The Effect of Using a Story Map to Improve Reading Comprehension Skill of Thai
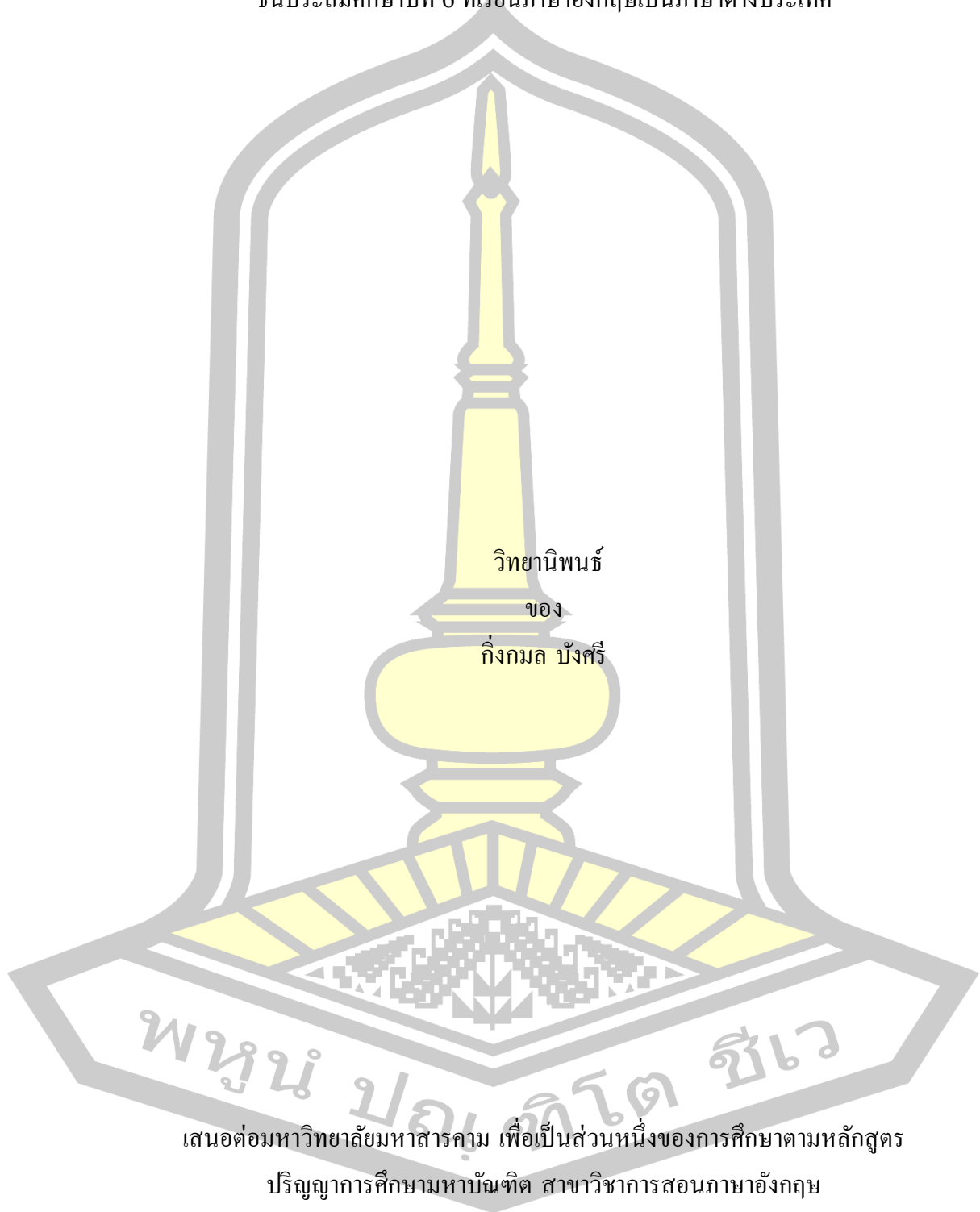EFL Sixth Graders

Kingkamon Bangsri

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching
October 2020

ผลการใช้วิธีการสอนแบบแผนภาพโครงเรื่องเพื่อพัฒนาทักษะการอ่านเพื่อความเข้าใจของนักเรียน
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ABSTRACT

Reading is one of the most important skills for second language learners. It is a skill that allows learners to gain knowledge and is essential for academic life. As graphic organizers assist students in the comprehension of a text, this current study attempted to investigate the effect of using a story map in improving Thai EFL sixth graders' reading comprehension skills, and to examine the students' attitudes toward the story map in improving their reading comprehension skills. The story map was adopted as an instructional strategy intended to improve students' reading comprehension of a narrative at a literal comprehension level. The participants consisted of thirteen sixth grade students in an opportunity extended school in northeastern Thailand. The implementation of the current study lasted eight weeks with about two hours of instruction each week. The instruments for collecting data were reading comprehension pre-tests and post-tests, and a student attitude questionnaire. The findings of this study showed that there was a statistically significant difference in the students' reading comprehension skills of narrative texts after using the story map at the 0.01 level. The students' attitude towards the story map also indicated that the students had a positive attitude towards the implementation through the story map at a high level with a mean score of 3.78.
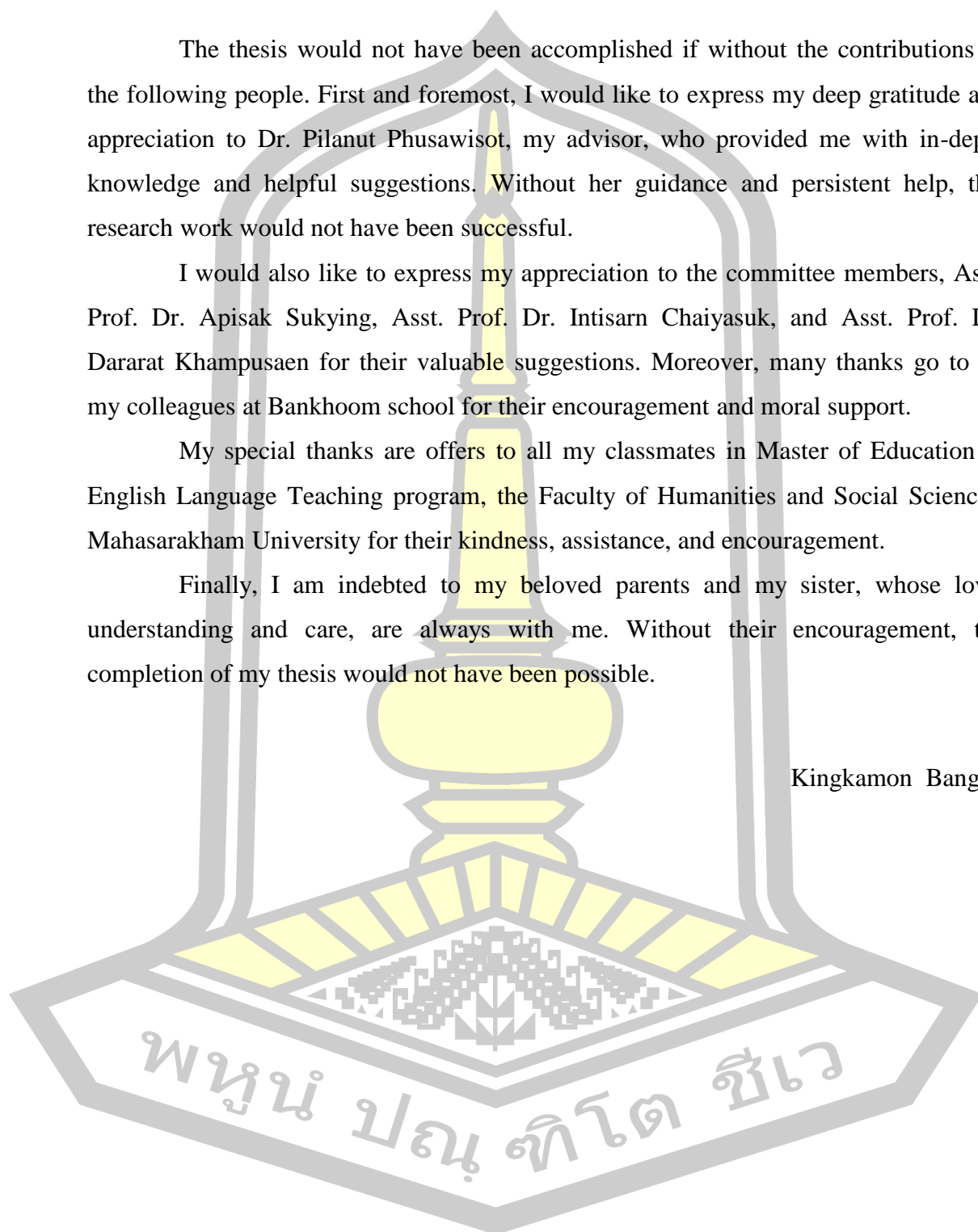
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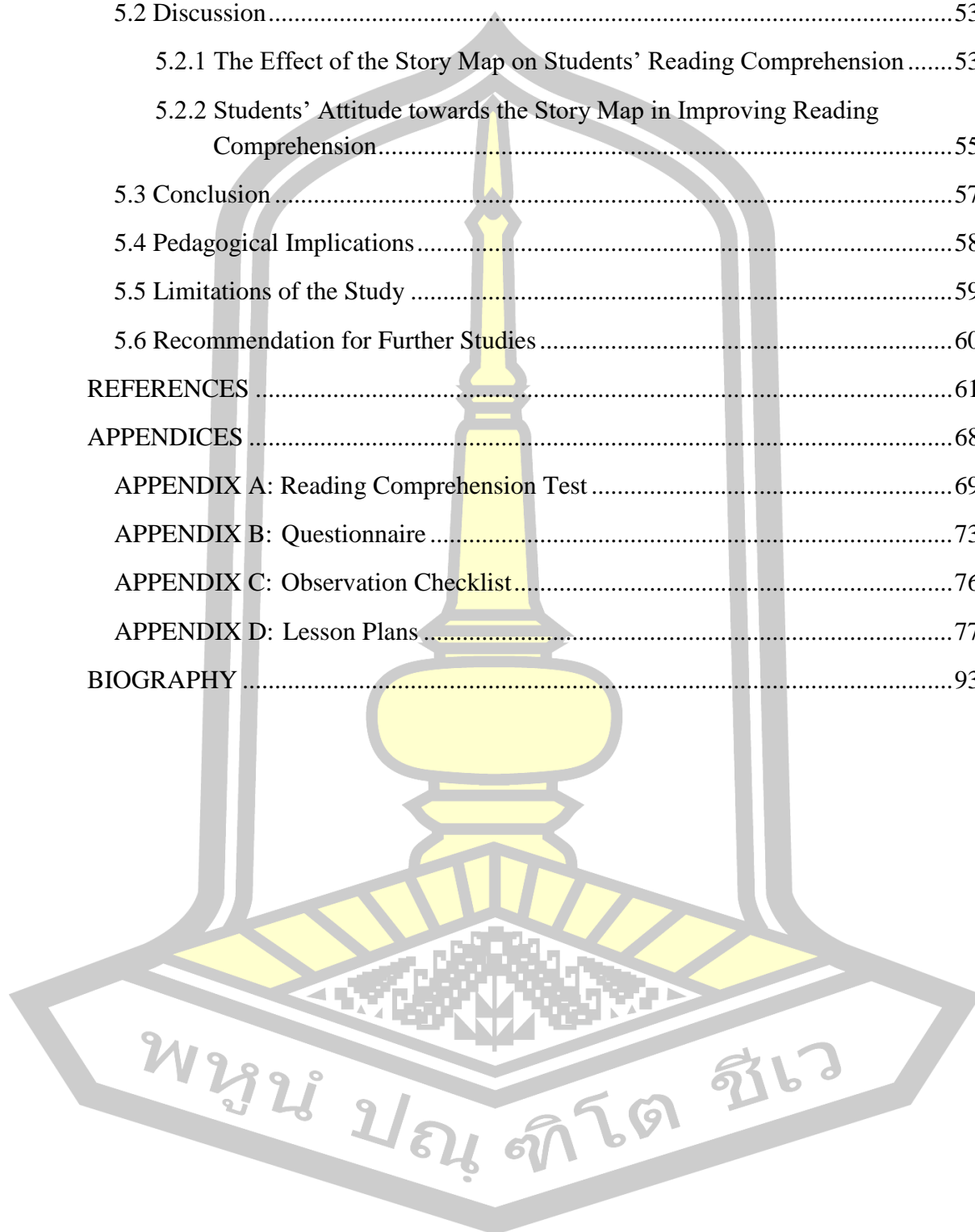
Kingkamon Bangsri

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the most important skills for those learning English as a Second Language (ESL) and for those learning English as a Foreign Language (EFL). It is considered the ability to understand the meaning of written texts (Bamford & Day, 1998) that enables learners to acquire knowledge, gather information, and also learn grammar structures and vocabulary from various types of texts. These contribute to language proficiency, academic success, and personal development (Wei, 2005). Besides, reading is a complex activity that requires comprehension. The learners will be able to know not only the direct meaning of the text but also to interpret what the writers' intended meaning was (Hermida, 2009). As Ameiratrini (2017) states "to read without comprehending in the text, students' reading skill will be totally meaningless." Therefore, emphasizing that learners read with comprehension is an essential point for their language proficiency development and learning success.

In the Thai education system, students study English as a Foreign Language (EFL), with reading as one of the four English skills that they have to master based on the school curriculum. According to the foreign language indicators stated by the Ministry of Education (2008) , students in sixth grade are expected to be able to state the main idea and answer questions from dialogues, simple tales, and stories. They are also required to have English language proficiency at an A1 level, which is defined by The Common European Framework of Reference for Language (CEFR) after they graduate (Ministry of Education, 2015). That means the students need to understand very short simple texts, picking up familiar names as well as words and basic phrases. However, fulfilling such reading comprehension requirements is quite difficult for some Thai students, especially at the primary level. What is more, the results of the Ordinary National Education Test (O-NET) for English language indicated that the sixth graders' average scores were below fifty percent and also less than those achieved in other subjects, equivalent to 34.59, 36.34, and 39.24 respectively from 2016 to 2018 (O-NET report, 2016-2018). This indicates that the students have relatively low English language proficiency levels which clearly illustrates their

inappropriate level of English especially with regards to their reading comprehension skills (Sawangsamutchai & Rattanavich, 2016). Studies on problems of Thai students' reading ability showed that a limited knowledge of vocabulary and sentence structure is regarded as the main problem (Chawwang, 2008; Novianni, 2017; Suebpeng, 2017). Lacking knowledge in those two areas, students could not discover the meaning of words in context, and face difficulty in understanding complex and very long sentences. These interfere with their reading success and reading comprehension skills. Besides, another factor that influences Thai students' reading comprehension skills is inappropriate reading instructions (Ochoa & Perez, 2017). English reading comprehension in Thailand generally involves translating sentences, and grammar structures word by word from the text. Under this kind of the instruction, students will not have the opportunity to observe their own reading process and to resolve their own difficulties. Because of this, students lack practice using various strategies to read, which affects their reading comprehension skills (Cheethanom, 2010; Phadungkit, 2009 as cited in Sawangsamutchai & Rattanavich, 2016).

As mentioned previously, the problems are similar to Thai EFL students in the current study. The students in the sixth grade are facing difficulties in comprehending English reading texts. Their reading competence was found to be at a low level even in basic text, stories, or fables. Furthermore, most of the students do not understand what they have read especially at a literal comprehension level that involves the ability to understand information and facts directly stated in the text, identify the main ideas, and recall details that support the main ideas.

In recent years, several researchers and educators have attempted to find appropriate teaching strategies in teaching reading for students, especially at the primary level. One of the instructional strategies that has been highly recommended to improve the reading comprehension skills for young students is graphic organizers (GOs) (Jiang & Grabe, 2007; McKnight, 2010; Willis, 2008). GOs are defined as a visual representation of information and concepts which facilitate students to classify facts, identify main ideas, as well as effectively clarify supporting details in a text (McKnight, 2010). Using various types of GOs in reading instruction helps students improve their reading comprehension skills on the aspects of summarizing, analyzing,

and memorizing key ideas (Jiang & Grabe, 2007). As GOs comes in many different types, the results of several studies show that GOs which represented discourse structures of texts impact students' reading comprehension skills significantly in both narrative and expository texts (Barrantes, 2015; Darmawan, 2011; Praveen & Rajan, 2013; Putranti, 2015). They raised the students' awareness of how the texts are organized which could be an important part of readers' overall comprehension (Pearson & Fielding, 1991; Trabasso & Bouchard, 2002 as cited in Jiang & Grabe, 2007). Therefore, teachers should consider adopting the use of GOs across different instructional texts in reading instruction.

Through reading instruction, GOs can be used in three reading processes including pre-reading, while reading, and post-reading, but the greatest effect in reading comprehension is found in post-reading (Griffin & Tulbert, 1995; Spiegel & Barufaldi, 1994). Previous studies showed that in order to produce greater effects their implementations were combined with other reading strategies such as summarizing (Barrantes, 2015), and retelling the story (Putranti, 2015). However, An (2013) suggested that students' prior knowledge (schemata) is also important. Before reading, the students should be activated in schemata that are related to structure, content, and cultural information of the text in order to comprehend the text effectively. Likewise, Simla (2018) recommended that teachers should introduce and elaborate on the GOs process to the students before reading the text in order to help them learn easily. However, those research studies using GOs examined its effect on reading comprehension skills of students using English as their first language (Öztürk, 2012). As Jiang and Grabe (2007) recommended, more research studies should be conducted with EFL learners, and this is the starting point of this research.

With reference to Grabe's viewpoint, in a Thai EFL context, there are few studies which attempted to investigate the effect of GOs in the reading comprehension skills of narrative text, especially in elementary level learners (Sumniengsanoh, 2013; Sorsuebngam, 2016). In the study by Sumniengsanoh's (2013), the researcher conducted research with five types of graphic organizers for expository text: timeline, descriptive, compare and contrast, cause and effect, and problem and solution organizers for fifth grade students. Additionally, Sorsuebngam (2016) investigated

various types of graphic organizers; mind map, concept map, Venn diagram, T-chart, fish bone, and chain for fourth grade students in comprehending simple tales, short stories, as well as informational texts. Therefore, this current study focused on using a story map, one of the GOs types, as an instructional strategy for the teaching of reading narrative text for sixth graders. A story map is a visual representation that provides key elements of narrative text and which facilitates students to identify the elements of the story in chronological order and to make it easier to read a story. By using the story map, research studies demonstrated that the students' reading comprehension has increased (Alturki, 2017; Grünke, Wilbert, & Stegemann, 2014; Li & Wen, 2017; Nurpitriyani, 2015; Splittstoesser, 2020). Additionally, to yield better results in the current study, the previous reading strategy of summarizing was combined with the use of the GOs. This strategy builds comprehension by helping to reduce confusion which enables students to learn to determine essential ideas and consolidate essential details that support them. It also helps the students to recall and share what the materials they read were about. This study adopted two effective comprehension strategies suggested by Duke and Pearson (2002) which consist of (1) prediction in the pre-reading stage, and (2) think-aloud at the while reading stage. The first strategy helped students make connections between their prior knowledge and the text, using information from a text and their own personal experiences to comprehend and interpret contextual meaning beyond the passage. For the other strategy, think-aloud encouraged the students to recognize the differences between reading the words and comprehending the text by talking aloud about what they are thinking. Research has demonstrated that students who were prompted to think aloud as part of their comprehension training were better at summarizing information in a text than students whose training did not include think-aloud (Silvén & Vauras, 1992). This study also used think-pair-share strategies developed by Lyman (1981) at the post-reading stage to allow the students to collaboratively work together promoting higher levels of thinking about the reading materials. The strategies also enabled the students to raise their awareness of becoming strategic readers, and to express all their thoughts in order to create an understanding of the reading texts.

Therefore, this current study aimed (1) to investigate the effect of using a story map in improving reading comprehension skills of Thai EFL sixth graders, and (2) to

examine the students' attitudes towards the story map in improving their reading comprehension skills.

