

CHAPTER 4

ANALYSIS OF THE DATA

This study investigated the English reading performance of the sophomore English-majors in Lop Buri and Phetchabun Rajabhat University. The data from this study are reported in two parts, as follows:

In the first part of the chapter, a detailed analysis and interpretation of the sampling's achievements in specific skills are explored, offering a summary of the findings relative to the general ability of all second-year students in terms of English reading skills. The second part presents some general information regarding the participants, the statistical results of the data, including background information on the subjects and the frequency with which they used English reading skills and strategies.

Part 1 General Information

Part 1 presents general information, the statistical results of the data, including background information on the subjects and the frequency with which they used English reading skills and strategies.

Table 1

Background Information on the Subjects Second-Year English Majors at Thepsatri Rajabhat University

Background Information	Number of Students	Percentage
Gender		
Male	10	22.8
Female	25	77.2
Age		
Under 18 years	0	0
18 years	2	5.7
19 years	27	77.2
Over 20 years	6	17.1
Prior Educational Study		
Academic High School	30	85.7
Vocational Education	5	14.3
English for Communication and Study Skills Grades		
A	7	20.0
B+	10	28.6
B	7	20.0
C+	5	14.3
C	3	8.6
D+	2	5.7
D	1	2.8
E	0	0

Table 1 break down the sample in terms of percentages according to gender, age, prior educational background, and their grades regarding the

English for Communication and Study Skills course. Out of a total of 35 students, there were 8 males and 27 females. There were no students under 18 years old; only two students were 18 years old, while twenty-seven were 19 years old; and six were over 20 years old. In terms of their prior educational background, it was found that most of the students (85.7%) had studied in Academic High School, while 14.3% had taken part in Vocational Education. In terms of their grades on the English for Communication and Study Skills course, the participants earned grades ranging from A to E; ranked in descending order, ten earned B+, seven earned, which A and B, five earned C+, three earned C, while two of them earned D+ and one earned D. None of the students got an E.

Table 2

Background Information of the Subjects Second-Year, English Majors at Phetchabun Rajabhat University

Background Information	Number of Students	Percentage
Gender		
Male	12	34.3
Female	23	65.7
Age		
Under 18 years	0	0
18 years	1	2.8
19 years	24	68.6
Over 20 years	10	28.6

**Table 2 (continue)**

Background Information	Number of Students	Percentage
Prior Educational Study		
Academic High School	28	80
Vocational Education	7	20
English for Communication and Study Skills Grades		
A	5	14.3
B+	8	22.9
B	11	31.4
C+	2	5.7
C	4	11.4
D+	3	8.6
D	2	5.8
E	0	0

Table 2 breaks down the sample in terms of percentages according to gender, age, prior educational background, and their grades regarding the English for Communication and Study Skills course. Out of a total of 35 students, there were 12 males and 23 females. There were no students under 18 years old; only one student was 18 years old, while twenty-four students were 19 years old, and ten over 20 years old. With regard to their prior educational background, it was found that 80% of the students had studied in Academic High School and 20% had pursued a Vocational Education. In terms of their grades on English for Communication and Study Skills, the participants earned grades ranging from A to E; ranked in descending order, eleven earned

B, eight earned B+, five earned A, four earned C, three of them earned D+, two of them earned C+ and D. None of the students, however, got an E.

Table 3

Frequency with Which Reading Skills and Strategies Are Used Second-Year English Majors at Thepsatri Rajabhat University

Reading Skills and Strategies	\bar{X}	<i>SD</i>	Frequency of Use
1. Scanning	3.20	1.21	Sometimes
2. Skimming	3.23	1.14	Sometimes
3. Finding Topics	2.80	1.05	Sometimes
4. Main Ideas and Supporting Details	3.66	1.11	Often
5. Using Referents	3.54	0.92	Often
6. Interpreting Context Clues	3.17	1.04	Sometimes
7. Using Prior Knowledge			
7.1 Experience	3.23	1.06	Sometimes
7.2 Language	2.94	0.87	Sometimes
Overall	3.22	1.05	Sometimes

Table 3 illustrates the frequency with which reading skills and strategies are used by second-year English majors at Thepsatri Rajabhat University. Overall, these second-year English majors sometimes used reading skills and strategies, the mean being 3.22. When each type of reading skill and strategy was analyzed, it was found that the students sometimes used scanning, the mean being 3.20, skimming, the mean being 3.23, finding the main topics, the mean being 3.42, interpreting context clues, the mean being 3.17, using prior knowledge of the English language, the mean being 2.94, and their own

experience, the mean being 3.23. On the other hand, they often used referent items, the mean being 3.85, as well as main ideas and supporting details, the mean being 3.28.

