

## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, the review of literature covers the discussions of major lines of theories and views, and results from the studies that are relevant to the inspection of this study including the following topics:

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

2.2 Learning theory

2.3 Reading skill

2.4 Models of reading

2.5 Reading comprehension

2.6 Peer-assisted learning strategies (PALS)

2.7 How to find out the efficiency of instructional materials by empirical approach

2.8 Satisfaction

2.9 Previous studies related to the present study

2.10 Summary of the chapter

#### **2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)**

In 2008, the Ministry of Education, Thailand announced the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), which served as the core curriculum for national education. It prescribed the following eight learning areas: Thai language, mathematics, science, social studies, religion and culture, health and physical

education, arts, occupations and technology, and foreign languages. There are three educational levels in the Basic Education Core Curriculum: primary education level (Primary education grades 1-6), lower secondary education level (Lower secondary education grades 1-3, also known as grades 7-9), and upper secondary education level (Upper secondary education grades 4-6, also known as grades 10-12).

According to the researcher who teaches English in lower secondary education level and aims to solve the students' problems in reading comprehension, the areas of the foreign languages that occur in the Basic Education Core Curriculum are as follows:

### **2.1.1 The Necessary of Learning Foreign Languages**

The Ministry of Education, Thailand (2008) announces learning foreign languages is very necessary and essential to daily life in the present time. Foreign languages are as serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to aware of differences of cultures and viewpoints in the world community. It is also conducive to friendship and cooperation with various countries. The learners are aware of learning and understanding differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

### **2.1.2 The Area of Foreign Languages Learning**

The learning area of foreign languages is aimed at allowing learners to obtain a good attitude towards foreign languages, the ability to use foreign languages for

communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main area of Basic Education Core Curriculum that related to reading skill is language for communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

### **2.1.3 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)**

#### **related to Reading Skill**

The strand and indicators of the Basic Education Core Curriculum that related to reading skill is revealed.

#### **Strand 1: Language for Communication**

**Standard FL1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

#### **Indicator**

**FL1.1.2:** Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

**FL1.1.3:** Specify/write sentences and texts related to various forms of non-text information read.

**FL1.1.4:** Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

#### **2.1.4 Curriculum of Foreign Language Department for Grade Eight Students, Nonsuwanpittayakom School**

Foreign Language Department of Nonsuwanpittayakom School has developed the curriculum according to the the Basic Education Core Curriculum 2008. As for the English course, the researcher is responsible for English Reading and Writing Course (E22202) of grade eight students. The details of the course are as follows:

Course Code	E22202
Learning Unit	0.5
Course Name	English Reading and Writing
Department	Foreign Language Department
Semester	Second
Levels	Grade 8
No. Periods per week	1
Status	Strict Elective

The strand 1: language for communication, standard FL1.1: understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

Indicator FL1.1.2: accurately read aloud texts, news, advertisements and short poems by observing the principles of reading, FL1.1.3: specify/write sentences and texts related to various forms of non-text information read, and FL1.1.4: choose the

topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

## **2.2 Learning Theory**

Learning theory explains how people learn thereby assists us to comprehend the complex process of learning. There are two principle theories which related to this study: schema theory and social constructivism.

### **2.2.1 Schema Theory**

The concept of schema has been defined by several researchers. For example, Cohen et al. (1993 : 28) inform that schemata is “packets of information stored in memory representing general knowledge about objects, situations, events, or actions”. Abbas and Ahmadi (2011) inform that a schema is the singular form that refers to a “chunk” of knowledge and it is made up of subordinate parts that are called nodes. Schemata are the plural form that refers an individual’s background knowledge. In addition, Anderson and Pearson (1988) point out that a reader’ schemata are knowledge that already stored in the memory, they interpret the new information and allow it to enter and become a part of the knowledge store while a schema is an abstract knowledge structure that is structured in the sense. Schema represents the relationships among its component parts.

In short, schema is the chunk of knowledge that exists in the memory of a person. This packet of information stores an individual’s previous knowledge.

Li et al. (2007) defines three main types of schemata that are connected to reading as follows:

### **1. Linguistic Schemata**

Linguistic schemata refers to the understanding of the letters and their sounds, both alone and in clusters and the ability to predict through the knowledge of the words, syntax or sentence structure that will be followed in the sentences or text. Linguistic schemata are the bases for other schemata and they are really necessary to interpret and comprehend while reading. If the readers have more linguistic schemata in their mind, they can comprehend information faster and better.

