

CHAPTER 5

DISCUSSION

The purpose of this chapter is to summarize the findings of this research and to make recommendations for further research. The study was conducted to investigate the effects of free voluntary reading on enhancing the development of the students' English language skills with regard to vocabulary, grammar and writing, and comprehension recognition, as well as their positive attitudes toward reading.

Responses to Research Questions

The findings of the research can be summarized in response to the research questions posed in Chapter 1.

The first research question stated, "What are the characteristics of free voluntary reading in enhancing the development of English language skills?"

Based on the findings of the study, it can be concluded that the characteristics of free voluntary reading of this case study are as follows. One, students choose reading matter by themselves, which they then read outside the classroom without written exercises of any kind. Two, readers chose reading materials that were not too difficult for them, and read for a period of time (ten weeks in all). Three, students in the experimental group had a positive attitude towards reading. Four, students continued reading. The students were aware of the progress they were making in reading, since they

kept a record throughout. Finally, they could read anytime, anywhere they liked and could read a variety of reading materials.

This finding indicates that the students witnessed a development of their English language skills. The significant difference in the scores of the control group and the experimental group was a result of the impact of their exposure to free voluntary reading. This finding is consistent with the results of previous research studies by Hafiz and Tudor (1989), and Walker (1997).

The second research question stated, “What are the effects of free voluntary reading on the reading ability of Mattayomsueksa students in terms of vocabulary, grammar and writing, and comprehension skills compared to normal reading?”

Given the fact that the study comprises two parts, one quantitative and the other qualitative, in response to research question 2, the researcher used various instruments: one hundred books, a pre-test, an interval test 1 and 2, a post-test reading progress report, as well as questionnaires and structured interviews.

One hundred books were given to the students from which to choose. After reading the books of their choice for 10 weeks without doing exercises on them, the two groups were given a post-test, upon completion of which, the researcher tabulated the results as sub-skills and composite skills in table form, as shown in this chapter.

In order to confirm that their ability in reading also involved their attitude toward reading, the researcher used questionnaires and interviews. Consequently the researcher was able to answer research question 2 and to

conclude that free voluntary reading affects the development of English skills in terms of vocabulary, grammar and writing and comprehension.

The results of the current study indicate that free voluntary reading skills enhance vocabulary, grammar, as well as writing and comprehension. It can be concluded there was a significant difference at the level of p -value .000 ($< P.05$) The results of the study also reveal that there was a significant difference with regard to every one of the language skills studied: vocabulary, grammar, writing and comprehension compared to more conventional approaches to reading. These finding correlate with those of Krashen (2004).

The third research question stated, "Does reading ability contribute to the development of English language skills?"

At the beginning of the research process, when the researcher let the control group and the experimental group do the pre-test on vocabulary, grammar and writing and comprehension, there was little difference in their scores. At the end of the study finished, however, there was a significant difference in that the students in the experimental group achieved higher scores than their counterparts in the control group.

In conclusion, the present study reveals that reading ability does indeed contribute to the development of students' English language skills.

Consequently, this finding answers the research questions posed at the beginning of this study. Based on the results obtained from the various quantitative and qualitative methods used in this study, it emerges that the students in the experimental group got higher scores on the tests and had a more positive attitude toward reading.

Discussion

The present study was conducted in an attempt to investigate, in a quantitative manner, the effect of free voluntary reading on the students' vocabulary, grammar, writing and comprehension. The significant difference is due to the effect of the free voluntary reading program because the experimental group was given more reading for a period of ten weeks, while the control group only received their normal reading lesson. The reason for this might be that readers in the experimental group were more proactive in terms of reading than their counterparts in the control group.

Second, the students in the experimental group were exposed to comprehensible input, as the books were not too difficult for them. Hence, their reading ability improved; in other words, the more they read the better readers they became. (Mikculecky & Jeffries, 1986) The difference in the pre-test and post-test scores of the experimental group and the control group was statistically significant at the level of .01. Thirdly, interval tests 1 and 2 were also contributory factors in that they supported the development of the students' English skills. Although there was a difference in the scores of experimental group (almost all of their scores decreased), the researcher concluded that they had other interesting activities to engage their attention, such as Sports Days, homework and exams.

Another factor is the fact that they were expected to report on the progress they were making in their reading, which showed their interest and potential. Next, concerning the students' attitudes and attitude toward free voluntary reading, the results revealed that they had a positive attitude in this

regard. Overall, the results of the questionnaire, indicated that they thought reading was a good way to spend their spare time, in addition to expressing the belief that reading was a rewarding activity, notions which received the highest score in terms of attitude.

Consequently, the benefits gained from free voluntary reading are capable of enhancing the development of students' English language skills. Even though there were significant difference in the skills of the experimental group and the time they were able to allocate to reading, the mean scores on the pre-test and post-test with regard to vocabulary, grammar, writing and comprehension recognition were only slightly different. This might be due to the fact that the number of books available in the free voluntary reading program was not large enough. Some students could read only one book, while some could read only two, yet others could read as many as five. This amount of reading may not be enough to help enhance the English skills of the students in the experimental group to any great extent. Consequently, teachers need to be serious about free voluntary reading programs in order to ensure that the students undertake a large amount of reading.

Recommendations

Based on the present study, the following recommendations are proposed.

1. Free voluntary reading should be used as an effective activity to provide students with the requisite language input and help develop their reading ability. This should be conducted in the form of a coherent program.

2. Free voluntary reading will motivate students if they can choose reading materials they are interested in and can change books at will. They must be able to make this choice independently.

3. Teachers should be serious about free voluntary programs to ensure that the students do a large amount of reading.

Suggestions for Further Research

1. Similar research may be conducted with other levels of students to determine if the study yields similar or different results.

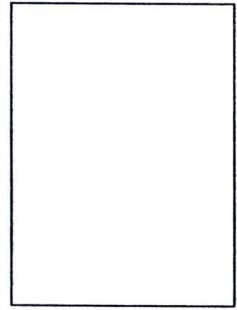
2. Free voluntary reading research may be used to enhance other skills such as spelling.

3. Free voluntary reading research can be conducted to determine what kind of reading materials the students are interested in.