Table 4

Frequency with Which Reading Skills and Strategies Are Used Second-Year English Majors at Phetchabun Rajabhat University

Reading Skills and Strategies	\bar{X}	<i>SD</i>	The Frequency of Use
1. Scanning	3.03	0.79	Sometimes
2. Skimming	2.91	0.78	Sometimes
3. Finding Topics	2.49	0.74	Rarely
4. Main Ideas and Details	2.63	0.97	Sometimes
5. Using reference words	2.49	0.85	Rarely
6. Interpreting Context Clues	2.34	0.84	Rarely
7. Using Prior Knowledge			
7.1 Experience	2.71	0.75	Sometimes
7.2 Language	2.14	0.69	Rarely
Overall	2.59	0.80	Sometimes

Table 4 illustrates the frequency with which reading skills and strategies are used by second-year English majors at Phetchabun Rajabhat University. Overall, these second-year English majors either sometimes or rarely used reading skills and strategies, the mean being 2.59. When each type of reading skill and strategy was analyzed, it was found that the students sometimes used scanning, the mean being 3.03, skimming, the mean being 2.9, identifying the main idea and supporting details, the mean being 2.63, and prior knowledge

of English or their own experience, the mean being 2.71. On the other hand, they rarely used the skill of finding the main topic, the mean being 2.49, using referent items, the mean being 2.49, interpreting context clues, the mean being 2.34, and prior knowledge of the English language respectively, the mean being 2.14.

Table 5

Frequency with Which Reading Skills and Strategies Are Used Second-Year, English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Reading Skills and Strategies	TRU \bar{X}	SD	Frequency of Use	PRU \bar{X}	SD	The Frequency of Use
1. Scanning	3.20	1.21	Sometimes	3.03	0.79	Sometimes
2. Skimming	3.23	1.14	Sometimes	2.91	0.78	Sometimes
3. Finding Topics	2.80	1.05	Sometimes	2.49	0.74	Rarely
4. Main Ideas and	3.66	1.11	Often	2.63	0.97	Sometimes
5. Details	3.54	0.92	Often	2.49	0.85	Rarely
6 .Using reference words Interpreting Context	3.17	1.04	Sometimes	2.34		Rarely
7. Clues Prior Knowledge					0.84	
7.1 Experience	3.23	1.06	Sometimes	2.71	0.75	Sometimes
7.2 Language	2.94	0.87	Sometimes	2.14	0.69	Rarely
Overall	3.22	1.05	Sometimes	2.59	0.80	Sometimes

Table 5 compares the frequency with which reading skills and strategies are used by second-year English majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University. Overall, the second-year English majors at Thepsatri Rajabhat University either sometimes or often used reading skills and strategies, the mean being 3.22. However, the second-year English majors at Phetchabun Rajabhat University only sometimes or rarely used reading skills and strategies, the mean being 2.59. When each type of reading skill and strategy was analyzed, it was found that the students at Thepsatri Rajabhat University and Phetchabun Rajabhat University sometimes used scanning, the mean being 3.20 and 3.03, and skimming, the mean being 3.23 and 2.91, and prior knowledge of English and their own experience, the mean being 3.23 and 2.71 respectively. However, there are some differences in terms of the frequency with which the student groups used skills and strategies. The students at Thepsatri Rajabhat University sometimes used the skill of locating the main topics, the mean being 2.80, but the students at Phetchabun Rajabhat University rarely used this particular skill, the mean being 2.49. The students at Thepsatri Rajabhat University often used the skill of locating main ideas and supporting details, the mean being 3.66. On the other hand, the students at Phetchabun Rajabhat University sometimes used it with mean 2.63. The students at Thepsatri Rajabhat University often used referent items, the mean being 3.54; however, the students at Phetchabun Rajabhat University rarely used this particular skill, the mean being 2.49. The students at Thepsatri Rajabhat University sometimes used the skill of interpreting context clues, the mean being 3.17. On the other hand, the students at Phetchabun Rajabhat University rarely used this skill, the

