scale with five points from strongly disagree to strongly agree; 1= Strongly disagree, 2=Disagree, 3= Neutral, 4= Agree, and 5=Strongly agree. The mean of the ratings for each statement were calculated and further split into one decimal place for exact interpretation as: 0.00-1.4 Strongly disagree, 1.5-2.4 Disagree, 2.5-3.4 Neutral, 3.5-4.4 Agree and 4.5-5 Strongly agree. The table 4.3 given below shows the mean and the standard deviation of the learning satisfaction questionnaire for each statement.

Table 4.3 Mean and Standard deviation of the questionnaire

Sl.No	Statements	Mean	S.D	Level of satisfaction
1.	Learning Bhutanese history with K.W.L model was fun.	4.37	.615	Agree
2.	I enjoyed Bhutanese history lesson with the K.W.L model.	3.80	.664	Agree
3.	K.W.L model made the learning interesting.	4.47	.629	Agree
4.	I felt confident and did better in history when I was taught with K.W.L model.	4.50	.509	Strongly Agree
5.	I became more inclined to learning K.W.L model is integrated.	4.47	.507	Agree
6.	K.W.L model made me understand the concept well.	3.77	.626	Agree
7.	K.W.L model promoted learning in cooperation with friends.	4.57	.504	Strongly Agree
8.	I became more responsible for my own learning using K.W.L model.	4.43	.568	Agree

Table 4.3 Mean and Standard deviation of the questionnaire (Cont.)

9.	K.W.L model guided me during learning history	4.57	.504	Strongly Agree
10.	The questions in K.W.L model kept me actively engaged.	3.70	.596	Agree
11.	Engaging in group learning helped me to clarify doubts.	4.43	.568	Agree
12.	K.W.L model was user friendly and activates learning.	4.57	.504	Strongly Agree
13.	I benefited from the use of K.W.L model in learning history.	3.67	.661	Agree
14.	K.W.L helped me understand the history context better.	4.60	.498	Strongly Agree
15.	My performance improved after using the K.W.L model in learning history.	4.53	.571	Strongly Agree
16.	I found it easier to revise at home because of how I learn in the classroom.	4.37	.556	Agree
17.	The activity with use of K.W.L model helped me to pay extra attention.	3.73	.691	Agree
18.	I felt motivated by this teaching approach.	4.63	.490	Strongly Agree
19.	I did not feel left out when I was engaged.	3.87	.681	Agree
20.	Overall, I was satisfied with the K.W.L model used in the history lesson.	4.50	.572	Strongly Agree

Source: McMillan, 2013

Table 4.3 above clearly shows that for all the 20 statements of the learning satisfaction questionnaire, the overall mean rating was 4.27 out of 5 on Likert scale.

This is a clear indication that the learning satisfaction for learning Bhutanese history with the integration of K.W.L model is rated as satisfied or agreed. The highest mean of 4.63 was rated by the research participants for statement number 18, which read, " I felt motivated by this teaching approach" with the standard deviation of .490 and the lowest mean of 3.67 was rated for statement number 13 "I benefited from the use of K.W.L model in learning history" with the standard deviation of .661. Therefore, the data analysis indicates that the students experienced high level of satisfaction when the K.W.L model was integrated in teaching Bhutanese history. The mean of students' learning satisfaction with the use of K.W.L model is shown in the figure 4.2 below.
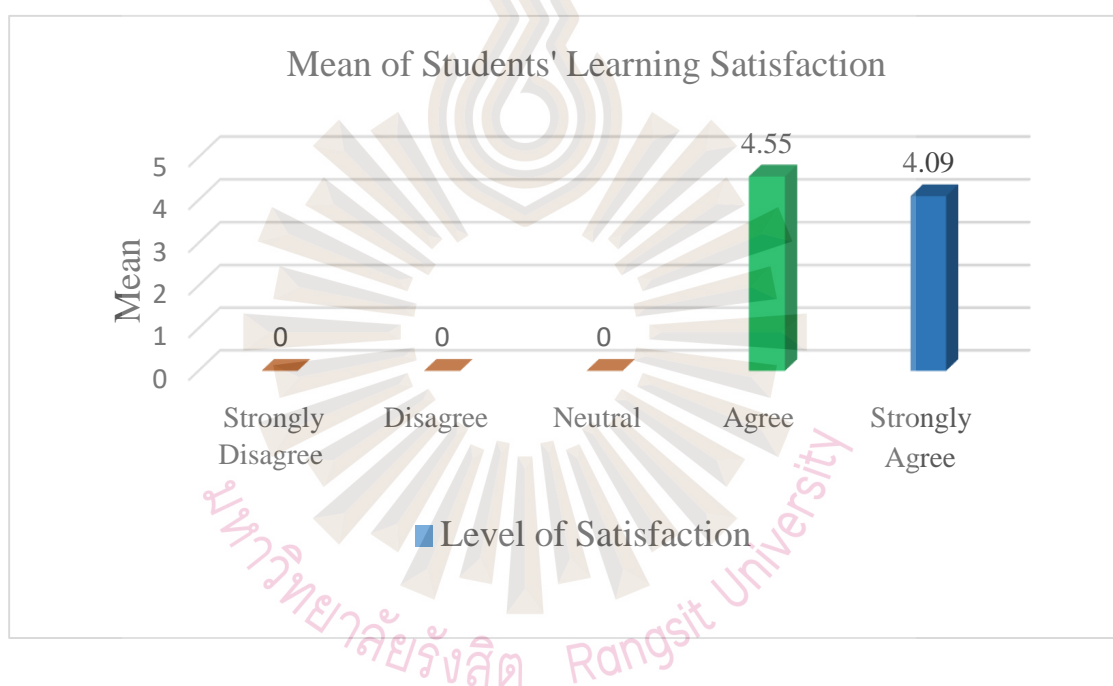

Figure 4.2 Mean of Students' Learning Satisfaction towards K.W.L model

Figure 4.2 above displays the mean of students' learning satisfaction with the use of K.W.L model in teaching Bhutanese history. The data represented in the graph is the mean of the ratings done on the Likert Scale by the research participants in the questionnaire. The average data analysis showed that the participants responded above 3 on the Likert Scale for all the 20 questionnaires. The graph also clearly depicts that on the Likert Scale for the 20 questionnaires, the participants did not rate at "Strongly disagree" and "Disagree". A total of eight questionnaires were rated at "Strongly agree" and twelve were rated at "Agree".

To conclude, researcher is totally convinced that the incorporation of K.W.L model in teaching Bhutanese history gives students a very high level of learning satisfaction.

4.2.2   Learning satisfaction on Student's Reflective Journal

Another instrument used by the researcher to collect data which aimed to study the learning satisfaction of the students was students' reflective journal. Students were asked to maintain two reflective journals from the start of teaching session to the end based on five core themes: 1) Motivation for learning, 2) Challenges of using K.W.L model, 3) Encouraged group participation, 4) Exciting part of K.W.L model and 5) Learning through collaboration.