1.2 Purposes of the Study

The study was aimed to:

1. Investigate the effect of using a story map in improving reading comprehension skills of Thai EFL sixth graders.

2. Examine the students' attitudes towards the story map in improving their reading comprehension skills.

The study aimed to address the following research questions:

1. What are the effect of the story map on reading comprehension skills of Thai EFL sixth graders?

2. What are the students' attitudes towards the story map in improving their reading comprehension skills?

1.3 Scope of the Study

This current study investigated the effect of using the story map in improving the reading comprehension skills of Thai EFL sixth graders. The story map was applied as one of the instructional strategies for improving the students' reading comprehension skills. The study was an action research, it investigated thirteen sixth grade students who studied in a Fundamental English Course in the first semester of the 2020 academic year, selected from one intact class at an opportunity extended school in Yasothon province in northeastern Thailand. Research instruments were reading comprehension pre-test and post-test, and a student's attitude questionnaire. In the implementation, five reading lessons of narrative texts were conducted in the classroom. The duration of the study was eight weeks with about two hours each week.

1.4 Significance of the Study

This study investigated the effect of using a story map in improving the reading comprehension skills of Thai EFL sixth graders. The findings are be beneficial for other teachers in applying the story map as an instructional strategy for teaching reading in the classroom and promoting students' reading comprehension at the

primary level. Moreover, it may be a good way for the students to be prepared for more difficult and more specific texts in their higher levels of studies.

1.5 Definitions of Terms

Reading comprehension skills refers to an ability of sixth graders to create meaning which involves a number of activities to understand the full meaning of a text at a literal level of comprehension.

Story map refers to an instructional strategy used in this current study. It is one of the graphic organizers types that provides a space for story elements, including title, setting, character, problem, events, and solution, that was used for improving the reading comprehension skills of the students in this study.

Narrative texts refer to stories that aim to entertain or explore the human situation. There are five generic structures of the texts including orientation, complication, resolution, re-orientation, and evaluation.

Sixth graders refer to the students who are studying in grade six (Pratom Suksa 6). They are 11-12 years old.

Students' attitudes refer to the students' reaction to the story map in their reading comprehension skills.

1.6 Outline of the Study

The current research consists of three chapters.

Chapter I presents the background of the current study. The chapter includes the background of the study, purposes, scope, significance of the study as well as the definitions of terms.

Chapter II presents the related literature and research studies on reading, reading comprehension, and the story map. The chapter begins with reading, and continues with reading comprehension, story map, and related studies, respectively.

Chapter III presents the research methodology of the current study. It consists of participants and setting, research instruments, data collection procedures, data analysis, and the summary of the chapter.

Chapter IV presents the findings of the study to answer the two research questions.

Chapter V provides discussion and the conclusion of the study, pedagogical implication, limitations, and recommendations for doing research in relation to the findings of these studies in the field of EFL reading in the future.
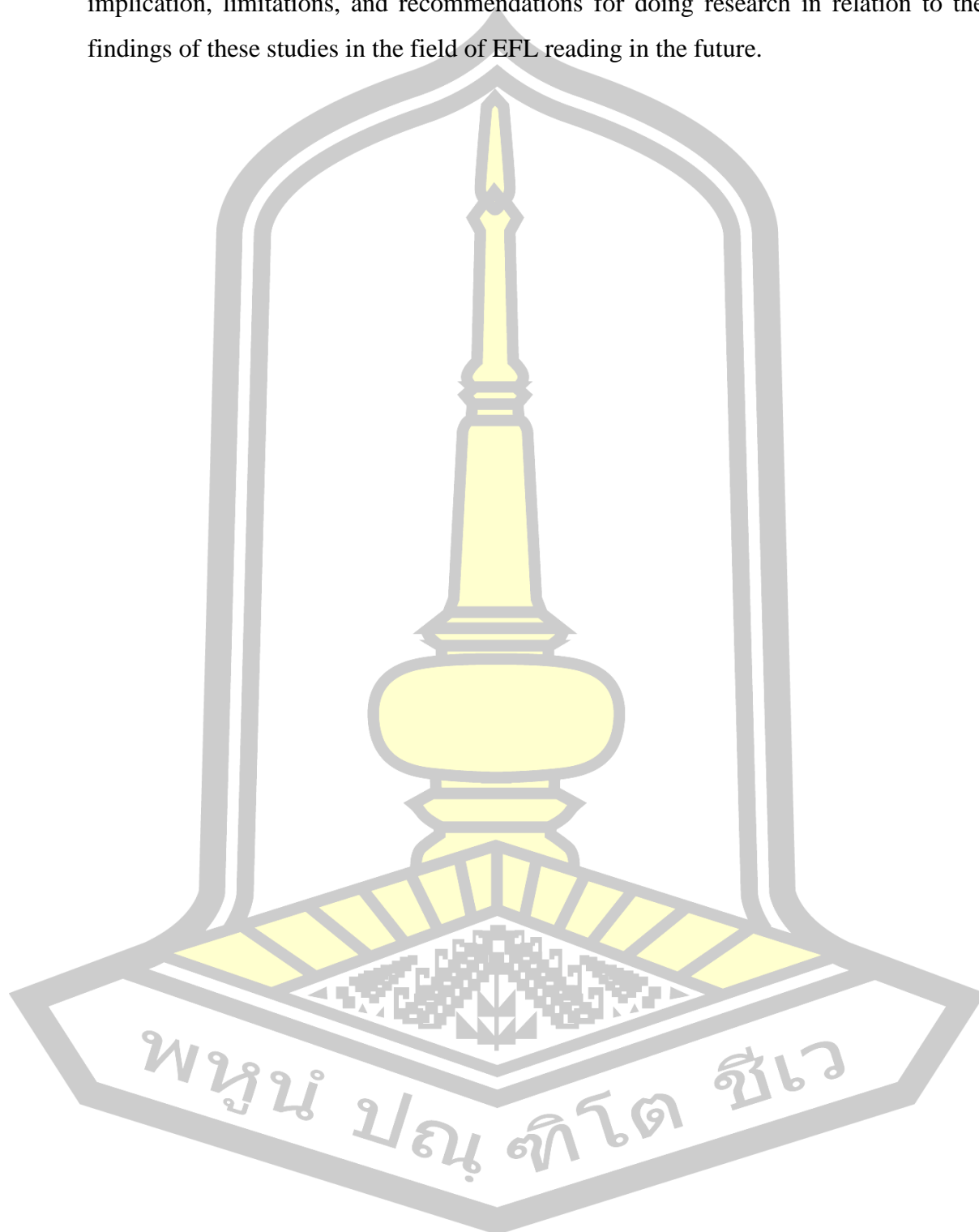
CHAPTER II
LITERATURE REVIEW

This chapter reviews literature related to the research in the following areas: reading, reading comprehension, the story map, and research on the story map. The first part presents about reading.

2.1 Reading

Reading is one of the English skills along with speaking, listening, and writing. It can be defined broadly as the way to understand written messages. There have been discussions about reading definitions among the experts as shown in the following section.

2.1.1 Definitions of Reading

Nuttall (2000:2) defines reading as a result of interaction between the writer and the reader through written text in which the reader tries to get the message or the intended meaning from the writer. This means, through reading, the reader will be able to know not only the direct meaning of the written text but also interpret what the writers' intended meaning was.

Nunan (2003:69) states that reading is a process where readers combine information from the text and their own background to build meaning. This means in the reading process the readers should combine their knowledge and experience about the uses of spoken and written language with what information they are reading. Likewise, Mikulecky (2008:1) mentions that reading is a conscious and unconscious thinking process. To approach the written text, readers' prior knowledge and experience about the uses of spoken and written language are involved. Honig (2001:67) also proposes that to read successfully, readers are required to have phonemic awareness, the ability to decode unfamiliar words, word attack skills, and understanding of language structure.

Reading is an essential skill that must be learned by all English language learners. As Burns, Roe, and Ross (1984:11) state that "reading is a complex act that must be learned. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn." It means that reading is a complex behavior

that must be learned and is a tool for further learning. Similar to what Farida (2008:2) proposes that "reading is essentially a complex involving a lot of things, not just recite the writing, but also the activity involves visual, think, psycholinguistics, and metacognitive". Therefore, to understand the message that is to be conveyed by the author, the readers have to combine several components in the reading process.

Additionally, Pang et al. (2003:6) define reading to be about understanding written texts that involved word recognition and comprehension processes. Word recognition is referred to as the process of readers' perceiving written symbols that are consistent with one's spoken language. As comprehension refers to the process of readers' making sense of words, sentences and connected text. Through reading, they typically use background knowledge, vocabulary, grammatical knowledge, experience as well as other strategies to help them to thoroughly comprehend the texts they read.

In summary, reading is the main important skill for a learner's academic success. It is a process of readers combining their prior knowledge, and experiences about the use of language, as well as using other strategies to build the meaning of the texts they have read. That can be called comprehension.

2.1.2 Purposes of Reading

In relation to Grabe (2009) types of reading can be divided into six categories that serve different reading purposes including reading to search for simple information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, and reading for general comprehension.

The first type, reading to search for simple information refers to a reader's need to be able to look for and find a detail or some particular information from the text.

The second type, reading for quick understanding or skimming is the type that requires readers to read quickly in order to find out what the text is about. This is used when the reader needs to make a decision whether the text is useful to read further.

The third type, reading to learn refers to reader reading the text to acquire language usage as word, form, and text structures within the text in order to connect that content to his or her knowledge.

The forth type, reading to integrate information is about readers reading different texts and combining this information in order to create a self-organizing information format.

The fifth type, reading to evaluate, critique and use information is the type that requires readers to consider which part of the text is the most or least important.

The last type is reading for general comprehension. It refers to the process of readers constructing meaning from the text and the main idea that it is representing.

2.2 Reading comprehension

Reading comprehension is the goal of reading. In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. The definition of reading comprehension is defined by some scholars as follows.

2.2.1 Definitions of Reading Comprehension

Grabe and Stoller (2002:17) assert that reading comprehension "is the ability to understand information in a text and interpret it appropriately.

Pang et al. (2003:6) propose that comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. That is similar to Koda (2005:4) who mentions, that comprehension occurs when readers integrate various information from the text and combine it with what is already known.

Additionally, Klingner, Vaughn, and Boardman (2007:2) state that reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency." It refers to the ability of readers to interpret the words, and understand the meaning and the relationships between ideas conveyed in a text. In addition, he summarizes reading comprehension instruction for the teacher into the following three steps: mentioning, practicing, and assessing. This refers to teachers mentioning the skills that the students want to use at first, then giving them opportunities to practice the skills, and finally assessing whether they have successfully used the skills.

To sum up, reading comprehension is defined as the ability to understand all written textural information. It is the ability of readers to connecting various strategies and complex process to the words in a text, and to understand the ideas and the relationships between ideas conveyed in a text.

2.2.2 Level of Reading Comprehension

Reading comprehension level is provided to facilitate student's ability to respond accurately to various comprehension levels and to measure students' reading comprehension ability. It is classified into five levels as literal, reorganization, inferential, evolutional, and appreciation level by Day and Park (2005) as follows:

Literal Comprehension

Literal comprehension is emphasized on extracting explicit information stated in the reading passage. Readers are required to recognize and recall details for main ideas, sequence, comparison, and character directly stated in the text.

Reorganization Comprehension

The level of reorganization comprehension is required readers to organize ideas or information explicitly stated in the text. Classify, outlining, summarizing, or synthesizing information to interpret the meaning of the text are involved in this level.

Inferential Comprehension

The inferential comprehension level will be engaged when readers have to use explicit information from the text and their personal experiences to infer information from the text using information such as main ideas, supporting details, cause and effect relationships, outcomes, and figurative language.

Evolutional Comprehension

The level of evolutional comprehension is required readers to make a judgment about the texts by using information from the teacher, the writer and their own experiences. The need to point out whether the texts are reality or fantasy, fact or opinion, appropriateness, adequacy or validly.

Appreciation Comprehension

Appreciation comprehension requires readers to react with the text in terms of emotional response to the content, identification with the incident, and response to the author' use of the language and imagery.

From the descriptions above, it can be stated that each level requires readers to possess different aspects and abilities. In doing the current study, the level of comprehension that the researcher applied was that of literal comprehension. This is because this comprehension level is appropriate for the level of students who are still in the sixth grade. Therefore, the students in this study are required to be able to understand meaning explicitly stated in the text including ideas and information, and recall details directly stated in the text.

2.3 Teaching Reading Comprehension

2.3.1 Models of Reading Process

Rumptz (2003) proposes three models for the reading process which are the bottom-up model, the top-down model, and the interactive model. These three models are described as follows:

1. Bottom-up Model

This reading model focuses on the smaller units of a text such as its letters, words, phrases, and sentences. Then, syntactic and semantic processing occurs during which reading reaches the final meaning. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand. The process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units. While doing this, the readers apply their background knowledge to the information they find in the texts. The model is also called data-driven and text-based reading (Anderson, 2000). The disadvantage of this model is that the readers will only be successful in reading if they accurately decode the linguistic units and recognize the relationship between words. The process does not encourage readers to play an active role in reading. The bottom-up model may suit basic reading since the elementary readers have limited prior knowledge so the reading instruction at the elementary level should begin with letter-by-letter reading and then progress to words (Gough, 1972).

2. Top-Down Model

The top-down model was first introduced by (Gough, 1972). He proposed the idea of reading as a "psycholinguistic guessing game" in which the reader uses his background (prior) knowledge or textual schemata to connect with a text and to relate these to new or unexpected information found in the text in order to understand it. This model focuses on linguistic guesswork rather than graphic textual information. The readers do not need to read every word of a text, but concentrate on predicting the next group of words, and guessing the meaning of the words or phrases. Readers might start predicting from the title of the reading text, something that allows them to limit the scope of their reading. While reading, they may hypothesize the message the writer wants to convey and modify their hypotheses according to what they read in the text. Comprehension begins with higher levels of processing (making hypotheses), and proceeds to the use of the lower levels (Nuttall, 1966). The top-down reading process or knowledge-based, emphasizes the importance of prior knowledge and reader's contribution the text. In this reading process, the comprehension is constructed because readers make use of the interaction of prior knowledge, expectations or predictions, and goals. A reading passage can be understood even if not all of the individual words are understood.

3. Interactive Model

This model is built on the interaction of the bottom-up and top-down models. It is a process based on information from several sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata (Stanovich, 1980). Grabe (1991)argues that efficient and effective reading requires both top-down and bottom-up decoding. While reading, readers who rely on the top-down model use textual clues and guess wildly at the meaning, but they need to compensate for deficits such as weaknesses in word recognition and lack of effective bottom-up processing. Therefore, the interactive model, which is the combination of the bottom-up and top-down processes, leads to the most efficient processing of texts. It is widely accepted as an effective process in reading because comprehension is a constructive process involving the drawing of inferences based on an interaction between the reader's prior knowledge or schemata and information from the text.

As mentioned above, there are three models of reading processes including the bottom-up, the top-down, and the interactive model. To teach in the classroom, it is necessary for a teacher to understand the models clearly in order to appropriately adapt to the particular needs and to help students to read more by making them realize what is meant by reading and the reading process, develop their attitudes, abilities, and necessary skills to obtain information from the text, enhance reading for ideas, develop interest and derive pleasure through reading comprehension.

In doing the current study, the researcher focused on using the story map as the instructional strategy for teaching the reading of narrative texts for sixth graders. The reading implementation consisted of three reading stages of reading activities (pre-reading, while reading, and post-reading that have some steps where the students use bottom-up and top-down processing modes to clarify their understanding of the text. It can be concluded that the story map required students to employ the interactive model. The prediction through the text's title and the availability of pictures, and illustrations activated the students' experience and prior knowledge. Questions were used to ensure that most students could comprehend the text they were reading. If any problems arose while constructing the meaning of the text, students may switch their attention to particular words or phrase. In addition, after reading, as the story map was intended to focus on the key elements of character, setting, problem, and solution development, the students had to figure out omissions including analyzing and evaluating by going back and forth on identifying the information until different levels of comprehension were achieved.

Moreover, to produce better results, the research study was combined with some strategies in the various stages as reading activities, so reading comprehension strategies will be reviewed in the next section.

2.4 Reading Comprehension Strategies

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According to Duke and Pearson (2002), the following are six strategies which can be applied in the teaching of reading comprehension in the classroom:

1) Prediction

Prediction is a strategy that has a core of making predictions and then reading to see how they turned out, but it also entails activities that come with different labels, such as activating prior knowledge, previewing, and overviewing. These activities are commonly used to encourage students to utilize their existing knowledge to facilitate their understanding of new ideas encountered in text. The activities are emphasized with schema theory and comprehension as the bridge between the known and the new (Anderson & Pearson, 1984).

2) Think-Aloud

Think-aloud is another strategy for improving comprehension. The strategy involves making one's thoughts audible and, usually, publicly saying what you are thinking while you are reading a text. The think-aloud strategy has been shown to improve students' comprehension both when students themselves engage in the practice during reading and also when teachers routinely think aloud while reading to students.

Teacher Think-Aloud

Teacher think-aloud is typically conceived of as a form of teacher modeling. By thinking aloud, teachers demonstrate effective comprehension strategies and, at least as importantly, when and when not to apply them.

Student Think-Aloud

Student think-aloud entails students thinking aloud themselves and also has proven effective at improving comprehension (Kucan & Beck, 1997). As the Bereiter and Bird (1985) study showed students who were asked to think aloud while reading had better comprehension than students who were not taught to think aloud, according to a question-and-answer comprehension test.

3) Text Structure

Text structure is a strategy that can be used in teaching children to use the structure of texts, both narrative and expository, to organize their understanding and recall of important ideas.

4) Visual Representations of Text

The strategy is about visual display that helps readers understand, organize, and remember some of those thousands of words. Teacher can use this strategy to assist the students in comprehension and recall difficult and abstract texts.

5) Summarization

Teaching students to summarize what they read is another way to improve their overall comprehension of text. The strategy is not only effective in improving students' ability to summarize text, but also their overall comprehension of a texts content. Therefore, in reading instruction, it can be considered to improve students' ability to summarize a text and to improve their ability to comprehend a text and recall.

6) Questions/Questioning

Questions or questioning is the strategy that involves asking students questions about their reading, whether this occurs before, during, or after the reading. The effect of asking different types of questions on students' understanding and the recall of text, with the overall finding that students' understanding and recall can be readily shaped by the types of questions to which they become accustomed (Anderson & Biddle, 1975). Thus, if students receive a steady supply of factual detail-based questions, they tend to shape their encounter with the text to focus their efforts on factual details. If teachers desire the recall of details, this is a clear pathway to shaping that behavior. Contrastively, if questions with more general understanding is desired, teachers should emphasize questions that provide that focus. When students often experience questions that require them to connect information in the text to their knowledge base, they will tend to focus on this more integrative behavior in the future (Hansen, 1981).

From what has been mentioned above, this current study adopted the two strategies of Duke and Pearson (2002) including prediction at the pre-reading stage, and think-aloud in the while reading stage in improving the reading comprehension skill of sixth graders of narrative text.

2.5 Reading Comprehension Assessment

The goal of reading assessments is to provide feedback on the skills, processes, and knowledge resources that represent reading abilities. Reading assessments are used

for many purposes. However, any appropriate use of reading assessments begins from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks.

McKay (2006) recommended types of reading assessment tasks which can be used in informal and formal reading situations as seven main patterns as shown in the following table.

Table 1: Types of Reading Assessment Tasks and Description

Types of Reading Assessment Tasks	Description
1. Read and do	The read and do pattern can be divided into three tasks which requires students to do action response, writing short answers, and writing out longer answers.
2. Reading and retelling	It requires students to rewrite sentences by using free or prompted recall to measure comprehension and memory of a text.
3. Reading and answering of true or false questions	The students are required to make decision on whether information is correct or not. It encourages students to think carefully about the answers.
4. Reading and picture-matching	The purpose of this task is to require students to match the words, phases, or paragraphs with correspondent pictures.
5. Reading and answering multiple-choice items	It is the task to control students' thought and the range of possible answers to comprehend questions.
6. Reading and completing charts /information transfer	It asks students to convey information from a simple gird and transfer it into charts, diagrams, and a table of the information.
7. Cloze and gap-filling	The task assesses students reading ability in term of accuracy and filling gaps correctly. The aim is to check the students focus on semantic, syntactic, and gramophonic cues in the text.

As mentioned above, the types of reading assessments are classified into many tasks to assess students' reading comprehension skills. When using those tasks in class, teachers should consider the purpose of the reading and a particular type of task.

