

CHAPTER 5

FINDINGS AND CONCLUSIONS

This chapter discusses the results of the English reading skills test in terms of the seven skills tested and the frequency with which such skills and strategies are used, as presented in Chapter 4. The chapter begins with the answers to the research questions regarding the English reading skills of second-year English majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University, based on their test results. Following this, the frequency with which English reading skills and strategies are used will be discussed. The chapter concludes with the limitations of the research and suggestions for future research.

Summary of the Findings

The aim of this study was to investigate the results regarding the seven English reading skills tested and the frequency with which such skills and strategies are used by second-year English majors at Thepsatri Rajabhat University and Phetchabun Rajabhat University.

This study attempted to answer the following research questions:

1. How well do English majors perform in using reading strategies?

2. How efficient are the second-year English majors when they read English texts?

3. What problems do second-year English majors encounter and which reading skills do they use when reading?

How Well do Second-year English Majors Perform in using Reading Skills?

According to the results presented in Chapter 4, overall, the second-year English majors at Thepsatri Rajabhat University sometimes used the reading Skills and strategies. When each type of reading skill and strategy was analyzed, it was found that these students sometimes used scanning, skimming, finding the main topic, the skill of interpreting context clues, using prior knowledge of the English language and their own experience. In contrast they often used the skill of decoding reference words and of identifying main ideas and supporting details, respectively.

Moreover, the second-year English majors at Phetchabun Rajabhat University either sometimes or only rarely used reading skills and strategies. When each type of reading skill and strategy was analyzed, it was found that second-year English majors ‘sometimes’ used the skills of scanning, skimming, identifying main ideas and supporting details, as well as their own prior knowledge and experience of the world. However, they rarely used skills relating to finding the main topic, using reference words, interpreting context clues, and using their prior knowledge of the English language.

How Efficient are Second-year English Majors when they Read English Texts?

The results presented in Chapter 4 illustrated the results, in terms of percentages, achieved by second-year English majors at Thepsatri Rajabhat University on the English reading test. It found that none of them were graded as 'excellent', although five students were graded as 'good', placing them in the upper-intermediate level of English reading ability. Furthermore, thirty students were graded as 'fair', placing them in the intermediate level of English reading ability, and none of the students were graded as 'in need of improvement'.

With regard to the results achieved on the English reading test by the second-year English majors at Phetchabun Rajabhat University, it was found that none of them were graded as 'excellent', and only one was graded as 'good' and in the upper-intermediate level of English reading ability. A total of twenty-two students were graded as 'fair', thus placing them in the intermediate level of English reading ability, while twelve students were graded as 'in need of improvement, meaning that they were at the beginners' level in terms of English reading ability.

In comparing the scores of both groups of university students, it was found that the most of the students at both institutions were graded as 'fair', thereby placing them in the intermediate level in terms of English reading ability. None of the students at Thepsatri Rajabhat University or Phetchabun Rajabhat University was graded 'excellent'. At the same time, none of the students at Thepsatri Rajabhat University were graded as 'in need of

improvement', while some of the students at Phetchabun Rajabhat University were also graded as 'in need of improvement, meaning that they were all at the beginners' level in terms of English reading ability.

The difference on the *t* test for both groups of university students was - 6870, the level of significance being .000.

When comparing each type of reading skill, the results for the skill of scanning showed that students from both institutions were graded as 'fair' in the use of this skill, thereby placing them in the intermediate level of English reading ability. It was also found that the students at Thepsatri Rajabhat University managed to achieve a score of nine out of ten in the use of scanning as a skill. With regard to scanning, twenty-seven of thirty-five subjects got the highest score on item two. On the other hand, their counterparts at Phetchabun Rajabhat University scored only four out of ten on this skill. Thirty out of thirty-five subjects got the highest score on item sixteen. As for the lowest score on scanning, seventeen of the subjects at Thepsatri Rajabhat University got the lowest score on items twenty-three and thirty-seven respectively, whereas eleven of the subjects at Phetchabun Rajabhat University got the lowest score on item thirty-seven.

With regard to the results for the skill of skimming, it was found that students at both of institutions achieved grades of 'fair', thereby placing them in the intermediate level in this regard. When each item relating to skimming was analyzed, it was found that the students at Thepsatri Rajabhat University achieved a full score. On the other hand, their counterparts at Phetchabun Rajabhat University managed to score only five out of ten. With regard to the

highest score on this particular skill, twenty-six subjects from each institution got the highest score on item four. Both groups of students got the lowest score on item forty-six.

