



A STUDY OF ENGLISH READING SKILLS OF GRADE 6
STUDENTS OF WAT SITARAM SCHOOL IN POMPRAP
SATTRUPHAI DISTRICT BAGKOK

PHRA VANHXAY ONECHOUMSITTHI

A Thesis Submitted in Partial fulfillment of
The Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
Bangkok, Thailand

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Abstract

This research was a quantitative the method. The main purposes of the research were to 1) study the personal information of grade-6 students who were studying at Wat Sitaram primary School in Pomprap Sattruphai District of Bangkok, 2) study the ability in English reading of grade-6 Students studying at Wat Sitaram School, 3) study the strategies in reading skills of the grade-6 Students of Wat Sitaram School, 4) determine the problems of English reading skills of grade-6 Students studying at Wat Sitaram School, and 5) determine the method of teaching of English reading skills conducted at Wat Sitaram School as well as the attitude of grade-6 Students towards English reading skills. The sampler used for this study were 30 grade-6 Students who were studying at Wat Sitaram School in Pomprap Sattruphai District, Bangkok. The data collection in this study was carried out by interview 6 scholar concerning English reading skills and using questioner distributed to 30 grade-6 Students of Wat Sitaram School in Pomprap Sattruphai District , Bangkok. Statistics used for data analysis were percentage, arithmetic mean, and standard deviation. and observation. The statistics analysis of the data was percentage.

The results of this study were found that the level of ability in reading of the students before using the reading materials designed was at 2.30 % the level of ability in reading of the students after using the reading materials was at 3.50 %

The results of this study were found that the level and development of English reading skills of the Students textbook and the Buddha story book were deferent, that was the reading skills of the Buddha story book of the Students were better than the reading skills of Student's textbook.

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Lists of Abbreviations and symbols

S'	=	singular
'S	=	plural
'	=	comma
" "	=	Quotation
%	=	percent
\bar{X}	=	mean
S.D	=	Standard Deviation

Chapter I

Introduction

1.1 Background and significance of the problem

An English reading skill is one of four skills for students to study because English reading skill must come along with listening and speaking together because of students do not have the fundamental knowledge of listening and speaking then it is difficult to collect data to read. In fact necessary information used as data for reading come from many sources such as formal documents, text books, newspaper, journal, and many other audio visual aids such as radio, television, Tape – record, you tube etc.

Therefore English reading skill is the skill to be suitable to promote much as much possible because it is the skill to be innate with the learner forever. The learner has the opportunity to use it even though finishing education already. Since it is the skill to be able to help the learners to study and search for further more knowledge and more no end entirely, besides it is still useful skill to study in higher level in step by step because megacity of text books is skill English books also. Reading is the process to search for knowledge from the writing, in this case had got idea that the efficient readers have to get the following information.¹

Knowledge of writing system such as spelling words, to compound words, and to read these words correctly; Knowledge of the language such as knowledge about the words and their meaning, knowledge about structure of language and arrangement of words ate;

Ability to interpret which means the ability to understand objective of the content to be written all, as well as to understand in arrangement of contents as well

¹Eddie wills M.ED. “Bowling Green State” **teaching English**, vol. 2, No. 3, August, 1986):

as to understand relationship between various sentiment and the ability to follow up idea of the writer easily.

Knowledge of the words such as to take knowledge of the words to help in understanding about contents, such knowledge is as follows: accustoming about writing story.

Knowledge about culture of a way of life in particular side as well as general knowledge of political atmosphere, creation, and sports etc.

Reason for reading and reading style, individual readers have different reasons in reading which has influence to the way of reading so while reading the reader should consider that where the content of the reading story comes from, for what you read at the same as how you will select story it is suitable for you. (Kenneth Goodman) said about reading skill that it is complex and achieved reading must be based on the following teachers.²

Linguistic knowledge in the beginning to read, the learner will learn the relation between sound and alphabets as well as the meaning of individual words but when having more experience in reading and more the learner will be able to read in order to understand much more and more.

Experience which concerns knowledge thing the reader has already in the mind, is conceptual or semantic completeness, the reader will not understand reading thing such as contents of which is not complete except the case the reader had ever read already before this is the background of this thesis, for the significance of the problem

Reading skill is the tool in using language to transfer for cultures which new innovation which is invented and thought by technologists and academicians nowadays and then transfers from generation to generation. It is said that how to conserve and transfer culture of human being discovered will have potentiality to use the possible way. We have to seek for knowledge from reading from good documents and useful books. It is sad that a good reading can lead the reader into the victory gate.

²Ibid. Eddie Willis M.Ed. "Bowling Green State" **teaching English**, vol. 2, No. 3, (August, 1996): 25 - 32.

So Anumanratchathonphraya, the philologist of Thailand said all social activities of humans can reach the goal depending upon understanding how to use communication of language, it may be speech language or non – speech (phology of semantics). Procedure in English reading skill development, This is the big problem in the main point of this skill as researcher had idea. The procedures, researcher will display out in order that readers can arrange in solution of English reading skill development.

Why researcher displays idea like this, the answer is that English reading skill is one of important skills which can develop sciences and modern technologies so to teach students to know to develop better reading skill, is should be done undoubtedly. So to prepare instruction is necessary for the teacher to do every time, because the teacher should consider suitably with the learners and agreed with objectives in reading teaching Proposed how to develop reading skill shown below – to point out situation for students to understand destinations of reading teaching – to encourage experience of students in order that they can understand difference components of situation in such an event such as person, place, time, topics; and culture.³

To propose to pronounce and the meaning of unaccustomed words. Helping learners to read different words continuously, helping learners to understand grammatical function of language structure. Helping learner to understand and relate relationship of different idioms that reader is accustomed together. Helping learners to understand and doubt the meaning of words and the statements from different relation matters. Helping learners to understand the main contents and details of contents. Helping to increase speech in reading in order to understand much more. Furthermore (Ellie William) suggested sequence in reading teaching differentiated which into 3 gradations.⁴

Gradation – pre-reading teaching, objective of gradation as follows:

³Marry Finochiare and Chistopher. “The English reading in learning and teaching” journal of language studies, **April, 2000**): 33 - 44.

⁴Ibid), Eddie wills M.ED. “Bowling Green State” **teaching English**, vol. 2, No. 3, (August, 1986): 37-70.

Suggestion and stimulation of understanding in the topic. For motivation in order that students are interested to study with giving reason for reading. For preparation in part language in learners before reading content. While – reading, this gradation emphasizes on content to read with the following contents: Helping learners to understand purpose. For helping learners to understand the as that of structure of writing work or the contents to read. For helping to expand the statement of contents as dearly. Post-reading this gradation has the following purpose. To transfer knowledge and idea in contents to read already. To relate the reading contents already. This is the significance of the problem of this thesis when to know the cause of problem of contents.

According to the agreement of ASEAN Community, the members of 10 countries agreed that every country is able to use any languages to communicate with one another, but English language must come first, because it is the foundation of the citizens of each country to learn. Now educational curriculum of each country is compulsory to study English. So it does not seem too the difficult for them to communicate with one another. I am interested in doing my research by focusing on this school because I would like to know whether the students who are studying English at this elementary school will achieve their goal or not. When I collect data for writing my thesis I hope to see many good things concerning the process of learning and teaching English at this Wat Sitaram school where I should pay attention to study more and more, for example, the process of instruction of the teachers here, once I used to work at this school and saw a good teaching method that the teachers in this school have taken to apply in teaching and learning English. On the contrary, there are some problems and some things that are needed to improve. It is very good to do the research focusing on this school because researcher will have a chance to learn more about an advantage and disadvantage for the benefit of educations.⁵

For the right focus in the teaching of reading skills, it is important to define it and closely examine what problems students face while reading skills something in

⁵Gore, & Zeichner, “Reading in communication public of Asian primary school” **PHD. Of education research study**, (faculty of arts, Cambridge University, USA, 1990), PP. 48-54.

English it is difficult to define reading skills in a word. Many thinkers have defined and analyzed it in many different ways the perspective of reading differs from person to person depending on the person's individual attitude and aims towards printed words, from language to language considering the cause of reading and the content of the text. So the definition and meaning of reading skills depend, largely, to tried reading of students 6 level on the purpose of the reader, on the text and textual contents, on the attitude of the readers towards the text, on the reading materials and on the experience and of the reader. However, experts have tried to define it differently, in their own way of observation and thought. There have been significant developments in the interesting and practices of English reading skills, in the world in the last three/four decades. It is important to examine those developments for insights that can help us bring about significant changes in English reading skills pedagogy in Thailand Research in this field is very significant for 6 levels Thailand, because standard of education of the country depends on students English reading skills proficiency in English. For meaningful education, it is very important to improve the reading skills proficiency of learners in English. It is equally important to examine the present state of students reading skills in Primary School, to identify the problems and address those to improve the overall situation in the interest of the School. It is admitted that higher education of the School suffers a setback because of students' poor level of reading skills proficiency. To improve the situation in the country, some measures must be taken to identify the problems, address them, and improve the situation. This study is an attempt to do so. Therefore, the study will be of great significance and interest for the 6 level Students as a whole.⁶

Extensive English Reading skills that “Good things happen when students read extensively. we explain that extensive reading not only makes the students fluent readers, but also enables them to learn new words and expand their understanding of words they knew before. Extensive reading also helps them to write better, and “their

⁶Boonmme and Sittisoak. “Reading pronunciation of students Grade 6 Vungvieng School”, **B.A. Reading development Elementary School**, (Department of society, Laos, 2002), PP. 53-75.

listening and speaking abilities improve.” In short, extensive English reading activities can make student reading a resource for language practice, vocabulary learning, listening, speaking and writing. As English reading is an open programmed for all types of students and their choice is free, they can read any types of English skills they like. All kinds of books, magazines, especially written for students and learners are the most suitable reading materials for them. Intensive and English readings skills are important and necessary for effective readings, and they are complementary to each other. To be an efficient reader, one must carry on both these two processes, as Williams suggests, for students every has hour of intensive reading, a learner should be doing at least another hour of studied English reading skills.⁷

Like other contexts, it is very important for Students to produce graduates of an international standard in today’s globalized world; it is necessary to improve students’ reading proficiency in English reading skills for that. Though it will take time to bring about changes in the present state of teaching and learning reading skills, it is not altogether impossible. If recent pedagogical approaches are used, if proper materials and tests are designed, the situation will improve significantly. This study, therefore, will prove very useful for the students. The importance of reading skills in students cannot be denied. To make the students fit nationally and internationally, their reading skills must be of an advanced level. If reading skills are improved, learners will be able to utilize maximum resources for acquiring knowledge and information, and it will change the whole educational scenario of the country. So, the present study on ‘An Evaluation of the Teaching of Reading Skills in students is of great importance.

1.2 Objectives of the Research

The main purposes of this research were as follows:

1.2.1 To study English reading skills of grade 6 Students of Wat Sitaram School.

⁷Williams, “Top ten Principles for Teaching Reading, of General level”, **Journal of Language Teaching Research**, Vol. 3, No. 1, (December 2001): 42-45.

1.2.2 To study the problems of English reading skills of grade 6 Students of Wat Sitaram School.

1.3 Statements of the Research Questions

This research was a qualitative and quantitative method the researcher wanted to know:

1.3. How were the English reading skills courses taught at Wat Sitaram School?

1.3.2 How are the problems the problems of grade 6 Students concerning English reading skill solved?

1.4 Scope of the Research

Data collection

1.4.1 The scope of content focuses on study of English reading skills of primary School Students grade 6 at Wat Sitram School Pomprab Sattrupai District in Bangkok.

1.4.2 The scope of the area focuses on Wat Sittaram School which is located in Pomprab Sattrupai District Bangkok.

1.4.3 The scope of the population focuses on the study of 30 Students grade 6 at Wat Sitaram school Pomprab Sattrupai District Bangkok.

1.4.4 The scope of the time focuses taking the time to study within on October 2015 – February 2016.

1.4.5 This study there are 7 key informants of English reading skill

1.5. Definition of Terms used in the Research

1.5.1 English reading skills of Primary School Students grade 6 refers to the students who are studying at the primary School at Wat Sitaram School only.

1.5.2 Method refers to a particular way to study English reading skills of primary School Students grade 6 at Wat Sitaram School.

1.5.3 Reading skills is defined as the level of understanding the textbook which this understanding comes from the interaction between the words that are written and how they trigger knowledge outside the textbook.

1.5.4 Improvement is to encourage and enhance reading skills to be an effective reader.

1.6 Expected Benefits of the Study

The expected benefits of the study are mainly aim for the study of reading skills at the Primary School to improve grade 6 at wat Sitaram School and the obvious expectations of the study can be divided into two major points as the following:

1.6.1 To know reading skills of grade 6 Students of Wat Sitaram School.

1.6.2 To know the improvement of reading skills of grade 6 Students of Wat Sitaram School.

Chapter II

Literature Review

The chapter reviews some results of testing and researches done before. In the first section, it discusses some evidences for the relationship between the critical period hypothesis and language acquisition. The second section provides English reading comprehension which includes factors affecting a learner's reading comprehension. The third section explores some research about the relationship between gender Reading for the Comprehension, The Importance of Reading and Development reading skill. The last section shows studies that describe the possible relationship between and reading comprehension.