### **2. Formal Schemata**

Formal schemata are the knowledge of rhetorical structures and the patterns which the information stated in the texts. Expertise of the reader with text structures influences the speed of the reader in order to processes the texts.

### **3. Content Schemata**

Content schemata are the readers' background knowledge of the topic that they are being read and the acquaintance of the topic from their former experience. The readers with higher background knowledge and previous experience can comprehend and remember the text much better.

In conclusion, the readers' knowledge of linguistic and background knowledge are important. If they understand linguistic structures such as syntax or sentence structures that are stated in the texts and they have good background knowledge of the topic, they can comprehend the texts easily.

Schema theory deals with the reading process, the readers are expected to unite their former experiences with the texts they are reading. Normally, the different background knowledge influences the reader on reading comprehension. Background knowledge shows the very important role on reading comprehension. Anderson (1999), Carrell and Eisterhold (1983) state that the readers' comprehension depends on the ability to relate the information from the texts with their background knowledge. Carrell (1988) also mentions the importance of schema that lack of sufficient background knowledge is the learners' clear problem on reading comprehension.

In conclusion, schema theory focuses on previous knowledge of the learners. If they have no enough preexisting knowledge, they cannot comprehend the reading texts.

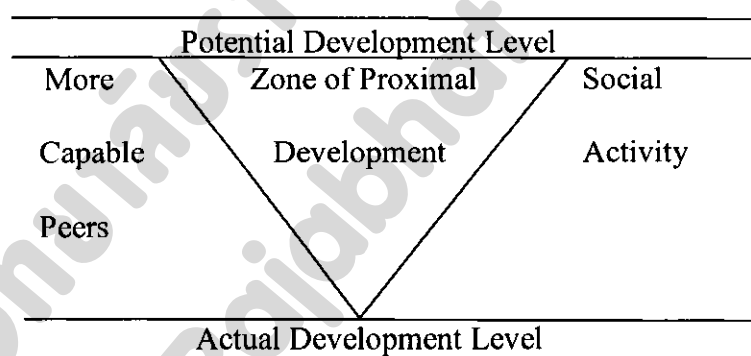
### **2.2.2 Social Constructivism**

Social Constructivism, also known as "sociocultural theory", is developed by a Russian psychologist, Lev Semenovich Vygotsky (1896-1934). Vygotsky passed away at the young age of 38 from tuberculosis and nowadays his works continue to have influence on learning and development theories (Peregoy. 2011). Vygotsky's theories stress the principle role of social interaction in the cognitive development (Wertsch. 1985)

The Social Constructivism highlights the causal relation between social interaction and individual cognitive development of the learners (Leonard. 2002). Similarly, Driscoll (2005) stated that the Social Constructivism focuses on learners as active participants who gain understanding, new knowledge and make meaning from the surrounding environment. Crawford (1996) added that Vygotsky focuses on the

interactions between people and the socio-cultural context in order to interact and share experiences.

In order to gain an understanding of Vygotsky's theories of the cognitive development, it is necessary to know one of Vygotsky's best known concepts: the zone of proximal development (ZPD). Vygotsky (1978) defined the Zone of Proximal Development as **"the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"** (p. 86).



**Figure 2.1** Vygotsky's Model of ZPD

**Source:** Piyanukool (2001 : 11)

In Figure 2.1, Piyanukool (2001) explained that the Zone of Proximal Development (ZPD) is represented by the inverted triangle. It locates between the Actual Development Level and the Potential Development Level. The children who can solve the problems of learning by themselves are at the Actual Development Level. These children will be able to learn or solve more complex problems that are at their



real capability or the Potential Development Level through the guidance from the teacher or adult and more skillful peers.

In summary, the zone of proximal development (ZPD) is the gap between the Actual Development Level and the Potential Development Level. The child will be able to reach the Potential Development Level in order to learn and solve more complex problems when they received assistance from skillful partners.

## **2.3 Reading Skill**

### **2.3.1 Definition of Reading**

Reading is one of the most essential skills in communication. Many scholars defined the definitions of reading as the following:

Wixson et al. (1987) point out that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read and the context of the reading situation.

Urquhart and Weir (1998) point out that reading is the process of receiving and interpreting information encoded in language form via the medium of print.

Paran (1996) informs that reading is an activity involving constant guesses that are later rejected or confirmed.

Anderson (1999) states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader.