APPENDIX A

Experimental Instruments

Application Form



Name:

Teacher's Name

School's Name

Education Level (m)Class

Level of Interesting Reading (x) High Moderate Low

The Reading Report

Reader's Name		Level Mattayomsueksa 5	
No	The name of the book	Author	Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Signature

The names of the books for Mattayomsueksa 4-6**Ready-To-Go Grade 4 Box 1**

No.	Titles
1	Harlem
2	Nettie's Trip South
3	Patricia Polacco
4	A hat for Ivan Max Lucado
5	Johnny Appleseed
6	American Tall Tales
7	George Washington and the General's Dog
8	Gary Paulsen the Cook Camp
9	How to Lose Your Cookie Money
10	If you're not here, please raise your hand
11	Facing West
12	Class President
13	Jackie & Me
14	OH! Brother
15	Return of the Run Kid
16	Jerry Spinelli
17	In the Year of the Boar and Jackie Robinson
18	The teacher's Pet
19	Weather's here' Wish You Were Great
20	Cynthia Rylant Gooseberry Park
21	The Fish in Room 11

No.	Titles
22	Kid Power
23	Fourth Grade is a Jinx
24	Encyclopedia Brown's Book of Strange but True Crime
25	Amber Brow Goes Fourth
26	Help! I'm a prisoner in the library
27	Forty Acres and Maybe a Mule
28	Judy Blume otherwise Known as Sheila The Great
29	Beverly Cleary Dear Mr.Henshaw
30	The Gold Cadillac
31	Bunnicula strikes again
32	My America: We are Pitriots Hope]s Revolutionary war Diary
33	My America: Five Smooth Stone Hope's Revolutionary war diary
34	My America: Our Strange New Land Elizabeth's Jamestown Colony Diary
35	My America: Season of Promise Elizabeth's Jamestown Colony Diary
36	My America: When Freedom Comes Hope's Revolutionary War Diary
37	The Gold-Threaded Dress
38	Pinky Pie
39	Sable
40	Get Ready For Gabi A crazy Mix-Up Spanish Day
41	The Amazing days of Abby Hayes good thing come in small packages
42	The Amazing days of Abby Hayes Every cloud has a silver lining
43	The Amazing days of Abby Hayes the best is yes to come
44	Misty of Chincoteague

No.	Titles
45	Beverly Cleary Henry and Beezus
46	Beverly Cleary Beezus and Ramona
47	Geronimo Stilton #01: Lost Treasure of the Emerald Eye
48	Geronimo Stilton #02: The Curse of the Cheese Pyramid
49	Geronimo Stilton #07: Red Pizzas for a Blue Count
50	Geronimo Stilton #24: Field Trip to Niagara Falls
51	Tree of hope
52	Uncle Jed's barbershop
53	The Summer my father was ten
54	The Seven Chinese Brothers
55	Thirteen Moons on Turtle's Back
56	The Talking Eggs
57	The New Kid On The Block
58	Ziggy and the Black Dinosaurs
59	Lost in the Tunnel of Time
60	The Doll People
61	A pizza the Size of the Sun
62	Bill Wallace Upchuck and the Rotten Willy the Great
63	Bill Wallace Upchuck and the Rotten Willy
64	The Hundred Penny Box
65	The Boxcar Children
66	Santa Paws
67	The Comic Book Kid



No.	Titles
68	The King's Equal
69	They came from center field
70	Ramona the Brave
71	Howie Bowles' Secret Agent
72	Dracula Doesn't Rock and Roll
73	Tales from the House of Bunnacula
74	What did I do to Deserve a sister like you?
75	Belly Rew Wright ghosts beneath our feet
76	Animal Ark Dog at the Door
77	The Boxcar Children
78	Beverly Cleary Strider
79	Amber Brown is green with envy
80	The Cybil War
81	The Boxcar Children
82	Big Ben
83	The Pirate's Plot
84	The Firework-Maker's Daughter
85	The Spy on Third Base
86	Class Clown
87	Beverly Cleary Ramona the Pest
88	Shoeless Joe & Me
89	My America: the Staving time Elizabeth's Jamestown Colony Diary
90	Judy Blume Tales of a Fourth Grade Nothing

No.	Titles
91	Judy Moody was in a mood not good A bad mood
92	The Eddie Dickens Trilogy Book Three: Terrible Times
93	The Eddie Dickens Trilogy Book one: A House Called Awful End
94	The Eddie Dickens Trilogy Book Two: Dreadful Acts
95	The Whipping Boy
96	Dolphin Diaries into the Blue
97	Goosebumps: How to kill a monster
98	The Family Under the Bridge
99	Judy Blume Fudge-a-Mania
100	Rapunzel

Reading Report Type.....Novel.....Feature.....Bibliography.....Other.....

1. Main Idea (100 words in English)

2. The idea from reading (50 words in English)

Signature..... Date of reading.....

Teacher's name..... Date of checking.....

Reading Progress Chart

Week	The name of the book and no. of pages	No. of pages I can read	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Pre-test

Part I Vocabulary

Directions: Choose the most appropriate answer.

Royal Park Tower: STOP WORK AT 5 p.m.

When your home and office are next doors to a park, you can start playing ¹..... than others. Royal Park Tower is a five-star serviced ².....with full home office services. ³.....to the park on Sathorn Road, it ⁴..... a unique opportunity to live in the center of the city and have your own backyard. For more ⁵....., call 534-9789 or FAX 563-0064

1. a. more joyfully b. longer c. earlier d. more skillfully
2. a. dormitory b. residence c. company d. motel
3. a. Rented b. Placed c. Provided d. Located
4. a. has b. takes c. gets d. offers
5. a. facilities b. response c. information d. advice

The Commerce Minister has urged the Thai private sector no to ⁶..... the tensions in Indonesia. He said the Ministry has been ⁷..... monitoring the situation in Indonesia, and it is believed that the Indonesian riots will not ⁸..... Thailand's trade and investment. He said that, so far, no ⁹..... have been received from Thai investors about the ¹⁰..... of the situation on their operations in that country.

6. a. interfere with b. invest in c. panic at d. attend to
7. a. closely b. publicly c. obviously d. moderately
8. a. reflect b. impress c. conflict d. affect
9. a. comments b. arguments c. decisions d. demands
10. a. impact b. end c. cause d. influence

EL Puig, Spain (Reuter)—A pregnant scorpion which escape from a magician's van during a bungled robbery is still missing and could produce dozens of poisonous offspring if it is not¹¹ soon.

Police said yesterday they had¹² the stretch of beach in a popular resort of EL Puig where they think the African scorpion is holed up and may have to spray the restricted¹³ to kill it.

A special antidote to the scorpion's potentially¹⁴ poison has been flown in from Africa in case anyone is¹⁵

The authorities have already tried setting fire to the sand to¹⁶ out the scorpion, one of two which escaped on Saturday after thieves broke¹⁷ the vehicle and fled in¹⁸ when they came across a collection of deadly insects and snakes.

One scorpion was quickly found, but the¹⁹, carrying about 100 fertilized eggs, is still at large on the sandy beach, which normally²⁰ thousands of tourists.