This research survey takes about to study English reading skills to have the purpose of the section give an overview of studies of the ability and development in Using English Reading Skills related theories, ability and development in the form of language's skills evaluation types. Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to raise people' educational level. Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, proves one's temperament and poise, and provides strength to endure frustration. In short, reading is the best and only way of enabling humans to absorb new experience and replace old views. Reading is fundamental important for success. It opens the door to personal freedom or opens the door to the opportunity. English reading skills are necessary. For students to have English reading skills early. How can they be expected to excel in other subjects as Reviewing current literature and research related to the teaching of English reading skills provided Students with valuable information. Current to be able to use this information to design them action

research project and to understand the data that emanated from it. In the English reading skills, they developed for their 30 students, they used concepts found to be successful in other educator's work and selected appropriate reading skills strategies to teach. They discovered that there was research to support both the teaching approach I used. Reading skills is vital for who to want achievement and is an important and necessary skill for successful functioning as survey students and people. The review of the following:

2.1 Reading for the Comprehension

2.2 The Importance of Reading

2.3 Development reading skill

2.1 Reading for the Comprehension

Reading skills comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading skills comprehension instruction. Most of what we know has been reading since

Why have we been able to make English reading skills so much progress so fast? We believe that part of the language skills behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading skills readiness, those who study English reading skills comprehension instruction have avoided much of the acrimony characteristic of English reading skills in other aspects of reading. As it should be, much reading on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what reading skills good readers do when they read. To carry a term from the decoding debate, reading skills, comprehension instruction should be balanced. By this we mean that good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and

opportunity for actual reading, writing, and discussion of text.¹ The components in our approach to balanced comprehension instruction are a supportive classroom context and a model of English reading skills comprehension instruction. It is important so much reading skills to comprehension is a highly interactive process that takes place between a reader and a text. Individual readers will bring variable levels of English reading skills and experiences to these interactions. These include language skills, to have cognitive resources and world knowledge. Any act of reading occurs within a particular society cultural and emotional context. This consists of elements such as the students want to reading more, their previous experiences of reading and being read to, their expectations that reading should carry meaning, their motivation, their view of themselves as a English reading skills, the purpose for reading the text, the cultural value placed on reading and the reading environments the reader experiences. While the purpose of this document is to concentrate on reading skills so much and looking closely at the development of comprehension skills, this broader context and its influences should be borne in mind.²

Reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea. It is a complex process that requires the activation of numerous cognitive skills. There are also different depths of understanding of most the basic level, reading comprehension may involve the picture that comes to mind when reading the word cat. It may be as in-depth as the symbolic representation of a cat as having god-like qualities, as is sometimes associated with Ancient Egyptians. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Describes that English reading skills can be used to enhance and improve reading skills and writing skills of readers. Using the very good for the readers, supporting the enhancement of comprehension, improving critical thinking increasing

¹Tovani, "Really Have to Teach Reading, Content Comprehension Grades 6", **Journal of English Writing and Reading Skill**, Vol. 2, No. 4, (July, 2004): 6 – 12.

²Aarnouste, & Leeuwe, "Relation between reading comprehension, vocabulary, reading", **Master's thesis**, (Department of public Speaking: New York University, 1999), PP. 6 – 14.

reading creating writing opportunities, increasing new knowledge, and extending activities. All these things are the best in helping develop English reading skills. If students practice reading skill through the reading on Student's textbook in everyday life, they can be good at reading ability. There are some interesting methods to help students succeed in reading ability as follows: firstly, you must read the textbook to know what has happened because the most significant things are always put on the front page. Secondly, you can select interesting articles that attract you. Then you must read them and try to understand what you read at all. Last but not least, if you need to read more, you can change other columns such as crime, opinion, events, hot issues, environment, politics or whatever you want to read so much per day.

Reading comprehension is a much less natural act than reading skills comprehension. Moreover, language use differs between oral and written language with a tendency for more complex forms to occur in reading. Therefore, while reading comprehension depends on reading skills comprehension ability, it also requires that additional strategies be brought to bear in formal terms, successful reading skills comprehension depends on the construction of a rich and elaborate mental model of the text that is read. This is often referred to the situation model can be thought of as an integrated summary of the contents of the text, which can understand of reading.³

2.1.1 English Reading Comprehension

It was difficult to define the meaning of reading, but there was still a commonly shared meaning. Reading is defined as an act to comprehend or understand the meaning of the text in the dictionary. Reading is a process for a reader to acquire information and to understand the message from the materials. pointed out that reading is a process that readers transferred the message from materials, and absorbed by the readers. In pointed out that reading word by word was not necessary. Readers could skip some paragraphs or sentences which were not important, and just read the essential part of the articles. According to Neil proficiency of English reading is a

³Hulme, eds M. "Snowing 'Children's reading comprehension difficulties in The Science of Reading", *Journal English Book*, Vol. 1, No. 5, (November, 2005): 48-49.

significant and basic skill for the students who study English as the second language. In American Declaration, there are two education objectives one is “reading first” and the other is “read to read, ready to learn”. Besides, former U.S. president, President Bush took child's reading comprehension seriously.

However, by reading comprehension researchers believe that students have basic quantity of vocabulary and the fundamental of grammar. Although students do not understand every vocabulary, they are able to use some skills such as guessing the meaning of the words by the context to understand the sentences, story, and article, essay and so on.⁴

2.1.2 The relationship of Vocabulary and Comprehension

The relationship is important about hypotheses for examining the effects of word learning on reading comprehension, the instrumentalist, aptitude, and knowledge hypotheses. The instrumentalist position suggests that knowledge of word meanings is the primary factor responsible for reading comprehension but the instrumentalist position does not make suggestions about where vocabulary knowledge originates.⁵

The aptitude hypothesis suggests that people with large vocabularies are better at comprehension because they possess higher mental agility. There are few instructional implications from this hypothesis. The third hypothesis, the knowledge hypothesis, suggests that world knowledge is crucial to the understanding of text. Performance on vocabulary tests is seen as a reflection of a person's background knowledge. The knowledge hypotheses emphasizes that knowing a word well implies that one knows a lot of words related to it and this larger of knowledge is crucial for understanding a given text. The knowledge approach suggests an interactive approach in which conceptually generated knowledge is combined with information in the text the instructional implications are that the more word meanings one although

⁴Nagy, W. E, “Teaching Vocabulary to Improve Reading Comprehension” **International Reading Association**, Vol. 2 No. 3, (February, 2000): 120- 127.

⁵Peter Westwood. “What teachers need to know about Reading and writing difficulties”, *Handbook of Tourist*, Vol. 21, No. 21, (July, 2001): 31.

researchers have been able to document a strong relationship between vocabulary and comprehension, they have been unable to sort the exact nature of the reciprocal relationship, a graphical representation of a model of the reciprocal nature of vocabulary and comprehension of studies documenting the strong association between vocabulary knowledge and reading comprehension. Pointing out that the most vocabulary acquisition occurs during reading that children with weak vocabularies read less, acquire fewer new words and like comprehension instruction for children in primary School grade 6 have to study vocabulary instruction has not received attention the way other reading instructional methods have despite its influence on reading comprehension. Readers must understand words in order to comprehend text. Some interventions with children in both primary School grade have shown that vocabulary instruction increases word knowledge.⁶

Relationship indicated that the level of the instructed word vocabulary had a reliable effect on word knowledge and text comprehension. Students grade 6 who received instruction of central words learned more central vocabulary and understood more story ideas related to of central vocabulary than students who received instruction of central words. Children who received instruction on central words learned more central vocabulary and understood more story ideas related to central vocabulary than students who received instruction of central words. In addition, preheating vocabulary enhances Students grade 6 understanding of ideas related to the instructed vocabulary regardless of the level of importance. The concept method of instruction did not provide any advantage over the dictionary method in this study. In a comparison of direct teaching of individual word meanings and practice deriving word meanings from context concluded that learning words.⁷

⁶Myers, & Paris, "Met Cognitive Knowledge about Reading Comprehension" **Journal of Reading Book**, Vol.3, No. 6 January 1998): 70, 80.

⁷Jenkins, Matlock, "Two approaches to vocabulary instruction, the teaching of individual word meanings and practice in deriving word meanings from context" **Master of Degree Business Group**, (Faculty of Language of Reading Research Quarterly, Cambridge University, 1996), PP. 24-25.

Reading comprehension. I will commence with an explanation of reading acquisition as a process, as reading comprehension cannot take place without it. Thereafter, I will present a discussion of studies on this topic in the international context. This study does not attempt to measure learner performance, but investigates the teaching of reading comprehension to speaking learners in order to explore how teachers teach reading comprehension in their classrooms. It is clear that South African learners' level of reading comprehension is very low and needs urgent attention. It seems to be good to have studies, surveys and annual national assessments as a country to gauge our learner performances and to know where we are as a country. There is however, a need for change in the classroom so that learners can enjoy reading and construct meaning from the text. Within the context of my study, the findings from the various studies and national assessment will assist me in recognizing the importance and seriousness of my topic of enquiry.⁸

In this research, some older sources are referenced to indicate the long road that has already been travelled to improve reading comprehension in learners. The United States, for example, is the one country in the world where reading research has been done for many years. For a variety of historical, political and theoretical reasons, so views of comprehension of text have changed. Text is no longer regarded as a fixed object that the reader is supposed to depend on as closely as possible as he or she reads. Instead, the text is viewed as a blueprint for meaning. The reason being that according to their view no text is ever fully explicit, no text ever specifies all the relationships among events; this means that readers play a much more active and constructive role in their own comprehension. An active and constructive model of comprehension has enormous implications for the role of the classroom teacher in promoting comprehension. This is because a teacher can no longer regard the text as the ultimate criterion for defining what comprehension is, but must view the text along

⁸Brown, A. and Palinscar, A. "Reciprocal teaching of comprehension strategies: A natural program for enhancing learning", **Dr. Methodology and linguistic**, (Department Speaking English, University of Illinois, Urbana-Champaign, 1985), PP. 26-30.

with learner's prior knowledge, learner's strategies, the task or task given to learners and the classroom environment.⁹

Comprehension is the goal of reading and listening. We do it every day, often without being aware that we are doing it. However, the reader needs comprehension strategies in order to accomplish the task of reading most effectively, efficiently and meaningfully. Reading comprehension seems to be a complex process. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds, to communicate successfully and to achieve academic success. Comprehension strategies are very important in reading. They reflect a purposeful, intentional, on-going, and adaptable plan, procedure, or process to improve reading performance, because without it, learners have virtually no means to increase the sophistication of their reading. Comprehension strategies are intentional actions that a reader can take to increase their chances of understanding or remembering the information in a text. Comprehension strategies are important in that they provide the reader with knowledge of how to use the strategies appropriately and understand the text. As far as practical application is concerned, there are cognitive and met cognitive strategies. According met cognition means awareness of thought processes in the act of carrying them out. The human being then uses this awareness to control him/herself. Met cognition makes the person aware of the way in which he/she is thinking. Good readers use met cognition strategies to think about and have control over their reading, for example, before reading; they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and fixing up any comprehension problems they have. After reading, they check their understanding of what they read Met cognitive strategies are higher-order executive tactics that entail planning for learning, monitoring, identifying and remedying causes of comprehension failure or evaluating the successes of a learning activity, that is, the strategies of self-planning, self-monitoring, self-regulating, self-questioning and self-reflecting strategies

⁹ Blackwell. "Reading comprehension difficulties in The Science of reading", **A Handbook about English joke**, Vol. 6, No. 5, 18, (September, 1998): 200-215.

involve planning, monitoring and evaluating before, during and after any thinking act such as reading comprehension.¹⁰

Relationships with “essays”. The concepts of unity and coherence, as well as the use of transitions, apply to the writing of “essays” as well as paragraphs. All the paragraphs of an “essays” must either directly or in indirectly support the main idea of that “essays”: that is, an “essays” must have unity. In addition, all the paragraphs of an essays must be arranged in a logical order: that is, an “essays” must have coherence. Thus, if the Students understands the concept of unity and coherence and practices them at the paragraphs level, hr will little difficulty in writing a well-organized “essays.”¹¹

Relationships to reading. It must be made clear not everything written in English by native speakers of English is automatically well written, even though there are no mistakes in structure or vocabulary. Writing is a skill even for native speakers of English that must be practiced. Everyone of normal intelligence can learn to organize a paragraph well at least as far as unity, coherence, and transitions are concerned. However, not everyone can become a great writer. If a paragraph is well written in terms of unity, coherence, and transitions, then the writer can communicate his idea, even if he makes grammatical or lexical mistakes. Unity, coherence, and transitions are three criteria for judging whether a paragraph or longer piece of writing is written, the reader can follow the writer’s thinking even if he does not understand all words.¹²

2.1.3 Processes of Comprehension

Readers construct meaning in different ways. They focus on and retrieve specific ideas, make inferences, interpret and integrate information and ideas, and examine and evaluate text features. Transcending these processes are the

¹⁰Pressley & Afflerbach “Developing Expertise in Reading and Coversation”, **Doctor of English Program**, (Faculty of Humanity International Program, Hanoi University, Vietnam, 1995), PP. 50-67.

¹¹Samorn Ketsom , Ph.D. “paragraph wring , theory” teaching English, Vol. 1, No. 2 October 2007): 20.

¹²Ibid Samorn Ketsom , Ph.D. “paragraph wring , theory” teaching English, Vol. 1, No. 2 October 2007): 20.

metacognitive processes and strategies that allow readers to examine their understanding and adjust their.¹³

In addition, the knowledge and experiences that readers bring to reading equip them with an understanding of language, texts, and the world through which they filter their comprehension of the four types of comprehension processes are used in the assessment in developing the comprehension questions based on the passages presented to students. Across the assessment, a variety of comprehension questions, each dealing with one of the processes, enables students to demonstrate a range of abilities and skills in constructing meaning from written texts. Along with each process.¹⁴ And its components, examples of questions that may be used to assess that process are discussed. The types of comprehension processes are described below. In thinking about assessment questions, there is, of course, a substantial interaction between the length and complexity of the text and the sophistication of the comprehension processes required.¹⁵

It may initially seem that locating and extracting explicitly stated information would be less difficult than, for example, making interpretations across an entire text and integrating those with external ideas and experiences. All texts are not equal, however, and can vary enormously in features such as length, syntactic complexity, abstractness of ideas, and organizational structure. Thus, the nature of the text can have a substantial impact on the difficulty of the question asked, across and within the four types of comprehension processes.¹⁶

¹³Achibald, L.M.D., and S.E. Gathercole, “The complexities of complex memory span: Storage and processing deficits in specific language impairment”, **Journal of Memory and Language**, Vol. 2, No. 11, (April, 2007): 177–194.

¹⁴Block, C.C. “Teaching comprehension: The comprehension process approach”, **English Book Reading daily**, Vol. 4, No. 11, (October, 1998): 32.

