THE SELECTED ENGLISH LESSONS TO IMPROVE READING SKILL
OF MATTHAYOMSUUKSA II STUDENTS

by

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ABSTRACT

The purpose of this study was 1) to select English Reading Lessons for testing and teaching in English subject of the Matthayomsuksa II students 2) to measure improvement in reading achievement related to the use of the English reading lessons 3) to find out if the use of lessons prepared in this way result in a good student attitude towards English reading. The sample group for this study was 30 Matthayomsuksa II students studying in the second semester of the academic year 2005, at Saparachinee School, Trang province. It was selected randomly from students in 8 classes. This study was carried out during 20 class periods in the second semester (November – January) of the academic year 2005. The sample group was taught by using the selected English reading lessons. After that the attitude of students towards the use of those lessons was considered.

The instruments used for this study consisted of ten English reading lessons, 50 items pretest/posttest and one questionnaire. The data was analyzed for effectiveness, the mean ($\bar{x}$), variance and standard deviation. The hypothesis was tested by t-test.

The study showed that the efficiency score of the lessons was 89.53/73.06. The final reading score for the sample group was higher than before the experiment. The t-test score was 10.62. This is a significant improvement and achievement for student reading comprehension. The mean score of the attitudes towards English reading was 3.65 and the standard deviation was 0.586. English reading lessons designed for this study effectively improved reading ability. The reading achievements of students after having used the supplementary English reading lessons were higher than before using the lessons.
บทคัดย่อ

วัตถุประสงค์ของการศึกษาคือ 1) เพื่อดึงดูดเรียนการอ่านภาษาอังกฤษสำหรับทดสอบและสอนวิชาภาษาอังกฤษนักเรียนชั้นมัธยมศึกษาปีที่ 2 2) เพื่อวัดผลสัมฤทธิ์ทักษะการอ่านบทเรียนภาษาอังกฤษที่ใช้สอนและ 3) เพื่อดึงดูดการพอเพียงดีของการเรียนต่อบทเรียนที่ผู้เรียนได้รับโดยใช้แบบสอบถาม

กลุ่มตัวอย่างของการศึกษาครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 30 คน ซึ่งถือเป็น เรียนในภาคการศึกษาที่ 2 ของโรงเรียนสวนภัฏจิน จังหวัดสระบุรี และกลุ่มตัวอย่างที่ใช้ศึกษาสุ่มเลือก มา 1 ห้องเรียนจากนักเรียน 8 ห้องเรียน การศึกษาระดับนี้ใช้เวลาสอน 20 ภาษาเรียน ระหว่างเดือน พฤศจิกายน พ.ศ. 2548 ถึงเดือนเมษายน พ.ศ. 2549 บทเรียนที่นักเรียนกลุ่มตัวอย่างเป็นบทเรียน ที่ผู้เรียนสร้างขึ้น หลังจากนั้นจึงวัดผลคลิกของนักเรียนที่มีต่อบทเรียนที่ใช้สอนโดยแบบสอบถาม

เครื่องมือที่ใช้ในการศึกษาระดับนี้ประกอบด้วย บทเรียนทั้งหมด 10 บท แบบทดสอบก่อน และหลังเรียนจำนวน 50 ข้อ แบบทดสอบเพื่อวัดการเจริญเติบโตบทเรียนจำนวนหนึ่งจำนวน เพื่อวิเคราะห์ประสิทธิภาพของบทเรียน ค่าความเปรียบ, ค่าเบี่ยงเบนมาตรฐาน, และทดสอบ สมมุติฐานค่าที่เท่า (t-test)

ผลของการศึกษาพบว่า ประสิทธิภาพของบทเรียนคือ 89.53/73.06 ความสามารถในการ อ่านของนักเรียนหลังจากใช้บทเรียนสูงกว่าก่อนการใช้บทเรียนอย่างมีนัยสัมพันธ์ทางสถิติ ที่ระดับ t-test = 10.62 แสดงว่า ผลการทดลองเป็นไปตามสมมุติฐานที่ตั้งไว้ เจตคติตอบบทเรียนอยู่ในระดับ สถิติที่ 3.65 และมีค่าเบี่ยงเบนมาตรฐานเท่ากับ 0.586 ซึ่งแสดงว่า ความสามารถในการอ่าน หลังจากใช้บทเรียนสูงกว่าก่อนการใช้บทเรียน และนักเรียนมีความพึงพอใจต่อบทเรียนที่เลือกสรร
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1.1 Significance and Background of the Study

In Thailand English language is used to communicate with foreigners. The English language increases its role throughout Thai society. The Education Ministry of Thailand reformed English teaching in 1998 to globalize English language teaching starting from Prathom suksa level 1 (Grade 1) up to Matthayomsuksa level 6 (Grade 12). The Education Ministry did this in order to prepare our new generations. It is accepted that at present the English Language is used to communicate around the world. (Education Ministry, 1998: 1-3 quoted in Sumittra Angwatanakul, 1997: 1)

The English skills that Thailand promotes are English reading; speaking, writing and listening, however, most Thai students cannot use English language effectively. Perhaps Thai students’ reading is the skill which they use most. When students have little opportunity to speak in English they must practice English using reading skill for printed matters published in English. Reading skill is also the heart of education because reading helps to develop thinking processes (Roongjit Ingviya: 1). It is important to find out what problems learners in every level have in reading. It would be interesting to find out the results of research about learning and teaching English reading in Thailand. Although reading skill has value as the most important skill; however, learners may still have low reading skills in every level of education in Thailand.

In approaching the issue of Thai students’ reading skills, the most pressing issue that the researcher emphasizes on the practice and training of teachers of English reading in use of modern methods and media. Most researchers expect that if teachers develop those things, they can assist students to achieve higher reading skills. However, teachers in Thailand have given less thought to selection of reading materials of interest to students and set the length of passages to their current skill level and scope of level usage. The role of a teacher is not to read to the students but to
instruct students readers to read, assist them when they have reading problems and encourage them to read outside classroom. Before the study, the researcher spent four months in one semester to observe students’ reading, help them to practice reading comprehension, answer questions, conclude stories and take tests in reading. Her students achieved better reading scores.

Waggoner (1995) concluded fours ways for teacher can help primary school students to read English as follows:
1. The teacher allowed extra time for students to read their books.
2. The teachers involved students in choosing their own readings.
3. The teachers managed their students and environment to promote reading.
4. The teachers encouraged outside reading assignments.

Another example of reading skill development is in Williams (1995) observed the reading habits of his 10 year old daughter, Krista, for three months in 1992. Krista selected the easy books by herself to read. Krista enjoyed reading books which she selected. When she finished one, she read others. It took three months for his daughter’s reading; Williams concluded that if children had the opportunity to read the books which they liked, and adults were ready to help them, it would make them know the value of reading. They would enjoy and be interested in reading.

In summary, the research works cited above shows that if we encourage the children to read they will develop reading skill and achieve in reading. However, at the present time, English reading lessons for children in a secondary school have a little variety and in a high price. The school and the parents cannot provide them for their children. This is the reason children lose the chance to develop English reading skill.

The very important thing is the Education Ministry has a policy for the English teachers to find or develop the English books to support their children. The purpose is to help learners have more reading achievement, the love of reading and a good attitude. Since the previous studies on the construction of the English lessons were mostly constructed by researchers themselves without students’ participation in all processes of selected lessons. The important thing in this research was, students could participate in selecting the lessons as well as in all learning and teaching activities according to the policy of child center as the policy of Minister of Education.
The researcher therefore wanted to know the effectiveness of the English reading lessons constructed for teaching.

For these reasons, the researcher practiced teaching at Saparachinee School, Trang Province, for one semester in the academic year 2004 to assist students who have reading problems. The researcher used this relationship to develop her thesis about reading and randomly selected students from Matthayomsuksa II because they had learned basic reading skills in Prathomsuksa and Mattayomsuksa I with further practicing and development of English reading skills. Students may be able to develop a habit and love of reading. The result is that students should be able to bring this knowledge for their study in higher education and in daily life in the future. The researcher became interested in creating reading lessons by using the above examples to see if they could develop their reading and to persuade them to read more than in the past. The researcher thus decided to create and test English reading lessons for students in Matthayomsuksa II with the purpose of enhancing English reading. This coincides with the curriculum in 1996 which requires teachers to create teaching materials as a part of the process in learning and teaching (Education Administration, 1996: 68) as well as to select readings from various books, tales and other published matters for their students to read in and beyond the classroom. (Education Administration, 1996: 17).

### 1.2 General Information of the School

Saparachinee School is the first girls’ school in Trang. It was opened on November 20, 1936 by Her Majesty the Queen in the reign of King Chulalongkorn (Rama V).

In 1916, His Majesty the King Chulalongkorn donated 6,000 baht to build a new building for girls’ education in Trang called “Saparachinee Building.” In 1932 the school’s board of directors gathered money to build a new building and used the name “RONG RIAN SATRI PRAJAM JANGWAT TRANG.” In 1936, the name was changed into “SAPARAJINEE SCHOOL” which has remained the name of the school ever since.
The school aims at developing general and academic administration in order to create effective learning so that its graduates can live happily and contribute to society.

Educational management policies of the school are as follows:

1) To develop students’ potentialities in effective learning, virtue, ethics, health, communication and appreciation of the value of the environment and of being a Thai loyal to the nation, religion, monarch, and respect democratic principles.
2) To develop an effective administration and management, to promote teamwork and establish relationship with the community.
3) To develop the capability and knowledge of personnel, teachers, and administration in order to provide good examples in developing their work at a professional standard.

At the present time, there are over 3,000 students. It is very important for all teachers to develop quality of teaching in order to give appropriate knowledge to students so that they can apply their knowledge to their daily life. English is the second language that students should learn and understand the process of writing, listening, speaking and reading so they can use English for communication with foreigners in the future.

In 2004, Saparachinee School Trang offers an English Programme where students receive more than 50% of their tuition in English from native speakers. The subjects such as mathematics, sciences and English are taught in English. Students learn more than 20 hrs./week with native speakers. This shows that the school is about to follow the school policy in supporting the teaching of English.

1.3 The Purpose of the Study

1) To select English reading lessons for testing and teaching in English subject of Matthayomsuksa II students and to evaluate their efficiency following the 80/80 standard Chaiyong Phromwang and others (1987: 136).
2) To measure improvement in reading achievement related to use of the English reading lessons.

3) To find out if the use of lessons prepared in this way results in a good student attitude towards English reading.

1.4 Expected Benefits of the Study

1) English lessons which are appropriate to teach students at the Matthayomsuksa II level will be designed and tested.

2) Students will improve and achieve better in English reading after using the lessons.

3) Educators will understand students’ attitudes towards English reading.

4) English teachers of secondary school students will have a working model for creating and testing their reading lessons.

1.5 Hypothesis of the Study

1) The English reading lessons designed for this study will effectively improve reading ability.

2) The reading achievements of students after having used the supplementary English reading lessons will be higher than before using the lessons.

3) Students will have a positive attitude towards the English reading lessons.

1.6 Scope of the Study

The population used for study was 320 students in Matthayomsaksa II at the Saparachinee School, Trang Province, in the academic year 2005. The sample for this study was 30 students in Matthayomsaksa II at Saparachinee School. The random sampling was selected from students in 8 classes by draw lot (excluding students from the two advanced classes). This study was carried out in 20 class periods in the second semester (November – January) of the academic year 2005 (50 minutes per period).

The instruments used for this study were:

1) Ten lessons whose topics were selected and prepared by the researcher including readings and quizzes (See Chapter III for further details).
2. A Pretest /Posttest with 50 items.
3. A questionnaire.

1.7 Limitation of the Study

This study was experimental research. The main objective of this study was to select English lessons to improve the reading skill of Matthayomsuksa II students and to measure improvement in reading achievement related to the use of the selected English reading lessons, as well as to find out the students attitude towards the English reading lessons selected by researcher. Due to the time restraints, the results of this study might be incomplete. The students did not pay attention in their class. This study was also limited in the number of students who attended.

1.8 Definitions of Terms

**English lessons** refer to the lessons which have been selected for improving the reading skill of students in Matthayomsuksa II.

**Effectiveness of lesson** refers to the validity and reliability of selected lessons for improving the English reading skill according to the criteria of effective assessment 80/80 (Chaiyong, 1977: 136). The first 80 is a percentile of average scores of students on the exercise tests. The second 80 is a percentile of average scores on the posttest.

**Reading skill** refers to the ability to accurately comprehend meaning in English texts.

**Test Form** refers to the form containing stories and questions in English used for examining pre-test and post-test reading ability.

**Students** refer to the children in Matthayomsuksa II learning the English subject in academic year 2005 at Saparachinee School, Trang province.
1.9 Conceptual Framework

The lesson topics selected by sample group and lessons prepared by the researcher

Matthayomsuksa II sample group students study the lessons and engage in testing

- The effectiveness of the English reading lessons will be measured
- Scores of students on the posttest will demonstrate higher achievement
- Student attitudes toward the lessons will be positive.

Figure 1 Conceptual Framework of the Study
CHAPTER II
LITERATURE REVIEW

This chapter presents information and the literature related to this study. The first section is about teaching and learning English which discusses factors that promote positive student attitudes. The second section covers the theory of reading skill acquisition so as to understand the development of reading skills. The third section presents procedures for constructing and evaluating English reading lessons and activities. All the sections will be presented with the related studies side by side.

2.1 Teaching and Learning English Language

Learners are all different. Some may be interested in studying while others may not. In order to teach English successfully, teachers should bear in mind the psychology of teaching and learning English. As a conceptual framework (p.7) for this study, Figure 2 shows Spolsky’s general model of second language learning (Spolsky, 1989 cited in Mitchell and Myles, 1998). In this study the term “learning opportunities” refers to the Selected English Lessons to improve reading skill. It shows the proper relationship between learners and curriculum in the second language learning (See Figure 2).

Spoky’s model demonstrates that teaching and learning English language involves the student in learning who has specific background and factors that will effect performance in reading or other English skills.

Duangduan (1981) stated that a teacher’s physical, mental and learning readinesses are all important in learning a language. His past experience and learning will strengthen his readiness and quicken his learning because of this the teacher must organize learning activities in such a way as to stimulate learning to each individual’s capacity and potential. This means that the teacher should arrange a suitable situation that allows the students the opportunity to use the language by themselves. The teacher has an important role in helping students to success in their studying. He should
organize activities that allow students to practice daily-life English. And the teachers must act in a friendly way towards students at all times. The shy students’ problems must be solved carefully without creating new emotional obstacles to the fulfillment of objectives. The teacher must therefore be a good observer of her students’ behavior to know what they want and what they are interested in so that she can modify her teaching lessons accordingly and arrange the classroom and instructional media to fit in with each teaching method. Therefore, about reading skill the teachers can select the suitable lessons for their students and create the good classroom atmosphere and including observing their student’s behavior (Suchada, 2002).