11. a. saved b. found c. drowned d. delivered
12. a. classified b. indentified c. extended d. concluded
13. a. cage b. sand c. area d. country

14. a. deadly b. critical c. radical d. ugly
15. a. eaten b. beaten c. chewed d. stung
16. a. bear b. carry c. run d. chase
17. a. up b. down c. into d. out
18. a. terror b. delight c. doubt d. pain
19. a. remainder b. rest c. other d. majority
20. a. brings b. attracts c. gathers d. calls

Part II A Grammar

Directions: Questions 21-30 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (a), (b), (c), and (d). Choose the one word or phrase that best complete the sentence. Then, on your answer sheet, find the number of the question and in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

21. The cyclist he crossed the main street.
- a. looked with caution after
- b. had look cautiously before
- c. was looked cautious when
- d. looks cautious when
22. Here notebook and report that I promised you last week.
- a. is the b. are the
- c. was the d. has been a

30....., he would have been able to pass the exam.

- a. If he studied more
- b. If he were studying to a grater degree
- c. Studying more
- d. Had he studied more

Part II B Writing

Directions: In question 31-40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (a), (b), (c), and (d). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. While searching for the wreckage of a unidentified aircraft, the Coast
 (a) (b) (c)
 Guard encountered sever squalls at sea.
 (d)
32. Although a number of police officers was guarding the priceless
 (a) (b)
treasures in the museum, the director worried that someone would try to steal
 (c) (d)
 them.
33. Since it was so difficult for American Indians to negotiate a peace treaty
 (a) (b)
 or declare war in their native language, they used a universal understood
 (c) (d)
 from a sign language.

34. Louis Braille designed a form of communication enabling people
 (a)
to convey and preserve their thoughts to incorporate a series of dots
 (b) (c)
 which were read by the fingers tips.
 (d)
35. While verbalization is the most common form of language in existence,
 (a) (b)
 humans make use of many others systems and techniques to express their
 (c) (d)
 thoughts and feelings.
36. The need for a well-rounded education was an idea espoused by the
 (a) (b) (c)
 Greeks in time of Socrates.
 (d)
37. Writers and media personnel sell themselves best by the impression given
 (a) (b) (c)
 in their verbal expression.
 (d)
38. In the spirit of the naturalist writer, that author's work portrays man's
 (a) (b) (c)
 struggle for surviving.
 (d)
39. Stephen Crane's story is a clinical portrayal of a man as an animal
 (a) (b) (c)
 trapped by the fear and hunger.
 (d)
40. Their silly, whiny conversation on a child level was meant to create
 (a) (b)
 tension and heighten Nancy's fear and anxiety.
 (c) (d)

Part III Reading Comprehension

A Read these newspapers articles then choose the best answer to each question.

Robbers held up a Bangkok-Loei bus and made off with 70,000 baht in cash and valuables on Wednesday night.

Police said the robbery took place in Phu Khiao District of Chaiyaphum Province when five men among the passengers pulled out guns and knives and forced the passengers to part with their cash and valuables.

41. What is the main idea of this article?
- Loei Tour bus was robbed in Chaiyaphum.
 - 70,000 baht in cash was robbed from a tour bus.
 - Five passengers were robbers.
 - Police reported the news of the robbery in a Loei-tour bus.

URGENT:

If anyone knows the whereabouts of British tourist, John Gareth Davies, 26, who is on holiday in Thailand, possibly in Phuket or Chiang Mai, please ask him to telephone his home at Marshside Road, Southport.

He is six feet tall, slim and has a black moustache.

42. What is the main purpose of this article?
- To give information about one man
 - To describe the habit of one man
 - To search for one man
 - To criticize one man

B Read these advertisements and chooses the best answer.

UNITED PHARMA ANTIBIOTICS
INDUSTRIES CO., LTD.

1. LABORATORY TECHNICIANS

- Male or female with Bachelor's Degree in Chemistry or at least 3 years in chemistry courses
- Good command in English
- 1-2 years experience is advantageous but not essential
- Willing to perform in Navanakorn Industrial Promotion Zone (Pathumtani) and able to work in shift.

2. PRODUCTION ENGINEER

- Male with Bachelor's Degree in chemistry or chemical engineering
- Good command in English
- 1-2 years experience is advantageous but not essential
- Willing to perform in Navanakorn Industrial Promotion Zone (Pathumtani) and able to work in shifts.

Please send your application, Including transcript, resume, desired salary and a recent photo to:

UNITED PHARMA ANTIBIOTICS INDUSTRIES CO., LTD

75/1 Rama VI Rd., Phaya Thai Bangkok 10400

43. What are the qualifications of the applicant for laboratory technicians?
- Male or female with Bachelor's degree in chemical engineering.
 - Male with Bachelor's degree in chemical engineering
 - Have at least 3 years in chemistry
 - Must have 1-2 years experience
44. Which one is not the qualification of production engineer?
- female with Bachelor's degree in chemical engineering
 - Good command in English
 - Be able to work in shift
 - 1-2 year's experience

URGENTLY REQUIRED

1. Technician

- Thai male or female
- Bachelor's degree in Chemistry or Printing Technology Field
- Doctor's report on health and color blindness

(No consideration without above document)

2. Sales Representative

- Thai male
 - Bachelor's degree in Marketing
- Both positions
- Male, exempt from military service
 - Age not over 25 years
 - Graduate, pre-graduate considered
 - Good command of both written and spoken English
 - Experience not necessary

Apply with own handwritten letter in English with resume, education document and recent photo no later than January 25, 1986 to:

M/S Tokyo Inc. (Thailand) Co., Ltd.

940 Rama 4 Rd., Dusit Thani Bldg., Room 510, Bangkok 10300

45. What is a qualification of the applicant for technician?
- a. Male or female with Bachelor's degree in chemical engineering
 - b. Male with Bachelor's degree in chemical engineering
 - c. Have doctor's report on health and color blindness
 - d. Must have a Bachelor's degree in chemistry and printing
46. The applicants for both positions are required to
- a. have a necessary background
 - b. be very good at English
 - c. have at least a Bachelor's degree
 - d. give commands in English
47. Which one is not the qualification of Sales representative?
- a. Female with Bachelor's degree in marketing
 - b. Thai male with Bachelor's degree in marketing
 - c. Good command in English
 - d. Under 25 years of age
48. We can infer from the ad that the company
- a. deals in a chemical product
 - b. manufactures medicine
 - c. needs a female technician
 - d. doesn't care whether the workers are male or female

49. Which one would have a better chance of getting the job?

A person who

- a. is about 25
- b. has a higher degree in English
- c. has work experience
- d. speaks and writes English well

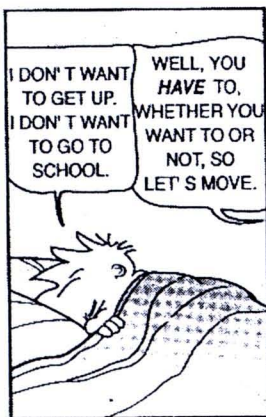
50. What should the applicant do?