mean being 2.34. Moreover, the students at Thepsatri Rajabhat University sometimes used prior knowledge of the language, the mean being 2.94, but the students at Phetchabun Rajabhat University rarely used this skill at all, the mean being 2.14.

Part 2 Students’ English Reading Ability

The following is a detailed analysis and interpretation of the participants’ achievements in specific skills, in addition to which it offers a summary of the findings relative to the general ability of all second-year students in terms of their English reading skills.

Table 6

Contents of the English Reading Skills Test

Item	Skills in Reading	Number of Passages	Number of Items
1	Scanning	9	10
2	Skimming		10
3	Using Reference Words		10
4	Interpreting Context Clues		10
5	Finding Main Topics		10
6	Locating Main Ideas and Supporting Details		10
7	Comprehension		10

Table 6 illustrates one of the main research instruments used in this study, namely the English Reading Skills Test. To evaluate the specific skills of the students, reading passages were selected from a variety of sources. This study also employed personal observation as an instrument, with an Alpha coefficient of .7941. The English Reading Skills Test consisted of a total of 9 passages with 70 questions in all, the aim being to measure reading strategies in 7 sets: scanning, skimming, using reference items, interpreting context clues, finding the main topics, as well as main ideas and supporting details, and comprehension.

Table 7

The Results for Second-Year English Majors at Thepsatri Rajabhat University on the English Reading Test

Score (Items)	Grade	No. of students	Percentage	Level of Reading Ability
59-70	Excellent (80% and up)	0.0	0.0	Advanced
47-58	Good (65% - 79%)	5.0	14.3	Upper-intermediate
35-46	Fair (50% - 64%)	30.0	85.7	Intermediate
0-34	Needs to improve (below 50%)	0.0	0.0	Beginner
Total 70		35.0	100.0	

Table 7 illustrates the results on the English reading test, expressed in terms of a percentage, produced by second-year English majors at Thepsatri Rajabhat University. It was found that none of them were graded as excellent,

although 14.3% were graded as good, and 85.7% as fair, none of them were graded as in need of improvement.

Table 8

The results for second-year English majors at Phetchabun Rajabhat

University on the English reading test

Score (Items)	Grade	No. of students	Percentage	Level of Reading Ability
59-70	Excellent (80% and up)	0.0	0.0	Advanced
47-58	Good (65% - 79%)	1.0	2.8	Upper-intermediate
35-46	Fair (50% - 64%)	22.0	62.9	Intermediate
0-34	Needs to improve (below 50%)	12.0	34.3	Beginner
Total 70		35.0	100.0	

Table 8 shows the results on the English reading test, expressed in terms of a percentage, produced by second-year English majors at Phetchabun Rajabhat University. It found that none of them were graded as excellent, 2.8% were graded as good, 62.9% as fair, and 34.3% as in need of improvement.

According to the results presented in Table 9, 61.36% of the second-year English majors at Thepsatri Rajabhat University earned the grade of 'fair' for the English reading skills test, while 50.93% of their counterparts at Phetchabun Rajabhat University also earned the grade of 'fair' on the same test. When each type of reading skill was analyzed, it was found that these second-year, English majors were graded as fair and were at the intermediate level for all seven

categories. The second-year English majors at Phetchabun Rajabhat University were also graded as fair, but were at the intermediate level in only four categories, while in three categories were at the beginners' level and considered in needed of improvement. In comparing the results of the English reading test, the second-year English majors at both Thepsatri Rajabhat University and Phetchabun Rajabhat University scored the highest (63.98% and 55.15% respectively) with regard to Interpreting Context Clues. As for the lowest score, the subjects at Thepsatri Rajabhat University got 59.15% in Finding the Main Topic, while their counterparts at Phetchabun Rajabhat University got 47.14% in Comprehension.