The data from the students' reflective journal were analyzed using the grounded theory. For this analysis, the researcher has used three level of coding process; open coding, axial coding and selective coding.

4.2.2.1   Motivation for learning

According to the opinions reflected in their reflective journals, research participants revealed that they were highly motivated to learn when the K.W.L model was integrated in teaching Bhutanese history. Almost all the students mentioned about how highly motivated they were unlike lecture method used by teachers in teaching history subject in school. They were made to read of their own and comprehend using K.W.L model in the class.

> "I like K.W.L model. This is because it keeps us on track and helps us to understand Bhutanese history better than lecture method. It motivates us to learn and never feels bored using it for learning Bhutanese history" (Std.30 lesson from Week II SRF1).

> "I liked all the ideas about K.W.L model, since it helped me to remember or recollect past knowledge and connect to the new information. It helps us to learn things in depth." (Std.17 lesson from Week III SRF2)

The above extracts clearly indicate that the learners liked K.W.L model and helped them to recollect past knowledge and connect to the new information thereby improving their reading comprehension. They felt motivated as they learnt with much interest and enthusiasm.

4.2.2.2 Challenges of using K.W.L model

With the integration of K.W.L model in teaching Bhutanese history, it was mentioned that there were no difficulties as such in using it as it was recommended interesting and user-friendly by the students. In addition to that it helped students to read together and comprehend the meaning of the text through discussion.

> "There was no such thing as difficult instead it helped us to focus on the particular topic thereby leading to better understanding and discussing relevant things." (Std.10 lesson from Week IVSRF2).

> "When we use K.W.L model, it is user friendly and very helpful. We do not face difficulties in using it, instead makes learning easier and comfortable." (Std.3 lesson from Week IISRF1)

> "In K.W.L model, we need to have enough prior knowledge which helps to understand the content better, however when we do not have prior knowledge learning becomes bit difficult" (Std.9 from week IIISRF2).

In the above extracts it is shown that K.W.L model is easy to use and makes learning comfortable. It is also said that K.W.L model helps them to focus on a topic and learn things in depth. However, students face a bit of difficulties when they do not have prior knowledge.

4.2.2.3　Encouraged group participation.

The use of K.W.L model in the classroom encouraged students to participate actively unlike other classes that were taught with lecture method. As they were assessed at the end of the class, thereby any member from the group was picked randomly to present their findings on the topic assigned. They were conscious and took active participation reading and discussing to fetch good marks.

> "Through the use of K.W.L chart, it helped us to write what we know, what we want to know and what we have learned in the chart. In that way, it encouraged us to participate in group discussion by writing in the chart together." (Std.21 lesson from Week IIISRF2).

> *"*K.W.L model keep us engaged and focused through group discussion for the whole class unlike lecture method. It is because students were assessed based on their participation at the end of class. As a result, it encourages group participation" (Std.13 lesson from Week II SRF1).

From the above two extracts, it is known that since students were assessed based on their participation in the class they have to work and discuss in group by writing on the K.W.L chart. In that way, K.W.L model encouraged them to participate in group work and discussion for better comprehension of the text.

4.2.2.4　Exciting part of K.W.L model

Research participants mentioned that one exciting part of K.W.L model was the idea of writing in the three columns with the questions like; what do you know, what you want to know and lastly what have you learned. That kept the students focused and helped them to read and connect previous knowledge to the new information thereby helping them to retain for a long duration and making it exciting in the course of reading. It also helps students to set target for their reading.

"The exciting part of K.W.L model is, it helped me to connect the prior knowledge and the new information from the history text. I recorded what I know about the topic in the first column, what I want to know in the second column and then recorded what I learned after reading the text. It also helps in exploring beyond the textbook" (Std.23 lesson from Week IIISRF2).

"Learning Bhutanese history with the use of K.W.L model is very interesting. It is because it keeps all the students engaged and make us curious by coming up with different questions in what you want to know column. We learned better with it. I would love to be taught using K.W.L model than lecture method used by teachers in the school." (Std.3 lesson from Week IISRF1).

In the above extracts, we can say that learners liked the idea of K.W.L model. This is because K.W.L chart kept them on track and made them discuss relevant ideas which is obviously exciting part of K.W.L model. Students also mentioned that they like the integration of K.W.L model in lieu of lecture method.

4.2.2.5   Learning through collaboration

In learning Bhutanese history with the help of K.W.L model really demanded collaboration as it initiated intensive collaborative work among the group members thereby leading to successful discussion about any topic assigned. It was also reflected by students that they could learn better when reading and discussing together rather than being passive listeners.

"While using K.W.L model I feel so happy and interested. This is because learning with it is fun. Besides that, I also understand the history better since it initiates discussions in the groups. K.W.L model is better than lecture method in learning history." (Std.11 lesson from Week IISRF1).

"I felt active and learned more effectively than lecture method by teacher. I could discuss with my friends in the group and have better understanding about the text. During the posttest I could do well."
(Std.29 lesson from Week IVSRF2).

The above excerpts show that the learners were so happy and interested since they learn better through collaboration and instead of being passive learners in lecture method teaching.

All the five core themes interpreted above supported that the K.W.L model facilitated conducive learning environment which made learning exciting, got rid of monotony and helped learners remain attentively focused in the classrooms. Thereby, researcher concluded by saying that, that the participants were satisfied with the integration of K.W.L model in the Bhutanese history lesson.

4.3   CONCLUSION

This research study had two objectives that were to find out the effect of K.W.L model in learning Bhutanese history. The data analysis of instruments (pretest and posttest) for the first objective showed that the integration of K.W.L model enhanced reading comprehension in the learners. To examine the second objective, learning satisfaction questionnaire and students' reflective journal were used as the instruments and both the instruments showed relatively high level of satisfaction in the learners. Therefore, researcher concluded that the lessons with K.W.L model have been exciting and enjoyable, resulting in improved learning satisfaction and achievement.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This study has been carried out to find out the effects of integrating K.W.L model on improving reading comprehension and likewise learning satisfaction of 7th grade students in Bhutanese history subject in one of the higher secondary schools in Wangdue, which is in the central part of Bhutan.

A clustered random sampling was put into application to select the group for the study. As an intervention measure, a total of 4 lesson plans were designed to teach 4 topics from Bhutanese history text of 7th grade in the researcher's country Bhutan. This research had two primary objectives; the first one was to study the reading comprehension and the second one was to find out the learning satisfaction of students with the use of K.W.L model. For that, data on reading comprehension were collected through achievement test consisting of both pretest and posttest conducted. On the other hand, the data on learning satisfaction were collected through two instruments that were satisfaction questionnaire and students' reflective journal of the research participants. After the collection was done, those data were analyzed and the results were obtained to answer the research objectives. Finally, using the results of the data analysis from chapter 4 of this study, the researcher in this chapter critically deliberates about the conclusion and discussions of the whole research and makes worthwhile recommendations.