- a. Contact the personnel manager.
- b. Write a letter of application in English and include necessary documents.
- c. Send a recent photo not later than January 25, 1988.
- d. Call at M/S Tokyo Ink Co., Ltd.

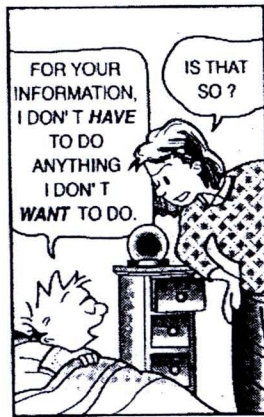
C. Read these comics and answer questions.



(1)



(2)



(3)



(4)

51. In frame 1, Calvin's mother wants him to _____.

- a. move the bed
- b. stay in bed
- c. get out of bed
- d. make the bed

52. When Calvin's mother says "Let's move" in frame 2, she means
- Calvin should get up and go to school
 - the family should buy a new house
 - she and Calvin should go downstairs
 - she will take Calvin to school
53. Calvin refuses to do what his mother asks because he
- doesn't have enough information
 - really doesn't want to do it
 - is not feeling well enough to do it
 - is not sure if he wants to do it
54. In frame 3, Calvin's mother feels
- relaxed
 - excited
 - surprised
 - annoyed
55. In frames 3, Calvin is his mother.
- explaining something to
 - talking back to
 - informing
 - persuading
56. What most likely happens between frame 3 and frame 4?
- His mother pulls him out of bed by the ear.
 - His mother leaves him to sleep some more
 - His mother brings him breakfast in bed.
 - His mother gives him a big hug.



57. In the last frame, Calvin is probably
- a. waiting for a bus
 - b. walking to school
 - c. blaming himself
 - d. returning home
58. The best word to describe Calvin's feeling in frame 4 is
- a. relaxed
 - b. fearful
 - c. upset
 - d. energetic
59. Calvin obeys his mother in the end because
- a. he can do what he want to
 - b. she called him three times
 - c. she praises him
 - d. he is forced to
60. The lesson we learn from this cartoon is that children
- a. have to obey their parents
 - b. always get what they want
 - c. will learn something at school
 - d. should stand up for their rights

Interval Test 1

Part I: Vocabulary

Directions: Choose the best answer.

1. Scientists learn about people of the past by studying **artifacts**, such as arrowheads, spears , pottery, and tools .They also study the bones of animals. **artifacts** here mean.....
 - a. bones of animals
 - b. man-made tools and thing
 - c. spears and pottery
 - d. people of the past

2. Why are you **soaked**? You look as if you had fallen into a river.
 - a. very wet
 - b. very happy
 - c. very famous
 - d. very dry

3. The boy is like a **lethal** weapon; the child almost killed me with it.
 - a. automatic
 - b. deadly
 - c. belonging to a child
 - d. used by adults

4. Somsri was happy because she won the scholarship to study in America. Similarly, Siriwan, her sister, was **elated** since she had won the music contest in Germany.
 - a. very happy
 - b. Nervous
 - c. jealous
 - d. easy-going

5. He is as **cunning** as an old fox; don't trust him.

cunning means.....

 - a. to be thin
 - b. to have a dishonest face
 - c. to be clever at deceiving
 - d. to be very quick

11. They knew that the young people needed a meeting place, so they **converted** an unused house into a teen center.
- a. rented
 - b. turned back
 - c. changed
 - d. moved
12. The eagle builds her nest high on a rocky cliff, so she will have no **apprehension** that anyone will steal her eggs.
- a. pleasure
 - b. thought
 - c. warning
 - d. worry
13. Most people enjoy reading murder mysteries. This is because they want to get away from the **monotonous**, boring routine of their dull everyday existence.
- a. exciting
 - b. boring
 - c. attractive
 - d. basic
14. I leave the window open a little at the top of the room to let the tiger **squeeze in** when he comes home.
- a. come inside
 - b. get out
 - c. run away
 - d. put up
15. I had to have my hair **bleached** because my husband told me that he liked blonde hair.
- a. cut
 - b. combed
 - c. set
 - d. lightened
16. In the dim light, the print was hardly **legible**.
- a. attractive
 - b. understandable
 - c. readable
 - d. lawful

that if a prepositional phrase separates a subject and verb, it has no effect on the verb.

The study (of these animals) is

Singular subject

Singular verb

31. Buying clothes are often a very time-consuming practice because those
 (a) (b) (c)
 clothes that a person likes are rarely the ones that fit him or her.
 (d)
32. Because they had spent too many time considering the new contract, the
 (a) (b) (c)
 Students lost the opportunity to lease the apartment.
 (d)
33. These televisions are all too expensive for we to buy at this time, but
 (a) (b) (c) (d)
 perhaps we will return later.
34. After she had bought himself a new automobile, she sold her bicycle.
 (a) (b) (c) (d)
35. The next important question we have to decide is when do we have to
 (a) (b) (c)
submit the proposal.
 (d)
36. George has not completed the assignment yet and Maria hasn't neither.
 (a) (b) (c) (d)
37. John decided to buy in the morning a new car, but in the afternoon
 (a) (b) (c)
he changed his mind.
 (d)
38. Some of the plants in this store require very little care, but this one needs
 (a) (b)
much more sunlight than the others ones.
 (c) (d)
39. After George had returned to his house, he was reading a book.
 (a) (b) (c) (d)

40. Many theories on conserving the purity of water has been proposed, but

(a)

(b)

not one has been as widely accepted as this one.

(c)

(d)

Part III: Reading Comprehension

Read the texts below and choose a, b, c or d to answer each questions.

9201 Juanita Drive

Kirkland, WA 98033

October 12, 1998

Mr. Joseph Adani

Worldwide Tours Inc.

402 Pine Street

Seattle, WA 78111

Dear Mr. Adani:

I might go camping in Europe next summer, and I want to start getting information for my trip. Could you please send me any information that you have about camping and travelling by bicycle? I would like to know about France, Switzerland and Germany.

Thank you very much for your help. When I get ready to make my plane reservations, I will call you.