Table 9

Summary of English Reading Ability in All 7 Categories of Second-Year English Majors at Thepsatri Rajabhat and Phetchabun Rajabhat Universities

English Reading Skills Ability	Percentage		Rank		Grade		Level	
	TRU	PRU	TRU	PRU	TRU	PRU	TRU	PRU
1. Scanning	61.20	52.56	4	2	Fair	Fair	Intermediate	Intermediate
2. Skimming	63.15	52	2	3	Fair	Fair	Intermediate	Intermediate
3. Finding Topics	59.15	49.43	7	4	Fair	Needs to improve	Intermediate	Beginner
4. Main Ideas and Details	60.57	48.86	5	5	Fair	Needs to improve	Intermediate	Beginner
5. Using reference words	59.49	51.43	6	6	Fair	Fair	Intermediate	Intermediate
6. Context Clues	63.98	55.15	1	1	Fair	Fair	Intermediate	Intermediate
7. Comprehension	62	47.14	3	7	Fair	Needs to improve	Intermediate	Beginner
Total	61.36	50.93			Fair	Fair	Intermediate	Intermediate and beginner

Table 10

T-Test of the English Reading Test Scores of Second-Year English Majors at Thepsatri Rajabhat and Phetchabun Rajabhat Universities

Group of Students	<i>n</i>	\bar{X}	<i>SD</i>	<i>t</i> -value	<i>df</i>	Sig.
TRU students	35	42.8857	3.55438	-6.870	68	.000
PRU students	35	35.6571	5.11021		60.658	.000

Table 10 outlines the comparison of the results of the English reading test obtained by second-year English majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University. Overall, the students at Thepsatri Rajabhat University scored higher than their counterparts at Phetchabun Rajabhat University, the mean being 42.8857. Phetchabun Rajabhat University obtained a lower score, the mean being 35.6571. The result of the *t* test was -6.870, at a level of significance of .000. Since this was less than .05, it meant that the level of English reading skills of second-year students at Thepsatri Rajabhat University was different from that of their counterparts at Phetchabun Rajabhat University.

Table 11

Summary of English Reading Abilities in 7 Categories of Second-Year English Majors at Thepsatri Rajabhat University

English Reading Skills Ability	Percentage	Grade	Level
Scanning	61.20	Fair	Intermediate
Skimming	63.15	Fair	Intermediate
Finding Topics	59.15	Fair	Intermediate

Table 11 (continue)

English Reading Skills Ability	Percentage	Grade	Level
Main Ideas and Details	60.57	Fair	Intermediate
Using reference words	59.49	Fair	Intermediate
Interpreting Context Clues	63.98	Fair	Intermediate
Comprehension	62	Fair	Intermediate
Total Score	61.36	Fair	Intermediate

According to the results of the English reading skills test presented in Table 11, the second-year English majors at Thepsatri Rajabhat University were graded ‘fair’, with a total score of 61.36%. When each type of reading skill was analyzed, it was found that the students earned ‘fair’ grades and were in the intermediate level for all seven categories. In terms of their English reading scores, in descending order the participants scored highest on Interpreting Context Clues with 63.98%; Skimming with 63.15%; Comprehension with 62%; Scanning with 61.20%; and Identifying Main Ideas and Supporting Details with 60.57%; Using Referent Items with 59.49%, and Finding Main Topics with 59.15%, respectively.

