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| Thesis Title | A Study of Reading Strategies of Pratom Suksa Five Students with Different Levels of Reading Abilities and Reading Habits |
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ABSTRACT

The purposes of this descriptive research were 1) to investigate reading strategies of Pratom Suksa five students with different levels of reading abilities; 2) to study reading strategies of Pratom Suksa five students with different levels of reading habits; and 3) to compare the difference of reading strategies used by students with different levels of reading abilities and reading habits. The population in this study was 3,472 Pratom Suksa five students in 52 large primary schools. The 305 Pratom Suksa five students from 10 classrooms were selected by means of simple random sampling as a sample of this study. There were three instruments in this research. The first one was a questionnaire of 30 items of reading habits with 3 scales. The second one was a reading ability test of 40 multiple choice items. The third one was a 33 item interview inventory of reading strategies with 3 scales. Percentage, mean and standard deviation were used in analysis of data. One-way ANOVA was also used to analyze reading strategies of the students with different levels of reading abilities and reading habits and the group difference was tested by means of the Scheffe' method. The findings were as follows:

1. The students with low level of reading abilities had frequencies of using the 15 reading strategies, on the average, at a low level ($\bar{X} = 1.736$). The strategy most frequently used was guessing the meanings of words or discourses from the context. The strategy least frequently used was setting hypotheses. The students with average level of reading abilities had frequencies of using the 15 reading strategies, on the average, at an average level ($\bar{X} = 2.034$). The strategy most frequently used was self-questioning. The strategy least frequently used was monitoring comprehension. The students with high level of reading abilities had frequencies of using the 15 reading strategies, on the average, at an average level ($\bar{X} = 2.133$). The strategy most frequently used was rereading. The strategy least frequently used was skimming.

2. The students with low level of reading habits had frequencies of using the 15 reading strategies, on the average, at a low level ($\bar{X} = 1.724$). The strategy most frequently used was asking resource persons and using dictionaries. The strategy least frequently used was monitoring comprehension. The students with average level of reading habits had frequencies of using the 15 reading strategies, on the average, at a low level ($\bar{X} = 1.987$). The strategy most frequently used was self-questioning. The strategy least frequently used was highlighting keywords. The students with high level of reading abilities used the 15 reading strategies, on the average, at an average level ($\bar{X} = 2.118$). The strategy most frequently used was setting reading purposes. The strategy least frequently used was skimming.

3. The students with different levels of reading abilities used 9 different reading strategies. The strategies were setting reading purposes, adjusting reading speed, scanning, setting hypotheses, activating background knowledge, testing hypotheses, rereading,

monitoring, and evaluating comprehension. The other 6 strategies were self-questioning, skimming, asking resource persons, and using dictionaries, guessing the meaning of words or discourses from the context, highlighting keywords, and summarizing. The students used no different reading strategies.

4. The students with different levels of reading habits used 11 different reading strategies. They were setting reading purposes, adjusting reading speed, scanning, setting hypotheses, activating background knowledge, rereading, asking resource persons and using dictionaries, highlighting keywords, testing comprehension, and evaluating comprehension. The other 4 strategies were self-questioning, skimming, guessing the meanings of words or discourses from the context, and summarizing. The students used no different reading strategies.