5.1   CONCLUSION

5.1.1   The Result of Test Score Analysis

To enhance the reading comprehension of 7th grade students using K.W.L model in teaching Bhutanese history.

To study the first objective of the research, researcher collected scores of pretest and posttest conducted. The comparisons of the pretest and posttest in Table 4.2 showed significance value of (0.01) which was a clear indication of significant difference in the reading comprehension between pretest and posttest. The mean of posttest and pretest were 13.47 and 5.93 respectively in the same sample group which indicated that the students had better reading comprehension after the integration of K.W.L model in teaching Bhutanese history. The result analysis has revealed that the sample group did better in the post reading comprehension test after receiving the treatment with the integration of K.W.L model than the pretest without it.

Therefore, the result supported the hypothesis, which stated that there would be a relatively significant improvement in reading comprehension if K.W.L model was used in teaching Bhutanese history 7th grade as it improved the reading comprehension for them.

5.1.2   The Result Analysis of Survey Questionnaire

To enhance 7th grade students' learning satisfaction using K.W.L model in teaching Bhutanese history.

For the second objective, the researcher collected data from learning satisfaction questionnaire and students' reflective journal. The questionnaire consisted of 20 statements and the research participants were asked to rate each statement in Likert scale of 1-5 that represented from, 'strongly disagree' to 'strongly agree' level. The mean of the ratings was calculated, grouped and represented in the level of satisfaction: 0.00-1.4,

strongly disagree; 1.5-2.4, disagree; 2.5-3.4, neutral; 3.5-4.4, agree and 4.5-5, strongly agree. In the table 4.3, out of 20 statements in the questionnaires, the mean in the data analysis showed that 12 statements were rated in between 3.5-4.4 which represented 'agree' and 8 statements were rated in between 4.5 to 5, meaning 'strongly agree'. There was no mean below the scale of 3.5. Thus, the researcher can draw the conclusion from the learning satisfaction questionnaires that students experienced high level of satisfaction with the use of K.W.L model. Hence, the data from learning satisfaction questionnaire reflected that the research participants experienced high level of learning satisfaction when K.W.L model was incorporated in teaching Bhutanese history for 7th grade.

5.1.3 The Result of the Students' Reflective Journal Analysis

The main purpose of the reflective journal was to find out the research participants' opinion towards K.W.L model usage in teaching Bhutanese history. The data obtained from the students' journal were analyzed by using the coding system (open, axial and selective) based on Grounded Theory of Corbin and Strauss (2008).

As per their reflective journal, it showed that students were satisfied in learning Bhutanese history through K.W.L model. The strategy gave them motivation in learning what was being taught.The opportunity to discuss and learn from their peers gave them greater understanding of the lesson. Brainstorming activities helped them in connecting the previous knowledge to the new ideas and information to be learnt. Learners preferred to have K.W.L model in every class to enhance their interest in learning all the subjects. Similarly, K.W.L model is a student-centered and usually carried out in groups whereby each member was responsible not only for learning what is taught but also for helping teammates learn, thereby creating an atmosphere of collective achievement. It was reflected that learners had preference to discuss with friends over listening to monotonous lecture method in class**.**

Listening to different perceptions through collaborative discussions fostered better understanding of the concepts and ideas. Students remained energetic in the

learning process and contributed to the improvement of the whole class through activated participation. Hence, it is concluded that the use of K.W.L model positively affected the learning satisfaction of students in Bhutanese history. Thus, the second hypothesis has also been achieved.

5.2   DISCUSSION

The study had two major questions**.** The first question examined the impact of the K.W.L model on students' test scores. The second question looked at the effects of K.W.L model on learning satisfaction of students. This study revealed that the K.W.L model was able to foster reading comprehension of 7th grade students in Bhutanese history. In addition to that, the strategy provided high level of learning satisfaction as well.

5.2.1   Reading Comprehension Test

According to Al-Salmi (2011), reading comprehension is an interaction between what the text provides and what the reader brings to it when he reads. Similarly, it is also defined as the capability to interact with words and ideas in order to comprehend what the writer has to say (Bunner, 2002). In line with him, this study has showed a significant improvement in reading comprehension when the K.W.L model was incorporated in Bhutanese history lesson in 7th grade. The data analysis of pretest and posttest both indicated that the posttest reading comprehension test score was significantly higher than the pretest. These findings are supported by several literatures.

It was strongly supported that the learners in 21st century prefers to learn with the help of multitude teaching strategies rather than being taught with same old teaching technique that is a lecture method irrespective of subjects. Likewise (Trilling & Fadel, 2009) point out that teachers use teacher-centered teaching method which neither simplifies nor allows a learner's self-directed study-skills and later impedes lifelong learning skills. Furthermore, continued spoon-feeding to students in higher education perpetuates the issue of stifling their creative thinking and independent learning (Samah,

et al., 2009). Similarly, Nejmah (2011) affirms that a reading comprehension was often important to academic studies, professional success and personal development. Additionally, students do not develop reading comprehension if they are not given a platform to explore and read the text of their own.

Likewise, study carried out by the researcher found out an improvement in learners' reading comprehension and interest from the integration of K.W.L model. It was supported by the findings of Stahel (2008) and he asserts that it helps the students to enhance reading comprehension skills. Likewise, Shayee (2000) investigated that K.W.L model had significant improvement on secondary students' reading comprehension compared to the traditional method. Furthermore, findings of research executed by Al-Khateeb (2010); Sitti, et al. (2016); Utami (2015); Backman and Klinglammer (2006); Stahel (2008) have all found significantly higher mean in students' test score after they treated with K.W.L model in teaching.

Learning theories equally played important roles. Learning through K.W.L was hugely based on the constructivist learning theory. Constructivism was a learning concept about how human learn through experiences. Knowledge was not inactively established but is vigorously constructed by learners (Savasci & Berlin, 2012). Similarly, K.W.L fosters knowledge by connecting prior knowledge to the new concept with the use of K.W.L chart. In that way, students understand the new information and ideas thereby improving comprehension skills. They learn through construction of knowledge based on prior ideas and information. Dewey stressed the idea that the kid's own experience must be accepted as the heart of both content and the process of schooling (Ultanir, 2012).

The K.W.L model equally relies on the Vygotsky's zone of proximal development. Learning in the zone of proximal development is a joint work in which the grownups or teachers keep an eye on the aim of fully effective performance and what the pupil, with help is competent to do. Scaffolding and formative evaluations are the approaches that educators used to move learning onward in the zone of proximal development. Likewise, in K.W.L model teachers monitor their work providing help

and making students comprehend what the text is all about through discussion with peers. Students are also scaffolded by providing feedback and support when required and slowly withdraws the help by teachers when they are competent of their own. Students' works are also assessed at the end of the class by teacher.

The K.W.L also supports the cognitive theory too. Santrock (2011) considers that to support students develop their retention, educators need to break apart big concept, organize, link and recap the information. K.W.L is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge .It also values the students' previous understandings to the learning condition. In K.W.L model big concepts are broken down by letting students write under three columns under what you know; what you want to know and finally what you have learned. In that way, students have better retention and could easily comprehend the text after reading.