¹⁵Kintsch, W. 1993 “Information accretion and reduction in text processing: inferences Discourse Processes”, **Magazine New York Time**, Vol. 32, No. 33, (16, November, 2006): 193–202.

¹⁶Covington, M.V. “Research on motivation in education: Student motivation”, *New York Newspapers*, Academic Press, Vol. 1, No. 2, (November, 15, 1984): 57-59.

2.1.4 Guided Reading

The purpose of guided reading is to meet the various instructional needs of students in the classroom. It is a teaching approach that helps individual students learn to process a variety of texts with fluency and understanding. Guided reading brings small groups of students together that have similar reading behaviors and text-processing needs. It provides the teacher with an opportunity to demonstrate how a reader constructs meaning, makes personal connections, and goes beyond the text.¹⁷

Guided reading groups can be dynamic. This allows the teacher to better meet the needs of students. Some groups can be made up of students at different instructional levels that share common needs. Dynamic groups are important for effectiveness, efficiency, and social support. When students read at their instructional level, they build strategies they need to read new books on their own. Class sizes make it difficult to reach every student every day. For this reason, guided reading groups are an efficient way to reach more students at one time. Need based, dynamic groups help give teaching maximum impact. Some strategies that may be taught during this time include: (a) phrasing or fluency, (b) solving multilabel words, (c) learning to read new kinds of text, (d) connecting to the reading, (e) learning to read tests, and (f) learning to think more deeply about text. Dynamic guided reading groups provide students with social support. It encourages students to communicate and help one another. Forming and re-forming groups creates a sense of community in the classroom. It also provides English language learners with an opportunity to interact with peers on a more authentic level and about with Reading Fluency.¹⁸

Reading Fluency. The presence of successful reading instruction in the elementary grades is a determining factor in whether students become successful readers in life. Approximately three out of four students who are below average

¹⁷Shannon Montoya, "Using Literature Circles to improve literacy skills of English language Learners" **Master of Arts Degree** Faculty of Humanities, Major English Teaching: Regis University, 2006.

¹⁸Urbana, IL: NCTE, "**National Council of Teachers of English. Your Reading: A Booklist for Junior High and Middle School Students**", Books. New York, 1991.

readers in third grade remain below average readers throughout their school careers and into adulthood (Corcoran & Davis, 2005). Proficient reading fluency may indicate students are mastering vocabulary and comprehending text. However, all components of fluency (automaticity, accuracy, and prosody) need to be attained for a student to be considered a fluent reader. Many students identify fluency with fast reading. Their misunderstanding may be due to timed assessments and published reading programs that engage students in monotonous readings for the purpose of increased reading rate, not level of understanding. Speed-readers usually give little attention to the meaning of a text and may be simply calling out words. Repeated readings are important since students struggling in reading need more opportunities to read.¹⁹

2.2 The Importance of Reading

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. Reading and understanding are the important things that we need to use in our day life. Hudson explains that.²⁰

Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read. In other word, reading skill is very crucial to be mastered by language learners, especially for the

¹⁹Tara E. Visser, "The effect of reader's theater on the reading comprehension, fluency and motivation of the elementary English language learning Students", **Master of Arts Degree** the faculty in Social Michigan University, 2013.

²⁰Jeremy Harmer, "How to Teach English", **England Paper Pearson**, Vol. 9 No. 15, (January, 1998): 68.

junior high school students because it will be useful for them when they decide to continue their study.²¹

2.2.1 Understanding the Reading Text

Stated that “understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose. It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future.”²²

In order to understand text, Westwood argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicts Therefore, understanding the text is not an easy thing, so that is why there are many students find difficulties in understanding the text. that “someone’s understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions, Since the common questions on the text are primarily about the main ideas.”²³ Finding reference, understanding the structure and an inference that can be drawn from the passages, the researcher considers that those questions are the basic difficulties faced by the

²¹As cited in M. Luthfi Ariyanto, “The Effect of Lexical Simplification in Reading Texts on Reading Ability of the Second Year Students” **M.A. of Internment Thesis**, (English Departement of SMA, Sunan, 2011), P. 82.

²²Bronwen. Oberholzer, “The Relationship Between Reading Difficulties and Academic Performance” **Master of Linguistics**, (Faculty of Humanity, Major English, Texas University, 2002), PP. 42-44.

²³Kuswidyastutik, “The difficulty in understanding while working on the questions” **English Labor Book**, Vol. 8, No. 12, (October, 1997): 64.

students in understanding the text. Below, the researcher shows the possible difficulties faced by the students while understanding the text.

2.2.2 Extracting main ideas (skimming)

Skimming the text for the main ideas. Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The main idea is a statement that tells the author's point about the topic.²⁴ The main idea provides the message of a given paragraph or the argument that is being made about the topic. According to identifying main idea is important because it is included in the overall idea of the paragraph. Furthermore, she argued that the author should locate the main idea in different places within a paragraph. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.²⁵

According to them, too many books with a purpose to achieving too much information confront people. Skimming helps them by saving their times, but people who are "unable to skim material would find that they spend their entire day reading explains that it enables "the readers to select texts, or parts of texts, that are worth spending time on thinks that it is a more thorough activity" because it requires an overall view of the text and implies a definite reading competence research paper is relevant to our own work or to keep ourselves superficially informed about matter

²⁴Kahayanto, E. "A Comparative Study on Students' Achievement in Reading", **Journal Secondary School**, Vol. 3, No. 4, (May, 2003): 13.

²⁵Karin K. Hess, "Teaching and Assessing Understanding of Text Structures", **English Reading improve**, Vol. 1, No. 3, (March, 2005): 87.

that are not of great importance to us. Various reading schemes recommend skimming as a starting process because by starting with skimming the reader will have a framework to accommodate the whole text because it is a quick process of reading.²⁶

2.2.3 Reading for specific information (scanning)

Scanning the text for specific information Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details Brown stated that “scanning is quickly searching for some particular piece or pieces of information in a text”²⁷ to argues that when scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is name of place, a kind of food, specific word, or specific information.²⁸

However, He thinks that to enable the student to scan effectively is not easy, he or she should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text.²⁹ Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.³⁰

Scanning is a skill that requires glancing or reading quickly through a text to search specific information. Scanning means when we read to find information, we

²⁶Day, & Bamford, “Extensive reading in the second language classroom”, **English Reading practice**, Vol. 4, No. 1, (October 1998): P. 23.

²⁷H Douglas Brown, “To find a definition of a key concept teaching by Principles” **Journal London Time**, Vol. 2 No. 1. (February, 2001): 45.

²⁸Jacqueline Barber, “Teaching Text Structure Study Program” **M. A. Degree of Marketing Management** (Major Marketing, the University of California, 2010), P. 92.

²⁹Kahayanto. E. A “Comparative Study on Students’ Achievement in Reading I of the Education” **Newspaper Reading**, Vol. 1, No. 3, (November 1998): 93.

³⁰Allington, “Decodable text in beginning reading: Are mandates and policy based on research” **Fox News paper**, Vol. 2, No. 4, (June, 1998): 3-11.

move our eyes quickly across the text. We don't read every word or stop reading when we see a word we don't understand. We look for the information we want to find. Generally, scanning is a technique that is helpful when we are looking for the answer to a known question. This is helpful when people take a test. In most cases, we know what we are looking for. We are concentrating on finding a particular answer. Scanning involves moving our eyes quickly down the page seeking specific words and phrases. It is a surface level process of reading, and mainly 'reader-driven'. In scanning there is a rapid inspection of a text with occasional closer inspection and states that scanning is to find a 'match' between what the reader seeks and what the text supplies. In scanning, very little information is processed for long term retention or even for immediate action. According to scanning is glancing rapidly through a text either to search for a specific piece of information to get an initial impression of whether the text is suitable for given purpose supports it states that scanning is "reading for particular points of information."³¹

2.2.4 The Search reading

In a search reading session, the teacher reads with the class or group using a large storybook that has big, bold print. Learners share the reading task with the teacher and gradually learners take over the task of reading. The purpose of shared reading is the teacher models reading strategies to learners using Big Books and addressing specific skills in reading. During the lesson, the teacher leads a discussion of the cover and some of the illustrations in the book to place the text within the context of learner prior knowledge, and encourages learners to predict what will happen in the story.

The teacher reads using a pointer to point at the words as she/he reads. After reading, the teacher checks the learners understanding of the text through discussion or questions. The benefits of search reading are that the teacher models

³¹Pichette, François "Influence of first language skill maintenance on second language reading development" **Journal Teaching reading skills in a foreign language**, Vol. 2, No. 1, (September, 1997): 41 – 23.

different reading comprehension strategies for the learners. The planned activities should cater for different learner's abilities by allowing them to join in wherever they can and the environment must be non-threatening for learners to experience success. During shared reading the teacher is expected to teach learners while they read certain kinds of texts, how they read the text, the expression and intonation of suited to the text, how to respond to the text, the text level, word level or sentence level features in the text and model. Unlike skimming, it provides the readers with information to answer set questions. According to search reading is guided by predetermined topics. Search reading involves is processes of reading. The period of 'closer attention' in search reading is longer than that in any other reading strategies. For this reason, it is considered as an appropriate type of reading for the students as they are to answer questions set after a certain passage.³²

2.2.5 Group guided reading

Group guided reading is regarded as one of the key components of a balanced language programmed and is a teacher-directed activity involves using carefully-selected books at the learner's instructional level. In group guided sessions, the learners can be grouped according to their reading abilities. The benefits are that it gives the teacher the opportunity to observe reading behaviors, identify areas of need and allow learners to develop more independence and confidence as they practice and consolidate reading behaviors and skills. During the process, the role of the teacher is to bring learners to a higher level by demonstrating

Explaining and encouraging learners during reading. The steps of the guided reading can be linked to the theory of scaffolding process leading to independence. Teachers prepare ahead of time. Before reading starts, the teacher has to spend some time talking about comprehension strategies, introducing difficult words that are contained in the text and assisting individual learners to practice strategies for

³²Rosenshine, B, C, "Reciprocal teaching: A review reading of the research, (Review of Educational Research" **Thesis's Education Development of English Language**, (Faculty of Humanity, Major English International Program, Australia University, 1994), PP. 79 – 95.

comprehending the text. It provides opportunities for the teacher to integrate learners' growing knowledge of the conventions of print, letter-sound relationships and other foundational skills in context. During guided reading, learners are exposed to reading aloud and shared reading. Simultaneously, the teacher is able to teach learners how to construct meaning from the text by using strategies to self-pace, self-direct and self-monitor under the teacher's guidance. This kind of support is linked to the view that learners learn more as they get support from knowledgeable others.³³

2.2.6 Reading aloud

Reading aloud is another approach that can have a positive effect on the development of reading comprehension. Read-aloud times should be a well-planned activity and not impromptu. The teacher should be well-prepared, read to the whole class or to a small group, using material that is at the listening comprehension level of the learners. Reading aloud is regarded as the best motivator for instilling the desire to read in learners. In read-aloud sessions, the teacher reads to the whole class or to a small group using material that is at the listening comprehension level of the learners. The benefit of this approach to the learners is that it helps them to develop a love of literature, motivates them to read various kinds of texts on their own and increases their vocabulary. The speaking skills of the learners are enhanced by hearing good pronunciation and language use, as well as their thinking skills through their comprehension of the text and experience with cause and effect including logical sequencing.³⁴

According to the reading aloud should occur every day to stimulate learners' interest in the written text. Several key activities take place before, during and after reading. With regard to the teaching of reading comprehension, the emphasis is that

³³Fountas & Pinnell, "Reading comprehension: Strategies for independent Learners", **Thesis Master Degree**, (Faculty English of Fisheries, New York University, 2001), PP. 80 - 98.

³⁴Lane & Wright, "Improving reading through thinking aloud. **Learning and Instruction**" **Ways Improve Reading Skills**, Vol. 1 No. 2, (September 2007): 79 - 87.

teachers should keep a close check on learners to ensure that they are not barking at print, but reading with understanding. They must also be able to interpret what they read in various situations. Involving learners interactively while reading aloud help to improve comprehension. The after-reading discussions encourage learners to link the story events to their personal experiences. The teacher's handbook, *Teaching Reading in Early Grades*, briefly explains to the teacher how to develop comprehension, but does not explain how comprehension should be taught and which strategies to use before, during and after reading in a Home Language classroom. Therefore, there are no clear guidelines in the teacher's handbook about the teaching of reading comprehension to Tshivenda-speaking learners. concurs, stating that "while the teacher's handbook for teaching reading in English has been developed and widely distributed across Thai schools, has still not published one handbook for teaching reading in any other English languages." Therefore, there is a need for guidelines to be developed to assist the English languages teachers in the languages they understand and with examples that they can use in their teaching.³⁵

2.2.7 Reading Strategies

Literature on reading strategies has been abundant in recent years though different people have addressed the issue from different perspectives. Some researchers attempted to identify reading strategies available to various groups of readers. Others based on their theoretical and empirical research, recommended strategies and techniques that can be used to facilitate reading comprehension. Still other has investigated the effects of various reading strategies on improving comprehension. Students need to use many complex reading strategies to develop into proficient readers in the junior grades to indicate that many students who were good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text

³⁵Carrell, P. "Second language reading: reading ability or language proficiency, *Applied Linguistics*", **Degree of M.A. in English**, (Department of English, Rajshahi University, 2007), PP. 59-79.

formats, text features and genres they experience.³⁶ The skill of reading becomes a more sophisticated process as students move through the junior grades. To improve reading comprehension, students must learn to apply a variety of reading strategies. Cunningham and summarized six strategies, based on research. The following subsections describe each of six strategies prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning. There is evidence to suggest that these skills are important and necessary reading comprehension skills describe the same reading strategies in their publication.³⁷

Predicting: it is a general technique used in the reading process also argues that prediction was viewed as the core and the basis of reading comprehension. explained that if a reader understands a text, he could predict with a fair chance of success what is likely to come next and what is not. It requires the readers to use schemata about the way stories work; the way texts are constructed, and the way people tend to think. Therefore, making prediction is effective to promoting readers' activation of their background knowledge, which is an important part in the process of reading. Readers need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to related works. This is important, as prior knowledge helps readers to make sense of new readings. By activating prior knowledge, students can make connections about the new information as they read it. This also helps readers to organize the content into a logical framework for learning.³⁸

³⁶McKenna, "An Evaluation of the Teaching of Reading Skills of English in Bangladesh" **B.A. Degree thesis**, (Partial fulfillment of the requirements, Faculty of Science, Bangladesh University, 2002), PP. 3-8.

