

The Development of Instructional Packages for English Reading Comprehension of Grade 9 Students

Lampuan Rittikaew¹

Nawamin Prachanant²

Surachai Piyanukoo³

บทคัดย่อ

การวิจัยครั้งนี้ มีความมุ่งหมาย 1) เพื่อสร้างและหาประสิทธิภาพของชุดการสอน การอ่านเพื่อความเข้าใจ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอน การอ่านเพื่อความเข้าใจ ก่อนเรียนและหลังเรียน 3) เพื่อศึกษาค่าดัชนีประสิทธิผลของชุดการสอน การอ่านเพื่อความเข้าใจ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 และ 4) เพื่อศึกษาความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีต่อชุดการสอน การอ่านเพื่อความเข้าใจ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 23 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ23101) ภาคเรียนที่ 1 ปีการศึกษา 2558 โรงเรียนบ้านบุษยามป้อม อำเภอบ้านด่าน จังหวัดบุรีรัมย์ ได้มาโดยการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ ชุดการสอนการอ่านเพื่อความเข้าใจ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ

ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐานและค่าคะแนน t ที่ได้เป็นอิสระต่อกัน โดยกำหนดค่าความมีนัยสำคัญทางสถิติที่ระดับ .05 ผลการศึกษาพบว่า

1. ชุดการสอนการอ่านเพื่อความเข้าใจ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพ 88.29/77.25 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้คือ 75/75

2. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอนการอ่านเพื่อความเข้าใจที่ผู้วิจัยสร้างขึ้น มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. ค่าดัชนีประสิทธิผลของชุดการสอนการอ่านเพื่อความเข้าใจที่ผู้วิจัยสร้างขึ้น มีค่าเท่ากับ 0.6760 แสดงว่านักเรียนมีความก้าวหน้าในการเรียนเพิ่มขึ้นร้อยละ 67.60

4. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอน การอ่านเพื่อความเข้าใจมีความพึงพอใจต่อชุดการสอนไวยากรณ์ภาษาอังกฤษ โดยรวมอยู่ในระดับมาก

¹ Master Student of Art in English Program, Faculty of Humanities and Social Science, Buriram Rajabhat University

² Lecturer of English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

³ Assistant Professor of English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University



ABSTRACT

The purposes of this research were 1) to develop and determine the efficiency of instructional packages for English reading comprehension of grade 9 students to meet the standard criterion set at 75/75, 2) to compare the students' learning achievement before and after learning through the instructional packages, 3) to find the effectiveness index of the instructional packages, and 4) to study the students' satisfaction of the instructional packages for English reading comprehension. The samples were 23 grade 9 students who enrolled for the fundamental English (E23101) course in the first semester of the academic year 2015 at Banbunmakhampom School in Bandan District, Buriram Province, selected by using purposive sampling technique. The instruments used in this study were 1) the English reading for comprehension instructional packages, 2) the learning achievement tests, and 3) the satisfaction questionnaires. The

statistics used for analyzing the collected data were percentage, mean, standard deviation, and dependent samples t-test.

The findings were as follows:

1. The instructional packages for English reading comprehension of grade 9 students had the efficiency of 88.29/77.25 which was higher than the standard criteria set at 75/75.

2. The students who learned by the use of the instructional packages for English reading comprehension after learning had higher achievement than before learning at .01 level of statistical significance.

3. The effectiveness of the instructional packages for English reading comprehension was 0.6760 which meant it was 67.60% of progress.

4. The students were satisfied with the instructional packages as a whole at a satisfactory level.

Keyword : Instructional packages, reading comprehension

Statement of the Problem

Every country has its own language, but English is incorporated into educational system in numerous countries all around the world. Mastering English is very important because English is the most widely used language in international events. Many countries use English in their affairs, such as business, politics, education, science and technology.

