

THE DEVELOPMENT READING SKILLS BY USING READING SKILLS PRACTICAL SET OF PRIMARY 6 STUDENT OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

The purpose of this research was to develop reading skills by using reading skills practical set of Primary 6 students at Demonstration School, Suan Sunandha Rajabhat University. The sample group was 29 Primary 6/1 students at Demonstration School, Suan Sunandha Rajabhat University by cluster random sampling. The instrument used in this research was reading skills practical set. The data was analyzed by using x-bar average (\bar{X}), standard deviation and T-test dependent sample.

The result of this study found that the average score of post-usage reading practical skills set of Primary 6 students was higher than the average score of pre-usage reading skills practical set at .05 of significance.

Result

The result of this study indicated that promoting reading skills of Prathom Suksa 6 of Demonstration School, Suan Sunandha Rajabhat University in the organization of reading promotion activities which students use reading skills at a high level ($\bar{X} = 4.00$).

The students who were supported reading by using reading practice had higher scores than before using at the significance level 0.05.

Key words: promoting / reading skills / reading practice

INTRODUCTION

Reading Thai language is an important basic skill for learners in various subjects. Students will achieve academic success when they develop all 4 skills in parallel. From our observing, students are unsuccessful in learning Thai because they neglected and not aware in the importance of reading. Teachers should find strategies to turn students back into reading skills. Thus, the researcher suggests that it should do research about promoting reading skills by using reading exercises.

Thai language is national language of Thailand. It is a cultural property that makes unity and promotes the personality of the people in the nation to be Thai. Thai language is a tool for communication which makes understanding and good relationships with each other. The language is useful in business, work and supports peaceful live together in a democratic society. Thai language is a tool for finding knowledge, developing analytical, critical, and creative thinking processes to keep up with social changes and progression of science and technology. The language can apply in career development for economic stability. Besides, Thai language acts as media presenting the wisdom of ancestors in the culture, tradition and aesthetics aspects. It is a national treasure that people should learn, preserve and carry on with the Thailand forever (Foundation course for basic education, B.E. 2551, page 37).

According to the importance of the Thai language mentioned above. The Ministry of Education has set the key of Thai language in the core education curriculum 2008. It describes that Thai language skills need a practice to become proficient in the use of language for communication. Effective learning and aiming to apply in real life include reading, reading aloud, words, sentences, prose reading, poems reading, silent reading, and analytical thinking, synthesizing knowledge from reading and using in daily life (Foundation course on basic education, B.E.2551, page 37). The students can read aloud the prose and verse as rhyme correctly after grade 6. They can explain the direct meaning and implicit meaning of words, sentences, phrases, idioms from the stories read, and understand the instructions and descriptions in various manuals. The students can distinguish opinions and facts, capture the essence of the story and apply this knowledge to decide in solving real life problems. The graduated students must be courteous and being a habit of reading and appreciate the read (Foundation course on basic education, B.E.2551, page 40).

The Ministry of Education has set importance subject 1: T 1.1 standards that use the process of reading, creating knowledge and ideas for decision making, life problem-solving and being a habit of reading (Foundation course on basic education, B.E. 2551, Page 44).

Reading is extremely important as might be seen from the learning activities of Thai language in the core basic education, BE 2551. Reading skill is determined in Thai subject as first in a standard T 1.1 that use the reading process to create knowledge and ideas for decision making, solve life problems and being a habit of reading. Learning standard and the indicators defined for the learners are following; 1) correctly read aloud prose and verse 2) explain the meaning of words sentences and phrase 3) reading various short stories by using a timer and asking about reading content 4) separate facts and opinion from the reading story 5) explain the application of knowledge and ideas from the reading stories to make decisions in problem-solving 6) read explanatory writing, instructions, and practice 7) explain the meaning of data from reading diagrams, maps, charts and graphs (Foundation course on basic education, B.E. 2551, Page 44)

Teaching and learning of Thai language subjects needs to be practiced since it is a skill course, especially reading skill require practice to be proficient. Therefore, exercises frequencies use in practice and develop students' skills in reading Thai and analytical thinking. Somsak Sinthawet (1997, p40) said that exercise is a training experience for students to study and learn by themselves, and able to solve various problems accurately. This saying consistent with Somporn Toiyep (2011, page 32) who said that skills exercises is a learning media which helps learners practice to improve their skills and knowledge leading learners become proficient and able to apply knowledge correctly.