In this current study, the researcher aimed to investigate the effect of the story map in improving the reading comprehension skill of sixth graders at a literal level, so reading and answering multiple-choice items as well as read and do with writing short answer were adopted. Some advantages in using multiple-choice items are: veracity in measuring all levels of cognitive ability, highly reliable test scores, scoring efficiency and accuracy, objective measurement of the students' achievement, reduced guessing

factor when compared to true-false items, a wide sampling of content objective, and different response alternatives which can provide diagnostic feedback (University of Illinois at Urbana-Champaign, 2009). However, there are a few limitations, such as a high degree of dependence on the students' reading ability, and that students can easily answer the question by a lucky guess. Therefore, read and do with writing short answer were used to avoid guessed answers. This type of assignment allows teachers to understand students' mindset and evaluate how much they know about texts by requiring them to formulate answers in their own way. Moreover, it can be beneficial for those students who are on the right track with their response.

2.6 Story Map

This section shows the overview of a story map, its definitions, forms, advantages, and limitations as well as the procedures for using it. The first part presents about the definitions.

2.6.1 The Definitions of Story Map
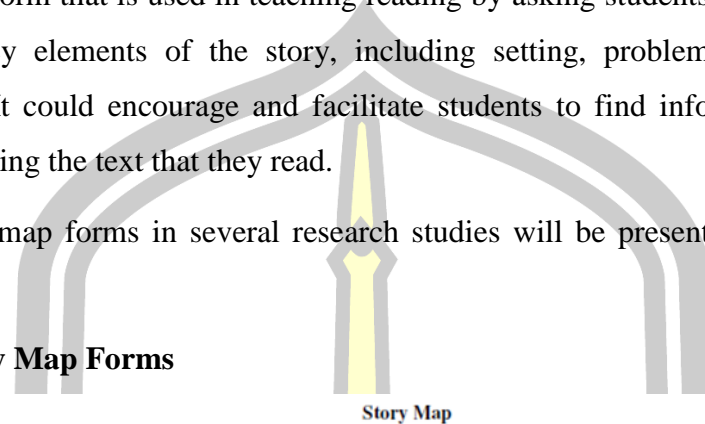
A story map is one of the graphic organizer types that provides a visual-spatial display of key information in a narrative text to enable students with reading difficulty to realize the story's elements and remember them (Boulineau, Fore, Hagan-Burke, & Burke, 2004). It is a way of teaching where the students are taught to organize the story into specific parts, including the setting, problem, goal, action, and outcome (Idol, 1987). It means that the story map is a beneficial way to encourage students' understanding in finding informational details from the story.

In addition, Davis and McPherson (1989) stated that a story map is the representation of some part of or the whole story and the relations of the basic components of the story to each other in graphical form. It is also related to a schema construction technique that involves teaching the relationships of parts of a story with each other to the reader and giving basic elements of the story in a schema in order to draw the attention of the reader. Similar to what Isikdogan and Kargin (2010) argued that a story map displays a schema teaching technique that works on relating the story's parts with each other and clarifying the essential elements of the story in the schema to a learner with reading difficulty.

Based on definitions above, it can be concluded that a story map is a kind of graphic organizer form that is used in teaching reading by asking students to make a map that include key elements of the story, including setting, problem, goal, action, and outcome. It could encourage and facilitate students to find information details and understanding the text that they read.

The story map forms in several research studies will be presented in the following section.

2.6.2 Story Map Forms

Story Map

Name_____

Title

Setting

Characters

Problem

Solution

Figure 1: Story map organizer (Franciscone, 2008)

The story map from the Franciscone (2008) study displayed key content ideas that could benefit students who had difficulty organizing information, and also helped elementary students comprehend difficult information by organizing information content. It was claimed to improve the reading comprehension of the students while reading individual stories from their basal reader.
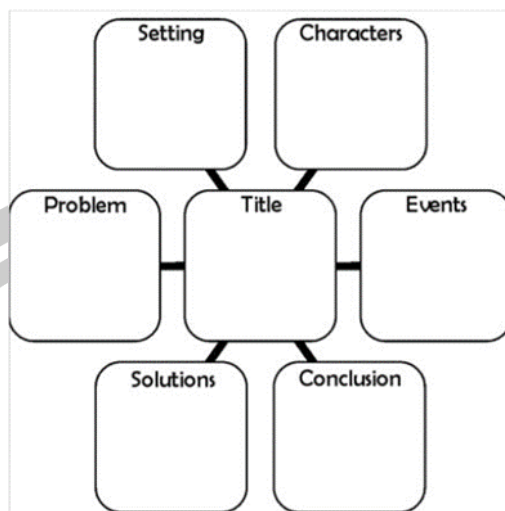
Figure 2: Story map organizer (Grünke el at., 2014)

Additionally, the story map from Grünke el at. (2014) study had proven very beneficial in improving reading comprehension of struggling learners in fifth grade. To teach those students, the researcher followed a procedure which included the modelling phase, lead phase, and test phase. The result of the study showed that story mapping was extremely effective.

MY STORY MAP

_____

NAME_____ DATE_____

The Setting:

Characters: Time: Place:

The Problem

The Goal

Action

The Outcome
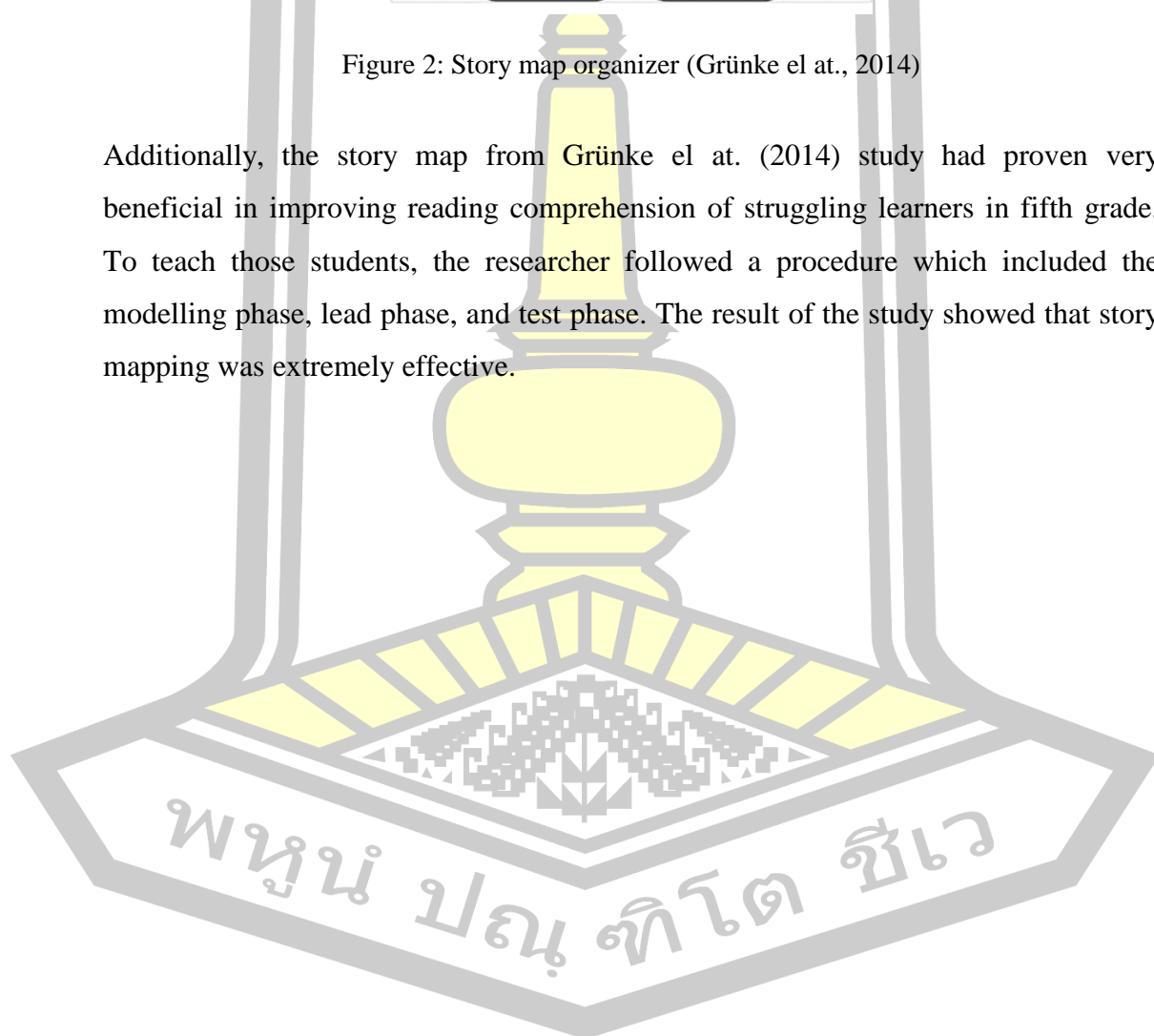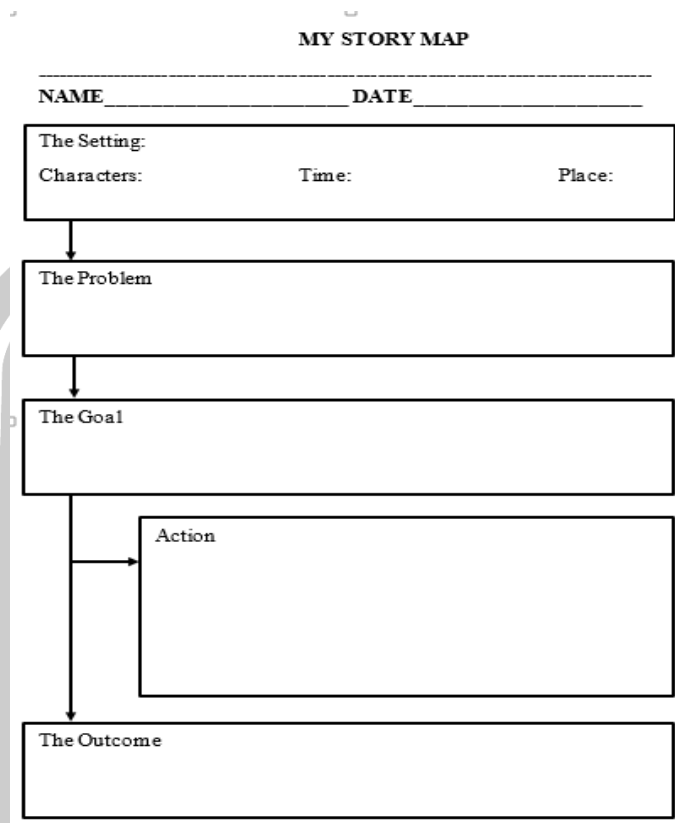
Figure 3: Story map organizer (Nurpitriyani, 2015)

Finally, the story map from Nurpitriyani (2015) study displayed story elements including setting, problem, goal, action, and outcome for read narrative text. The result claimed that teaching reading by using a story mapping technique was effective and had significant effect toward students' reading comprehension ability of narrative text for the tenth-grade students.

As illustrated above, a story map can be used in different forms for improving the reading comprehension skills of students, especially in narrative texts. It facilitated and provided space for readers to identify each part of story which affects their ability to comprehend effectively. To use a story map corresponding to the type of text, the characteristic mentioned should be considered. In doing the current study, the researcher emphasized improving students' abilities in narrative text for sixth grade students, so the story map formats were adapted and modified for teaching reading with the relevant texts. After the students completed the story map, the researcher hopes that the students are able to identify the components of the narrative text, and also understand the main idea of the text as well.

2.6.3 Procedures for Using a Story Map

To use a story map in teaching reading, Farris and Fuhler (2004) compiled some steps of a story map, those are;

1) Introducing the concept of a story map together with what the benefits for students are.

2) Explaining the major components of a story map through identifying a story. First, being concerned with figuring out the title, the theme of the story, the important characters and personality traits of specific participants of a story. Then, identifying the orientation or significant plot developments. This leads to a sequence of action to note characters attempts in overcoming problems, then using recall to get the solution. Moreover, a teacher needs to give interactive instructions for each story component clearly. Build in questioning of students before or after reading the story to build their motivation or check their comprehension. After students read a story, assign them to fill out sections of the story map worksheet.

3) Directing students when they commit errors to reread the story using guidance questions or even modeling to help them come up with an appropriate response.

4) Assigning students to read independently and encourage students to write the answers just using key words while the teacher is still questioning, and to give specific praise to students' responses and confer individually with those students who appropriately identifying story map elements.

5) Asking students to complete the story map worksheet independently, and check students' responses and confer individually with those students requiring additional guidance and support.

6) Giving students an evaluation in order to check their reading comprehension of a story using a printed test to gain working ability individually.

Moreover, Franciscone (2008) also submitted the steps which applied while using the story map for teaching reading in her study. Firstly, the teacher prompted the information by showing students how to organize the information that students were expected to identify from the story they read. Secondly, in the next week, the teacher repeated the same prompts as in step 1 and reviewed the main areas for recording a story's setting, characters, problems, and solution. Finally, during the next 4 weeks,

the teacher read the story with the whole class and reviewed the four main areas of the story map orally. After that, students completed a blank story map individually.

From those steps mentioned above, both steps could be combined and applied in the teaching and learning activity in the current study since it is appropriate for the condition of the study. The students could be taught in a group, then in a pair, and at last individually.

2.6.4 Advantages and Limitations of a Story Map

A story map has both advantages and limitations for the students and the teacher. For advantages, a story map is one type of graphic organizer that provides a visual schema on how most stories are organized and integrated, students could imagine that the story's elements correlate one to another. Hence, when the students use the story map, they could know how the story elements related one to another (Mathes, Fuchs, & Fuchs, 1997). Besides, a story map could help students to improve their reading comprehension by showing them the story elements, then they will fill information into those elements. As the story map provides space for students to record information that consists of common components such as setting, characters, problem, plot, and resolution, it automatically makes the students have an easier time to read the story with narrative text and also identify story elements (Franciscone, 2008). Students also will be more familiar with most story elements by using the story map (Felber, 1989). Moreover, the story map helps students comprehend a narrative text by providing them the awareness of the structure, so the students will be more aware of the story they read (Grünke et al., 2014). Lastly, a story map is an effective way to teach reading because it provides students with knowledge in guessing what the story is going to be about next after another section (Boulineau et al., 2004). It means that when the students read the story using the story map elements, they could guess what happened in the next part by looking at the elements in a story map.

In reading instruction, the story map may be used before reading a passage to elicit prior knowledge, facilitate discussion, and record relevant information about a topic. While reading a passage, a story map provides a guide for readers to record significant information and serve as a review after reading. When using it, teachers could ask students to locate the story elements of a narrative. This means that when

the students use the story map, the teacher serves as a guide and gives the directions to students about what they should be doing on the story map. It could improve students' reading comprehension by asking them to organize the story map elements, to sequence story information, and to make connections between story components (Boulineau et al., 2004). However, Özmen (2011) compares the effectiveness between filling in the story map before and after reading the passage. The result of that study proved that filling in the story map after reading the text is more effective than providing it before reading the text. Furthermore, several researchers found that the story map provided a positive effect on improving the reading comprehension of students because it preserves their comprehension skills even if the educator discontinued the instruction (Alnahdi, 2015; Isikdogan & Kargin, 2010).

On the other hand, the story map certainly also has its limitations. Farris and Fuhler (2004) argued that the story map can be applied only for certain texts, such as a story. Since the story map consists of story elements, it can only be applied to those text which tell a story such as narrative texts (Nurpitriyani, 2015).

To sum up, the story map is beneficial for teaching and learning reading comprehension particularly of narrative texts. It facilitates and provides space for readers to identify each part of story which affects their ability to comprehend effectively. However, in reading implementation, the most effective use of the story map is after reading a text or the post-reading stage. Therefore, this current study used the story map as an instructional strategy during the post-reading stage for improving the reading comprehension skills of narrative texts for sixth graders. By using it in the study, the researcher believes that the story map can help the students to comprehend a narrative text.

2.7 Related Studies

This section presents related studies for a story map uses in the field of language teaching and learning both in global contexts and Thai contexts as follows:

2.7.1 Related Studies in Global Contexts

Franciscone (2008) examined the effectiveness of using story mapping as a supplemental tool to improve the reading comprehension of students. A class of 34

first grade students were the primary participants in this study. This study implemented a mixed methodology design using a story map rubric, weekly comprehension tests, and student interviews. During the 6 weeks, a different story each week was read from the first-grade basal readers. Then, they completed story maps after reading the story. The students received a score based on their story maps completion on scale 0-3. This research demonstrated that the use of story maps might have improved the reading comprehension of the students while reading individual stories from their basal reader. It can help the students to comprehend difficult information by organizing content information.

Grünke et al. (2014) examined the effects of story mapping on the ability of children to improve their text comprehension abilities. Participants were three fifth grade students from a regular education public school and three eighth grade students from a school for children with learning difficulties. They were identified as having a high level of difficulty in comprehending the text. The intervention intended to teach them to visually highlight key elements of a passage, and thus, to deepen their understanding of it (story mapping). Eighteen narrative texts were selected from three German story books. The texts were standardized into 150 words and ten comprehension questions were made which covered the main content. To teach reading, the study followed the following procedure, which was a modelling phase, lead phase, and test phase. The result of the study showed that the story map was extremely effective in improving reading comprehension of struggling readers. All participants were able to dramatically increase the number of correct responses in the continuously administered probes from M=3.88 during baseline to M=8.97 during the intervention.

Nurpitriyani (2015) investigated the effectiveness of story mapping technique toward students' reading comprehension of narrative texts. Participants were 86 tenth grade students from two classes. They were divided into a control group and an experimental group in which each class consisted of 43 students. The method used in this study was a quantitative method and the design used in this study was a quasi-experimental design. The research instruments used in this study was a test which was conducted twice as a pre-test and a post-test. The technique of data analysis was a t-

test. The result of this study showed that the story mapping technique was effective and had a significant effect toward improving students' reading comprehension of narrative texts for the tenth-grade students.

Alturki (2017) examined the effectiveness of using group story-mapping for English as a Second Language (ESL) on students with learning disabilities while testing reading comprehension. The researcher focused on a specific graphic organizer in this study, called group story-mapping. This strategy required students involved in reading comprehension to identify the five main areas for recording about a narrative story: setting, characters, problem, solution, and opinion. Participants were four sixth-grade students. They were divided into a control group and an experimental group. The research instrument was a post-test. Three data collections including survey, test, and interview were used to determine the effectiveness of using group story-mapping to improve reading comprehension of students with learning disabilities. The result of this study showed that using the group story-mapping strategy helped students with learning disabilities to comprehend the text more easily.

Li and Wen (2017) conducted an action research on improving reading comprehension through story maps among Year 4 students in one of Malaysia's primary schools. The participants were 24 pupils, 12 males and 12 females. Pre-reading comprehension test and post-reading comprehension test, students' work and a teacher's reflective journal were utilized as data collection methods. In this implementation, the researcher introduced the story map through demonstration. Then the participants completed the story through literary element identification based on the narrative texts. The findings showed that story map helped to improve students' reading comprehension by identifying literary elements and relating the literary elements with the comprehension questions. The study also revealed that the story map could be an effective tool in improving reading comprehension among students. Besides, for further studies, the literary elements separately should be introduced for a few weeks, and a more interactive story map which incorporates Information and Communication Technology (ICT) should be employed.

Rahat, Rahman, & Ullah (2020) conducted a study to investigate the effects of GOs (Graphic Organizers) on intermediate level L2 learners' reading comprehension, and

to explore the participants' perception about using graphic organizers on English dramas. An experimental design with a control group was used in this study. The participants were 40 intermediate level EFL students from a private college, that were selected through convenience sampling procedure. In the implementation, different types of GOs were used in reading activities. However, a story map was used for the post-reading activity. The findings demonstrated that the use of graphic organizers by EFL learners had significant positive impacts on reading comprehension, and the perception of the participants from the experimental group was positive about using graphic organizers in English. It was indicated that the GOs could increase their reading comprehension as well as understanding of the text's structure.

Splittstoesser (2020) investigated the effect of story maps on the reading comprehension of a read-aloud among first graders. The study consisted of 21 first graders in a small school district outside of the twin cities region of Minnesota in the USA. The data was collected over the course of 6 weeks using pre- and post-assessments, observational teacher notes, SEESAW recorded videos and student created story maps. The results of the study showed a positive correlation between the use of story maps and the students' ability to comprehend a story. It also revealed that their ability to retell a story using the story elements identified on a story map was greater than without the use of the graphic organizer. Graphic organizers, such as story mapping, provided students with a tool that focused on story elements to aid in comprehension and retelling. Besides, the study suggested that story maps can be implemented at the beginning of the year and used throughout the reading curriculum to improve students reading comprehension.

