

English Reading Strategies Employed by Grade 10 Students in Buriram Province

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บทคัดย่อ

การวิจัยครั้งนี้ มีความมุ่งหมาย 1) ศึกษาพฤติกรรมการอ่านของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ในจังหวัดบุรีรัมย์ 2) เปรียบเทียบความแตกต่างพฤติกรรมการอ่านของนักเรียนระหว่างกลุ่มเก่งและกลุ่มอ่อน กลุ่มตัวอย่างในการวิจัยครั้งนี้ประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 4 ภาคเรียนที่ 1 ปีการศึกษา 2558 โรงเรียนห้วยราชพิทยาคม อำเภอห้วยราช จังหวัดบุรีรัมย์ จำนวน 34 คน ได้มาโดยการเลือกแบบเจาะจง และจากการสัมภาษณ์นักเรียนจำนวน 4 คน เครื่องมือที่ใช้ในการรวบรวมประกอบด้วย (1) แบบสอบถามสำหรับการใช้พฤติกรรมการอ่านภาษาอังกฤษ (2) แบบทดสอบการอ่าน และ (3) การสัมภาษณ์ถึงโครงสร้าง วิเคราะห์ข้อมูลโดยค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและ Independent Sample t-test โดยกำหนดค่าความมีนัยสำคัญทางสถิติที่ระดับ .05

ผลจากการวิจัยครั้งนี้พบว่า โดยภาพรวมนักเรียนใช้พฤติกรรมการอ่านภาษาอังกฤษในระดับปานกลาง โดยใช้พฤติกรรมการอ่านในด้านทฤษฎีก่อนอ่านมากที่สุดและใช้พฤติกรรมการอ่านในด้านทฤษฎีหลังอ่านน้อยที่สุด นักเรียนที่มีความสามารถทางด้านภาษาอังกฤษสูงโดยรวมใช้พฤติกรรมการอ่านในระดับ

ปานกลาง ส่วนนักเรียนที่มีความสามารถทางภาษาอังกฤษต่ำโดยรวมใช้พฤติกรรมการอ่านในระดับต่ำ ทั้งนี้ นักเรียนที่มีความสามารถทางภาษาอังกฤษสูงและต่ำมีระดับการใช้พฤติกรรมการอ่านค่อนข้างเหมือนกัน จากการเปรียบเทียบระดับการใช้พฤติกรรมการอ่านของนักเรียนทั้ง 2 กลุ่มพบว่า นักเรียนที่มีความสามารถทางภาษาอังกฤษสูงและต่ำ ใช้พฤติกรรมการอ่านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

ผลการวิจัยจากกรณีศึกษาพบว่า นักเรียนที่มีความสามารถทางภาษาสูงมีความสามารถใช้กลวิธีในการอ่านอย่างมีประสิทธิภาพมากกว่า แม้นักเรียนทั้งสองกลุ่มมีความรู้ในด้านพฤติกรรมการอ่าน แต่นักเรียนที่มีความสามารถในการอ่านต่ำสามารถประยุกต์ใช้พฤติกรรมการอ่านได้อย่างมีประสิทธิภาพเพียงเล็กน้อย ผลการวิจัยครั้งนี้อาจนำไปใช้ในการพัฒนาความสามารถในการอ่านเพิ่มขึ้นและใช้ได้อย่างมีอัตโนมัติ

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ABSTRACT

The purpose of the study was to investigate reading strategies employed by grade 10 students in Buriram province. The research questions in the study are: (1) What reading strategies are almost used by grade 10 students in Buriram province? (2) What difference in reading strategies between proficient students and low proficient students by grade 10 students in Buriram province for the qualitative study, 34 grade 10 students at Huairatpittayakom school in Buriram Province were purposively selected and these participants took the reading strategies questionnaire (RSQ). The questionnaire designed base on Oxford (1990) and reading comprehension test were employed in a quantitative method. In the qualitative study, two proficient students and two low proficient students were selected for semi-structured interview. The statistics for data analysis included mean, standard deviation, and independent samples t-test. The significant difference was set at the level of .05.

Key Words: English Reading Strategies, Grade 10 students,

The result of the study indicated that the surveyed students employed all three types of English reading strategies at a medium level. Planning strategies (before reading) were the most frequently used and evaluating (after reading) were the least frequently used. The proficient students used all three strategies at a medium level; whereas, the low proficient students were at a low level. The order of use of the strategy group employed by the proficient students and the low proficient students was rather similar. There was a significant difference of English reading strategies between the proficient students and the low proficient students at the level of 0.01

Both proficient students and low proficient students used various effective reading strategies, but the low proficient students could apply these strategies less effectively. The finding suggested that to develop the students' reading ability more frequently and automatically.