Koohapinan (1999) argues that reading is a human's ability which understand symbols from reading texts.

Wongtanachai (1999) defines that reading is a process that involves the whole body and brain, for the whole body a reader perceives the messages and the brain, the reader understands the meaning of the message.

Alyousef (2005) argues that reading is a cognitive process of interactive with painting and monitory comprehension to establish meaning.

In short, reading is the complicated process of constructing meaning from written texts, readers translate or decoding the meaning of symbols or words and comprehend the texts.

### **2.3.2 Types of Reading**

According to Patel and Jain (2008 : 117-123), there are four types of reading:

#### **1. Intensive Reading**

Intensive reading is related to further in language learning under the teacher's guidance. It will provide a basic for explaining difficulties of structures and increasing knowledge of vocabulary and idioms. Intensive reading materials will be the basis for classroom activities. It will not only be read but it will be discussed in details in the target language. It is sometimes analyzed and used as a basis for writing exercises. Intensive reading is the text reading or passage reading. In this reading type, the learner reads the text to get knowledge or analysis. The goal of this reading type is to read the shorter text. This reading type is done to carry out to get specific information.

#### **2. Extensive Reading**

Extensive reading is used to gain a general understanding of a subject and includes reading longer texts for pleasure. The purpose of this reading type is to train the students to read directly and fluently in the target language for enjoyment. The

learners read the text without the guidance of the teacher. They want to know about something and do not care about specific or important information after reading.

### 3. Aloud Reading

This type of reading is the basic form of classroom organization and disciplines. In aloud reading, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Armer (1997) emphasizes that reading aloud is very crucial for students who learn English as a foreign language, especially at the beginning stage of learning. If it will be integral part of the English teaching and learning process, it can have a positive effect.

### 4. Silent Reading

Silent reading is a very essential skill in English teaching. This reading type should be employed to increase learners' reading ability. Silent reading is done to obtain a lot of information. Silent reading must be based on student's selected text. It helps the students to read completely silently without making sounds and moving his lips. It enables them read with speed, ease and fluency. Silent reading encourages the students to comprehend the texts and to expand their vocabulary.

In brief, these reading types have the different purposes for reading. The reader should select the suitable type of reading to help them to read completely.

### **2.3.3 Importance of Reading**

Atkinson (1985), four basic language skills that are necessary for communication are listening, speaking, reading and writing. Reading is an essential skill and it is probably the most important skill for second or foreign language learners (Grabe. 1991). It is a very important activity which teachers and students have to

deal with in their daily academic life. The teacher plays a significant role in mediating between the students as the readers and the reading texts (Wallace, 2003). Reading is a complicated cognitive activity that is necessary for adequate functioning in daily life. To enter the present literate society, the learners must know how to learn from reading. Especially in the higher levels, it includes critical thinking and studying. Students are required to comprehend the meaning of texts, critically evaluate the message, remember the contents, and flexibly adapt the new found knowledge (Brown & Campione, 1990; Pressley, 2000). Similar to Mikulecky and Jeffries (1996), they state that reading is a suitable tool to support life-long learning. The teachers teach students to read, it means that to give them the skills to gain or obtain their knowledge and they can complete the large insight. In addition, Hamra and Syatriana (2010) state that reading is not an easy job for students who are second language learners. There are lots of students who are not able to understand the texts. The goal of reading is to comprehend the meaning of the texts and the learners' comprehension depends on the ability to get individual word meanings.

In short, reading is the most academic language skill that supports the learners for the higher levels education. It is very important tool to find the new knowledge. The students can gain knowledge or ideas from reading.

## **2.4 Models of Reading**

According to Barchers (1998), there are three models related to reading: bottom-up, top-down, and interactive theory.

**2.4.1 Bottom-up** emphasizes the skills that required to decode the words and interpret sentences for meaning as they are presented in the written text

(Segalowitz et al. 1991). The reader needs to know not only all of the letters of words to access their meanings but also all of the words in clauses or sentences to access the total meaning of the text (Paran. 1997). For instance, Van Duzer (1999) confirmed that the bottom-up approach is the model which emphasizes individual or isolate word.

**2.4.2 Top-down** incorporates the reader's perspective and prior knowledge in extracting meaning from the text (Segalowitz et al. 1991). Barchers (1998) states that the top-down theory is based heavily on previous knowledge and experience of the reader. Aebersold and Field (1997) state that readers start reading by using background knowledge and then use their vocabulary knowledge for decoding words to understand texts. In addition, Eskey (2005 : 564) proposes that the top-down model emphasizes the whole reading process is basically "from brain to text".