From the previous studies above, it can be concluded that the use of story map increases the reading comprehension skills of students in elementary and immediate level, particularly in narrative texts. In reading implementation, story map was considered as a learning tool to help students succeed in reading text and used as a reading strategy in post-reading activities to facilitate the students' comprehension of difficult text by organizing content information. However, previous study suggested that further studies should introduce story map elements separately for a few weeks

and incorporate Information and Communication Technology (ICT) with the story map.

2.7.2 Related Studies in Thai Contexts

As a story map is one of graphic organizers types that was used for improving reading comprehension skills of students in the current study, previous studies which involved effectiveness of graphic organizers will be reviewed as follows;

Tasarod and Pojananon (2013) conducted a study to compare English reading comprehension skills and retention of sixth grade students through the graphic organizers and the conventional method. The participants were selected by the similar grade point average and draw by lots into two groups: 46 students in the experimental group and 47 in the compared group. The results demonstrated that English reading comprehension skills in the experimental group was significantly higher than that of the compared group at the .05 level. For the retention of the two groups, it was found that the percentage of the mean score of the experimental group was significantly higher than that of the compared group at the .05 level.

Masoot (2013) conducted a study to develop the efficiency of English reading exercises using think-aloud and graphic organizers technique for first year students. The participants 38 first-year students selected by a purposive sampling technique. The duration of the experimental research covered 18 class sessions over a nine-week period. The study used think-aloud during the while reading stage, and four types of graphic organizers: expository, narrative, descriptive, and informative during the post-reading stage. The results demonstrated that the students' reading ability was significantly higher than before studying the English reading exercises at the 0.05 level, the students who have high English reading proficiency used more reading strategies than those who have low English reading proficiency, and the students' opinions on the implementation were highly positive.

Sumniengsanoh (2013) conducted a study to explore the effects of using graphic organizers in English reading instruction on the English reading ability of EFL fifth-grade students. The participants were 34 Thai elementary school students who studied in a private school in Bangkok in the second semester of academic year 2013. Five types of graphic organizers for expository texts, namely timeline, descriptive,

compare-and-contrast, cause-and-effect, and problem-and-solution organizers, were employed in the current study. The research instruments in this study were the English reading comprehension pre-test and post-test and the opinion questionnaire. The findings revealed that the participants gained significantly higher scores on the post-test after learning reading instruction using graphic organizers. In addition, the participants were satisfied with the English reading course using graphic organizers. They revealed that the graphic organizers helped them to see the text structures and comprehend reading passages better.

Sorsuebngam (2016) investigated the efficiency of the skill practice exercises on English reading comprehension by using graphic organizers; mind map, concept map, Venn diagram, T-chart, fish bone, and chain for fourth grade students in primary school. Reading passages consisted of simple tales, short stories, and informational texts. The duration of the experiment was twelve class sessions, over a six–week period. The results showed that the learning achievement of students after leaning through the graphic organizers was significantly higher than before learning. Besides, the students' satisfaction toward the implementation was at a high level. In addition, the study suggested that further studies should investigate the comparison of using graphic organizers and other reading instruction for improving reading comprehension of students and conduct a study in retention of using graphic organizers for reading comprehension.

From the evidence presented above, graphic organizers have significant use in improving the reading comprehension skills at several levels of students even in a Thai context. Most of them conducted the study on other types of texts as well as other graphic organizers. While this current study focused on using a story map which consisted of a student completing the chart on a page which consists of a set of common components that make up the story. These are setting, character, problem, events, and solution. However, at the elementary level, there is only one study investigated the efficiency of the skill practice exercises on English reading comprehension by using graphic organizers: mind map, concept map, Venn diagram, T-chart, fish bone, and chain in simple tale, short story, and information text (Sorsuebngam, 2016). A noticeable gap was the use of a story map which is one of the

graphic organizer types as an instructional strategy to improve reading comprehension skills in narrative texts, especially at the elementary level, which has not been investigated yet. Another gap in the literature was in regard to whether the amount of time spent on comprehension instruction affected students' ability to comprehend text. Therefore, the current study aimed to investigate the effect of using the story map in improving reading comprehension skills of Thai EFL sixth graders. Additionally, to produce better results, various reading comprehension strategies were combined as reading activities and the duration of the implementation was also extended.

2.8 Summary of the Chapter

The current study aimed to investigate the effect of using the story map in improving the reading comprehension skills of Thai EFL sixth graders, and to examine the students' attitudes toward the implementation. The study was carried out by using two cycles of an action research design as the research method. The story map was considered the key component of the current study, combining reading comprehension strategies such as prediction, think-aloud, think-pair-share, and summarizing in reading activities to improve reading comprehension skills of sixth grade students. The study defined reading comprehension skills of those students as the ability to understand the meaning of narrative text at a literal level of comprehension. The types of reading assessment tasks included reading and answering multiple-choice items. Moreover, reading and doing with writing short answers were adopted to assess students' reading comprehension skills. The detail of research methods was provided in the next chapter.

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┌─────────────────────────────────────────────┐
│  ┌───────────────────────────────────────┐  │
│  │            Pre reading                 │  │
│  │ 1. Prediction (Activating prior        │  │
│  │    knowledge)                          │  │
│  │ 2. Introducing unknown words and       │  │
│  │    structures                          │  │
│  └───────────────────────────────────────┘  │
│  ┌───────────────────────────────────────┐  │        ┌──────────────────┐
│  │           While reading                │  │        │     Reading      │
│  │ 1. Think-aloud                         │  │◄───────│  comprehension   │
│  │ 2. Identify and comprehend the text    │  │        │ skill improvement│
│  └───────────────────────────────────────┘  │        └──────────────────┘
│  ┌───────────────────────────────────────┐  │
│  │            Post reading                │  │
│  │ 1. Think-pair-share                    │  │
│  │ 2. Filling out the story map           │  │
│  │ 3. Summarizing                         │  │
│  │ 4. Completing the reading task         │  │
│  └───────────────────────────────────────┘  │
└─────────────────────────────────────────────┘
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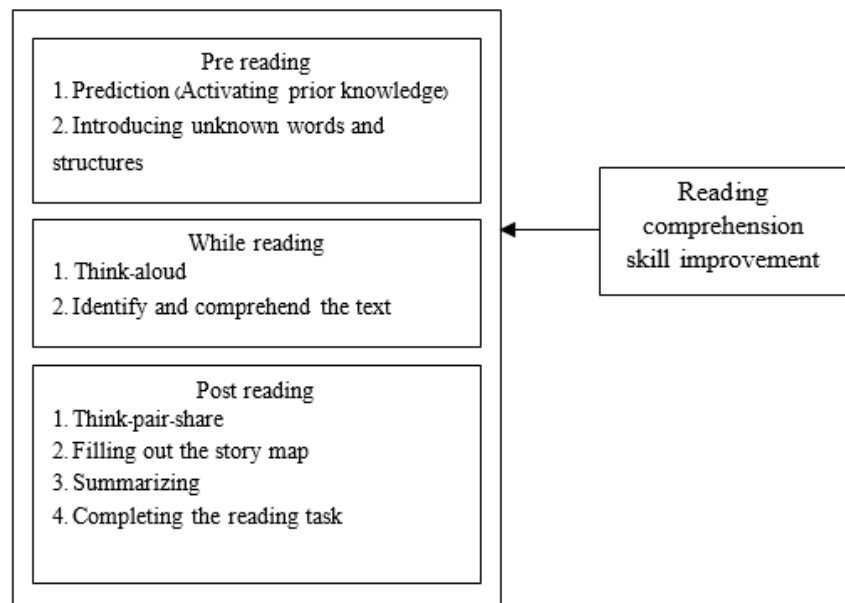
Figure 4: Reading processes of the study
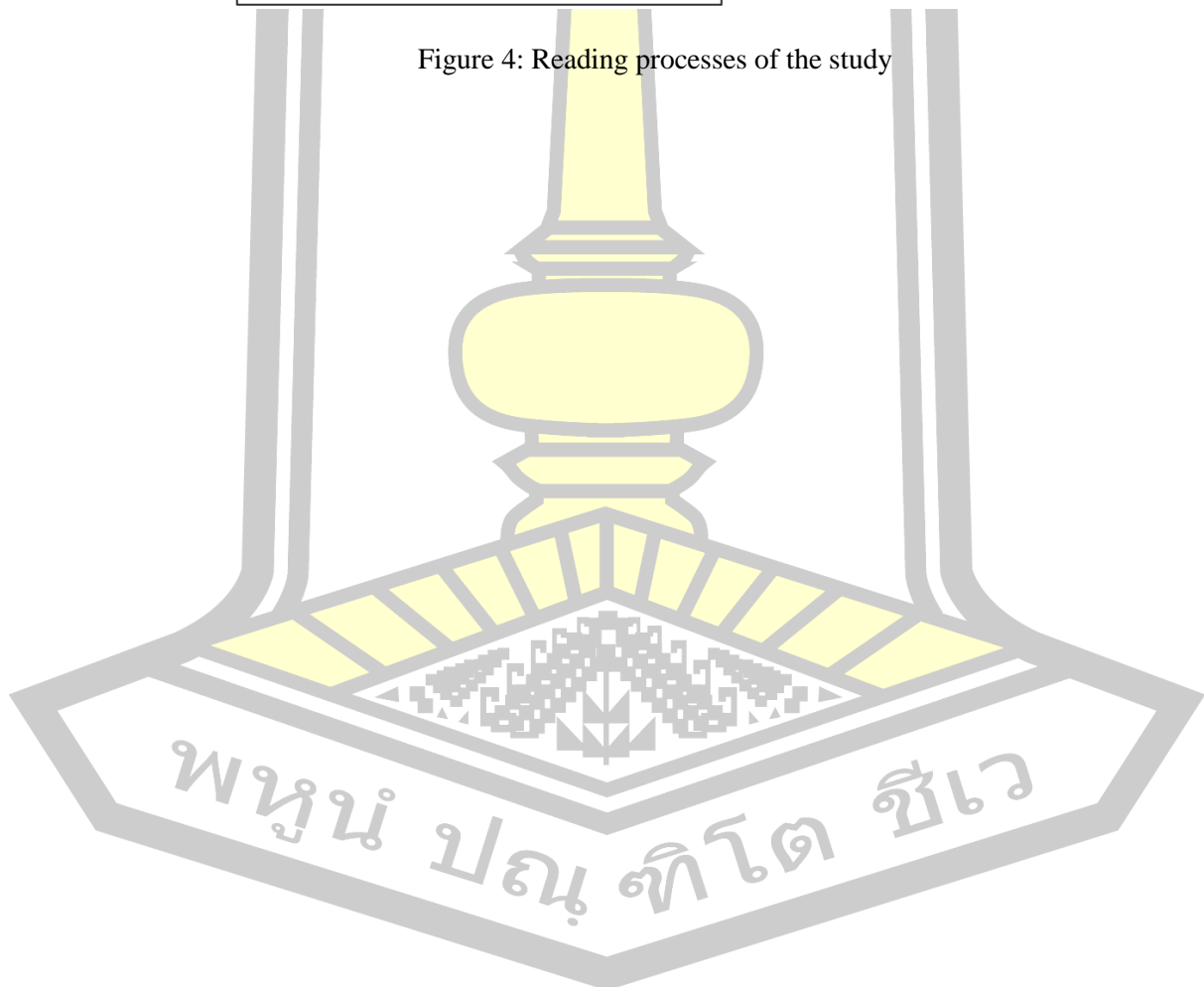
CHAPTER III

RESEARCH METHODS

This chapter describes the methodology adopted for the investigation on the effect of a story map in improving the reading comprehension skills of Thai EFL sixth graders, and their attitudes toward the implementation. This current study employed two cycles of action research as the research method. It lasted eight weeks for about two hours each week and was conducted in a Fundamental English Course throughout the first semester of academic year 2020. The details about the participants and setting, research instruments, data collection procedures as well as data analysis are described in the following sections.

3.1 Participants and Setting

The participants in the study were thirteen EFL sixth graders who were enrolled in the Fundamental English Course for academic year 2020, they were aged between 11-12 years old, from one intact class at an opportunity extended school of a rural area in Yasothon province in northeastern Thailand. The group was selected through a purposive sampling procedure including five males and eight females. They are all Thai nationals and have Thai as their native language (L1). English is therefore a foreign language to the participants. All have been learning English as a foreign language at least five years, so they have English learning experience at school. To learn reading in the classroom, the participants were encouraged by a teacher. They had been taught by following along as the teacher read and were asked to interpret the meaning of the text and answer the teacher's questions. However, the researcher, as a teacher in the English course, found that the participants' English proficiency level seemed to be low for their ages, especially in their reading comprehension skills which was indicated by their English grades and their achievement on reading indicator in academic year 2019. The participants faced difficulty in understanding the text, as well as lacked knowledge of vocabulary and sentence structure which affected their reading comprehension skills. These problems contrast with the Basic Education Core Curriculum B.E. 2008 reading indicator that requires that students be able to state the main idea and answer questions from dialogues, simple tales, and stories. Therefore, trying to solve these problems is a turning point of this study.

3.2 Research Instruments

The research instruments used to obtain information for this study consisted of reading comprehension test as a pre-test and a post-test, and a students' attitude questionnaire. Each instrument is described in detail as follows:

3.2.1 Reading Comprehension Test

To examine the effect of using the story map in improving the students' reading comprehension skills, the test was constructed in the form of a pre-test and a post-test. The pre-test was conducted before the treatment, while the post-test was conducted after the treatment. The test was a total of thirty items consisting of twenty-two multiple choice items and eight short-answer items about four narrative reading passages which are taken from several sources including English commercial books and academic websites for EFL students. The passages were appropriate for elementary students and related to the Basic Education Core Curriculum B.E. 2008 determination of themes. The test aimed to assess the students' reading comprehension at a literal comprehension level, so the questions required the students to find information directly stated in the text and to identify the main idea. The comprehension question forms were adapted from Day and Park (2005). Each test lasted 1 hour and was composed of the same set of reading passages and questions, but item numbers were changed.

In ensuing the test validity, two criteria, namely content validity and face validity were checked by three experts. Two of them had at least ten years of experience working in English language teaching in primary school, especially at the elementary level. One expert was an instructor working in English language teaching in a university. First of all, the experts were asked to evaluate the content validity of the test as to whether the questions could check the comprehension at the literal level. The content validity used Item-Objective-Congruence (IOC) to examine the congruity of the test's content. The score range for IOC is from -1 to +1; -1 Incongruent, 0 Questionable, +1 Congruent. According to the IOC ranges, the items which received a score of lower than 0.5 had to be revised.

The data obtained from the experts was interpreted. The result of the IOC values indicated that reading comprehension test items were rated higher than 0.5 for 25

items out of 30. Five items scored under 0.5 and were therefore revised according to the experts' suggestions in terms of wording and content.

Additionally, the test's reliability was also checked. It was piloted with fifteen EFL students who were similar to the participants of the main study in terms of age and proficiency level. Pilot participants were asked to answer the reading comprehension questions. The test was analyzed for difficulty index and discrimination index. The criteria for interpretation of the difficulty index and discrimination index are as follows;

The Difficulty Index

$p < 0.20$ Means the item was difficult.

$p = 0.20\text{-}0.80$ Means the item was good in terms of its difficulty.

$p = 0.81\text{-}0.94$ Means the item was easy.

$p \geq 0.95$ Means the item was very easy.

The Discrimination Index

$r = 0$ Means the item had no discrimination ability.

$r \geq 0.19$ Means the item had low discrimination ability.

$r = 0.20\text{-}0.29$ Means the item had fair discrimination ability.

$r = 0.30\text{-}0.39$ Means the item had high discrimination ability.

$r \geq 0.40$ Means the item had very high discrimination ability.

According to the criteria, the results of the reading comprehension test difficult index indicated that the items had appropriate level of difficulty with a mean score of 0.42. This indicated that the items were good in term of its difficulty. In addition, the results of the discrimination index for items showed a mean score of 0.36. The result indicated that the items of the test had high discrimination ability and also reliability.

3.2.2 Students' Attitude Questionnaire

The students' attitude questionnaire was the tool that was used to explore the attitude of the sixth-grade students about using the story map in improving their reading

comprehension skill. The questionnaire contained two sections: closed and open-ended questions. The first section includes twenty-three items with three aspects; attitude towards the story map, reading comprehension strategies, and teaching and learning in the reading class which was adapted from Chiang (2005), Darmawan (2011), and Sumniengsanoh (2013). The participants have to state their answers on a Likert Scale; 1) = strongly disagree, 2) = disagree, 3) uncertain, 4) = agree, and 5) = strongly agree. Their results were interpreted based on the range of Best (1981) as; Very High = 4.5-5.00, High=3.50-4.49, Moderate= 2.50-3.49, Low= 1.50-2.49 and Very Low= 1.00-1.49. In addition, the second section contained three open ended items for participants to elaborate on and provide further comments about using the story map in improving their reading comprehension skill which was adapted from Vásquez, (2018). The questionnaire was administered to the participants in the last period after the treatment and the reading comprehension post-test.

The validity of the students' attitude questionnaire was verified using the Index of Item-Objective-Congruence (IOC). The experts in the field of English language teaching were asked to check whether each statement was relevant to the aspect of attitude toward the use of a story map in improving reading comprehension. After that, the Item-Objective-Congruence (IOC) index was analyzed. The result obtained from the experts' evaluation form indicated that the items were congruent with the aspects of the questionnaire with a score higher than 0.5, and a mean score of 0.78. It was considered that the items of questionnaire were valid.

3.3 Data Collection Procedure

In this current study, the treatment was teaching the participants through the story map for eight weeks over the first semester of academic year 2020. The data collection procedures consisted of five phases as shown in the following flowchart.
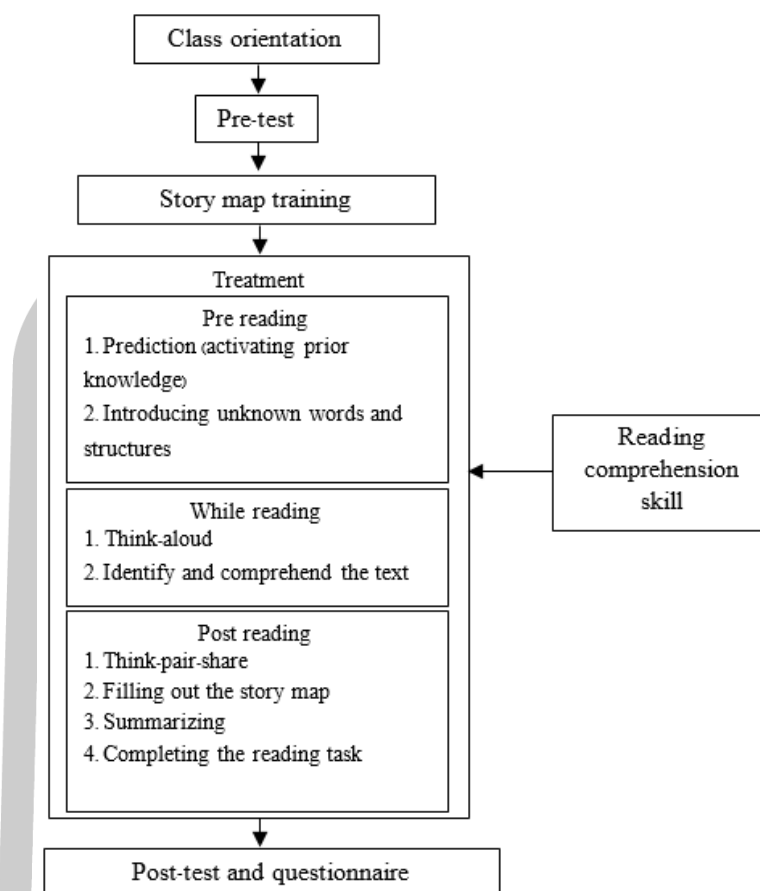
Figure 5: The procedures of the current study

3.3.1 Class Orientation

In this phase, the participants were informed about the purposes of the study. The researcher introduced the story map for reading comprehension to the participants and described each step of the reading instructions as well as the reading assessment. It took one period of fifty minutes.

3.3.2 Pre-Test

The pre-test, which included thirty items with four narrative passages for reading comprehension, was administered to the participants. It aimed to assess the participants' reading comprehension skill at a literal comprehension level before employing the treatment. The test lasted sixty minutes. One point was given for one correct answer.

3.3.3 Story Map Training

Before conducting the treatment, the participants were trained to use the story map in reading instruction. They were provided with an example of the story map used in a reading lesson in order to become familiar with and gain experience in each step of the treatment. The researcher explicitly explained key elements of the narrative structure including title, setting, character, problem, events, and solution to the participants, modeled how to use the story map in reading, and provided the students the opportunity to practice using it. This phase took two periods of fifty minutes each and included wrap up and discussion in each step of the reading implementation.

