



ผลของการใช้วิธี SQ5R เพื่อเพิ่มพูนการอ่านเพื่อความเข้าใจของ
นักศึกษาระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะ
ภาษาต่างประเทศ

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พฤษภาคม 2561

ลิขสิทธิ์ของมหาวิทยาลัยราชภัฏบุรีรัมย์



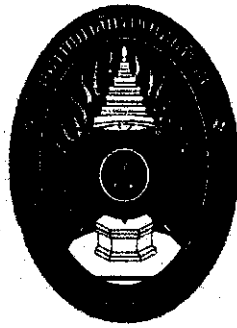
**EFFECTS OF USING THE SQ5R METHOD ON
IMPROVING LAO EFL COLLEGE STUDENTS'
READING COMPREHENSION**

Soukdavanh Sayasen

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

November 2018

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The members of the committee have approved the thesis of
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**ຜົນຂອງການໃຊ້ວິທີ SQ5R ເພື່ອເພີ່ມພູນການອ່ານເພື່ອຄວາມເຂົ້າໃຈ
ຂອງນັກສຶກສາລາວ ທີ່ຮຽນພາສາອັງກິດໃນລະດັບວິທະຍາໄລ**

ສາລະນີພິມ

ຂອງ

ສຸກດາວັນ ໄຊຍະເສນ

ສະເໜີຕໍ່ມະຫາວິທະຍາໄລຄາດຊະພັດບຸຣີຣຳ ເພື່ອເປັນສ່ວນໜຶ່ງຂອງການສຶກສາ
ຕາມຫຼັກສູດສິນລະປະສາດມະຫາບັນດິດສາຂາວິຊາພາສາອັງກິດ

ພະຈິກ 2561

ລິຄະສິດຂອງມະຫາວິທະຍາໄລຄາດຊະພັດບຸຣີຣຳ

ชื่อเรื่อง	ผลของการใช้วิธี SQ5R เพื่อเพิ่มพูนการอ่านเพื่อความเข้าใจของนักศึกษาระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ		
ผู้วิจัย	สุกฉวัน ไชยะเสน		
ที่ปรึกษาวิทยานิพนธ์	ผู้ช่วยศาสตราจารย์ ดร. นวมินทร์ ประชานันท์	ที่ปรึกษาหลัก	
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ปริญญา	ศิลปศาสตรมหาบัณฑิต	สาขาวิชา	ภาษาอังกฤษ
สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2561

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) หาประสิทธิภาพของการอ่านเพื่อความเข้าใจโดยใช้วิธี SQ5R 2) เปรียบเทียบผลสัมฤทธิ์ทางการอ่านเพื่อความเข้าใจของนักศึกษาก่อนและหลังเรียนโดยใช้วิธี SQ5R 3) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อการอ่านเพื่อความเข้าใจโดยใช้วิธี SQ5R และ 4) ศึกษาความคงทนในการอ่านเพื่อความเข้าใจ โดยใช้วิธี SQ5R กลุ่มตัวอย่างเป็นนักศึกษาวิชาเอกภาษาอังกฤษ ชั้นปีที่ 1 จำนวน 25 คน ของวิทยาลัยครูสะหวันนะเขต สาธารณรัฐประชาธิปไตยประชาชนลาว ในปีการศึกษา 2560-2561 ได้มาโดยใช้วิธีการสุ่มอย่างง่ายโดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการสอนที่ใช้วิธี SQ5R จำนวน 4 แผน แบบทดสอบวัดผลสัมฤทธิ์การอ่านเพื่อความเข้าใจ จำนวน 50 ข้อ และแบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อ SQ5R จำนวน 1 ชุด สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าคะแนนที่เป็นอิสระต่อกัน ผลการวิจัย พบว่า

1. ประสิทธิภาพของแผนการสอนโดยใช้วิธี SQ5R ในการเพิ่มพูนการอ่านเพื่อความเข้าใจ มีค่าเท่ากับ 84.36/78.24 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ คือ 75/75
2. ผลคะแนนเฉลี่ยของผลสัมฤทธิ์ในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักศึกษาหลังเรียนด้วยวิธี SQ5R สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01
3. ความพึงพอใจของนักศึกษาที่มีต่อการเรียนรู้การอ่านภาษาอังกฤษเพื่อความเข้าใจ โดยใช้วิธี SQ5R อยู่ในระดับพอใจมาก
4. ไม่พบความแตกต่างของคะแนนเฉลี่ยความคงทนในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักศึกษาหลังเรียนโดยใช้วิธี SQ5R นั่นคือ นักศึกษามีความคงทนในการอ่านเพื่อความเข้าใจ

TITLE	Effects of Using the SQ5R Method on Improving Lao EFL College Students' Reading Comprehension		
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DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2018

ABSTRACT

The purposes of this research were 1) to find out the efficiency of the lesson plans using SQ5R method to improve reading comprehension with the criterion set at 75/75, 2) to compare the reading comprehension achievement of Lao EFL college students before and after taught through SQ5R method, 3) to explore students' satisfaction toward reading comprehension using SQ5R method, and 4) to investigate the retention of the reading comprehension achievement taught by SQ5R method. The samples in this study were 25 first year English major students at Savannakhet Teacher Training College (STTC), Lao PDR, in academic year 2017-2018. They were selected by simple random sampling technique using classrooms as a sampling unit. The research instruments comprised four lesson plans employing the SQ5R method, an achievement test with 50 multiple -choice of reading comprehension, and a questionnaire asking the students' satisfaction toward SQ5R method. The statistics employed to analyze the data were mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The efficiency of the lesson plans using SQ5R method to improve reading comprehension reading comprehension was 84.36/78.24 which was higher than the criterion set at 75/75.

2. The post-test mean score of English reading comprehension achievement of the students after being taught through the SQ5R reading method was higher than the pre-test mean score with statistically significant difference at 0.01 level.

3. The students' satisfaction towards the learning of English reading comprehension using the SQ5R method was at a more satisfactory level.

4. There was not different between the retention and those mean scores of English reading comprehension of the students after being taught through the SQ5R method. That means the students have reading comprehension retention.

ວິທະຍານິພົນ	ຜົນຂອງການໃຊ້ວິທີ SQ5R ເພື່ອເພີ່ມພູນການອ່ານເພື່ອຄວາມເຂົ້າໃຈຂອງນັກສຶກສາລາວ ທີ່ຮຽນພາສາອັງກິດໃນລະດັບວິທະຍາໄລ		
ຜູ້ວິໄຈ	ສຸກດາວັນ ໄຊຍະເສນ		
ຜູ້ໃຫ້ຄຳເບີກສາວິທະຍານິພົນ	ຜູ້ຊ່ວຍສາສະຈານ ດຣ ນະວະມິນ ປະຊານັນ	ທີ່ເບີກສາຫລັກ	
	ຜູ້ຊ່ວຍສາສະຈານ ດຣ ຊຸກງດ ຈາລັດ	ທີ່ເບີກສາຮ່ວມ	
ປະລິນຍາ	ສິນລະປະສຶກສາສາດ	ສາຂາວິຊາ	ພາສາອັງກິດ
ສະຖານສຶກສາ	ມະຫາວິທະຍາໄລລາຊະພັດບຸລີລຳ	ປີທີ່ພິມ	2561