In conclusion, in order to encourage learners to succeed in studying English language, the teacher should provide not only interesting lessons but also a friendly environment. Students’ background and attitude will be significant factors in any English reading learning situation. Attitudes can be measured by using a simple questionnaire with a Likert scale of one to five.
2.2 English Reading Skill Acquisition

Reading can be seen as a set of subskills that children must master and integrate. They believe that although good readers have learned and integrated these subskills so well that they use them automatically. Beginning readers have not learned them all and may not integrate well those that they have learned. This situation results in slow, choppy reading for beginners and perhaps also in reduced comprehension, because the separate skill of word recognition takes so much concentration. Teaching these skills until they become automatic and smoothly integrated is thus the approach that many educators take to reading instruction (Burns, 1998: 15).

Smith et al. (1978) point out that teachers need to focus instruction on specific skills. Otherwise, instruction in reading would be reduced to assisted practice on a long, laborious trail-and-error approach. There is no research to suggest children can learn to read and develop reading skill if they are taught using method that treats reading as if it was a single process. Therefore, for instructional purposes, it is probably best to think of reading as a set of interrelated subskills (Burns, 1985: 15). Samuels and Schachter (1985) stated that lack of subskill mastery and lack of integration of these skills into higher order units are sources of disability among those who read poorly. Since fluent readers have mastered each of the subskills to the point where they are automatic and have made their integration automatic, they do not clearly see the dividing lines among these skills during their daily reading. In conclusion, subskill theories depict reading as a series of subskills that children must master so that they become automatic and smoothly integrated.

Psycholinguistic theories, as the name implies, are based on the disciplines of psychology and linguistics. Burns referring to the work of Kenneth Goodman says that “reading as a psycholinguistic guessing game in which readers select the fewest, most productive cues necessary to produce guesses which are right the first time”. He points out the importance of the readers’ ability to anticipate the material that he or she has not seen and also point out that reader bring to their reading all of their accumulated experience, language development and thought in order to anticipate meaning in the printed material.

Children learned to read as they learned to speak, by generating and testing hypothesis about the reading material and getting appropriate feedback (Burns,
1998:18). He believes that although reading cannot be taught, children can be given opportunities to learn. First they need to have people read to them, and then they need the chance to read for themselves, with help.

Psycholinguists points out that, although the ability to combine letters to from word is related to learning to read, it has little to do with the process of fluent reading. When a person reads for meaning, he or she does not always without having identified all of the words in it. The more experience a reader has had with language and the concepts presented, the fewer clues from visual configurations he or she will need to determine the meaning of the material. Fluent readers make frequent use of semantic (meaning) and syntactic (word-order) clues with in the material as well (Burns, 1998: 19).

Definitions. Much of what we say about reading skill acquisition relates to our definition of reading. Reading is the process of constructing meaning from written texts. The definitions of reading that emphasize meaning indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson, 1985). Anderson referred to Wixon’s work about others define reading as the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

For this thesis, the researcher agrees with Anderson and Wixson and understands reading as communication of a message between an author and reader. The meaning constructed by a reader is dependent to a large extent on the relationship between the author’s purpose for writing the text and the reader’s purpose for reading. Each reader has different purposes. Often the main purpose behind reading is to make connections between what the reader already knows and what they need to know. Knowing why they are reading will greatly increase their chances of understanding the material. Other reasons why a person might be reading some particular text include the following:

- Pleasure and enjoyment
- Practical application
- To get an overview
• To locate specific information
• To identify the central idea or theme
• To develop a detailed and critical understanding

To develop a detailed and critical understanding, the reader must master fully the material in a book, journal article or manual so as to evaluate its arguments, perspective, and/or evidence. This will require a reader to read the material thoroughly, make effective and relevant notes, keep an open mind by being aware of your own ideas and opinions regarding the issues involved.


1) To read to get the main idea such as in classified ads. Readers wanted to know about works positions, candidate requirements, dates, times and places.
2) To read for sorting information in a text, readers may read newspapers and develop speed reading skill.
3) To read for entertainment such as, novels, tales.
4) To read for finding knowledge such as, read many texts -books.
5) To read for supporting their thinking such as books about moral principles.
6) To read for analyzing economic news and so on.

The Role of Oral Reading

There is good evidence that in order to build fluency, children need to engage in reading large amounts of meaningful text (Anderson et al., 1988; Taylor et al., 1990). Many young children enjoy reading aloud and can practice with a partner or in small groups to achieve greater fluency (Anderson et al., 1985).

Oral reading is a complex process in which the reader becomes the "link" between the author and the listeners by comprehending the selection and interpreting it for the enjoyment and understanding of those listening. Students who read orally improve their speech and understanding, and gain much enjoyment when they experience success. Students should be given many opportunities to practice oral reading, either by themselves (with an audio recorder) or in pairs.
Often, the support given by a peer changes hesitant oral reader into willing and competent oral readers. Always provide time for sufficient practice before expecting a student to read aloud in class. A willing audience is necessary for success in oral reading and the teacher should prepare students to be effective listeners. Students may read to individuals, to small groups, to the whole class, to other classes, and to interested adults. Students benefit from listening to oral reading, and should be given opportunities to listen to the teacher and to professionally recorded audiotapes (Department of Education of Saskatchewan Province, 2006).

As children begin reading longer stories, it may be too time-consuming for them to read whole selections orally. With older students a primary function of oral reading should be to defend positions that they take in discussions about the selections they have read; they read aloud to prove points. Children at all grade levels can be encouraged to read aloud sections from books they are reading independently. As they read to peers, groups of classmates, or the whole class, they advertise the book and encourage others to read it (Anderson et al., 1985). Oral reading also serves as a very valuable source of assessment information for teachers and for students themselves. As they read aloud, students become aware of any word identification problems and look for ways to correct them. By listening to a student's oral reading, a teacher can gain valuable insights into the student's word identification strategies and the degree of that student's fluency. (Eduplace.com)

Reading Comprehension (Reading for Understanding). Comprehension is an important object in reading because the reader can receive the use from reading and they read to understanding the correct meaning. Readers employ a number of types of comprehension in order to understand fully what they read. To take in ideas that are directly stated is literal comprehension; to read between the lines is interpretive comprehension; to read for evaluation is critical reading; and to read beyond the lines is creative reading. Perhaps because literal comprehension is easiest to attain, teachers have given it a disproportionate amount of attention in the classroom; but children need to achieve higher levels of reading comprehension to become informed and effective citizens.

Many educators state their opinion about comprehension in different ways.
Dechant (1982) stated that reading was the procedure of the brain; reader knew meaning of alphabets after they needed to understand that story. Reading was a procedure to help readers get the vision and conclusion of that stories which they understood meaning of words, sentences or content in each paragraph and concluded the meaning of words from clues.

Kintsch and Yarbrough (1982) stated a different opinion from Dechant that there were two levels in reading comprehension. Micro process in comprehension involved understanding words, phrases and sentences. Macro processes in comprehension included understanding of the reading as a whole.

Tricia (1982) agreed with Kintsch and Yarbrough. He stated that comprehension did not limit readers to answer questions correctly. However, they may have understanding in two levels. The first was a low level understanding, it occurred when readers pleased with their reading. They understood correctly and interpret them following the grammar. The second was a high level, readers could understand the main idea and after that they could compare these with their previous knowledge.

Kanjana Prabpal (1993) stated that comprehension occurs when the reader predicted interpreted the author’s thoughts and integrates the details. The types of reading comprehension differ according to whether the reading is for literal, critical, interpretive or creative reading.

**Literal Reading**

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher-level understanding. Examples of the skills involved are the ability to follow directions and the ability to restate the author’s material in other words. For instance, if the author wrote, “The man’s tattered coat was not effective against the cold,” a child could show evidence of literal comprehension by saying, “The man’s ragged coat didn’t keep him warm.”

Recognizing stated main ideas, details, causes and effects, and sequences is the basis of literal comprehension. Exercises for developing literal comprehension include those described earlier under “Units of Comprehension,” as well as those below.
**Interpretive Reading**

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretive reading include

1. inferring main ideas of passages in which the main ideas are not directly stated,
2. inferring cause-and-effect relationships when they are not directly stated,
3. inferring referents of pronouns,
4. inferring referents of adverbs,
5. inferring omitted words,
6. detecting mood,
7. detecting the author’s purpose in writing,
8. drawing conclusions, and
9. interpreting figurative language.

**Critical Reading**

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas especially important ones.

If people are to make intelligent decisions based upon the material that they read, such as which political candidate to support, which products to buy, which movies to attend, which television programs to watch, and so on, they must read critically. Since children are faced with many of these decisions early in life, they should receive instruction in critical reading early. Teachers can begin promoting critical reading in the first grade, of even kindergarten, by encouraging critical thinking. When reading a story to the class they can ask, “Do you think this story is real or make-believe? Why do you think so?” If the children have difficulty in answering, questions such as “Could the things in this story really have happened? Do you know of any children who can fly? Have you ever heard of any real children who can fly? Have you ever heard of anyone who stayed the same age all of the time? Do
all people grow up after enough years have passed?” can be helpful. By asking “Can animals really talk? Have you ever heard an animal talk?” Teachers can help children understand how to judge the reality or fantasy in a story.

Critical thinking can also be promoted at an early stage through critical reading of pictures. If children are shown pictures that contain inaccuracies (for example, a car with a square wheel), they can identify the mistakes. Children’s magazines often contain activities of this type, and illustrators of books often inadvertently include in correct content. After the children have read (or have been read) a story containing such a picture, ask them to identify what is wrong in the picture, according to the story.

**Creative Reading**

Creative reading involves going beyond the material presented by the author it requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. Burns, referring to the work of Huus, says that reading “is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructs” (1998: 16). Teachers must carefully nurture creative reading, trying not to ask only questions that have absolute answers, since these will tend not to encourage the diverse processes characteristic of creative reading. In order to go beyond the material in the text, the readers must make use of their background schemata, combining this prior knowledge with ideas from the text to produce a new response based on, but not completely dictated by, the text. Creative readers must be skilled in the areas discussed below.

**Reading Ability.**

Savittree Prasertkul (1976) stated that the two functions in reading are the skills which learners used in reading and the previous knowledge of learners. Her opinion is that reading skills depend upon their previous knowledge.

Roongjit Ingviya (1999) stated that the ability in reading comprehension consisted of understanding word meaning, sequence of information, getting the main idea, observing related information, separating kinds and conclusions and predicting.
We can conclude that reading comprehension is the primary function of reading. When readers read alphabets, they need to use thinking procedures for understanding those stories. The ideas children gain from reading when they are young can be used to develop them in the future. All of the above four types of comprehension skills need to be measured in reading tests, and the types of questions for a Matthayomsuksa II student should be a mix of lower and higher level comprehension.

2.3 Procedures for Constructing and Evaluating English Reading Lessons and Activities

Amporn Kaewsuwan (1979) stated that the lessons were not created for students in classroom but also could be helped them beyond the classroom and the contents were different from text books. The important thing was, it was suitable for students’ achievement and helped them love reading.

Mangieri, Bader and Walker, (1982) stated that the lessons help students to support the students’ learning very much. The favorite reading lessons in that study were Science Research, Associates Reading Laboratories, Macmillon’s Reading Spectrum and Webster McGraw-Hill’s Classroom Reading Clinic. They stated that the lessons could help the students in practicing reading.

Crawley and Lee (1995) stated that the constructed English reading lessons was the lesson which helped the students to succeed in reading following an object and skill of each person.

Therefore English reading lessons create reading skill, a habit or love of reading and stronger English vocabulary and usage. The reading lessons are there to improve students. There are four important procedures for constructing and evaluating English reading lessons and activities. The steps in the process include 1) selection of readings, 2) lesson design and preparation, 3) the ways in teaching by using the English Reading lessons 4) evaluation of achievement and skill assessment.
1) The Selection of Readings

In constructing the English reading lessons it is necessary to consider the question “What are children interested in reading?"

Songphon Issarawutkul (1986) offered the idea that the necessary construction of English reading lessons would have to be content dependant, attractive models, with various pictures without captions. The selected questions are easier than text-book questions. The questions are not too long and consist of many categories.

The teachers should encourage students who are in the medium or high levels to read the English newspapers or magazines which are sold in the market so that they will learn new words and idioms for creating better reading performance.

Chintana Bikasuyee (1991: 87-104) stated that lessons should contain the following contents:

1) Synchronic literature that helps people to do good things, for example “Dharma beats Adhamma”.

2) Lessons should include up to date meaningful stories. Especially stories concerned with children’s problems, experiences and appropriate entertainment.

3) The hero in stories should be as life like as possible.

4) The pictures should be taken from many books or drawn by the teacher when necessary. Be certain the pictures correspond with the stories. This would help make the readings interesting.

Roongjit Ingviya (1999: 41-45) constructed the English supplementary lesson for Prathom 6 students, and collected the content involving animals, children, daily life at home, school experiences, newspaper articles, human relationships, and animal-human relationships. The stories are to be of a high quality and suitable for students. Other groups of educators emphasize that readings should be selected from real documents in creating the lessons.

Huizenge and Ruzic (1994) and Silberstein (1994) added that the constructed reading lesson should have the following characteristics.

1) To utilize media appropriate to students.
2) The lesson consists of vocabulary, language structure, previous experience and be an appropriate length. These are the factors which assist in to developing reading skill.

Nichols (1985) studied types of published materials that high school level students enjoy reading. Nichols looked at the number of books that they enjoyed and the reason they enjoyed them. It was found that the published matters which they liked reading were the reality based stories, journals and magazines. It was also determined that students enjoyed S.E. Hilton’s novels. Most students participated in supplementary reading read more than five books per year. The reason expressed by the students for reading was they wanted to learn new things. The results indicated that in supplementary teaching, the teachers should survey students’ interests before they choose and prepare teaching media. As Nichols’s research results indicate it will be beneficial for teachers to select media for their students based on what the students find interesting or rewarding.

Zimmerman (1996) was interested in both teaching media and teaching methodology. He developed supplementary teaching by comparing the reading achievement of three different groups of students who learned English as a second language. The first group of students read the selected stories by themselves and their teachers taught vocabularies them three times a week. The second group of students read the selected stories by themselves without teachers. The third group of students learned normally in their classrooms. The result of the study found that the first group of students who were allowed to select readings by themselves and their teacher taught them showed the highest level of increased reading achievement. As a result of this study it could be concluded that if the students have a chance to select stories by themselves and the teachers help and support them, they could develop their reading abilities more quickly. This is one of the approaches for developing reading skill for students.