The research participants experienced a higher level of reading comprehension in this research because of the several educational significances of the K.W.L model. However, there were few glitches like making noise while discussion is going on in groups and few didn't really take an active part in discussion and group works but it was negligible as it did not really hamper the class. Instead students could do extremely well in posttest compared to pretest conducted. Thus, very much like the former research, this study also showed that the integration of K.W.L model enhanced reading comprehension in the learners.

5.2.2 Survey Questionnaire

To examine second objective of the study, researcher administered satisfaction questionnaire and students' own reflective journal were asked to be maintained. The data analysis of both the instruments (4.2.1 and 4.2.2) revealed high level of learning satisfaction in the learners when the K.W.L model was integrated in Bhutanese history lesson. As researcher integrated this model, learners benefited psychologically as they played an active role in the learning process. Satisfaction of learners when working out cooperatively with learning experience was enhanced (Johnson, D., & Johnson, R.,

2014). This finding was also supported by the research of Rabgay (2012) stating that as students work in groups it provides opportunity for the teachers to observe learners' improvement and do ongoing assessment.

Of many factors involved that contributed to the learning satisfactions of the learners, reward was one of them. K.W.L model is a contemporary teaching strategy whereby students get reward after every accomplishment in teaching and learning session. Behaviorist theory supports that the learners get motivated to learn when they receive positive reinforcement or reward. Likewise, K.W.L model provides rewards to the learners in the form of verbal as well as written comments for their correct answer which motivated them. It also included assessments of their work at the end of class which keeps them motivated throughout the class. Similarly, K.W.L also helps teachers keep students interested as they think about what they want to know and what they have learned (Sasson, 2008). It also corresponds to Szabo (2006) who asserts that K.W.L gives an opportunity for students to expand on their ideas and formulate new ones, which culminates to higher learning satisfaction.

Learning in groups was again another factor that helped the learners experience higher learning satisfaction. This point was reflected in the research that the students' learning satisfaction was related to teamwork, team performance and collaborative learning (Fransen, Kirschner, & Erkens, 2011). Similarly, as K.W.L model was put into application in the class, the learners were divided into groups and asked to collaborate and work as a team to complete the work assigned. The researcher firmly believed that teamwork gave learning satisfaction. The lessons through K.W.L model created a student-centered classroom where the learners engaged themselves fully in their own task and responsible for their own learning. K.W.L model also fostered the relationship between the teachers and learners thereby increasing the students' retention in schools. According to Conner (2010), the K.W.L model aids with self-monitoring of understanding since it permits the students to recognize what they understood. Therefore, the findings of this study coincided with those in the studies conducted by Al-Khateeb (2010); Utami (2015); Zouhor (2016); Stahel (2008); Rakhmawati (2015),

which indicated the significant role of K.W.L model in improving the students' learning satisfaction.

Incorporation of K.W.L model in Bhutanese history lesson in 7th grade in the researcher's country Bhutan had positive effect as it gave higher learning satisfaction in the learners which was like many other past researches executed.

5.2.3 Students' Reflective Journal

Like survey questionnaire, students' reflective journal was to determine 7th grade Bhutanese students' learning satisfaction in Bhutanese history after employing K.W.L model. Students were made to write two reflective journals after every four teaching sessions were over.

Greater learning satisfaction was mainly contributed by the kind of learning environment students experienced with the integration of K.W.L model. Students found K.W.L model so different from other strategies that led to discussion and participation in place of passive listening which resulted in greater level of satisfaction. This was in line with the findings of Johnson, D., and Johnson, R. (2014) which asserts that satisfaction of learners when working out cooperatively with learning experience was enhanced. The use of K.W.L model together helped them to brainstorm and connect the prior knowledge to new ideas and information thereby leading to better comprehension and satisfaction. This is also supported by the findings of El-Kahlout (2010) that he observed K.W.L model as a connecting procedure between the new information and the earlier information. As a result, it helped students to improve their reading comprehension skills and satisfaction too. It also helped them to explore beyond the text broadening horizon of content knowledge. Students learn more when they work under cooperative conditions because interacting and sharing thoughts with one another is a learning skill that can be applied beyond the four walls of the classroom to strengthen learning (Khan & Akhtar, 2017). Therefore, reflections of the students clearly depicted that K.W.L model gives them learning satisfaction at the end of the day.

5.3   RECOMMENDATION

5.3.1   Recommendation for Professional Development, Curriculum Design and Facilities

1) Since the integration of K.W.L model was found to foster learning in Bhutanese history, teachers should be encouraged to teach Bhutanese history using it.

2) Teachers should be trained to use K.W.L model and the teacher trainees in the education colleges in Bhutan should be trained to use the same. As it will be an additional teaching strategy for the teachers.

3) Bhutanese history curriculum should include integration of K.W.L model as this teaching strategy was found to enhance learning achievement and learning satisfaction as well.

4) K.W.L model allows teacher to become a guide and a stimulator rather than an information dispenser.

5) K.W.L model needs to be incorporated in teacher education programs and workshops to enable every teacher to make best use of this strategy.

5.3.2   Recommendations for further research

1) The period for evaluation of the effects of the K.W.L model in Bhutanese history classes can be extended to more than a month for better impact.

2) Research is needed to investigate whether this strategy will bring similar outcome if used over a longer period and with larger groups of students.

3) Further research is needed to examine whether this strategy will bring similar outcome if used in other subjects too.

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APPENDICES

APPENDIX A

LETTER OF APPROVAL

དཔལ་ལྡན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division

ཤེས་རིག
--Rethinking Education

MoE/DSE/SPCD/SLCU(2-1)2018/ 701

17th May, 2018

The Chief Dzongkhag/Thromde Education Officers
Dzongkhag/Thromde Administration
Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro and Dagana.

Subject: An approval to carry out data collection.

Sir(s) Madam(s),

The Dean of Faculty of Education, Rangsit University, Thailand has written to the department to seek permission for 11 Bhutanese M.Ed candidates to collect data for their thesis.

In this regard, the Department of School Education is pleased to accord an approval for the candidates to collect data from the schools allocated to them as per the attached letter from the Dean.
Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal school routine.

The letter dated 10th May and 14th May, 2018 from the Dean of Faculty of Education, Rangsit University, Thailand is attached for your reference please.