As for the results regarding the skill of finding the main topic, the second-year English majors at Thepsatri Rajabhat University were rated as 'fair', thus placing them in the intermediate level in this regard. However, the students at Phetchabun Rajabhat University were 'in need of improvement, meaning that they were at the beginners' level in terms of this skill. When each item relating to finding the main topic was analyzed, it was found that the students at Thepsatri Rajabhat University did well, scoring nine out of ten. Twenty-four of them got the highest score on items twelve and fifty-nine respectively. On the other hand, their counterparts from Phetchabun Rajabhat University scored only two out of ten, with twenty-six of them achieving the highest score on item twelve. As for the lowest score on finding the main topic, the students at Thepsatri Rajabhat University scored the lowest on item twenty-six, whereas those at Phetchabun Rajabhat University got the lowest score on item forty-seven.

With regard to the results for the skill of identifying the main idea and supporting details, the second-year English majors at Thepsatri Rajabhat University were graded as 'fair', thereby placing them in the intermediate level. In this regard, however, their counterparts at Phetchabun Rajabhat University were considered 'in need of improvement', meaning that that were at the beginners' level. When each item relating to the identification of main ideas and details was analyzed, it was found that the students at Thepsatri Rajabhat

University achieved a full score on this item. Twenty-eight of them got the highest score on item sixty-eight. On the other hand, those at Phetchabun Rajabhat University scored only three out of ten on this particular skill. There were twenty-seven subjects got the highest score on item sixty-eight. As for the lowest score, the students at Thepsatri Rajabhat University scored the lowest on item twenty-seven, whereas their counterparts at Phetchabun Rajabhat University got the lowest score on items twenty, forty-eight and fifty-five.

With regard to the skill of using reference words, students at both institutions were graded as 'fair', thus placing them in the intermediate level in this regard. When each item relating to the use of reference words was analyzed, it was found that the students at Thepsatri Rajabhat University did well, scoring eight out of ten. Twenty-seven of them got the highest score on item seventeen. On the other hand, their counterparts at Phetchabun Rajabhat University scored three out of ten. Twenty-nine of them got the highest score on item seventeen. For the lowest score, the students at Thepsatri Rajabhat University got the lowest score on items forty-five and fifty-two, whereas those at Phetchabun Rajabhat University got the lowest score on items twenty-four and fifty-eight respectively.

With regard to the skill of interpreting context clues, students at both institutions were graded as 'fair', thus placing them in the intermediate level in terms of this particular skill. When each item pertaining to the interpretation of context clues was analyzed, it was found that the students at Thepsatri Rajabhat University performed well, scoring nine out of ten, with twenty-eight of them obtaining the highest score on item fifty. On the other hand, their

counterparts at Phetchabun Rajabhat University scored only five out of ten, with twenty-nine of them receiving the highest score on item fifteen. As for the lowest score, the students at Thepsatri Rajabhat University got the lowest score on item sixty-four, whereas those at Phetchabun Rajabhat University got the lowest score on item thirty-six.

As for the results regarding comprehension, the second-year English majors at Thepsatri Rajabhat University were rated as 'fair', thereby placing them in the intermediate level in terms of this particular skill. In contrast, those at Phetchabun Rajabhat University were found to be at the beginners' level and thus 'in need of improvement'. When each item pertaining to comprehension was analyzed, it was found that the students at Thepsatri Rajabhat University again did well, scoring nine out of ten, with twenty-six of them gaining the highest score on items seven and sixty-two respectively. On the other hand, their counterparts at Phetchabun Rajabhat University scored only two out of ten, with twenty-nine students from this group obtaining the highest score on item fourteen. As for the lowest score, the students at Thepsatri Rajabhat University got the lowest score on item seventy but the students at Phetchabun Rajabhat University got the lowest score on items thirty-five and forty-nine respectively.

What Problems do Second-year English Major Encounter when Reading and which Reading Skills do they use During the Reading Process?