In conclusion, the literature regarding use of supplementary teaching focuses on using teaching method to help students who have reading problems. Consequently, when teachers help students who have reading problems, they should utilize these types of supplementary teaching methods to develop their reading ability.
2) English Lesson Design and Preparation

There were many educators who suggested the methods for constructing an efficient English reading lesson:

Ban Lu Pruksuwan (1978) suggested that having a clear purpose for what is read and having basic knowledge of the students’ abilities and interests will improve effectiveness in English learning. Ban Lu holds that constructing lessons should include the following measurable objectives:

1) To determine appropriate vocabulary to be learned and have students practice until the vocabulary is learned.
2) To list words and group them in an easy to learn fashion.
3) To have students use new vocabulary words to write an essay.
4) To establish a clear purpose for lesson and its content.
5) It is sometimes necessary to use a teaching manual.

Wiriya Sirising (1981) stated that in the construction of English reading lessons for students, one should consider the following points.

1) One story should have only one message.
2) The idea or subject for writing should be gathered from many sources such as, conversation with children, traveling and reading books.
3) The writers should try to recall what they liked to read at the same age as their intended reading audience.
4) The characters in the stories should be as realistic as possible for example adult should talk as adults and children talked as children.
5) The actors in the stories must be named.
6) The content of story should promote good moral lessons for children. For example: - teaching morality by putting it in the player’s behaviors.
7) The story could be entertaining to the readers.
8) The spoken language used for reading should be natural.
9) The stories should be appropriate for students.
10) The story should be easily related to children and when they read them it should make them feel that the event had really happened.
11) The stories should not be complicated and good for the reader.

Eckstat and Scoulos (1986:7-8) stated in more detail that the lessons should be appropriate language for students’ skill level and personal experience. The purpose of practicing should be both for comprehension and measuring skill level.

Hill (1988) stated that the constructed lessons had the following characteristics.
1) One story should contain not more than 150 words.
2) A few of new vocabularies should be added to the word list.
3) Practiced lessons in reading comprehension should cover the following things:
   (1) True or false
   (2) Question and answer
   (3) Close (fill-in the-blank)

Kennedy and Javis (1991) stated that the lesson had to agree with the purpose of curriculum and students. The contents should be similar and familiar to readers experiences. The difficulty level of contents should be suitable for students. The exercises should not be unpleasantly difficult.

Bruton and Broca (1993:5) offered their opinions about the lesson as follows:
1) Short stories could be taught and practiced within 20 minutes only.
2) Lessons should not be complicated and easily practiced.
3) It must consist of various contents.
4) The format of some exercise might be the same pattern throughout the books.

Milligan (1986: 141-143) studied and observed the teaching of 34 teachers who taught in Prathomsuksa and Matthayomsuksa. He found that the students didn’t have enough time to read supplementary books due to too other activities. Teachers spent more time for pronunciation than comprehension, grammatical practice and ignored the students previous knowledge in English.

Charoon Meesin (1984: 72A) studied the comparison of the academic result of student senior at Texas University between supplementary learning groups and those who did not learn supplementary learning group in English reading. The result of research concluded that the supplementary teaching helped to improve the reading.
Yamazaki (1996) was an educator who was interested in developing the supplementary teaching method by comparing learning vocabulary ability between speed reading group and translating group of students in high school in Japan. The result showed that vocabulary learning ability of the two groups was not different.

Krulik and Zaffran stated that sequences of lessons should be easy to difficult and could follow the patterns given below;

1) True or False
2) Selecting the correct answer.
3) Close (fill-in –the blank)
4) Matching the two key words.
5) Making order of correct sentences.

According to the results of the research studies mentioned above, it can be concluded that the English reading lessons should be created as follows;

1) The content must be related with the curriculum and objectives of the English subject.
2) There would be 150-200 words in each lesson.
3) Some lessons should use attractive pictures.
4) The contents should be appropriate for students involving subject matters such as animals, children, life in home, life in school, friendship between people and animals, tale, hobby, traveling and news.
5) The test which helps develop student in reading levels would consist the following items:
   (1) True or False
   (2) Short answers

3) Teaching Methods Used for the English Reading Lessons

Reading is one of the core activities of study. Students need to be able to understand what they read and to be able to recall the main ideas when they need them. Students can use the SQW3R method to improve their comprehension, to remember a reading for tutorials, seminars or to revise for exams. This means the
reader should proceed with a reading by surveying, questioning, prereading and writing notes, then reading, recalling and reviewing (University of New South Wales, 2006).

Foley (1987) studied which supplemental reading strategies would meet with good results in primary school (Matthayomsuksa I-III). There were fifty four students involved in the experiments in Tucson, Arizona. They were divided into two groups, an experimental and a control group that spent three days in research. The ways of learning were practicing single and group activities. The lessons were short stories in which the endings were unpredictable. It was emphasized that success of content was dependant on student comprehension and interest. In the procedure the teacher gave each student to read short stories which they could not know whether it would be finished. There were three stories. The first story, they had known it very well, the second one they had known some, the last one they hadn’t known it before. Experimental group would use the strategies to predict by doing activity. There were three students in each group. The control group read without predicting. The result was found that the control group could answer the question correctly more than both of student two groups. The activity group could answer the question better than the single group. Students interested in the story that they knew some; it was more interesting than those who hadn’t known it at all. This can be concluded that the contents were not related with students’ score.

In conclusion the findings of research showed that the use of supplementary teaching could develop reading ability for students who have reading problems.

4) Evaluating Lesson Achievement.

In constructing the English reading lessons the teachers needs to evaluate the success of the lesson after using them. The teachers must ask themselves the question “Are the students reading skills improved?” Most Thai students have difficulties in the area of reading skill. The teachers who took responsibilities for teaching them must experiment with different teaching methodologies and medium. All research works related to increased achievement will be referred to as follows:
Preecha Withetwitthayanusat (1981) studied and compared the construction of the reading skill with teaching programme of Matthayomsuksa III one group of students were taught by teachers, teacher’s assistants and student helpers. The control group did not receive the benefit of any teaching. The result of research suggested that there were no different statistical significance at level 0.05 of the effectiveness of learning of the two student groups. That is the experimental group and the control group passed the behavioral objectives without a significant difference.

Suwaree Yotchim (1992) studied an application of real media for students from internet for Mattayomsuksa VI. It was found that the reading ability of students was increased.

Nittaya Wangkangwan (1994) studied “The Construction of English Remedial Reading Material for Matthayomsuksa VI Students” The result of the study found that the student group that was taught by using the lessons improved in reading skill.

Chapter II has presented firstly the important aspects related to English language teaching and learning so that the students’ attitude and background could be brought into appropriate context with the teaching /learning activities for English reading lessons. Secondly, it showed that reading skill acquisition has many levels and that comprehension testing must be appropriate to the students. Finally it should develop processes for constructing English lessons for students to improve their reading abilities.
CHAPTER III
RESEARCH METHODOLOGY

The third chapter is designed to describe the research methodology used for this study. There were six processes used for the study as follows:

3.1 Preparation of the Study
3.2 Population and Sampling
3.3 Research Instruments
3.4 Research Procedure
3.5 Collection of Data
3.6 Analysis of Data

3.1 Preparation of the Study

The researcher

1) Studied the structure of the curriculum (English subject syllabus) of Mattayomsuksa II students of academic year 2005.

2) Studied books, documents, journals and many studies related to the construction of English Reading Lessons.

3) Studied the main structure and design of English reading lessons in order to prepare ten reading lessons for Matthayomsuksa II students based upon the structure for supplementary English reading exercises of the Thai Ministry Education. This included development of teaching objectives, a teaching plan as well as tests for evaluating Matthayomsuksa II students. She then consulted with three English teachers namely Ajarns Jirawan Chaison, Khajonthip Kowatthana and Thirasak Lilakiet who helped to review the teaching and evaluation materials for this study.

4) Requested to implement the study at Saparachinee School. The Director of the school approved it and requested that the Academic Assistant set up the teaching and testing schedule for the study.
3.2 Population and Sampling

The population of the study was 320 students in Matthayomsuksa II at the Saparachinee School, Trang Province, Thailand in academic year 2005. The sample group for this study was 30 students in Matthayomsuksa II at Saparachinee School. It was selected randomly from students in 8 classes. Students from the two advanced classes were excluded in order to focus on the students with average G.P.A. scores rather than the exceptional students. This study was carried out during 20 class periods in the second semester (November – January) of the academic year 2005. There were 50 minutes per period and one lesson required two class periods. A test group of 10 students were then chosen from the sample group in order to test the lessons and instruments. Student grades in the previous term were used to select this group, three students with grades of B, 3 with grades of C and 4 with grades of D. Students with grades of A or F were excluded. Therefore in the discussion below we will talk about the test group and the sample group.

3.3 Research Instruments

1) The English reading lessons were selected from various sources such as English newspapers, The Bangkok Post Student Weekly, English World, the Future Magazine (for Matthayom students) and from the book Reading Adventure by Andrew E. Bennett (2004) with VCD, Reading and Writing 101 by ESL Language Centers. The researcher selected 8 students (They are not the sample group) from Matthayomsuksa II for reviewing the materials and selecting the lessons for reading. From these selections the researcher developed the lesson objectives, lesson plans, exercises and activities.

2) The English reading ability test is pre-test / post-test. The test has 46 multiple choice questions, 4 true or false questions. An answer key was also developed. The three English teachers mentioned above proof-read the exam and made comments. They found some problems with material geared to a higher level of reading, such as Matthayomsuksa III. This helped to sequence the lessons. They helped to reduce the test fewer questions per lesson and made suggestions to improve the weighting of the exam. The application of the visual aids such as VCD done by native speakers would be helpful for teaching pronunciation.
3) The questionnaire was developed for checking the attitudes of the students towards the English reading lessons.

3.3.1 The Selected and Developing the Instrument

1) The Selection of the English Reading Lessons for Matthayomsuksa II students was based on the following purposes:

   (1) To study English curriculum of Matthayomsuksa II lessons in academic year 2005.

   (2) To study objective of the English subject following English curriculum in academic year 2005.

   (3) To study the way to create the English reading lessons to improve reading skill of both Thai and foreign educators.

   The criteria for selecting the supplementary English reading lessons were as follows:

   (1) To agree with curriculum and objective of English subject.

   (2) To analyze the difficulty level of lessons suitable for students in Matthayomsuksa II from the English vocabulary and grammar which are in English curriculum in 2005.

   (3) The lessons of some units should have attractive and interesting graphic Arts.

   (4) Student should show some interest in studying the selected content.

   (5) The number of lessons fitting with the time and available experiment should be 10 weeks, 20 periods.

   (6) The contents of the English reading lessons were selected from the following sources: Bangkok Post Student Weekly, English Word, Future, Bangkok Post and The Nation, How to read better and faster?, Reading/Writing 101 of ELS Language Centers, The supplementary English reading in Matthayomsuksa II of Thai Wattanapanich. There were 20 lessons with either stories with pictures or short stories lesson. The Matthayomsuksa II students selected 15 stories which they liked.

   These purposes and criteria led the researcher to develop the lessons. The content agrees with curriculum and objective in English subject of Matthayomsuksa
II. The content is about 100-250 words per lesson. There are attractive pictures in some lessons. The contents are suitable and interesting for students, which refer to animals, children, life in home, life in school, friendships between humans and animals, tales, feathers, hobbies, tourism and news from the newspaper. The multiple choice test can help students practice reading lessons suitable for them.

The researcher presented the lessons to the thesis committee for approval. They approved 10 lessons which had to be tested for effectiveness with the test group according to the 80/80 standard of Chaiyong (1977). The first 80 is the percentile of average scores on the 10 exercise quizzes. The second 80 is the percentile of student scores on the posttest.

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The lessons were tested as follows:

Test Group (10 students)

The lessons which were developed from thesis committees and researcher tried out with 10 students who got previously of grades “B”, “C”, and “D” in their English course. Ten students of these grade levels were chosen for this study who were not in the sample group. After they had finished studying, the scores from doing the exercise were analyzed to find the effectiveness of the lessons according to the 80/80 standard. This process proved the effectiveness of the lessons was used by Chaiyong (1977: 136) and is repeated here. This effectiveness should result in higher reading scores for testing of Matthayomsuksa II students when compared with their scores prior to the study. Finally the procedure used here also measured the student attitudes towards the lessons which ought to fall at a level of 4 on a scale of 5 after involving the students in the choice of readings.

2) Testing (Pre-test/ Post-test)

The tests were selected after the researcher had studied how to construct the tests from the theory and literature. The contents analyses were identified to acquire the contents and the objectives which the researcher wanted to measure. So researcher drafted a test supplementary reading with 50 multiple choice questions for measuring reading achievement experiment. She received a suggestion to use two test items from
the thesis advisor committee and to use the test with 30 students that were not in the sample group. She graded the answer sheet giving a score of 1 for correct items or 0 score for incorrect items. She analyzed the data following the formulas below.

(1) Difficulty Index (Lown Sayyot and Angsana Sayyot 1993:179)

\[ P = \frac{R}{N} \]

Where
\[ P \] = a Difficulty Index
\[ R \] = the number of students which do that item right
\[ N \] = the number of all the students who makes that item

The test Difficulty Index fell between 0.20-0.80

(2) Discrimination Index (Lown Sayyot and Angsana Sayyot 1993:181)

\[ P_n = P_H - P_L \]

Where
\[ P_n \] = Discrimination Index
\[ P_H \] = Proportion of advance students group
\[ P_L \] = Proportion of weak students group

Discrimination Index = 0.20 up

(3) Reliability of test by find with proportion

KR. 20 (Loan sayyot and Angsana sayyot 1993:168)

\[ r_{tt} = n \{ 1 - \sum pq \} \]
\[ \frac{n-1}{S_t^2} \]

Where
\[ n \] is the number of pretest/posttest
\[ P \] is proportion = Number of Students do right test / Number of students
\[ q \] is proportion of students do wrong test in each item or is 1- p
\[ S_t^2 \] is the variance score of this instrument

Reliability of test = 0.70 up

The tests which were analyzed were then reduced in volume to 50 items for a pre – test / post- test. They are presented in Appendix A.
3) The Questionnaire

The questionnaire was constructed based on the information that the researcher wanted to know about students’ background and attitude concerning English reading. Questions on the questionnaire were intended to find information concerning student attitudes toward the use of the English reading lessons related to content, learning process, interesting learning activities and learning atmosphere. The questions used simple clear language. The questionnaire had 12 items and was checked by her MA advisor. The sample group answered them and the data was analyzed and ranged on a 5 point scale from very low (1) to very high (5).

The mean score derived is interpreted according to the following range:

- 4.50-5.0  very high
- 3.50-4.49  high
- 2.50-3.49  moderate
- 1.50-2.49  low
- 1.00-1.49  very low

3.4 Research Procedure

The procedure for research that follows is designed to prove that

1) The selected English reading lessons have effectiveness according to the 80/80 standard. The 80/80 standard proves the effectiveness of the lessons by showing.

2) The reading achievements of students after using the English reading lessons will be higher than before using the lesson.

3) The attitude of students toward the English Reading lessons will improve their reading skills. Two processes were vital to the implementation of this study.