Thanking you,

Sincerely yours,

(Karma Tshering)
Director General

CC:
1. The Dasho Dzongdag/Thrompoen, Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro, Dagana for kind information
2. Assistant Professor Anchalee Chayanuvat, Ed.D, the Dean of Faculty of Education, Rangsit University for kind information
3. The Offtg. Chief Program Officer, SPCD for information
4. M.Ed candidates for information and follow up

Post Box No. 112 Kawajangsa Thimphu Bhutan. Tel. +975 2 321710/326307/322252/328608/332362, www.education.gov.bt

The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 10 May 2018

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

The Faculty of Education for the M. Ed. Program in Curriculum and Instruction would like to request your permission for seven M. Ed. candidates to collect data in Bhutan in the period of 17 May 2018 – 14 June 2018. The details of the candidates are shown below:

Sl. No	Name	Research Title	Research School
1	Lobzang Nima	Tenses for ESL Writing Tenses: A Case Study of Bhutanese Secondary Students	Lungtenphu Lower Secondary School and Loselling Middle Secondary School, Thimphu.
2	Tashi	The Use of Role play to Reduce ESL Students' Speaking Anxiety: A case study of Grade Six Bhutanese Classroom	Wangdue Primary School, Wangduephodrang.
3	Sherub Gyeltshen	Secondary School Students' Reading Comprehension in Bhutanese History Through the Use of KWL Model	Bajo Higher Secondary School, Wangduephodrang.
4	Deki Peldon	The Effects of Cooperative Learning Strategies on Grade Six Bhutanese students' learning satisfaction in social studies class	Wangchu Middle Secondary School, Chukha.
5	Gaki om	The Use of Group Investigation Technique to Enhance English Speaking Skills of Grade Six Bhutanese Students	Taju Primary School, Paro.
6	Kinley wangmo	The Use of Mind Mapping Technique to Enhance Descriptive Writing Skills of Grade Four Bhutanese Students	Ballaygang Primary School, Dagana.
7	Kinley Dema T	The Use of Field Trip On Eighth Grade Students Learning Experience: A qualitative study	Woochu Lower Secondary School, Paro.

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Faculty of Education
Rangsit University
Muang-Ake. Paholyothin Road
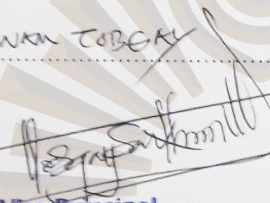Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277

CONSENT FORM FOR THE PRINCIPAL

I have read the information statement provided and any questions I have asked to have been answered to my satisfaction. I agree to allow my students and teachers to participate in this study provided it is voluntary participation and they can withdraw at any time they like. I agree that research data gathered for the study may be published maintaining the name of the school and the individual student participants are anonymous.

Authorized Representative (Principal)

Name..........SONAM TOBGAY..........

Signature:..........

Vice Principal
Academic Head
Bajothang HSS School
Wangdue Phodrang

Date:..........

APPENDIX B

CONTENTS OF BHUTANESE HISTORY SUBJECT

Textbook- History of Bhutan 15th -19th Century

Chapter Four

Centers of Administration and Religion

1- Dzongs

2- Life in the dzongs

3-Some of the important dzongs

4- Some of the important dzongs
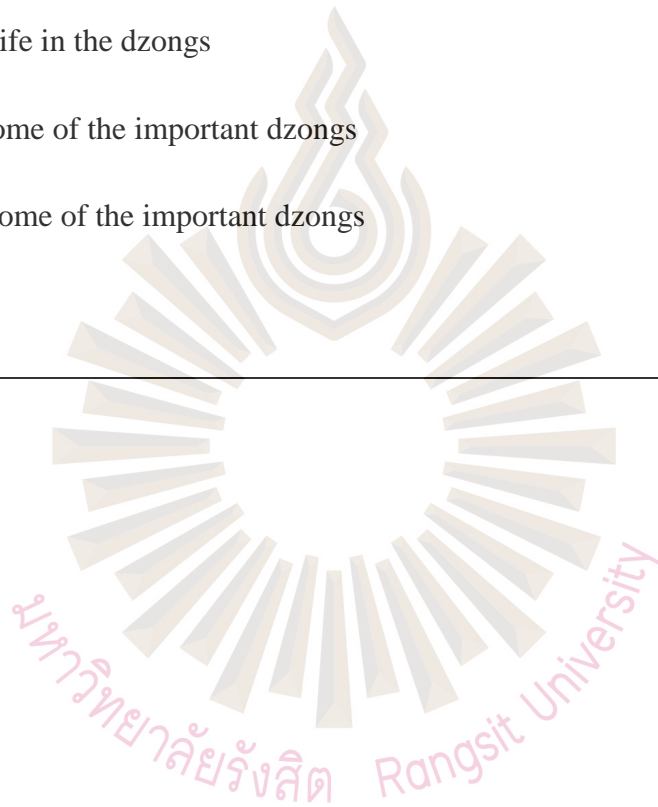
APPENDIX C

READING COMPREHENSION TEST

Reading Comprehension Test

Topic: Significance of the Chham in our Bhutan history   Time: 30 Minutes

Instruction: Choose the best answer for each question from the four given options and write down in the space provided.

1. What does the word 'chham' literally mean ?

a. old songs   b. modern dances

c. mask dances   d. great stories

Ans:…………………………………………….………………………………...

2.When is chham usually performed in our country?

a. Losar   b. Marriage ceremony

c. Tshechu   d. Blessed Rainy Day

Ans:……………………………………………………………………………

3. What were chhams mainly composed for?

a. To entertain the people.

b. To convey religious messages to people.

c. To make people understand values.

d. To respect the old culture in the country.

Ans:………………………………………………………………………………

4. Apart from Tertoen Pema Lingpa, who was the man to compose lots of chhams in the country?

a. Zhabdrung   b. Guru Rinpochhe

c. Lam Drukpa Kuenley   d. Drubthop

5. How do mask dances help in removing misfortunes in our life?

a. By wearing new dresses during tshechhu

b. By wearing masks and dancing costumes

c. By making people gather during the dances

d. By invoking deities of the tantric teachings.

Ans:…………………………………………………………………………..

6. What prevents the spread of 'chhoe' the teachings of Lord Buddha?

a. Robbers and thieves   b. Hunters and fisherman

c. Evil spirits and demons   d. Rich and poor people

Ans:……………………………………………………………………………

7. What does it bring to all sentient beings when the doctrine of Lord Buddha flourishes?

 a. death and sickness   b. bad luck and unhappiness

c. joy and happiness   d. war and suffering

8. Who performs mask dances during the tshechhus?

a. Lamas and monks   b. Monks and gomchhens

c. Monks and laymen   d. Civil servants

Ans:……………………………………………………………………………

9. All the following statements are correct about Zhana Chham Except

a. The dancers of zhana chham wear wide tall black hats.

b. The dancers of zhana chham wear traditional boots.

c. The dancers of zhana chham wear long brocade dresses.

d. These dancers of Zhana chham wear masks.

Ans:……………………………………………………………………………

10. Zhana chham literally means the _____ dance.

a. red hat   b. black hat

c. yellow hat   d. green hat

Ans:………………………………………………………………………………

11. How does the appearance of a Zhana chham dancer look like?

a. demon   b. evil spirits

c. yogis   d. god

Ans:………………………………………………………………………………

12. Why do dancers assume different appearances and subdue the enemies of the doctrine?

a. To make the beings and spirits   c. To entertain the people during the
known to people.   tshechhus.

b. To spread Buddha's teaching to all d. To lead the beings or spirits to
the people.   Buddha's teaching.