Sincerely,

Tim Oldakowski

41. What is the purpose of this letter?
- a. To give information.
 - b. To ask for France.
 - c. To state European Countries.
 - d. To ask for information.
42. How would Tim travel?
- a. On land.
 - b. By air.
 - c. On bicycle.
 - d. plane and bicycle.
43. When would he contact Mr. Adani?
- a. Before leaving by plane.
 - b. During the trip.
 - c. After landing.
 - d. Before making reservations.
44. Where did Mr. Adani live?
- a. In England
 - b. Somewhere in Asia
 - c. In the US
 - d. In Kirkland
45. What was the relationship between Tim and Mr. Adani?
- a. Very strange
 - b. Not very close
 - c. Rather familiar
 - d. Not at all friendly
46. Why did Tim want to know about the three countries in Europe? Because they....
- a. may be where he visits
 - b. are beautiful and peaceful
 - c. are in Europe
 - d. offer interesting views
47. Why would Tim call Joseph? Because he ...
- a. used to study with him
 - b. wanted to help him
 - c. needed travel information
 - d. was going camping with him

48. How did Tim contact Mr. Adani?
- a. in writing
 - b. by phone
 - c. on call
 - d. by hand
49. When would Tim call Mr. Adani?
- a. Upon his arrival
 - b. When he had his transportation reservation
 - c. After he bought his bicycle
 - d. Once he got his camping equipment
50. What kind of person do you think Tim was?
- a. A shut-in person
 - b. An inert
 - c. An expert
 - d. An outgoing person

SENIOR SALES REPRESENTATIVES

An international publishing company is urgently in need of senior sales representatives with the following qualifications:

1. Thai national, age between 22 and 35
2. University or commercial college graduate with a good command of English language
3. Intelligent, active and ambitious with a pleasant personality and willing to work hard
4. Experience in advertising and selling preferable
5. Own transportation an advantage

We offer a good salary, commission, traveling allowance, fringe benefits and a bright future to senior positions for the right candidates who are capable and meet our requirements. Please send your complete resume and one photo and contact telephone number to: *Cooper & Lybrand Associates*

51. Where is this passage from?

- a. *A notice board*
- b. *A report*
- c. *A newspaper*
- d. *A letter*

52. What is Cooper & Lybrand Associates?

- a. A publishing firm
- b. A personnel manager
- c. A newspaper
- d. A document producer

53. The company prefers

- a. old applicants
- b. people who own a car or a motorcycle
- c. English associate
- d. Well-known students

54. What does the company offer?

- a. Good salary
- b. High benefits
- c. Reasonable requirements
- d. Five qualifications

55. What should a candidate do?

- a. Urgently contact the Personnel manager.
- b. Telephone the company.
- c. Send C.V., picture, contact telephone number
- d. Write a letter.

56. How many requirements did the job have?

- a. Ten
- b. eight
- c. six
- d. five

57. Who should the applicant contact?

- a. Cooper & Lybrand Associates
- b. U-Chuliang Foundation
- c. The company's personnel manager
- d. C & L

58. The person who gets the job would become...

- a. a Senior Sales Representative
- b. a high-ranking staff member
- c. a qualified personnel
- d. a salesman

59. What must the candidate have?

- a. a motorcycle
- b. a telephone number
- c. a contact person
- d. a car

60. From the advertisement we know that the company planned to...

- a. expand its sales
- b. increase its staff
- c. make direct sales
- d. offer good salary and high benefits

Interval Test 2

**Part I: Vocabulary**

Directions: Choose the best alternative.

Electric Industrial Co. Ltd. Has announces the development of a new robotic pet designed to be a conversation partner for elderly people. Called Mew, the cat-like robotic pet will have more than ...¹... entertainment value by offering companionship and a variety of services to the ...²...

Mew has built-in sensors that enable the robotic pet to ...³...to both contact and the user's voice. When spoken to or ...⁴..., the robot yes ponds with either ...⁵...or motion. Mew can also store data whenever it ...⁶...with its user. This information can be used ...⁷...

The ...⁸...behind the development of Mew is animal therapy. The network system will ...⁹...the robotic pest to speak to the elderly, especially to those who are living alone, ...¹⁰...disturbing their privacy.

- | | |
|---------------|--------------|
| 1. a. most | b. any |
| c. just | d. ever |
| 2. a. company | b. child |
| c. aged | d. homeless |
| 3. a. react | b. return |
| c. restore | d. remark |
| 4. a. sensed | b. purchased |
| c. broken | d. touched |

- | | |
|-------------------|---------------------|
| 5. a. speech | b. vision |
| c. movement | d. task |
| 6. a. compares | b. interferes |
| c. interacts | d. competes |
| 7. a. at any time | b. recently |
| c. rarely | d. once upon a time |
| 8. a. person | b. history |
| c. training | d. idea |
| 9. a. enable | b. tempt |
| c. follow | d. refer |
| 10. a. by | b. without |
| c. so | d. though |

Choose the word which has the same meaning as the underline word (item 11-15).

11. She is a **competent** secretary. Her shorthand is fast and accurate and she can type un both Thai and English
- | | |
|--------------------|------------------|
| a. a creative | b. a competitive |
| c. an enthusiastic | d. an efficient |
12. I am giving your this secret information **off the record**, so you must not quote me.
- | | |
|------------------------|-----------------------------|
| a. honestly | b. with the highest respect |
| c. based on statistics | d. unofficially |

23. a. such as
 b. include
 c. due to
 d. example
24. a. likely
 b. really
 c. namely
 d. only
25. a. cause
 b. causes
 c. caused
 d. causing

MEMO to all participants in the English Summer Camp

It is most important that you follow the instructions²⁶below. Failure to do so may result in your being refused permission to take part in the summer camp.

- ◆ All participants must²⁷in the lobby of the Queen's Hotel over 10 hours of March 3.
- ◆ You are allowed to bring only one bag²⁸.....your clothes and other effects.
- ◆ Do not bring any of your own sports equipment. This will be provided at the camp.
- ◆ The bus²⁹.....you to the camp will depart at 10.30 a.m. sharp.
- ◆ There will be no returned charge for anyone who fails to arrive³⁰.....

26. a. listing
 b. list
 c. lists
 d. listed
27. a. have meeting
 b. meet
 c. have met
 d. be met

36. The price of crude oil used to be a great deal lower than now, wasn't it?
(a) (b) (c) (d)
37. When an university formulate new regulations, it must relay its decision to
(a) (b) (c) (d)
the student and faculty
38. Jim was upset last night because he had to do too many homeworks.
(a) (b) (c) (d)
39. There is some scissors in the desk drawer in the bedroom if you need them.
(a) (b) (c) (d)
40. George is not enough intelligent to pass this economics class without help.
(a) (b) (c) (d)

Part III: Reading Comprehension

Read the texts below and choose a, b, c or d to answer the questions.

197 Cedar Drive

Kirkstown, Kansas, M066044

January 19, 1988

Dear Maggie,

How are you? I'm sorry I haven't written lately. I've been really busy, and lots of things have been changing in my life.

First, I'll tell you about my job. I sell shoes at the Shoe Palace on Marcus Street, and I love it. It's so different from my last job and much more interesting. In my old job, I had almost no contact with people, but now I talk to people all day. I sell a lot of shoes too!

My new apartment is in a nicer part of town than my old apartment, and it's bigger too. It has one bedroom, a big kitchen and a small living room. It's really very pretty. The rent is a little more expensive than my old apartment, but now that I have a better job, I think I can pay a little more. I'm much happier here.