According to the results presented in Chapter 4, it can be concluded that the use English reading skills and the frequency with which such of skills

and strategies were used by the second-year English majors at Thepsatri Rajabhat University resulted in a Chi-square value of 0.295. For the second-year English majors at Phetchabun Rajabhat University, however, it was 0.561. Since the chi-square values for both groups were more than .05, therefore, there was no correlation between their English reading skills and the frequency with which they employed such skills and strategies.

None of the students at Thepsatri Rajabhat University claimed to 'always' use reading skills and strategies, yet they earned grades ranging all the way from 'excellent', through 'good' and 'fair', to 'in need of improvement'. Three students who reported using reading skills and strategies 'often' were 'graded' as 'good', while six who made the same claim were graded as 'fair'. Only one student who claimed to use the reading skills and strategies 'sometimes' was rated as 'good', while twelve students who made the same claim were merely graded as 'fair'. None of the students claimed to 'almost never' use reading skills and strategies, yet earned grades ranging all the way from 'excellent', through 'good' and 'fair', to 'in need of improvement'. In comparing these results with those from Phetchabun Rajabhat University, it was found that none of them claimed to 'always' or 'often' use reading skills and strategies, and yet earned grades ranging all the way from 'excellent', through 'good' and 'fair', to 'in need of improvement'. Only one student 'sometimes' used reading skills and strategies, but nevertheless was graded as 'good'. Fourteen students who made the same claim were merely graded as 'fair'. Three students who 'sometimes' used reading skills and strategies were found to be 'in need of improvement'. Eight students who claimed to use

reading skills and strategies only 'rarely' were rated as 'fair', while nine students who made the same claim were found to be 'in need of improvement'. None of the students claimed to 'almost never use' reading skills and strategies and yet earned grades ranging all the way from 'excellent', through 'good' and 'fair', to 'in need of improvement'.

With regard to the correlation between the results of the English reading test and the questionnaire designed to determine the frequency of using the reading skills and strategies by the second-year English majors at Thepsatri Rajabhat University, a certain amount of correlation was found. For example, when each individual skill was analyzed, it was found that there was a correlation between certain reading skills and the frequency with which such skills and strategies were used since each skill had a Chi-Square value of less than .05. These included scanning, locating main ideas and supporting details, using reference words and comprehension. However, there were some skills that did not correlate with frequency of use since the chi-square value was more than .05. These included the skills relating to skimming, finding the main topic and interpreting context clues, respectively.

With regard to the correlation between the results of the English reading test and the questionnaire designed to determine the frequency of using the reading skills and strategies by the second-year English majors at Phetchabun Rajabhat University, overall, an approximate correlation was found. This means that mean most of the chi-square values in this regard were less than .05, this indicating that, in the main, there *was* a correlation. When each skill was analyzed, it was found that there was a correlation between most of the

English reading skills and the frequency with which such skills and strategies were used. These included scanning, skimming, finding the main topic, identifying main ideas and supporting details, using reference words, and comprehension skills. Only context clues skill did not correlate.

Limitations



Although the study was able achieve its stated purposes, it was nevertheless subject to certain limitations that need to be spelled out in order to provide useful information for further research projects of this nature.

One limitation of this study may stem from the possibility that some of the subjects may not have been fully willing to participate. They may have felt limited by time, individual indifference, ignorance, or apprehension regarding their potential to succeed. These factors may have affected their ability and /or willingness to do the English reading skill test and complete the questionnaires; hence, the results will affect the outcome of the test.

Recommendations

This study provides some useful recommendations for those who might wish to conduct further research related to reading skills.

Future research should extend the areas tested to cover more English reading skills and deal with them in greater detail. Each of the seven

categories of English reading skills in this study is very broad and could be further divided into several sub-categories. It would be useful, therefore, to explore more aspects of reading skills by adding more test items and more questionnaires.

It will be profitable if future research focuses on the relationship between each variable that may affect the outcome of the reading skills ability of the subjects: for example, the relationship between their individual backgrounds and their level of reading skills.

The survey of the subjects' background information and the frequency with which they use English reading skills and strategies could be extended by focusing more attention on the frequency with which they English reading skills and strategies and the decision-making process involved in their application. In other words, it would be more profitable to explore how often the subject uses English reading skills and strategies when they actually read material in the target language.

In addition to the above recommendations, future researchers should conduct studies that show the relationship between students' ability regarding English reading skills and the frequency with which they use of such skills and strategies.

