Thesis Title	A study of Reading Strategies Through the Analysis of Think-Aloud in English Reading Comprehension Used by Good and Poor Readers of Mathayomsuksa 5 Students in Kanchananukroh School, Kanchanaburi Province.
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Abstract

The purposes of this research were : 1) to investigate reading strategies through the analysis of think-aloud used by good and poor readers of Mathayomsuksa 5 students 2) to investigate Mathayomsuksa 5 students' reading strategies used at different levels of text difficulty and 3) to investigate the students' attitude about using think-aloud technique in reading comprehension. The population was 283 students from Mathayomsuksa 5 students in Kanchananukroh School, Kanchanaburi Province. 94 students, the subjects of the research, were selected from the percentile rank of 80 and 20 by using the reading proficiency scores.

The instruments employed for data collection consisted of : 1) reading text with the difficulty levels measured by the Fry's Readability Graph; 2) the interview pattern from Maria and Hathaway's 1993 and Kletzein 1991 used to elicit students' reading strategies; 3) the questionnaires used to elicit the students' attitude about using think-aloud technique in reading comprehension.

The data was analyzed by Chi-square, Sign Test and Mode. The results were as follow :

1. The students having different levels of reading proficiency used different reading strategies. In the pre-reading stage, the strategy exploited by good and poor readers for the difficult and easy texts was reading only words or important phrases such as capital letters, bold typed letters, charts or tables

In the while-reading stage, the only different strategy in both difficult and easy texts tackled by good and poor readers, was finding the meaning of the words from the structures of the texts.

In the post-reading stage, the only different strategy, used by good and poor readers in reading difficult texts, was using schema to understand the texts. However, there was no statistic significant difference at the level of 0.05 for the easy text in both groups.

2. The students used difficult strategies for each of the two difficult levels. Asking questions from the text is the only strategy found with no statistic significant difference at the level of 0.05.

3. Most of the students found that using think-aloud technique in reading comprehension was able to help them to understand more and had benefits in teaching foreign languages.