ບົດຄັດຫຍໍ້

ການຄົ້ນຄວ້ານີ້ມີຈຸດປະສົງເພື່ອ: 1) ຊອກຫາປະສິດທິພາບຂອງການອ່ານເພື່ອຄວາມເຂົ້າໃຈໂດຍໃຊ້ວິທີ SQ5R, 2) ສຶກສາຄວາມສຳເລັດຂອງການອ່ານສຳລັບຄວາມເຂົ້າໃຈຂອງນັກສຶກສາລາວກ່ອນ ແລະ ຫຼັງຮຽນໂດຍນຳໃຊ້ວິທີການ SQ5R, 3) ສຶກສາຄວາມພຶງພໍໃຈຂອງນັກຮຽນ, 4) ການສຶກສາຄວາມຄົງທົນຂອງການອ່ານດ້ວຍວິທີການ SQ5R. ກຸ່ມຕົວຢ່າງແມ່ນນັກສຶກສາທີ່ຮຽນພາສາອັງກິດ ຈຳນວນ 25 ຄົນ ຂອງປີທົ່ວໜຶ່ງວິທະຍາໄລຄູສະຫວັນນະເຂດ ໃນສົກຮຽນ 2017-2018. ໄດ້ມາໂດຍໃຊ້ວິທີການສຸມຢ່າງງ່າຍໂດຍໃຊ້ຫ້ອງຮຽນເປັນຫນ່ວຍໃນການສຸ່ມ. ເຄື່ອງມືຄົ້ນຄວ້າປະກອບມີ 4 ແຜນການສອນ SQ5R, ບົດສອບເສັງການອ່ານ 50 ຂໍ້ ແລະຄຳຖາມຄວາມພຶງພໍໃຈຂອງນັກຮຽນກ່ຽວກັບ SQ5R. ສະຖິຕິທີ່ໃຊ້ສຳລັບການວິເຄາະຂໍ້ມູນແມ່ນຄະແນນສະເລ່ຍ, ຄວາມແຕກຕ່າງມາດຕະຖານ ແລະມູນຄ່າຂອງຈຸດທີ່ເປັນເອກະລາດ ຜົນຂອງການວິໄຈພົບວ່າ:

1 ປະສິດທິພາບຂອງແຜນການສອນໂດຍໃຊ້ວິທີ SQ5R ໃນການເພີ່ມພູນການອ່ານເພື່ອຄວາມເຂົ້າໃຈມີຄ່າເທົ່າກັບ 84.36/78.24 ທີ່ສູງກວ່າເກນທີ່ຕັ້ງໄວ້ 75/75.

2 ຜົນແນວສະເລ່ຍຂອງຜົນສຳເລັດໃນການອ່ານພາສາອັງກິດເພື່ອຄວາມເຂົ້າໃຈຂອງນັກສຶກສາຫລັງຮຽນດ້ວຍວິທີ SQ5R ສູງກວ່າ ກ່ອນຮຽນຢ່າງມີໄນສຳຄັນທາງສະຖິຕິທີ່ລະດັບ 0.01.

3 ຄວາມເພີງພໍໃຈຂອງນັກສຶກສາທີ່ມີຕໍ່ການຮຽນຮູ້ ການອ່ານພາສາອັງກິດເພື່ອຄວາມເຂົ້າໃຈໂດຍໃຊ້ວິທີ SQ5R ຢູ່ໃນລະດັບພໍໃຈຫລາຍ.

4 ບໍ່ພົບຄວາມແຕກຕ່າງຂອງຜະລິດແນມສະເລ່ຍຄວາມຄົງທົນໃນການອ່ານພາສາອັງກິດເພື່ອຄວາມເຂົ້າໃຈຂອງນັກສຶກສາຫລັງຮຽນໂດຍໃຊ້ວິທີ SQ5R ໝາຍຄວາມວ່ານັກສຶກສາມີຄວາມຄົງທົນໃນການອ່ານເພື່ອຄວາມເຂົ້າໃຈ.

มหาวิทยาลัยราชภัฏบุรีรัมย์
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ACKNOWLEDGEMENTS

After an intensive period of about 2 years, today is the day of writing note of thanks to show how I have hidden something in my mind. It has been a period of great memory for me, not only in the field of learning but also with everything around me. Reading this thesis has had a big impact on me. I would like to reflect on the people who have supported and helped me so much throughout this period. This thesis has not been accomplished without the help of these people.

First of all, I would like to express my deepest gratitude to the President of Buriram Rajabhat University, Thailand who gave me the scholarship, Assistant Professor Dr. Nawamin Prachanant, my major advisor, for his patience, motivation, enthusiasm, and immense knowledge, who gave me many valuable suggestions in order to complete the study. Many thanks go to Assistant Professor Dr. Chookiat Jarat, co-advisor, for his kind suggestions and encouragement, excellent cooperation and for all of the opportunities I was given to conduct my research.

I could not have imagined having better advisors and mentors for my master study. I would like to express my deepest gratitude to the thesis committees, Assistant Professor Dr. Sonexai Mungthaisong, the chairperson, and Dr. Kampeeraphab Intanoo for their suggestions that helped me to improve and complete this thesis.

I would like to express thanks to my three experts, namely Dr. Surachai Piyanukool, the lecturer of Buriram Rajabhat University, Ms. Phounsoukha Insiseingmai, the lecturer at Savannakhet Teacher Training College, Lao PDR, and Mr. Prapan Thammawat the English lecturer at Phayakkhaphumwittayakarn

School, Phayakkhaphumpisai District, Mahasarakham Province, Thailand, who always helped me to check my research instruments and also gave many useful suggestions to make them more valid and reliable.

Special thanks to the Graduate School lecturers and the staff of Buriram Rajabhat University who always devote themselves to giving time to transfer their knowledge and help me through the years. Your kindness and warmth will stay in my heart forever. Your scholarship support and accommodation are as a huge spirit of human to other human in the earth who has no chance to continue their higher degree.

I would like to thank my institute, Savannakhet Teacher Training College to give me a chance, some financial support and also the place to collect the data, sincere thanks to first year and “third year” students of the academic year 2017-2018 in Savannakhet Teacher Training College for their cooperation in participating in my experimental study.

Finally, I would like to thank my beloved family, my cousins who always understand and support me finance until the end of my Master of Arts in English.

Soukdavanh SAYASEN

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

LIST OF ABBREVIATIONS

ASTP	Army Specialized Training Program
E1	Activities Scores
E2	Post-test Scores
EFL	English as a Foreign Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
IOC	Index of Congruence
SQ3R	Survey, Question, Read, Recite, and Review
SQ4R	Survey, Question, Read, Recite, Review, and Record
SQ5R	Survey, Question, Read, Respond, Record, Recite and Review
STTC	Savannakhet Teacher Training College
TRUCCS	Transfer and Retention of Urban Community College Students

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problems

Nowadays, English language is needed more as a means of communication, a message conveys, especially as English is as an international language. We face globalization era so we are demanded to master international language. As we know, English is the one of international language English that has pivotal role as a communication means for both oral and written in global. Therefore, English is taught to young learners in the early age in all over the world. English has been taught to young learners at the pre-school until university.

In Lao PDR, English is very crucial and has many interrelationships with various aspects of life owned by human being. English is considered as the first foreign language and taught formally from elementary school up to the university levels. Based on curriculum of Lao PDR in 2010, English becomes a compulsory subject which is not only learned in secondary schools, colleges and university, but also learned in the elementary schools.

Reading is one of the crucial skills in learning any language. Piyanukool (2001) has pointed out that the most common academic goals of reading in the content areas is constructing the meaning of the text that in some way corresponds to the author's intended meaning. People believe that the more they read, the more they learn. In other words, reading is the road to knowledge; for reading is central to learning in school, in the workplace, and in everyday life. This may raise the

questions of how students will learn to read sets the foundation for their future success. Learning to read is an important educational goal. Thus, it is very useful for everyone to comprehend what we read but also to understand other people's thinking or ideas.