Introduction

In an academic environment, reading is considered more crucial than any other language skill. Moreover, "reading well" has been lauded for a century as one of the most crucial human accomplishments. Accordingly, many researchers have made great efforts to find a better way to read well, and most educators would agree that using reading strategies helps learners read well.

In order to help English as a second language

(ESL) and English as a foreign language (EFL) readers overcome reading problems, research in second language reading has begun to concentrate on, among other things, readers' reading strategies. Reading strategies are of interest for what they reveal about the way readers deal with written texts and how these strategies are related to reading comprehension (Piyanukool. 2001; Thampradit. 2006; Pookcharoen. 2010). Strategies have been



investigated widely for reading comprehension in general and in second and foreign language contexts in particular. Many of the studies on reading strategies use have discovered that readers spontaneously use different strategies in the reading process (Barnett. 1988; Anderson. 1991; Graves, Juel & Graves. 1998; Sheorey & Mokhtari. 2001; Mokhtari & Sheorey. 2002; McInerney. 2005).

For ESL/EFL learners, reading ideally is important for the mind and the success of students' academic career. To read, one must comprehend what has been read; otherwise, there would be no purpose in reading. Comprehension is one of the most important reading skills adolescent students need to possess. Students who have excellent reading comprehension are able to master academic content, read for pleasure, and are more likely to succeed in post-secondary goals. Unfortunately, comprehension strategy skills are not natural skills of students, but rather must be self-taught or taught by someone else (Carrell, Carson & Zhe, 1993; Mokhtari & Sheorey. 2002; Youfu. 2005). In view of the impact that reading comprehension has on secondary students' success in content area classes, it is essential that effective comprehension strategies be taught by all secondary teachers.

Students are required to read and understand texts from many different content areas in school. Thai students are not entering high school equipped with the necessary reading skills as indicated by the large failure rate on required state reading tests (Youfu. 2005; Thampradit. 2006; Buripakdi. 2008). In addition, difficulty with reading is a primary factor in a student's decision to drop out of school (Piyankool. 2001; Intaraprasert. 2004; Pookcharoen. 2010). Raising student achievement in reading has

been shown to correlate with an increase in adult earnings, increase in tax revenues, less crime, and a reduction of welfare costs (Chomphuchart. 2006; Natiladdanon. 2011).

In term of teaching English language in Thailand, English is taught in schools as a foreign language, mostly for instructional purposes. All the Thai schools use the same syllabus and the same textbooks assigned and distributed freely by the Ministry of Education (Chomphuchart. 2006; Pookcharoen. 2010; Natiladdanon. 2011). The Ministry of Education in Thailand is responsible for revising textbooks, evaluating them and approving changes in them. Changes made in the textbooks usually rely on research conducted by the ministry itself. The textbook is the main teaching material on which the students, as well as the teachers, rely. It usually contains dialogues and variety of passages, which often include expository, narrative, and descriptive subjects (Ministry of Education. 2006).

From personal experience as an English teacher, the researcher can attest that a typical English reading lesson in Thai schools includes the following six procedures: (1) the teacher presents new vocabulary, structure, and language functions through a variety of techniques. Some teachers drill these functions extensively before students encounter them in the reading passage, and some do that after students read the text and ask about those structures; (2) the students read the text silently for a few minutes and try to remember as much as they can. Some teachers write guided questions on the board, asking students to keep these questions in mind when they read silently and try to find their answers (reading for purpose); (3) the teacher asks questions. Sometimes these

questions are written on the board, as mentioned above, and sometimes they are not. Most of the answers for these questions can be taken directly from the text the students already read. It is unusual for teachers to ask high-level questions such as critical and analytical ones; (4) the teacher then reads the text aloud while the students listen. A tape recorder is sometimes used instead. Students follow in their books and in lower levels, the whole class, or individual groups read out loud after the teacher; (5) the teacher goes back to the comprehension questions to make sure that every one's answer is clear. Sometimes, the teacher might ask more questions about the text; and (6) if there is any time left in the teaching period, the teacher may ask individual students to read aloud two or three lines of the reading text. The teacher usually selects only the best students for this practice. (Thampradit. 2006; Natiladdanon. 2011).