**2.4.3 Interactive theory** is the combination between both bottom-up and top-down theory. Grabe (1991) states that comprehension enhanced by two interactions working together; one is the interaction between reader and text, and the other is the interaction between bottom-up and top-down process. Stanovich (1980) suggests the concept of "compensation" into the interactive model that bottom-up and top-down process compensate for each other in the reading process. In the other hands, readers will rely on the bottom-up process to compensate for the necessary background knowledge when they lack of the appropriate content schemata for a reading text. When readers lack of the bottom-up skills to comprehend the text, they will turn to higher level process. Top-down process seems to satisfy for the poor readers' limited ability of bottom-up process. For instance, Anderson (1999) emphasizes that good readers automatically switch between the bottom-up and top-down processing.

In conclusion, the bottom-up model shows that the reading process is guided by each word in the text. The reader decodes each word to gain the meaning.

In the other hand, the top-down model emphasizes that the reading process is guided generally by readers' background knowledge and experience. The interactive model states that the reading process is guided by an interaction between the text information and the reader's prior knowledge. In addition, it is guided by the interaction between the various reading strategies (Brunning, Shraw & Ronning. 1999).

## **2.5 Reading Comprehension**

### **2.5.1 Definition of Reading Comprehension**

Reading Comprehension is an active thinking process that depends not only on comprehension skill. The learners should have their own experiences and prior knowledge to understand the meaning of vocabulary, sentences, paragraphs, and the relationship among the ideas of the passage (Kustayo. 1988). Crabtree (2010) states that reading comprehension is very important for proficiency achievement in literacy during the school years throughout adulthood. Albright and Ariail (2005) mention that reading comprehension is equal to understanding and is a skill that can be enhanced.

Reading comprehension has a complicated process. With regard to the relationship between readers and reading process, many scholars defined the definitions of reading comprehension as follows:

McLaughlin (2012) points out that “engaged readers transact with text and construct understandings based on connections between prior knowledge and new information.”

Neufeld (2005) argues that comprehension involves two important features: a) being actively involved with the text, and b) using appropriate background knowledge to interpret the text. Similarly, Bernhardt (1991) expresses that successful reading concerns the knowledge and experience of the readers.

Peck and Serrano (2002) discover that a lack of interaction in a reading program effected English language learners to tune out reading instruction. Furthermore, Prater (2009) states that there are two of the most important areas of reading comprehension: reading comprehension as a composite of abilities and reading comprehension as a socially-constructed activity.

However, Sporer and Brunstein (2009) suggest partner reading, which served to promote fluency through oral reading and provided opportunities for English language learner to practice the basics with a partner and “mutually help each other” with reading comprehension task.

From the above ideas, it can be concluded that reading comprehension is more complex and harder than general reading. Readers should be able to identify the main idea and supporting details for each paragraph or passage. Basically, readers have to decode the meaning of texts and analyze the purposes of the writing. Consequently, readers cannot achieve comprehension in reading if they lack prior knowledge and interaction with partners.

### **2.5.2 Types of Reading Comprehension**

Pearson and Johnson (1972) and Nuttall (1996) inform six types of comprehension as follows:

1. Literal comprehension

Literal comprehension is the first level of comprehension. It refers to an understanding of the straightforward information that is stated directly in the texts such as facts, vocabulary, dates, times, and locations. Questions assessing of literal comprehension skills examine how well the students can classify and comprehend information that is directly stated in the texts.

## 2. Reorganization

Reorganization is based on literal understanding of the text. The students must use information from the various parts of the text and merge them for additional understanding. The students have to put together the pieces of information that are from different parts of the text in order to comprehend the whole text.

## 3. Inference

Inference involves more than a literal understanding. The learners may have a difficult time to answer the inference questions because the answers are based on the elements that are in the text. But they are not explicitly stated. An inference includes students combining their literal understanding of the text with their own prior knowledge and insight.

## 4. Prediction

Prediction involves the students using both their understanding of the passage and their own knowledge of the topic that are related to the details of the text. They use both of them in order to determine what will happen next or after the end of a story. There are two varieties of prediction, while-reading and post-reading. While-reading prediction differs from post-reading prediction. The students can immediately learn the accuracy of their predictions by reading the passage continuingly. For example, the students might read the first two paragraphs of a passage and then they



are asked about what will happen next. They can answer the questions by reminding of the text.