It would prove challenging for future research to pay attention to the relationship between the English reading skills and the frequency with which students use English reading skills and strategies because of the assumption that someone who often uses English reading skills and strategies may not perform well in reality.

Conclusion

Overall, the results of this study indicate that, on the one hand, there is often little or no (or insufficient) correlation between the students' stated frequency of use of the reading skills and strategies they had studied and the results they produced on the English Reading Test. Consequently, it may be concluded that the "Communication and study skills" course failed to achieve its stated objectives, perhaps due to the time constraints (one semester only) in covering such a large amount of ground. Thus, it is clear that students need further exposure to-and practice in-the kind of reading strategies tested in this study, as well as in other strategies not covered in this research, such as interpreting internal and external context clues, making predictions and drawing inferences. Ideally, this could be achieved by extensive reading, as well as by exposure to a variety of reading materials, preferably to texts that students find stimulating and relevant to their own particular interests and needs.

Summary

This chapter summarized the findings of the study, in addition to answering the three research questions in detail and making a number of meaningful recommendations for related future research. The conclusion shows that the study achieved all of its stated purposes and should prove of benefit to the

study of English reading skills and the frequency with which such skills and strategies are actually used.

APPENDIX A
English Reading Skill Test

English Reading Skill Test

Directions: Read each Passage Carefully and Choose the Best Answer.

Passage 1: Items 1-7

In many countries today, laws protect wildlife. In India the need for such protection was realized centuries ago.

5 About 300 B.C. an Indian writer described forests that were somewhat like national parks today. The killing of game beasts was carefully supervised. Some animals were fully protected. Within the forest, nobody was allowed to cut timber, burn wood for charcoal, or trap animals for their furs. Animals that became dangerous to human visitors were trapped or killed outside the park, so that **they** would not become uneasy.

10 The need for wildlife protection is greater now than ever before. About a thousand species of animals are in danger of extinction, and the rate at which they are being destroyed has increased. With **mammals**, that is, it is warm-blooded and has milk glands, for instance, the rate of extinction is now about one species every year; from A.D. 1 to 1800, the rate was about one species every fifty years. Everywhere, men are trying to solve the problem of preserving wildlife while caring for the world's growing population.

1. In line 13, “mammals” means
 - a. animals which warm blooded and drink milk from their mothers
 - b. animals that live in the forests and the national parks
 - c. animals that were trapped or killed outside the park by human
 - d. a thousand species of animals are in danger of extinction
2. Which happened first?
 - a. The rate of extinction of mammals was about one species every year.
 - b. There was the need for protection wildlife in India.
 - c. Men tried to control for the world’s growing population.
 - d. There’s no information from the passage.
3. In line 8, “they” refers to
 - a. human
 - b. visitors
 - c. furs
 - d. animals
4. According to the story, men are trying to preserve wildlife by means of
 - a. having more national parks
 - b. not allowing to cut timber and other trees
 - c. employing men to look after ill or injured animals
 - d. passing news laws against hunting preserved animals
5. What is the topic of this passage?
 - a. Cutting Timber in the Forests
 - b. Hunters Who Kill Animals
 - c. Dangerous Animals
 - d. Wildlife Protection

6. What is the main idea of this passage?
- Some animals are fully protected.
 - The need for wildlife protection is greater now than ever before.
 - Laws protect wildlife in many countries today.
 - Men are trying to solve the problem of preserving wildlife in everywhere.
7. If we do not protect wildlife,
- animals will be in danger of extinction.
 - the population will grow up.
 - the animals' rate will increase.
 - human will trap animals for their furs.

Passage 2: Items 8-14

- The question mark has a surprisingly interesting history which can be traced to Roman times when a Latin was spoken. In that language it was impossible to ask a question without adding an extra word. If one Roman wanted to invite another to a party,
- 5 he could not say: "Will you come to my party tonight?" He had to say: "You will come to my party tonight, quaestio." Quaestio meant: come to my party tonight, quaestio." Quaestio meant: "I am asking you a question." In writing they **indicated** or show a question with the letters Qo. The Q in those days was written like our numeral 2.
- 10 **It** was later put above the o, which was in time simplified into a dot. This combination became the question mark of today.

