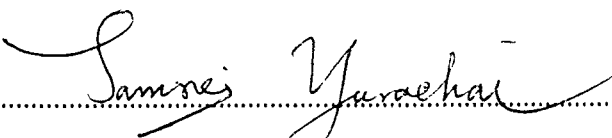
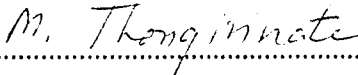



THESIS TITLE : THE DEVELOPMENT OF AN INSTRUCTIONAL MODEL FOR
ENHANCING THAI READING COMPREHENSION ABILITY
FOR PRATHOM SUKSA IV STUDENTS

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ABSTRACT

The purposes of the present study were to develop an instructional model for enhancing Thai reading comprehension ability for Prathom Suksa IV students and to compare the Thai reading comprehension ability of Prathom Suksa IV students between the group which was taught by the instructional model which had been developed for the purpose and the group taught by the conventional method.

The samples consisted of 55 Prathom Suksa IV students in Chomchon Pratai School, Pratai District, Nakhonratchasima Province during the second

semester of the 1997 school year. A group of 28 students was randomly assigned to experimental group while the remaining 27 become the controlled group. The experimental group was taught by using the instructional model for enhancing Thai reading comprehension ability which had been developed and the controlled group was taught by the conventional method.

The present study used a pretest-posttest control group design. The research instruments included the instructional model for enhancing Thai reading comprehension ability which had been developed, conventional lesson plans and a Thai reading comprehension ability test. A computer SPSS/PC+ program was employed to verify the differences in the mean by using t-test.

Conclusion of the study:

1. The teaching model for the enhancement of Thai reading comprehension ability as had been developed, comprised of three steps of teaching-learning activity, i.e.

- 1.1 Preparation for reading. This is a step in which the foundation for experience in reading is laid and objectives are stated.

- 1.2 Silent reading. In this step, the students are asked to predict future events, do silent reading, tell stories, inquire and answer question and comment on the characters in the story they have read.

- 1.3 Post-silent reading activity. In this step, the students are asked to participate in the post-silent reading activity in which a series of picture is used.

2. The Thai reading comprehension ability of the students in the experimental group which was taught by following the instructional model as had been developed was significantly higher than the controlled group at the .05 level of significance.