As reading is the crucial skill, it is a complex process which involves not only the readers' ability to read the texts but also their ability to comprehend it. Because of this reason, many teachers of English at junior high and senior high school levels find difficulties in teaching reading. Hamra and Syatriana (2010) state that reading is not an easy job, particularly in a second language. There are many students who are not able to comprehend the texts. The purpose of reading is to comprehend the meanings of the text and the comprehension depends on the ability to get individual word meanings.

Reading comprehension is an active thinking process that depends not only on comprehension skill but also on their experiences and prior knowledge in order to understand the meaning of vocabulary and sentences, the paragraphs sense the relationship among the ideas (Kustayo. 1988). Reading and reading comprehension are considered as one of the most important skills and serious problems in the English learning process in school (Dreyer & Nel. 2003). Furthermore, Hiran (1997) informs that most of learners are in the low level of reading, they lack reading comprehension skill and they need appropriate methods or techniques to improve their reading. Considering to the importance of English, the teachers must give more attention to the teaching and learning process in order that the students become to be able to read. Foreign language office is one of the 10 offices in STTC, has faced lots problems of teaching and learning English reading comprehension. The students have to learn

many subjects mostly in English include 4 skills (speaking, listening, reading and writing). One of them is reading which is the first priority needed. However, many students achieve very low capabilities in reading when read with others. For example, the first -year students almost cannot catch the aim of text themselves.

The problem of reading among students and young people is one of the urgent problems of our time (Sadykova, Yashina & Sharafieva. 2014). Currently, reading of students is in a state of ambiguous transformation (positive and negative), managed by the Institute of Higher Education, sociocultural space, subjectivity of youth. However, Lao EFL college students have got difficulties in reading comprehension. The problems which arose cover two indicators: students' competence and class situation. From student's competence category, the researcher has found some indicators dealing with the low of students' specific reading comprehension of the text including literal, sequencing and summarizing comprehensions. These indicators are: 1) students are unable to find the main idea; 2) the students are unable to find detail information of the text; 3) the students are unable to translate the difficult words; and 4) the students are unable to distinguish between literal and implied information in a text.

Thus, the SQ5R method is a useful method for fully absorbing researcher information. It helps the students to create a good mental framework of a subject, into which the reader can fit fact correctly. The SQ5R method helps the students to set study goals. It also prompts the students to use the review method that will help to fix information in their mind. The SQ5R study method was developed by psychologist Francis P. Robinson of Ohio State University in 1941. The thrust behind the method is to enable one to engage actively in the study of textbooks and readings. It also helps

one to process information actively which in turn leads to higher memory and mastery of the material. The application of SQ5R method has been widely used to glean and build a framework to better understand and assimilate information from textbooks as well as other large volume of reading. The SQ5R method is a reading comprehension that requires readers to take actions in three parts. The first part is before they read; the readers need to survey the text and then ask questions about the text. The second is while they read; the readers have to speak aloud what they read. The last part is after they read; the readers need to review what they have just finished reading by writing down the important points of the text.

For the above reason, the researcher is very interested in investigating the reading methods using the SQ5R method to develop, support and enhance reading comprehension and retention of Lao EFL college students. By using SQ5R method to actively reading a document, the students can get the maximum benefit from their reading time. This study will be also recommended as one effective way to help students become efficient readers and it may be a good preparation for students to later cope with more difficult and more specific texts in their higher levels of studies. In addition, it will help raise teachers' awareness of importance of reading process, reading comprehension, and effect strategies in learning and teaching reading. The results of this study can be used as teachers' resource or guidelines for further studies into teaching English reading through SQ5Rmethod in the future.

1.2 Purposes of the Study

1.2.1 To find out the efficiency of reading comprehension using SQ5R method.

1.2.2 To compare the reading comprehension achievement of Lao EFL college before and after taught through SQ5R method.

1.2.3 To investigate the satisfaction of Lao EFL college students towards SQ5R method to improve reading comprehension.

1.2.4 To investigate the retention of Lao EFL college students toward reading comprehension by using SQ5R method.

1.3 Research Questions

1.3.1 Does SQ5R method increase Lao EFL college students' reading comprehension?

1.3.2 Are there any differences between the student's pretest and posttest mean scores?

1.3.3 Does SQ5R method improve the students' satisfaction toward reading comprehension?

1.3.4 Does SQ5R method improve the students' retention toward reading comprehension?

1.4 Research Hypotheses

1.4.1 The Lao EFL college students' reading comprehension post-test mean score is higher than pre- test mean score.

1.4.2 There is not different between the post- test mean score and delayed post- test mean score in reading comprehension toward the SQ5R method.

1.5 Significance of the Research

The findings of this study will be beneficial for Lao EFL college students and relevant persons as follows:

1.5.1 This study will be beneficial of Lao EFL college students. If SQ5R method is proved to effect students' reading comprehension, it will be advisable for teachers to employ this method in classes.

1.5.2 This study will be recommended as one effective way to help students become efficient readers and it may be a good preparation for students to later cope with more difficult and more specific texts in their higher levels of studies. Also, it will help raise students' awareness of importance of reading process, reading comprehension, and effect method in learning reading

1.5.3 Based on the results of this study, it can be used as teachers' resource or guidelines for further studies into teaching English reading through SQ5R method in the future.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

The population of this research include 200 first year English major students who enroll on Reading 2 Course in the second semester of academic year 2017-2018 at 8 Teacher Training Colleges in all over Lao PDR.

The samples in this research comprise 25 first year English major students who enroll on Reading 2 Course in the second semester of academic year 2017-2018 at Savannkhet Teacher Training College, Kaisone Phomvihanh District, Savannakhet Province. They are selected by simple random sampling using the colleges as the sampling unit.

1.6.2 Study Variables

The independent variable of this study is the SQ5R method used to improve Lao EFL college students' reading comprehension.

The dependent variables are efficiency of using the SQ5R method, students' reading comprehension achievement, satisfaction towards SQ5R method and retention of Lao EFL college students.

1.6.3 Duration of Study

This study is held in the second semester of academic year 2018 including in the four weeks (55 minutes per period, three times a week), for a total of 20 periods of instruction.

1.6.4 Contents of the Study

There are 4 topics used to create the lesson plans. According to the Department of Teacher Training's curriculum, Ministry of Education in Lao PDR, the Reading 2 was introduced in 2011. This book is for 12+4 program of normal course students of the fourth term. This subject consists of eleven units, which are taught 32 hours in one semester, which is 2 hours a week. The credit is 2(1-2-0).

There are 4 topics to create teaching plans. The topics are shown as follows: 1) New face; 2) International Sport; 3) Changing pop music; 4) A healthy diet.

1.7 Definition of Key Terms

1.7.1 Reading Skills refer to the ability to comprehend texts for contents and meaning at different levels.

1.7.2 Reading Comprehension refers to the process of simultaneously extracting and constructing meaning (Hannon & Daneman. 2001). Specifically, reading comprehension is the ability to understand information in a text and interpret it appropriately (Crowe. 2005). Brown and Palincsar (1989) indicate that the process of comprehension was viewed as an interactive one, where the readers comprehended through what they already knew about the topic as they interacted with the text.

1.7.3 The SQ5R Method is a study reading method that ties up reading with writing and is viewed as a learning model which includes seven steps of activities-Survey, Question, Read, Recite, Record, React, and Review. The steps can be elaborated as follows.

1.7.3.1 Survey: Before reading the text, students pay attention to topic headings, bold faced words, pictures, charts, and graphs. The step will give the readers an overview of the reading text content. This also stimulates curiosity for the material and questions will begin to arise.