³⁷Duke & Pearson "Effective **practices for developing reading comprehension**", in **English Education Study Program** (Faculty of Teacher Training and Education Mahasaraswati Denpasar University 2002), p. 89.

³⁸grille. Nuttall. Improve reading about practice skill teaching comprehension", **Journal Techniques English Reading** Vo.3, No. 2 (April 1997): 37-40.

Think-aloud. Think-aloud help readers to understand the thought processes of a competent reader. Proficient readers think aloud as they read to show how they make meaning of a text. For example, a teacher might say, “I think the author wanted me to see a picture in my mind when I read that paragraph.” This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is an example of using metacognition skills to improve one’s learning. Think-aloud provide examples of an effective reader using metacognition strategies to solve problems. It also helps the struggling reader see that proficient readers are actively engaged in the text and are not simply reading the words.

Using text structure. Most readers understand the components of fiction better than the elements of a non-fictional text only because they have more experience reading fictional texts. Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative form provides the framework for global understanding. For example, a student knows what to expect when reading a fairytale. There will be a clash between good and evil, and the plot will have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps readers recognize the components of various genres, which aids in comprehension. Students must also know how the features of a variety of text forms can be utilized to improve their understanding of the material. For example, students who can effectively use the index and glossary of a non-fiction text will complete a more thorough research project; students who know how to notice headings and skim read for pertinent information, are better able to focus on specific questions. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension³⁹.

³⁹Michael H. Flynn, “Electronic Dictionaries, Printed Dictionaries and No Dictionaries: the Effects on Vocabulary Knowledge and Reading Comprehension”, **Degree of Master of Arts In Teaching English**, (Centre for English Language Studies Department of English, University of Birmingham Edgbaston, Birmingham United Kingdom, 2007), P. 10.

Using visual cues. Using a visual to facilitate understanding is another reading strategy that improves the reader's understanding of a text. Graphic organizers such as a Venn diagram (used for comparing and contrasting) or story webs (where ideas are placed in boxes or bubbles), all help a reader to "see" what he/she has learned. It helps a reader to relate to the text and improves comprehension levels. Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too difficult or the reader is not engaged. Seeing an image when reading is a useful self-check for readers to gauge the speed with which they read. Fluent readers are able to visualize as they reading it.⁴⁰

2.2.8. the nature of reading

Reading is the silent understanding, at a reasonable speed, of the written forms of a language. Perhaps the most important element of this definitions is the word "silent": silence here means the complete absence of any kind of vocalization, audible or inaudible, whatsoever of the written symbols. There are two reasons for this: first, the Students ability to read will always depend on his ability to pronounce (that is, if a Student cannot pronounce a word, he really believes that he cannot "read" it); second, the Student's speed in reading will always depend on his speed in speaking. Reading involves only the eyes (and the mind, of course) and has nothing whatsoever to do with the vocal cords.

The word "understanding" means that no translation whatsoever is included interpreting the written symbols of language. When Thais read Thai, into what language do they translate what they read before "understanding" it? None of course. The students should learn to read English in same way.

The phrase "reasonable speed" refers to the fact that the speed of reading depends on what is being read and why it is being read: that is, a novel or newspaper can be read pleasure or for information. a novel can be read for its story alone or as

⁴⁰Harada, V., & Hughes-Hassell, "Teaching Reading in the Early Grades", **A Teacher Handbook**, Vol. 3, No. 5, (January, 2008): 8-13.

part of research done for a term paper or a doctor dissertation: the speed with which one reads is quite different, depending on the situation.

Finally, the phrase “written form” includes the vocabulary and structure of a language. Vocabulary is easily understood, but the structures may be a little more difficult to understand. Everyone is aware that sentences, paragraph and essays have structures and the students must understand these structures if they are to read well.⁴¹

2.3 Development reading skills

This document focuses on development and considers the language skills and cognitive resources that play a part in developing reading skill, including the important roles of inference and deduction (reasoning). It also examines how explicit teaching of certain strategies such as recognizing degrees of importance can support the development reading skills. This document only briefly touches on teaching approaches that help develop reading skills. However, many such examples can be found in the Primary School, Strategy’s set of flyers on reading skills and in the guidance on shared and guided reading. Reading skills is a highly interactive process that takes place between a reader and a text. Individual readers will bring variable levels of skills and experiences to these interactions. These include language skills, cognitive resources and world knowledge. Any act of reading occurs within a particular society cultural and emotional context. This consists of elements such as the Students home culture, their previous experiences of reading skills and being read to, their expectations that reading skills should carry meaning, their motivation, their view of themselves as a reader, the purpose for reading skills the text, the cultural value placed on development reading skills and the reading environments the reader

⁴¹Samorn setsom, Ph.D. “language learning activities and English reading skills”
teaching English, Vol.1, No. 2 December, 2005): 1.

experiences. While the purpose of this document is to concentrate on looking closely at the development of development reading skills.⁴²

This view of reading, skills is the product of word recognition skills and development reading skills the words on the page is vital to reading skills if a Students cannot read the words, then they will quite obviously be unable to extract meaning from the read word. Once read words are recognized they can be understood as long as they are in the Students oral words that are not already in the Students should have oral read start to acquire aspects of their meaning from the context within which they have been read; that is, reading gradually becomes a major source of vocabulary development. Once the words are recognized, they can be input to the language comprehension system to understand what a read conveys. It is well recognized that Students vary in the ease with which they can decode. They also vary in their developing, and consequently in their reading skills. An effective reader has good word reading and good language skills.⁴³

Long and complex structure, of sentences often cause reading barrier for most of the students. They cannot understand the proper subject-verb relationship in a long or complex sentence, and it creates constant difficulties for them. Eventually, these difficulties result in poor and insufficient reading. Words having multiple meanings are other constant threats to the students. They come across such words every now and then. Poor readers are often unable to adopt the right meanings. Thus they create multifaceted problems in their reading and get bored. These problems in their turn make apprehension of meanings difficult. Sometimes, they cannot reach any meaning at all. As a result, they develop a negative impression about the text, or even

⁴²Nongnat “Investigation of English Reading Problems of Studies the Grade Students in Nakhoratchasima Educational Regions”, **Master of Arts Degree in English**, (Faculty of English Program, Nakhoratchasima University, 2005), PP. 20 26,

⁴³Hildur Egilsdóttir, “English Reading Comprehension of 9th Grade Students in Iceland”, **how reading comprehension in English**, vol. 2, No. 3, (May, 2012): 90 - 110.

about their ability to read and abandon reading.⁴⁴ The similar problem that students face very often is the idiomatic and figurative meanings of words, phrase, and sentence or even of the whole text. Almost every literary text is replete with idiomatic and/or figurative expressions. These expressions add to the readers' predicament. Many students do not know what the difference is between connotative and denotative expressions. Since they always stick to the connotative meanings of a word or text, they fail to make out the proper.

Meanings of the whole text. Speak about and after finishing reading if anyhow they complete it they discover that they have spoiled the whole time reading the text. Thus, their capabilities of an interest in reading deteriorate gradually. Words having different syntactical functions and varieties of 'inflectional endings' may also cause difficulties for the students in reading a text effectively. For example, the word *best* has an 'adjectival function'. But it becomes noun when it is used in a sentence such as "your best is not good enough. In reading a text whether native or schemata of the readers play crucial role. Schemata are directly related to the meaningful reading, reading speed and reading enjoyment. But many students lack sufficient schemata. They cannot associate the language of the text with their experience and knowledge outside the text because of their poor schemata. As a result, any gap of information in the text creates serious problem for them to reach the meaning.⁴⁵

Lack of concentration is another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience.

⁴⁴Brigitte A. McKown, B.S.Cynthia L. Barnett, B.S, "Improving Reading Comprehension Through Higher-Order Thinking Skills, **Degree of Master of Arts**, (the Graduate Faculty of the School of Education, Saint Xavier University Chicago, Illinois, 2007), PP. 12-14.

⁴⁵Breen, S. "Reading in the Foreign Language Teaching Program" **Reading Student Handbook**, Vol. 1, No. 2, (March, 1997): 9.

The situation results in the frustration and unwillingness, and prevents them to read further.

Improper classroom activities he understands they are also responsible for students' poor reading. In the country, students get little or no opportunity to read themselves. Moreover, classroom procedure is yet traditional in the most intermediate institutions, or even in high schools, though the communicative teaching method was introduced in the country 12 years ago, In the traditional system, students are asked ready questions on a given passage, and they write down their answers from their memory. Before coming to class, they memorize answers from traditional 'note books' or answers supplied by the home tutors. Thus, students are becoming accustomed to memorizing ready answers without reading, and they are passing the exams knowing nothing of the text. The result is that not only do the students remain ignorant of the text, but also their reading skills deteriorate. There are some other problems, too. Students may have deficiency in visual identification may have poor visual discrimination skill, be weak in visual imagery, and have poor memory for visual sequences. Moreover, they may be poor in visual recognition, and thus, unable to recall familiar word when necessary.⁴⁶

2.3.1 Model of the reading.

There are three theories or models of reading, schema theory, an interactive view of reading and views of metacognition in reading.

Schema theory was the most prominent representational theory for reading researchers background knowledge in language comprehension. It refers to the knowledge, background, and conceptual framework that a reader brings to a text. Schema theory is viewed as a psychological framework that covers both top-down and bottom-up processing. The text only offers guidance to readers to find out meanings. Comprehension occurs when readers' background knowledge, interacts with texts.

⁴⁶McKay, S, "Reading Knowledge and the Teaching of reading", **Improving Reading in the Primary Grades**, Vol. 22, No. 2, (April, 2012): 9 -12.

Schema theory stresses much more on top-down processing than on bottom-up one in the comprehension process.

Top-down processing is an approach for background knowledge makes predictions, and searches the text to confirm or reject the reductions that are made. On the other hand, bottom-up processing is an approach for processing a text in which the reader builds up a meaning from the black mark on the page: recognizing letters and words, sentences, longer text, and finally meaning is the order of bottom-up model for achieving comprehension.⁴⁷

Researchers have proposed an interactive view of reading which argues that lower-level and high-level processes work together interactively as parts of the reading process. An interactive view of reading holds that reading is both “top-down” and “bottom-up”. Indicated that part of the reading process involves interpreting graphic information from the page (bottom-up), and part of it entails using knowledge already present in the mind (top-down). Both top-down and bottom-up models were linear models which passed information along in one direction only without the interaction of information contained in a higher stage with that of a lower stage to make up for the deficiency. On the interactive model of reading, stressing that the reader continually shifts from one focus to another in the process of reading: adopt a top-down approach to predict the probable meaning, and then move to the bottom up approach to verify whether the prediction is what that writer means.

Metacognition in the context of reading consists of (1) a reader's knowledge of strategies for learning from texts, and (2) the control readers have of their own actions while reading for different purposes. In brief, metacognition refers to awareness of one's own reading process. It means awareness of monitoring comprehension during reading. Learners need to understand how texts worked and what they did while reading. Meanwhile, they must be able to monitor their own comprehension. For example, students are able to recognize that they don't understand a text, and then adopt a strategy that will improve matters.

⁴⁷Damrong Attaprechakul1, “Inference Strategies to Improve Reading Comprehension of Challenging Texts”, **English Language Teaching**, Vol. 6, No. 3, (January, 31,2013): 77.

Reading is something more than what meets the eye. Because it is a mental reading that works in the brain to comprehend written text. A reading model is a graphic attempt to depict how an individual perceives a word, process a clause, and comprehends a text. First language learning professional proposed a variety of theories from their exploration of reading process by creating reading model which were categorized into three following groups.⁴⁸

2.3.2 Teaching Technique

Teacher is one of school environmental factors who has an important role to increase students' learning achievement. Teacher is a subject in education who has a duty to transfer the knowledge to the students.⁴⁹ A teacher is an important person in the teaching learning process, especially for teaching reading, because the teacher also determines whether their students will be good readers or not. Teacher also will become a source of learning difficulties if he/she does not choose the right technique to teach the material. Wang argued that although teachers are very knowledgeable about the subject they are teaching, they often rely on one teaching technique to impart this information. They sometimes do not realize that the techniques they use are not in accordance with the subject matter they convey. Therefore, the teacher should be careful in choosing the technique to teach because it is related to the students' understanding of the material.⁵⁰

⁴⁸Gladys E. Huggins, "Scaffolding to Improve Reading Comprehension and to Write a Scholarly Research Paper", *International Journal of Humanities and Social*, Vol. 1, No. 16, (November, 2011): 188-193.

⁴⁹Emohammed & Sathi Veerraghava Reddy, "Developing English Reading Skills among the Young Arab (Libyan) Learners", ***International Journal of Education and Training***, Vol. 4, No. 5, (May, 2015): 20.

⁵⁰Rania Adel Ibrahim Ahmed, "Enhancing Elementary Level EFL Students' Reading Comprehension and Writing Skills through Extensive Reading Enrichment Program", ***International Journal of English Language Education***, Vol. 3, No. 2, (Jun 4, 2015): 10.