Table 12

Summary of English Reading Abilities in 7 Categories of Second-Year English Majors at Phetchabun Rajabhat University

English Reading Skills Ability	Percentage	Grade	Level
Scanning	52.56	Fair	Intermediate
Skimming	52	Fair	Intermediate
Finding Topics	49.43	To be improved	Beginner

**Table 12 (continue)**

English Reading Skills Ability	Percentage	Grade	Level
Main Ideas and Details	48.86	To be improved	Beginner
Using reference words	51.43	Fair	Intermediate
Interpreting Context Clues	55.15	Fair	Intermediate
Comprehension	47.14	To be improved	Beginner
Total Score	50.93	Fair	Intermediate

According to the results presented in Table 12, the second-year English majors at Phetchabun Rajabhat University were graded 'fair', with a total score of 50.93%. When each type of reading skill was analyzed, it was found that these students were graded as 'fair' and were in the intermediate level in four categories; these were Contextual Clues, with a score of 55.15%; Scanning with 52.56%; Skimming with 52% and Using Reference Words with 51.43%. Nevertheless, in three categories they were at beginners' level and were considered in need of improvement; these were as follows: Finding Main Topics with a score of 49.43%; Main Ideas and Details with 48.86% and Comprehension with 47.14% respectively.

Table 13

Results of the English Reading Test: Use of Scanning Skills by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
2	27	77.71	28	80
9	23	65.7	27	77.1

Table 13 (continue)

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
9			30	85.7
16	25	71.4	16	45.7
23	17	48.6	15	42.9
30	19	54.3	11	31.4
37	17	48.6	14	40
44	21	60	12	34.3
51	20	57.1	18	51.4
57	22	62.9	13	37.1
65	23	65.7		
Total		61.20		52.56

Table 13 illustrates the results regarding the comparison of the Scanning Skills used on the English reading test by students from both universities. Overall, the second-year English majors at both institutions were graded as ‘fair’ and were in the intermediate level, but their percentages were different. The students at Thepsatri Rajabhat University got 61.20%, whereas their counterparts at Petchabun Rajabhat University got 52.56%. When each item pertaining to scanning was analyzed, it was found that the students at Thepsatri Rajabhat University could pass the part of the test dealing with this skill with a score of 8 out of 10, with 24 (77.71%) out of the 35 subjects receiving the highest score on item 2. On the other hand, Phetchabun Rajabhat University could pass the part of the test dealing with this skill with a score of 4 out of 10, with 30 (85.7%) of the 35 subjects obtaining the highest score on item 16. As for the lowest score, 17 subjects at Thepsatri Rajabhat University got 48.6% on items

23 and 37, whereas 11 subjects at Phetchabun Rajabhat University got 31.4% on item 37.

Table 14

Results of the English Reading Test: Use of Scanning Skills by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
4	26	74.3	26	74.3
11	23	65.7	25	71.4
18	19	54.3	14	40
25	21	60	18	51.4
32	19	54.3	19	54.3
39	24	68.6	17	48.6
46	18	51.4	13	37.1
56	24	68.6	15	42.9
60	23	65.7	17	48.6
69	24	68.6	18	51.4
Total		63.15		52.0

Table 14 contains the results regarding the comparison of the Scanning Skills used on the English reading test by students from both universities. Overall, the second-year English majors at both institutions were graded as 'fair' and were in the intermediate level, but their percentages were different. The students at Thepsatri Rajabhat University got 63.15%. However, the students at Petchabun Rajabhat University scored 52%. When each item

pertaining to the skill of skimming was analyzed, it was found that the students at Thepsatri Rajabhat University obtained a full score. On the other hand, students at Phetchabun Rajabhat University managed to pass the items relating to this skill with a score of 5 out of 10. As for the highest score, 26 subjects from each institution (74.3%) got the highest score on item 4. For both of the universities, the lowest score was on item 46, although the percentages were different. The students at Thepsatri Rajabhat University scored 51.4%, while their counterparts at Phetchabun Rajabhat University got 37.1% on this item.

Table 15

Results of the English Reading Test: Use of Finding the Main Topic Skill by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
5	19	54.3	23	65.7
12	24	68.6	26	74.3
19	19	54.3	16	45.7
26	17	48.6	16	45.7
33	21	60	15	42.9
40	18	51.4	16	45.7
47	23	65.7	12	34.3
53	22	62.9	16	45.7
59	24	68.6	17	48.6
67	20	57.1	16	45.7
Total		59.15		49.43