8. In line 8, “indicated” means
- a. question b. show c. ask d. letter
9. How many languages do the people in Roman times speak?
- a. 1 b. 2 c. 3 d. 4
10. In line 10, “it” refers to
- a. Q b. party
- c. Roman d. question mark
11. What is “o” like nowadays?
- a. a dot b. numeral c. o d. 2
12. What is the topic of this passage?
- a. Punctuation Marks b. Latin Questions
- c. The Question Mark d. History of Question Mark
13. What is the main idea of this passage?
- a. This combination became the question mark of today.
- b. The question mark has a surprisingly interesting history.
- c. It was impossible to ask a question without adding an extra word.
- d. People speak Latin in Roman times.
14. In Roman times when a Latin was spoken, we used the word “quaestion” when.....
- a. we asked question
- b. we wanted to go to the party
- c. we invited someone to go to the party
- d. we wanted to surprise someone

Passage 3: Items 15-21

- Most children are excellent language learners. They can learn a second language quickly and easily. Most adults, on the other hand, find learning a second language difficult. They must study hard, and it usually takes them a long time to **master** (skilful) the language.
- 5 Adults usually try to learn a second language the same way they learn mathematics, science, history or other subjects; but children learn a second language the same way they learn **their** first language. The child language learner has all the necessary skills to
- 10 learn another language, but the adult language learner often has to relearn these skills in order to learn a second language.

15. In line 4, “master” means
- | | |
|-----------|------------------|
| a. hard | b. difficult |
| c. easily | d. to be skilful |
16. Who can learn a second language quickly and easily?
- | | |
|-------------|----------------------------|
| a. Children | b. Learners |
| c. Adults | d. Both children and adult |
17. In line 7, “their” refers to
- | | |
|-------------|----------------------------|
| a. Children | b. Learners |
| c. Adults | d. Both children and adult |

18. How can the children learn the second language?
- a. They must study hard.
 - b. They have to relearn.
 - c. They learn it the same way as the first language.
 - d. They learn the same way as mathematics, science, history or other subjects.
19. What is the topic of this passage?
- a. Language Learning
 - b. Children Language Learner
 - c. Children and Adults Language Learners
 - d. Adults Language Learners
20. What is the main idea of this passage?
- a. Most children and Adults are excellent language learners.
 - b. How to be a good language learner.
 - c. Children and Adults can learn the second language together.
 - d. How the Children and Adults learn the second language.
21. Children can learn a second language quicker and easier than adults because
- a. they study harder and take a longer time than adults
 - b. they try to learn a second language the same way they learn other subjects
 - c. they have all the necessary skills to learn another language
 - d. they relearn a second language

Passage 4: Items 22-28

In 1979, Mother Teresa won the Nobel Prize for Peace. This book tells about her life-long work with poor people and how she finally became famous.

5 The story begins with her childhood in Yugoslavia. She was born in 1910. At the age of 18, she decided to become a nun. The Catholic Religion was very important to her.

But for her, the most important part of the religion was helping other people. She especially wanted to help the poor in India.

10 She first worked as a schoolteacher in India. But her students were not poor people. So, finally, she left the school. That was when she began her real life's work. She walked the streets in Indian cities looking for people who needed help. She gave them food, clothing or medicine.

15 After a while, other nuns began to help her. She built hospitals and schools for the poor. She also started a special group of **nuns**--members of a female religious community--called the Order of the Missionaries of Charity. They began to work with the poor people in many countries around the world.

Important people sometimes gave Mother Teresa money or cars for her work. But the money and cars always went to poor people. She lived very simply and worked very hard. The Nobel Prize gave **her** \$100,000. She used this money to continue her work.

20 This gives many interesting details about her life and work. We may not be able to give our lives to the poor like Mother Teresa. But we can learn a lot from her.

22. In line 13, “nuns” are
- a. poor people
 - b. important people
 - c. charity women group in religion
 - d. Mother Teresa
23. What was Mother Teresa first occupation?
- a. A nun
 - b. A teacher
 - c. A nurse
 - d. A missionary
24. In line 18, “her” refers to
- a. poor person
 - b. famous person
 - c. another nun
 - d. Mother Teresa
25. Many people gave Mother Teresa money because
- a. she was poor.
 - b. she could win the Nobel Prize.
 - c. she could help poor people.
 - d. she could travel around the world.
26. What is the topic of this passage?
- a. Mother Teresa
 - b. Poor people in India
 - c. Noble Prize
 - d. Peace
27. What is the main idea of this passage?
- a. Mother Teresa gave poor people food, clothes, and medicine.
 - b. Mother Teresa is famous because she helps poor people.
 - c. Poor people have many problems in their lives.
 - d. Mother Teresa won the Noble Prize.
28. Mother Teresa is famous because she
- a. is an Indian
 - b. helps poor people
 - c. has a lot of money
 - d. is a schoolteacher