This is why English becomes a very important language (Biemiller. 1999 ; cited in Kulkittayanon. 2011). English syllabus provides students with opportunities to equally acquire all four skills of English. Learning the English language, among four skills, namely, listening, speaking, reading, and writing,

especially for Thailand where English is provided as a foreign language, and the purpose of learning English is for communication (Chandavimol. 1998). To communicate efficiently, learners need the four skills but of all these four skills, reading is regarded as the most vital and necessary for students in both a classroom context and an extracurricular environment. In classrooms of higher education, Thai college and graduate students need efficient reading skills to comprehend a mass of reading materials from various sources related to their studies (Piyanukool. 2001). Reading is even more important for high-school students since they have

to be highly competitive in the English entrance examination (Chandavimol. 1998) and the National English Test. Results from the tests have revealed that Thai students' English reading ability does not reach a very high level of proficiency. This may come from many causes including classes of a large size, limited reading strategies, and the methods of teaching reading comprehension in Thai classrooms (Chandavimol, 1998; Mejang, 2004). Therefore, the ability to read and comprehend texts efficiently was crucial for Thai students. In addition, because of the demanding expectations for academic success in all areas of learning, high-school students, as English foreign language (EFL) learners, needed to develop their English reading comprehension abilities to a stronger, more advanced level (Soonthornmanee. 2002). At present, many studies prove that most Thai students have poor English reading skills. Liamsakul (1998:2) stated that those Thai students have difficulty remembering vocabulary and understanding sentences.

As a teacher, the researcher, who has been teaching English for more than 20 years, finds that most students have low proficiency in English reading comprehension despite many years of learning. The result of the English O-Net test in Banbunmakhampom School where the researcher has worked is needed to be developed both in the aspect of students themselves and the method of teaching. In terms of students, they tend to have negative attitude in learning English since they encounter with difficult and puzzled rules while learning. The causes of the problem concern with the limitation of language background knowledge, lack of the awareness of significance in learning language and teacher's inappropriate or ineffective teaching approaches used. Reading Comprehension is an aspect that the researcher finds major problem

for grade 9 students. To improve reading skill, a lot of techniques and approaches have been introduced and applied. Construction of reading package was one of the effective means widely cited in encouraging students' reading development (Bureau of Primary School Committee. 1993: 26; Sangpiamsook. 1995: 53; Sripiraiwan. 1974 : 416). In fact, it was believed that teaching material constructed on the basis of the learners' interests is one of the best materials used for reading comprehension ability improvement. Upon such basis, the researcher would like to create a learning package to encourage the student's reading. The constructed package will then be utilized with the students to see whether it effectively yields the students' reading comprehension.

Instructional package was known in another name "Chulalongkorn University Plan for Multi Media Instructional Package Production or CHULA PLAN". It was created and used as a teaching innovation with the belief of its efficiency in reinforcement students' learning potentiality. Phromwong (1978:191) defined that the instructional package was to bring multi-media which relates to or includes the content and learning experience to help develop the students' learning behavior and learning achievement. Instructional packages had shown their efficiency as a useful teaching material. The advantages the students in mental aspect, that was, it could reduce the students' anxiety or feel less pressure during learning. In addition, this approach reinforces and develops students' learning autonomy and ability in learning systematically.

In conclusion, to cope with the problems more effectively, this study aims at investigating the effectiveness of the instructional packages as a teaching material whether they were able to solve

the problems of the students' learning achievement in reading comprehension and reinforce the students' learning skills for grade 9 students at Banbunmakhampom School. Consequently, the instructional packages have been selected for this research project with the belief in their effectiveness and capability in stimulating the students' learning.

Purposes of the Study

The purposes of this study were: 1) to develop and determine the efficiency of the instructional packages for English reading comprehension of grade 9 students based on the standard criterion set at 75/75, 2) to compare the students' learning achievement before and after learning through the instructional packages, 3) to find out the effectiveness index of the instructional packages and 4) to study the students' satisfactions of the instructional packages.

Research Questions

1. What is the efficiency of the instructional packages for English reading comprehension of grade 9 students?
2. Will the students who learn reading comprehension through the instructional packages have higher mean score on the post-test than that of the pre-test mean score?
3. Is the effectiveness index of the instructional packages on reading comprehension at a high level?
4. What is the students' satisfaction of the instructional packages?

Research Hypothesis

Students who learn reading comprehension through the instructional packages will have higher learning achievement on the post-test mean score than on the pre-test mean score.

Population and Samples

The population of this study were 138 of grade 9 students from 6 classes who enrolled for the Fundamental English Course (E23101) in the first semester of academic year 2015 at Bandan 2 schools area including Banbunmakhampom School, Watbanprasat School, Watbankachai School, Bantagotanate School, Watbanpladpuk School, and Watbankahad School in Bandan District, Buriram Province.