Table 15 displays the results regarding the comparison of the Finding the Main Topic Skill used on the English reading test by students from both universities. Overall, the second-year English majors at Thepsatri Rajabhat University were graded as 'fair' and were in the intermediate level, with 59.15%, whereas their counterparts at Phetchabun Rajabhat University scored 49.43%. Thus, they were considered to be at the beginners' level and hence in need of improvement. When each item relating to Finding the Main Topic was analyzed, it was found that the students at Thepsatri Rajabhat University managed to score 9 out of 10 on this skill, with 24 of them (68.60%) obtaining the highest score on items 12 and 59. On the other hand, the students at Phetchabun Rajabhat University manage to score only 2 out of 10, with 26 of them (74.3%) obtaining the highest score on item 12. As for the lowest score, the students at Thepsatri Rajabhat University got 48.6% on items 26, whereas their counterparts at Phetchabun Rajabhat University got 34.3% on item 47.

Table 16

Results of the English Reading Test: Use of Skills Regarding Identification of Main Ideas and Supporting Details by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
6	20	57.1	16	45.7
13	21	60	21	60
20	22	62.9	14	40
27	18	51.4	18	51.4
34	20	57.1	15	42.9

Table 16 (continue)

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
41	19	54.3	15	42.9
48	23	65.7	14	40
55	19	54.3	14	40
63	22	62.9	17	48.6
68	28	80	27	77.1
Total		60.57		48.86

Table 16 shows the findings regarding the skill pertaining to the Identification of Main Ideas and Supporting Details used on the English reading test by students from both universities. Overall, students at Thepsatri Rajabhat University were graded as 'fair' and were in the intermediate level with 60.57%, whereas their counterparts at Phetchabun Rajabhat University scored only 48.86%. This placed them at the beginners' level and thus in need of improvement. When each item on the test pertaining to the Identification of Main Ideas and Supporting Details was analyzed, it was found that the students at Thepsatri Rajabhat University managed to get a full score, with 28 of them (80%) obtaining the highest score on item 68. On the other hand, their counterparts at Phetchabun Rajabhat University managed to score only 3 out of 10. However, 27 subjects (77.1%) got the highest score on item 68. As for the lowest score, the students at Thepsatri Rajabhat University got 51.4% on item 27, whereas their counterparts at Phetchabun Rajabhat University got 40% on items 20, 48 and 55 respectively.

Table 17

Results of the English Reading Test: Use of Skill Regarding Referent Items by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
3	25	62.9	28	80
10	21	60	28	80
17	27	77.71	29	82.9
24	21	57.1	11	31.4
31	20	54.3	14	40
38	19	60	14	40
45	17	48.6	15	42.9
52	17	48.6	14	40
58	19	54.3	11	31.4
66	22	71.4	16	45.7
Total		59.49		51.43

Table 17 contains the findings regarding the skill pertaining to the Use of Reference Items on the English reading test by students from both universities. Overall, students at both institutions were graded as 'fair' and were in the intermediate level, but their percentages were different. The students at Thepsatri Rajabhat University got 59.49%. However, the students at Phetchabun Rajabhat University got 51.43%. When each item relating to the Use of Referent Items was analyzed, it was found that the students at Thepsatri Rajabhat University scored 8 out of 10, while 27 of them (77.71%) got the highest score on item 17. On the other hand, their counterparts at Phetchabun

Rajabhat University achieved a score of only 3 out of 10 although 29 of them (82.9%) got the highest score on item 17. With regard to the lowest score, the students at Thepsatri Rajabhat University got 48.6% on items 45 and 52, while their counterparts at Phetchabun Rajabhat University got 31.4% on items 24 and 58 respectively.