3.3.4 Treatment

In this study, the treatment was using the story map for teaching the reading of narrative texts that will be given to the participants over eight weeks. There are two periods of fifty minutes per week. The researcher was acting as a teacher for the implementation. The participants will be taught to comprehend reading passages following lesson plans in three reading stages namely pre-reading, while reading, and post-reading. In the pre-reading stage, the participants were encouraged to look at the title, pictures, and illustrations to predict the content before reading the story. The possible main ideas or content were discussed and shared with the whole class. The teacher used various questions which related to a particular story in activating the participants' prior knowledge to facilitate their understanding of new ideas that they would encounter in the story. After that, the teacher let them guess the meaning of underlined words in the story, and introduced those words and structures related to the story in order to support them in the reading process. Finally, the students were assigned to do a vocabulary task.

In the while reading stage, think-aloud activities, including teacher think-aloud and students think-aloud, were employed. First of all, the teacher modeled the activity by vocally expressing her thoughts on how comprehension occurred while reading the story and improving her awareness of the comprehension processes. The teacher guided the participants in making predictions, describing images during reading, verbalizing a confusing point, and then demonstrated fix-up strategies including re-reading a sentence, reading ahead to clarify, or looking for context in difficult parts.

The participants listened quietly and focused on the teacher explaining. After that, the participants read the story silently for comprehension, and were prompted to think-aloud by the teacher's questions during reading. Finally, they were given time to identify the main idea and construct the meaning of the story.

In the last stage, post-reading, the teacher assigned the participants to work collaboratively in a think-pair-share activity. The participants were asked to think about the story by formulating ideas or opinions on their own in think-time and discussing their misunderstandings about their own answer in pairs with opportunities to share their result. To create the pairs, the teacher provided them based on mixed English language proficiency, so that a participant who had high proficiency was assigned to pair group with a participant who had low proficiency. After sharing their ideas with the class, the participants also got feedback from the teacher in order to correct misconceptions and reinforce correct answers. That prompted them to learn higher-level thinking skills from their peers, and gain confidence when reporting ideas to the whole class. Lastly, the participants were engaged to fill in the information in the story map as individuals, as well as summarize and answering questions about the passage.

For the lesson plans used in designing the current study, two criteria were considered. The first one was expectation of the reading comprehension skill of the participants from The Basic Education Core Curriculum B.E. 2008 of Thai educational system (Ministry of Education, 2008). An indicator in the reading area for sixth graders was stated in strand 1: Language for Communication and can be described as follows:

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

Indicator F1.1.4 4: Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

It can be concluded that the sixth-grade students were expected to understand dialogues, simple tales and stories they had read, and then tell the main idea and answer questions related to the texts.

Another criterion was the content of the reading topic. The scope of its contents was determined by relation to the school curriculum and the Basic Education Core Curriculum B.E. 2008 for sixth grade students consisting of ten topics including myself, family, school, environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate (Ministry of Education, 2008). Consequently, lesson plans for reading in the study were based on the foreign languages strand, indicator, and content topics. The reading passages were appropriate for sixth graders, their level of language proficiency, and were related to reading comprehension at a literal level.

The topics in the lesson plans for the current study consisted of 1) The Hottest Day Ever, 2) Mother's Day Celebration, 3) Eating Out, 4) Michael and His Stomach, and 5) Martin's Vacation

The following table shows the descriptions of the lesson plans used in the current study.

Table 2: The Framework of the Lesson Plans

Week	Time	Topic	Pre reading	While reading	Post reading
1	1	Class orientation	-	-	-
	2	Pre-test	-	-	-
2	3	Story map training	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-
	4	Story map training	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
3	5	The Hottest Day Ever	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-

Week	Time	Topic	Pre reading	While reading	Post reading
	6	The Hottest Day Ever	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
4	7	Mother's Day Celebration	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-
	8	Mother's Day Celebration	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
5	9	Eating Out	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-
	10	Eating Out	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
6	11	Michael and His Stomach	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-
	12	Martin's Vacation	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
7	13	Martin's Vacation	1. Prediction (activating prior knowledge) 2. Introducing unknown words and structures	1. Think-aloud 2. Identify and comprehend the text	-

Week	Time	Topic	Pre reading	While reading	Post reading
	14	Mother's Day Celebration	-	-	1. Think-pair-share 2. Filling in the story map 3. Summary 4. Completing the reading task
8	15	Post-test and questionnaire	-	-	-

According to the study carried out in the action research, two cycles including planning, acting, observing, and reflecting were conducted. The first cycle focused on generating solutions to practical problems. The researcher as a teacher observed the learning process of the participants in the classroom by using a classroom observation checklist and field notes aiming to know how the use of the story map improved reading comprehension skills, and how the participants' responded after being given the treatment. After that, the second cycle was conducted aiming to improve and develop the teaching and learning process. The two cycles of the action research are presented as follows:

Table 3: Action Research Procedures

Cycle	Procedures	Descriptions
1	Planning	The researcher made a plan about the kind of action that will be carried out. In the study, the researcher decided to use the story map as an instructional strategy to improve reading comprehension of narrative texts. Additionally, other reading comprehension strategies (prediction, think-aloud, think-pair-share, and summarizing) were added in three reading stages as reading activities. The researcher prepared five lesson plans in doing the action for two cycles. The observation sheets, reading tasks, and post-test were also provided to know whether students' reading comprehension improved or not.
	Acting	The researcher implemented the treatment that was used for the improvement in the reading comprehension skills of the participants. The materials given in this cycle were lesson plans 1 and 2. The researcher also observed the action with the intent to know the class situation, and what happen to students when the story map was applied as an instructional strategy.
	Observing	The researcher observed and monitored students' activities in the classroom during learning through the treatment in order to know the effect of using the story map to improve students' reading comprehension and was aimed at knowing how

Cycle	Procedures	Descriptions
1		effective the story map was in improving students' reading comprehension. It was also aimed at finding out the strengths and weaknesses of the story map's ability to enhance students' reading comprehension.
	Reflecting	The researcher evaluated the process and the result of the implementation. The result indicated that students had some problems with the word recognition, and therefore less time in completing the story map after reading. These problems affected students abilities to comprehending the text and led to them receiving low scores.
	Revising the plan	The revision was carried out according to the weaknesses found in the previous cycle. The researcher revised the plans by adding vocabulary game, which used after the introducing unknown words and structures activity, and giving more time to fill in the story map.
2	Planning	The researcher prepared lesson plans 3 to 5.
	Acting	The researcher conducted the implementation with more improvements based on the problems occurring in the first cycle. A vocabulary game was added to enhance their word recognition. In addition, the participants were given more time to complete the story map.
	Observing	The researcher observed participants' ability in the implementation, the activeness of the class, and the problems occurring in the classroom.
	Reflecting	The researcher evaluated the process and the result of the implementation. The result from the observation indicated that there was an enhancement in the participants' reading comprehension. They could identify story elements, complete the story map individually, and answer relevant questions from the text, which was seen from their scores on their reading tasks. From the second cycle which was done by the researcher, it can be concluded that the implementation of the story map affected the participants by improving their reading comprehension.

3.3.5 Post-Test and Questionnaire

After finishing the treatment phase, another reading comprehension test was administered as a post-test in order to examine the students' reading comprehension skills. The test lasted sixty minutes. It consisted the same set of questions as the pre-test, but item numbers were changed. The scoring system was the same as that used

when scoring the pre-test. Additionally, the students' attitude questionnaire was distributed. Twenty minutes were used for responding to the questionnaire.

3.4 Data Analysis

This study aimed to investigate the effect of the story map in improving the reading comprehension skills of sixth graders, as well as to examine the students' attitude towards the use of the story map in reading comprehension. The collected data was analyzed quantitatively.

In order to answer the first research question, the collected data from the reading comprehension pre-test and post-test were analyzed. The test scores were calculated to examine percentage, mean, and standard deviations. Then the mean scores of the reading comprehension pre-test and post-test were compared to see whether there was a statistically significant difference by using a t-test in SPSS. For the second research question, the students' attitude towards the story map in reading comprehension from the self-rating scale were calculated to perceive mean and standard deviations. This could be used to indicate the students' attitudes towards the use of the story map in reading comprehension of the study.

3.5 Summary

This chapter presents the research methods starting with participants and setting, research instruments including reading comprehension pre-test and post-test, students' attitude questionnaire, as well as the data collection procedures. The last section presents data analysis methods for quantitative data. The treatment was conducted with thirteen participants in one intact class for eight weeks with about two hours each week. Reading comprehension tests were administered as pre-test and post-test to examine the students' reading comprehension skills before and after learning through the treatment. After that, the students' attitude questionnaire, including close and open-ended questions, was distributed to explore the attitude of the participants toward using the story map in improving their reading comprehension skill. In short, the significance of the current study will be to benefit other teachers in applying the story map as an instructional strategy for teaching reading in the classroom and promoting the students' reading comprehension at the primary level. Moreover, it may be a good way for the students to learn in preparing with more difficult and more

specific texts in their higher levels of studies. The next chapter provides the findings of the current study.
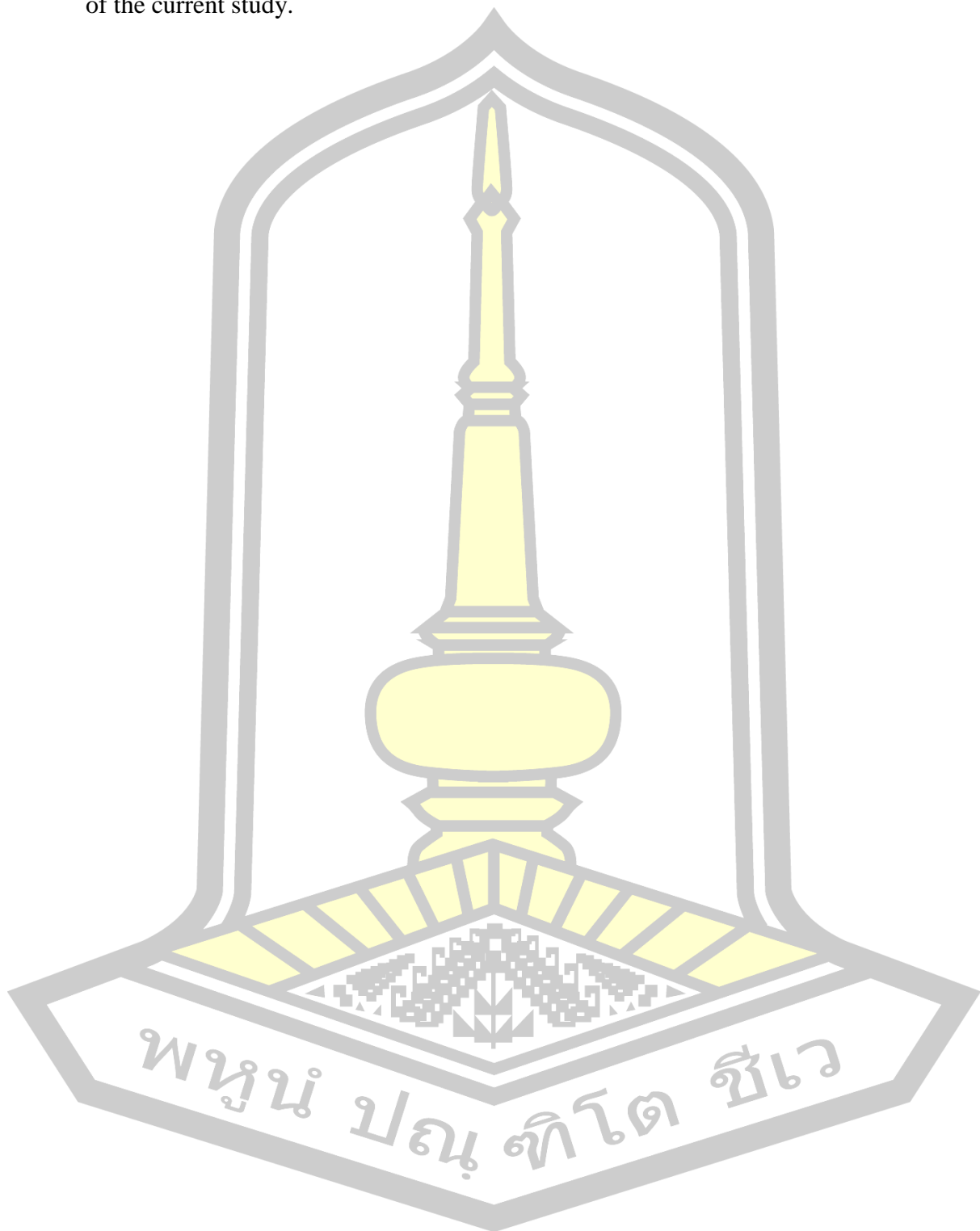
CHAPTER IV

RESULTS

The following chapter reports the results of the study and how the results address the two research aims 1) What are the effect of the story map on reading comprehension skills of Thai EFL sixth graders?, and 2) what are the students' attitudes towards the story map in improving their reading comprehension skill?

4.1 The Effect of the Story Map on Reading Comprehension Skill of Thai EFL Sixth Graders

In order to answer Research Question 1, the data obtained from the pre- and post-reading comprehension tests of the sixth graders were analyzed using descriptive statistics for the means and the standard deviations. Then the mean scores of the pre- and post-tests were compared using a paired t-test in order to determine whether the story map affected the reading comprehension skills of the sixth grade students.

Table 4 illustrates the comparison of reading comprehension pre-test and post-test mean scores of the sixth graders

Table 4: Comparison of reading comprehension pre-test and post-test mean scores of the sixth graders

	N	Mean	Std. Deviation	t	Sig.
Pre-test	13	8.46	1.984	15.466	.000**
Posttest	13	14.92	2.100		

** Significant at the 0.01 level (p<0.01)

As shown in Table 4, the results show a significant difference between the reading comprehension pre-test and post-test mean scores of the sixth-grade students at the .01 level, (t=15.466). The pre-test mean score of the participants is 8.46 with a standard deviation of 1.984. In contrast, after the implementation, the post-test mean score is 14.92 with the standard deviation of 2.100. The results of a paired t-test gain indicate that the story map had an overall positive effect on the students' reading comprehension skills.

The following section presents the findings for Research Question 2: What are the students' attitudes towards the story map in improving their reading comprehension skill?

4.2 Students' Attitude towards the Story Map in Improving Their Reading Comprehension Skill

In order to address Research Question 2, the results of data obtained from the close-ended questionnaire and open-ended questions was analyzed. In the close-ended questionnaire, the students were required to rate the level of agreement for each item on a five-rating scale from strongly disagree to strongly agree. Students' self-rating scores from the questionnaire were analyzed, the mean and standard deviation were calculated, and then interpreted into five levels from very low to very high. Their results were interpreted based on the range of Best (1981) as; Very High = 4.5-5.00, High=3.50-4.49, Moderate= 2.50-3.49, Low= 1.50-2.49 and Very Low= 1.00-1.49. The questionnaire consisted of three aspects: attitude towards the use of the story map in reading comprehension, the reading comprehension strategies in reading class, and the teaching and learning in reading class. The results of the overall mean score of the students' attitude questionnaire are presented in the following table.

Table 5: The overall mean score of the students' attitudes questionnaire

Aspects	$\bar{X}$	S.D.	Interpretation
1. Attitude towards the use of the story map in reading comprehension	3.69	0.97	High
2. Attitude towards the reading comprehension strategies in reading class	3.82	0.91	High
3. Attitude towards the teaching and learning in reading class	3.85	0.88	High
Total	**3.78**	**0.92**	**High**

From the data presented in Table 5, the overall mean score of the students' attitudes questionnaire was high with the mean score (x̄) of 3.78 and standard deviation (S.D.) of 0.92. The results indicated that the students had positive attitudes towards the story map in improving their reading comprehension skill. The highest mean score was the

third aspect; it revealed that students were satisfied with the teaching and learning in reading class at a high level (3.85).

The next section is a presentation of the results of the questionnaire responses in each aspect as follows:

4.2.1 Attitude towards the use of the story map in reading comprehension

4.2.2 Attitude towards the reading comprehension strategies in reading class

4.2.3 Attitude towards the teaching and learning in reading class

4.2.1 Attitude towards the use of the story map in reading comprehension

The first aspect of the questionnaire was aimed at finding out the degree of the students' attitudes towards the use of the story map in reading comprehension. The questionnaire presented thirteen items in the strategy of reading comprehension, and the students were required to indicate their level of agreement for each. The results of the responses are presented in Table 6.

Table 6: Attitudes towards the use of the story map in reading comprehension

Questionnaire Item	$\bar{X}$	S.D.	Interpretation
Aspect 1: Story map			
1. I liked using the story map in reading classes.	4.15	0.8	High
2. Using the story map in reading classes was interesting.	4.15	0.8	High
3. Using the story map in reading classes was useful.	3.85	1.14	High
4. Using the story map helped me understand the content of the story better.	3.77	0.83	High
5. Completing the information in the story map was easy.	3.15	1.21	Moderate
6. Using the story map in the reading classes was a waste of time.	2.69	1.18	Moderate
7. I felt confused when I used the story map in reading classes.	2.92	1.19	Moderate
8. The story map helped me to identify the main ideas of the stories.	3.85	1.28	High
9. The story map helped me to identify key elements of	3.85	0.9	High

Questionnaire Item	$\overline{X}$	S.D.	Interpretation
the stories.			
10. I found that using the story map after reading helped me remember details from the stories better.	3.54	1.05	High
11. The story map helped me to summarize the stories.	4.23	0.83	High
12. Filling in the story map was helpful for me in answering comprehension questions.	3.62	0.96	High
13. The story map made reading more meaningful and purposeful.	4.00	0.71	High
14. The reading classes in which the story map was used were effective.	3.69	0.85	High
15. I would like to use the story map in upcoming reading classes.	3.85	0.8	High
Total	**3.69**	**0.97**	**High**

According to the data from items 1-15, the overall mean score of the students' attitude towards the story map in reading comprehension was high with a mean score (x̄) of 3.69 and standard deviation (S.D.) of 0.97. The students had a good attitude with the story map provided in improving reading comprehension. They agreed that the story map helped them summarize the stories (item 11), with a mean score (x̄) of 4.23. They responded that using the story map in reading classes was interesting (item 2) and they liked using it in the reading classes (item 1), both with a mean score (x̄) of 4.15. They also thought that the story map made reading more meaningful and purposeful (item 13), with a mean score (x̄) of 4.00. From the four items 3, 8, 9, and 15 with a mean score (x̄) of 3.85, the students revealed that the story map was useful for them by helping them to identify the main ideas and key elements of the stories. They then said that they would like to use the story map in upcoming reading classes. The students also had highly positive attitudes that using the story map helped them understand the content of the story better (item 4), with a mean score (x̄) of 3.77. The reading classes in which the story map was used were effective for them (item 14), with a mean score (x̄) of 3.69. They believed that filling in the story map was helpful for them in answering comprehension questions (item 12), with a mean score (x̄) of

3.62. In addition, they found that using the story map after reading helped them remember details from the stories better (item 10), with a mean score $(\bar{x})$ of 3.54. Finally, the students moderately agreed that completing the information in the story map was easy (item 5), with a mean score $(\bar{x})$ of 3.15. Even though two items (6 and7) presented a negative view, with the mean score $(\bar{x})$ of 2.69 and 2.92 respectively, the agreement level was converted when interpreting the data.

4.2.2 Attitude towards the reading comprehension strategies in reading class

The responses from items 16-18 on the second aspect of the questionnaire were analyzed to reveal the students' attitudes towards the reading comprehension strategies in reading class, including three phases: pre-reading (prediction), while-reading (think-aloud), and post-reading (think-pair-share, and summarizing). The students' responses are presented in Table 7.