1.7.3.2 Question: Before getting into details of the text, students set a purpose for their reading by generating questions about the material. They use the topic and heading information they gathered in the survey step to create questions to be answered. They ask themselves questions. Teacher provides more questions later.

1.7.3.3 Read: This is a critical step. Students read more carefully and actively to obtain the main ideas and important details. They put the pieces of

information from these sources together with the written text to make their comprehension successful.

1.7.3.4 Respond: Students rehearse the main ideas and important details in their memory by saying the questions and answers aloud to themselves and take turns to do it with pairs.

1.7.3.5 Record: This is the first step of writing activities. Students write the answers in complete sentences and make some notes of main points of the text. Recording provides students with a written outline for the summary which is added in this step to practice writing and to help students understand the text better.

1.7.3.6 Recite: Students connect the ideas of the texts with their own personal experiences by writing. Students are encouraged to express their opinions or feelings about the issues presented in the text.

1.7.3.7 Review: Students read through their summary and reaction to make sure they have covered all important points. They are also encouraged to revise their writing to check whether there is a topic sentence, the sentences are in a logical order, signal words are included, and whether there are any spelling errors.

1.7.4 Efficiency refers to the quality of the lessons by using SQ5R technique that is created in a variety of content to improve reading. The content of lesson helps and instructs students' learning efficiently (Phromwong et. al. 1978).

1.7.5 Satisfaction means the attraction, pride, or positive feeling that the students develop toward learning and teaching process. It is the impression or good feeling in learning and teaching process

1.7.6 Retention refers to the ability to retain facts and figures in memory by using retention tests after 14 days.

1.7.7 Lao EFL Students refer to 200 first year English major students study Reading 2 in academic year 2018 at the eight Teacher Training Colleges: Savannakhet Teacher Training College, Luang Prabang Teacher Training College, khang khay Teacher Training College, Salavan Teacher Training College, Pakse Teacher Training College, Bankeun Teacher Training College, Dongkhamxang Teacher Training College, and Luang Nam Tha Teacher Training College.

1.8 Summary of the Chapter

In conclusion, this chapter has presented the statement of problem of the research, the purposes of the research, and the research questions. Then, scope and limitation of the research, and definition of key terms presented. The next chapter is devoted to the literature review.

CHAPTER 2

LITERATURE REVIEW

The main purpose of this chapter is to present the review of literature on essential issues related to the present study. The review comprises some background information of Savannakhet Teacher Training Colleges (STTC), the basic approach to understanding reading. This segment includes the research in foreign language learning. Following is reading theory, model of reading, ESL/EFL reading theory and instruction, reading comprehension. The SQ5R method, satisfaction measurement, retention are presented. The previous studies related to the present study are address.

2.1 English Teaching and Learning System in Teacher Training Colleges, Lao PDR

According to Department of Teacher Training, Ministry of Education of Lao PDR, teaching and learning English was presented in Savannakhet Teacher Training College, of 8 teacher training colleges all over in Lao PDR which produce the teachers, since 1994.

2.1.1 English Education Program at STTC

In the past, Savannakhet Teacher Training College had many sub-programs namely: 12+4 program, 11+3 program, 11+3+2 program and 12+2 program but now only 12+4 program is used. 12 means five years in primary school and seven years in secondary school and 4 means four years in college. English 12+4 program,

which gets bachelor degree, takes 2,688 hours. It has a total of 153 credits. These graduates mainly train for secondary school teachers.

2.1.2 Reading 2 Course

According to the Department of Teacher Training's curriculum, Ministry of Education in Lao PDR, the Reading 2 Course was introduced in 2011. This book is for 12+4 program of normal course students of the fourth term. This subject consists of eleven units, which 32 hours in one semester, which is 2 hours a week. The credit is 2(1-2-0). Reading 2 course has its aims to develop students' reading comprehension.

2.1.3 Grade Requirements

Classroom participation and attendance	10%
Individual work assessment	10%
Group work assessment	5%
Mid-term test	25%
Final examination	50%
Total	100%

2.1.4 Grading Criteria

Scores	Grades
90-100	A
81-89	B+
75-80	B
68-74	C+
60-67	C

51-59	D+
45-50	D
0-44	F

2.2 Reading Skills

2.2.1 Definition of Reading

Reading is one of the most essential skills in communication. Many scholars define reading as follows:

The earliest definition of reading can be traced back to Huey (1908). He views reading as gathering or choosing from what was written, suggesting that constant feeling of values which goes on in all effective reading. He concerns with the process used to gain information from the printed page and focused particularly on the ideas represented in printed form and the mean by which the mind takes note of them (Glazor et al. 1990).

Thorndike (1917: 323- 332) characterizes reading as reasoning and assumed that it was an active process related to problem solving.

Huey's (1908) and Thorndike's (1917) ideas are predecessors of current models that describe reading as more than the interpretation of orthographic symbols. They reflect the belief that reading requires both visual and non-visual information, which supports recent findings that prior knowledge about experience involving language - the syntactic, semantic, and orthographic elements used to create text-is stored in the reader's mind, enabling them to predict meaning (Glazor et al. 1990: 1-3).

Smith (1994:171-182) defines reading as an interaction between readers, writers, and the text.

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

2.2.2 Process of Reading

It is necessary of the good reader can catch the meaning and understanding the whole text of writers' ideas, develop his/her ability, and so on. A good reader should also consider to reading progress in order to become a fluent reader as:

By reference to Alderson (2005), the process of reading is what we mean by "reading" proper: the interaction between the reader and the text. The process is silent, internal, private, dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in reading. Several methods are used to investigate the reading process such as miscue analysis, which analyses the mistakes readers make when reading aloud and introspection through think-aloud protocols or verbal retrospection in interview. "An alternative approach to examining the process of reading is to product of reading and to compare that product to the text originally read.

Alderson (2005: 4-5) argues that although different readers may engage in very different reading processes, the understanding will be similar. Thus, although there may be different ways of reaching a given understanding, what matters is not how you teach that understanding, but the fact that you reach it, that is, understood. There are at least two limitations to the product approach to reading: one is the

variation in the product, the other is the method used to measure the product.

“Variation in the product” conveys the meaning that what readers understand from the text varies. Different readers will develop somewhat different understandings of what a text “means” since readers differ in their knowledge and experiences, then the products of reading will also differ. In measuring the product, the problem is the method of assessing the product of understanding or the reading product - comprehension. Examples of problems can be seen in these cases: 1) if the method involves a reader recalling what he has read without recourse to the text such as in the use of recall protocol, interview or summary test, then it will be difficult to distinguish understanding from remembering; 2) if the method of testing is unfamiliar to readers, then one risks a test-method effect; and 3) if the method (e.g., cloze technique or gap-filling) induces some readers to read in a particular way, then it will be difficult to generalize from a specific test performance to an ability to read.

In short, reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated.

2.2.3 The Importance of Reading

Due to English being the world language, English reading skills are important to master in order to ensure success in language learning (Saengpugdeejit, 2009). Reading is a personal ability to interpret or understand the meaning of the text that read.

According to Atkinson and Longman (1985), four basic language skills that necessary for communication are listening, speaking, reading and writing.

Reading is an essential skill and it is probably the most important skill for second language or foreign language learners. 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 newfound knowledge (Brown & Campione, 1990; Pressley, 2000). Similar to Mikulecky and Jeffries (1996), 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.

2.2.4 Types of Reading

According to Patel and Jain (2008: 117-123), four main types of reading techniques are as follows:

2.2.4.1 Intensive Reading

Intensive reading is correlated 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.