2.3.3 Learning to Read

Learning to read is a life-long process. People begin developing knowledge that they will use to read during their earliest interactions with families and communities. In their pre-school years, children learn to understand and use spoken language and learn about their world through meaningful interactions with others.⁵¹

Children also learn about written language as more experienced readers provide meaningful demonstrations of reading and writing. Some of the earliest demonstrations they receive include reading environmental print (such as the word stop on a stop sign), making and using grocery lists, writing and reading notes, and reading and discussing children's stories and letters from friends.⁵²

Through these demonstrations by others, children learn the pleasures and purposes of print. They also learn to read and write their names and the names of family members. In addition, they learn vocabulary typical of written language, such as how different types of texts such as grocery lists, personal letters, and fairy tales are structured. They also learn basic concepts of print such as the message of print in books continues across pages. The more children interact with spoken and written language, the better readers they become.⁵³

As children learn to read continuous text, they use their intuitive knowledge of spoken language and their knowledge of the topic to figure out print words in text.

⁵¹Amel Al Nooh, "The Effectiveness of Reading Techniques Used in a Saudi Arabian Secondary School Classroom as Perceived by Students and Teachers: A Study of Methods Used in Teaching English and their Effectiveness", **Doctor of Art in English Speaking**, (Modern languages School, Faculty of Arts and Social Sciences University of Hull, United Kingdoms, 2003), PP. 31- 35.

⁵²Margaret Elizabeth Middleton, "Reading Motivation and Reading Comprehension", **B.A. Graduate Program in Human Ecology**, (Degree Master of Science in the Graduate School, Ohio State University, 2011), P. 924-930.

⁵³Susan F. Elliott, "The Effects of a Reading Intervention Class on Regular Education High School Students Who Struggle with Learning", **Doctor of Education in Educational Leadership and Policy Studies**, (Dissertation submitted to the faculty of the Virginia Polytechnic Institute, State University, 2015), PP. 39-40.

9 For example, if a more experienced reader reads *Catch me, catch me, if you can.* to young children while pointing to the print, children use their memory of what was read to them to help them to figure out which words in the sentence represent catch and me.

As children learn to read new text independently they continue using their intuitive knowledge of spoken language, their growing knowledge of written language, and their knowledge of the topic of the text to construct meaning. Consequently, beginning readers read words in the context of a story with familiar language on a familiar topic better than they read words out of context, as in lists or on flash cards. For example, a beginning reader may read horse as house when encountering it in a list but read it correctly in a story about cowboys. Beginning readers also comprehend stories with familiar language better than stories with unfamiliar language such as unfamiliar “book” language or contrived language such as the language in decodable texts.

At the same time, as children learn to read more and more words in context, they use their developing knowledge of patterns of letter-sound correspondences in familiar words to figure out how to pronounce unfamiliar words. 13 For example, children who have learned to read *small* and *smile* and *cart* and *part*, can figure out that *sm-* is pronounced /sm/ and *-art* is pronounced /art/ and then figure out how to pronounce *smart*.⁵⁴

The more children read, the better readers they become. Children read more when they have access to engaging, age appropriate books, magazines, newspapers, computers and other reading materials. They read more on topics that interest them than on topics that do not interest them.

Reading supports writing development 15 and writing supports reading development. For example, through reading readers learn the power of a strong introduction and eventually use such knowledge as they write their own pieces.

⁵⁴Alejandro Zambra, “Improving Reading Comprehension through Extensive Reading Activity”, A Classroom Action Research for the Second-Grade Students, (Degree Master Faculty of Teacher Training and Education Ahmad Dahlan University, 2003), PP. 30-32.

Conversely, writing develops awareness of the structures of language, the organization of text, and spelling patterns which in turn contributes to reading proficiency.

Learning to read in one language accelerates learning to read in other languages. When readers learn to read, text written in a language they understand, they transfer an intuitive understanding of what reading is and how to read when reading in other languages.⁵⁵

Children vary in the experiences they bring to learning to read, including different cultures, background knowledge, oral and written languages, experiences with print, and access to print. Nevertheless, all readers use their life experiences, their knowledge of the topic, and their knowledge of oral and written language to make sense of print and all learners benefit from instruction that helps them make sense of print.⁵⁶

Readers continue to grow in their ability to make sense of an increasing variety of texts on an increasing variety of topics throughout their lives as they learn more spoken and written language, acquire more knowledge on an ever-expanding variety of topics, and have more and more life experiences

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⁵⁵Jennifer Grace Croxley, "Reading Comprehension Component Processes in Early Adolescence", Degree of Doctor of Philosophy, (Faculty of the Graduate School University of Maryland, College Park, 2005), PP. 5-11.

⁵⁶Leslie Glende St. John Fisher College, "Vocabulary and Word Study to Increase Comprehension in Content Areas for Struggling Readers", **Journal of School of Education**, Vol. 1, No. 5, (February, 2013): 27.

⁵⁷Smith, F "Using Literature Circles to Improve Literacy Skills of English Language Learners", **M.A. Thesis** (Faculty of Societies Publications at London University, 1995), P. 28.

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Guessing the meaning of unfamiliar words from context: argued that the best way to identify an unfamiliar word in a text was to draw inferences from the rest of the text rather than looking it up in a dictionary. This view differentiates top-down processing from bottom-up processing to deal with unknown words, emphasizing the reader depends on the context to interpret words.⁵⁸

Making inference: it is the process of creating a personal meaning from text. It involves a mental process of combining what is read with relevant prior knowledge. The reader's unique interpretation of text is the product of this blending. Stated that the writer would leave implicit the information that was supposed to be derived from the text by the reader. Therefore, we see that the reader has to draw upon his prior knowledge or his understanding of context to deduce the implicitly - stated information embedded in the text.⁵⁹

Self-monitoring: in order to check the student's awareness of reading strategies, an approach known as metacognitive theory was developed in the metacognition is knowledge about cognition metacognition in reading refer to readers' background knowledge go the text, their awareness of using strategies and of in the importance of particular strategies. Researchers in second language education also pointed out that proficient reader showed more awareness of their use of strategies in reading English than less proficient readers. According to Oxford (1990). Metacognitive

⁵⁸Purcell & Gates, "Learning written storybook language in school", *Journal Reading comparison of language classrooms American Educational Research*, Vol. 4, No. 1, (September 2001): 32.

⁵⁹Vonk & Noorman. "Improving Reading Skills by Book Children to Read in School", *Techniques in test Columbia University*, Vol. 5, No. 2, (February 2003): 35.

strategies include three strategy sets: (1) centering your learning, (2) arranging and planning your learning, (3) evaluating your learning. In “evaluating your learning” set are two related strategies: self-monitoring and self-evaluating, both aiding learner in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall process. The research adapted the definition of self-monitoring due to Students psychology of intelligent development.⁶⁰

2.3.4. Browsing

It important of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is a little attempt to integrate the information into a macrostructure. have observed that there are some people who read loosely structured texts and they have “no clear goals in mind” the outcome of which, as far as the resulting macrostructure is concerned, ‘is indeterminate’. This process is referred as browsing.⁶¹

2.3.5 Bottom-up reading models

Consider reading a process in which small chunks of text are absorbed, analyzed and gradually added to the next chunks until they become meaningful The first model of reading was developed by He proposed what might be classified as a 'phonics-based' or 'bottom-up' model of the reading process which portrays the processing in reading as a proceeding in serial fashion, from letter to sound, words and meaning in the progression.

Proposed a text-driven model of comprehension. With regard to this model, the reader's understanding depends on what appears in the text while the reader performs, two tasks when reading which are decoding and comprehending. The

⁶⁰Carrell, P. Carson. "First and second language reading strategies Reading in a foreign language", **Master's Thesis** (Faculty of Arts and Education, 1997), P. 25.

⁶¹Kintsch, and van “Toward a model of text comprehension and Production” **Journal of Educational Psychology**, Vol. 4, No. 1, (March 2000): 24.

decoding involves going from the printed word to some articulator or phonological representation of the printed stimulus.

Comprehension implies deriving meaning from the decoded material is indicated that reading and listing comprehension can be connect together with the team 'raiding' Reading refers to the frequently occurring language comprehension situations where most of thoughts being presented in the form of sentences are being comprehended. The primary purpose of most reading and adding is to comprehend the thoughts of the writer or speaker. In conclusion, the bottom-up models emphasize lower-level processes. The lower level processes represent the more automatic linguistic processes and are typically viewed as more skills oriented.

The reader begins with the written text (the bottom), and constructs meaning from the letters, words, phrase, and sentences found within and then processes the text in series of discrete stages in a linear some argue that reading is a “bottom-up” reading graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on others argue that the process is a “top down” one: the reader starts with a general idea, or schema, of what should be in the text€ this being derived from the previously acquired knowledge and uses this scheme in perceiving and in interpreting is most important.⁶²

2.3.6 Top-down reading models

Top-down models consider reading as a linear process which move from the top, the higher -level mental stages, down to the text itself. The higher -level processes are employed in top-down models. The higher -level processes generally represent comprehension process that make much more use of the reader's background knowledge and differencing skills, refers to reading as a psycholinguistic guessing game in which readers use four processes in reading that are predicting, sampling, confirming, and correcting. This psycholinguistic process is driven by reader's mind at work on the text to reconstruct the message from the writer. Also, support

⁶²Barnett, A “development of English reading comprehension”, **Journal General English reading**, Vol. 1, No. 3. (July 2004): p. 08.

the idea that the readers connect their knowledge and experience of the language of their purpose, selection, comprehension. In addition, the reading according to the theory is a goal oriented where the goal is meaning of in conclusion, the works on top-down reading theory indicate their influence of cognitive psychology. It's emphasizes the concept of schemata which enable readers to make sense of the word and the text is important of Top-down We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at next step.⁶³

2.3.7 Vocabulary Instruction

Pearson, P. D., & Gallagher, say is important for Vocabulary instruction has been identified as an essential element of reading instruction, like comprehension instruction for children in primary grades, vocabulary instruction has not received attention the way other reading instructional methods have despite its influence on reading comprehension. Readers must understand words in order to comprehend text. Some interventions with children in both primary and elementary grades have shown that vocabulary instruction increases word knowledge Traditional methods of instruction, such as copying definitions from a dictionary or attempting to use a new word in a meaningful sentence have been demonstrated to be ineffective in promoting vocabulary growth Superficial learning of word meanings also contributes little to text comprehension Several effective methods have been developed for teaching word meanings and, more importantly, for promoting deeper understanding of words. Direct

⁶³Goodman's model and Smith, "development of English reading comprehension instruction using four block literacy framework with repeated reading", **M.A. Thesis**, (Cambridge University Students 1998), P. 12.

instruction of word meanings and word learning from storybooks will be discussed in the following sections.⁶⁴

2.3.8 Purposes for Reading

Reading literacy is directly related to the reasons why people reading. These reasons include reading for personal interest and pleasure, reading to participate in society, and reading to learn. For young readers, emphasis is placed on reading for interest or pleasure and reading to learn. The Students elementary assessment of reading literacy will focus on the two purposes that account for most of the reading done by young

Students both in and out of school:

Reading for literary experience

Reading to acquire and use information.

Because both types of reading are important at this age, the assessment contains an equal proportion of material assessing each purpose. Although the assessment distinguishes between purposes for reading, the processes and strategies readers use for both purposes are perhaps more similar than different. Each of these purposes for reading is often associated with certain types of texts.⁶⁵ For example, reading for literary experience is often accomplished through reading fiction, while reading to acquire and use information is generally associated with informative articles and instructional texts. However, purposes for reading do not align strictly with types of texts. For example, biographies or autobiographies can be primarily informational or literary, but include characteristics of both purposes. Because people's tastes and interests are so varied, almost any text could meet either purpose. The content, organization, and style that may be typical of a particular text genre have implications

⁶⁴ Pearson, Gallagher. "The instruction of reading comprehension Contemporary educational psychology", **Journal Improving Reading Comprehension**, Vol. 6, No. 2, (August 2001): 31 - 34.

⁶⁵Purcell & Gates, "Learning written storybook language in school", *Journal Reading comparison of language classrooms American Educational Research*, Vol. 4, No. 1, (September 2001): 32.

for the reader's approach to understanding it is in the interaction between reader and text that meanings are made and purposes are achieved. For the assessment, passages will be classified by their primary purposes and by the kinds of questions asked. That is, passages classified as informational will be accompanied by questions about the information contained in the passages and those classified as literary will have questions addressing theme, plot events, characters, and setting. The early reading of most young children centers on literary and narrative text types.⁶⁶ In addition, many young readers also enjoy acquiring information from books and other types of reading material. This kind of reading becomes more important as students develop their literacy abilities and are increasingly required to read in order to learn across the curriculum. Within each of the two purposes for reading, many different text forms can be identified. Texts differ in the way in which ideas Student Reading Purposes and Processes of Reading Comprehension 30 are organized and presented and elicit varying ways of constructing meaning Text organization and format can vary to a great degree, ranging from sequential ordering of written material to snippets of words and phrases arranged with pictorial and tabular data. In selecting texts for the Students assessment, the aim is to present a wide range of text types within each purpose for reading. Texts will be selected only from sources typical of those available to students in and out of school. The goal is to create a reading experience for students participating in the assessment that, as much as possible, is similar to authentic reading experiences they may have in other contexts. The two purposes for reading and the different types of texts included within each are described in the following sections.⁶⁷

⁶⁶Milligan, and Berg "The effect of whole language on the comprehending ability of first grade children Reading Improvement", Master of Science in Education Curriculum; (at Fredonia of New York University 1999), P. 54.

⁶⁷ Sacks, and Mergendoller "The Relationship between Teachers' Theoretical Orientation toward Reading" **Journal, reading abilities. American**, Vol. 1No. 6. (May 200434): 39.

2.3.9 Reading for Literary Experience

In literary reading, the reader engages with the text to become involved in imagined events, setting, actions, consequences, characters, atmosphere, feelings, and ideas, and to enjoy language itself. To understand and appreciate literature, the reader must bring to the text his or her own experiences, feelings, appreciation of language and knowledge of literary forms. For young readers, literature offers the opportunity to explore situations and feelings they have not yet encountered. The main form of literary texts used in the Students assessment is narrative fiction.⁶⁸ Given differences in curricula and cultures across the participating countries, it is difficult for Students to include some types of literary texts. For example, poetry is difficult to translate and plays are not widely taught in the primary grades. Events, actions, and consequences depicted in narrative fiction allow the reader to experience vicariously and reflect upon situations that, although they may be fantasy, illuminate those of real life. The text may present the perspective of the narrator or a principal character, or there may be several such viewpoints in a more complex text. Information and ideas may be described directly or through dialogue and events. Short stories or novels sometimes narrate events chronologically, or sometimes make more complex use of time with flashbacks or time shifts.⁶⁹

2.2.10 Reading to Acquire and Use Information

In reading for information, the reader engages not with imagined worlds, but with aspects of the real universe. Through informational texts, one can understand how the world is and has been, and why things work as they do. Readers can go beyond the acquisition of information and use it in reasoning and in action.