Table 7: Attitude towards the reading comprehension strategies in reading class

Questionnaire Item	$\bar{X}$	S.D.	Interpretation
Aspect 2: reading comprehension strategies			
I. Prediction (activating prior knowledge)			
16. Using knowledge of the title, pictures, and illustrations to predict the content before reading helped me connect my existing knowledge to new information from the story	4.15	0.69	High
17. The teacher's various questions which related to a particular story helped me link my background knowledge with the story content before I started reading.	3.77	1.17	High
II. Think-aloud			
18. I found that thinking out loud while reading enabled me to comprehend the stories better.	3.85	0.8	High
III. Think-pair-share			
19. I found that sharing information with friends helped me to understand the stories better.	3.54	1.05	High
IV. Summarizing			

Questionnaire Item	$\bar{X}$	S.D.	Interpretation
20. Trying to summarize the story after reading helped me comprehend the story better.	3.77	0.83	High
Total	**3.82**	**0.91**	**High**

As shown in Table 7, the students' attitudes towards the reading comprehension strategies in reading class are considered high with a mean score ($\bar{x}$) of 3.82 and standard deviation (S.D.) of 0.91. In addition, the means of the students' responses are all in the range of 3.54-4.15; all items are at the high level. These results indicate that the reading comprehension strategies in reading class enable the students to comprehend the texts. Most of the students agreed that using knowledge of the title, pictures, and illustrations to predict the content before reading helped them connect their existing knowledge to new information from the story (item 16), with a mean score ($\bar{x}$) of 4.15. They found that thinking out loud while reading enable them to comprehend the stories better (item 18), with a mean score ($\bar{x}$) of 3.85. The students also reported that the teacher's various questions which related to a particular story helped them link their background knowledge with the story content before they started reading (item 17), as well as summarizing the story after reading helped them to comprehend the story better (item 20), with a mean score ($\bar{x}$) of 3.77.Finally, they responded that sharing information with friends helped them to understand the stories better (item 19), with a mean score ($\bar{x}$) of 3.54.

4.2.3 Attitude towards the teaching and learning in reading class

Items 21-23 present each phase of teaching and learning in reading class. The students were asked to record their level of agreement on the teaching and learning that helped them to improve their reading comprehension skill. The results are shown in Table 8.

Table 8: Attitude towards the teaching and learning in reading class

Questionnaire Item	$\bar{X}$	S.D.	Interpretation
Aspect 3: teaching and learning in reading class			
21. The lessons and the activities in reading classes improve my reading comprehension skill.	3.85	1.14	High
22. Clear directions and explanations helped me	3.62	0.65	High

Questionnaire Item	$\bar{X}$	S.D.	Interpretation
meet my reading goal.			
23. The teacher's monitoring made me understand what I was expected to do in each activity.	4.08	0.86	High
Total	**3.85**	**0.88**	**High**

Based on the data from questionnaire items 21-23, the means of the students' responses are between 3.62 and 4.08 which are at high level. The results showed that the students had a high positive attitude with the teaching and learning in reading class. They agreed that the teacher's monitoring made them understand what they were expected to do in each activity (item 23), with a mean score (x̄) of 4.08. They also revealed that the lessons and reading classes' activities improve their reading comprehension skill (item 21), with a mean score (x̄) of 3.85. Finally, with the teacher's clear directions and explanations, the students reported that they could meet their reading goal, with a mean score (x̄) of 3.62.

4.3 Summary of the Chapter

The findings of the current study showed that using the story map as a strategy in teaching reading yielded a positive effect on reading comprehension of the sixth-grade students. The chapter reported the findings in response to two research questions. The first question was: What are the effect of the story map on reading comprehension skills of Thai EFL sixth graders? The data revealed that the students' reading comprehension skills in the narrative text could be improved in the literal comprehension level. The second research question was: What are the students' attitudes towards the story map in improving reading comprehension skills? The data reported that the students had a positive attitude at high level of agreement towards using the story map to improve reading comprehension skill. The following chapter will discuss the current findings with the underlying framework of the story map in improving reading comprehension skill, particularly in Thai EFL learners.

CHAPTER V

DISCUSSION AND CONCLUSION

This study investigated the effect of using the story map in improving the reading comprehension skills of Thai EFL sixth graders. In addition, it also examined the participants' attitude towards the story map in improving their reading comprehension skills. This chapter presents the summary of the study and the findings regarding the effect of the story map on students' reading comprehension skills after the experiment and the students' attitude towards the story map. In the last section the conclusion of the present study, pedagogical implications, limitations of the study, and recommendations for future study are also discussed.

5.1 Summary of Findings

The purposes of this study were to (1) Investigate the effect of using a story map in improving the reading comprehension skills of Thai EFL sixth graders, and (2) Examine the students' attitudes towards the story map in improving their reading comprehension skills.

The participants were thirteen sixth grade students in one intact class selected by purposive sampling procedure. This current study employed action research as the research method. Through the story map implementation, the instructional method lasted eight weeks, for a total of fifteen periods including the pre-test and post-test. The instruments used in this study consisted of reading comprehension pre-test and post-test, and a students' attitude questionnaire. Thirteen students had to take the pretest which consisted of four narrative reading passages with twenty-two multiple choice and eight short answer questions based on a literal comprehension level. Then the students were taught reading comprehension through the story map over eight weeks. After being taught, the post-test which used the same set of questions as the pre-test, but with the items changed was administered to the students. The data of the pre- and post-tests scores were analyzed by means and standard deviations. Then the mean scores of the reading comprehension pre-test and post-test were compared to see whether there was a statistically significant difference by using a t-test in SPSS. Besides, the students were required to respond to an attitude questionnaire to

determine their attitude towards the story map in improving their reading comprehension skills.

The data analysis revealed that the students' reading comprehension pre-tests and post-tests were significantly different at the 0.01 level after learning through the use of a story map. The scores for the students' post-tests ($\bar{x}$ = 14.92) was higher than the score of the students' pre-tests ($\bar{x}$ = 8.46). According to the findings, the story map had an overall positive effect on the students' reading comprehension skills. That is an indication that the students improved their reading comprehension skills after learning through the use of a story map.

Moreover, the students had a positive attitude towards the story map in improving their reading comprehension at a high level ($\bar{x}$ = 3.78). According to the students' attitude questionnaire, the students reported that they understood better after they had read the narrative stories. The story map helped them improve their reading comprehension skills.

The following section will discuss the findings in detail including the effect of a story map on students' reading comprehension, and the students' attitude towards the story map in improving reading comprehension.

5.2 Discussion

5.2.1 The Effect of the Story Map on Students' Reading Comprehension

Based on the current study's findings, it was found that a story map can improve students' reading comprehension. The students' achievement in reading comprehension of narrative texts had significantly increased after being taught through the use of a story map, in which the mean score of the pre-tests were 8.46 which improved to 14.92 for the post-tests, this suggests the benefits of using a story map in reading class within Thai EFL contexts, including elementary level. The result was consistent with the findings revealed in the related research studies that the use of a story map has a positive effect on the students' reading comprehension skill (Alturki, 2017; Franciscone, 2008; Grünke et al, 2014; Li & Wen, 2017; Nurpitriyani, 2015; Rahat et al., 2020; Splittstoesser, 2020).

One reason that could help explain why reading comprehension improved after the implementation might be an appropriate selection of graphic organizers. In this study, the researcher selected the story map to improve the students' reading comprehension of narrative text. It provided a visual-spatial display for key information contained in narrative texts including title, setting, character, event, problem, and solution which enhanced the students' ability to focus on what they needed to know from reading the story. Jiang & Grabe (2007) asserted that graphic organizers that represent the text structure would be effective in improving students' reading comprehension. Whereas graphic organizers that do not represent the text structure would be less effective in improving students' reading comprehension. In this implementation, the students were trained to use a story map that emphasized the key elements of the story. The researcher introduced and elaborated on what story elements are, and what information from the story goes into each box on the story map explicitly. Hence, the students read purposely and became familiar with the narrative text. When they were filling in the story map, they could easily see what is happening in the story, what the problem is, and how to solve it, which improved their reading comprehension. These excerpts from the open-ended questions could support this finding.

"Learning to use the story map in reading class helps me understand the text better and I can answer reading questions"

"The story map helps me understand the text, remembers details better, and knows problem and solution of the text"

This is in line with Isikdogan & Kargin (2010) who argued that the story map works on relating the story' parts which clarify the elements of the story in the schemata to the learners who face difficulty in reading. The findings are also consistent with previous studies which showed that students had significantly better comprehension when a story map was used rather than unused (Nurpitriyani, 2015; Rahat et al., 2020; Splittstoesser, 2020).

In addition, another effect that may have helped improve the students' reading comprehension of narrative texts must be the use of the story map at the post-reading stage. In the current study, before conducting the treatment, the students were trained to use the story map by providing them with an example reading lesson in order for

them to become familiar with and gain experience in each step of the treatment in two periods. It began when the teacher explicitly explained key elements of the narrative structure to the students, modeled how to use the story map in reading, and provided the students the opportunity to practice using it. Then the teacher and students discussed each step of the procedures. After the training phase, the story map implementation following three reading stages, namely pre-reading, while reading, and post-reading, was conducted. In this case, the students were encouraged to predict the content of the story by looking at the title, pictures, and illustrations before reading. The teacher activated the students' prior knowledge about the story by asking some questions which related to a particular story. While reading, the students read the story and verbalized their thoughts. Then they were asked questions to think about by the teacher during reading. After that, at post-reading, the students were asked to think about the story by formulating ideas or opinions on their own in think-time and discussing their misunderstandings about their own answer in pairs with opportunities to share their result. The story map was assigned to the students to fill in the information from text individually. By completing the story map at post-reading, the students practiced comprehending and identifying each part of the story which affected their reading comprehension. This finding is in-line with Ozmen (2011) who affirmed that filling in the story map after reading the text is more effective than before reading.

Finally, by using the story map with the teacher's clear directions and monitoring, the students would clearly understand the story map and may be able to better improve their reading comprehension.

5.2.2 Students' Attitude towards the Story Map in Improving Reading Comprehension

The following discussion is based on the findings of the second research question that attempted to examine students' attitudes towards the story map in improving the reading comprehension of Thai EFL sixth graders. This section discusses three aspects of the questionnaire: the use of the story map in reading comprehension, reading comprehension strategies in reading class, and teaching and learning in reading class.

The findings revealed that the students had a positive attitude towards the story map in improving reading comprehension skill at a high level ($\bar{x}$ = 3.78). The students' view on the story map showed that the strategy helped them comprehend the narrative text better. The reading comprehension strategies, including prediction, think-aloud, think-pair-share, and summarizing all of which were used as activities in the reading stages, also affected students' attitudes towards the story map. In conclusion, the success in performing the reading tasks may enhance their positive attitude about the strategy.

The first aspect attempted to examine the students' attitudes towards the use of the story map in reading comprehension. The result showed that students had positive attitudes at a high level ($\bar{x}$ = 3.69). Students reported that the story map helped them summarize the stories, that it was interesting, and that they liked using it in the reading classes. They also agreed that the story map made reading more meaningful and purposeful which helped them to identify the main ideas and key elements of the stories and promoted the use of it in upcoming reading classes. The students also had highly positive attitudes that the use of story map helped them understand the content of the story better. Using the story map after reading can help them to remember details from the stories and answer comprehension questions. Moreover, the students moderately agreed that completing the information in the story map was easy.

Based on the classroom observation, the teacher was able to see that the students were actively engaged in reading. Most of the students were more interested in the lesson during the implementation. In cycle 2 of the action research, after completing the story map, most of the students could summarize the story. Some of them shared their answers for the tasks. However, there were a few students that were determined to stay silent, and they could not answer the teacher's questions. They also had low performance in summarizing. They showed their lack of comprehension of the story's main ideas by providing information that was extremely general, information that was misinterpreted, or information that was not supported by the story. Moreover, there were cases in which supporting details were missing. This was partly because the students were confused about some difficult parts of the story. They should have more time to do the activity, and monitoring from the teacher is also necessary.

The second aspect focused on reading comprehension strategies in reading class. The strategies, including prediction, think-aloud, think-pair-share, and summarizing which were used as the activities in different reading stages, also affected students' attitudes. The findings revealed that students had positive attitudes at a high level ($\bar{x}$ = 3.82) with all items at a high level of agreement. These indicated that the reading comprehension strategies in reading class enable the students to comprehend the texts. Students reported that using knowledge of the title, pictures, and illustrations to predict the content before reading together with teacher's various questions which related to a particular story helped them connect their existing knowledge to new information from the story. They also agreed that thinking aloud while reading, summarizing after reading, and sharing information with friends helped them to understand the stories better.

By observing the students' learning, when the teacher showed the title and some pictures of the text, the students were actively engaged in sharing their predictions. Some of them were brave enough to raise their hand and shared their answer with their teacher and peers. They expressed their thoughts and interacted with the teacher. However, while doing the activity in which they had to share the information with their peers, the smart students dominated the task.

The last aspect investigated teaching and learning in reading class. The results indicated that the means of the students' responses was 3.85, which is at a high agreement level. Students revealed that the teacher's monitoring made them understand what they were expected to do in each activity, as well as in lessons and reading class activities to improve their reading comprehension skills. Finally, with the teacher's clear directions and explanations, the students reported that they could meet their reading goal. Consequently, it could be concluded that the students had positive attitudes toward the story map in improving their reading comprehension.

5.3 Conclusion

The current study was conducted to investigate the effect of using a story map as the instructional strategy in improving the reading comprehension of Thai EFL sixth graders. In addition, the study examined the students' attitude towards the story map in improving reading comprehension. The participants were sixth grade students

consisting of thirteen students in the opportunity expansion school in northeastern Thailand. The implementation of the study lasted eight weeks. The reading lesson was designed based on three reading stages (pre-reading, while reading, and post-reading) which combined with reading comprehension strategies including prediction, think aloud, think-pair-share, and summarizing in the varied stages as reading activities. The results of the study revealed that the story map had a positive effect on the students' reading comprehension. Students' reading comprehension pre-tests and post-tests were significantly different at the 0.01 level after learning through the use of a story map.

Moreover, the results indicated that the students had a positive attitude on the use of a story map at high level. According to the results, it can be concluded that a story map which involves activities that facilitates learning about reading, is beneficial for students to improve their reading comprehension of narrative texts and enhance their positive attitudes.

5.4 Pedagogical Implications

The results from this study showed that the students' reading comprehension were improved. Their attitudes towards the story map were positive at a high level. The story map was employed to develop reading comprehension. In order to succeed in implementing the story map, especially in enhancing students' reading comprehension, there are some implications to be considered as follows.

First of all, a presentation of a blank teacher-constructed story map should be provided to the students, especially for young learners. From the teacher-constructed story map, the students will be guided to focus on the important information units while reading the text. This can prevent the students from extraneous processing and raise the students' awareness of text structure and discourse organization in reading comprehension.

In addition, training procedure plays an important role in the success of the implementation. The purposes and value of the story map should be provided explicitly and explained to students. In addition, a training phase including the sequence of the teacher's modeling, guided practice, and independent application should be followed in order to makes the students become more familiar with the

story map. Moreover, the teacher's role is also important. The students should work first in small groups with the teacher acting as a facilitator, monitor, and supporter of the groups. It can also be noted that constant feedback to the students is necessary.

Finally, the reading implementation of the study were designed to be used with various reading comprehension strategies as the activities at three reading stages. They were primarily aimed to stimulate students' reading comprehension in reading a narrative text. Therefore, when the students encountered text to read, teachers should provide the strategies and encourage them to use it in order to promote their reading comprehension.

Based on the findings previously discussed, a story map is one of the instructional strategies that can be used in the classroom to promote higher reading comprehension and students' attitude in learning. However, there were limitations of the study which will be discussed in the following section.

5.5 Limitations of the Study

Although the results of the study revealed positive results of the use of story map in improving reading comprehension skills of Thai EFL sixth graders, and the students had positive attitude with the story map at a high level, the study had some limitations.

First, the course design has many other different activities and content which the teacher must follow and has to work on. Therefore, the time for story map implementation is reduced. Additionally, an hour for the application in each period was not enough time for students who have a low English proficiency level. Some of them took more time to do the activities and lacked learning processes even though they were already given a training phase for two periods before the implementation. Moreover, another limitation is the teacher-constructed story map. The researcher provided the students with a teacher-constructed story map at the post-reading stage in the implementation. Even though it might be beneficial for the basal reader, the students were asked to complete it every reading lesson that could become boring to them and reduce their motivation to do the activity.

5.6 Recommendation for Further Studies

This study investigated the effect of using a story map in improving reading comprehension skills of Thai EFL sixth graders. The results implied that the story map can help students improve their reading comprehension of narrative texts at a literal comprehension level. Based on the results of this study, some recommendations for the further studies are provided as follows.

1. Students should be given more training of how to work on the story map and reading activities as well as have great deal of examples in order to make them feel more confident when doing their own.