Table 18

Results of the English Reading Test: Use of Skill Regarding Interpretation of Context Clues by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
1	24	68.6	26	74.3
8	26	74.3	28	80
15	24	68.6	29	82.9
22	22	62.9	18	51.4
29	18	51.4	15	42.9
36	19	54.3	13	37.1
43	20	57.1	14	40
50	28	80	15	42.9
54	26	74.3	21	60
64	17	48.6	14	40
Total		63.98		55.15

Table 18 displays the results regarding the use of on Context Clues on the English reading test by students from both universities. Overall, students at both institutions were graded as 'fair' and were in the intermediate level, but their percentages were different. The students at Thepsatri Rajabhat

University scored 63.98%, while their counterparts at Petchabun Rajabhat University scored only 55.15%. When each item relating to the use of context clues was analyzed, it was found that the students at Thepsatri Rajabhat University managed a score of 9 out of 10, with 28 of them (80%) achieving the highest score on item 50. On the other hand, students at Phetchabun Rajabhat University scored 5 out of 10, with 29 of them (82.9%) scoring highest on item 15. As regards the lowest score, the students at Thepsatri Rajabhat University got 48.6% on item 64, while their counterparts at Phetchabun Rajabhat University got 37.1% on item 36.

Table 19

Results of the Comprehension Items on the English Reading Test Achieved by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

Items (10)	No. of TRU Students	Percentage	No. of PRU Students	Percentage
7	26	74.3	25	71.4
14	22	62.9	29	82.9
21	21	60	15	42.9
28	20	57.1	13	37.1
35	18	51.4	11	31.4
42	19	54.3	13	37.1
49	23	65.7	11	31.4
61	25	71.4	16	45.7
62	26	74.3	15	42.9
70	17	48.6	17	48.6
Total		62		47.14

Table 19 contains the results regarding the Comprehension items on the English reading test, achieved by students at both universities. Overall, students at both institutions were rated as 'fair' and were in the intermediate level. Students at Thepsatri Rajabhat University ended up with a total score of 62%, while their counterparts at Phetchabun Rajabhat University score only 47.14%, thus indicating that they were at the beginners' level and hence in need of improvement. When each item on the test relating to comprehension was analyzed, it was found that the students at Thepsatri Rajabhat University managed to score 9 out of 10, with 26 of them (74.3%) achieving the highest score on items 7 and 62. On the other hand, their counterparts at Phetchabun Rajabhat University managed a score of only 2 out of 10. In all, 29 subjects (82.9%) got the highest score on item 14. With regard to the lowest score, the students at Thepsatri Rajabhat University got 48.6% on item 70, while their counterparts at Phetchabun Rajabhat University got 31.4% on items 35 and 49 respectively.

According to the results of the English reading test presented in Table 20, the frequency with which second-year English majors at Thepsatri Rajabhat University used reading skills and strategies was 0.295, while for their counterparts at Phetchabun Rajabhat University it was 0.561. This means that both of their chi-square results were more than .05, so their score did not correlate with the frequency with which they used reading skills and strategies.

From Table 20, it may be observed that even though none of the students at Thepsatri Rajabhat University used reading skills and strategies 'always', their grades ranged from 'excellent', through 'good', and 'fair', to 'in need of

improvement. There were three students who often used reading skills and strategies and earned a 'good' grade, while six students who often used reading skills and strategies were graded as 'fair'. Only one student sometimes used reading skills and strategies, but was nevertheless graded as 'good'. Twelve students sometimes used the reading skills and strategies and were rated as 'fair'. None of the students claimed to have 'almost never' used the reading skills and strategies and earned grades ranging all the way from 'excellent' to 'in need of improvement'. As for the results of the students at Phetchabun Rajabhat University, none of them claimed to have used reading skills and strategies 'always' or 'often', and earned grades ranging all the way from 'excellent' to 'in need of improvement'. Only one student who claimed to use reading skills and strategies only 'sometimes' was graded as 'good'. Fourteen students who claimed to use reading skills and strategies only 'sometimes' were graded as 'fair'. Three students who stated that they 'sometimes' used reading skills and strategies were in need of improvement. Eight students who 'rarely' used reading skills and strategies were rated as 'fair'. On the other hand, nine students who 'rarely' used reading skills and strategies were in need of improvement. None of the students claimed to have 'almost never' used reading skills and strategies, and earned grades ranging all the way from 'excellent' to 'in need of improvement'.

