



47254211 : MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD : READING INFORMATIONAL TEXTS / INFORMATIONAL TEXTS

UBONWAN PRUNGWANICHPONG : THE DEVELOPMENT OF READING EXERCISES BY USING THE ACTIVE READING COMPREHENSION ACTIVITY FOR MATHAYOMSUKSA FOUR STUDENTS OF RACHINEE BURANA SCHOOL, NAKHON PATHOM. THESIS ADVISORS : ASSOC.PROF. WISA JATTIWAT, Ph.D., MRS. KANCHANA SUJIT AND ASSOC.PROF.WATTANA KAOSAN. 222 pp.

The purpose of this research is to develop and test the efficiency of reading exercises by using the active reading comprehension activity for Mathayomsuksa Four students, and to compare the students' reading abilities before and after using the relevant constructed materials, and to survey the students' opinions toward these constructed materials.

The subjects consisted of 40 Mathayomsuksa Four students taking a reading – writing course (E 41204) at Rachinee Burana School, in Nakhon Pathom. The instruments used for this experiment were: 1) eight lessons of reading exercises developed by the researcher, and the content of each lesson was based on informational texts, needs analysis, and certain language components; 2) a reading English test was used as a pretest, and as a posttest and 3) a questionnaire was used to survey the students' opinions toward the effectiveness of the constructed materials.

The experimental process and data collection was conducted according to the following steps. First, the subjects were given a 40-item pretest over 20 fifty-minute sessions, over ten weeks of the second semester of 2008. After the completion of each lesson, a reading formative test and the questionnaire were administered to measure the subjects' reading abilities and their opinions toward the materials of each lesson. After all eight lessons had been used, the posttest, the same test as the pretest, was administered to measure the subjects' perceived reading achievements. The t-test was used to analyze the data in order to measure the subjects' relevant reading abilities both before and after using these materials. The percentage average of the eight reading formative test scores was compared with that of the posttest scores in order to determine the effectiveness of the reading exercises. The mean and standard deviation of the questionnaire scores was used to survey the students' opinions toward the materials.

The findings revealed that:

1. The students' achievements on the reading exercises were 81.97 percent on the reading formative test, while they achieved 84.75 percent on the posttest. This means that the efficiency of the materials was at a high level (higher than the 75/75 criterion).
2. The students' achievement on reading after using the eight reading exercises was significantly higher than before using the materials at the 0.05 level.
3. The students' opinions toward the eight reading exercises were highly positive.

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