2. Further studies should be conducted to investigate students building their own story map after practicing with teacher-constructed diagrams to compare the results obtained in the implementation terms of the story map's effectiveness to understand the reading texts and their performance on both tasks.
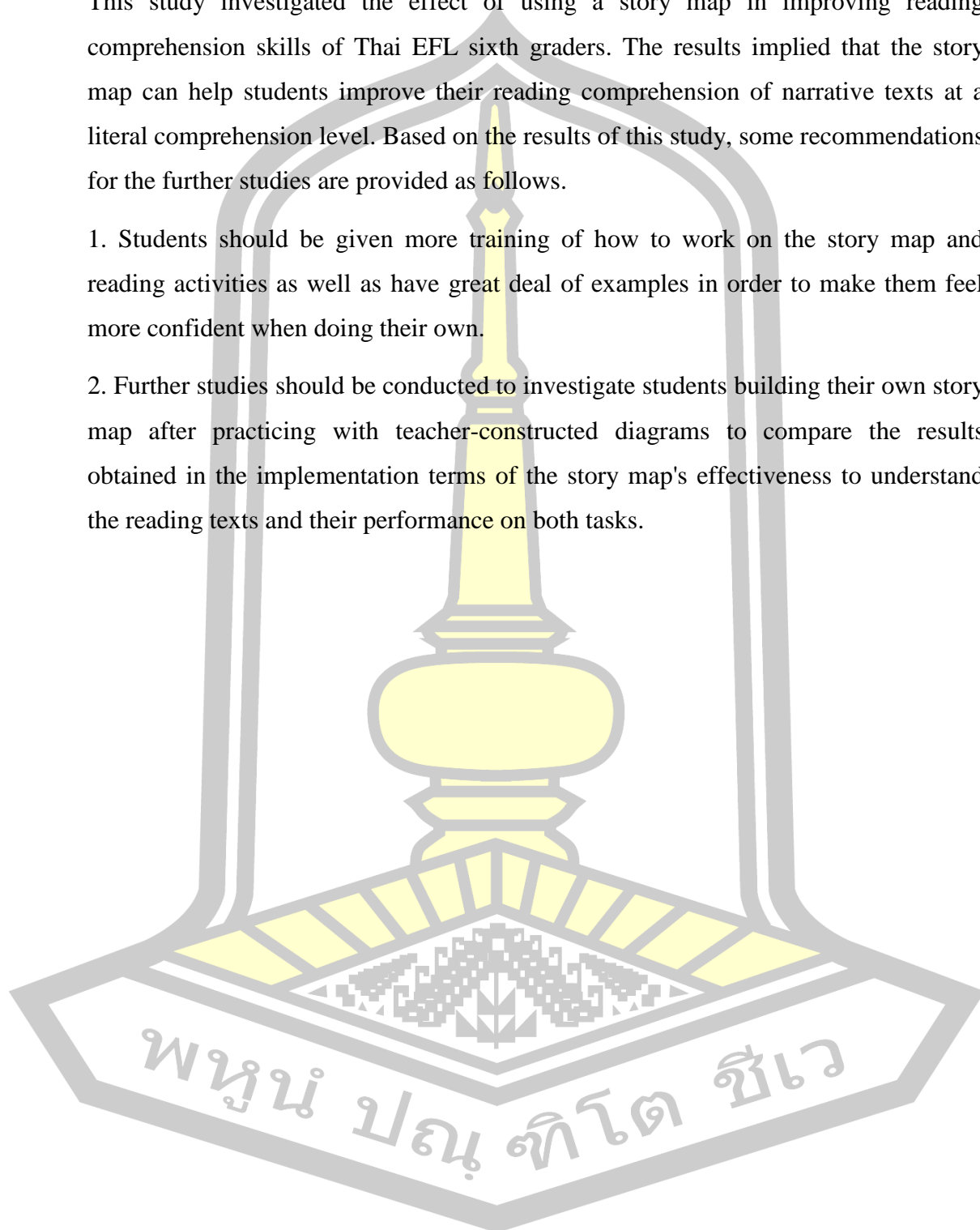
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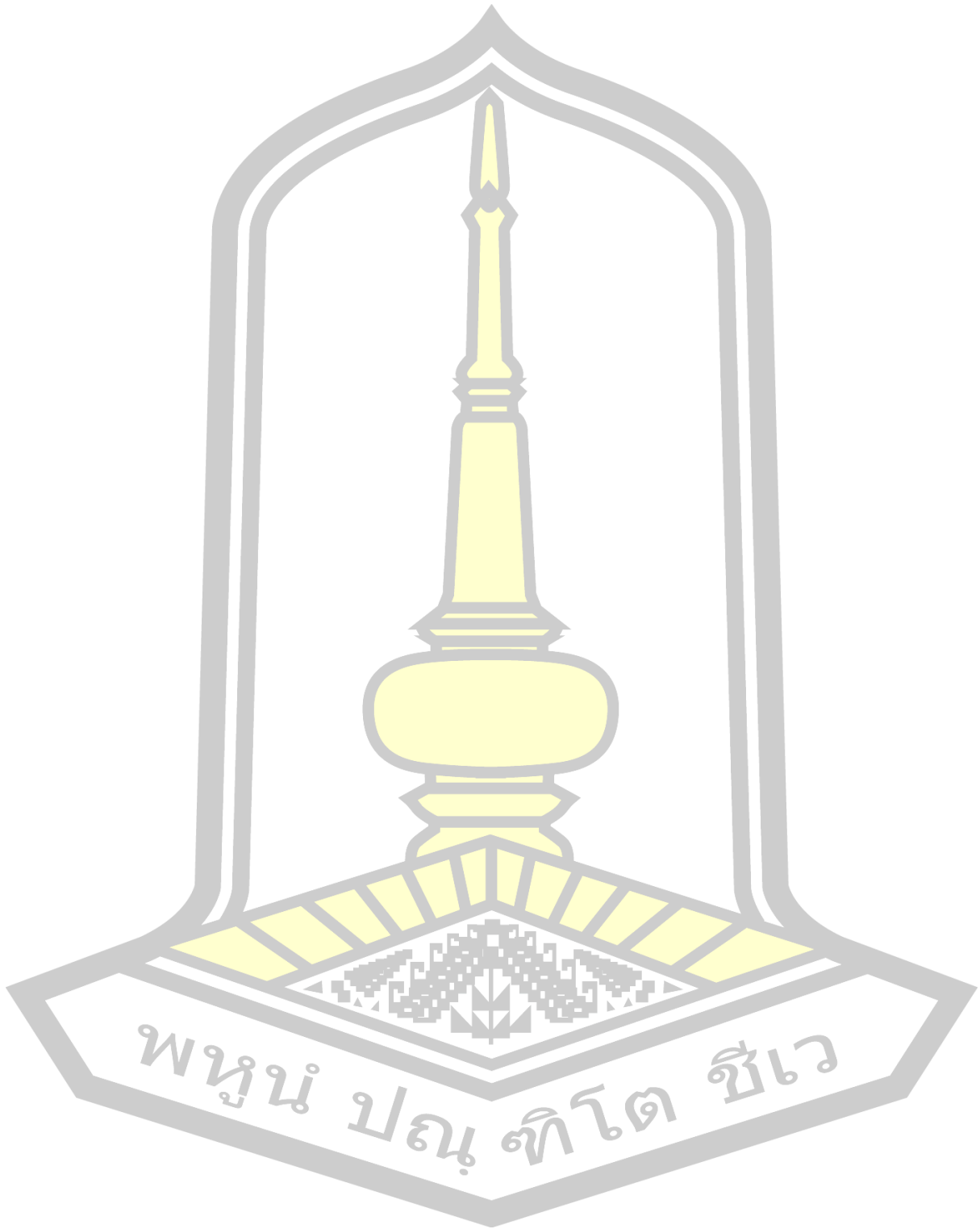
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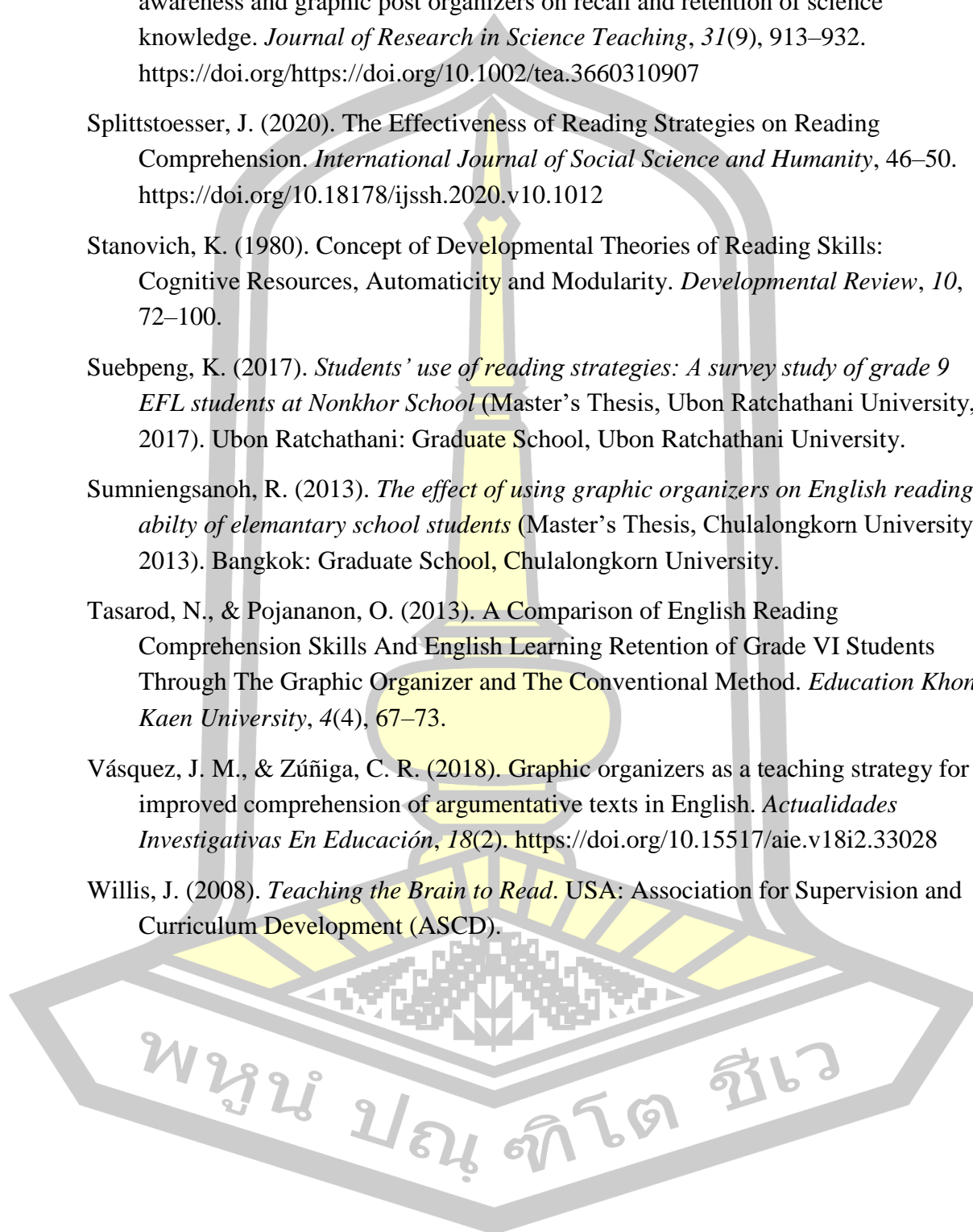
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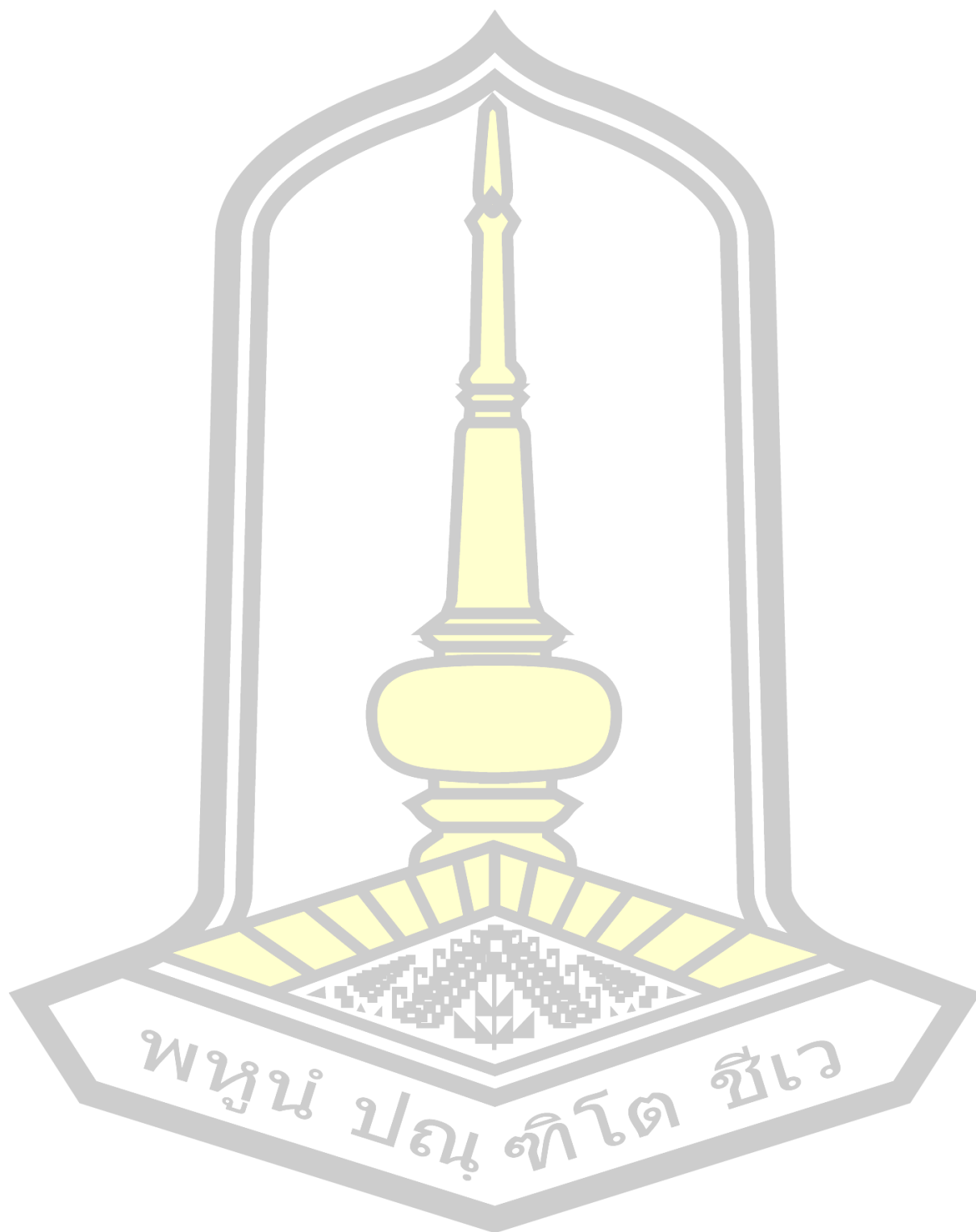
APPENDIX A: Reading Comprehension Test

Directions: Read the passages and choose the correct answer.

A Present for Father

Sunday is Father's Day, and Maria wants to buy a special gift for her father. She looked at the Father's Day advertisement in the newspaper, but they mostly had sales on ties and bottles of cologne. Her father doesn't like to wear ties, and he never wears cologne. He used to go fishing or bowling on the weekends, but lately he's been staying home and working in the garden. Maria can spend about $45 on her father's gift. She wants to buy him something that he will use every week. Therefore, she decides to buy a sweater and two shirts for him.

---

1. What day is Father's day?

a. Monday   b. Tuesday

c. Saturday   d. Sunday

2. Where did Maria find the Father's Day advertisement?

a. in the website   b. in the newspaper

c. in the magazine   d. in the shop

3. What did Maria's father use to do on weekends?

a. stay at home   b. go fishing

c. go swimming   c. work in the garden

4. How much Maria can spend on her father's gift?

a. $35   b. $25   c. $55   d. $45

5. What is the main idea of the story?

a. Maria buys a special gift for her father on Father's Day.

b. Maria spends $45 on her father's gift.

c. Maria visits her father on Father's Day.

d. Maria looks in the newspaper for sales before she buys a gift.

Write answers to the questions in the answer sheet. (Item 6-7)

6. What does Maria's father do on weekends?

....

7. What does Maria buy for her father?

....

Hot Sauce Paul

Paul was a twelve years old boy. He lived with his parents in Chicago, USA. One day, Paul's parents told him to finish dinner or there would be no dessert.

On this particular night, there was a big problem. Paul had to find some way to finish his cabbage. He hated a cabbage very much because it had a bitter taste. But he loved hot chili sauce. So he decided to pour the hot chili sauce on his cabbage. Now it was delicious. Paul managed to finish his cabbage, and he was ready for a treat. Dessert turned out to be apple pie. Paul was happy because it was his favorite dessert.

8. How old was Paul?

a. twelve years old   b. twenty years old

c. eleven years old   d. ten years old

9. Where did Paul live?

a. Thailand

b. The United State of America

c. The United Kingdom

d. San Francisco

10. What will happen to Paul if he does not finish his dinner?

a. he will get an apple pie

b. he will not eat a cabbage

c. he will pour the hot chili sauce on his cabbage

d. he will not get dessert

11. What happened at the end of the story?

a. Paul found some way to finish his cabbage.

b. Paul got a pie apple as dessert.

c. Paul managed to finish his cabbage.

d. Paul hated a cabbage very much.

12. What is the main thought of the story?

a. Paul managed his dinner and got dessert from parents.

b. Paul loved hot chili sauce.

c. Paul hated a cabbage because it has a bitter taste.

d. Paul was happy because a pie apple was his favorite dessert.

Write answers to the questions in the answer sheet. (Item 13-14)

13. Why did Paul hate a cabbage very much?

....

14. What was he pouring on the cabbage?

....

Picnic problems

When Patty woke up this morning, there was not a cloud in the sky. The sun was shining and the weather was nice and warm. Patty called her friend Jackie. "Let's have a picnic!" She said to Jackie. Jackie got on her bike and rode to Patty' house right away.

The girls packed some sandwiches and juice for lunch into a large basket. They were ready to go. All the sudden, Jackie heard a noise. It was thunder. The sky had turned dark and it began to rain. "Oh well" said Patty, "we can have our picnic inside." They sat on the living room floor. The girl laughed all day about their strange picnic. When Jackie leaving, she told Patty that she wanted to have another inside picnic next week. Patty said that was a good idea.

15. What was the weather like when Patty woke up?

a. There was a cloud in the sky.

b. The weather was nice and warm.

c. There was thunder.

d. The weather was hot.

16. Why did Patty call to her friend Jackie?

a. asked her friend to pack some sandwiches

b. asked her friend for lunch

c. asked her friend to ride a bike

d. asked her friend to have a picnic

17. Where did the story take place?

a. Jakie's house b. Patty's house

c. The girls' house   d. Pim's house

18. What were the girls bringing on the picnic?

a. some sandwiches and juice

b. some sandwiches and coke

c. some sandwiches and soda

d. some sandwiches and hamburgers

19. What did Jackie say when she was leaving?

a. She didn't like the picnic.

b. She wanted to picnic at her home.

c. She wanted to picnic inside next week.

d. She wanted to picnic outside next week.

20. What is the main idea of the story?

a. Patty and her friend have picnic inside.

b. Jackie wanted to have another inside picnic next week.

c. Patty called her friend to have a picnic.

d. The girls packed some sandwiches and juice for lunch.

Write answers to the questions in the answer sheet. (Item 21-22)

21. What happened when Patty and Jackie ready to go?

....

22. What did the girls do when it began to rain?

....

At the beach

Becky was visiting Aunt Anna at her house at the beach. It was a beautiful summer day. Becky had built a giant sand castle that morning. Aunt Anna took pictures of castle to send to Becky's parents. Later that morning, Becky and Aunt Anna went swimming in the ocean. It was fun to jump with the waves. Then they went to the house and ate sandwiches and strawberries for lunch.

Becky wanted to play the beach that afternoon. Aunt Anna told her it was too hot to go outside without a hat on. Becky didn't have a hat. Aunt Anna told her to wear one of hers. Becky tries on four hats. The pink was really pretty, but it has a big bow in the back that was too long for Becky. The green hat was too fancy for Becky. The blue hat was nice, but it had an ugly bird on it. Then Becky saw a big brown hat with a yellow ribbon on it. That hat was made of straw. It was a perfect hat for the beach. It was too big for Becky's head but she didn't care. It was a great hat.

23. Where was Becky?

a. at the store　　　b. at the beach

c. at school　　　　d. at home

24. Who was Becky visiting?

a. her grandparents　　b. her friends

c. her sister　　　　d. her Aunt Anna

25. What did Becky do in the morning?

a. She built a small sand castle.

b. She built a giant sand castle.

c. She went to swimming with Aunt Anna.

d. She ate sandwiches and strawberries for lunch.

26. In the afternoon, what did Becky want to do?

a. She wanted to swim in the ocean.

b. She wanted to try on four hats.

c. She wanted to go to her house.

d. She wanted to play the beach.

27. Why didn't Becky like the blue hat?

a. It was too fancy.

b. It was new.

c. It had an ugly bird on it.

d. It was old.

28. Why didn't Becky want to wear the pink hat?

a. The bow was too long.

b. It had a flower.

c. It had a bird on it.

d. It was dirty.

Write answers to the questions in the answer sheet. (Item 29-30)

29. Why did Aunt Anna want Becky to wear a hat?

....

30. Which of those hats did Becky like?

....

APPENDIX B: Questionnaire

Students' attitudes towards the story map in improving reading comprehension skill

Directions: Please respond to the following items by placing a check mark (√) in the

rating scale according to your opinion

5 = strongly agree   4 = agree   3 = uncertain

2 = disagree   1 = strongly disagree

Questionnaire Item	Attitudes				
	5	**4**	**3**	**2**	**1**
Aspect 1: story map					
1. I liked using the story map in reading classes.					
2. Using the story map in reading classes was interesting.					
3. Using the story map in reading classes was useful.					
4. Using the story map helped me understand the content of the story better.					
5. Completing the information in the story map was easy.					
6. Using the story map in the reading classes was a waste of time.					
7. I felt confused when I used the story map in reading classes.					
8. The story map helped me to identify the main ideas of the stories.					
9. The story map helped me to identify key elements of the stories.					
10. I found that using the story map after reading helped me remember details from the stories better.					
11. The story map helped me to summarize the stories.					
12. Filling in the story map was helpful for me in answering comprehension questions.					
13. The story map made reading more meaningful and purposeful.					

Questionnaire Item	Attitudes				
	5	**4**	**3**	**2**	**1**
14. The reading classes in which the story map was used were effective.					
15. I would like to use the story map in upcoming reading classes.					
Aspect 2: reading comprehension strategies					
I. Prediction (activating prior knowledge)					
16. Using knowledge of the title, pictures, and illustrations to predict the content before reading helped me connect my existing knowledge to new information from the story					
17. The teacher's various questions which related to a particular story helped me link my background knowledge with the story content before I started reading.					
II. Think-aloud					
18. I found that thinking out loud while reading enabled me to comprehend the stories better.					
III. Think-pair-share					
19. I found that sharing information with friends helped me to understand the stories better.					
IV. Summarizing					
20. Trying to summarize the story after reading helped me comprehend the story better.					
Aspect 3: teaching and learning in reading class					
21. The lessons and the activities in reading classes improve my reading comprehension skill.					
22. Clear directions and explanations helped me meet my reading goal.					
23. The teacher's monitoring made me understand what I was expected to do in each activity.					

Open answer

1. I like that by using the story map, I was able to

....
....
....
....
....

2. When completing the story map, I found it difficult to

....
....
....
....
....