When are you coming to see me? You said you would try to come before April.

Love,

Debbie

41. What is the purpose of this letter?

- a. To ask for a visit.
- b. To describe one's life.
- c. To state a problem.
- d. To give information.

42. Who wrote this letter?

- a. A secretary
- b. A sales clerk
- c. A vendor
- d. A receptionist

43. Why did Debbie like her present job more than the last one?

Because it's

- a. as boring
- b. much more exciting
- c. very easy
- d. a contact

44. Why didn't Debbie like her old job?

- a. She was poor.
- b. The boss didn't like her.
- c. She didn't meet people.
- d. The shoes were ugly.

45. What was very likely her previous job?

- a. Typist
- b. Violinist
- c. Movie-goer
- d. Housekeeper

46. Why did she like her new apartment more than the old one? Because it

is

- a. in a richer part of town
- b. a one-bedroom apartment
- c. bigger and much nicer
- d. more expensive

47. Why could Debbie pay the rent?

- a. She had more money now.
- b. She became rich.
- c. She could pay a little.
- d. She was much happier.

48. How did Debbie end her letter?

- | | |
|-----------|-------------|
| a. coldly | b. formally |
| c. rudely | d. warmly |

49. Who do you think Maggie was?

- | | |
|----------------------|--------------------------|
| a. Debbie's boss | b. Debbie's neighbor |
| c. Debbie's roommate | d. Debbie's close friend |

50. What kind of person do you think Debbie was?

- | | |
|----------------------|----------------------------------|
| a. A selfish girl | b. An intelligent business woman |
| c. A friendly person | d. A cruel girl |

Read the texts below and choose a, b, c or d to answer the questions.

AIR FRANCE

For Expansion of our Sales Team
Required Urgently

A Qualified Sales Representative

- Bachelor's Degree the related field
- Male age between 18-33
- Thai nationality
- Good command of French language
- Good human relations and team work spirit necessary

Contact with the personal manager in writing

51. Where could you most likely find this "want ad"?

- | | |
|---------------------------|-------------------------|
| a. In a newspaper. | b. On a bulletin board. |
| c. In front of a theatre. | d. At a bus-stop. |

52. Why did Air France advertise?
- a. To become a qualified profession.
 - b. To have better human relations.
 - c. To start a new business.
 - d. To increase the number of their sales representatives.
53. The job applicant should
- a. know English very well
 - b. speak French fluently
 - c. know two languages
 - d. have studied French and Thai
54. The job applicant should apply with a
- a. market standard
 - b. Bachelor's degree
 - c. Master's degree
 - d. professional requirement
55. The job applicant should apply
- a. in one month
 - b. within right days
 - c. immediately
 - d. necessarily
56. How many requirements did the job have?
- a. three
 - b. five
 - c. seven
 - d. nine
57. Who should the applicant contact?
- a. Air France Sales
 - b. Charn Issara
 - c. The Personnel Manager
 - d. The Tower on Rama 4 Road

58. What should the applicant do?

- a. Write a letter.
- b. Take a recent picture.
- c. Apply in writing, give a resume and photograph.
- d. Send a picture with a resume to Air France.

59. The person who gets the job would become

- a. Air France's chief sales representative
- b. a sales representative for Air France
- c. a team of qualified sales in airline
- d. Air France's public relations officer

60. From the advertisement, we know that Air France planned to

- a. expand their Business
- b. have more offices
- c. open up new lines of business
- d. go to more markets

Table 1*The Result of Pre-test and Post-test Scorer of the Experimental Group*

	Vocabulary		Grammar and Writing		Comprehension		Total		Difference
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	
1	3	5	3	4	5	5	11	14	3
2	4	5	3	4	1	1	8	10	2
3	3	5	4	4	1	4	8	13	5
4	2	3	4	4	3	4	9	11	2
5	3	8	1	2	6	5	10	15	5
6	5	7	3	3	1	4	9	14	5
7	3	8	2	4	5	6	10	18	8
8	6	8	2	4	4	8	12	20	8
9	3	4	2	2	2	4	7	10	3
10	6	6	2	3	4	7	12	16	4
11	2	3	1	2	3	5	6	10	4
12	4	5	2	6	2	7	8	18	10
13	4	5	3	3	1	5	8	13	5
14	5	8	3	3	4	9	12	20	8
15	5	5	1	2	2	4	8	11	3
16	1	7	2	3	5	7	8	17	9
17	1	6	1	5	6	9	8	20	12
18	1	3	3	2	1	6	5	11	6
19	1	8	2	3	2	9	5	20	15
20	4	7	2	1	2	6	8	14	6
21	1	1	1	4	2	4	4	5	5
22	3	8	1	3	3	9	7	20	13
23	2	7	1	3	2	9	5	19	14
24	4	4	1	2	1	3	6	9	3
25	5	5	4	5	5	7	14	17	3
26	8	9	5	6	7	7	20	22	2

Table 1 (continued)

	Vocabulary		Grammar and Writing		Comprehension		Total		
	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
27	3	8	3	4	3	8	9	20	11
28	6	8	4	4	7	9	17	21	4
29	6	6	3	5	7	9	16	20	4
30	4	8	4	5	51	5	13	18	5
31	3	6	5	5	4	5	12	16	4
32	4	8	5	5	6	5	15	18	3
33	3	6	4	5	5	5	12	16	4
34	4	5	3	6	5	9	12	20	8
35	4	5	5	4	6	7	15	16	1
36	5	5	4	5	6	7	15	17	2
37	1	2	2	4	7	8	10	14	4
38	3	5	7	5	8	9	18	19	1
39	2	5	4	2	5	8	11	15	4
40	5	8	3	3	8	9	16	20	4
41	2	5	4	2	6	6	12	13	1
42	4	3	7	5	5	9	16	17	1
43	4	7	3	4	4	8	11	19	8
44	3	5	3	1	6	7	12	13	1
45	3	2	4	5	6	10	13	17	4
46	4	5	5	5	4	9	13	19	6
47	3	3	3	6	4	4	10	13	3
48	3	3	3	6	7	6	13	15	2
49	2	3	1	2	2	4	5	9	4
50	2	3	1	2	4	4	7	9	2
51	4	4	1	4	6	8	11	16	5
52	4	5	2	3	6	6	12	14	2

Table 1 (continued)

	Vocabulary		Grammar and Writing		Comprehension		Total		
	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
53	3	3	1	3	4	4	8	10	2
54	7	8	3	5	5	7	15	20	5
55	3	6	1	2	5	7	9	15	6
56	6	9	2	6	4	4	12	19	7
57	1	3	1	3	3	2	5	8	3
58	4	4	1	4	3	3	8	11	3
59	2	4	2	3	3	4	7	11	4
60	4	5	1	2	6	8	11	15	4