Typically, Thai EFL teachers spend the time devoted for reading in practicing one skill, "silent reading", and on what they believe are "comprehension questions". Some EFL teachers always translate English texts into students' mother tongue immediately when their students encounter reading problems (Youfu. 2005; Chomphuchart. 2006; Natiladdanon. 2011). Therefore, it is likely that Thai students have less opportunity to practice reading skills by themselves during their reading lessons. Because of this huge gap between the world's rapid movement toward teaching reading skills and strategies and the reality of reading instruction in Thailand, the researcher thought of conducting a study to explore the reading strategies utilized among Thai EFL secondary school learners, what reading strategies they have already used effectively, and

which ones they have not. To do so, the researcher will use a new reading strategies questionnaire that utilizes cumulative and psychometric inclinations to measure reading strategies. In doing so, this study will assist secondary teachers' decisions in teaching reading comprehension skills. It will provide information on comprehension strategies and the teaching of them. The findings from this study may contribute to the information available on effective reading comprehension strategies and practices for secondary teachers to plan these reading lesson relates to students learning goals.

Research Objectives

1. To examine the reading strategies used (before reading, while reading, and after reading) among grade 10 students in Buriram Province.
2. To investigate the difference in English reading strategies between proficient students and low proficient students.

Research Questions

1. What English reading strategies are mostly used by grad 10 students in Buriram province?
2. What were the difference in reading strategies between proficient students and low proficient students ?

Significance of the Study

The study will show the general types of English reading strategies which grade 10 students in Buriram Province usually use in reading comprehension and the finding would show difference in reading strategies between proficient students and low proficient students.



Scope and Limitations of the Study

The participant selected was the grade 10 students who were thirty-four learners in a grade 10 classroom at the Huairatpittayakom School who study English as a foreign language in academic year 2015 under The Secondary Educational Service Area Office 32 during in 1st semester of academic year 2015.

Definitions of Key Terms

1. **Reading Strategies** refer to the general patterns that reveal a reader's resources for understanding (Langer, 1982). Johnson (1983) defines reading strategies as when the readers monitor, understand, and take action when necessary. In this study, the researcher defines reading strategies according to three types: planning strategies (before reading), attending strategies (while reading), and evaluating strategies (after reading) as follows

1.1 **Planning Strategies** (before-reading strategies) include selecting (learning goals), preparing (activating relevant memory schemata), gauging (determining difficulty of tasks and depth of processing involved), and estimating (predicting the information processing demands of the task).

1.2 **Attending Strategies** (while-reading strategies) include focusing (on materials), searching (relating presented information to memory), contrasting (comparing presented information to memory), and validating (confirming presented information with existing knowledge).

1.3 **Evaluating Strategies** (after-reading strategies) include testing (determining the consistency of new information) and judging; reviewing strategies include confirming (using new information), repeating (practice recall), and revising.

2. Reading Comprehension Achievement

refers to the amount of learning, meaning, and information gained which readers are able to develop while reading. This achievement is measured by a score students obtain in a comprehension test. In this study, the maximum achievement score is 20 and the minimum is zero.

3. Reading Strategies Questionnaire (RSQ)

refers a measure of reading strategy use among EFL students. It consists of general inclination statements about three types of reading strategies (planning, attending, and evaluating).

4. Grade 10 students in Buriram Province

refers to the thirty-four learners in a grade 10 classroom at the Huairatpittayakom School who study English as a foreign language in academic year 2015 under The Secondary Educational Service Area Office 32

5. **Proficient students** refer to 2 grade 10 students who are have highest score on their English Reading Comprehension test score.

6. **Low Proficient students** refer to 2 grade 10 students who are have lowest score on their English Reading Comprehension test score.

Research Design

This study is mixed methods, which involves using a survey to gather information for scientific purposes from a sample of a population, and interviews the volunteers to collect data qualitative method data of the study. It is a procedure for collecting both quantitative and qualitative data in a single study.

Ideally, one purpose of this study is to explore reading strategies employed by grade 10 students in Buriram Province The researcher collected and

analyze quantitative data obtained from the survey and collect and analyze qualitative data obtained from the interviews. Qualitative results will help in interpreting the findings of a primarily quantitative study and explain any unexpected results that arise from the quantitative study. Qualitative data will also help to gain information about how proficient and low proficient used English reading strategies differently.

Overall, the nature of this study can be called for the use of a survey research method, which is considered an effective and professional way of gathering enough data to examine the present status of reading strategy used by grade 10 students in Buriram Province. More specifically, a written questionnaire and interviews would be employed to collect the data in this study.

Population and Samples

1. Population

The target population of this study were 168 grade 10 at Huairatpittayakom School in Huairat District Buriram Province under The Secondary Educational Service Area Office 32.

2. Samples

The sample group was one class of 34 grade 10 students studying in the first semester of the academic year 2015 at Huairatpittayakom School under The Secondary Educational Service Area Office 32, selected by using purposive random sampling technique. The samples consist of 29 female students and 5 male students. Four case-study samples (2 proficient and 2 low proficient students) were volunteered.