Ans:………………………………………………………………………………

13. Zhana chham is also performed as a ground purification rite during the construction of dzongs, lhakhangs and _____.

a. houses   b. roads

c. chortens   d. buildings

Ans:………………………………………………………………………………

14. Which great saint used to perform the zhana chham by himself?

a. Guru Rinpocche   b. Pema Lingpa

c. Thangthong Gyalpo   d. Zhabdrung

Ans:………………………………………………………………………………

15. Dance and _____ play a very important part in the cultural life of the people of Bhutan.

a. songs   b. stories

c. music   d. poems

Ans:………………………………………………………………………………….

APPENDIX D

IOC OF READING COMPREHENSION TEST

IOC of Reading Comprehension Test Questions

Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
Questions 1	+1	+1	+1	+1	Congruent
Questions 2	+1	+1	+1	+1	Congruent
Questions 3	+1	+1	+1	+1	Congruent
Questions 4	+1	0	+1	0.67	Congruent
Questions 5	+1	+1	+1	+1	Congruent
Questions 6	+1	+1	+1	+1	Congruent
Questions 7	+1	+1	+1	+1	Congruent
Questions 8	+1	+1	+1	+1	Congruent
Questions 9	+1	+1	+1	+1	Congruent
Questions 10	+1	+1	+1	+1	Congruent
Questions 11	+1	+1	+1	+1	Congruent
Questions 12	+1	+1	+1	+1	Congruent
Questions 13	+1	+1	+1	+1	Congruent
Questions 14	+1	+1	+1	+1	Congruent
Questions 15	+1	+1	0	0.67	Congruent

APPEXDIX E

QUESTIONNAIRE ON LEARNING SATISFACTION

Survey Questionnaire on Learning Satisfaction towards use of K.W.L model

There are 20 items from 1 to 20. Please do rate each item in line with your own perspective by ticking **(√).** You are supposed to tick **(√)** only once against each item.

The scale 1 to 5 means as follows:

1- Strongly disagree

2- Disagree

3- Neither agree nor disagree

4- Agree

5- Strongly agree

Questionnaire on Learning Satisfaction

Sl. No	Items	1	2	3	4	5
1	Learning Bhutan history with K.W.L model was fun.					
2	I enjoyed Bhutan history lesson with the K.W.L model.					
3	K.W.L model made the learning interesting.					
4	I felt confident and did better in history subject when I was taught with K.W.L model.					
5	I became more curious and inclined to learning when K.W.L model was integrated in the history lesson.					
6	K.W.L model made me understand the concept well.					

7	K.W.L model promoted learning in cooperation with friends.					
8	I became more responsible for my own learning using K.W.L model.					
9	K.W.L model guided me in the course of learning history.					
10	The questions in K.W.L model kept me actively engaged in group discussion and student activity.					
11	Engaging in group learning helped me to clarify my doubts.					
12	K.W.L model was user friendly and activates learning.					
13	I benefited from the use of K.W.L model in learning history.					
14	K.W.L helped me understand the history context better.					
15	My performance improved after using the K.W.L model in learning history.					
16	I found it easier to revise at home because of how I learn in the class.					
17	The activity with use of K.W.L model helped me to pay extra attention and helped me in retaining information.					
18	I felt motivated by this teaching approach.					
19	I did not feel left out when I was engaged in K.W.L learning model.					
20	Overall, I was satisfied with the K.W.L model used in the history lesson.					

Adapted from McMillan (2013).

APPENDIX F

IOC OF QUESTIONAIRRE ON LEARNING SATISFACTION

IOC of Questionnaire on Learning Satisfaction by the Experts

Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
Questions 1	+1	+1	+1	+1	Congruent
Questions 2	+1	+1	+1	+1	Congruent
Questions 3	+1	+1	+1	+1	Congruent
Questions 4	0	+1	+1	0.67	Congruent
Questions 5	0	+1	+1	0.67	Congruent
Questions 6	+1	+1	+1	+1	Congruent
Questions 7	+1	+1	+1	+1	Congruent
Questions 8	+1	+1	+1	+1	Congruent
Questions 9	0	+1	+1	0.67	Congruent
Questions 10	+1	+1	+1	+1	Congruent
Questions 11	+1	0	+1	0.67	Congruent
Questions 12	0	+1	+1	0.67	Congruent
Questions 13	+1	+1	+1	+1	Congruent
Questions 14	+1	+1	+1	+1	Congruent
Questions 15	+1	+1	+1	+1	Congruent
Questions 16	+1	0	+1	0.67	Congruent
Questions 17	+1	+1	+1	+1	Congruent
Questions 18	+1	+1	+1	+1	Congruent
Questions 19	+1	+1	+1	+1	Congruent
Questions 20	+1	0	+1	0.67	Congruent

APPENDIX G

SAMPLE LESSON PLAN

SAMPLE LESSON PLAN 01 (Session 1 &2)

Grade: Seven **Date:…………………….** **Subject:** Bhutan History **Time:** 50 Minutes **Topic:** Dzongs – Centers of Administration and Religion **Teaching strategy:** Use of K.W.L model **Teaching Learning Materials:** Bhutan History Text, reference books, green board etc. **Previous knowledge of the students:** Students know dzong as the center of administration and religious activities in the country. **Objectives** At the end of the lesson, each student should be able to: 1. Define the word, "dzong". 2. Justify why dzongs were usually built in certain locations. 3. State at least three important functions of dzongs.	
Introduction **(5 Minutes)**	Teacher will gain students' attention by writing the topic 'The Dzongs' on the board and ask some questions related to the topic. Teacher will reinforce those who respond to the questions. After that, teacher will share the objectives of the lesson.

Lesson development (45 minutes)	**Teacher's Activity**
	Teacher will tell students that they will work in teams. They will be divided into five teams comprising of 6 members each. Number the students from 1-5 and let the same numbers get into the same group. Suppose all number 3s will form one group and so on. And students have to draw K.W.L chart in their own notebook individually. Teacher will monitor and guide students while they are doing work. Teacher will provide necessary feedbacks if required.

<div align="center">Student's Activity</div>

Activity 1.

The K.W.L chart is divided into three columns (what we know, what we want to know and what we learned)

First, students in groups will discuss and fill up the first two columns of the K.W.L chart, which read as what we know (K) and what we want to know (W). In the first column, students will discuss in groups and mention the prior knowledge they have about dzongs. In the second column, students will include what they want to learn from the text that they are going to read.