2.2.4.2 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.

2.2.4.3 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), 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.

2.2.4.4 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.

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

2.2.5 Purposes of Reading

As we know, reading plays an important role in learning English language as a foreign language (EFL) It is the best way to gain more information from multiple reading sources which presented in English.

Jimenez (1997) suggests seven main purposes for reading: 1) to obtain information for some purpose or because we are curious about some topic; 2) to obtain instructions on how to perform some task for our work or daily life; 3) to act in a play; 4) to keep in touch with friends by correspondence or to understand business letter; 5) to know when or where something will take place or what is available; 6) to know what is happened, and 7) for enjoyment or excitement.

Pritchard (1990) notes two types of reading purposes: 1) reading for getting information; and 2) reading for pure fun or enjoyment.

Gholamain and Geva (1999) mention that reading purposes mean the aim and useful and helpful for objective in reading texts. The clearly purposes of reading are use EFL students if they realize the purposes of their reading.

Kamhi-Stein (2003) indicates two types of reading objectives: 1) the initial objective; is the objective that reader use when need to look for and choose a text, and 2) the immediate objective; is the objective that reader use when decide to read the text chosen.

Taguchi, Takayasu-Maass and Gorsuch (2004) notes that reading purpose is an integral part of successful reading for two reason: 1) the way to read the text various with purposes; and 2) the success for reading an be checked gain purposes.

To sum up, reading purpose means reader need. If refer what the readers require from various text. Reading purpose can be a rough guideline to show the important od reading tasks to the reader. All the readers have their own objective when they read the texts; for entertain, for pleasure, for getting information or fun. However, surely all the readers gain more information from the text they read and the information the read maybe useful or helpful to them in daily life in any aspect.

2.2.6 Reading Achievement

Reading achievement is the most recognized goal of the students 'ability to read has a great impact on their school success in all areas of leaning. Reading is not only essential for the mastery of school subjects but also plays an important part in the students' social development and economic future (Melton et al. 2004).

Reading has placed emphasis on the importance of reading achievement and has held teachers accountable for their students' academic success as documented by standardized test scores. School administrators need to clearly communicate the expectation that all students need to become functional and successful readers. It has become essential that school districts provide opportunities for educators to improve pedagogical strategies through professional development programs (Kent. 2004). As

teachers discover more effective instructional method, they facilitate the students' success as readers and promote the philosophy of becoming life-long learners. The pedagogical strategies include small group instruction, one-on-one instruction, reading a variety of text, self-monitoring of reading, and on-going assessment (McIntyre et al. 2005)

In short, reading may be the most important acquired skill for any given person and directly impacts all other reading achievements.

2.3 Reading Theory

Many scholars believe on reading theories can help the readers understand the text they read better. While reading, good readers often use their cognitive and/or metacognitive process to decode the linguistics for their comprehension in order to better understand the texts. Thus, content knowledge theory, strategic knowledge theory, and metacognition knowledge theory are presented in this study.

2.3.1 Content Knowledge Theory

One of the most persistent findings in the literature on reading comprehension is that people's prior knowledge about the topic of a passage influences what they remember from that passage (Mayer. 2008). The reader's perspective includes the knowledge that the reader uses to understand the passage. What is remembered to depend 'both on what is presented in the passage and on what perspective the brings to the reading task. During reading, an individual identifies how text is organized, how one processes text, how the language of text functions, what ions are reasonable when approaching print, what procedures are useful in interacting with text, and countless other conventions of text and print (Ruddell. 1997)

Bransford and Johnson (1972) have asked college students to read a passage with a given title or no title. The group that had the title before reading had a much higher comprehension score and recalled about twice as much as the other groups. Giving students, the title of the passage allowed them to relate the new information to their prior knowledge about the passage. Similar results have been obtained in studies with younger readers, Pearson, Hansen, and Gordon (1979) have asked second graders who were all rated as good readers, to read a passage Half of them knew a lot about the subject of the passage, and half did not. These results are consistent with the idea that good reading skills are not the sole determinant of what is learned from reading a passage. In addition, the knowledge that the reader brings to the reading situation influences heavily the reader's ability to make inferences about the material. Marr and Gormley (1982) ask fourth graders to read either familiar or unfamiliar passages about sports. They found evidence that prior knowledge tends to enhance readers' inference-making performance more than simple retention of facts.

Armbruster and Bonnie (1983) suggest that younger and less mature readers do not concentrate on textual features because they are not aware of the impact text structures have on learning. Knowledge of text structure is critical for reading to learn; it is requisite for efficient use of study time. By detecting the organizational patterns or structures of texts, students can observe how authors arrange ideas and determine which kinds of structures are used to interrelate ideas (Muth, 1987).

Ambiguous words or confusion within the text affect reading comprehension in cognitive processing. Experienced readers will adjust their reading rate for anomalous texts and may return to an inconsistent sentence or passage several

times, comparing what they know with what is written in the text. Older and more fluent readers are more aware of the text inconsistencies and can judge whether their comprehension is altered because of such inconsistencies (Tei & Stewart. 1985).

Readers of all ages use their prior knowledge to help them understand what they are reading. A passage may be difficult to comprehend when the reader lacks an appropriate perspective or has a perspective different from that of the writer, Overall, research on the role of prior knowledge in reading comprehension has consistently “demonstrated strong effects of knowledge on comprehension” (Roller. 1990: 83).

In summary, reading comprehension depends partly on the content knowledge that the reader brings to the task and content knowledge theory is emerging as a powerful tool for measuring the content knowledge used in teaching.

2.3.2 Strategic Knowledge Theory

2.3.2.1 Using structure

Knowing how to use the structure of a passage is an important factor of reading comprehension (Mayer. 2008). Many research works (e.g. Brown & Smiley. 1977, 1978; Gernsbacher. 1990) suggest that skilled readers know about the macrostructure of the passage. They know how the passage may be broken down into main ideas and how the main ideas may be related in a hierarchical outline. Moreover, more able and older readers have a better awareness of the structure of passages that they read as compared to less able or younger readers (Van Den Broek et al. 2003).

Van Den Broek et al. (2003) have asked students in grades three, six, nine, and eleven to read a story and then select the best title, they found that older

readers outperformed younger readers on choosing the best title for the story, and readers are much more accurate in identifying the best title when the story is in hierarchical form than sequential form, their study showed that students improved in their ability to identify main ideas over the course of their academic careers. However, even by the end of high school, students still had difficulty with poorly organized passages. Gernsbacher (1990) conducts a study on readers' sensitivity of the structure of a passage. He has found that skilled readers spent more time reading the initial sentence in a passage than subsequent sentences. This indicates that the skilled readers paid more attention to topic sentences because they "use those initial sentences to lay a foundation for mental structures representing paragraphs".

In a direct training study, Taylor and Beach (1984) have taught college students to use a hierarchical summary procedure for reading social studies texts. The results show that each of the trained students showed greater pretest-to-posttest gains in recall and in answering questions than the control group. In training studies, Bean and Steenwyk (1984) have found that summarization skills can be taught and learned to improve students' reading comprehension. Walker and Williams (2000) showed that even students with severe learning disabilities can learn reading comprehension skills that transfer to new reading situations.

To conclude, reading comprehension can be affected by strategic use of the structure. Skilled readers know the macrostructure of the passage better and older readers usually performed better strategies by learning them in school. Important information from a passage is remembered better than unimportant information. Training of reading strategies is shown to improved learners' reading comprehension.