Table 20

The Results of the English Reading Skills Test Showing the Frequency of Use of Reading Skills and Strategies by Second-Year English Majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University

The frequency with which reading skills and strategies are used	No. of TRU Students				No. of PRU Students			
	Excellent	Good	Fair	In need of improvement	Excellent	Good	Fair	In need of improvement
Always	0	0	0	0	0	0	0	0
Often	0	3	6	0	0	0	0	0
Sometimes	0	1	12	0	0	1	14	3
Rarely	0	0	3	0	0	0	8	9
Almost never	0	0	0	0	0	0	0	0
Total 35	0	4	31	0	0	1	22	12
chi-square = 0.295					chi-square = 0.561			

Table 21

The Results of the English Reading Skills Test Showing the Frequency of Use of Reading Skills and Strategies, Item by Item, by Second-Year English Majors at Thepsatri Rajabhat University

Skills	Percentage	Frequency of using skills and strategies	Chi-square	Rank
1. Scanning	61.20	Sometimes	.002	2
2. Skimming	63.15	Sometimes	.108	3
3. Finding Topics	59.15	Sometimes	.528	5
4. Main Ideas and Details	60.57	Often	.000	1
5. Using Reference Words	59.49	Often	.000	1
6. Context Clues	63.98	Sometimes	.110	4
7. Comprehension	62	Sometimes	.000	1
	61.36	Sometimes and Often		

Table 21 correlates the results of the English reading test and the frequency with which reading skills and strategies are used by second-year English majors at Thepsatri Rajabhat University. When each skill was analyzed, it was found that there was a correlation between some reading skills and the frequency with which such reading skills and strategies are used. This was true of scanning with a chi-square of .002, locating main ideas and supporting details, with a chi-square of .000, the use of reference words, with a chi-square of .000, and comprehension, with a chi-square of .000. Thus, there is a correlation between these skills and the frequency with which they are used because each skill has a chi-square of less than .05. However, there were some skills for which there was no correlation because they yielded a chi-square of

more than .05, such as skimming, with a chi-square of .108, finding the main topic, with a chi-square of .528, and interpreting context clues, with chi-square of .110, respectively.

Table 22

The Results for Each Individual English Reading Skill and the Frequency with Which that Skill Is Used by Second-Year English Majors at Phetchabun Rajabhat University

Skills	Percentage	Frequency of using skills and strategies	Chi-square	Rank
1. Scanning	52.56	Sometimes	.000	1
2. Skimming	52	Sometimes	.000	1
3. Finding Topics	49.43	Rarely	.004	2
4. Main Ideas and Details	48.86	Sometimes	.000	1
5. Using Reference Words	51.43	Rarely	.000	1
6. Context Clues	55.15	Rarely	.184	3
7. Comprehension	47.14	Sometimes and Rarely	.000	1
	50.93	Sometimes and Rarely		

Table 22 outlines the correlation between English reading skills and the frequency with which such skills are used of using the reading skills by second-year English majors at Phetchabun Rajabhat University. Overall, the English reading skills and the frequency with which these students used them were in approximate correlation. This means that most of the chi-squares for the reading skills and the frequency of their use were less than .05, indicating that there was a correlation between reading skills and the frequency with which

they are used. When each individual skill was analyzed, it was found that most of the English reading skills correlated with the frequency of their use, such as scanning, with a chi-square of .000, skimming, with a chi-square of .000, finding the main topic, with a chi-square of .004, locating main ideas and supporting details, with a chi-square of .000, using reference words, with a chi-square of .000, and comprehension, with a chi-square of .000. Only with regard to the interpretation of context clues skill was there no correlation, with a chi-square of .184.

Summary

In summary, the finding of this study illustrated the statistical data presentation and discussion. The data presented was classified into two parts. The first consisted of general information, the statistical results of data, including information on the subjects' background and the Frequency with Which English Reading Skills and Strategies Are Used. The second part consisted of a detailed analysis and interpretation of the achievements of the sample population in terms of specific skills, offering a summary of the findings relative to the general ability in English reading skills of all second-year students. The preliminary discussions were presented below each table. The results showed the abilities and the problematic areas confronting the subjects with regard to reading skills in both Thepsatri Rajabhat University and Phetchabun Rajabhat University, respectively. The results were further analyzed by comparing the students'

abilities regarding reading skills and the frequency with which they used such skills and strategies.