Passage 5: Items 29-35

This book is an unusual detective story. **It** begins with a crime, a murder. A scientist is killed in a laboratory. But no one knows who killed the scientist. Inspector Barker is the **detective**, a person who tries to find criminals persons,. He must find the killer, but he needs help.

5 He gets help from Sally, a chimpanzee. She lives in the laboratory. In this laboratory, scientists are studying language. They are interested in how animals like Sally can learn some language. Sally is a very smart chimpanzee. She cannot talk, but she can understand many words. She can answer questions by using a
10 computer. Sally saw the murder. She is afraid of Inspector Barker at first. But she wants to help. So, she tells Inspector Barker who the murder is.

 If you like **detective** stories, you will enjoy this one. But you probably will not be able to guess who the murder is!

29. In line 3, “detective” means a(n)

- | | |
|--------------|--------------------------------------|
| a. scientist | b. inspector |
| c. killer | d. someone who find the guilty perso |

30. Where does the story take place?

- | | |
|---------------|-------------------------|
| a. In school | b. At the Internet Cafe |
| c. In the zoo | d. In the language lab |

31. In line 1, "it" refers to
- a. a crime
 - b. a murder
 - c. a story
 - d. a detector
32. What is Sally?
- a. A Scientist
 - b. A murderer
 - c. An inspector
 - d. A very smart animal
33. What should be the topic of this passage?
- a. Inspector Barker
 - b. Chimpanzee names Sally
 - c. Murder in the Laboratory
 - d. Murder Inspector Sally
34. What is the main idea of this passage?
- a. A smart chimpanzee helps the inspector finding the murderer in the language lab.
 - b. The scientists were killed in the lab while studying language.
 - c. Inspector Sally saw the murderer who killed the scientists.
 - d. A chimpanzee can answer question by using a computer.
35. Inspector Barker
- a. finds the murderer himself
 - b. never finds the murderer
 - c. is studying language
 - d. gets help from a chimpanzee.

Passage 6: Items 36-42

Tension and anxiety are obstacles to effective learning. The ability to relax is just as important to success in school as the ability to read. **Anxiety** or worry can cause students to forget chapters that **they** might have read, to 'go blank' at quiz time, or to fail to meet

5 deadlines and to complete assignments on schedule. Anyone can learn to rid himself or herself of tension by resting the body, breathing deeply, and relaxing for three to four minutes before a test.

36. In line 3, "anxiety" means
- | | |
|------------|------------|
| a. success | b. ability |
| c. worry | d. cause |
37. Students can rid themselves of tension for way(s).
- | | |
|------|------|
| a. 1 | b. 2 |
| c. 3 | d. 4 |
38. In line 4, "they" refers to
- | | |
|----------------|-------------|
| a. chapters | b. students |
| c. assignments | d. quizzes |
39. Which one is not the result from tension and anxiety?
- | | |
|-----------------------------|--------------------------------|
| a. Forget the lessons | b. Go blank when taking a test |
| c. Hand in homework in time | d. Not finish homework on time |

40. What is the topic of this passage?
- a. Obstacles to effective learning b. The ability to relax
c. The ability to Success in school d. Relaxation and Tension
41. What is the main idea of this passage?
- a. The ability to relax is just as important to success in school.
b. Anxiety can cause students to forget chapters.
c. Anyone can learn to rid himself or herself of tension.
d. Tension and anxiety are obstacles to effective learning.
42. If you feel stressed, you should
- a. study hard b. rest the body
c. do homework d. complete assignments

Passage 7: Items 43-49

Today, computer companies sell many different programs for computers. First there are programs for doing math problems. Second there are programs for scientific studies. Third, some programs are like fancy typewriters. **They** are often used by

5 writers and business people. Other programs are made for courses in schools and universities. And finally, there are programs for fun. These include word games and **puzzle**, a game in which you have to think hard to solve a problem, for children and adults.