2.3.2.2 Making Inference

The process of comprehending text often requires the reader to make inferences (Mayer, 2008). Inference making is important to reading comprehension that “the ability to draw inferences is a cornerstone of reading competence” (Winne, Graham, & Prock, 1993: 53). Weaver and Kintsch (1991) estimate that as many as a dozen implicit inferences are required to understand every explicit statement in a passage fully. Inference making correlates strongly with measures of reading comprehension. Hannon and Daneman (2001) have asked college students to take reading tests, which included a general test of reading comprehension and a test of inference making. The correlation ranged from .40 to .48, indicating a strong positive relation.

Previous studies (e.g. Paris, Lindauer & Cox, 1977; Oakhill & Yuill, 1996) have shown that young readers are poor at making inferences during reading. Paris, Lindauer and Cox (1977) have found evidence of a developmental trend in which younger readers are less likely to make inferences during reading than are older readers. They tested first year, second year and third year on listening to eight sentences. The first year performed much better with the explicit cue, but the second year and third year utilized implicit cues just as well as explicit ones. Their study showed that younger student did not spontaneously go beyond the information given to make and use inferences as well as the older student. These results suggested that as children develop, they become more able to make inferences that give meaning to their reading.

The size of a reader’s vocabulary strongly affects his inference in reading comprehension. Calvo, Estevez and Dowens (2003) ask both high-vocabulary

and low-vocabulary college students to read sentences. They found that high-vocabulary students spent about half the time rereading the second sentence when it was predictable than when it was not, and less than half of these students would go back and reread the first sentence. However, low-vocabulary students did not show any evidence of making inferences while reading the first sentence. They did not reread the first sentence less often nor spend less time reading the second sentence when the second sentence was predictable. Calvo, Estevez and Dowens (2003) propose that readers with larger vocabularies are more likely to find the inferred word in their long-term memory within the short time available, whereas readers with smaller.

To conclude, making inferences is a comprehension strategy used by proficient readers to “read between the lines,” make connections, and draw conclusions about the text’s meaning and purpose.

2.3.3 Metacognition Knowledge Theory

Scholars consistently posit that metacognition plays an important role in reading (Collins. 1994). Metacognition has been defined as “having knowledge (cognition) and having understanding, control over, and appropriate use of that Knowledge” (Tei & Stewart. 1985: 46). Thus, it involves both the conscious awareness and the conscious control of one’s learning. Metacognition is the ability to reflect on one’s own cognitive processes. Reflection stimulates metacognition. encouraging learners to identify gaps in their ideas and seek ways to fill the gap (Chi. 1996; Sawyer. 2002; Schwanenflugel et al. 2004). Brown, Campion and Day (1981) point out that although metacognitive skills are particularly difficult to teach to readers, they are crucial for effective reading.

One kind of metacognitive knowledge related to reading is comprehension monitoring, which is an awareness of whether a reader understands what he is reading (Mayer, 2008; Markman (1979) has found that student below first year have difficulty recognizing spontaneously that the text they are reading is incomprehensible, especially when inconsistencies are implicit; however, older students are more capable of comprehension monitoring. Baker and Anderson (1982) have asked college students to read short expository passages, some of which contained inconsistencies Results showed that readers spent much more time reading a sentence that conflicted with previously presented information compared to reading the same sentence in a consistent passage. in addition, skilled readers were far more likely to look back to an inconsistent sentence. These results suggest that comprehension monitoring was a characteristic of skilled readers, Van Den Broek et al. (2003) claim that students who have more working memory capacity use different reading strategies than those with low working memory capacity Working memory capacity is the amount of cognitive processing that a person can engage in at any one time.

Another focus of metacognition in reading comprehension is knowledge of the reading task. For example, locating a specific detail in a text requires a different process than that needed to write a critical analysis of the text. In order for learning to occur students must be aware that the purpose of reading is to construct meaning (Collins, 1994). The reader must learn how to adapt reading behavior to specific tasks. Rumelhart (1981) suggests three explanations to account for lack of concurrence between reader text and author text: 1) the reader may not have the appropriate schemata; 2) the reader may have the appropriate schemata, but the information available in text may not suggest them; and 3) the reader may construct a consistent

interpretation of text, but not the one intended, Armbruster and Bonnie.(1983) claim that learners must first become aware of structures of text, as well as knowledge of the task and their own characteristics as learners, before they can strategically control the learning process to optimize the influence of these factors.

Knowing how to remedy comprehension failures is very important in metacognition. A reader needs knowledge about metacognition strategies. Armbruster and Bonnie (1983), and Tei and Stewart (1985) indicate that readers use many strategies, but a distinction exists between good readers and poor readers. Good readers tend to use the most effective strategy that leads to a thorough processing of the text. Readers can be taught to develop self-awareness and control of learning, as research has supported (Schmitt & Hopkins. 1993).

Readers' characteristics are a factor for metacognition in reading comprehension. Readers' characteristics are age and experience dependent. Collins (1994) states that successful students tend to relate information in texts to previous knowledge; less successful students showed a little tendency to use their knowledge to clarify the text at hand. The development of metacognition appears to be linked to proficiency in learning.

To comprehend well a passage is an essential purpose for reading. The above schema theory and knowledge are used to explain the process of reading comprehension in the L₁ learning. However, in all cases of successful second language acquisition are characterized by the availability of comprehensive input (Larsen-Freeman & Long. 1991), and studies from L₁ learning are directly adopted to explain the comprehensive input for L₂ learners, without being questioned their applicability. More studies on L₂ learners' reading comprehension need to be

conducted, especially ones which focus on the use of reading strategies to facilitate comprehensive input and on reducing the working memory load in metacognition.

In summary, while reading, readers need at least one of three theory; cognitive, metacognitive and schema theory to explain how to decode the meaning form the texts for their comprehension, Readers use these theories to recall their existing experience or some information that they have learns, and integrate the former knowledge with new information to understand the meaning of the texts

2.4 Models of Reading

This model of reading has almost always been under attack as being insufficient and defective for the main reason that relies on the formal feature of the language, mainly words and structure. Although it is possible to accept this rejection for fact that there are is over-reliance on structure in this view, it must be confused that knowledge of linguistic features is also necessary for comprehension to take place. According to Barchers (1998), there are three models related to reading: Bottom-up, top-down, and interactive theory.

2.4.1 Bottom-Up Model

Bottom-up emphasizes the skills that require 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 meaning but also all of the words in clauses or sentences to access the total meaning of the texts (Paran. 1997). For instance, Van Duzer (1999) confirms that the bottom-up approach is the model which emphasizes individual or isolate word.

2.4.2 Top-Down Model

Top-down incorporates the reader's perspective and prior knowledge in extracting meaning from the text (Segalowitz et al. 1991). Barcher (1998) states that the top-down theory is based heavily on previous knowledge and experience of the reader. Aebersold and Field (1997) mention 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 Model

Interactive theory is the combination between both bottom-up and top-down theory. Grebe (1991) states that comprehension enhanced by two interactions working together; one is the interaction between reader and text, and the other is the 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 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.

2.5 ESL/EFL Reading Theory and Instruction

ESL/EFL reading theory has been influenced greatly by the theories of first language reading. The Psycholinguistic perspectives of reading have to a large extent directed the development of ESL/EFL reading and have dramatically changed the theory of ESL/EFL reading from a bottom-up model to "reading as an interactive process" (Tierney & Shanahan, 1991). Besides, the schema theory model also provides insights to second language reading that efficient comprehension requires not only one linguistic knowledge but the ability to relate the textual material to one's own knowledge (Carrell & Eisterhold, 1988). What is more, the interactive model of reading has led many researchers to emphasize that efficient and effective second language reading requires both top-down and bottom-up strategies operating interactively (Van Dijk & Kintsch, 1983; Carrell, 1988; Eskey (1988). Accordingly, ESL/EFL reading is a combination of both top-down and bottom-up information processing.