The First Process (Test Group)

A test group was used to test the reliability of the lessons that were selected. The researcher taught them the lessons, giving students scores on the in-class quizzes and using the pretest / posttest. These scores were used to find the lessons’ efficiency to improve the created lesson. The pretest was shortened from 80 to 50 questions during this phase. This helped to discern and examine lesson quality and improved
some parts such as, sequencing, possibility mapping, possible teaching process, accuracy of content and suitability with real life situations.

**The Second Process (Sample Group)**

The researcher then gave the pre-test to the sample group and taught them the lessons in two time periods/week, 20 classroom periods in the second semester of academic year 2005 (November-January). After that the administered the post-test exams. The scores are found in Appendix A. During this process the teaching of the lessons were taught according to the plan, but time allocation was difficult to control causing some classes to go late.

**3.5 Collection of Data**

1. The sample group took pre-test before they studied the English reading lessons and the scores were recorded.
2. The sample group was given 20 period classrooms of intervention using the lessons and the students’ activities were recorded.
3. After that they took the post-test and answered the questionnaire. The data on the answer sheets was recorded and enter into the statistic and the Package for Social Sciences Program (SPSS).

**3.6 Analysis of Data**

The data obtained from this study was of 3 sorts:

1. The scores from doing exercises in pre-test and post test.
2. The scores from doing exercises in the English Reading Lessons
3. The result of the questionnaire about the English Reading Lessons

**3.6.1 Statistical Analysis of Data**

1) Find the basic statistical value

   (1) Find average value \( \bar{x} \) by the formula of Loan Sayyot and Angsana Sayyot, we follow the following formula ↓

   \[
   \bar{x} = \frac{\Sigma X}{N}
   \]
In this formula, \( \bar{x} \) = average score; \( \sum X \) = total score; \( N \) = the number of the students.

(2) Find variance by the formula (Loan Sayyot and Angsana Sayyot 1993:179).

\[
S^2 = \frac{N \sum X^2 - (\sum X)^2}{N(N-1)}
\]

Where \( S^2 \) = variance of the sample group
\( X \) = each score item in the sample group
\( N \) = The number of students

2) Find reliability of the test

(1) Find Difficulty Index (Loan Sayyot and Angsana Sayyot 1993:179),

\[
P = \frac{R}{N}
\]

Where \( R \) = The number of the students which do exercises correctly
\( N \) = The number of the students.

(2) Discrimination Index (Lown Sayyot and Angsana Sayyot 1993:181

\[
P_n = P_H - P_L
\]

Where \( P_n \) = Discrimination Index
\( P_H \) = Proportion of advance students group
\( P_L \) = Proportion of weak students group

(3) Find Reliability of the test by finding coefficient of Reliability in formulas KR. 20 (Loan Sayyot ans Angsana Sayyot 1993:168)

\[
r_{tt} = \frac{n}{n-1} \left\{ 1 - \sum \frac{pq}{S^2_t} \right\}
\]

Where \( r \) = the estimated reliability
\( n \) = the total number of items in the test
\( P \) = proportion of someone do correct in each

\[
Item = \frac{\text{Amount of students who do correctly}}{\text{Amount of the students}}
\]

\( q \) = proportion of someone do wrong in each item = 1-\( p \)
\( S^2_t \) = Variance score of that instrument
3) Find efficiency of the English reading lesson follow standard 80/80 from formula $E_1/E_2$.

a. Formula

$$E_1 = \frac{\sum X}{N} \times 100$$

Where $E_1$ = The effectiveness from doing the exercise

$\sum X$ = The sum of the exercises the students got correct

$A$ = The total scores of the exercises

$N$ = The number of students

b. Formula

$$E_2 = \frac{\sum F}{N} \times 100$$

Where $E_2$ = The effectiveness after studying (Posttest)

$\sum F$ = The total scores that the student get from doing the posttest

$B$ = The total scores of posttest

$N$ = The number of the students

4) Compare the difference of score which got from do pro-test and post-test the use supplementary reading lesson by using t-test, type t-Dependent (Loan Sayyot and Angsana Sayyot 1997: 87).

$$t = \frac{\sum D}{\sqrt{\frac{N\sum D^2 - (\sum D)^2}{N-1}}}$$

Where $D$ is the difference between the paired score

$N$ is the number of pairs

$(\sum D)^2$ = some of the squared deviation scores
CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents the results of the study on selected English lessons to improve reading skills of Matthayomsuksa II students. The results are divided into three sections: the effectiveness of the English Reading Lessons, reading achievement scores and student attitude responses in the questionnaire.

4.1 The Effectiveness of the English Reading Lessons

The researcher hypothesized that the English reading lessons would effectively improve reading skills of Matthayomsuksa II students. To show whether this was true, we studied the results of testing scores on the lessons in two groups and compared them using the 80/80 method. We will here show the results of tests in terms of raw scores. We will then discuss the efficiency measure and efficiency result for the test group and the sample group respectively.

Efficiency Results for the Test and Sample Groups

1) The test group (10)
   The result of the English reading lessons effectiveness analysis was 87.00/82.20.

2) The sample group (30)
   The result of the English reading lessons effectiveness analysis was 89.53/73.06.

Symbols in collected data.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\bar{X}$</td>
<td>average score</td>
</tr>
<tr>
<td>N</td>
<td>sampling group</td>
</tr>
<tr>
<td>D</td>
<td>discrimination of score before and after</td>
</tr>
<tr>
<td>$t$</td>
<td>distribution</td>
</tr>
<tr>
<td>$\alpha$</td>
<td>alpha value .05</td>
</tr>
</tbody>
</table>
a. Formula \( E_1 = \frac{\sum X}{N} \times 100 \)

Where  
- \( E_1 \) = The effectiveness of process
- \( \sum X \) = The sum of the exercises that the students get correct
- \( A \) = The total scores of the exercises
- \( N \) = The number of the students

3. Formula

\[ E_2 = \frac{\sum F}{N} \times 100 \]

Where  
- \( E_2 \) = The effectiveness after studying (Posttest)
- \( \sum F \) = The total scores that the students get from doing the posttest
- \( B \) = The total scores of the post-test
- \( N \) = The number of the students

<table>
<thead>
<tr>
<th>No</th>
<th>Pre test 50</th>
<th>The scores from the selected English lessons (lesson 1-10)</th>
<th>Pos Test 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4  5  6  7  8  9  10</td>
<td>( \sum ) 150</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>144</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>141</td>
</tr>
<tr>
<td>3</td>
<td>39</td>
<td>15 15 15 15 12 12 15 12 15</td>
<td>126</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>123</td>
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<td>38</td>
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<td>141</td>
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<tr>
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<td>15 15 15 15 15 15 12 12 15</td>
<td>141</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>123</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>123</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>27</td>
<td>15 15 15 15 15 15 12 12 15</td>
<td>120</td>
</tr>
</tbody>
</table>

\[ \sum = 314 \]
\[ \bar{x} = 31.40 \]

\[ \sum X = 1305 \]
\[ \bar{x} = 130.50 \]

\[ \sum F = 411 \]
\[ \bar{x} = 41.11 \]

Table 1: The Raw Score Results in the Test Group (10 students)
The result of the English reading lessons effectiveness was 87.00/82.20. It shows that in the test group, students correctly completed the exercises with an average score of 87.00% and they can be correctly completed in the main test with an average score of 82.20%. When we compare with 80/80 standard (Chaiyong) it is higher than standard. Therefore, these lessons can be recommended for use in teaching for the development of student reading skills.

2) The Sample Group (30)

The result of the English reading lessons effectiveness analysis was 89.53/73.06.

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre test (50 scores)</th>
<th>The scores from the selected English lessons (lesson 1-10)</th>
<th>Post Test 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
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<tr>
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<td>15</td>
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<td>15</td>
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<tr>
<td>4</td>
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<tr>
<td>10</td>
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<tr>
<td>11</td>
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<td>18</td>
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<td>35</td>
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<tr>
<td>20</td>
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</tr>
<tr>
<td>24</td>
<td>42</td>
<td>12</td>
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</tr>
<tr>
<td>25</td>
<td>34</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>28</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 2: Raw Scores of Sample Group Testing (30 students)
### Table 2: Raw Scores of Sample Group Testing (30 students) (cont.)

The result of the English reading lessons effectiveness was 89.53/73.06(E1/E2). It shows that in the sample group, students correctly completed the exercises with an average score of 89.53% (E1) and they can be correctly completed in the main test with an average score of 73.06 % (E2). From this figure when we compare with 80/80 standard (Chaiyong Phromwong and Others, 1977) it was not according to the standard. We found the first to be higher than standard and the later score lower than standard. It means that effectiveness of the process of learning (E1) by using the lessons was selected by the researcher was higher than standard. It means that the students did the exercises and could consult with their friends and teacher because they had group activities when they learned. Therefore, the exercises were more accurate than the final test. An important contributing factor observed by the researcher was that the sample students were not serious and the atmosphere was very nice in the classroom but when they took the final test, it was a serious time. Moreover, they had to do it by themselves. And from analysis of the figure we found that the initial score was higher.

When we analyzed the learning effectiveness (E2) of the sample group it was lower than standard due to some of the following contributing factors:

1) During learning exercises, students could consult with their friends and ask the teacher when they had questions or did not understand. It made them do exercises

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre test (50 scores)</th>
<th>The scores from the selected English lessons (lesson 1-10)</th>
<th>Post Test 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>37</td>
<td>15</td>
<td>15</td>
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<tr>
<td>28</td>
<td>39</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>25</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>26</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

\[ \sum = 995 \]
\[ \bar{x} = 31.83 \]

\[ \sum X = 3991 \]
\[ \bar{X} = 133.03 \]
\[ \sum F = 1096 \]
\[ \bar{F} = 36.83 \]
wrong less than when they had final test which they had less opportunity to consult each other or asked their friends and teachers.

2) During learning exercise students could review and correct their answers because they had time more than during the post test time.

3) Most learning atmosphere was in group activity characteristics and teachers help them sometimes when they had a problem. It made them not serious but when they did the final test they did the test individually and did not have the opportunity to consult anybody. It might have made them score lower than in the classroom exercise scores.

4) The content of the selected English reading lessons were needed for practice but in this study the students had limited practice time.

5) Students were not familiar with the content of the lessons had to read, think and answer questions. They needed to go back and reviewed their scores in order to learn what they did wrong.

6) Some students had a negative attitude to the English reading subject.

7) Some students felt stressed by having to read English many times per week. They did not pay attention and were depressed. It made them do poorly on the test and exercises.

8) The time in this study was limited. Actual reading skill is a skill to collect experiences.

4.2 Reading Achievement Scores

The researcher hypothesized that the reading achievements of students after having used the supplementary English reading lessons would be higher than before using the lessons.

The test scores of the sample group found in Table 2 above showed significant achievement after using the lessons. Table 3 shows the difference before and after using the lessons displayed in terms of a t-test result.
Table 3: The Difference before and after Using the Lessons Displayed in Terms of a t-test Result.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>$\bar{x}$ (mean score)</th>
<th>$S^2$</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>31.83</td>
<td>31.83</td>
<td>10.62 *</td>
</tr>
<tr>
<td>Post-test</td>
<td>30</td>
<td>36.83</td>
<td>36.53</td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>30</td>
<td></td>
<td></td>
<td>t (.05, df = 29) 2.049</td>
</tr>
</tbody>
</table>

From Table 3 when the researcher calculated the t-test independent $\alpha = .05$, the t-test score of 10.62 is a significant result. It showed the selected English reading lessons could improve student achievement.

The t-test score of 10.62 is a significant improvement in student achievement. A comparison of the mean scores and standard deviations of pretest and posttest above shows that the posttest results are higher than the pretest results at the .05 level of significance.

The t-test statistic gave a low probability that the pretest and posttest were from the same distribution ($t = 10.62$), so it can be concluded that at the 95 % level of confidence the pretest and posttest distributions are significantly different. This shows that the data agreed with the hypothesis of this research. It meant that the selected English lessons could help the students improve reading skill.

4.3 Student Attitude Responses in the Questionnaire

The results of the questionnaire show that students had a positive attitude toward the English reading lessons. Table 4 shows the high attitude with less dispersion of students towards the content and activities in the study in 10 lessons. It also showed only a moderate attitude towards using the lessons in self-study or in pursuing further English reading beyond the study.

The questionnaire was designed to show attitudes of the sample group towards learning with the English Reading Lessons. The overall mean score was 3.65 out of 5 and the standard deviation was 0.586 out of 5. Showing that the students had a positive attitude about the English Reading Lessons. Therefore the use of supplementary
English reading lessons helped the students to perform better in reading, however, the attitude that would promote a habit of reading alone is not yet verified by this study.

<table>
<thead>
<tr>
<th><strong>Content</strong></th>
<th><strong>Analysis of Survey</strong></th>
<th><strong>Interpretation of Student Attitude</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content of lesson are interesting</td>
<td>3.95 0.638508</td>
<td>High</td>
</tr>
<tr>
<td>2. Content of lesson and exercise form are interesting</td>
<td>3.75 0.630425</td>
<td>High</td>
</tr>
<tr>
<td>3 Content of lesson in reading exercise can take to apply using in daily life</td>
<td>3.875 0.607116</td>
<td>High</td>
</tr>
<tr>
<td>4. The difficult of lessons</td>
<td>3.675 0.474342</td>
<td>High</td>
</tr>
<tr>
<td>5. Activities in reading make me to have reading purpose</td>
<td>3.75 0.588348</td>
<td>High</td>
</tr>
<tr>
<td>6. Activities of practicing make me to have more reading skill improvement</td>
<td>3.625 0.585618</td>
<td>High</td>
</tr>
<tr>
<td>7. Activities of reading make me to more rapid reading because I know how to read better</td>
<td>3.7 0.607644</td>
<td>High</td>
</tr>
<tr>
<td>8. Reading exercises make me to improve more reading achievement</td>
<td>3.525 0.640012</td>
<td>High</td>
</tr>
<tr>
<td>9. I think reading exercises are useful to educate and practice by myself</td>
<td>3.225 0.697</td>
<td>Moderate</td>
</tr>
<tr>
<td>10. Stimulate me to do other activities</td>
<td>3.225 0.590523</td>
<td>Moderate</td>
</tr>
<tr>
<td>11. Summarizing exercises help me to understand better</td>
<td>3.775 0.479717</td>
<td>High</td>
</tr>
<tr>
<td>12. Exercises after each lesson help me to evaluate myself</td>
<td>3.725 0.50573</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.65 0.585982</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**Table 4: Questionnaire Analysis Results**

From these results we could conclude that students were very satisfied with both the learning process and the English reading lessons for some of the following reasons:

1) The contents of the lessons are very interesting, the students had the attitude in the high level and they could use this experience to develop their reading
skill in the future. The lessons are not too difficult for them to read. It made them pay attention to their learning.

2) The activities of reading helped them to develop their reading skills because the student’s attitude result showed at the high level.