#### 5. Evaluation

The fifth type of comprehension, evaluation requires the learners to give the comprehensive judgment about some expressions or aspects of the text. The comprehension questions require the reader to give an evaluation of the article.

#### 6. Personal response

In this type of comprehension, the readers are required to respond the text and the subject with their feelings. The answers are not found in the text but they come strictly from the readers' opinion. If the readers' personal responses are incorrect, they cannot be unfounded. They must recount to the content of the text and reflect the literal understanding of the article. The students have to use both their literal understanding and their own experiences to respond.

In conclusion, this comprehension type is an overview of types of understanding that the learners need to have when they read the texts with more than a literal understanding. They have to comprehend the reading text through using these types of comprehension.

### **2.5.3 Levels of Reading Comprehension**

Ruddell (2001) informs that there are three levels of comprehension; literal level, interpretative level and applied level.

#### 1. Literal level

Literal level, the reader gains the meaning from reading linearly and constructs the meaning of facts that exist in the text. They need to understand the ideas that stated directly in the message to answer literal questions.

## 2. Interpretative level

In interpretative level, the readers are required to read between the lines. The reader obtains the meanings from the writer's messages that are not stated directly. In order to answer the interpretative questions, the reader should make the conclusions, compare and comprehend the symbolic use of language and ideas.

## 3. Applied level

In this level of comprehension, the reader attains the meaning of the article from reading beyond the lines. The reader is able to understand the facts that occur in the text with previous knowledge. The answer for the applied level questions can be regained when the reader links the new information with the prior knowledge.

## 2.6 Peer-Assisted Learning Strategies

### 2.6.1 Definition of Peer-Assisted Learning Strategies

Peer-assisted learning strategies (PALS) is a research-based, instructional reading program developed by educators at Vanderbilt University in 1996 for Grade 2 through 6 students (McMaster et al. 2006). It was designed to improve the reading skills of lower level readers, develop critical reading skills such as fluency and reading comprehension (Fuchs et al. 1997; Sporer & Brunstein. 2009). McMaster et al. (2006) explained that PALS was successful at the elementary school level and it was subsequently adapted for secondary level.

Topping and Ehly (1998 : 1) inform that Peer-Assisted Learning (PAL) is “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions”. Similarly, Murray (1970) states that a peer is an equal in standing or rank, a matched companion. For instance, Falchikov

(2001) points out that a peer is a group member who is similar in one or several ways, such as age, experience, education level, ability, or cultural background. Broadly, a peer is someone of the same social standing, while a peer group consists of those of the same status with whom one interacts. Fuchs, Fuchs, Mathes & Martinez (2002) emphasize that PALS is utilized as an element of effective instruction that focus on working with partners which provides opportunities to respond and receive corrective feedback, increases reading skills, especially opportunities for positive social interactions.

In short, peer-assisted learning strategies (PALS) is a reading program that designed to improve and develop the reading skills such as fluency and reading comprehension of the weaker readers. In addition, the process of PALS focuses on working with peer which provides opportunities for positive social interactions.

### **2.6.2 Steps of Peer-Assisted Learning Strategies**

Before PALS intervention is processed, students are paired in the following steps. First, teacher ranks students in the classroom by their reading performance, then split the group in half. This ranking list is from the strongest to weakest readers. The top student in the top half is paired with the top student in the bottom half of the list. The role of each pair is composed of a tutor and a tutee (Fuchs et al. 2001).

PALS reading program consists of three main steps: 1) partner reading and retell, 2) paragraph shrinking, and 3) prediction relay (Fuchs et al. 2001)

First steps, partner reading and retell, the stronger reader or tutor read aloud for five minutes to provide a model for the weaker reader or tutee, who reads along the same material. When the weaker reader makes a mistake, the stronger reader immediately provides correction. After both students have read, the tutee is asked to

retell what happened in the story. In this step, the tutee increases their accuracy, fluency and comprehension (Fuchs et al. 1999; Simmons et al. 1994).

The next step, paragraph shrinking, the stronger reader orally reads for five minutes, and then the weaker reader is asked to identify about important people or things in the paragraph. The weaker reader summarizes the main idea or the important points of the paragraph in a statement of ten words or less (Fuchs et al. 1999). If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it” (Fuchs et al. 2000).