Coffey and Atkinson (1996) reinterpret Goodman's (1971) psycholinguistic model and suggest a model more specifically suited to second language learners. They argue that ESL/EFL reading consisted of an interaction among three factors: higher-level conceptual abilities, background knowledge, and process strategies. In other words, ESL/EFL readers produce comprehension by the interaction of these three components of reading. Besides, they argue that ESL/EFL

students would gradually shift from concrete process strategies such as phoneme-grapheme correspondences and word meaning to more abstract conceptual abilities and making better use of background knowledge.

However, ESL/EFL readers do not exactly follow Coffey and Atkinson (1996)'s model. In fact, as Mason (2004) points out, L₂ readers tend to process texts in a bottom manner, by which they "focused on surface structure features and built comprehension through analysis and synthesis of this visual input" That is, L₂ readers are not skillful in the top-down approach of reading. As Ruiz-Funes (1999) stresses, in China, English is taught intensively through bottom-up processing style, which emphasized lexical, morphological, and syntactic skills only; therefore, top-down strategies including proposition-making, integration of ideas, and inference-making are neglected. As a result, ESL/EFL reading instruction should help students develop both bottom-up and top-down strategies to achieve more successful reading.

Day and Bamford (1998) emphasize that ESL/EFL reading teachers should train students to apply strategies to their reading and provided them with practice in using a minimum number of syntactic and semantic clues to achieve the maximum amount of information. Most importantly, in their views, students should be encouraged to take risks, to guess, and to ignore their impulses to be always correct. This shows that ESL/EFL students need to receive strategy training, especially that of top-down strategies, to improve their integration of both bottom-up and top-down strategies for better comprehension.

Dubravac and Dalle (2002) emphasize that a primary goal for ESL/EFL reading theory and instruction was to understand what fluent L₁ readers did and moved ESL/EFL students in that developmental direction, However, second language

reading may be even more complex than first language reading. The obvious reason is that the second language learner for information are not firmly established in the learner's mind (Duffy, 2003). Therefore, it takes more instruction and training to help ESL/EFL students achieve effective and efficient reading as L₁ readers do.

In brief, ESL/EFL instruction in reading English as a second language or foreign language (ESL/EFL), including its role at the word level in EFL reading in second languages. It is suggested that explicit instruction be considered a necessary tool for ESL/EFL reading instruction.

2.6 Reading Comprehension

Reading comprehension has multiple definitions and explanations. Reading comprehension is not only a matter of understanding the print on page, but it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge. Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. To achieve comprehension, it is crucial for the reader to make use of his previous experiences.

2.6.1 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. Ariail and Albright (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.

Peck and Serrano (2002) discover that a lack interaction in a reading program effected English language learners in tune our 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 decided that reading comprehension is more compound and harder than general reading, Readers should be able to find the main idea and supporting details for each paragraph or passages Basically, readers have to interpret the meaning of texts and analyze the purposes of the reading. Consequently, readers cannot achieve comprehension in reading if they lack prior knowledge and interaction with partners.

2.6.2 Importance of Reading Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand the meaning, they are not really reading. Being able to understand a printed passage is an important academic task and forms the basis for learning in academic subjects (Mayer. 2008).

Hannon and Daneman (2001) propose four main component processes in reading comprehension: accessing relevant knowledge from long-term memory, integrating accessed knowledge with information from the text, making inferences based on information in the text, and recalling newly learned text material.

Brown and Palincsar (1989) identify four major reading comprehension skills: 1) generating questions that are answered by the text, 2) identifying words that need to be clarified, 3) summarizing text, and 4) predicting what will come next in a text. When studying reading comprehension, researchers frequently refer to Schema theory. The following section discusses reading comprehension by focusing on developing reading comprehension as well as three kinds of knowledge suggested by Brown, Campione, and Day (1981): activating prior knowledge, developing questions, and cooperative groups.

To conclude, reading comprehension is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind (the transfer of a message from writer to reader). Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.

2.6.3 Types of Reading Comprehension

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

2.6.3.1 Literal comprehension

Literal comprehensions are 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.

2.6.3.2 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.

2.6.3.3 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.

2.6.3.4 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 ask about what will happen next. They can answer the questions by reminding of the text.

2.6.3.5 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.

2.6.3.6 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.

To sum up, 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.

2.6.4 Developing Reading Comprehension

Comprehension is the process of the student's ability to make sense of the printed word which becomes the purpose for all reading. Each student has unique

experiences and abilities to process the printed text. Children understand and interpret the text differently by constructing diverse meanings. According to Geary (2006), students need to be taught research-based strategies relating to direct instruction, teacher- modeling, sufficient practice, and opportunities to develop self- regulated reading strategies. It is necessary that students are able to think and strategically read in order for them to effectively participate in school. Students who are engaged in reading strategies that stimulate prior knowledge, predicting, organizing, questioning, and summarizing the presented material are better able to understand and recall the information (Stahl. 2004).

Reading is a considerable concern for most special needs students who demonstrate significant difficulties learning to read (Vaughn et. al. 2002) Students who exhibit a reading disability are unable to analyze the context of a word which hinders their ability to interpret the meaning of the text (Sencibaugh. 2005). Teacher-led questioning and self-questioning strategies have been shown to facilitate reading comprehension with special needs students (Sencibaugh. 2005). Crowe (2005) has conducted a study where the participants who are in grades three to five are placed into two interventional groups. Group one uses traditional decoding-based feedback while group two uses communicative reading strategies (CRS) which stresses meaning-based feedback. This study has found that special needs students who use CRS significantly perform better than the special needs students using traditional decoding-based feedback. Students who receive CRS during oral reading sessions have shown improvement in word accuracy, reading fluency and reading comprehension.

To sum up, developing reading comprehension is the result of the interaction between the background knowledge of the reader and the text. Student's ability to understand or to get the meaning of the text from written material to identify words and get their meaning.

2.6.5 Activating Prior Knowledge

A person with more background knowledge is able to comprehend better than a person with less background knowledge. Activating prior knowledge means both eliciting students what they already know and building initial knowledge that they need in order to access upcoming content. Knowledge is extremely important in influencing how we interpret what we read and what we learn from reading. Thus, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Reading comprehension is a complex task which involves understanding and interpreting meaning from the text. The student's prior knowledge and experiences, which enable the student to make sense of the printed word, are critical to the development of comprehension skills. An important initial strategy of teaching reading comprehension is to get the students ready to read. Students need to be able to relate to the topic by using their existing knowledge, personal experiences understanding of the world around them, and prior experiences with the printed text (Geary. 2006). It is essential that teachers encourage students to use their knowledge which help them to understand the presented text.

From the above mentioned, it is clear that, having more background knowledge generally aids comprehension; the more background knowledge of the text one has the better comprehension one gets about the text. Therefore, what the teacher

should do is to teach the students to link their prior knowledge with the text. By doing this the students can better understand the global meaning of the text.

2.6.6 Developing Questions

Students who struggle with reading comprehension have difficulty associating meaning with the printed word, recalling details, making inferences, drawing conclusion, and predicting outcomes (Sencibaugh. 2005). Research has shown that educators who direct the questions and provide opportunities to develop self- questioning strategies facilitate an increase in reading comprehension. Self-generated questions help students to use their prior knowledge. This strategy needs to be modeled first by the teacher, and then the student follows the example and practices the procedure of question generation. As teachers model the construction of the questions, it is important that they “think aloud” which provides an illustration for Students to follow. After students have demonstrated proficiency with the strategy, it is critical to provide an opportunity in which they model the “think aloud “approach.