3) The exercises of reading are useful for them to improve their reading achievement because the students’ attitude showed at the high and moderate level.

4) The posttest helped them to summarize and understand about reading activities. Besides they could evaluate themselves to decide to read from their attitude in high level.

In conclusion, the English reading lessons were efficient in how they helped learners develop their reading learning skill. They increased learners’ English reading scores and the attitude of the students was high towards informal and relaxing supplemental reading lessons.
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions from this study.

5.1 Summary
The research topic “The selected English Lessons to Improve Reading Skill of Matthayomsuksa II Students” is an experimental research. The purposes of this research were as follows: 1) to select English reading lessons for testing and teaching in English subject of Matthayomsuksa II students and to evaluate their efficiency according to the 80/80 standard; 2) to measure improvement in reading achievement related to use of the English reading lessons; 3) to find out if use of lessons prepared in this way results in a good student attitude towards English reading.

1) Procedures
The data was collected during the second semester of the academic year 2005 at Saparachinee School, Trang province. The researcher taught by herself. This teaching experiment involved a sample group of Matthayomsuksa II students who took the pretest, then received instruction using the selected English reading lessons and then taking the posttest. The sample group took the questionnaire after having finished the lessons. Dates and times were managed in cooperation with the school. The researcher collected and analyzed the data.

2) Results
(1) The efficiency of the lesson was determined to be 87.00 / 82.20 according to the Chaiyong standard 80 /80 (1977:136). It means that the efficiency of lessons selected and the administration of the lessons measured. The efficiency of result is higher than the standard level. It shows that these lessons have efficiency and can be used with good results for teaching students.

(2) The efficiency of the lesson was 89.53/73.06 from the sample group. From this figure found that the first figure was higher than standard level and the last one
was lower than standard. This means that the students did the exercises better when they could consult their friends and teacher. Therefore, the students did more items correctly on the quizzes than on the posttest. However, the positive improvement shown among students by the posttest was quite acceptable.

(3) The result of attitude toward the English reading lessons was 3.65 out of 5 and the standard deviation was 0.586 out of 1, showing that the students had a positive attitude generally and specifically had an improved, high attitude towards the content and activities in the study of the 10 lessons. It also showed only a moderate attitude towards using the lessons in self-study or in pursuing further English reading beyond the study.

3) Conclusions

Most of the learning atmosphere was in group activity. Students in the sample group responded to the material and they corrected misunderstandings cooperatively. The teachers helped them sometimes when they had problems. This relaxed atmosphere was in contrast to the post test where most of them did test individually without the opportunity to consult each other. Students require increased concentration and speed in order to improve their posttest scores. The teaching of the lessons must also include teaching these skills.

Comparison of test score of sample group before and after using the lessons showed improvement of student reading comprehension. The findings of the current study concur with the research on reading at both upper and lower Mattayomsuksa levels of Suwaree Yotchim (1994), Nittaya Wanggangwan (1994) and Yamazaki (1996). The sampling was done among students from many levels of English ability. The greatest improvement of student scores between the pretest and the posttest was among the students with the lowest scores (up from 31 to 36).

The results in the present study of the attitude of students toward the English reading lessons shown in figure 3.65 had a standard deviation result of 0.585. This indicates that the students had greater positive attitude than negative attitudes, and so the sample group was satisfied with learning using the selected English reading lessons.
The selected English reading lessons were effective for Matthayomsuksa II students who participated in this study. It encouraged the students to study and understand comprehensive and oral reading. However, the low-proficiency students still had some problems in learning these lessons because they did not know the English basic structure and the meaning of vocabulary. They needed more media to stimulate them to practice in many times. So in this case the teacher had to help them. However, the use of English for special skill, it is very important for the students to improve and study enthusiastically. In case of lower proficiency students who had less time to practice in the classroom, the teachers needed to teach them in the extra time.

We have a result that affirms the hypothesis that English reading lessons designed for this study effectively improved reading ability. The reading achievements of students after having used the supplementary English reading lessons were higher than before using the lessons.

Students’ positive attitude toward the English reading lessons they helped to select. The related teaching activities stimulated students to be interested in and able to learn enjoyably. They responded to lessons consisting of a variety of media. Most students did well on the exercises and not so well on the posttest. The selected English reading lessons were successful in stimulating students to learn, to enjoy, and creating satisfaction and willingness to study.

5.2 Suggestions

1) Seeking Cooperation in Selecting English Lessons

The researcher has learned many important aspects for English reading comprehension at the Matthayomsuksa II level. There are certain obstacles that every teacher might consider as they construct English lessons. It is hard to select the stories which students are interested in. The researcher studied the contents from their curriculums before. Some students also helped her to select some stories. Creating the best lessons for various student levels has many problems and some English reading books are expensive. The lessons have various styles in composing and look interesting, so it is difficult to select them. Sometimes the researcher was afraid of the contents not covered. Teachers should learn to work cooperatively and seek guidance and assistance from many related persons.
2) Attracting Interest in Reading and Managing Teaching Time

A major problem in teaching the English reading is motivating some students to attend the special sessions besides learning in their classroom because many of them did not like to read books. Therefore, teachers need to employ many strategies which were not presented in the teaching plan of this study. Sometimes the researcher had to change the methods immediately for persuading students to take interest in the lessons. The time for teaching in the classroom was limited so teachers should manage time to maximize interaction with their students.

3) Problems with Students and Suggestions

In this study there were students in various levels such as high, intermediate and low levels therefore, the low proficiency students performed activities in the English reading lessons very slowly and without knowledge of some basic words. Sometimes some of them listened, watched the V.C.D. and teacher repeated lessons to help them understand the story as a response to the fact that their basic English was not good as well as lacking interest, willingness, laziness and so on. Actually, the lessons used were appropriate to Mathayomsuksa II level and many students could understand if they paid serious attention. However, in the case of low proficiency students the teacher needs to improve motivation and attitude first, by intervening, helping them as much as possible and spending more time to explain how to read and the meaning of vocabulary. Teachers should enhance student habit of reading and check on how they practice by themselves in daily life.

4) General Suggestions for Teachers

(1) Before creating the selected lessons the teacher should study the detail of contents which students are interested in.

(2) Teachers should teach students from time to time until students can develop their reading achievement.

(3) The lessons should be constructed for students and they could learn by themselves.
(4) Students could participate in constructing the lessons as well as in all learning and teaching activities according to the policy of child center as the policy of Ministry of Education.

(5) This lesson was developed for students in many levels but it could be used for other groups of students or learners who need to improve their learning achievement.

5) **Research Suggestions for Further Study**

(1) It is suggested that the English reading lessons should be constructed for other levels.

(2) The comparative study of the teaching and learning achievement should be done with a control group in future studies.

(3) The selected reading lessons should be constructed to improve student listening, speaking and writing skills.
REFERENCES


INTERNET


APPENDIX A

A1: Pre-Test/Post-Test
A2: Answer Key of Pre-Test/Post-Test
A3: Pretest/Posttest Reliability
A4: Difficulty and the Discrimination Indices of Pretest/Posttest
A1

English Reading

Pretest/Posttest for Matthayomsuksa II Students

Direction:

1. This test consists of 50 items, choose the best answer by marking “x” cross a, b, c or d on the answer sheet.

2. Don’t write anything on the test.
English Reading Pretest / Posttest for Matthayomsuksa II Students

Time 90 Minutes

**Direction:** Choose the best answer by marking “x” cross a, b, c or d on the answer sheet.

**Part I: Reading Comprehension (50 marks)**

**Reading 1**

Sea bird spends most of their lives at sea, feeding on fish. They come to islands in the middle of the oceans to nest, where there are few predators to threaten their young.

The albatross has the largest wing span of all one kind, the wandering albatross, spends most of its time in the air. It feeds near Australia but nests on islands in the south Atlantic.

Frigate birds have large wings and small legs. They attack other sea birds to make them vomit their food. Then they dive, catch the food and eat it.

Puffins make a nest by scraping a hole out of the cliffs. The color on the male’s beak only last while he tries to attract a mate.

Blue-footed boobies nest on the ground on islands in the South Pacific. They feed on fish and are good divers.

1. The story is about ______.
   a. sea birds
   b. islands
   c. predators
   d. albatross

2. The albatross ______.
   a. has only one kind
   b. likes wandering
   c. nests in the South Pacific
   d. feeds near Australia

3. Frigate birds ______.
   a. has the largest wing span
   b. do not catch fish themselves
   c. eat smaller sea birds
   d. are good divers

4. Boobies ______.
   a. lay eggs in a hole
   b. feed on an island
   c. have blue feet
   d. steal fish from other birds
Reading 2

Once there was a little boy who had a grandmother who lived in Italy. She wrote and said that she was sending him a present, and the little boy wondered what it would be.

But when the present came, it was strange pitcher. It was made of pottery, with odd-looking leaves on it, the colors of fruit, and fruit that was the color of leaves.

And the little boy didn’t like it.

“I don’t like it,” He told his mother.

“Oh, I do,” his mother said. “See how nicely it goes with our dishes!”

So she put it on the table at every meal.

In the morning, it was full of orange juice for the little boy to pour of the whole family.

At noon, the strange pitcher was filled with milk for him to serve. And at night it had chocolate milk in it, or lemonade. Day after day, the little boy poured good-lasting things from the pitcher, and by and by, it didn’t look strange and more.

One day, the little boy wrote to his grandmother in Italy and told her that.

At the end of his letter, he said, “Thank you very much for my beautiful pitcher in the whole world.

5. This story is about a ______.
   a. naughty boy
   b. perfect mother
   c. present from grandmother
   d. cracking pitcher

6. At first sight, ______ liked the present.
   a. both the boy and his mother
   b. the boy
   c. his mother
   d. at every meal

7. The pitcher was put on the table ______.
   a. in the morning
   b. at noon
   c. at night
   d. at every meal

8. The pitcher was strange because ______.
   a. it couldn’t contain anything
   b. it was always full of milk
   c. it was too big to place on the table
   d. the color painted on it was not true to natural life.

9. At the end of the story, ______
   a. the pitcher appeared to be more beautiful
   b. the boy got the second present that was the most beautiful in the whole world
   c. the boy sent a present to his grandmother
   d. the boy finally loved the pitcher
Reading 3

Young Theseus had a secret. He lived with his mother in a little hut on a wild sea—at the coast called Troezen. For all his poor house and worn-out clothes, he was very proud, for he had a secret: he knew that he was the son of a king. His mother had told him the story one night when their day’s catch of fish had been very bad and they were hungry. “A king, truly” she said “And one day you will know his name.”

“But mother, then why are you not a queen and a prince? Why don’t we live in a palace instead of a hovel?”

“Politics, my son,” she said sadly. “All politics . . . You’re too young to understand, but your father has a cousin, a very powerful lord with fifty sons. They are waiting for your father to die so they can divide the kingdom. If they knew he had a son of his own to inherit it, they would kill the son immediately.” “When can I go to him? When can I go there and help my father?” “When you’re grown up, when you know how fight your enemies.”

10. This story is about Theseus and his______
   a. mother  b. kingdom  c. enemies  d. secret

11. Troezen is the name of ________.
   a. a coast land  b. a battered sea  c. a little hut  d. an unknown person

12. What was the important thing that made him very proud?
   a. Theseus was a king.
   b. Theseus was a prince
   c. His father was a powerful lord
   d. His father had fifty sons.

13. When did he know the truth?
   a. When his father died.
   b. When he and his mother went to the sea to catch fish.
   c. When he and his mother were hungry
   d. When there was a bad storm

14. The word ‘hovel’ line 8 means ______
   a. a big mansion
   b. a poor and dirty hut
   c. a little house near the sea
   d. an inn on the coast line

Reading 4

Mrs. Tall had a very clever pet parrot, and when her friend Mrs. Small came to tea she could not resist showing him off.

“If you pull this little string on his right leg,” explained Mrs. Tall.

He’ll sing the national anthem. And if you pull the string on his left leg he’ll sing Roll out The Barrel.”

“That’s amazing,” replied Mrs. Small. “What happens if you pull both stings at once?” I fall off my perch, you silly old twit.” replied the parrot.
15. This story is about ______
   a. and old friend   b. a clever parrot
c. a singing pet       d. a silly old woman

16. “Roll out The Barrel” is ______
   a. the national anthem   b. a musical instrument
c. a popular song      d. a rod where bird rest

17. The word ‘twit’ line 7 means ______
   a. stupid fool   b. kind lady
c. close friend   d. lovely master

Reading 5
Dick and Mick shared a field for their two horses. So that they could tell which horse was neck. But one day when they went to the field the ribbon Had fallen off. How shall we tell the horses apart now?” said Dick. Mick thought for a while “I know!” he said “You have the black horse and I’ll have the white one!”

18. The story tells us that Dick and Mick are ______
   a. idiot    b. clever
c. haughty   d. tricky

19. They need not use the ribbon because ______
   a. the two horses look alike
   b. they two horses look alike
   c. they want something special
   d. the two horses look very different

Reading 6
The Kind Waitress
Every evening at six o’clock an old man goes to a restaurant near his house. He eats dinner. After dinner, he drinks coffee and talks to the people at the restaurant.

The old man’s name is Bill. Bill eats at the restaurant every evening because he is lonely. His wife died, and he has no children.

Every evening the same waitress brings bill his dinner. Her name is Cara. She is 17 years old.

Cara is kind to Bill. She knows he is lonely, so she talks to him. If Bill is late for dinner, she calls him on the telephone, “Are you OK?” she asks him.

One evening Bill doesn’t come to the restaurant. Cara calls him, but he doesn’t answer the phone, Cara calls the police. “Please go to Bill’s house,” Cara tells the police.

Later the police call Cara at the restaurant. “Bill died in his sleep,” the police tell her. Bill was 82 years old.

A week later, a man comes to the restaurant. “I have something for Cara,” the man says. The man gives Cara a check for $500,000. The money is from Bill.

“This money is for me? From Bill?” Cara asks the man.

“Yes,” the man answers.
“But…why?” Cara asks the man.
“Bill liked you,” the man says. “You were kind to him.

Comprehension
Understanding the Main Ideas

20. Bill goes to the restaurant because
   a. the food is very good.
   b. He doesn’t like to cook.
   c. He is lonely.
   d. a, c
21. Cara talks to Bill because
   a. she knows Bill is rich.
   b. she likes to talk to people.
   c. She known Bill is lonely.
   d. a, b
22. Bill gives his money to Cara because
   a. she was kind to him.
   b. she needs the money very much.
   c. she is his daughter.
   d. b, c

Reading 7 Pigs

Many people have the wrong idea about pigs. Pigs are actually very clean animals. On farms, they live in dirty places. So, they become very dirty. In the wild, pigs keep very clean.

They are also really smart. They may be smarter than dogs. So, pigs can learn things from people.

Pigs are very friendly animals. Some people raise them as pets. Of course, people raise the small kind, not the big kind. Small pigs are very cute. And they don’t break things in the house. Big pigs usually live outside on farms, not in people’s houses.