⁶⁸Elley, and Mangubhai "The impact of reading on second language learning. Reading Research" **English Teaching American English Reading Oxford University**, Vol. 1, No. 4, July 2002): 53-67.

⁶⁹Cunningham, P. "Improving Students Reading Ability by Using Printed Mass Media", **Reading and language Arts Center** (Education Faculty of Sebelas Maret Surakarta University, 2000), P. 52.

Informational texts need not be read from beginning to end; readers may select the parts they need. Different organizations make different demands on the reader, although there are no hard and fast distinctions. It also can be noted that despite their organization, informational texts may or may not have headings or other types of textual organizers.⁷⁰

Informational texts ordered chronologically present their ideas as a sequence ordered in time. Such texts may recount events, for example, as historical facts or as diary entries, personal accounts, or letters. Biographies and autobiographies, detailing the events of real lives, are a major group of texts of this type. Other chronologically organized texts are procedural, for example, recipes and instructions. Here, the imperative form is often used and the reader is expected not just to understand but also to act in accordance with what is read.⁷¹

Sometimes information and ideas are organized logically rather than chronologically. For example, a research paper may describe cause and effect, articles can compare and contrast such things as societies or the weather, and editorials may present arguments and counter arguments or put forth a viewpoint with supporting evidence. Persuasive texts aim directly at influencing the reader's Students Reading Purposes and Processes of Reading view, as in the presentation of a problem and recommended solution. In discussion and persuasion, the reader must follow the development of ideas and bring to the text a critical mind in forming his or her own opinion.⁷²

Sometimes informational texts are expository, presenting explanations or describing people, events, or things. In a thematic organization, aspects of a topic are clustered and described together in the text. Finally, it should be observed that

⁷⁰Chapman, Anne Making Sense "Successful and Unsuccessful Reader Use of Reading strategies", The Institute of Economics and Social Sciences **Degree of Master of Arts** (Bilkent University, 2003), P. 45.

⁷¹Klinger, Janette and Vaughn "Promoting Reading Comprehension, Content Learning, and English Acquisition Through Collaborative Strategic Reading", **The Reading Research Quarterly**, Vol. 1, No.3, (December, 2001): 34.

⁷²Kucan, L. & Beck "Thinking Aloud and Reading Comprehension Research", **M.A. Thesis** (Faculty of Graduate Studies. Department of Foreign languages New York University 1997). P. 27.

presentation of information need not be in the form of continuous text. Such forms include brochures, lists, diagrams, charts, graphs, and those that call for actions on the part of the reader like advertisements or announcements. It should be emphasized that a single informational text often uses one or more ways of presenting information. Even informational pieces that are primarily text often are documented with tables or illustrated with pictures and diagrams.⁷³

⁷³Lloyd, C.V. "How Teachers Teach Reading Comprehension An Examination of Four of Reading Comprehension Cambridge University", **English Speaking of other language Cambridge**, Vol. 3, No. 5. 35 (March, 1999): 85.

Chapter III

Research Methodology

This is a case study to investigate the effectiveness of the observation in studying English reading skills of grade 6 Students of Wat Sitram School, in Pomprab Sattrupai District Bangkok, which description of the methodology of data collection methods and analyses for discussion on the use of multiple data sources to gain a deeper understanding and a more complete picture of the issue being investigated.

About research methodology, it is mainly related to the element of observation, interviewing people, description and the analysis of what the researcher has found from the survey. Therefore, this present research is focused on English reading skills of grade 6 Students of Wat Sitram School in Pomprab Sattrupai District Bangkok, namely; The Buddhist series of the like Buddha English grade 6 by curriculum of Primary School.

Also included the subjects and place are details of the data collection instruments, data collection procedures, and data processing, the participants, and data analysis for the present study.

3.1 Research Design

3.2 Data Collection

3.3 Research Tools

3.4 Data Processing

3.5 Data Analysis

3.1 Research Design

The current research is both qualitative research and quantitative research procedures. Thus, the way of data collection mainly emphasized on the result of making a survey by designing questionnaire, interviewing people, participant

observation, and questionnaire. Every stage of data collection is performed step by step to make things easier and useful to value the study.

Quantitative data to determine the improvement of the participants English reading skills, the scores were obtained from the English reading skills questionnaire before and after practicing English reading skills by checking improve of knowledge reading skills. Then, the scores were analyzed by be mean, standard deviation, and questionnaire.

Qualitative data to provide the participants' attitudes towards the English reading skills, the information obtained from the questionnaire was analyzed by mean and standard deviation (S.D), and then it was interpreted. The data obtained from the questionnaire was tallied for frequency and calculated for the mean. This mean showed how they felt about reading skills-aloud.

Percentages, average mean, and standard deviation are employed to provide the level and extent in studying English reading skills of the students in the areas of the language syllabus, textbooks, teaching aids, and teaching techniques. Therefore, research design is the most important part of data collection methods that benefit the study and help the study succeed in terms of data collection.

3.2 Data Collection

The participants of this study were 30 primary school of English reading skills of grade 6 Students of Wat Sitram School in Pomprab Sattruphai District Bangkok. They were the members of Wat Sitram School and participated in this study. The subjects in this study consist of 30 Thai teachers teaching English and 30 Students grade 6 at Wat Sitram School in the academic year 2015.

Primary school was divided into 3 groups as standard 30 which study English reading skills. Although they study difference classes, every student has to Fundamental English for many periods a weak. Among 30 students from program 3 of standard 6 a lot of subjects were randomly selected by means of a simple random technique

All of subjects belong to Wat Sitaram School, one of the leading primary school of Sitaram School. The school has put English courses in the curriculum at all levels from kindergarten to primary School, In agreement with the which states that English content and teaching processes should be emphasized on four skills as well as usage of language in accordance with the suitability and locality of learners, the school has adopted integrative teaching. In addition, grammar usage is given a special class for academic reasons.

The textbook chosen for primary school levels are conversationally developed Student's textbook: book 6, by intermediate for standard 6, and respectively. The Student's textbooks contain pronunciation activities in "speech work" parts accompanied with tapes. The contents vary from English consonant sounds, vowel sounds, stress to intonation. Phonetics symbols appear for the speech work activities and also in the appendix at the end of the books.

There is a study as cite these changes include a move any way from formal, Student's textbook-based curricula towards the use of authentic materials and context, together with the striking of a new balance between teacher-centered and student-centered learning. All of teacher and students should cooperate for improving and developing English teaching.

The school also encourages every teacher to find a suitable additional Student's textbook, produce his or her own supplementary documentary documents and materials that match the students' needs, and find out problems or any difficulties in teaching and learning Fundamental English.

The data were collected during the first semester of the academic year 2015. First, the scores of the pronunciation test administered to the participants before and after practicing pronunciation. After that, the results of the questionnaire administered to the students after practicing pronunciation by using reading aloud dominoes were obtained in order to find out the attitudes of the participants towards English reading skills.

The research reviewed related literature and documents and attended the English class and observed the teaching and learning situations of Wat Sitaram School, in order to obtain real information for making the questionnaires. To minimize the

problem of misinterpretation by the subjects, the research decided to have the questionnaires in Thai though the English teachers have a good command of English and the primary school students have quite a good command of English. The researcher asked the English teachers to distribute 30 questionnaires to the students in the students in the classes. The students were given some time to complete the questionnaires before the teachers collected them and gave them back to the researcher.

When each teacher completed her own questionnaires, she was interviewed questionnaire but she has a chance to declare her specific point of view concerning each topic questioned.

The questionnaires used two versions as Thai and English, these whole for convenience in collection's information's this research.

The instruments used questionnaires, specially, designed for the purposes of this research, thus, there are one version for collecting data about the students' opinions. The one version are similar in organization and different in details of questions on the problem of the English reading skills in the areas of language syllabus, Student's textbooks and teaching aids, testing and evaluation system, teaching techniques, and the students' attitudes towards the teachers.

The subjects were asked to answer the questionnaires which were divided from the real teaching and learning situations of Wat Sitaram School, and relevant documents such as English syllabus and Student's textbooks. Level of score is ranged in accordance following:

- | | | |
|---|---|------------------------|
| 5 | = | very much difficulty |
| 4 | = | much difficulty |
| 3 | = | fairly difficulty |
| 2 | = | little difficulty |
| 1 | = | very little difficulty |

The first part surveys the general background of the respondents concerning their age, educational background of the teacher or present study level of the

students, teaching experiences or expectations in learning English language, experience and exposure to English language, and general knowledge about English reading skills.

The second part surveys about the respondents' opinions about difficulties in teaching or learning English reading skills in the area of the language syllabus. The respondents expressed their opinions towards course objectives, course contents, and time allotment and at which level these topics cause difficulties.

The third part surveys the respondents' opinions about difficulties in teaching/studying English reading skills in the area of testing and evaluation system. The respondents expressed their opinions towards varieties of specific topics and at which level these topics cause difficulties.

The fourth part surveys the respondents' opinions about difficulties in teaching/ studying English reading skills in the area of Student's textbooks and teaching aids. The respondents expressed their opinions towards a variety of specific topics and at which level these topics cause difficulties.

The fifth part surveys the respondents' opinions about difficulties in teaching/studying English reading skills in the area of teaching techniques. The respondents expressed their opinions towards varieties of specific topics and at which level these topics cause difficulties.

The sixth part surveys the respondents' opinions about difficulties in teaching/studying English reading skills in the area of the students' attitudes towards their teachers. The respondents expressed their opinions towards varieties of specific topics and at which level these topics cause difficulties. Resultant's finding, a lot of students could clearly understand the questionnaires, especially, grade 6, but some student quite little confuse about the questionnaires. The information obtained from the students in the English teaching field will be used to revise the next questionnaires.

3.3 Research Tools

There are three main research tools used for this study namely; interview, and questionnaire.

3.3.1 In-Depth Interview

Researcher aims to interview people that are directly related to this research study namely; 5 English scholars, and 5 English teachers.

3.3.2 Questionnaire

Questionnaire will surely be used for this research study. It can be divided into four parts:

Part 1 is about general background information (age, gender, educational level, English learning experiences, students' purpose in learning English, the most wanted English language skill, the most used English skill status, etc.).

Part 2 is about question design which includes English reading skills attitude, comprehension, wording comprehension.

Part 3 is about opinions and suggestions on Student's textbooks and teaching aids headlines of English reading skills.

Part 4 English reading skill resulting from questionnaire and evaluation system In part of questionnaire design, questions will be designed which is based on literature review and research works concerned.

3.4 Data Processing

The questionnaires were processed and calculate by computer using the Statistical Package for Social Science (SPSS and Excel)

3.5 Data Analysis

Statistical procedures used to analyze the processed data are descriptive statistics, percentages, and analytical statistics, questionnaire. It can be described as follows:

3.5.1 Exploring a variety of related documentary researches that help to analyze and synthesize the data.

3.5.2 Analyzing the data from questionnaire on Studying of English reading skills skill directly from the levels of Primary School 30 Students Grade 6 at Wat Sitaram School which is consisted of respondents' general background, opinions and research suggestions.

3.5.3 Analyzing the data from in-depth interview and note-taking about improving English reading skills because this study is only a case study of English reading Skill of Primary School 30 students Grade 6 at Wat Sitaram School.

Chapter IV

Results

This chapter is aimed to present the results of data analysis, from the study of reading skills of English student's textbook to improve reading skills of Students grade 6 at Wat Sitaram School, in which mainly emphasizes measuring the level and the improvement of reading skills through English reading skills namely; the Buddhists series of life of the Buddha.

The salient points of presenting and discussing the results of the study can be divided into four salient points as the following:

4.1 General information of population

4.2 Results from Student's textbook

4.3 Results from interviewing Teacher

The following section presents the results in accordance with the four salient points as mentioned earlier. All four salient points of this chapter can describe as follows:

4.1 General information of Students

4.1.1 Information on gender

In this part, it mainly presents the information on status, referring to the population who are studying at Wat Sitaram School, Concerning the status, there are 10 males and 20 females.

Table 1: The number of populations and percentages of Status

Gender of students	frequency	Percentage
Male	10	33.34
Female	20	66.66

Total	100	100
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4.1.2 Information on age

In this part, it mainly presents the information on age, referring to the population who are studying at Wat Sitaram School to study Student's textbook of the Buddhist series of life are the Buddha. About age of population, there are 29 Students with 96.66%, and only one is more than 13 years old with 3.34%. It can present in the table 2 as follows:

Table 2: The number of age.

Age	Number	Percentage
12 years old	29	96.66
13 up	1	3.34
Total	30	100

4.1.3 Information on experiences in studying English

In this part, it mainly presents the information on experiences, referring to the population those who study at Wat Sitaram School, to study Student's textbook of the Buddhist series of life the Buddha. About age of population, 30 Students who have experiences about study reading skills as 6-10 years there are 28 Students with 93.33%. And 2 Students don't have experiences with 6.66%, it can present in the table 3 as follows:

Table 3: The number of experiences

experiences	Number	Percentage
1-5 years	2	6.66
6-10 years	28	93.33
Total	30	100

4.1.4 Information on Students purposes in studying English

In this part, it mainly presents the information on Students' purposes in studying English referring to the population who are studying at Wat Sitaram School, to study Student's textbook of the Buddhist series the like of Buddha. About in studying English of Students purposes, there are 16 Students study for Educational purposes with 53.33% and 14 Students want to study for Communication purposes with 46.66%. It can present in the table 4 as follows:

Table 4: The number of Students purposes studying English

Purposes study English	Number	percentages
Educational purposes	16	53.33
Communication purposes	14	46.66
Total	30	100

4.1.5 Information on the most wanted English language skill

In this part, it mainly presents the information on the most wanted English language skill referring to the population those are who studying at Wat Sitaram School to study Student's textbook of the Buddhist series the life of Buddha. About Students purposes in studying English of population, there are 17 Students want Speaking skills with 56.66% and 6 Students who wants to study for Reading skills with 20%. And only 5 Students want to study for Listening skill with 16.66%. It can present in the table 5 as follows.