Unlike the partner reading and retell step which students retell what happened in each paragraph after they have read, paragraph shrinking requires students to summarize the main idea of the passage after reading the text (Abbondanza. 2013).

The last step is prediction relay, the students make predictions about future events in the story. The tutee is prompt the first read and make predictions what will happen in the next half page of the text. After the tutee makes predictions, the tutor reads the next half page aloud with the tutor monitors for correcting the reading errors and the tutee follows. After reading, the tutor confirms or disconfirms the tutee’s predictions. The tutee’s predictions judged by the tutor. Then the students switch roles. Prediction relay encourages students to practice the crucial strategies for example evaluating the reading text from their previous knowledge. These kinds of strategies helps students develop comprehension skills (Fuchs et al. 1997).

Pairs of a student are assigned to a team who compete against each other, in order to motivate students to participate in reading (Fuchs et al. 1997). Each pair of tutors and tutees can earn points during three steps of PALS by showing their

cooperative behavior and providing correct responses. Students also earn points from correcting their mistakes after the tutor has pointed them out. When each tutoring session is ended, points from each pair are supported toward the team total, and the team which earns the most points will be the first. During the competition, tutors and tutees are encouraged to work cooperatively (Maheady, Mallette, & Harper. 2006).

In conclusion, peer-assisted learning strategies is a reading program in which students are paired according to reading ability, the stronger readers role as the tutor and the weaker readers role as the tutee. During the steps of PALS, the students in pairs work cooperatively and interact with partners. Accordingly, peer-assisted learning strategies (PALS) has been selected for this research project as a teaching approach with the belief in its usefulness and possibility to enhance students' English reading comprehension.

## **2.7 How to Find out the Efficiency of Instructional Materials by Empirical Approach**

Instructional materials are tried out with the students who are the sample groups. Most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercises, learning process, or sub-tests. It will be described as follows (Kitrakarn. 2001):

Two numeric values such as  $E_1/E_2 = 75/75$ ,  $E_1/E_2 = 80/80$ ,  $E_1/E_2 = 85/85$ ,  $E_1/E_2 = 90/90$ , etc.

The criteria of calculating for the efficiency, such as  $E_1/E_2 = 75/75$ , has meaning as follows:

Standard criterion 75/75, first standard criterion 75 (Efficiency of the process), is percentage of learners' total mean score from the exercises scores of PALS reading comprehension lesson plans. Second standard criterion 75 (Efficiency of the outcomes), is the percentage of learners' total mean score from the achievement test (Post-test). The statistical formulas are as follows:

$$E_1 = \frac{\sum X}{N} \times 100$$

$E_1$  = Efficiency of the process

$\sum X$  = Total scores of exercises that the samples gained

$N$  = Number of samples

$A$  = Total score of the exercises in the lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

$E_2$  = Efficiency of the outcomes

$\sum F$  = Total score of samples who pass the post-test

$N$  = Number of samples

$B$  = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of PALS reading comprehension lesson plans should be at 75/75, 80/80, 85/85, 90/90, depending on the content and the characteristics of subject. Normally, we define standard criterion 75/75 for the

subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subject related to cognition. The level of mistake is accepted at 2.5 percent.

## **2.8 Satisfaction**

### **2.8.1 Definition of Satisfaction**

Many authorities define the satisfaction as follows:

Wolman (1973) states that satisfaction is the feeling of happiness when someone reaches successfulness from the goal, wants, and motivation.

McCormick and Daniel (1980) inform that human being's satisfaction is based on the basic need that is related to achievement or incentive. In order to reach their satisfaction, people attempt to avoid dissatisfactions that will be effected them to a lack of eagerness.

Somaket (2001) points out that the positive satisfaction in learning and achievement of students depends on learning activities in classroom in order to encourage the students to do and learn. Teacher must be aware of the activities that are satisfied students for learning.

Khinna (2003) points out that satisfaction to performance is the performers' thought or attitude toward their behavior. It includes the process, elements, and factors of working. Positive attitude will provide good satisfaction toward performance. They will devote a lot of their labour, spirit, money and wisdom for working. On the other hand, negative attitude provides bad satisfaction which leads people to a lack of enthusiasm and bad behavior. Satisfaction of performance are reinforced by administrator in order to encourage the performers succeed with

happiness and accomplish the performance efficiency based on the goals of the organization.

Watcharintarangkul (2010) defines satisfaction as an individual feeling that performers have positive attitude toward activity. Good activity can motivate them to achieve more success.