According to the reasons and importance mentioned above, the researcher as Thai language instructor aware and realize in promoting reading skills with reading practice exercises of students. Therefore, the researcher chooses reading practice exercises to use the instruments in this study. The statistics were used in this study including mean, standard deviation (S.D.) and dependent t-test. Thai language group in grade 6, Demonstration School of Suan Sunandha Rajabhat University aims to encourage students to practice reading skills to develop the learning process and have higher analytical ability to apply critical thinking skills in daily life.

OBJECTIVES

1. To study the students' attitudes on learning and teaching by using reading exercises for critical thinking cooperate with reading skills supporting techniques.
2. To compare the ability in promoting reading skills by using exercises of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University before

and after study with reading skills exercises. The statistics were used in this research including mean, standard deviation (S.D.) and dependent t-test.

METHOD

This research is to promote reading skills by using exercises of grade 6 students, Demonstration School of Suan Sunandha Rajabhat University

The population was 29 students at grade 6 of Demonstration School of Suan Sunandha Rajabhat University.

The samples size were 29 students at grade 6 of Demonstration School of Suan Sunandha Rajabhat University receiving form simple random sampling.

RESEARCH TOOLS

Research tools

The tools used in this research were a questionnaire 1 issue for research, divided into 2 parts as follows:

Part I: Basic information

Part II: Opinions about promoting reading skills with reading practice exercises of students

The questionnaire was created according to the research objectives consisting of checklist questionnaires and 5 levels of satisfaction gauges.

1. Building and finding quality tools

The researcher created and developed quality tools for using in this study thereby studying from relevant documents and research. The quality tools were approved suitability of text and accuracy suggestions for improvement, consisting of checklist questionnaires and 5 levels of satisfaction gauges. Then, the researcher used the questionnaires to try out with 30 sets of students who are not samples. The data then collected to check for reliability coefficient (Alpha) was 0.853 by using statistical software.

Data analysis

The collected data in the research were analyzed by using statistics including percentage, mean, standard deviation (S.D.) and dependent t-test.

RESULTS

The purpose of this research was to study opinions on promoting reading skills with reading practice exercises of grade 6 students, Demonstration School of Suan Sunandha Rajabhat University. The research findings can be summarized as follows;

1. Analysis results of basic information

According to the questionnaires with basic information of grade 6 students, Demonstration School of Suan Sunandha Rajabhat University among sample group as results follows:

The grade 6 students, Demonstration School of Suan Sunandha Rajabhat University among sample group pass the reading skills promotion test by using exercises of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University (78.10%) in the first semester of the academic year 2019. The results of an analysis of students' opinions on promoting reading skills by using exercises of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University.

2.The result of an analysis of reading skills promotion by using exercise of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University

According to the analysis of information on questionnaires about opinions on promoting reading skills with reading practice exercises of grade 6 students, Demonstration School of Suan Sunandha Rajabhat University among sample group. The research findings can be summarized as follows;

Table 1 Opinion of the sample group of students about promoting reading skills by using exercises of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University

Text	\bar{X}	S.D.	Meaning
1. The school organized activities to promote good attitude on students' reading	3.96	0.69	very
2. The school creates environments that accommodate work in reading supporting aspect	3.79	0.73	very
3. The school has organized reading promoting activities that allow students to use reading skills	4.00	0.78	very
4. The school provides incentives for students who participate in reading promoting activities	3.75	0.82	very
5. The school supports, give advice and help solve problems in the promoting reading performance	3.74	0.84	very
6. The school has verify progression, promote reading activities both before, in progress and after finish the operations	3.86	0.79	very
7. The school has evaluate all reading supporting activities	3.84	0.79	very
8. The school uses the evaluation results to improve and develop reading supporting activities	3.80	0.78	very