**Table 2**

The result of the English reading Pre test and Post test (control group)

	Vocabulary		Grammar and Writing		Comprehension		Total		
	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	4	4	2	2	3	2	9	8	1
7	5	3	3	1	1	4	9	8	1
3	3	4	3	1	6	5	12	10	2
4	2	6	5	3	4	3	11	12	-1
5	3	2	3	2	2	1	8	5	3
6	2	2	4	4	2	2	8	8	0
7	4	2	1	4	3	4	8	10	-2
8	3	3	2	1	3	4	8	8	0
9	3	5	4	2	2	3	9	10	-1
10	4	3	1	2	2	2	7	7	0
11	5	3	3	3	4	4	12	10	2
12	5	2	1	2	1	2	7	6	1
13	3	3	2	2	2	2	7	7	0

Table 2 (continued)

	Vocabulary		Grammar and Writing		Comprehension		Total		
	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	
14	4	3	2	2	2	1	8	6	2
15	3	3	4	4	4	4	11	11	0
16	3	4	2	2	5	6	10	12	-2
17	3	2	1	2	2	2	6	6	0
18	4	2	2	3	4	3	10	8	2
19	5	4	2	2	4	2	11	8	3
20	5	4	2	2	1	1	8	7	1
21	2	2	1	1	2	2	5	5	0
22	3	3	5	4	1	1	9	8	1
23	3	3	3	3	2	2	8	8	0
24	3	4	2	2	2	1	7	7	0
25	5	6	3	6	4	8	12	20	-8
26	3	3	5	5	2	2	10	10	0
27	6	5	6	5	6	6	18	16	2
28	4	5	4	6	9	9	17	20	-3
29	4	3	4	5	7	6	15	14	1
30	3	3	5	5	6	6	14	14	0
31	4	2	3	3	5	5	12	10	2
32	3	5	1	4	4	8	8	17	-9
33	4	5	5	2	2	8	11	15	-4
34	4	2	2	3	3	5	9	10	-1
35	5	4	1	3	8	5	14	12	2
36	5	5	4	4	9	8	18	17	1
37	4	6	1	7	6	10	11	23	-12
38	6	6	4	7	7	10	17	23	-6
39	8	4	3	1	4	2	15	7	8

Table 2 (continued)

	Vocabulary		Grammar and Writing		Comprehension		Total		
	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
40	7	4	3	5	5	6	15	15	0
41	5	2	5	2	4	5	14	9	5
42	2	5	5	4	9	1	16	10	6
43	2	2	4	6	6	10	12	18	-6
44	2	5	3	1	7	4	12	10	2
45	6	5	2	3	7	1	15	9	6
46	6	6	7	7	6	10	19	23	-4
47	4	4	2	5	8	4	14	13	1
48	4	1	5	1	9	1	18	3	15
49	6	4	4	1	2	2	12	7	5
50	5	3	3	4	2	4	10	11	-1
51	1	2	2	1	5	1	8	4	4
52	1	2	3	2	4	2	8	6	2
53	5	1	2	4	1	5	8	10	-2
54	2	1	4	2	5	2	11	5	6
55	9	2	3	1	1	2	13	5	8
56	1	1	3	2	5	1	9	4	5
57	6	3	1	1	3	2	10	6	4
58	3	3	1	1	4	4	8	8	0
59	3	5	7	3	4	2	14	10	4
60	4	4	2	2	5	1	11	7	4

Table 2 (continued)

No	Pre-test		Post-test	
	(Control Group)	(Experimental Group)	(Control Group)	(Experimental Group)
1	9	11	8	14
2	9	8	8	10
3	12	8	10	13
4	11	9	12	11
5	8	10	5	15
6	8	9	8	14
7	8	10	10	18
8	8	12	8	20
9	9	7	10	10
10	7	12	7	16
11	12	6	10	10
12	7	8	6	18
13	7	8	7	13
14	8	12	6	20
15	11	8	11	11
16	10	8	12	17
17	6	8	6	20
18	10	5	8	11
19	11	5	8	20
20	8	8	7	14
21	5	4	5	9
22	9	7	8	20
23	8	5	8	19
24	7	6	7	9
25	12	14	20	17
26	10	20	10	22

Table 2 (continued)

No	Pre-test		Post-test	
	(Control Group)	(Experimental Group)	(Control Group)	(Experimental Group)
27	18	9	16	20
28	17	17	20	21
29	15	16	14	20
30	14	13	14	18
31	12	121	10	16
32	8	15	17	18
33	11	12	15	16
34	9	12	10	20
35	14	15	12	16
36	18	15	17	17
37	11	10	23	14
38	17	18	23	19
39	15	11	7	15
40	15	16	15	20
41	14	12	9	13
42	16	16	10	17
43	12	11	18	19
44	12	12	10	13
45	15	13	9	17
46	19	13	23	19
47	14	10	13	13
48	18	13	3	15
49	12	5	7	9
50	10	7	11	9
51	8	11	4	16
52	8	12	6	14

Table 2 (continued)

No	Pre-test		Post-test	
	(Control Group)	(Experimental Group)	(Control Group)	(Experimental Group)
53	8	8	10	10
54	11	15	5	20
55	13	9	5	15
56	9	12	4	19
57	10	5	6	8
58	8	8	8	11
59	14	7	10	11
60	11	111	7	15

t test

[DataSet1]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	3.93	60	1.625	.210
b	3.42	60	1.406	.181

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 a & b	60	.228	.080

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 a - b	.517	1.891	.244	-.028	1.005	2.116	59	.039

t test

[DataSet2]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	3.03	60	1.529	.197
b	3.00	60	1.717	.222

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
a & b	60	.336	.009

Paired Samples Test

Pair 1	a - b	Paired Differences					df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		.033	1.877	.242	-.452	.518	.138	59	.891

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	4.13	60	2.303	.297
b	3.85	60	2.692	.348

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 a & b	60	.408	.001

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 a - b	.283	2.738	.353	-.424	.991	.802	59	.426

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	11.10	60	3.418	.441
b	10.27	60	4.885	.631

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
a & b	60	.537	.000

Paired Samples Test

Pair 1	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
a - b	.833	4.195	.542	-2.50	1.917	1.539	59	.129

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	3.50	60	1.578	.204
b	5.42	60	1.994	.257

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 a & b	60	.504	.000

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 a - b	-1.917	1.816	.234	-2.386	-1.448	-8.175	59	.000

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	2.73	60	1.506	.194
b	3.70	60	1.369	.177

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
a & b	60	.479	.000

Paired Samples Test

Pair 1	a - b	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
		-.967	1.473	.190	-1.347	-.586	-5.085	59	.000

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	4.25	60	1.936	.250
b	6.28	60	2.148	.277

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
a & b	60	.521	.000

Paired Samples Test

Pair 1	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
a - b	-2.033	2.008	.269	-2.552	-1.515	-7.843	59	.000

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	10.48	60	3.629	.468
b	15.40	60	3.828	.494

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 a & b	60	.620	.000

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 a - b	-4.917	3.254	.420	-5.757 -4.076	-11.705	59	.000

t test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 a	10.27	60	4.885	.631
b	15.40	60	3.828	.494

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
a & b	60	.267	.039

Paired Samples Test

Pair 1	a - b	Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	95% Confidence Interval of the Difference				
				Lower	Upper			
		-5.133	5.341	-6.513	-3.754	-7.445	59	.000

Table 3

The Result of Interval Test 1 and Interval Test 2 of the Experimental Group Students in Reading, Grammar and Writing and Comprehension Skills.