Namkaew (2011) states that satisfaction is a person's feeling toward something which affects both of behavior and mind.

From the above ideas, it can be concluded that satisfaction is an individual feeling or attitude toward something that affects the people behavior and performance.

## **2.8.2 Theories Related to Satisfaction**

### **2.8.2.1 Maslow's Hierarchy of Needs Theory**

Thongsawang (2006) reflects Maslow's hierarchy of needs theory, the theory that describes human's needs. Five needs will be presented as follows:

1. Basic physiological needs refer to instinctive and the most basic needs in the hierarchy for example the needs for food, air, liquid, temperature, sleep, oxygen, freedom of movement, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.

2. Safety and security needs refer to the needs of shelter and removal from danger including security in economic status. They also refer to the need for a secure working environment free from any risks or harms. Security needs are one of the most important for survival, but they are less basic than the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods and a shelter from the environment.



3. The belonging and love needs refer to needs about love, acceptance, and being a part of groups. There are various groups or example family and social group. These needs are not as demanding as physiological and security needs.

4. Self-esteem needs are the attention and recognition that come from the others. They comprise the need for self-respect and agreement of others. Self-esteem needs are the needs that effect human's behavior.

5. Self-actualization is the highest level of human needs. They are the desire to become all that human needs or to become everything that one is capable of becoming such as need to be a leader of organization and famous people (Kaur, 2013).

In short, stimulating and encouraging learners are essential satisfaction of their learning experiences, and offering the external satisfying causes the learners' achievement. Furthermore, creating an awareness of self-respect and agreement of others are also significant, and providing useful and fair feedback are the main factors in learning.

#### 2.8.2.2 Motivation

Many scholars define the motivation as follows:

Robbins (2001) states that motivation is a needs-satisfying process. It means that when a person need or satisfy by a certain factor, the person will exert the superior effort to achieve his goal.

Tan and Waheed (2011) claim that motivation is an internal force, it depends on the needs that drive a person to succeed the goal. It is the element which

is motivated people to behave to reach the accomplishment of their objectives (Kotrakul. 2001).

Guay et al. (2010 : 712) confirm that motivation is “the reasons underlying behavior”. Similar to Emily (2011) states that motivation is the reason that underlies behavior that is characterized by willingness. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, while extrinsic motivation is governed by reinforcement contingencies. Furthermore, motivation is related to beliefs, perceptions, values, interests, and actions.

Phoonoi (2001) indicates 2 main types of motivation as follows:

1. Intrinsic motivation, it is the individual motivation that drives people to behave to reach the accomplishment of their desire or objectives. Intrinsic motivation is important because it is animated by personal interest, satisfaction, or pleasure.

There are 12 of the intrinsic motivation that are presented as follows:

- 1) Curiousness, it makes people ask questions to search the new knowledge.
- 2) Interest, it makes people search for some information or look at something.
- 3) Love, people can do anything for someone whom they love.
- 4) Warmth, warmness makes people feel comfortable.
- 5) Sympathy, it makes people agree with someone.
- 6) Pity, forgiveness is based on the pity.
- 7) Successfulness, a person feels proud when he or she succeeds.
- 8) Hungriness, people adapt their own behavior when they are hungry.
- 9) Willingness drives a person to reach his goal.

10) Satisfaction, people are pleased to do anything.

11) Belief, it makes a person to accept other people.

12) Appreciation, people behave in positive way to show their appreciation.

2. Extrinsic motivation, it is influenced by external reinforcements that motivate people to behave to success their goal. In addition, it is influenced by the external reinforcements that are the desires of that person (Julrat. 2005).

In conclusion, motivation is an important element for learning. Individual motivation and external reinforcement stimulate the learners to develop their activeness and searching learning. It is crucial for the students' learning experience. Learners will perform their behavior in positive way. In addition, Offering stimulating and assisting learners are necessary factors that cause their achievements.

## **2.9 Previous Studies Related to the Present Study**

In terms of using peer-assisted learning strategies (PALS) to enhance English reading comprehension, there are many scholars and researchers conducted about this field. The previous studies involving with using peer-assisted learning strategies (PALS) to compare the students' reading comprehension achievement scores before and after learning by using PALS intervention are presented as follows:

Johnson (2002) investigated the effect of a peer-assisted learning program on the academic achievement, self-esteem, and perceived educational value of 16 low-achieving ninth grade students at a Delaware High School. Grade point averages (GPA) are required to measure the participants' pre and post intervention achievement. From pre to post, the results revealed that the mean GPA of the

treatment group increased by 0.374 points, and the mean GPA of the control group increased by 0.198. Although, the growth for both groups was not statistically significant, the researcher claimed that the treatment group had an average increase almost 0.2 points greater than the control group.

