

## C241136 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD: ENGLISH READING ACHIEVEMENT/THINK ALOUD TECHNIQUE/CONVENTIONAL  
TECHNIQUE

DUANGCHAI CHONGTHANAKORN : EFFECTS OF THINK ALOUD READING TECHNIQUE  
ON ENGLISH READING COMPREHENSION ACHIEVEMENT OF MATHAYOM SUKSA FOUR  
STUDENTS. THESIS ADVISOR : ASSO.PROF. SUPATRA AKSARANUGRAHA, 201 PP.  
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The purpose of this study was to study the effects of think aloud reading technique on English reading comprehension achievement of mathayom suksa four students. The researcher taught English reading comprehension to two groups of samples which were mathayom suksa four students of the Pathumwan Demonstration School. Each group consisted of 35 students. The experimental group was taught by think aloud reading technique while the control group was taught by conventional reading technique. The research instruments constructed by the researcher were 10 lesson plans for each group and 10 English reading comprehension achievement tests used at the end of each reading passage, 10 items for each test. The reliability values of the tests were from 0.61 to 0.74. The levels of difficulty were from 0.22 to 0.77 and the levels of discrimination were from 0.20 to 0.55.

The result of the finding was that think aloud reading technique affected English reading comprehension achievement. The students taught by think aloud reading technique had higher English reading comprehension achievement than those taught by conventional reading technique at the 0.05 level of significance.