The samples in this study were 23 students who enroll for the Fundamental English Course (E23101) course in the first semester of academic year 2015 at Banbunmakhampom School. They were selected by purposive sampling technique with the two main reasons: first, they were taught Fundamental English Course (E23101) by the researcher herself; and second, the students in this class had an average English proficiency: low, moderate and high equally.

Research Instruments

The researcher focused on the effects of the instructional packages learning to develop English reading skill of the samples. The main instruments employed for this study were as follows:

1. Lesson plans based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) were written by the researcher which consisted of 5 topics namely, 1) Environment; 2) Lifestyle, 3) Health and Welfare; 4) Education and Career, and 5) Science and Technology. All lesson plans took a total of 15 hours.
2. Instructional packages for English reading comprehension of grade 9 students conducted by the researcher, comprising of 5 instructional packages, namely, 1) Instructional Package 1: Environment; 2) Instructional Package 2: Lifestyle;



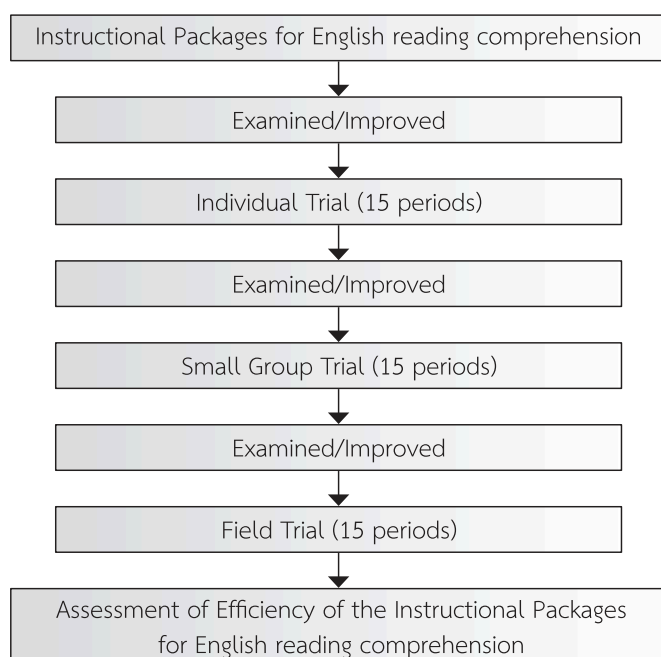
3) Instructional Package 3: Health and Welfare; 4) Instructional Package 4: Education and Career, and 5) Instructional Package 5: Science and Technology.

3. Achievement Test (pre-test and post-test) about reading comprehension of grade 9 students includes 60 multiple-choice questions.

4. The Satisfaction Questionnaire on students' satisfaction with the instructional packages learning in English reading skill of grade 9 students designed to gather the information from the samples in this investigation. It is the five-point rating scales questionnaire with 15 items.

To conduct this study, the assessment of efficiency of the instructional packages in English reading comprehension was performed as shown in the following figure.

Figure 1: Steps of Trying out Instructional Packages



Source: Suwanbenjakul, B. (2002).

Data Collection

To collect the data, the present study included achievement tests, and the satisfaction

questionnaire. The procedures for collecting data were as follows:

1. The samples did the pre-tests at the beginning of the first class and then the samples were orientated to understand the way to learn English reading comprehension via the instructional packages for 1 period.

2. Then they were taught English reading skill by using the instructional packages and did the exercises for 15 periods.

3. The post-tests were given to all of the samples in the 15th periods for 1 period.

4. After doing the post-test, the samples were asked to fill out the questionnaires for their satisfaction with learning English tenses via task-based learning.

Data Collection Procedures

In this study, research design is one group pre-test- post-test design as shown in the table below :

Table 1

Research Design (Sai-yot. 1995: 248-249) [9]

Group	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂

As shown in the table above, T₁ is pre-test, X is the learning reading comprehension via the instructional packages or the treatment, and T₂ is post-test, respectively.

A pre-test was given to the samples at the beginning of the class for 1 period. Then they were orientated to understand about learning via instructional package. Then they were taught English reading comprehension by utilizing the

instructional packages and did the activities for 15 periods. After that, the post-test was administered at the end of experiment for 1 period. Finally, the samples were asked to fill out the questionnaire focusing on their satisfaction about learning via instructional packages for 1 period.