Reading Comprehension
Choose the right answer.
23. What is the main idea?
   a. Pigs are dirty and stupid.
   b. Pigs are not good pets.
   c. Pigs are dangerous and unfriendly.
   d. Pigs are intelligent and friendly.
24. Which is true?
   a. Pigs like to be dirty.
   b. People can teach pigs things.
   c. Dogs are smarter than pigs.
   d. Only farmers raise pigs.

25. What kind of pigs do people raise in their houses?
   a. The very big kind
   b. The small kind
   c. The kind from farms
   d. The ugly kind

26. The article does NOT discuss ________.
   a. pigs as pets
   b. pigs on farms and in the wild
   c. how to raise dogs
   d. people’s wrong ideas about pigs

Reading 8     A Business Plan

A. Jennifer asks her friend for advice.
   Jennifer: Kurt, are you busy?
   Kurt: A little. That’s alright, I can take a break.
   Jennifer: Well, I just want to ask you for advice. You know my friend Denise, right?
   Kurt: Sure. What about her?
   Jennifer: She wants to open a flower shop. And she asked me to be her partner.

Reading Comprehension
Choose the right answer.
27. Kurt ________ .
   a. doesn’t have time to talk to Jennifer
   b. wants Jennifer to leave
   c. Just broke something
   d. Listens to Jennifer’s problem

28. Which is true?
   a. Kurt knows Denise.
   b. Jennifer wants to work with Kurt.
   c. Denise asked Kurt to be her partner.
   d. Kurt isn’t doing anything right now.

. Jennifer and Kurt talk about the details.
Kurt: Denise’s plan sounds interesting. Do you have the money?
Jennifer: I have some saved. I may need a bank loan for the rest.
Kurt: First, find out more about the shop. Is the location good? Can it make money? Can you trust Denise? Do you have the time?
Jennifer: That’s the big problem. I have a full-time job now. I don’t really want to quit.
Kurt: Then, talk to Denise again. Make sure about those details. Then, decide.
Jennifer: OK. Thanks for the advice.

Reading Comprehension

Choose the right answer.
29. Kurt doesn’t ask Jennifer about _______
   a. the name of the store
   b. the money for the store
   c. the store’s location
   d. Denise
30. What’s Jennifer’s biggest problem?
   a. She already has a job.
   b. She doesn’t have any money.
   c. She doesn’t trust Kurt.
   d. She doesn’t know anything about flowers.
31. Kurt tells Jennifer that she should ______.
   a. not trust Denise
   b. find out more from Denise
   c. give Denise the money
   d. open a different kind of shop

Reading 9

Elephant Keeper

In an interview recently with a newspaper reporter, the elephant keeper at a large circus revealed some interesting facts about the care and feeding of his 46 animals. An individual elephant drinks 100 gallons of water every day. Together, the 46 elephants daily eat 2 tons of hay, 25 bushels of oats, and 300 pounds of bran.

Occasionally, the keeper has to shave each elephant. Do you suppose he uses a razor? The only instrument that can be used on the tough elephant hair is a blowtorch! The hot flame, moved quickly over the skin of the elephant, burns the whiskers off painlessly.

To keep the elephants in good physical condition, the keeper trims their tusks with a hacksaw every three years and oils their hides once a year so that their skin won’t crack.

Elephants are shrewd animals. “They’ll outsmart you every move you make unless you watch them,” comments their keeper.
Respond!

**Direction:** Choose the best answer by making “x” under a, if that item is right and making “x “under b if that item is wrong.

32. Elephants do not drink much water.
   T. F.
33. The chief foods in an elephant’s diet are grains, cereals, fruits, and vegetables.
   T. F.
34. Sometimes an elephant has to be shaved with a very sharp razor.
   T. F.
35. Once a week an elephant’s tusk has to be oiled to avoid cracking.
   T. F.

---

**Reading 10**

**Class Schedule**

<table>
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<tr>
<th>Time</th>
<th>Class</th>
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<tbody>
<tr>
<td>8:00 – 8:50</td>
<td>History</td>
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<td>9:00 – 9:50</td>
<td>Algebra</td>
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<td>9:50 – 10:05</td>
<td>Morning break</td>
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<tr>
<td>10:10 – 11:00</td>
<td>English</td>
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<tr>
<td>11:10 – 12:00</td>
<td>Physical Education</td>
</tr>
<tr>
<td>12:00 – 12:50</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:50</td>
<td>Drawing</td>
</tr>
<tr>
<td>2:00 – 2:50</td>
<td>Biology</td>
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</tbody>
</table>

Hi, my name is Alex. This is my class schedule. I have to wake up early every day—at about 6:30. First, I have breakfast. Then, I ride my bike to school. It takes me 20 minutes to get there.

I have four classes in the morning. I like history the most. Mr. Rudolph is really cool. He knows everything about history, and he tells us lots of neat stories. We also get a 15 minute break in the morning. I usually talk to Seth or Franklin at that time. We also eat lunch together, near the football field.

The afternoon is easier, since I only have two classes. Biology is my favorite. We get to do fun experiments. I want to be a doctor one day. Drawing is also fun. Our teacher, Mrs. Lester, is nice. She encourages us even if our drawing is bad.

After class, I ride my bike home. I spend about an hour doing homework. Then, I go out with my friends for a while.
Reading Comprehension
Choose the right answer.

36. In the morning, Alex ________ .
a. has a drawing class  
b. never eats breakfast  
c. wakes up after seven  
d. has four classes

37. If a student’s drawing is not good, Mrs. Lester ________ .
a. makes the student draw it again  
b. doesn’t scold the student  
c. doesn’t encourage the student  
d. gives the student an “F”

38. Who are “we” in line 9?
a. Seth and Franklin  
b. Mr. Rudolph and Mrs. Lester  
c. The afternoon classes  
d. The students in the class

39. Which is probably NOT one of his favorites?
a. History  
b. Physical Education  
c. Biology  
d. Drawing

40. Which is true about Alex’s schedule?
a. Classes last 50 minutes each.  
b. Alex has eight classes a day.  
c. He’s at school 10 hours a day.  
d. Biology cones before English.

Reading 11 Cell Phones

Do you remember a few years ago? Pagers were popular and cheap. Cell phones were expensive. Only a few people had them.

Now, millions of people in Seoul have cell phones. In fact, there are more cell phone accounts than regular phone accounts! Business people, school children, and even grand go onto the Internet. Then, we can look at web pages or check our email. We can also play games on them. Some cell phones can even take pictures like a camera.

41. What is the main idea?
a. Cell phones are expensive.  
b. Cell phones make life easy.  
c. Cell phones are popular now.  
d. Cell phones are like pagers.
42. What does “them” mean in line 3?
   a. Pagers
   b. Cheap phones
   c. Cell phones
   d. Computers

43. Now, cell phones are very ______.
   a. useful
   b. expensive
   c. boring
   d. heavy

44. According to the reading, what is something you CANNOT do with cell phones?
   a. Go online
   b. Read email
   c. Watch TV
   d. Send messages

45. Cell phones are like ________.
   a. televisions
   b. computers
   c. books
   d. accounts

Reading 12  Writing
The oldest writing, from about 3,000B.C, comes from the Middle East. The people there, the Sumerians, used pictures to write. In Egypt and China, people also wrote with pictures and symbols. Many years later, other languages used letters (A, B, and C). The Greek starts doing this in 800 B.C.

Now, there are about 6,000 languages in the world. Only five percent have writing systems. People speak the other languages. But they don’t write them down. So, speaking is natural for people. Writing is not. To write well, we have to work hard.

Every country has great writers and poets: Li Bai from China, Shakespeare from England, Steinbeck from America, and so on. You can also be a great writer. How can you do that? Just read and write- a lot!

46. How old is the writing from the Middle East?
   a. 800 years old
   b. 2,000 years
   c. 3,000 years old
   d. 5,000 years old

47. In Egypt and China, they-----.
   a. wrote with letters
   b. learned how to write from the Greeks
   c. used pictures and symbols
   d. had many different writing systems
48. How many languages do not have writing systems?
   a. 6,000  b. 95 percent of all languages  
   c. 800    d. 5 percent of all languages

49. What is not natural for people?
   a. Speaking  b. Listening  
   c. Writing    d. Drawing

50. Which is true?
   a. Most languages don’t have writing systems.
   b. The Greeks were writing before the Sumerians.
   c. Steinbeck was from England.
   d. The Sumerians wrote with letters.

Good Luck!
A 2

ANSWER KEY OF PRETEST/POSTTEST

1. a 26. c
2. d 27. d
3. b 28. a
4. a 29. a
5. c 30. a
6. c 31. b
7. d 32. F
8. b 33. F
9. d 34. F
10. a 35. T
11. c 36. d
12. b 37. a
13. b 38. d
14. b 39. b
15. b 40. b
16. c 41. c
17. a 42. c
18. a 43. a
19. d 44. a
20. c 45. b
21. c 46. c
22. a 47. c
23. d 48. d
24. b 49. c
25. b 50. b
Pretest/Posttest Reliability

The test reliability can have either a factor of 0 or 1. The chart below shows the test reliability of the pretest/posttest for this study and resulted in an overall score of 0.844 for 30 students tested on 50 items.

Test Items (1-50)

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Table 5 Critical values of t
APPENDIX B

B1: LESSONS

B2: Answer Key of Lessons
The Selected English Reading Lessons to Improve Reading Skill of Matthayomsuksa II Students

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Teaching Plan of English Lessons to Improve Reading Skill
Of Mattayomsuksa II

Teaching Plan       Story     “Gorillas”       Time 2 Periods

Object
When the students read it, they can

1. Get the main idea and pronounce it correctly
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly

Instrument
1. The lesson Story “Gorillas”
2. VCD. Story “Gorillas”
3. The vocabularies of the story “Gorillas”
   plants   leaves   companies   humans
4. Word cards and picture Gorillas
5. The Gorilla story from internet

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students’ knowledge about Gorilla and others.
2. Teacher shows the picture “Gorillas” to the students and give them to cooperate explaining about it.
3. Teacher has conversation with students about the place which the Gorillas live and show the map of Africa to them.
4. Teacher teaches vocabularies about Gorillas
   A lowland plant leaves companies humans
5. Students skim to find the theme or main idea and eliciting related prior knowledge.
6. Students read over the comprehension question to focus on attention in finding that information while reading.
7. Students do guided practice with guessing meaning from context or checking comprehension while reading.

While-Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Gorillas”
3. Verify predictions and check for inaccurate guesses.
4. Give them read and answer the question
5. Reread to check comprehension
6. Ask for help
7. Give students to practice reading following the VCD again.
8. Give students to do the exercise

Post-Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Gorillas

There are three types of gorillas: the western lowland gorilla, the eastern lowland gorilla, and the mountain gorilla. They all live in Africa.

They can be very heavy---up to 200 kilograms. They are also very strong. But they are shy and friendly. Gorillas live together in groups. There are between 3 and 30 gorillas in one group. They eat plants, fruits, and leaves. At night, they build nests. Each night, they sleep in a different place. Gorillas can live up to 50 years.

There are not many mountain gorillas left----only about 600. People hunt them and kill them. Farmers take their land. Also, companies cut down trees. These gorillas only have one enemy---humans.


Reading Comprehension

Choose the right answer.

1. Where do gorillas live?
   a. In lowlands
   b. In mountains
   c. In Africa
   d. All of the above

2. How many types of gorillas are there?
   a. Three
   b. Two hundred
   c. Fifty
   d. Six hundred

3. Which is true?
   a. Gorillas live alone.
   b. Gorillas weigh a lot.
   c. Gorillas eat meat.
   d. Gorillas do not like to move to new places.

4. Who takes land from gorillas?
   a. Other gorillas
   b. Hunters
   c. Farmers
   d. Plants

5. What do gorillas build?
   a. Groups
   b. Nests
   c. Companies
   d. house
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan 2    Story  “Email from California”    Time 2 Periods

Object
When the students read it already, they can
1. Get the main idea
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly
6. Answer the question according to the story correctly.
7. Know the email when somebody ask them and can use the
   email in communication.
8. Have email address and use it.

Instrument
1. VCD. Story “Email from California”
2. The lesson Story “Email from California”
3. The vocabulary of the story “Email from California”
   Email   lonely   essay   weekend
4. Teacher shows her email address to them and allow
   them to write Electric letter to her if they have any
   problem.

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities

1. Teacher asks students about the email which they know or ever use it.
2. Teacher shows the email which her friend sent to her from Australia.
3. Teacher has conversation with students about the email useful and ask them some questions.
4. Teacher teaches vocabularies about email
   Email lonely essay weekend
5. Students skim to find the theme or main idea and eliciting related prior knowledge.
6. Students read over the comprehension question to focus on attention in finding that information while reading.
7. Students do guided practice with guessing meaning from context or checking comprehension while reading.

Reading process

1. Give the story for them to read
2. They listen a VCD about the story “Email from California”
3. Give them read and answer the question
4. Verify predictions and check for inaccurate guesses.
5. Give them read and answer the question
6. Reread to check comprehension
7. Ask for help
8. Give students to practice reading following the VCD again.
9. Give students to do the excise
10. Give students to practice reading following the VCD.
11. Give students to do the excise

Post Reading process

1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Hello, John!
Thanks so much for your email. Sometimes, I get lonely here. I don’t have too many friends. So, it’s nice to hear from friends back home. :-)
I am SO busy with my classes. We have to read almost a book a week! Can you believe it? I don’t have many tests. But I write a lot of essays. My grades are pretty good. I talk to my teachers often. They help me with my problems.
I play basketball every weekend. These guys are good! The weather in southern California is wonderful. The food is also nice. But I like Korean food better.

Well, write back soon!

Mark
Reading Comprehension
Choose the right answer.

1. How does Mark feel about John’s email?
   a. Confused
   b. Happy
   c. Nervous
   d. Sad

2. At school, Mark ______.
   a. has tests every day
   b. doesn’t read very much
   c. isn’t very busy
   d. writes many essays

3. Who helps Mark at school?
   a. His basketball friends
   b. His girlfriend
   c. His teachers
   d. John Lee

4. Which is true?
   a. Mark likes Californian weather.
   b. Mark doesn’t study very much.
   c. Mark prefers American food.
   d. Mark has a lot of friends.

5. What does Mark want his friend to do?
   a. Send him Chinese food
   b. Call him on the phone
   c. Send him another letter
   d. Move to California
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan  Story  “Paris”  Time 2 Periods

Object
When the students read it already, they can
1. Get the main idea
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly
6. Skim to find the theme or main idea and eliciting related prior knowledge.
7. Read over the comprehension question to focus attention on finding that information while reading.
8. Do guided practice with guessing meaning from context or checking comprehension while reading.

Instrument
1. The lesson Story “Paris”
2. The VCD story “Paris”
3. The vocabulary of the story “Paris” special place lovers Eiffel Tower building funny
4. Many capitals maps and pictures of other countries and ask student about them.