What we know (K)	What we want to know (W)	What we learned (L)

Then students, with the same group members will read the information about "Dzongs" given in their history text. The information mentioned in the text covers the following aspects:

	1. Definition of the word, "Dzong".
	2. Description on the different locations where dzongs were usually built.
	3. Important functions of dzongs.
	As they read and explore through the text together, they will gather necessary information to fill the third column (L) up. They will write what they have learned in the third column. In the meantime, K.W.L chart will guide them while they are collaboratively discussing and reading the answer for the questions set by themselves in the chart.
SESSION 2 (50 minutes)	
Introduction (5) Minutes	Exchange greetings Inquire about their wellbeing. Initiate some discussions on presentations and ask if they are ready for their presentation.
Lesson Development (40) Minutes	Groups take turn to do the presentations. Each group will get 8 minutes each to present their findings in the class. After the presentation students ask for the comments and suggestion and teacher provides the feedback.
Closure (5 minutes)	To sum up the lesson, teacher will ask some questions. What does the word dzong mean? Do you think dzongs are important? Tell some functions of dzongs. Why do you think dzongs are built in those locations?

APPENDIX H

IOC OF LESSON PLAN

Item Objective Congruence for

Lesson Plans by the Experts

1. If the rating is +1, it indicates that the item clearly matches the objective or ensure that the following measures meet the objective stated.

2. If the rating is 0, it means the item is not clear or unsure whether the measure meet the objectives or not.

3. If the rating is -1, the item clearly does not match objectives or ensure that measure does not meet the stated objectives.

Lesson Plan No	Expert 1	Expert 2	Expert 3	Average	Congruence
Lesson Plan 1	+1	+1	+1	+1	Congruent
Lesson Plan 2	+1	+1	+1	+1	Congruent
Lesson Plan 3	+1	+1	+1	+1	Congruent
Lesson Plan 4	+1	+1	+1	+1	Congruent

APPENDIX I

SAMPLE OF K.W.L CHART USED FOR ACTIVITIES

Dzongs

14th june 2018

	What do you know?	What do you want to know	What have you learned?
①	Dzongs are big buildings.	What is dzong?	The word 'dzong' loosely translated means a fortress.
2.	There are government offices in the dzongs.	What are important functions of dzongs?	- Dzongs were used as protection during the war. - Dzongs were also store houses of national treasures, books and written records.
3.	Dzongs were built by zhabdrung.	Who built the first dzong and in which year?	Gyalwa Lhanangpa built the first dzong and it was in 12th century.
4	Dzongs are usually built on the hilltops and in between rivers.	Why big dzongs are built on the top of hills and in between rivers?	For over three hundred years, they have served as an effective defence against any attack or invasion. That is why they were built on the hilltops.

APPENDIX J

GUIDELINES FOR STUDENTS' REFLECTIVE JOURNAL

ITEM-OBJECTIVE CONGRUENCE (IOC) OF GUIDELINES FOR STUDENTS' REFLECTIVE JOURNAL

The researcher will let the students maintain reflective journal after the Pretest based on their satisfaction level of using K.W.L Model. Students will use five guidelines for maintaining a reflective journal that will be validated by the experts. These guidelines were adapted from Appalachian State University, ASU (2018), and stated that reflective journal helps students in gaining metacognition about their own writing, identify key elements of effective learning, assessing their own learning and evaluating their writing as well.

Rating Directions: Rate +1 if the item matches the objectives

Rate 0 if the item is unclear or unsure whether it matches the stated objectives

Rate -1 if the item does not match the stated objectives.

Sl. No.	Guidelines for Student's Reflective Journal	Expert Rating		
		+1	0	-1
1.	How did the K.W.L Model help your learning? **Comments:**	+1		
2.	What was the most difficult about K.W.L Model? **Comments:**	+1		
3.	How did you feel while using K.W.L Model? **Comments:**	+1		
4.	Which part did you like the most while using K.W.L Model? **Comments:**	+1		
5.	How did learning happen through collaboration in K.W.L Model? **Comments:**	+1		

Source: Adapted from Appalachian State University, North Carolina, 2018

APPENDIX K

SAMPLES OF STUDENTS' REFLECTIVE JOURNAL

Learning through collaboration

I felt active and learned more effectively than lecture method by teachers. I could discuss with my friends in the group and have better understanding about the text. During the post test I could do well.

Motivation for learning

Learning Bhutan history with the use of KWIL model is very interesting. It is because it keeps all the students engaged and make them curious. We learned better with it. I would love to be taught using KWIL than lecture method used by our teacher in the school.

Exciting part of K.W.L model

→ K.W.L model helped me to connect the prior knowledge and the new information from the history text. I recorded What I know about the topic in the first coloum, and What I want the to know in the second coloumn and then recorded What I learned after reading the text.

APPENDIX L

IOC FOR STUDENTS' REFLECTIVE JOURNAL

Item Objective Congruence for Students' Reflective Journal by the Experts

1. If the rating is +1, it indicates that the item clearly matches the objective or ensure that the following measures meet the objective stated.

2. If the rating is 0, it means the item is not clear or unsure whether the measure meet the objectives or not.

3. If the rating is -1, the item clearly does not match objectives or ensure that measure does not meet the stated objectives.

Guidelines No.	Expert 1	Expert 2	Expert 3	Average	Congruence
Guideline 1	+1	+1	+1	+1	Congruent
Guideline 2	+1	+1	+1	+1	Congruent
Guideline 3	+1	+1	+1	+1	Congruent
Guideline 4	+1	+1	+1	+1	Congruent
Guideline 5	+1	+1	+1	+1	Congruent

Submitted by: Sherub Gyeltshen   Signature of Expert:
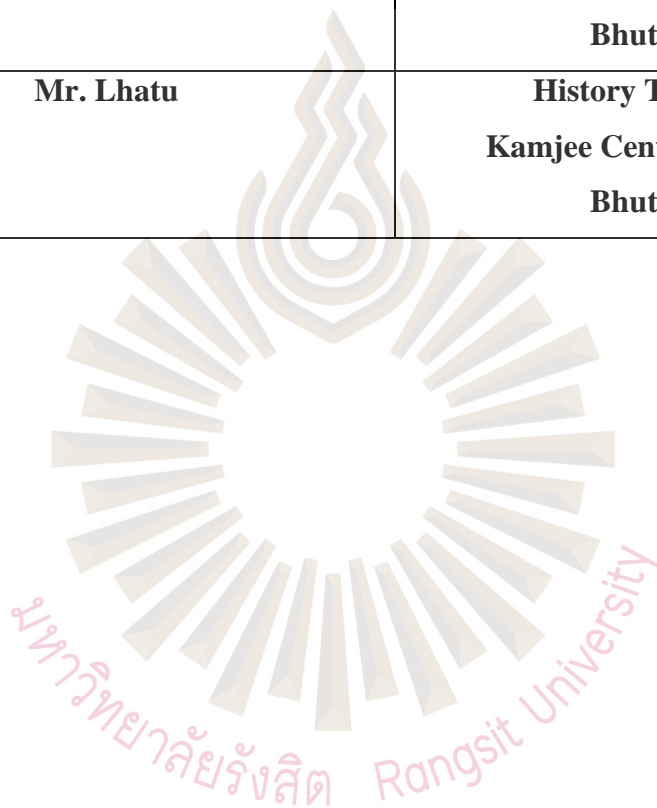
Std No. (6006090)