3. How effective has the story map been for you to improve the reading
comprehension of narrative text?

....
....
....
....
....
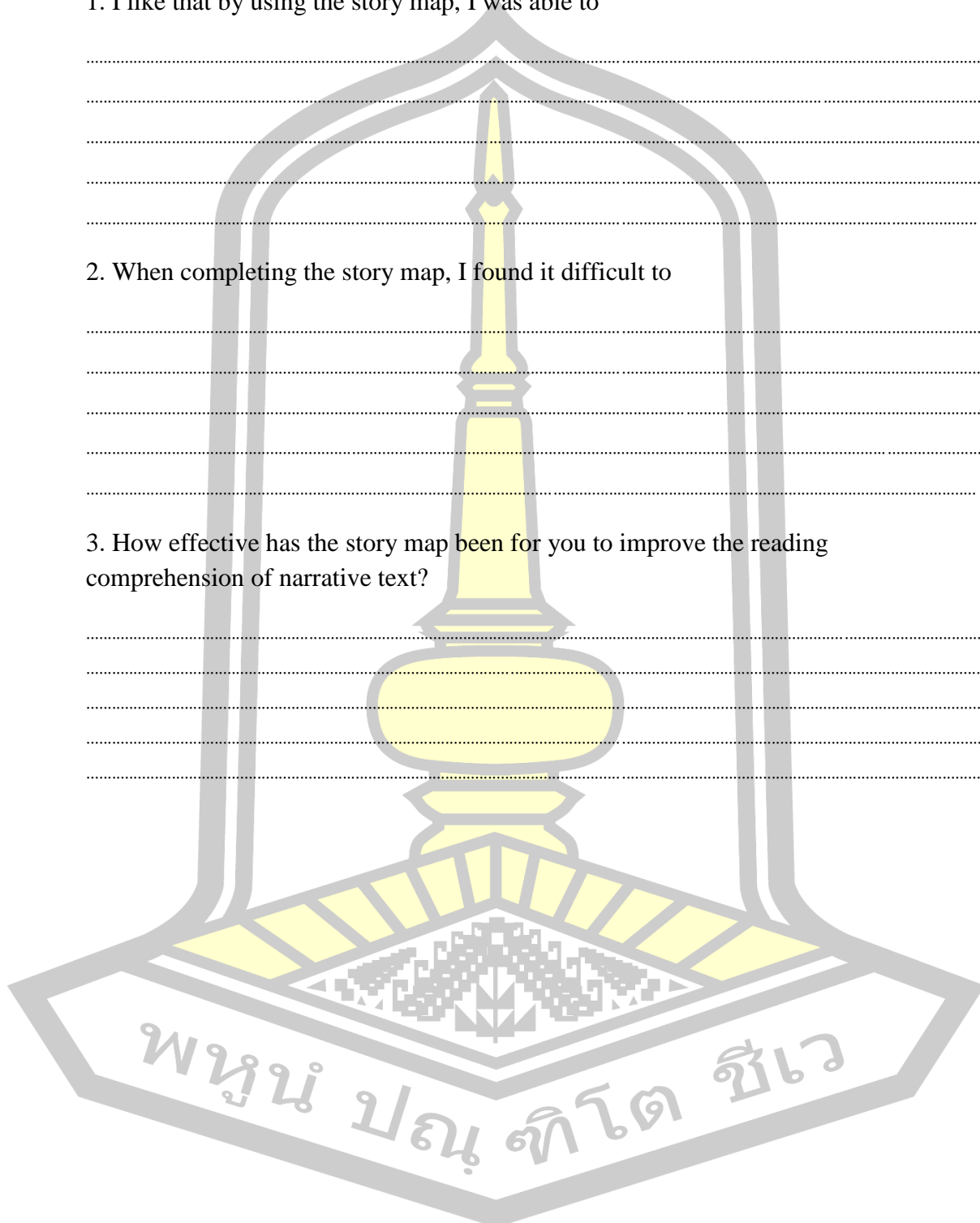
APPENDIX C: Observation Checklist

Date of observation: Number of students present during observation:

Meeting: Observer:

	Reading activities	YES	NO	NOTES
A	**Pre-reading**			
	The students predict what the story is about, what they will learn			
	The students predict the meaning of new words			
	The students discuss their prior knowledge to connect to new information from the story			
	The students found the words provided matching with the pictures			
	The students found past tense forms of verbs provided matching with the meanings			
B	**While-reading**			
	The students read the story thoroughly			
	The students verbalize their thoughts while reading the story			
	The students re-read the story to understand confusing parts			
	The students identify main idea and key elements of the story			
C	**Post-reading**			
	The students share information and their understanding of the story with peers			
	The students complete the story map			
	The students summarize the story			
	The students answer the comprehension questions related to the story			

APPENDIX D: Lesson Plans

Lesson plan 1: The Hottest Day Ever

Course: Fundamental English (E61101)   Level of students: Grade 6

Foreign Language Department   Time: 2 periods

Learning outcome: 1. Students will be able to identify the main idea and details of the story.

2. Students will be able to answer the questions from the story.

Learning content: 1. Vocabulary

- woke up, realized, turned on, ran, sweat, walked, electricity, dived, tired,   sprinkle

2. Grammar

- past simple tense

Materials: 1. Handout

2. Exercises 1, 2, 3

Assessment: Students will be able to   fill out the story map by using the information from the text and answer the reading questions correctly.

Procedures:

Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
1	Pre-reading (20 minutes)	1. Prediction (Activating prior knowledge) T asks students to look at the title of "The Hottest Day Ever" story and the initial picture on a screen, and asks them to guess what the story is about. - What can you see in the picture? - Can you guess what the story is about? T encourages the students to think about what do they do when	Ss look at the title and picture, and then talk about it. They try to find out what the story is about. Ss share their answer with whole class.

| Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
1		hottest day, and records their answers on the screen. - What are you going to do on hottest day? 2. Introducing unknown words and sentence structure T asks the students look at underlined words in the story - Do you know these words? If not, try to guess their meaning in a vocabulary PowerPoint presentation. T concludes the activity and lets the students read those words together. T distributes sentence strips on the screen, lets the students read together, and teaches the sentence structure. T assigns the students to do Exercise 1 (Match the words given and the pictures / Match the right form of verb and the meaning)	Ss share their answer with whole class. Ss look at those words and try guess their meaning. Ss read aloud the words together Ss read aloud the sentences together Ss do the exercise individually
1	While-reading (30 minutes)	1. Think-aloud T models think-aloud activity. - T chooses a part of the story to read aloud and explains to students that she is going to show how to create images in mind when reading a text. - T reads the part aloud and pause to verbalize her thinking and images that are being created in her mind. T demonstrates using fix-up strategies when she does not understand by	Ss listen and observe think aloud modelling

Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
1		- rereading a sentence, reading ahead to clarify, or looking for context clues T lets the students read the story individually and stop at the teacher marked places in order to share their thinking aloud.	Ss listen and observe think aloud modelling
		T invites the students to share their thinking a few times and answer questions. - Do you understand what you just read? T monitors the students while they are reading by letting them think aloud so that the teacher can see whether they understand it or not.	Ss practice to think aloud with the teacher and friends
		2. Identify and comprehend the text T lets the students practice in identifying main idea and record the information individually.	Ss practice to identify main idea and key elements of the story
2	Post-reading (50 minutes)	1. Think-pair-share T assigns the students to work in pair in discussing and sharing their comprehension in the text. - What is the story mostly about? - How many people in the story? - Where did the story take place? - What did Tom do in the hottest day? - What happened to Tom?	Ss engage think-pair-share activities

Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
2		T monitors the students around class. 3.2 Completing the story map T assigns the students to do Exercise 2 (fill out the information on the story map) 3. Summarizing T assigns the students to summarize the story in their own word, and randomly asks them to share with the whole class.4. Do reading task After finishing all step, T asks the students to do Exercise 3 (Answer questions about the story)	Ss complete the story map individually. Ss summarize the story and share with whole class Ss do the reading task individually.
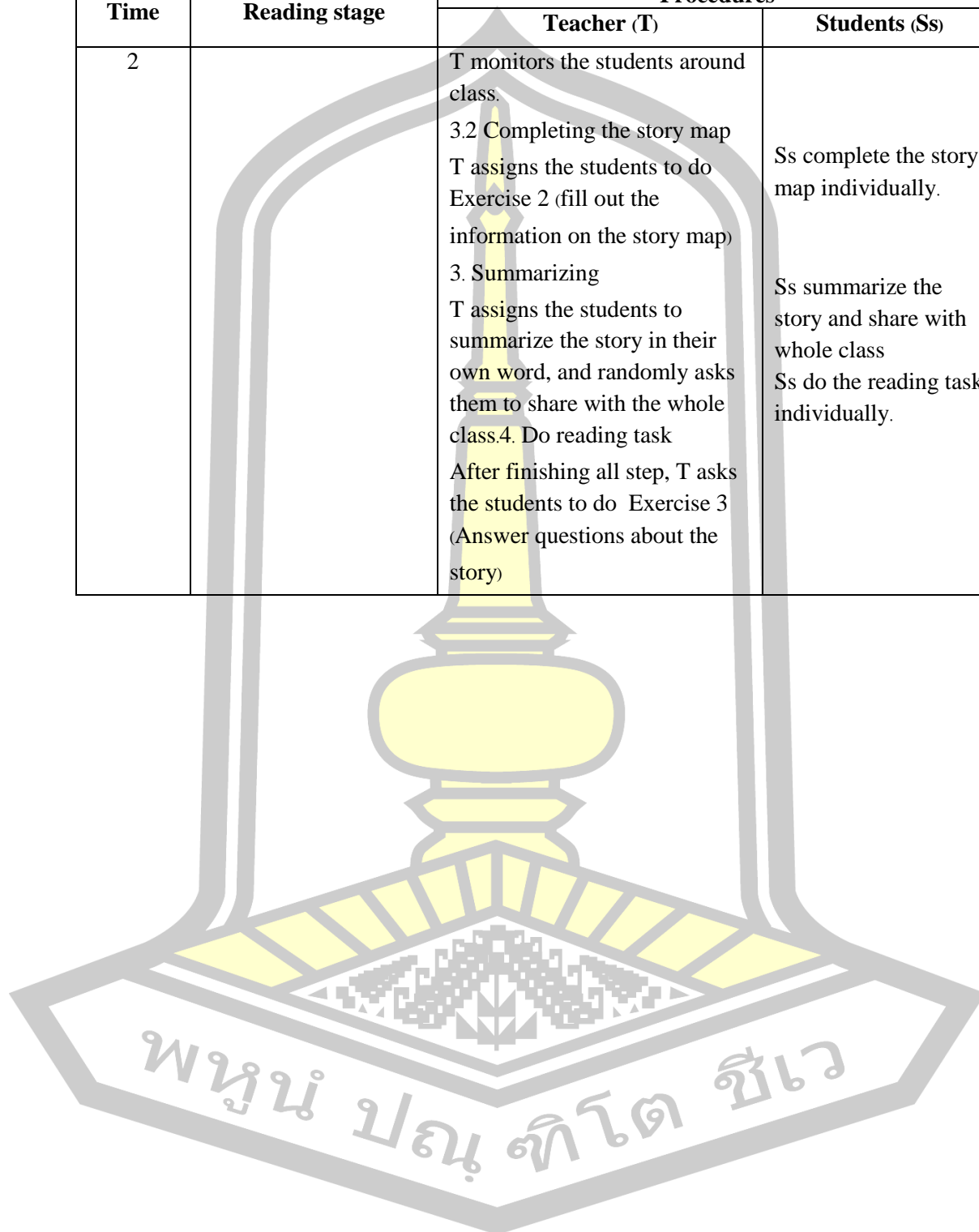
Handout
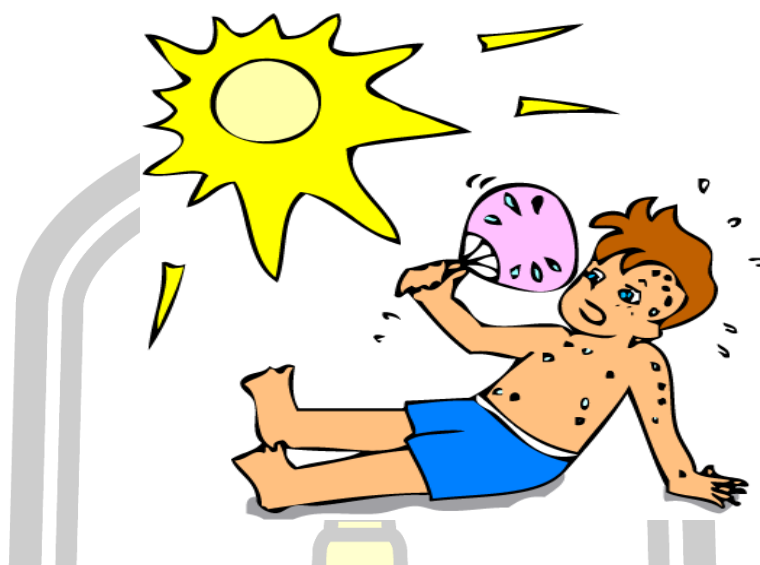
The Hottest Day Ever

Tom woke up one August morning in a warm sweat. He ran to the refrigerator to get a cold drink, but the refrigerator was broken and all the drinks were hot. * He walked over to his electric fan, but it wasn't working either. * He then turned on the television and finally realized that the electricity in his house was out. *

Later that day, Tom went to the pool to cool off. He dived right in! he swam eight laps before he tired out. * His friend Jeremy then bought him an ice cream cone. Tom got a vanilla ice cream cone with rainbow sprinkles. * Even though it was really hot, he did have a lot of fun.

Exercise 1

Unknown vocabulary

Directions: Match the words with the pictures.

1. sweat	2. electricity	3. tired	4. sprinkle

Directions: Match the right form of verb and the meaning

Present form	Past form	Meaning
wake up •	• ran •	• ตื่นนอน
run •	• walked •	• เปิด
walk •	• turned on •	• ดำน้ำ
realize •	• dived •	• เข้าใจ, ตระหนัก
turn on •	• woke up •	• วิ่ง
dive •	• realized •	• เดิน

Name..Class......................No........

Exercise 2

Story map

Directions: Fill out the story map by using the information from the text

Title	Setting	Characters

Problem

Events

Solutions

Summary

Name………………………...............………………………….………..Class………………….No….........

Exercise 3

Reading quizzes

Part 1

Directions: Read the story and choose the correct answer

1. What was the story mostly about?

a. Tom tried many ways to cool off himself on the hottest day.

b. Tom got a vanilla ice cream cone with rainbow sprinkles.

c. Tom ran to the refrigerator to get a cold drink.

d. Tom dived in the pool.

2. What was the weather like when Tom woke up?

a. warm   b. hot   c. cold   d. raining

3. What did Tom want from the refrigerator?

a. a ham sandwich   b. a fan   c. a drink   d. an apple

4. Why does the electric fan not work?

a. it was broken   b. it needed batteries

c. the power was out   d. it wasn't oiled

5. How many laps did Tom take in the pool?

a. two   b. four   c. six   d. Eight

Part 2

Directions: Read the story and write answers to the questions

6. Who bought Tom an ice cream cone?

....

7. What was the flavor of the ice cream?

....

Name...Class.....................No.........

Lesson plan 3

Eating Out

Course: Fundamental English (E61101)   Level of students: Grade 6

Foreign Language Department   Time: 2 periods

Learning outcome: 1. Students will be able to identify the main idea and details of the story.

2. Students will be able to answer the questions from the story.

Learning content: 1. Vocabulary

- called, heard, offered, peanut butter, strange, agreed, drove, starving,   beverage, shocked

2. Grammar

- past simple tense

Materials: 1. Handout

2. Exercises 1, 2, 3

Assessment: Students will be able to   fill out the story map by using the information from the text and answer the reading questions correctly.

Procedures:

Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
1	Pre-reading (25 minutes)	1. Prediction (Activating prior knowledge) T asks students to look at the title of "Eating Out" story and the initial picture on a screen, and asks them to guess what the story is about. - What can you see in the picture? - Can you guess what the story is about? T encourages the students to think about eating outside, and	Ss look at the title and picture, and then talk about it. They try to find out what the story is about Ss share their answer with whole class.

Time	Reading stage	Procedures	
		Teacher (T)	**Students (Ss)**
1		records their answers on the screen. - Have you ever eaten outside with your family? If yes, where? - What is the strangest food you have ever eaten and did you enjoy it? 2. Introducing unknown words and sentence structure T asks the students look at underlined words in the story - Do you know these words? If not, try to guess their meaning in a vocabulary PowerPoint presentation. T concludes the activity and lets the students read those words together. T distributes sentence strips on the screen, lets the students read together, and teaches the sentence structure. T provides a hot seat game to students and assigns the students to do Exercise 1 (Match the words given and the pictures / Match the right form of verb and the meaning)	Ss share their answer with whole class. Ss look at those words and try guess their meaning. Ss read aloud the words together Ss read aloud the sentences together Ss engage the hot seat game and then do the exercise individually
1	While-reading (25 minutes)	1. Think-aloud T models think-aloud activity. - T chooses a part of the story to read aloud and explains to students that she is going to show how to create images in mind when reading a text.	Ss listen and observe think aloud modelling

Time	Reading stage	Procedures	
		Teacher (T)	Students (Ss)
1		- T reads the part aloud and pause to verbalize her thinking and images that are being created in her mind. T demonstrates using fix-up strategies when she does not understand by - rereading a sentence, reading ahead to clarify, or looking for context clues T lets the students read the story individually and stop at the teacher marked places in order to share their thinking aloud. T invites the students to share their thinking a few times and answer questions. - Do you understand what you just read? T monitors the students while they are reading by letting them think aloud so that the teacher can see whether they understand it or not. 2. Identify and comprehend the text T lets the students practice in identifying main idea and record the information individually.	Ss listen and observe think aloud modelling Ss practice to think aloud with the teacher and friends Ss practice to identify main idea and key elements of the story
2	Post-reading (50 minutes)	1. Think-pair-share T assigns the students to work in pair in discussing and sharing their comprehension in the text. - What is the story mainly about?	Ss engage think-pair-share activities

Time	Reading stage	Procedures	
		Teacher (T)	Students (Ss)
2		- How many people in the story? - Where did the story take place? - What happened in the first restaurant? T monitors the students around class. 3.2 Completing the story map T assigns the students to do Exercise 2 (fill out the information on the story map) 3. Summarizing T assigns the students to summarize the story in their own word, and randomly asks them to share with the whole class. 4. Do reading task After finishing all step, T asks the students to do Exercise 3 (Answer questions about the story)	Ss engage think-pair-share activities Ss complete the story map individually. Ss summarize the story and share with whole class Ss do the reading task individually.

Handout

Read the story

Eating Out

In town, there is a new restaurant. It is <u>called</u> Steve's Grill. Last night, David and his parents wanted to go there. *

When they got there, David opened the menu. He had never <u>heard</u> of anything the restaurant <u>offered</u>. The hamburgers were made of <u>peanut butter</u>. The fries were made of carrots. They didn't have any milk or soda to drink. All <u>beverage</u> was raisin juice. * David looked up and saw that his mom and dad were <u>shocked</u>. * They thought that the menu was <u>strange</u>, too. They didn't want to stay and eat at Steve's Grill. * David and his parents <u>agreed</u> that they should go to other restaurant. They got back into the car. They <u>drove</u> to a place called The Best Burgers in Town. * David was glad to see that the food was normal at The Best Burgers in Town because by that time he was <u>starving</u>. *

https://teachables.scholastic.com

Exercise 1 Unknown vocabulary

Directions: Match the words with the pictures.

1. beverage	2. peanut butter	3. strange	4. starving

Directions: Match the right form of verbs and the meanings

Past form	Present form	Meaning
• drove •	shock •	• เสนอ
• called •	drive •	• ได้ยิน
• offered•	call •	• ขับรถ
• shocked •	agree •	• ตกใจ, ตกตะลึง
• agree•	offer •	• เรียก, เรียกว่า
• heard •	hear •	• เห็นด้วย

Name...Class......................No..............

Exercise 2

Story map

Directions: Fill out the story map by using the information from the text

Title	Setting	Characters

Problem

Events

Solutions

Summary

Name...Class......................No.....

Exercise 3

Reading quizzes

Part 1

Directions: Read the story and choose the correct answer

1. Where did the story take place?

a. at home   b. at school   c. at the restaurant   d. in the countryside

2. When did family go to the restaurant?

a. at night   b. in the morning   c. in the afternoon   d. at noon

3. What happened at Steve's Grill?

a. David got milk and soda.   b. David saw a hamburger.

c. Family thought the menu was strange.   d. Family got back into the car.

4. How did David's parents feel after reading the menu?

a. excited   b. glad   c. surprised   d. shocked

5. What is the main idea of this story?

a. David and his parents went to restaurant and saw strange menu.

b. David and his parents agreed that they should go to other restaurant.

c. David had never heard of anything the restaurant offered.

d. Family got back into the car.

Part 2

Directions: Read the story and write answers to the questions

6. What was strange about the menu at Steve's Grill?

....

7. What did family do after reading the menu?

....

Name...Class.....................No..........

BIOGRAPHY

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