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about the capital of others countries which they know or ever learning.
2. Teacher writes the name of capitals and gives the students answer the countries name.
3. Teacher has conversation with students about their favorite capital.
4. Teach vocabularies about email special place lovers Eiffel Tower building funny
5. Students skim to find the theme or main idea and eliciting related prior knowledge.
6. Students read over the comprehension question to focus on attention in finding that information while reading.
7. Student do guided practice with guessing meaning from context or checking comprehension while reading.

While Reading Activities
1. Give the story for them to read
2. They listen a VCD the story “Paris”.
3. Verify predictions and check for inaccurate guesses.
4. Give them read and answer the question
5. Reread to check comprehension
6. Ask for help
7. Give students to practice reading following the VCD again.
8. Give students to do the excise

Reading process
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Paris

Paris, France is a very special place. It’s one of Europe’s oldest cities. People first lived there more than 2’000 years ago. These days people like it for many different reasons.

Lovers and young people think it’s a very romantic place. They like to walk along the Seine River and drink coffee in small shops. Artists find many interesting things to paint. Tourists love shopping and going to famous places, like the Eiffel Tower. History lovers enjoy walking down old streets and seeing the beautiful buildings.

Paris is not a cheap city. Hotels, food, and other things are expensive. But there’s something funny about that. In Paris, people have such a good time that they don’t mind spending a lot of money!


Reading Comprehension

Choose the right answer.
1. What would be another good title?
   a. The Coffee Shops of Paris
   b. Romantic Rivers of Europe
   c. The History of Paris
   d. A City for Everyone

2. The Seine River __________.
   a. is a nice place to take a walk
   b. does not go through Paris
   c. is expensive
   d. is not a popular or romantic place

3. Which is true about Paris?
   a. People started living there 1000 years ago.
   b. Only older people enjoy visiting the city.
   c. Hotels are cheap.
   d. It is popular with many kinds of people.

4. A “history lover” “__________.”
   a. is a person from the past
   b. likes to learn about history
   c. is a romantic lover
   d. would not enjoy Paris

5. Paris is expensive and ________.
   a. boring
   b. fun
   c. unpopular
   d. empty
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan       Story     “Sally’s Math Dream”       Time 2 Periods

Object
When the students read it already, they can
1. Get the main idea
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly
6. Skim to find the theme or main idea and eliciting related prior knowledge.
7. Read over the comprehension question to focus on attention in finding that information while reading.
8. Do guided practice with guessing meaning from context or checking comprehension while reading.
9. Have the knowledge about mathematics.

Instrument
1. The lesson Story “Sally’s Math Dream”
2. VCD. Story “Sally’s Math Dream
3. The vocabularies of the story “Sally’s Math Dream”
   library   exercise   wake up

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story Sally’s Math Dream
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about the subjects which they like to learn.
2. Teacher analyzes the reasons why they like the favorite subject.
3. Teacher has conversation with students about their favorite subject.
4. Teacher teaches the vocabulary about Sally’s Math Dream library exercise 
   wake up.
5. Students skim to find the theme or main idea and eliciting related prior knowledge.
6. Students read over the comprehension question to focus on attention in finding that information while reading.
7. Students do guided practice with guessing meaning from context or checking comprehension while reading.

While-Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Sally’s Math Dream”
3. Give them read and answer the question
4. Reread to check comprehension
5. Ask for help
6. Give students to practice reading according to the VCD again
7. Give students to do the excise

Post Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task 4.
Sally’s Math Dream

Every month, Sally’s class has one big math test. Last month, Sally studied hard for the test. On Friday, Saturday and even Sunday, she went to the library.

She did many, many practice exercises. She also read her math textbook carefully.

On Sunday afternoon, Sally was very tired. She fell asleep. Then, she had a dream. In her dream, she saw dancing and flying numbers. Other numbers. They all laughed and had a good time.

It was a fun dream. Sally woke up after one hour. Then, she studied some more and went home.

Sally loves to study math. It is so much fun!


Reading Comprehension

Choose the right answer.

1. How often does Sally have a test?
   a. Every day
   b. Every Monday
   c. Once a month
   d. Once a year

2. To study for the test, Sally ______.
   a. studied her math book
   b. talked to her teacher
   c. asked her mother some questions
   d. bought a new textbook

3. Where did Sally have a dream?
   a. At home
   b. At school
   c. At her friend’s house
   d. At the library

4. Sally and the numbers did NOT ______ in the dream.
   a. talk
   b. study
   c. dance
   d. sing

5. Which is true?
   a. Sally had a bad dream.
   b. Sally never studies for her tests.
   c. Sally was asleep for 60 minutes.
   d. Sally hates math.
Teaching Plan of English Lessons to Improve Reading Skill  
Of Matthayomsuksa II

**Teaching Plan**  
**Story**    “Lunch on Earth”    **Time** 2 Periods

**Object**  
When the students read it already, they can  
1. Get the main idea  
2. Obtain specific information  
3. Understand most of the message  
4. Decide whether or not to read more  
5. Pronounce it correctly  
6. Skim to find the theme or main idea  
   and eliciting related prior knowledge.  
7. Read over the comprehension question to  
   focus on attention in finding that information  
   while reading.  
8. Do guided practice with guessing meaning  
   from context or checking comprehension  
   while reading.  
9. Have the knowledge about space.

**Instrument**  
1. VCD. Story “Lunch on Earth”  
2. The lesson Story “Lunch on Earth”  
3. The vocabulary of the story “Lunch on Earth”  
   planet  spaceship  earth  
4. Picture about planet .

**Evaluate**  
1. Answer the question  
2. Check from test  
3. Check from reading and Pronunciation  
4. From telling the story
Activities in learning and teaching

Pre-reading process

1. Teacher asks students about planet and space which they know or ever learning.
2. Teacher writes the name .
3. Teacher has conversation with students about their favorite space knowledge from the media.
4. Teach vocabulary about Lunch on Earth planet spaceship Earth
5. Students skim to find the theme or main idea and eliciting related prior knowledge.
6. Students read over the comprehension question to focus on attention in finding that information while reading.
7. Students do guided practice with guessing meaning from context or checking comprehension while reading.

While-Reading Activities

1. Give the story “Lunch on Earth “for them to read
2. Give them to listen VCD about the story “Lunch on Earth”
3. Give them read and answer the question
4. Reread to check comprehension
5. Ask for help
6. Give students to practice reading according to the VCD again .
7. Give students to do the excise

After Reading Activities

1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Lunch on Earth

Klax and Jax were from a planet far away. They worked on a big spaceship.

Where do you want to eat lunch

Let’s go somewhere different. Hey, that gives me an idea. I have a friend with a small ship.

Hello, earth man. Give us three hamburgers, three fries, and three cokes.

Please don’t kill me. Please don’t kill me

This food is great! We should eat here more often.

There’s just one problem. This is costing us six weeks of vacation time!

Reading  Comprehension

Choose the right answer.

1. How did the aliens get to earth?
   a. They took a taxi.
   b. They went in the big spaceship.
   c. They walked.
   d. They flew there.

2. The three aliens have another friend. His name is probably _________.
   a. Yoofoo
   b. Bob
   c. Beezerod
   d. Dax

3. What kind of restaurant was it?
   a. Fast food
   b. Italian
   c. Steak house
   d. Noodle shop

4. The man at the restaurant was worried about _________.
   a. the aliens not having any money
   b. the aliens smelling bad
   c. the other customers in the restaurant
   d. the aliens hurting him

5. What was the problem with eating on earth?
   a. Food was too expensive.
   b. Everything tasted bad.
   c. It was too far away.
   d. People didn’t like the aliens.
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan     Story     “Clones”     Time 2 Periods

Object
1. When the students read it already, they can
2. Get the main idea
3. Obtain specific information
4. Understand most of the message
5. Decide whether or not to read more
6. Pronounce it correctly
7. Skim to find the theme or main idea
   and eliciting related prior knowledge.
8. Read over the comprehension question to
   focus on attention in finding that information
   while reading.
9. Do guided practice with guessing meaning
   from context or checking comprehension
   while reading.

Instrument
1. VCD. Story “Clones”
2. The lesson Story “Clones”
3. The vocabulary of the story “Clones”
   copy information interfere debates
4. The story of clones from internet

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about clone which they know or ever learning.
2. Teacher writes and give the students answer that the good and bad reasons of clones
3. Teacher has conversation with students about new technology which they know.
4. Teach vocabularies about clones copy information interfere debate

While Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Clones”
3. Give them read and answer the question
4. Give students to do the excise
5. Reread to check comprehension
6. Ask for help
7. Give students to practice reading following the VCD again.
8. Give students to do the excise

After Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading of reading task.
4. Evaluate overall progress in reading and in particular types
Clones

How would you like to have a new brother or sister? Not one like you have now, but one exactly like you. That is what a clone is.

Every living thing has a copy has its DNA in each cell. That DNA makes genes. Genes gave information about our hair, eyes and so on. Scientists can take the DNA and use it to grow a new living thing- a clone. The clone has 100 % the same DNA as the original person, plant, or animal. So their bodies, brains, and everything else are the same.

A lot of people don’t agree with cloning. Some think it interferes with nature. Others are worried it may be used for evil purposes. In fact, some countries want to ban human cloning. It is one of the most important debates of the 21st century.

Scientists have already cloned many different animals. Some scientists have started cloning humans. There is one interesting thing to remember. The cloned person must also grow up, just like you did. So if you ever have a cloned brother or sister, you will watch it slowly get bigger. Year after year, it will start to look just like you. Strange, isn’t it?

_Bennett, E. (2004). Reading Adventure III, 50._

**Reading Comprehension**

**Choose the right answer.**

1. What is the main idea?
   a. Clones are evil.
   b. Cloning is a new science, but it’s not widely accepted.
   c. Every person has his or her own DNA and genes.
   d. Clones, like the original person, must grow up.

2. What are genes made of?
   a. Clones
   b. Scientists
   c. DNA
   d. Nobody knows.

3. The original person and his or her clone_______.
   a. are not at all alike
   b. only have a few similar genes
   c. have the same DNA
   d. always look different

4. Why don’t some people agree with cloning?
   a. It’s too expensive.
   b. Clones look like monsters.
   c. It’s not natural.
   d. Nobody trusts scientists.

5. Which is true about cloning?
   a. Clones take time to grow.
   b. It is not an important issue.
   c. All countries have already banned human cloning.
   d. Everybody agrees about it.
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan       Story     “Tiger Woods”       Time 2 Periods

Object
When the students read it already, they can
1. Get the main idea
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly
6. Skim to find the theme or main idea
   and eliciting related prior knowledge.
7. Read over the comprehension question to
   focus on attention in finding that information
   while reading.
8. Do guided practice with guessing meaning
   from context or checking comprehension
   while reading.
9. Know many spotters and a various sports.

Instrument
1. VCD, Story “Tiger Woods”
2. The lesson Story “Tiger Woods”
3. The vocabularies of the story “Tiger Wood”
   golf tournaments amateur turned professional
   changing improving trouble dragon cool and
   fashionable fans.
4. Picture of Tiger Woods
5. The Tiger Wood’s information from internet

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about sports.
2. Teacher writes the sport’s name and give the students answer some question.
3. Teacher has conversation with students about their favorite sports and their hero in sport.
4. Teach vocabulary about Tiger Woods
golf tournaments amateur turned professional changing improving trouble
dragon cool and fashionable fans.
5. Teacher shows picture of Tiger Woods for them.

While Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Tiger Woods”
3. Give them read and answer the question
4. Give students to do the excise
5. Reread to check comprehension
6. Ask for help
7. Give students to practice reading following the VCD again.
8. Give students to do the excise

After Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Tiger Woods

Tiger Woods wants to do one thing: win golf tournaments. He does that very well. As an amateur, Tiger was already a top player. He won the US amateur title for three years in a row, from 1994 to 1996. Then, he turned professional.

In Tiger’s first year as a pro, he won two tournaments. The next year, at age 21, he won the Master’s. That’s one of golf’s four major tournaments.

The next two years were hard for Tiger. He didn’t win very often. At that time, he was changing his swing. He was also improving other parts of his game. After Tiger made those changes, the other golf players were really in trouble.

In Asia, 2000 was the year of the dragon. In golf, it was the year of the tiger. Tiger won 10 tournaments that year, including the other three majors: the British Open, the US Open, and the PGA Championship. At 24, he was the youngest player ever to win all four of those tournaments. In golf, it’s called completing a Grand Slam.

Tiger made golf cool and fashionable. Because of him, the sport has many new fans. They go to tournaments and watch him on TV. He’s still very young, but he’s golf’s greatest player. Some people say he is the greatest player ever.


Reading Comprehension
Choose the right answer.

1. As an amateur, Tiger _______.
   a. won the Master’s
   b. wasn’t very good
   c. completed his Grand Slam
   d. won several titles

2. Which is not one of golf’s Majors?
   a. The US amateur title
   b. The US Open
   c. The Master’s
   d. The PGA Championship
   e. He wasn’t so good in tournaments.

3. What happened while Tiger was changing his swing?
   a. He won many tournaments.
   b. He wasn’t so good in tournaments.
   c. He quit playing.
   d. He turned professional.

4. What’s a Grand Slam?
   a. A golf ball
   b. Winning all four majors
   c. A golf tournament
   d. An award for young players

5. Which of the following is true about Tiger?
   a. Tiger never won the British open.
   b. Because of Tiger, many more people watch golf.
   c. Tiger never loses.
Future Dream

Christian University of Thailand
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

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<th>Story</th>
<th>“Future Dream”</th>
<th>Time 2 Periods</th>
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</thead>
<tbody>
<tr>
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<td>2. The lesson Story “Future Dream”</td>
<td>3. The vocabulary of the story “Future Dream”</td>
</tr>
<tr>
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<td>2. Check from test</td>
<td>3. Check from reading and Pronunciation</td>
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</tbody>
</table>
Activities in learning and teaching

Pre-reading process
1. Teacher asks students about their future.
2. Teacher divides into four groups and gives them to have role-play about their future.
3. Teacher has conversation with students about their play.
4. Teach vocabulary about “Future Dream”
   grow up scare partner

While Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Future Dream”
3. Give them read and answer the question
4. Reread to check comprehension
5. Ask for help
6. Give students to practice reading following the VCD again.
7. Give students to do the excise
8. Give students to practice reading according to the VCD.
9. Give students to do the excise

After Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Future Dreams

A. Wendy and Arnold are elementary school classmates.

Wendy: What do you want to be when you grow up?
Arnold: That’s easy --- a police officer. I want to ride around in a police car and catch bad guys all day.
Wendy: Won’t you be scared?
Arnold: Nope, because I’ll have my police dog with me. And I’ll have a partner. Hey, you can be my partner!
Wendy: No, thanks.
Arnold: That’s OK. I’ll still call you on my police radio.
Wendy: Cool! But you better call me before 9:00 p.m. That’s my bedtime.
Arnold: So, what do you want to be?
Wendy: I don’t know ---- maybe a nurse … or a pilot … or a scientist.
Arnold: You want to do all of those things?
Wendy: No silly, only one. I’m just not sure which one.
Arnold: Still, you’ll have to go to college.
Wendy: That’s fine. My mom and dad went to the same college in Miami. I want to go there, too.
Arnold: Don’t you gate school?
Wendy: No, I think it’s alright. How about you?
Arnold: Yeah, I guess it’s not too bad. Hey, do you think I can go to college?
Wendy: If you try hard, you can do anything you want.