Table 5: The number of the most wanted English language skill

English language skills	Number	percentage
Speaking skill	17	56.66
Reading skill	6	20.00
Listening skill	5	16.66
Total	30	100

4.2 Results from the Student's textbook.

and the Buddhist series of life the Buddha on improving reading skills through English reading skills

Table 6: Reading Specific English Student's textbook

N.	Reading Specific English Student's textbook	\bar{x}	S.D	Level
1	Reading Specific Student's textbook through English the Buddhist series of life the Buddha.	2.90	1.05	Little difficulty
2	Outcomes of Reading Student's textbook through English reading skills.	2.97	0.89	Little difficulty
3	English does Student's textbook enhance your reading skills better.	2.97	0.96	Little difficulty
4	English Student's textbook can be used in learning performance.	3.10	0.96	Fairly difficulty
5	Reading English Student's textbook can make the brain think faster and wiser.	3.13	1.20	Fairly difficulty
6	Reading English Student's textbook can really promote your grammatical skill perfectly.	3.23	0.94	Fairly difficulty
7	Reading English Student's textbook every day is the helping tool of developing your backbone in learning English.	3.03	0.93	Fairly difficulty
Total		3.05	0.99	Fairly difficulty

Note. The results of average means are classified into 6 levels:

1. High = 3.00 2) moderate =2.00 and 3) low = 1.00

For table 6, explain it shows the results from Reading Specific English Student's textbook to improve the reading skill. From Reading Specific English Student's textbook result, the mean rate of overall English reading skills through Reading Specific English Student's textbook at Wat Sitaram School. It can be concluded according to the Mean and percentage of point-by-point questions on improving reading skills from Reading Specific English Student's textbook from table 6, starting

from question one with 2.90, question 2 with 2.97, question 3 with 2.97, question 4 with 3.10, question 5 with 3.13, question 6 with 3.23, question 7 with 3.03,

About Reading Specific English Student's textbook of results, out of 7 question, the percentage mean of question 6 (Reading English Student's textbook can really promote your grammatical skill perfectly) (3.23,) and question 5 (Reading English Student's textbook can make the brain think faster and wiser) with (3.130) and question 7 (Reading English Student's textbook every day is the helping tool of developing your backbone in learning English) (3.03) question 2 (Outcomes of Reading Student's textbook through English reading skills) (2.97 and 2.97) question 4 (English does Student's textbook enhance your reading skills better) question 1(Reading Specific Student's textbook through English the Buddhist series of life the Buddha) The students, though feeling uncertain about English reading skills Student's textbook questioners are more worried on how assuredly reliably their English reading skills Student's textbook ability evaluated.

Table 7: Reading the Buddhist series life of the Buddha

N.	Reading the Buddhist series life of the Buddha	\bar{x}	S.D	Level
1	Student's textbook Your life reading Student's textbook from the Buddhist series of life of the Buddha.	3.53	1.11	Fairly difficulty
2	English writing skill can learn from Student's textbook.	3.27	1.06	Fairly difficulty
3	Reading Student's textbook on current social problem will make you feel more interested in reading Buddhist series of life of the Buddha.	3.07	1.03	Fairly difficulty
4	Having a good background of English will help the readers a lot on reading Student's textbook.	2.53	1.17	Fairly difficulty
5	Reading Student's textbook is proper for English students most.	2.80	1.11	Fairly difficulty

6	Reading Student's textbook better at English reading.	3.20	1.31	Fairly difficulty
7	Reading Student's textbook better understanding of vocabulary usage.	2.73	1.39	Fairly difficulty
Total		3.02	1.17	Fairly difficulty

Note. The results of average means are classified into 6 levels:

1. High = 3.00 2) moderate =2.00 and 3) low = 1.00

For table 8, explain it shows the results from Reading the Buddhist series of life of the Buddha to improve the reading skill. From Reading the Buddhist series life of the Buddha result, the mean rate of overall English Reading the Buddhist of series life of the Buddha Wat Sitaram School.

It can be concluded according to the Mean and Percentage of point-by-point questions on improving reading skills from Reading Student's textbook from table 7: starting from question one all 30 Students with 3.53, question 2 with 3.27, question 3 with 3.07, question 4 with 2.53, question 5 with 2.80, question 6 with 2.02, question 7 with 3.73,

About Reading the Buddhist series of life of the Buddha of results, there are out of 7 items, the percentage mean of item 7 (Reading Student's textbook better understanding of vocabulary usage)(3.73) and question 1 (Student's textbook You like reading Student's textbook from the Buddhist series of life of the Buddha)(3.53) and question 2 (Student's textbook You like reading Student's textbook from the Buddhist series of life of the Buddha) (3.27) and question 3 (Reading Student's textbook on current social problem will make you feel more interested in reading Buddhist series of life of the Buddha) (3.07) and question 5 (reading Student's textbook is proper for English students most is moderate (2.80) and question 6 (Reading Student's textbook better at English reading)(2.02). The students, though feeling uncertain about English reading skills Student's textbook questioners are more worried on how assuredly reliably their English reading skills Student's textbook ability evaluated It can present in the table 8 as on.

4.3 Conclude Results from interviewing people

In this part, it mainly presents the results from interviewing people who involved about ideas, suggestions, and opinions on English reading skills of the primary School students at Wat Sitaram School and other points that are related. About the people needed for an interview, it is mainly composed of 6 scholars, 6 English teachers; The results from three groups of people can be presented as follows:

Dr. Yanya In-ong. Said that some Students have English speaking problems more than other skill such as listening, reading writing, or grammar. He also said that most students have problem in reading skill because English language has different structures from there Mather tongue language so the Students must practice using the structure of English such words, sentence as well as practice using the language through four skill: litening, speaking, reading, and writing, the teacher should have students practice pronunciation correctly.¹

Dr. william. states that learning English through English reading skill is better than learning English through English textbooks in the classroom because English read contains a lot of day-to-day newspaper, journal sections such as politics, economy, social events, unique multicultural heritage, education, sports, general news, and so on. In fact, communicate is a big knowledge source for all students to improve English reading skills. The most important thing of English improvement is that all students can improve every reading skill they want by using journal as a supportive tool. Obviously, they must get a lot of benefits from different news in terms of helping students learn something new which they almost cannot find in the classroom. Textbooks of course plays such an important role for reporting information to let all people around the world know what is going on in everyday life. So, all students can pick up English used in describing journal to communicate with all foreigners as a large number of teachers in abroad have been using reading skill as a part of teaching English for decades. As a result of English improvement through English reading skill, all

¹ Interview with Dr. Yanya In-Ong teach of of Mahachulalongkornrajavidyalaya University 25 January, 2016.

students can learn the journal, news they love and also improve English at the same time when they read. All English skills are completely included namely; listening, speaking, writing, and reading is skill developing of students.²

Phra maha Wichiane. states that reading skill is a part of human life for helping humans keep up to date with important events that are happening in day-to-day life. Of course, using reading skill is a great way of improving English reading skill because there are a lot of interesting things to learn from which give a lot of English skills back to readers namely; understanding vocabulary used in the reading, comparing and contrasting, categorizing, determining the main idea, sequencing, establishing a purpose for reading, cause and effect, making conclusions, predicting outcomes, critical reading, comprehension reading, and dictionary skill. Due to a variety of important events, readers can choose something that suits them to improve English reading skill and other skills as mentioned earlier. More significantly, the ability to read and understand the visual displays presented in reading is very significant whether readers are to become independent learners and thinkers.³

Ms. Nutchanan Meephonkitjaroun (2016) describes that there are many ways to improve reading skills such as watching movies with English subtitles, reading storytelling books, and listening to BBC Learning English Podcasts. Definitely, reading textbooks of English newspapers is one of the best ways for English learners around the world to developing English reading skills because it is selectable to read the news you love the most and also enhance reading skills. Furthermore, reading journal from English newspapers can help learners to create a good habit of reading easily. For example, if you read every day is important English news, you soon become a good reader, and you can also create a good habit of reading. In consequence of improving the English reading skills English newspapers, it gives learners a lot of benefits of self-English improvement such as grammatical skill, vocabulary, text comprehension about

² Interview with Dr. William Yaryan teach of Mahachulalongkornrajavidyalaya University, 25 January, 2016

³ Interview with Phra maha vichane, Scholar of Mahachulalongkornrajavidyalaya University, 14 January, 2016.

what is going on around the world, analytical skill, interpretative skill, and so good for students.⁴

Mr. Dipak Parajul. he said textbooks and teaching aids cannot easily duplicate spoken language. There are regional different is spoken language is 'living language' and is ways changing. And he said that, it is important to use a wide variety of book and aids in order to reach all students. So, he gives some points.1 the books used for students are learning at the class not see reading skill, 2 students don't know when read on news of words. But he said the books used to learn in the class is big problem. Because English books cannot make use of reading. according the English reading teaching may not be success to students at the classroom.⁵

Mis. Nanthaporn Boonsith She said in the natural English study center not testing in pronunciation for students but when test exam is only use paper for students write and tick answer on paper this is big problem for students. So give ideal in testing and evaluations are dove orally they are of no use to test a students' pronunciation. Even testing with audio aids do not test the students own ability to pronounce. She said a teacher must always access learning to see what their students need and the teacher do no tress teaching and learning English reading skill or correcting the students' mistakes so that it is difficult to test the students on this matter. And he said that even if a good test does not exit, teachers should keep teaching reading skill. He said state that Thai students are likely to ignore contents they are not test on.⁶

⁴ Interview with Ms. Nutchanan Meephonkitjaroun Scholar of Wat Sitaram School 17 January 2016.

⁵ Interview with Dipak Parajul from Nepal work experience 8 years in Thailand teach of Wat Sitaram School 17 January, 2016.

⁶ Interview with Mrs. Nanthaporn Boonsith, (Deputy director) teach of grad 6 at Wat Sitaram School, 17 January, 2016.

Chapter V

Conclusions. Discussions, Suggestions

Chapter five which is the final chapter presents the summary of the research, which research questions used to guide the study; the following discussion is based on the results of the survey, which were provided in chapter 4. Moreover, the summary and discussion of the findings, implications of the findings, and suggestions for further studies this chapter presents discussions on the findings, conclusion of the study, general recommendations and suggestions for future research.

The objective of the study is to study English pronunciation Skill of Primary School Students grade 6 at Wat Sitaram School Bangkok. In terms of the method used in data collection, it is mainly composed of literature review, group discussion, questionnaire, and vocabulary with reading word by word, by using all of 30 questionnaires with 30 questions which divide with 30 students concerning English reading skill, and final point as interview.

This chapter can be divided into big three points which each one is explained respectively as the following:

5.1 Conclusions

5.2 Discussions

5.3 Suggestions

5.1 Conclusions

The purpose of this research is to examine the students' problem in studying English reading skills resulting from different level; language syllabus, Student's textbooks and teaching aids, questions and evaluation system, teaching technique. The subjects of this consist of 30 students of Primary School, grade 6 of Wat Sitaram School. Students from each class study in different study the instrument used for gathering

data is a 4 parts questionnaire. The first part is constructed to gather the students' general information. The others are constructed to assess the students' attitudes toward the problem in English reading skills resulting from 1(Educational purposes, 2 (Communication purposes 3 (Speaking skill 4 (Reading skill, which are rated on a 5-point listening skill from "cause very much difficulty" to "cause no difficulty" After having collected, the data is analyzed by using the SPSS and excel program. Percentages, average means and standard deviation of all the students' attitudes are calculated in order to give the level and extent of their attitudes toward the problem in studying English reading skills. Analytical statistics, mean \bar{x} , S.D are calculated to test and research with the significant level.

5.2 Discussions

In addition to the students' attitudes, the teachers are also invited to express their attitudes toward the difficulties in teaching English reading skills. The researcher conducts the interview in accordance with the teachers' questionnaire. No statistical procedure is employed with this data.

Designing questionnaire divided into 5 parts resulted from chapter 4 can be the following:

1. General background information of population
2. The attitudes of students towards the problems in studying English reading skills
3. Students' attitudes towards the problem in studying English reading skills resulting from Student's textbooks and teaching aids
4. Students' attitudes towards problems in studying English reading skills resulting from evaluation system
5. Students' attitudes towards the problems in studying English reading skills resulting from question teaching techniques.

5.2.1 General background information of population

1. Gender of Population

Referring to table 1 students who study at Wat Sitaram School in Bangkok, about gender of students can divide 2 genders are female and male of 30 students of Primary School grade 6. In this part, it mainly presents the information on statuses, referring to the population those who are studying at Wat Sitaram School, Concerning the status, there are 10 males and 20 females which there are female more than male according to this research.

2. Age of population

In table 2 on age, referring to the students who study from grade 6 about age of student, there are all 30 students of Primary School at What Sitaram School. Student are at the age 12-13 of population, there are 29 Students with 96.66%, and only one is more than 13 years old with 3.34%. According to most students age 12-13 years have more than other age.

3. Classes of present level

The most of classes to study, it mainly presents the information on classes can be divided into 3 grades as grade 6 of Primary School which as grade 6 are 30 students with 95.15%, at grate 6 have 30 students, have a lot students result from previous chapter in table 3.