Data Analysis

The Statistic Packages for the Social Science (SPSS) computer program is used to statically compared the pre-test and post-test scores of the group, and t-test dependent measured are conducted to test significance. The scores obtained from the exercises and a post-test were calculated by Microsoft Office Excel 2007 software program to find out the efficiency of process (E1) and the efficiency of the outcomes (E2). In order to evaluate the students' satisfaction toward learning English reading comprehension via the instructional packages, the data from five-rating scales was computed for the mean (\bar{X}) and standard deviation (S.D.) by using SPSS software program.

Statistics Used in Data Analysis

1. Statistics Used to Find out the Quality of the Instruments

1.1 Validity of the achievement test by using IOC formula (Index Item of Congruence) (Phattiyathane. 2003: 220).

1.2 The discrimination index of the achievement test questions (r) by using Brennan's method (Srisa-ard. 2002: 90). [11]

1.3 The reliability of the achievement test by using Lovett's method (Srisa-ard. 2002: 96).

1.4 Discrimination of each item for five-point rating scale questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110).

1.5 Reliability coefficient of the satisfaction

questionnaire by using Cronbach's Alpha-coefficient (-Coefficient) (Srisa-ard. 2002: 99).

1.6 The efficiency of instructional packages (E1/ E2) (Kitrakarn. 2002: 44-49).

1.7 The effectiveness index (E.I.) of the instructional packages (Kitrakarn. 2000: 44-49).

2. Basic Statistics used to Analyze the Data

2.1 Percentage (Srisa-ard. 2002: 104)

2.2 Mean (\bar{X}) (Srisa-ard. 2002: 105)

2.3 Standard Deviation (S.D.) (Srisa-ard. 2002:106)

3. Dependent Samples t-test

Dependent samples t-test formula was employed to find out the differences between pre-test and post-test mean scores.

Results

The results obtained from the analysis of data for each item are discussed elaborately as follows.

1.What is the efficiency of the instructional packages for English reading comprehension?

Table 1 Efficiency of the instructional packages

Test	%	\bar{X}	S.D	n
Efficiency of Process (E1)	88.29	132.43	6.79	23
Post-test	77.25	46.35	5.18	23

As shown in Table 4.1 above, the efficiency of the instructional packages for English reading comprehension of grade 9 students, which were conducted by the researcher, is 88.29/77.25 which was higher than the criteria set 75/75. It claims that students, who learned English reading comprehension through the instructional packages, received total mean scores from the activities scores of instructional packages at 88.29 % and total mean

scores from the achievement test after learning through instructional packages at 77.25 %.

The information as to the perceived efficiency of the instructional packages for English reading comprehension of grade 9 students revealed that the students tend to employ a wide range of the instructional packages when teaching English reading comprehension, which was higher than the criteria setting.

2. Will students who learn English reading comprehension through instructional packages have higher mean scores on post-test than that of pre-test mean scores?

Table 2 Difference between Pre-test and Post-test Mean Scores

Achievement	N	Total Scores	\bar{X}	S.D.	t
Pre-test	23	60	17.87	4.48	25.41**
Post-test	23	60	46.35	5.18	

** significant difference at .01

As indicated in the table above, the independent samples t-test was conducted in order to find whether there was a significant difference in the using the instructional packages of the pre-test and the post-test mean scores. The results showed that there was statistically significant difference between the pre-test and the post-test mean scores at a .01 level.

3. Is the effectiveness index of instructional packages for English reading comprehension at a high level?

Table 3 The Students' Effectiveness Index of Instructional Packages (N=23)

Numbers of Students (n)	Total Scores	Total Scores of All Samples' Pre-test	Total Scores of All Samples' Post-test	The Effectiveness Index (E.I.)
23	60	411	1,066	0.6760

Taking into account the data revealed in Table 4.4 above, it is found that the effectiveness index of the instructional packages was 0.6760 which was 67.60% mean their knowledge increase 67.60%.

4. What is the level of the students' satisfactions in learning for English reading comprehension by using instructional packages?

