

CHAPTER I

INTRODUCTION

Chapter one is divided into five parts: statement and significance of the problems, goals and objectives, scopes of the study, limitations of the study, and definitions or terms used.

1.1 Statement and Significance of the Problems

Although there are varieties of studies being focused on teaching students to use a variety of reading methods in order to read better, there haven't been a lot of studies concerned about developing reading methods used by Thai students at the upper secondary level of industrial education field. Therefore, this study investigated the developing reading methods of Industrial Education students at King Mongkut's Institute of Technology Ladkrabang.

From the researcher's experiences as an English teacher, it has long been found that when reading English texts, students can achieve the comprehension in reading with different levels. Some require a lot of time in reading using various types of reading methods. Sometimes they have to slow down their reading speed, stop and pause when they encounter unfamiliar words. Moreover, they use their lips voicelessly as if they were reading aloud to themselves, which reduced their reading speed, while the others can comprehend the texts without too many difficulties.

Additionally, when asking students who had already graduated from school about how they transferred their knowledge from reading courses to use in their university study, some said that they seldom used the knowledge gained from their reading courses, and their reading background was inadequate for their

English academic needs in the university. The others informed that they needed more practice in developing English reading since they still had problems in reading textbooks.

Therefore, this study was carried out to investigate the developing reading methods of Industrial Education students at King Mongkut' Institute of Technology Ladkrabang. With the hope that the results and suggestions obtained from this study will be advantageous, at least, for teachers who are teaching English reading and also for students who are studying English reading at King Mongkut's Institute of Technology Ladkrabang(KMITL). Since the teachers should help their students by providing them with appropriate effective reading methods and encouraging the use of such methods according to the needs of their students. As a result, the significance of this study should serve as a starting point for raising the level of students' proficiency in reading.

1.2 Goals and Objectives

The purpose of this study were to (1) investigate the developing reading methods of Industrial Education students at King Mongkut's Institute of Technology Ladkrabang. (2) To determine if developing reading strategies differ among Thai university first year engineering students of differing English reading abilities. (3) To investigate if developing reading strategies differ among Thai university first year engineering students of differing gender: male and female.

1.3 Scopes of the Study

1.3.1 Population

The population is the second year undergraduate Industrial Education Students studying during the first semester of 2015 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL).

1.3.2 Sample

The sample is all 60 second year undergraduate Industrial Education Students in the field of Applied Arts, majoring in English and enrolling the course of “Reading2” during the first semester of 2012 academic year at King Mongkut’s Institute of Technology Ladkrabang (KMITL).

1.3.3 Variables Used in This Study

1.3.3.1 Independent Variables are students’ personal factors: genders: male and female, and levels of English reading abilities: high, mid, low.

1.3.3.2 Dependent Variables are students’ developing reading methods of Industrial Education students at King Mongkut’s Institute of Technology Ladkrabang.

1.3.4 Research Questions

1.3.4.1 What are the developing reading methods of Industrial Education students at King Mongkut’s Institute of Technology Ladkrabang?

1.3.4.2 What are the developing reading strategies used by students with different reading abilities while reading an English text?

1.3.4.3 What are the developing reading strategies used by male and female subjects while reading the text?

1.4 Limitations of the Study

1.4.1 This study focused only on the investigating of the developing reading methods of 60 second-year KMITL Industrial Education students enrolling in

“Reading 2” during the first semester of the 2015 academic year at King Mongkut’s Institute of Technology Ladkrabang.

1.4.2 The sample in this study deals with the small sample size, with the main focus on only Thai second-year English major students, enrolling in “Reading 2” during the first semester of the 2015 academic year, in Industrial Education field at KMITL: cannot be generalized to other students, institutes, languages or nations.

1.5 Definitions or Terms Used

The terms used throughout this study were defined as follows:

Developing reading methods: Any reading method, behavior, or process that the readers use in developing reading, to be able to read and comprehend texts more effectively.

EFL student: An English language student whose mother tongue is not English, and for whom English is not spoken or used as an official language or on a daily basis in his or her country, region, or area.

ESL student: An English language student whose mother tongue is not English, but for whom English is spoken or used as an official language, in addition to his or her native language.

Genders: Male and female of all 60 second year undergraduate Industrial Education Students in the field of Applied Arts, majoring in English and enrolling the course of

“Reading 2” during the first semester of 2015 academic year at King Mongkut’s Institute of Technology Ladkrabang (KMITL).

Levels of English reading abilities: Three levels of English reading abilities: high, mid, low were designed according to the results of “Reading 1” Final Examination. Based on the students’ results, the students recommended as *high English reading ability level* in this study had to possess the following characteristics: they had to obtain a score of at least 75%. In contrast, the students recommended as *mid English reading ability level* had to obtain a score of 65-74%, and the students recommended as *low English reading ability level* had to obtain a score of no more than 64%.