No.	Interval 1				Interval 2				Total		Difference
	Vocabulary	Grammar and Writing	Comprehension	Total	Vocabulary	Grammar and Writing	Comprehension	Total	Interval 1	Interval 2	
1	10	7	7	24	6	4	5	15	24	15	9
2	8	6	8	22	6	5	7	18	22	18	4
3	9	6	8	23	6	5	6	17	23	17	6
4	9	6	4	19	6	6	6	18	19	18	1
5	9	7	5	21	6	5	5	16	21	16	5
6	9	5	5	19	6	5	7	18	19	18	1
7	9	6	8	23	5	6	7	18	23	18	5
8	9	6	8	23	5	5	5	15	23	15	8
9	8	6	8	22	6	6	6	18	22	18	4
10	8	5	7	20	5	6	7	18	20	18	2
11	8	6	6	20	6	5	5	16	20	16	4
12	10	7	9	26	6	5	7	18	26	18	8
13	3	3	4	10	3	3	3	9	10	9	1
14	4	2	5	11	4	2	2	8	11	8	3
15	6	4	1	11	4	3	3	10	11	10	1
16	6	4	4	14	5	2	3	10	14	10	4
17	4	6	4	14	4	4	4	12	14	12	2
18	6	8	7	21	6	7	7	20	21	20	1
19	4	3	3	10	2	4	3	9	to	9	1
20	7	3	2	12	2	2	4	8	12	8	4
21	7	4	3	14	5	2	3	10	14	10	4
22	4	3	3	10	3	3	3	9	10	9	1

Table 3 (continued)

No.	Interval 1				Interval 2				Total		
	Vocabulary	Grammar and Writing	Comprehension	Total	Vocabulary	Grammar and Writing	Comprehension	Total	Interval 1	Interval 2	Difference
23	1	8	6	15	6	4	4	14	15	14	1
24	6	5	4	15	4	5	5	14	15	14	1
25	8	6	6	20	5	7	5	17	20	17	3
26	5	7	9	21	5	7	7	19	21	19	2
27	5	9	7	21	6	5	7	18	21	18	3
28	10	8	7	25	5	4	6	15	25	15	10
29	7	4	7	18	6	5	5	16	18	16	2
30	4	6	4	14	6	1	4	13	14	13	1
31	10	7	8	25	7	8	7	22	25	2.2	3
32	7	7	8	22	4	7	7	18	22	18	4
33	8	6	6	20	7	6	6	19	20	19	1
34	4	7	3	14	3	7	9	19	14	19	-5
35	4	6	6	16	6	5	4	15	16	15	1
36	9	6	5	20	6	6	6	18	20	18	2
37	10	5	5	20	6	5	3	14	20	14	6
38	6	5	5	16	6	5	2	13	16	13	3
39	10	3	8	21	6	4	6	16	21	16	5
40	9	3	5	17	4	5	2	11	17	11	6
41	9	5	6	20	5	4	3	12	20	12	8
42	10	5	4	19	4	5	2	11	19	11	8
43	10	5	3	18	4	6	2	12	18	12	6
44	10	4	8	22	6	5	6	17	22	17	5
45	6	4	5	15	6	4	6	16	15	16	-1
46	10	5	7	22	6	5	4	15	22	15	7

Table 3 (continued)

No.	Interval 1				Interval 2				Total		
	Vocabulary	Grammar and Writing	Comprehension	Total	Vocabulary	Grammar and Writing	Comprehension	Total	Interval 1	Interval 2	Difference
47	5	3	4	12	5	6	4	15	12	15	-3
48	8	5	7	20	7	5	6	18	20	18	2
49	9	7	7	23	7	4	6	17	23	17	6
50	10	6	9	25	5	4	6	15	25	15	10
51	9	7	8	24	7	4	6	17	24	17	7
52	8	6	6	20	5	5	4	14	20	14	6
53	6	4	7	17	5	6	4	15	17	15	2
54	10	8	10	28	10	9	8	27	28	27	1
55	5	5	3	13	4	2	3	9	13	9	4
56	8	3	4	15	4	7	2	13	15	13	2
57	4	3	3	10	3	2	3	8	10	8	2
58	5	4	4	13	4	2	3	9	13	9	4
59	8	4	4	16	5	4	6	15	16	15	1
60	10	5	4	19	5	5	5	15	19	15	4

APPENDIX B

Questionnaire and Results

Questionnaire on Reading Attitude

Choose the level of preferable attitude in reading.

Reading attitude	5	4	3	2	1
1. Reading is a good way to spend spare time					
2. Most books are too long and dull.					
3. There should be more free reading in school.					
4. Reading is as important as watching television.					
5. Reading is boring.					
6. Reading is rewarding to me.					
7. I think reading is fun.					
8. Teachers ask me to read books that are too hard.					
9. I am not a very good reader.					
10. My parents spend quite a bit of time reading.					

Note. From *Handbook for remediation of reading difficulties* (p. 15), by L. J. Jerry, 1985, Boston: Allyn and Bacon.

Level of Preferable

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

Results from the Questionnaires

Attitude on Reading	N	Minimum	Maximum	Mean	Std. Deviation
1. Reading is a good way to spend spare time.	60	4.00	5.00	4.6000	.49403
2. Most books are too long and dull.	60	2.00	4.00	3.1000	.60226
3. There should be more free reading in school.	60	3.00	4.00	3.9333	.25155
4. Reading is as important as watching television.	60	2.00	4.00	3.0667	.73338
5. Reading is boring.	60	2.00	5.00	3.1000	1.17459
6. Reading is rewarding to me.	60	3.00	5.00	4.3667	.60971
7. I think reading is fun.	60	2.00	4.00	3.0667	.73338
8. Teachers ask me to read books that are too hard.	60	2.00	4.00	2.8000	.48011
9. I am not a very good reader.	60	2.00	4.00	2.3667	.75838
10. My parents spend quite a bit of time reading.	60	1.00	4.00	2.7000	1.01347