APPENDIX M

EXPERTS WHO VALIDATED THE INSTRUMENTS

EXPERTS WHO VALIDATED THE INSTRUMENTS

Experts	Profession
Dr. Srisamorn Pumasa-ard	**Asst. Professor** **Faculty of Education** **Rangsit University.**
Mr. Phuntsho Namgay	**History Teacher** **Wangbarma Central School** **Bhutan.**
Mr. Lhatu	**History Teacher** **Kamjee Central School** **Bhutan.**

APPENDIX N

PAIRED SAMPLE T-TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in History before treatment	5.93	30	.868	.159
	Score in History before treatment	13.47	30	1.525	.278

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Score in History before treatment & Score in History before treatment	30	-.132	.487

Paired Samples Test

		Paired Differences						df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t		
Pair 1	Score in History before treatment - Score in History before treatment	-7.533	1.852	.338	-8.225	-6.842	-22.280	29	.000

APPENDIX O

EXAMPLES OF EXTRACTS FROM STUDENTS' REFLECTIVE JOURNAL

Excerpts from the Students' Reflective Journal

Motivation for learning	*"I like K.W.L model. This is because it helps us to understand Bhutan history better than lecture method. It motivates us to learn and never feels bored using it for learning Bhutan history"* (**Std.30 lesson from Week III**). *"I liked all the idea about K.W.L model. This is because it helped me to remember or recollect past knowledge and connect to the new information. It helps us to learn things in depth*." (**Std.17 lesson from Week II**)
Challenges of using K.W.L model	*"There was no such thing as difficult but sometimes we lost focus on the particular topic thereby leading to bit of confusion and discussing irrelevant things."* (**Std.10 lesson from Week IV**). *"When we use K.W.L model, it is user friendly and very helpful. We do not face difficulties in using it, instead makes learning easier and comfortable."* (**Std.3 lesson from Week II**) "*In K.W.L model we need to have enough prior knowledge which helps to understand the content better, however when we do not have prior knowledge learning becomes bit difficult and classroom becomes bit noisy when asked to discuss together"* (*Std.9 from week III*)
Encouraged group participation	*"Through the use of K.W.L chart, it helped us to write what we know, what we want to know and what we have learned in the chart. In that way, it encouraged us to learn by writing in the chart."* (**Std.21 lesson from Week III**). *"K.W.L helped us to connect the previous knowledge to the new information in learning history. It also helped the students to understand the information learned during the test. K.W.L model*

	keep us engaged and focused for the whole class unlike lecture method." **(Std.13 lesson from Week IV)**.
Exciting part of K.W.L model	*"The exciting part of K.W.L model is, it helped me to connect the prior knowledge and the new information from the history text. I recorded what I know about the topic in the first column, what I want to know in the second column and then recorded what I learned after reading the text."* **(Std.23 lesson from Week III)**. *"Learning Bhutan history with the use of K.W.L model is very interesting. It is because it keeps all the students engaged and make us curious. We learned better with it. I would love to be taught using K.W.L model than lecture method used by teachers in the school."* **(Std.3 lesson from Week II)**.
Learning through collaboration	*"While using K.W.L model I feel so happy and interested. This is because learning with it is fun. Besides that, I also understand the history better since it initiates discussions in the groups. K.W.L model is better than lecture method in learning history."* **(Std.11 lesson from Week II)**. *"I felt active and learned more effectively than lecture method by teacher. I could discuss with my friends in the group and have better understanding about the text. During the posttest I could do well."* **(Std.29 lesson from Week IV)**.

APPENDIX P

RELIABILITY OF SATISFACTION QUESTIONAIRRES

Reliability Statistics

Cronbach's Alpha	N of Items
.757	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
79.4667	55.637	7.45901	20

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

APPENDIX Q

PARENTS CONSENT LETTER

PARENTS CONSENT LETTER   May 14, 2018

Dear Parents,

I am currently enrolled in the Master of Education in Curriculum and Instruction, at Rangsit University, Thailand. I am studying on *'the use of K.W.L model to enhance reading comprehension'. To add on,* this research will involve teaching of 8 History lessons during the school hours for a period of 4 weeks from Mid-May to Mid-June. The content of the teaching will be no different from what they are supposed to learn and it focuses on improving reading comprehension in Bhutan history. I believe that, it will surely help students in improving reading comprehension skills. The questionnaire and reading comprehension test are solely for research purposes. Therefore, I would like to seek your permission to let your child participate in this study. Their names, identifications and school will not be used in the research paper or presentations. It is important to note that all information provided will be confidential. If you agree to let your child participate, please sign the form below.

I thank and greatly appreciate for your support in this research.

Yours sincerely

Sherub Gyeltshen

Student

Rangsit University

Thailand

I acknowledge that the content of this research study has been thoroughly explained to me and any questions have been answered. I have read the letter provided by Mr. Sherub Gyeltshen and have agreed to let my child (_____   ) participate in the research as described.
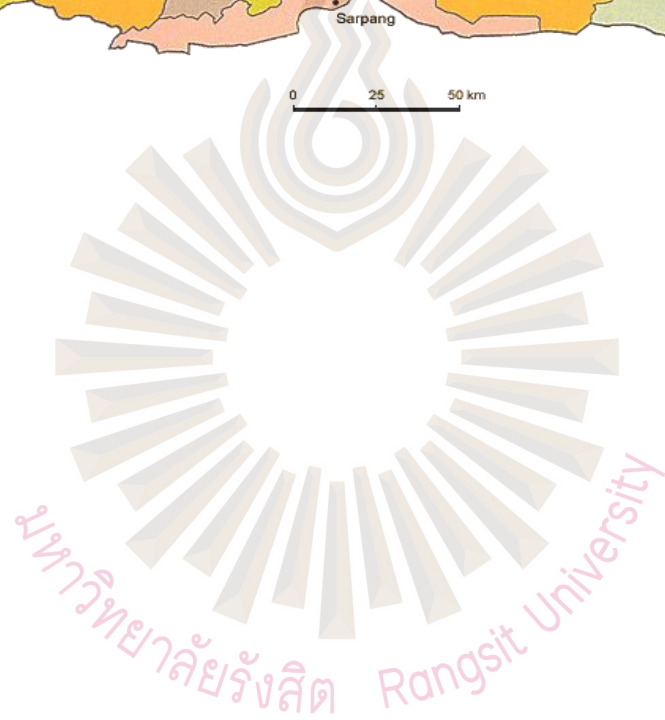

 Name   :   _____   Signature: _____

Date: _____

APPENDIX R

LOCATION OF THE RESEARCH SCHOOL

BIOGRAPHY

Name	Sherub Gyeltshen
Date of Birth	December 6, 1987
Place of Birth	Trashi Yangtse, Bhutan
Institution Attended	Paro College of Education, Bhutan
	Bachelor of Education, 2011
	Rangsit University, Thailand
	Master of Education in
	Curriculum and Instruction, 2018
Scholarship	Thailand International Cooperation Agency
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	Teaching Service,
	Position: Teacher II