4. Time periods of English study experiences

Refer to Table 4 comparing the students' time periods of English instruction with their ages, 30 Students who have experiences about study reading skills as 6-10 years there are 28 Students with 93.33%. And 2 Students don't have experiences with 6.66%,

5. Most of students wanted language skills

Skills what the students' study purposes are speaking skill are still especially in demand. at Wat Sitaram School, to study Student's textbook of the Buddhist of series the life the Buddha. About in studying English of Students purposes, there are 16 Students study for Educational purposes with 53.33% and 14 Students

want to study for Communication purposes with 46.66%. of students, Contrary to their own requirements, table 5.

6. Most wanted language skill and the most used language skill

The all of students' study purposes are reading skill are still especially in demand. About Students purposes in studying English of population, there are 17 Students want Speaking skills with 56.66% and 6 Students who wants to study for Reading skills with 20%. And only 5 Students want to study for Listening skill with 16.66%. It presented in the table 6

5.2.2 Previous knowledge of English reading skills

This topic can explain follow table 7 about that, language skills, English reading skills knowledge and practice are important. Unfortunately, only 30 students with 3. 53 seem to understand what reading skills is whereas other students do not realize the existence of it at all or replace reading skills with speaking. 30 students with 3.13 admit that they do not have previous knowledge of English reading skills. Other students have been taught stress and intonation, pronunciation of consonant sounds, reading of consonant sounds at the final position, and reading skills practice, in this point which there is many students have background knowledge of English reading skills.

5.2.3 Reading skills Specific English Student's textbook

According to table 9 in the previous chapter, it shows study of English reading Skill of Primary School Students grade 6 at Wat Sitaram School, by using Program SPSS and excel find Mean (\bar{x}) of each question that it is at a high level or around question 5 with 3.13, question 6 with 3.23, question 4 with 3.10, question 7 with 3.03 find Mean (\bar{x}) The most of student state that the problems in studying English reading skill derived from the language syllabus are moderate since the majority considers that question 2 with 2.97, question 3 with 2.97, , question one with 2.90, 3 with 2.97 causes fairly problem to moderate problem in their learning. This is implied by statistical figures Mean (\bar{x}) of question 1 with 3.16 and while question 2 with 3.90

that it is at a highest level and the overall attitudes towards this topic is also at a high level which average mean with 2.00. Out of 3 questions, the average mean of question 1 is at the highest moderate level with 2.97.

5.2.4 Students' English Reading Student's textbook.

Referring to Table 6, most of the students state that the problem in studying English reading skills derived from textbooks and teaching aids are moderate. This is implied by statistic figures Mean (\bar{x}) of each question that is at a high level or around 3.23, And the overall attitudes towards this topic is also at highest level which is average mean with 3.13.

Out of 6 questions, the average mean of question 1 is at the highest level with 3.23 while that of question 4 is at moderate level with 3.10, question 7 is at 3.03, and question 3 with 2.97 is same as question 2 with 2.97 and question 1 with 2.90 The students, though feeling uncertain about reading skills ability are evaluation.

Reading Student's textbook resulting from testing evaluation system

Referring to Table 7, most of the Students state that testing and evaluation system causes moderate problem to extreme problem in their studying. This is implied by statistical figures Mean (\bar{x}) of each question that it is at a moderate level to high level or around 3.70 and the overall attitudes towards this topic is at a high level of average mean with 3.70.

Out of 7 questions, the average mean of question 7 with 3.70, question 4 with 2.87 and while question 3 with 2.93 which represents evaluation, are at a low level respectively. The question 2 with 2.87 same as question 4 with 2.87 question 5 with 2.70 question 6 with 2.60 and question with question 1 with 2.60 respectively which are at the moderate level. The students, though feeling uncertain about reading ability are evaluation.

5.2.5 Reading the Buddhist series life of the Buddha

Reading the Buddhist series of life of the Buddha each question that it is at a high level or around 3.53-3.27 and the overall attitudes towards this topic is also at a moderate level of average mean with 3.07- 3.02 The average mean of question 5

with 2.80 and question 7 with 2.73, are higher than those of question 4, with 2.53, and question 6, with 3.20. The students pay more attention to teachers' teaching performances than on how well the teachers can administer equipment or time to support his/her teaching.

5.3 Suggestions for further studies

On the basis of this research, as this study has been conducted with some limitation in scope and procedure, the further study needs to be continued on the following suggested topics:

5.3.1 Since this research is focused only on the attitudes of grade 6 students of Wat Sitaram School toward the difficulties in learning English reading skills, there are several aspects concerned with the scope of this research that are not yet covered. For instance, further research should be undertaken on the student in other school, on other subject groups of different educational levels such as university students who have already experienced the teaching and learning of English reading skills, or on the students at primary School level who have just started learning English. The research's result may reveal different aspects that most affect the problems in teaching and studying English pronunciation of different groups of subjects.

5.3.2 As it is written that English reading skills is significantly related to other language skills and will help to increase students' language abilities more effectively. For example, the student who makes mistakes in their writing and speaking has not only the problem about the meaning of the words or grammar but also the reading skills determine whether there is a significant difference in the students' writing and grammar usage abilities after taking a reading skills course and listening training session. The research should be a teacher who can continuously observe, teach, and train his students for at least one semester or more. After that period, he can collect the students' academic records from the school or colleagues. Although the emphasis is placed on the differences of students' writing and grammar usage abilities, it is necessary to look at some related factors which effect the development of the

students' language skills such as teaching techniques, teaching aids, the students' academic background, etc.

5.3.3 Proposal of teachers' requirements in teaching English reading skills

Teachers of Wat Sitaram School would like to teach their students English reading skills too. Nonetheless, they face the same problem arising from the language syllabus, textbooks and testing and evaluation system, and teaching techniques the assigned contents in the language syllabus rarely have reading skills contents, teaching time allotment is too short while the textbooks' contents are too much. The teachers have to teach, reading and writing. Moreover, they have to overcome the fear of teaching reading skills since most of them have no previous knowledge of English reading skills and how to teach it.

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3. Interview

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laya University 25 January, 2016.

Interview with Dr. willian Yanyau teach of Mahachulalongkornrajavidya
laya University, 25 January, 2016

Interview with Phra maha vichiane Scholar of Mahachulalongkornrajavidya
Laya University, 14 January, 2016.

Interview with Ms. Nutchana Meephonkitjaroun Scholar of Wat Sitaram School 17
January 2016.

Interview with Dipak Parajul from Nepal work experience 8 years in Thailand teach of
Wat Sitaram School 17 January, 2016.

Interview with Mrs. Nanthahorn (Deputy director) teach of grad 6 at Wat Sitaram
School, 17 January, 2016.

Appendices A

Assessors of the research questionnaires

Research questionnaires

A study of English reading skills: A study of English Reading skills of grade 6 of Wat Sitaram School, in Pomprap Sutrupai District Bangkok.

Instruction:

1. This questionnaire is used to collect the data for a study of English reading skills of Students grade 6 of Wat Sitaram School, in Pomprap Sutrupai District Bangkok.

2. This questionnaire is divided into four parts as follows:

Part 1: General background information.

Part 2: Students' attitudes towards the problem in studying English reading skills resulting from the subheading so, to have experiences in studying English, Students' purposes in studying English, The most wanted English language skill.

Part 3: a set of questionnaire is focused on English reading skills, Reading Specific English Student's textbook, Reading Student's textbook, **Reading** the Buddhist series of life of the Buddha.

(Phra Vanhxay Onechoumsitthi)

Researcher

(Part 1 General background information)

(Statement: please mark ✓ the boxes defined by the fact of you)

1. Gender Female Male

2. Age

10-11years 11-12years

12-13 years more than 13 years

3. Present study level

Grade 6 Students

1. To have experiences in studying English

1-5 years 6-10 years

11-12 years more than 12 years

5. Students' purposes in studying English

Educational purposes Communication purpose

knowledge purpose

6. The most wanted English language skill (Please choose one)

Listening skill Speaking skill

Reading skill Writing skill

Please use the following opinion when you answer the statement of
Part 2 – Part 3)

Statement: please mark ✓ the gaps defined by the fact of you.)

level of evaluation:

5 = very much difficulty

4 = much difficulty

3 = fairly difficulty

2 = little difficulty

1 = very little difficult

Questionnaires for the research

Thesis title: A study of English reading skill: A study of English reading skills of Grads 6 Students of Wat Sitaram School in Pomprap Sattrupai District Bangkok

Instruction:

1. The main objective of this research is to study of English reading skills: A study of English reading skills of Grads 6 Students of Wat Sitaram School in Pomprap Sattrupai District Bangkok Interview is used in this research.
2. The research materials are divided into two parts as the following:
 - Part 1:** General information of the respondents.
 - Part 2:** open-ended focusing on English reading skills.
 - Part 3:** The problem in study reading skill was found textbook and Reading the Buddhist series life of the Buddha.

Interview

These research questionnaires requested for participants to concern the main causes that affected on their English reading skills skills of Grads 6 Students of Wat Sitaram School in Pomprap Sattrupai District Bangkok.

I Hope, the research questionnaires will get real information from you all with cooperation.

Part 2. Reading Specific English Student's textbook

Statements	Degree of difficulties				
	Very muc h	Muc h	Fairly	Littl e	Very little
	5	4	3	2	1
1. Reading Specific Student's textbook through English the Buddhist series of life the Buddha.					
2. Outcomes of Reading Student's textbook through English reading skills.					
3. English does Student's textbook enhance your reading skills better.					
4. English Student's textbook can be used in learning performance.					
5. Reading English Student's textbook can make the brain think faster and wiser.					
6. Reading English Student's textbook can really promote your grammatical skill perfectly.					
7. Reading English Student's textbook every day is the helping tool of developing your backbone in learning English.					

Part 3. Reading the Buddhist series life of the Buddha

Statements	Degree of difficulties				
	Very much	Much	Fairly	Little	Very little
	5	4	3	2	1
1. Student's textbook Your life reading Student's textbook from the Buddhist series of life of the Buddha.					
2. English writing skill can learn from Student's textbook					
3. Reading Student's textbook on current social problem will make you feel more interested in reading Buddhist series of life of the Buddha.					
4. Having a good background of English will help the readers a lot on reading Student's textbook.					
5. Reading Student's textbook is proper for English students most.					
6. Reading Student's textbook better at English reading					
7. Reading Student's textbook better understanding of vocabulary usage.					

Comment and suggestion on a study of English reading skills

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Appendix B
Research questionnaires

Assessors of the research questionnaire

1) Asst. Prof. Dr. Preecha Kanetnog, instructor of English language and English linguistic subject, department of foreign languages, faculty of humanities, MCU.

2) Asst. Prof. Dr.Veerakarn Kanokkomalade, instructor of English linguistic subject and English language, department of foreign languages, faculty of humanities, MCU.

3) Assoc. Prof. Nilratana Klinchan, instructor of English structure and English language, department of foreign languages, faculty of humanities, MCU.

Appendix C

Result of index of item objective congruence (IOC)

Result of index of item objective congruence (IOC)

Questionnaire Reading Specific English Student's textbook	The committee Of research Tool Evaluation				Note (if any)
	1	2	3	IOC	
1. Reading Specific Student's textbook through English the Buddhist series of like the Buddha.	+1	+1	0	00.6	useable
2. Outcomes of Reading Student's textbook through English reading skills.	+1	+1	+1	1	useable
3. English does Student's textbook enhance your reading skills better.	+1	+1	+1	1	useable
4. English Student's textbook can be used in learning performance.	+1	0	+1	00.6	useable
5. English Student's textbook can be used in learning performance.	+1	+1	+1	1	useable
6. Reading English Student's textbook can make the brain think faster and wiser.	+1	+1	0	00.6	useable
7. Reading English Student's textbook can really promote your grammatical skill perfectly.	+1	+1	+1	1	useable

Reading Student's textbook	The committee Of research Tool Evaluation				Note (if any)
	1	2	3	IOC	
1. Reading English Student's textbook supports you to be an English master learner.	+1	+1	+1	1	useable
2. Reading English Student's textbook is very necessary to all English students.	0	+1	+1	00.6	useable
3. Reading Student's textbook is the best way to improve English.	+1	+1	+1	1	useable
4. Reading Student's textbook makes your brain more effective in English.	+1	+1	+1	1	useable
5. Reading Student's textbook makes your brain more effective in English.	+1	0	+1	00.6	useable
6. Reading Student's textbook can make you become a good English writer.	+1	+1	+1	1	useable
7. Reading Student's textbook makes your brain more effective in English.	+1	+1	+1	1	useable

Reading the Buddhist series life of the Buddha	The committee Of research Tool Evaluation				Note (if any)
	1	2	3	IOC	
1. Student's textbook your life reading Student's textbook from the Buddhist series of life of Buddha.	+1	0	+1	00.6	useable
2. Textbook Reading English Student's textbook is very necessary to all English students.	+1	+1	+1	1	useable
3. Reading Student's textbook on current social problem will make you feel more interested in reading Buddhist series like of the Buddha.	+1	+1	+1	1	useable
4. Having a good background of English will help the readers a lot on reading Student's textbook.	+1	+1	+1	1	useable
5. Reading Student's textbook is proper for English students most.	0	+1	+1	00.6	useable
6. Reading Student's textbook better at English reading.	+1	+1	+1	1	useable
7. Reading Student's textbook better understanding of vocabulary usage.	+1	+1	+1	1	useable

Biography of Researcher

Name	:	Phravanhxay Onechoumsitthi (vantaso)
Date of Birth	:	16 December, 1990
Date and Ordination	:	2005 Novice Ordination: at the age of 8 years, at Wat Dongmaing, Chanthaburee Vientiane Lao PDR
2010 Higher Full Ordination	:	At the age of 20 years, At Wat laomeechai Omper Mung Nongkhai province, Thailand.
2009 – 2013	:	Graduated Bachelor degree, faculty of Buddhism, Majoring In philosophy, Mahajulalongkornrajavidaya University, (MCU), at Nongkhai, Province, Thailand.
2014 – 2016	:	Master of Arts (English) M.A. (English) Mahachulalongkornrajavidyalaya University
Work Experience	:	2015 – 2016: study computer and Teacher of Wat Sitaram, School. In Pomprap Sutrupai District Bangkok, Thailand.