Reading Comprehension

Choose the right answer.

1. Arnold is _______ about his future dream.
   a. not sure
   b. very sure
   c. undecided
   d. confused

2. What job is Wendy not interested in?
   a. Police officer
   b. Nurse
   c. Scientist
   d. Pilot

3. Why does Wendy want to go to school in school in Miami?
   a. It’s a good school.
   b. Her parents went there.
   c. It’s near her house.
   Arnold wants to go there.
4. Wendy is ....about his future dream.
   a. not sure
   b. very sure
   c. undecided
   d. confused

5. What does Wendy suggest if Arnold go to collage?
   a. It’s a good.
   b. Her parents went there.
   c. It’s near her house.
   d. If he try hard, he can do anything he want.
Teaching Plan of English Lessons to Improve Reading Skill
Of Matthayomsuksa II

Teaching Plan I     Story     “Mars”     Time 2 Periods

Object
When the students read it already, they can
1. Get the main idea
2. Obtain specific information
3. Understand most of the message
4. Decide whether or not to read more
5. Pronounce it correctly
6. Answer the question according to the story correctly.
7. Have some the planet knowledge, when they have learned already.

Instrument
1. VCD. Story “Mars”
2. The lesson Story “Mars”
3. The vocabularies of the story “Mars”
   wonder planet fantastic aliens weapon attack collect control hopefully
4. The information about Mars from internet

Evaluate
1. Answer the question
2. Check from test
3. Check from reading and Pronunciation
4. From telling the story
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about Mars.
2. Teacher divides into four groups and gives them to search about Mars from internet.
3. Teacher has conversation with students about their play.
4. Teach vocabulary about “Mars”
   wonder planet fantastic aliens weapon
   attack collect control hopefully

While Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Mars”
3. Give them read and answer the question
4. Reread to check comprehension
5. Ask for help
6. Give students to practice reading following the VCD again.
7. Give students to do the excise

After Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Mars

For thousands of years, we have been curious about Mars. People wondered if there was life on the small red planet. Some wrote fantastic stories about aliens living on Mars. Sometimes they were green and small, with ugly faces and terrible weapons.

In fact, there was a famous radio show in America about 75 years ago, called War of the Worlds. It was a story about aliens from Mars. They flew to earth in spaceships and attacked the people. Many people, while listening to the program, believed we were really under attack! Of course, we are now fairly sure there are no ETs on the planet. We have sent spaceships there. They have traveled around Mars, taking pictures and collecting information. In 1997, the spaceship Pathfinder landed on Mars. A small car, controlled by people on earth, went out of the ship and looked around for several days. The information and pictures it collected have been very helpful to scientists. Scientists still have many question about Mars. Is there water on the planet? Was there ever life on Mars? We’ll continue to send ships to Mars. One day, we may send people there. Hopefully we won’t find any small, green aliens waiting for us!


Reading Comprehension
Choose the right answer.
1. What was War of the Worlds?
   a. A story on the radio about an invasion of the earth
   b. A book written by green aliens from Mars
   c. Something Pathfinder found on Mars
   d. An American plan to invade Mars

2. An ET is __________.
   a. an American program
   b. an alien
   c. a spaceship
   d. a radio show

3. What did Pathfinder do?
   a. It found aliens on Mars.
   b. It landed on the earth.
   c. It took pictures of Mars.
   d. It carried terrible weapons.

4. Which is true?
   a. Spaceships from the earth didn’t find aliens on Mars.
   b. We know there was once life on Mars.
   c. Aliens from Mars attacked the earth.
   d. Pathfinder was a spaceship from Mars.

5. In the future, __________.
   a. people might visit Mars
   b. aliens from Mars will surely attack us
   c. small, green men will live on Mars
   d. Pathfinder will fly to Mars
### Teaching Plan of English Lessons to Improve Reading Skill
**Of Matthayomsuksa II**

#### Teaching Plan I
**Story**  “Yahoo.com”  **Time**  2 Periods

<table>
<thead>
<tr>
<th><strong>Object</strong></th>
<th>When the students read it already, they can</th>
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<tbody>
<tr>
<td></td>
<td>1. Get the main idea</td>
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<td></td>
<td>2. Obtain specific information</td>
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<td></td>
<td>3. Understand most of the message</td>
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<td></td>
<td>4. Decide whether or not to read more</td>
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<td></td>
<td>5. Pronounce it correctly</td>
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<td></td>
<td>6. Answer the question according to the story correctly.</td>
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<td></td>
<td>7. Have some the internet knowledge, when they</td>
</tr>
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<td></td>
<td>have learned already.</td>
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</tbody>
</table>

| **Instrument** | 1. VCD. Story “Yahoo.com” |
|                | 2. The lesson Story “Yahoo.com” |
|                | 3. The vocabulary of the story “Yahoo.com” |
|                | 4. The information about “Yahoo.com” from internet |

| **Evaluate** | 1. Answer the question |
|              | 2. Check from test |
|              | 3. Check from reading and Pronunciation |
|              | 4. From telling the story |
Activities in learning and teaching

Pre-reading Activities
1. Teacher asks students about “Yahoo.com”
2. Teacher divide into four group and give them to search at Yahoo.com from internet.
3. Teacher has conversation with students about Yahoo.com.
4. Teach vocabulary about “Yahoo.com”
   engine database information improve

While Reading Activities
1. Give the story for them to read
2. Give them to listen VCD about the story “Yahoo.com”
3. Give them read and answer the question
4. Reread to check comprehension
5. Ask for help
6. Give students to practice reading following the VCD again.
7. Give students to do the excise

After Reading Activities
1. Teacher helps students to check the answers.
2. Let them to pronounce reading in a group.
3. Teacher helps to analyze their reading
4. Evaluate overall progress in reading and in particular types of reading task.
Yahoo.com

The Internet is a big place. Nobody has the time to look at every webpage to find something. Search engines like Yahoo give us the help we need.

Yahoo started in 1994 as the project of two Stanford University students, David Filo and Jerry Yang. They started by making a list of their favorite WebPages. As their list got bigger, they made a database to keep their information. They let everybody use it for free. Soon, thousands of people were using their service.

They then made a new kind of software. It looked at webpage all over the Internet. It could then take that information and arrange it for someone to look at. If you search for, say, “blue whales,” the engine will give you a list of webpage with those words.

Yahoo became a public company in 1996. Filo and Yang, still young men, became rich. As their company grew, they continued to work hard. They improved their software. They also added more services, like shopping, free email, and an auction service. And, they started Yahoo sites in many different countries and languages.


Reading Comprehension
Choose the right answer.
1. When Yang and Filo wrote the first Yahoo software, they ________.
   a. made people pay to use it
   b. were still university students
   c. knew it wasn’t useful
   d. were high school students
2. After Yang and Filo became rich, they ________.
   a. became lazy
   b. sold the company
   c. kept working hard
   d. stopped working at Yahoo
3. What Yahoo services are not discussed in the article?
   a. Buying and selling stocks
   b. Search engine
   c. Email
   d. Auction
4. Which is true?
   a. Yahoo was always a big company.
   b. Yahoo is a private company.
   c. Yahoo does not make people pay for their email service.
   d. Yahoo is losing money.
5. What does the article suggest about search engines?
   a. They don’t earn any money.
   b. They are very helpful.
   c. They’re just like Yahoo.
   d. They’re all in English.
ANSWER KEY OF LESSONS

Lesson 1
1. d 2. a 3. b 4. c 5. b

Lesson 2
1. b 2. d 3. c 4. d 5. c

Lesson 3
1. c 2. a 3. d 4. c 5. b

Lesson 4
1. c 2. a 3. d 4. b 5. c

Lesson 5
1. b 2. d 3. a 4. d 5. c

Lesson 6
1. b 2. c 3. c 4. c 5. a

Lesson 7
1. d 2. e 3. a 4. b 5. b

Lesson 8
1. b 2. a 3. b 4. a 5. a

Lesson 9
1. a 2. b 3. c 4. a 5. a

Lesson 10
1 a 2. c 3. d 4. b 5. c
APPENDIX C

C1: Questionnaires (Thai Version)
C2: Questionnaires (English Version)
C1: Questionnaires (Thai Version)

แบบประเมิน
การแสดงความคิดเห็นของผู้เติมฟอร์มเรียน

<table>
<thead>
<tr>
<th>รายการ</th>
<th>มากที่สุด(5)</th>
<th>มาก(4)</th>
<th>ปรมาณกลาง(3)</th>
<th>น้อย(2)</th>
<th>น้อยที่สุด(1)</th>
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<tbody>
<tr>
<td>1. แบบบทเรียนมีเนื้อที่น่าสนใจ</td>
<td></td>
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<tr>
<td>2. รูปแบบกิจกรรมและแบบฝึกหัดในบทเรียนน่าสนใจ</td>
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<tr>
<td>3. เนื้อหาในแบบฝึกหัดการอ่านในบทเรียนสามารถไปประยุกต์ใช้ในชีวิตประจำวันได้</td>
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<tr>
<td>4. ความยากง่ายของแบบฝึกหัดในบทเรียน</td>
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<tr>
<td>5. กิจกรรมในชั้นการอ่าน (reading) ทำให้เข้าใจข้อความอย่างมีจุดประสงค์</td>
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<tr>
<td>6. กิจกรรมในชั้นการฝึก (practice) ช่วยให้ทักษะการอ่านของชั้นพัฒนาขึ้น</td>
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<tr>
<td>7. กิจกรรมการอ่านชั้นทักษะพัฒนาได้รับขั้นเพราะวิจัยสามารถอ่านแม่น้ำ</td>
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<tr>
<td>8. แบบฝึกหัดการอ่านทำให้เข้าใจพัฒนาความสามารถในการอ่านเพิ่มขึ้น</td>
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<tr>
<td>9. ข้อพิจารณาว่ากิจกรรมการอ่านมีประโยชน์ในการศึกษาค้นคว้าและฝึกอ่านค้าต่อตนเอง</td>
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<tr>
<td>10. ช่วยกระตุ้นให้เข้าใจความทักษะกิจกรรมอื่นๆได้</td>
<td></td>
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<tr>
<td>11. แบบทดสอบหลังเรียนช่วยสรุปความเข้าใจได้ดีขึ้น</td>
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<td>12. แบบทดสอบหลังเรียนช่วยในการประเมินตนเอง</td>
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</tbody>
</table>

รวม

ข้อเสนอแนะ

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C2: Questionnaires (English Version)

The draft of the questionnaire

The questionnaire of Attitudes toward English learning of Mattayomsuksa II students at Saparachinee School, Trang Province, Semester II Year Academic 2005

The Scale of the agreement of the students’ attitudes

When the students choose
- Extremely Agree = 5
- Strong Agree = 4
- Fairly Agree = 3
- Rather Disagree = 2
- Extremely Disagree = 1

Please check the degree of attitudes that you agree following your idea.

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent (5)</th>
<th>Very (4)</th>
<th>Moderately (3)</th>
<th>Rarely (2)</th>
<th>Least (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content of lessons are interesting</td>
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<tr>
<td>2. The exercises and activities of lessons are interesting</td>
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<td>3. The contents of lessons can take to apply using in daily life.</td>
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<td>4. The difficult of lessons</td>
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<tr>
<td>5. Activities in reading make me to have reading purpose.</td>
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<tr>
<td>6. Activities of practicing make me to have more reading skill improvement</td>
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<td>7. Activities of reading make me more rapid reading because I know how to read better</td>
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<tr>
<td>8. Reading exercises make me improve more reading achievement</td>
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<tr>
<td>9. I think reading exercises are useful to study and practice by myself.</td>
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<tr>
<td>10. Stimulate me to do other activities continue.</td>
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<tr>
<td>11. Post-test help me to more summarized understanding.</td>
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<tr>
<td>12. Post test help me to evaluate myself.</td>
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</tbody>
</table>

Total

Suggestion

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APPENDIX D

Simple of Letters used in Gathering Data
เรื่อง ขออนุญาตให้นักศึกษาบางกลุ่มเรียนการทําวิจัย

เรียน ผู้อํานวยการโรงพยาบาลศิริราช

ด้วย นางจง รัตนพงษ์ นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหา
บัณฑิต สาขาวิชาภาษาอังกฤษในภาษาไทย มหาวิทยาลัยศิริราช ได้ต้องการร่วมกันทำงานที่*
พระเมธีเรียน "The construction of English Lessons to Improve Reading Skill of Mattayom sulsa II
Students" บ้านพักศิริราชจึงให้จํานวนบุคคลตําแหน่งทํานุญาตให้นักศึกษาบางกลุ่มเรียนการทําวิจัย

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาต และขออนุญาตในความอนุญาตเครื่ององค์ตําแหน่งของ
ท่านฯ ณ โอกาสนี้

ขอกําไรความนําถือ

(รองศาสตราจารย์ ดร.ประภัฏ ยุศนารักษ์)
คณบดีบัณฑิตศิริราช

สํานักบริหารบัณฑิตศิริราช
โทรศัพท์ 0-3422-9480 ตึก 7 ชั้น 1401-3
โทรศัพท์ 0-3422-9499
LIST OF COLLEGIAL READERS

1. Mrs. Jirawan Chaisorn
   An English teacher at the English Program of Saparachinee School, Trang.

2. Mrs. Khajontip Kowattana
   An English teacher of Saparachinee School, Trang

3. Mr. Theerasak Leelakiet
   An English teacher of Saparachinee School, Trang
<table>
<thead>
<tr>
<th><strong>NAME</strong></th>
<th>Mrs. Chalong Rattanapong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE OF BIRTH</strong></td>
<td>26 September 1963</td>
</tr>
<tr>
<td><strong>PLACE OF BIRTH</strong></td>
<td>Trang, Thailand</td>
</tr>
</tbody>
</table>
| **INSTITUTION ATTENDED** | Nakhonsithammarat Nursing College: Certificate of Nursing  
Sukhothaithammathirat University: Bachelor of Nursing  
Christian University of Thailand: Master of Arts (English as a second language) |
| **PAST POSITION** | Nurse at Yantakhao Hospital, Trang Province In 1976-1980 |
| **POSITION AND OFFICE** | Chalong Minimart,  
89/46 Sathanee Road, Thambon Taptieng,  
Muang District, Trang Province, Thailand. Position: Owner. |