Table 4 The Mean and Standard Deviation for Each Satisfaction Questionnaire (N = 23)

No.	Statements	\bar{X}	S.D.	Meaning	Rank
1	You enjoy activities provided in the instructional packages.	4.78	0.42	The Most Satisfactory	4
2	The knowledge gained from learning English reading comprehension can be used for communication in everyday life.	4.87	0.34	The Most Satisfactory	1
3	Practice with instructional packages of learning and illustration is interesting.	4.30	0.88	The Most Satisfactory	14
4	The instructional packages are simple and easy to understand.	4.57	0.51	More Satisfactory	12
5	The contents and activities are relevant.	4.74	0.54	The Most Satisfactory	6
6	The contents and activities in the instructional packages are appropriate.	4.74	0.45	The Most Satisfactory	6
7	Learning through instructional packages improves your English.	4.70	0.56	The Most Satisfactory	9

No.	Statements	\bar{X}	S.D.	Meaning	Rank
8	The illustrations in contents and activities of the instructional packages are compelling.	4.74	0.45	The Most Satisfactory	6
9	Learning through instructional packages helps you understand the contents well.	4.48	0.51	The Most satisfactory	13
10	Learning English reading comprehension through instructional packages is useful.	4.26	0.45	More Satisfactory	15
11	You will always feel motivated when learning English by doing and practicing with instructional packages.	4.83	0.39	The Most Satisfactory	2
12	Learning English through instructional packages enhances your autonomous learning.	4.83	0.39	The Most Satisfactory	2
13	Learning English through instructional packages enhance your critical thinking process.	4.70	0.47	The Most Satisfactory	9
14	Learning through instructional packages has effects on your English reading comprehension.	4.78	0.42	The Most Satisfactory	4
15	You have positive attitude toward learning English after learning through instructional packages.	4.65	0.57	The Most Satisfactory	11
Grand Total		4.66	0.13	The Most Satisfactory	

As revealed in Table 4, it indicates that the students' satisfactions in learning English reading comprehension by using instructional packages as a whole were at "the most satisfactory" levels (\bar{X} = 4.66, S.D. = 0.13). When considering at each item, it was found that the three highest mean scores were no. 2 "The knowledge gained from learning English reading comprehension can be used for communication in everyday life" (\bar{X} = 4.87, S.D. = 0.34),

and no.11 "You will always feel motivated when learning English by doing and practicing with instructional packages" (\bar{X} = 4.83, S.D. = 0.39), followed by no.12 "Learning English through instructional packages enhances your autonomous learning" (\bar{X} = 4.83, S.D. = 0.39), respectively. In contrast, the three lowest mean scores were no. 9 "Learning through instructional packages helps you understand the contents well." (\bar{X} = 4.48, S.D. = 0.51), followed by no.3 "Practice with instructional packages of learning and illustration is interesting" (\bar{X} = 4.30, S.D. = 0.88), and no.10 "Learning English reading comprehension through instructional packages is useful" (\bar{X} = 4.26, S.D. = 0.45), respectively.

Discussion and Conclusion

The researcher discussed the results of the effects of the instructional packages for English reading comprehension of grade 9 students as follows:

1. The Efficiency of Instructional Packages for English Reading Comprehension

The results illustrated that the first efficiency of the process (E1) were higher than the second efficiency of the outcomes (E2). That means the students got activities scores more than post-test scores. This is because they have done repeated activities; they can revise, do the activities and check the answers by themselves before doing the post-test. Consequently, they can encourage themselves to learn through the instructional packages. Moreover, the efficiency of the outcomes was lower than the efficiency of the process since the post-test was more difficult than the activities.

The finding partially was consistent with other previous studies, namely, Puangjan (1999), Peung-charoen (2000), Ruenrerng (2002),



Puncharoen (2005), Charoensuk (2006) Inpapien (2007), Promyotin (2007) who produced the instructional package entitled “A development of an English Instructional Package, “Safety at Work” through task-based learning for second year students of certificate of vocational education level.” had an efficiency of 82.94/86.04, Hortong (2008) confirmed that the efficiency of instructional package on English Communication skills was 74.56/79.18. Also, the result parallels with Phongpanit (2008) who constructed the instructional packages to develop writing skill for Prathomsuksa 1 students. She found that the instructional packages had an efficiency value of 74.76/73.30.

2. Differences between Students’ Learning Achievements

The result revealed that students who learned reading comprehension through instructional packages had higher learning achievement of reading skill on post-test mean scores than in pre-test mean scores with statistically significant difference at a .01 level. This could be concluded that instructional packages had the efficiency because it could lead the students achieve higher learning. It was quite new for the students to learn reading comprehension through the instructional packages. It could motivate the students to learn and be interested in the content more than they used to be. This result caused by the instructional packages were tried out and found the efficiency before use with the samples. Moreover, the instructional packages consisted of diverse components, and activities which supported self-learning. Therefore, students who studied through the instructional packages had higher proficiency in learning.