43. In line 7, “puzzle” means
- a. thinking and solving game b. word games
 - c. game for children and adults d. computer games
44. How many programs are there in the passage?
- a. 1 b. 3
 - c. 5 d. 7
45. In line 4, “they” refers to
- a. some programs b. writers
 - c. businesses d. fancy typewriters
46. Which programs doesn’t mention in the passage?
- a. mathematics b. course
 - c. movies d. games
47. What should be the topic of this passage?
- a. Fun programs b. Computer Programs
 - c. Computer companies d. Courses in schools and universities
48. What is the main idea of this passage?
- a. Computer companies sell many different programs for computers.
 - b. Children and adults like to play games computers.
 - c. There are programs for doing math problems.
 - d. Other programs are made for courses in schools and universities.

49. If you want to study by yourself,

- a. you can use fun programs to relax.
- b. you can use computer that made for courses in schools and universities
- c. there are programs for children and adult
- d. there are other programs are made for courses in schools and universities.

Passage 8: Items 50-63

Some people learn a second language easily. Other people have trouble learning a new **one**. How can you help yourself learn a new language, such as English? There are several ways to make learning English a little easier and more interesting.

5 The first step is to feel positive about learning English. If you believe that you can learn, you will learn. Be patient. You do not have to understand everything all at once. It is natural to make mistakes when you learn something new. We can learn from our mistakes. In other words, don't worry about taking risks.

10 The second step is to practice your English. For example, write in a **journal**, or diary, every day. You will get used to writing in English, and you will feel comfortable expressing your ideas in English. After several weeks, you will see that your writing is improving. In addition, you must speak English every day. You can
15 practice with your lass mates outside class. You will all make mistakes, but gradually you will become comfortable communicating in English.

Finally, you must be positive about learning English and believe that you can do **it**. It is important to practice every day and make a

20 record of your achievements or success. You will enjoy learning English, and you will feel more confidence in your life.

50. In line 11, “journal” means
- a. diary
 - b. practice
 - c. writing
 - d. getting used to
51. According to the story, what is the example of practicing English?
- a. Writing a journal
 - b. Having a foreigner friend
 - c. Chatting on the Internet
 - d. Having a pen pal
52. In line 2, “one” refers to
- a. trouble
 - b. language
 - c. English
 - d. people
53. What is the topic of the story?
- a. Practicing English
 - b. Good English speaker
 - c. Communicating a second language
 - d. Learning a second language
54. In line 19, “achievements” means
- a. important
 - b. enjoy
 - c. success
 - d. confidence
55. What is the main idea of this passage?
- a. It is important to learn a second language.
 - b. Some people learn a second language easily.
 - c. Some people think a second language is difficult to learn.
 - d. There are ways to help you learn a second language more easily.

56. Which way make English easier and more interesting?
- a. To feel positive and practice every day
 - b. Not to ask teacher when you have questioned
 - c. To record only mistake in your journal
 - d. To talk with your friends in your own language
57. According to the story, there are steps to learn a second language.
- a. 1
 - b. 3
 - c. 5
 - d. 7
58. In line 18, "it" refers to
- a. positive feeling
 - b. believe
 - c. achievement
 - d. leaning English
59. What are the second and third paragraphs about?
- a. Practicing your English
 - b. Feeling comfortable with a second language
 - c. Ways to learn a new language more easily
 - d. How to be a good language learner
60. If you want to be successful in English, how often should you practice English?
- a. Several weeks
 - b. Twice a week
 - c. Ever day
 - d. Once a day
61. To feel positive about learning English means
- a. English structure is very hard to understand.
 - b. If you believe you can learn, you will learn.
 - c. You can understand all at once.
 - d. You must make mistake when you learn something new.

62. If you success in learning English,
- a. you will make more mistakes
 - b. you will gain more knowledgeable and feel more confidence
 - c. you don't have to practice anymore.
 - d. You must make mistake when you learn something new.
63. What should you do if you want to improve your writing skill?
- a. Be patient.
 - b. Writing letters to your native friends.
 - c. Writing diary everyday.
 - d. Speaking with English native speakers everyday.

Passage 9: Items 64-70

Clothes today are very different from the clothes of the 1800s. One difference is the way they look. For example, in the 1800s all women wore dresses. The dresses all had long skirts. But today women do not always wear dresses with long skirts.