From Table 1, Promoting reading skills with reading practice exercises of Grade 6 students, Demonstration School of Suan Sunandha Rajabhat University in organizing activities to promote reading that encourages students use reading skills was at high level ($\bar{X} = 4.00$). When consider each item, every item was practiced at a high level. The text that “the school organized activities to promote good attitude on students' reading” has average mean value was highest ($\bar{X} = 3.96$) as meaning very, followed by “the school has verify progression, promote reading activities before, in progress and after finish the operations” being at a high level ($\bar{X} = 3.86$). The text that “the school has evaluate all reading supporting activities” was at a highest level ($\bar{X} = 3.84$), followed by “the school uses the evaluation results to improve and develop reading supporting activities” being at a high level ($\bar{X} = 3.80$), followed by “the school creates environments that accommodate work in reading supporting aspect” being at a high level ($\bar{X} = 3.79$). The text that “the school provides incentives for students who participate in reading promoting activities” was at a highest level ($\bar{X} = 3.75$), followed by “the school supports, give advice and help solve problems in the promoting reading performance” was at a highest level ($\bar{X} = 3.74$), respectively.

Table 2 the comparison results of promoting reading skills by using exercises of prathom sukka six students in the Demonstration School, Suan Sunandha Rajabhat University With the statistic t –test shows the test scores after study higher than the test scores before study.

Test	\bar{X}	S.D.	t	Sig.(1-tailed)
Pre-test	6.83	0.97	8.45 *	0.0000
Post-test	8.55	0.74		

From Table 2, this finding show that the pre-test and post- tests of prathom sukxa six students have an average score was 6.83 and 8.55 points, respectively. The post-test scores of the students were significantly higher than before learning at the level 0.05 compared with before learning.

1. Samples were 29 prathom sukxa 6/1 students from Suan Sunandha Rajabhat University Demonstration School were selected by clustering sampling. These students were in mixed ability class which the students are smart, medium and weak skill. The researcher has taught them by himself. The tools used in the study include reading practice exercises, and the test was to assess reading ability, analytical thinking before and after learning. The data was collected by using the achievement test and statistically analyzed by using mean, standard deviation (S.D.) and dependent t-test.

Conclusion and Discussion

According to research about promoting reading skills with reading practice exercises of Grade 6 students, Demonstration School of Suan Sunandha Rajabhat University provide discussion as followed:

1. Reading ability

According comparing the abilities of students studying with, enhancing reading skills by using exercises combined with group sampling, it was found that students had better reading ability after studying than before learning with statistical significance at the level of 0.05. In regarding, the teaching and learning activities of the researcher practiced language skills including listening, speaking, reading and writing which aim to analytical thinking process through a joint discussion process between groups and individual activities by teachers – students and students- students. Moreover, this result caused by teaching and learning management promotes reading skills by using exercises with a variety of media through the senses of the learner. This process stimulates attention leading students be critical thinking all the time. Therefore, it helps to develop students until they have higher analytical thinking ability after studying than before learning. This result agree with previous study Prasart Nuengchalem (2015, page 143-145) who suggested that organizing learning activities allowing students to use their senses to solve problems through selecting appropriate experiment activities will enhance knowledge and understanding. Similarly, finding of this study agrees with Panisara Chanchalala (2010) who study about the development of activity sets to enhance reading skills by using Thai language exercises for Prathom Sukxa 6 students, it was found that students had better reading ability after using the activity sets than before using the activity package at statistical significance of 0.05.

From the our preliminary results, it can be concluded that the teaching and learning with promoting reading activities by using exercises combined with Cluster Random Sampling in Thai language group of prathom sukxa six students can develop reading and analytical skills as well. This is because the teaching and learning arrangement allowing students participate, express their opinion and practice.

2. Attitude study results

The study of attitude on teaching and learning through reading promoting activities by using exercise aims to promote reading of grade 6 students 29 person. The researcher has created reading practice, spelling words in Thai language subjects which were difficult with the level of the students including 2 sets of activities, and using reinforcement by praise and give points during the activity to improve learning.

According the reading skills test of students used practice exercises, the samples were Prathom Sukxa 6/1 students of Demonstration School, Suan Sunandha Rajabhat University, comprised of 29 students from cluster random sampling. The instruments used in this

research were reading practice exercises. The statistics were used in this study including mean, standard deviation (S.D.) and dependent t-test.

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