

C2411111 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE
KEY WORD: ABILITY IN READING/ABILITY IN WRITING/DESCRIPTIVE AND
PERSUASIVE TEXTS

AROON CHATDON : RELATIONSHIPS BETWEEN ABILITY IN ENGLISH
READING AND WRITING DESCRIPTIVE AND PERSUASIVE TEXTS OF
MATHAYOM SUKSA FIVE STUDENTS, BANGKOK METROPOLIS. THESIS
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This study was conducted in order to study (1) the relationship between the ability in reading and writing English descriptive texts (2) the relationship between the ability in reading and writing English persuasive texts (3) the relationship between the ability in reading English descriptive and persuasive texts (4) the relationship between the ability in writing English descriptive and persuasive texts.

The sample consisted of 514 Mathayom Suksa 5 students which were stratified randomly from 16 secondary schools in Bangkok Metropolis. Each student was tested by (1) multiple choice form tests and recall protocols measuring student's ability in English reading descriptive and persuasive texts (2) free writing essays measuring student's ability in writing English descriptive and persuasive texts. Each pair of the obtained data was statistically analyzed by Pearson's Product Moment Correlations Coefficient. The findings were as follows :

(1) The descriptive reading recall protocol score and the descriptive writing score were negatively correlated at the significant level.001 and there were no significant correlations between the descriptive reading multiple choice score and the descriptive writing score. (2) There were no significant correlations between the persuasive reading recall protocol score and the persuasive writing score and there were significant correlations between the persuasive reading multiple choice score and persuasive writing score ($p < .001$). (3) There were no significant correlations between the ability in reading English descriptive and persuasive texts scores except the descriptive recall protocol score and the persuasive recall protocol score were significantly correlated ($p < .001$). (4) The ability in writing English descriptive and persuasive tests scores were significantly correlated ($p < .001$).