The result confirmed the hypothesis in Chapter One and was in accordance with the

past research works, namely, Charoensuk (2006), and Puncharoen (2005) mentioned that learning achievement of learners through instructional packages of songs for teaching English in the post-test was higher than that in the pre-test with statistically significant difference at .05 level. Additionally, Phongpanit (2008) who constructed the instructional packages to develop writing skill for Prathomsuksa 1 and the results showed that learners’ achievement in the post-test was higher than that in the pre-test with statistically significant difference at .01 level.

3. The Effectiveness Index of the Instructional Packages.

The result revealed that the effectiveness index of instructional packages for English reading comprehension was at 0.6760 which is indicated that learners progressed in learning at 67.60 %. This could be explained that the instructional packages support individual learning. Students can learn in accordance with their interests, skills and their appropriate time (Laovanich. 2006). Instructional packages are valuable in education since they endow with a systematized process for conveying self-paced instruction to individual learners (Campbell. 1977) enhance learners to gain more knowledge, progress in learning with the interesting contents, and various activities. Learning process in each instructional package is designed from easy to more difficult and easy to learn provides students achieve in learning. Students can check their answers and get the feedback by themselves so it enhances them in learning.

4. Students’ Satisfaction towards the Instructional Packages.

The result illustrated that students’ satisfactions

in learning through instructional packages were at the most satisfactory level. The findings showed that the students were satisfied with learning via instructional packages. This could be explained that the instructional packages were evaluated by the experts consequently the instructional packages had high quality, appropriate content, and suitable for the level of students. The instructional packages supported individual learning. For that reason, students who studied through the instructional packages had higher achievement in learning. Instructional packages are valuable in education since they endow with a systematized process for conveying self-paced instruction to individual learners enhance learners to gain more knowledge, progress in learning with the interesting contents, and various activities. It corresponds with Issarapreeda (2003: 310) who states that many examinations; scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning. Self-learning enhanced students need to learn, and new methods enhanced students' desired to learn. The results from the other opinions, students stated that they were satisfied with learning via instructional packages. The instructional packages were very helpful, easy and convenient to use.

The result supports the hypothesis in Chapter 1 and is consistent with past research works, including, Punchaen (2000), Chareonsuk (2006), Hortong (2008), and Promyotin (2007) who investigated the development of instructional packages, and found that learners' satisfaction towards instruction via instructional packages was at a high level. In addition, Phongpanit (2008) constructed the instructional packages to develop writing skill for Prathomsuksa 1 students, and the finding of this study showed the learners' satisfaction towards

learning via instructional packages were highly positive.

In addition, from the open-ended questions, most students stated that instructional packages were easy, helpful, and convenient to use so they were happy in learning. They mentioned that when they faced some problems or did not understand some exercises, they could go back to the pages of the contents anytime. In contrast, some students indicated that some vocabulary and contents were quite difficult for them. Finally, they wanted to learn other English contents through the instructional packages.

Pedagogical Implications

In relation to the theoretical implications of the major findings from this study, the researcher presented the following related implications for the packages of learning English reading.

1. Teacher should be careful when selecting texts or contents for reading. They should be appropriate to the topics of teaching and level of learners and made learners achieve the goal. When adapt the task of leaning packages, the teacher should provide several enjoyable tasks activities for students. Since, the variety of tasks would influence students' progress and satisfaction toward their learning.

2. Teacher should select the topics related to the students' interest which it will help them expand their language proficiency based on their background knowledge.

Suggestions for Future Research

Based on the research findings of this study, some suggestions were proposed here for future researches.

1. A comparison of language learning through



instructional packages and other teaching kit should be done.

2. Trying to find out the efficiency of instructional packages with big group of samples and other school should be examined.

3. Studying the result of learning via instructional packages with other variables such as the level of intelligence, attitude, consistency in learning, etc. should be investigated.