According to La-ongthong (2007), Thai researcher, studied the effect of peer-assisted learning strategies implementation to enhance reading comprehension and retention with grade 8 students. After the samples attended eight lesson plans through the peer-assisted learning strategies implementation. The researcher found that the post-test scores of the English reading comprehension achievement were higher than pre-test scores. In addition, the retention scores and the post-test scores of the English reading comprehension achievement of the samples after learning through PALS were not different. It means that the retention of the learners' reading comprehension lasted longer and it was the effect of PALS.

There were some previous studies that examined the effect of using peer-assisted learning strategies (PALS) to improve the students' reading comprehension skill. They are presented as follows:

Fuchs et al. (1999) examined the effect of PALS to improve reading comprehension of low-level readers at the secondary level. In their study, 39 of 50 students, were identified as learning disabled, were assessed using the comprehension reading assessment battery (CRAB). The study found no significant difference between control and treatment group. The students who had experienced PALS expressed that they were more interested in working with their peers, in order to help others to read. However, the PALS students fail on post-test measures of reading fluency and text comprehension. The researchers argued that the low-level readers

lacked a true tutoring situation because all students were low-level readers and the matching with more skilled peers could not be properly.

Roof (2005) investigated the immediate effects of a PALS-Based Peer-Tutoring Program on the reading fluency and comprehension of 3 third and fourth grade English language learners (ELLs) enrolled in monolingual classrooms that were paired with native English speaking students. The results suggested that students improved their reading fluency and reading comprehension after participated in PALS sessions. English language learners developed their reading skill to a higher level of reading and usage of English language while working with native-English speaking peers.

Pool (2009) investigated the effectiveness of the PALS instructional approach on the decoding, fluency, and comprehension performance levels of elementary students with different disability. The participants were 12 fifth grade students placed in self-contained cross-categorical classrooms who were three to four years below grade level in terms of reading performance. PALS was conducted in the experimental classroom three times per week for over 20 weeks. The purpose of the study was to examine student acceptability and satisfaction with the PALS intervention. The results indicated that the most student moderate gain on decoding, fluency, and comprehension. However, the gains were not sufficient to bring students to grade level in terms of reading performance. In addition, the researcher indicated that students enjoyed PALS overall and perceived a certain level of benefit from the intervention.

Sporer and Brunstein (2009) conducted an experimental study of PALS in Germany with one hundred eighty-six seventh grade students in eight different

classes. Students were given 17 lessons. The study found that students in PALS classes gained high score on reading comprehension tests. PALS students gained a greater knowledge of summarization skills and increased their reading skill. Furthermore, the researchers suggested that PALS was an efficient and practical tool to develop students' reading comprehension.

Breece (2012) studied a case study of peer-assisted learning strategies among students in the Eleventh Grade Foundations Language Arts classrooms at Bucks County Technical High School (BCTHS). The results of this study revealed that students perceived PALS positively, students increased their desire and interest to read. The result also suggested that reading with skillful peer could be a positive experience and effect on students' self-perceptions.

Abbondanza (2013) examined the effectiveness of the peer-assisted learning strategies (PALS) of one-hundred sixty-four sixth grades students on reading comprehension, oral fluency, and attitude toward nonfiction text reading. The results did not reveal any statistical difference in reading comprehension, fluency, or attitude between PALS and control groups. However, both PALS and control groups informed positive affects in comprehension and fluency over the course of the study. The finding suggested that teaching reading comprehension strategies can assist students with nonfiction texts reading.

The studies specified above claimed that peer-assisted learning strategies improved students' reading comprehension. Working with skillful peers encourages weaker readers to develop their reading skills and increase their attitude toward reading. Peer-assisted learning strategies supports students a good opportunity to interact and work cooperatively with partner.

## **2.10 Summary of the Chapter**

In this chapter, the researcher has presented the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), learning theory, reading skill, models of reading, reading comprehension, peer-assisted learning strategies (PALS), previous studies related to the present study. Finally, this chapter finishes off summary of the chapter. The next chapter discusses research methodology.

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