

C 640029 : MAJOR CURRICULUM AND INSTRUCTION
KEYWORD:

SELF-DIRECTED LEARNING / READING / ENGLISH

KANAPORN KHOMSON : THE DEVELOPMENT OF A SELF-DIRECTED LEARNING
MODEL IN ENGLISH READING COMPREHENSION FOR UPPER SECONDARY
SCHOOL STUDENTS. THESIS ADVISORS : ASSOC.PROF. BOONMEE NENYOD, Ed.D. ;
ASSOC.PROF. SUMITRA ANGWATANAKUL, Ph.D., 300 PP. ISBN 974-637-291-2.

The purposes of this study were to develop a self-directed learning model in English reading comprehension for upper secondary school students and to evaluate the model.

The model derived from the study concentrated on a learning process that students were free to plan their learning activities by themselves or collaborating with their friends in order to achieve long term learning goals by using learning contracts as a tool to set goals derived from individual's needs, to define activities and methods to evaluate learning outcomes. Students had responsibilities to follow their contracts and gain reading supplementary knowledges from the teacher. The model was verified by experts and implemented in classroom with the quasi-experimentation. The subjects of this study were Mathayom Suksa five students from Rajvinit Bangkaew school, purposively sampling from the upper secondary school students. Two classes were randomly selected for experimentation. The controlled group with 40 students was taught through the method in the teacher's manual whereas the experimental group with 42 students was taught through a self-directed learning model in English reading comprehension for 12 weeks with two 50 minutes periods a week, 24 periods in total.

The instruments used were a reading comprehension test, a self-directed learning scales and a questionnaire. The two way Analysis of Covariance, the two way Analysis of Variance, t-test, mean, standard deviation and percentage were used for data analysis.

The findings revealed that :

1. The English reading comprehension scores of both groups were not different. The scores of the low ability students in the experimental group were significantly higher than those of the controlled group at the .01 level. The post-test scores of the experimental group were significantly higher than the pre-test scores at the .01 level.

2. The self-directed learning scores in both groups were not different. The post measurement scores of the experimental group were significantly higher than the pre measurement scores at the .01 level.

3. More than 80 percent of students in the experimental group agreed to the model's learning process excepted one item that they were pleasure not to do as the teacher force which 64.30 percents of students agreed.

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