

Thesis Title	A Comparison of Matthayomsuksa 3 Students' Learning Achievement and Attitude towards English Reading Using the SQ4R Technique and Traditional Reading Technique
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ABSTRACT

The purposes of this research were to compare: 1) Matthayomsuksa 3 students' learning achievement in English reading before and after using the SQ4R technique; 2) the students' learning achievement in English reading before and after using the traditional reading technique; 3) the students' learning achievement towards English reading using the SQ4R technique and the traditional reading technique. 4) the students' attitude towards English reading using the SQ4R technique and the traditional reading technique. The sample, drawn by using group sampling, consisted of 67 Matthayomsuksa 3 students from Banraiwithaya School under the jurisdiction of the Secondary Educational Service Area Office 42 during the academic year 2014. The experimental group using the SQ4R technique comprised 36 students, and the control group using the traditional reading technique comprised 31 students. The research instruments included: 1) 6 learning management plans using the SQ4R technique and 6 using the traditional reading technique, 2) a learning achievement test with a reliability value of 0.74, 3) an attitude test towards reading English with a reliability value of 0.85. Data were analyzed in terms of mean, standard deviation and t-test.

The findings showed that:

1. The students' learning achievement after using the SQ4R technique was significantly higher than that before using it ($p < .01$).
2. The students' learning achievement after using the traditional reading technique was significantly higher than that before using it ($p < .01$).

3. The students' learning achievement using the SQ4R technique was significantly higher than that of the students using the traditional reading technique ($p < .05$).

4. The students' attitude towards English reading using the SQ4R technique was significantly higher than that of the students using the traditional reading technique ($p < .01$).