5 Sometimes they wear short skirts. Sometimes they wear pants. Another difference between 1800s and today is the cloth. In the 1800s, clothes were made only from natural kinds of cloth. **They** were made from cotton, wool, silk or linen. But today, there are many new kinds of **man-made**, made by human rather than

10 occurring in nature, cloth. A lot of are now made from nylon, rayon, or polyester.



64. In line 9, “man-made” means
- a. cotton, wool, silk or linen
 - b. happening in nature
 - c. made by human
 - d. new kinds
65. Which clothes are from nature?
- a. wool and nylon
 - b. linen and skirt
 - c. rayon and polyester
 - d. cotton and silk
66. In line 7, “they” refers to
- a. clothes in 1800s
 - b. clothes from nature
 - c. man-made clothes
 - d. today clothes
67. What is the topic of the story?
- a. clothes
 - b. skirts
 - c. dresses
 - d. pants
68. What is the main idea of this passage?
- a. Clothes of the 1800s were beautiful.
 - b. Clothes are made of man-made and nature cloth.
 - c. Clothes today are different from the clothes of the 1800s.
 - d. Women not only wear dresses but also wear pants.
69. Which one is the correct answer?
- a. Women wear only long dresses today.
 - b. Women wear dresses and long skirts but do not wear pants today.
 - c. Women do not wear pants and short skirts in 1800s.
 - d. Women wear only short skirts in 1800s.

70. The differences between the clothes today and the 1800s are

- a. dress and pants.
- b. style and cloth.
- c. man-made and nature.
- d. short skirt and long skirt.

End of the Test

APPENDIX B

English Reading Skills and Strategies Frequency

แบบสอบถาม

ความถี่ของการใช้ทักษะและกลวิธีการอ่านภาษาอังกฤษ
(English Reading Skills and Strategies Frequency)

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ ต่ำกว่า 18 ปี ☐ 18 ปี
- ☐ 19 ปี ☐ 20 ปี ขึ้นไป

3. การศึกษาก่อนระดับอุดมศึกษา

- ☐ สายสามัญ ☐ สายอาชีพ ☐ อื่น ๆ (ระบุ).....

4. สถาบันการศึกษา

- ☐ มหาวิทยาลัยราชภัฏเทพสตรี
- ☐ มหาวิทยาลัยราชภัฏเพชรบูรณ์

ตอนที่ 2 ข้อมูลเกี่ยวกับการศึกษา

ผลการศึกษาของรายวิชาภาษาอังกฤษเพื่อการสื่อสารและทักษะการเรียนรู้

(English for Communication and Study Skills)

- | | |
|----------------------------|------------------------------|
| <input type="checkbox"/> A | <input type="checkbox"/> B + |
| <input type="checkbox"/> B | <input type="checkbox"/> C + |
| <input type="checkbox"/> C | <input type="checkbox"/> D + |
| <input type="checkbox"/> D | <input type="checkbox"/> E |

ตอนที่ 3 แบบสอบถามเกี่ยวกับความถี่ของการใช้ทักษะและกลวิธีการอ่านภาษาอังกฤษ
(English Reading Skills and Strategies Frequency)

คำชี้แจง โปรดอ่านข้อความข้างล่างนี้ แล้วพิจารณาว่านักศึกษาใช้ทักษะการอ่านภาษาอังกฤษมากน้อยเพียงใด โดยกาเครื่องหมาย ✓ ในช่องที่ตรงกับความรู้สึกรักของนักศึกษามากที่สุดเพียงคำตอบเดียว

- 1 หมายถึง น้อยที่สุด (almost never = 20%)
- 2 หมายถึง น้อย (occasionally = 40%)
- 3 หมายถึง ปานกลาง (sometimes = 60%)
- 4 หมายถึง มาก (usually = 80%)
- 5 หมายถึง มากที่สุด (always or almost always = 100%)

No.	Type of Reading Skills and Strategies	Frequency of Using the Reading Skills				
		1	2	3	4	5
1	Scanning					
2	Skimming					
3	Finding Topics					
4	Main Ideas and Details					
5	Using reference words					
6	Contextual Clues					
7	Prior Knowledge					
	7.1 Experiences					
	7.2 Language					

Thank you for your participation

ขอขอบพระคุณอย่างยิ่งในความร่วมมือของท่าน

นางสาวศศิวิมล สุทธิสาร