Conclusion

In conclusion, the researcher beliefs that the findings will be as a guideline for teachers and students who want to develop and improve their reading skills by using the instructional packages for English reading comprehension

References

- Chandavimol, M. (1998). **Reading Comprehension: An active Engagement or a Passive Experience?** PASAA, 28, 31–42.
- Chareonsuk, N. (2006). **Effect of Using English Writing Skill Package through Cooperative Learning with STAD Technique for Matthayomsuksa III Students** Unpublished M.A. Thesis, Burapha University, Thailand.
- Hortong, W. (2008). **An Instructional Package for English Communication skills by using Cooperative Learning entitled “Uttradit: The Town of Beauty” for 9th Grade Students.** M.A. Theses, Uttradit Rajabhut University, Thailand.
- Inpapien, W. (2007). **The Development of a Song Instructional Package and the Study of the Students’ Attitudes towards Learning English of Prathom Four Students at Joseph Upatham School Nakorn Pathom Province.** M.Ed.Thesis, Silapakorn University. Thailand.
- Issarapreeda, P. (2003). **Educational Psychology.** Kalasin: Prasankarnpim.
- Kitrakarn, P. (2003). **Effectiveness Index.** Mahasarakham: Faculty of Education Mahasarakham University.
- Kulkittayanon, B. (2011). **Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students.** Master’s Thesis. Buriram: Buriram Rajabhat University.
- Laovanish, V. (2006). **The Invention of an Instructional Package for Teaching Basic saw-duang with Music Accompaniment in Matthayomsuksa 4,** Chulalongkorn University Demonstration Secondary School, Thailand. Unpublished M.A. Thesis, Mahidol University.
- Liamsakul, K. (1998). **Investigating How Students Find, Choose and Remember New Vocabulary Items.** Master thesis in Applied Linguistics English for Science and Technology, Department of Applied Linguistics, School of Liberal Arts, King Mongkut’s Institute of Technology Thonburi.
- Peung-charoen, A. (2000). **A construction of instruction packages in English writing for Prathom five student.** M.A. Theses, Burapha University, Thailand.
- Phattiyathanee, S. (2003). **The Effectiveness Index and Educational Measurement.** Mahasarakham University, Mahasarakham.
- Phongpanit, W. (2008). **The Development of Instructional Packages by Play and Learn Technique to Improve Writing Skills of Prathomsuksa 1 Students.** Retrieved July 15, 2010, from <http://www.vcharkarn.com/vcafe/176148>



- Piyanukool, S. (2001). **Effects of teaching reading through discussion of text structures.** UMI Pro Quest Digital Dissertations. Retrieved May 16, 2006, from
- Promwong, C. (1987). **Teaching Material Course 213211 Material for Primary School.** Faculty of Education. Sukhothaithammatiratch University.Nontaburi: Sukhothaithammatiratch University.
- Promyotin, N. (2007). **A Development of an English Instructional Package, “Safety at Work” through Task-based Learning for Second Year Students of Certificate of Vocational Education Level.** M.A. Theses, Uttradit Rajabhut University, Thailand.
- Puangjan, P. (1999). **A Construction of Instructional Packages in English on Listening Speaking Skills for Prathom suksa I Students.**Unpublished M.A. Theses,Burapha University Thailand.
- Puncharoen, T. (2000). **The Development of Song Instructional Package for TeachingEnglish to Matthayom-Four Students at Krabyaiwongkusonkitpittayakhom School, Ratchaburi Province.** M.Ed. Thesis Silapakorn University. Thailand.
- Ruengreng, S. (2002). **The Development of English Instructional Packages on Pronoun for Matthayomsuksa 5 Students.** M.A. Theses,Burapha University, Thailand.
- Sai-yot, A. (1995). **Technique of Educational Research.** Bangkok : Suweeriyasan.
- Soonthornmanee, R. (2002). The Effect of The reciprocal Teaching Approach on The Reading Comprehension of EFL Students. **RELJ Journal: A Journal of Language Teaching and Research in Southeast Asia**, 33 (2), 125.
- Sripaiwan, R. (1974). **Teaching language skills 1.** Nonthaburi: publishing Division, Educational Technology. Sukhothaidhumathiraj University.
- Srisa-ard,B. (2002). **Basic of Research (Revised Version).** 7th ed. Bangkok : Suweeriyasan.
- Suwanbenjakul, B. (2002). **The evelopment of Web-based Instruction on Relative Clauses for Matthayomsuksa V Students at Kham-sakasaeng School, akhonratchasima.** Unpublished M.A.Thesis, Suranaree University of Technology, Thailand.