Research Instruments

1. Reading Strategies Questionnaire (RSQ)

The reading strategies questionnaire (RSQ) will be used as a major instrument in this study. This questionnaire were employed to gain insights into grade 10 students used of English reading strategies. The RSQ adapted by the researcher and be reviewed by major advisor's suggestions and recommendations. Academically, the researcher also be pilot-tested the questionnaire to ensure its validity and reliability. The questionnaire use a five-point Likert scale. The RSQ mainly consists of 34 statements related to the three types of reading Strategy types are: (1) planning, (2) attending, and (3) evaluating.

2. Reading Comprehension Test

The reading comprehension test was the second major instrument used in this study. Commissioned by the Thai Ministry of Education in 1999, the language training and testing center developed an English proficiency test called the General English Proficiency Test (GEPT) to measure the competence of English learners in Thailand. There are five different levels for the GEPT test: Elementary, Intermediate, High-Intermediate, Advanced, and Superior. The examinees' listening, reading, writing, and speaking are all tested in the GEPT test.

3. Semi-structured Interview

The last procedure utilized in this study was a qualitative semi-structured interview of volunteering participants. This procedure was mainly utilized to address the second research question. By interviewing a sample of grade 10 students in Buriram Province, the researcher does want to check



to what extent students are aware of the different types of reading strategies (planning, attending, and evaluating); how often they use these strategies; and finally what other factors they perceive as having great impact on their comprehension.

Result

The findings of this study were as follows:

1. The results showed that the planning strategies (before reading) had the highest frequency, followed by Attending strategies (while reading) , and Evaluating (after reading) at the medium level.
2. The use of strategies in reading the proficient students and low proficient students were significantly different at the 0.05 level.

5.2 Discussion of the Findings

1.The study was conducted in grade 10 , thirty-four learners at the Huairatpittayakom School in Buriram provinve. The entire sample of the study completed the questionnaire and the test. The results show that among planning strategies (before reading) had the highest frequency, followed by Attending strategies (while reading) , and Evaluating (after reading). The finding are consistent with some of the previous studies (Hasham ,2009) ,which found the strategies are often used by grade 10 students. This result was obtained after answering the first research question (“What reading strategies are almost used by grade 10 students in Buriram Province?”)

Beside , among of the 34 items, the top five frequency used reading strategies are “Before I start reading, I try to find a suitable environment,” “While reading a text in English, I persist until I reach the goals that I make for myself,” “I like to have

a purpose in mind before I start reading,” “After I finished reading, I feel satisfied with the methods I have used to reduce stress,” and “I prefer to know what the text is about before I start reading it.”

These findings confirm those of All-Nujaidi (2003), who found EFL Saudi learners reported using most reading strategies with high and moderate frequency. He also included that Saudi learners report a significantly more frequency use of problem strategies.

This findings consistent with the result of Tarnraporn (2010) studies which indicated that in reading printed academic texts, high proficient students used the Cognitive strategies (Comprehending Strategies, Memories Strategies, and Retrieval Strategies) and Metacognitive Strategies (Planning Strategies, Monitoring Strategies, and Evaluating Strategies) more higher than lower proficient students. The result explained that high proficient students applied reading strategies and the lower proficient students used reading strategies less effectively.

On of the purpose of the study is to investigate the difference in reading strategies between proficient students and low proficient students by grade 10 students in Buriram Province use. The findings of the study demonstrated that are significant difference between proficient students and low proficient students. The results showed that proficient and low proficient students used strategies differently. The result of the study Tarnraporn (2010) also showed that there were significant difference in the planning strategies (before reading), attending(while reading), and evaluating(after reading). Proficient students use more reading strategies than low proficient students do. It is probably because

proficient students used various reading strategies in order to comprehend the text. However, low proficient students try to solve the problem in reading comprehension when they encounter difficulties. This finding is consistent with the result of Purpura (1999) investigated the relationship between strategies use and second language test performance that showed the significant differences in the categories “memory,” “cognitive,” “comprehension,” and “metacognitive.” Proficient students use reading strategies more than less proficient students. In addition, Block(1992) examined the comprehension monitoring process of L1 and L2 readers. The finding showed that proficient readers use different strategies from non-proficient readers.

Pedagogical Implications

In before-reading activities, teachers

introduce students to a particular text, elicit or provide appropriate background knowledge and activate necessary schemata.

During these activities, students can discuss text type, brainstorm, review familiar stories, skim, scan (for structure, main points, and future directions) and guessing word meanings by using context clues, word formation clues or cognate practice.

Finally, after-reading activities help check students’ comprehension and then lead students to a deeper analysis of the text. In addition, Thai EFL teachers should emphasize vocabulary learning at all levels.

Teacher should offer activities the low proficient students to learn and practice their reading strategies, so their reading ability may gradually improve and they can use the reading strategies to read more strategically.

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