In brief, developing question think about your topic and consider the smaller questions that will help you to answer the question comprehensively and look at the ideas that you had brainstormed to approach the topic.

2.7 The SQ5R Method

During World War II, the United States of America sent soldiers to complete the operation around the world. They established the Army Specialized Training Program (ASTP) to train army personnel in intense concentration and to

cope with the considerable demands of reading and mastering the content of difficult technical manuals (Yamashita. 2008).

By the year 1961, Simensen (1987), a professor of the psychology department faculties at Ohio University, conducted a new learning and study skills program that helped military personnel to learn better by reading. He presented his researched formula for reading, called the SQ5R method. In this method, students are taught to much of the material in this chapter can be applied immediately as you study in school. A particularly good technique for organizing some of these principles of learning and memory is the SQ5R study technique, based on the SQ3R study technique originally developed by Francis Robinson (1970). As you learn to use this technique, you should find you are able to identify the parts of this chapter that apply to the various steps of the study formula. Here we describe the SQ5R study technique, which differs from the original SQ3R technique in the addition of two steps, record and reflect, that are suggested by Pauk (1997).

The SQ5R study technique stands for survey, question, read, record, recite, review, and reflect. The first step in studying is to *survey*. first survey the text and to raise questions about the meaning of what they are reading. Then, they read the text carefully, *record* the main ideas. You can underline key words and phrases, write the main ideas in the margin, or write a brief summary in your notebook. Recording the main ideas of what you read forces you to read and then they recite to themselves a summary of what they have just read, Review what they have read and finally reflect on the ideas you have learned.

In short, the SQ5R method allows the individual to review the information at a later time very quickly.

2.7.1 The Meaning of SQ5R Method

The SQ3R is originally developed by Robinson (1964). The technique includes five steps of survey, question, read, recite, and review respectively. The “survey” stage requires students to survey a text before reading it closely. They may look at titles, headings, subheadings, graphs, charts, pictures, terms in bold or italics, and skim through the text. They read the beginnings and ends of some paragraphs. Before reading the text, students perform the “question” stage by formulating questions that they think the text will answer. The questions should aim for the answers of “who, what, when, where, why, and how”. The third step of “read” students have to concentrate to look for answers to their questions and those of the teacher if there are some, and they keep checking to see if their questions are being answered. Then, at the “recite” stage, they recall by saying the questions and answers aloud from memory. Finally, the “review” stage involves students to review the text to make sure they have covered all important points. The SQ3R has been further developed into SQ4R with an extension of “record or write” step. In this step, students write summary of the text.

Pauk (1984) has developed Robinson’s SQ4R technique by adding the step of reflection so Pauk’s SQ5R includes Survey, Question, Read, Record, Recite, Review, and Reflect.

The SQ5R study method enables you to actively study textbooks and readings. This method can help you process information actively which in turn leads to higher memory and mastery of the material. SQ5R is an excellent technique to use with textbooks that provide a lot of information and require you to learn material in depth. Textbooks in many disciplines such as biology, psychology, and sociology fall

into this category.

In short, it is noticeable that these three studies reading techniques the SQ3R, the SQ4R, and SQ5R) and the SQ5R in this study have more some steps in common which can be compared.

2.7.2 Importance of SQ5R Method

Importance of SQ5R as reading comprehension strategy is evident from many experiments. These experiments show that SQ5R as a strategy improves students' reading comprehension and proficiency. Students using this strategy collect and assimilate information and they need not to read the whole chapter and remember every bit of it. The Survey of SQ5R makes students ready for effective reading. Questioning unlocks new horizon by connecting them to the subject. Recitation gives students a chance to look back and check up on learning. The review process empowers students to tie up the entire chapter and increase their understanding. Another significance of the SQ5R strategy is that it helps students to retain several reading pages, which otherwise are very stressful for them. They can take down notes in their own words, recite them and review them as they finish chapter or at any other suitable time. Research shows that students using SQ5R reading comprehension strategy accomplished reading activities better than those who did not. This strategy equips students for more systematic and structured reading techniques, so they comprehend the text in a better way. It makes students active and co-operative. Reading activity remains no more a dull practice for them.

Artis (2008) states the significance and usefulness of SQ5R as: "Because students can independently learn the basics of the course via reading, it reduces the need for instructor monologues (passive learning) to cover that information". He

argues that this enables students to be more active and involved in their learning. He maintains that SQ5R helps students change their negative impression about reading textbooks. Artis further states that “SQ5R introduces a diverse set of mega cognitive reading techniques in way students can easily understand and implement”. Bakken, Mastropieri, and Scruggs (1997), indicate that SQ5R is an effective source for students when they work at their own. SQ5R gradually allows students to be independent whereas other reading strategies have the students rely on the teacher for instructions. They acknowledge that some other strategies for instance, pre reading comprehension and study guides need “extensive material development” and therefore may be “difficult to implement consistently”. Schlozman and Schlozman (2000), opines that SQ5R provides students who are likely to be distracted with a focused view to discuss apparently challenging textbook tasks. SQ5R strategy is important for teachers too. Teachers can use this strategy to make the reading process less difficult and more interesting. They can incorporate several strategies into the EFL/ESL classrooms to help students in their development of reading skills. One way to develop students’ reading abilities is by using direct instruction of study method. The SQ5R is a direct instruction strategy used to enhance students’ comprehension of descriptive texts. It is evident from Carlston (2011) research that teachers who used SQ3R method in reading comprehension found it very useful and got better results. Following are some recommendations for teachers who want to use SQ5R method in teaching reading comprehension.

In brief, the use of SQ5R method can make the students who are not enthusiastic to read the text become active involved in the reading process as the expert says that the multi-step plan of SQ5R method makes sense because it combines

before, during, and after reading activities to help students become actively involved in reading to comprehend.

2.7.3 The Steps of SQ5R Method Activities

According to Pauk (1984), the SQ5R method consists of seven separate steps that help the individual determine the most important points of each chapter and study those points. The SQ5R is a study reading technique that ties up reading with writing and is viewed as a learning model which includes seven steps of activities- Survey, Question, Read, Recite, Record, React, and Review. The steps can be elaborated as follows:

1) Survey

Before reading the text, students pay attention to topic headings, bold faced words, pictures, charts, and graphs. The step will give the readers an overview of the reading text content. This also stimulates curiosity for the material and questions will begin to arise.

2) Question

Before getting into details of the text, students set a purpose for their reading by generating questions about the material. They use the topic and heading information they gathered in the survey step to create questions to be answered. They ask themselves questions. Teacher provides more questions later.

3) Read (R1)

This is a critical step. Students read more carefully and actively to obtain the main ideas and important details. They put the pieces of information from these sources together with the written text to make their comprehension successful.

4) Respond (R2)

Students rehearse the main ideas and important details in their memory by saying the questions and answers aloud to themselves and take turns to do it with pairs.

5) Record (R3)

This is the first step of writing activities. Students write the answers in complete sentences and make some notes of main points of the text. Recording provides students with a written outline for the summary which is added in this step to practice writing and to help students understand the text better.

6) Recite (R4)

Students connect the ideas of the texts with their own personal experiences by writing. Students are encouraged to express their opinions or feelings about the issues presented in the text.

7) Review (R5)

Students read through their summary and reaction to make sure they have covered all important points. They are also encouraged to revise their writing to check whether there is a topic sentence, the sentences are in a logical order, signal words are included, and whether there are any spelling errors.

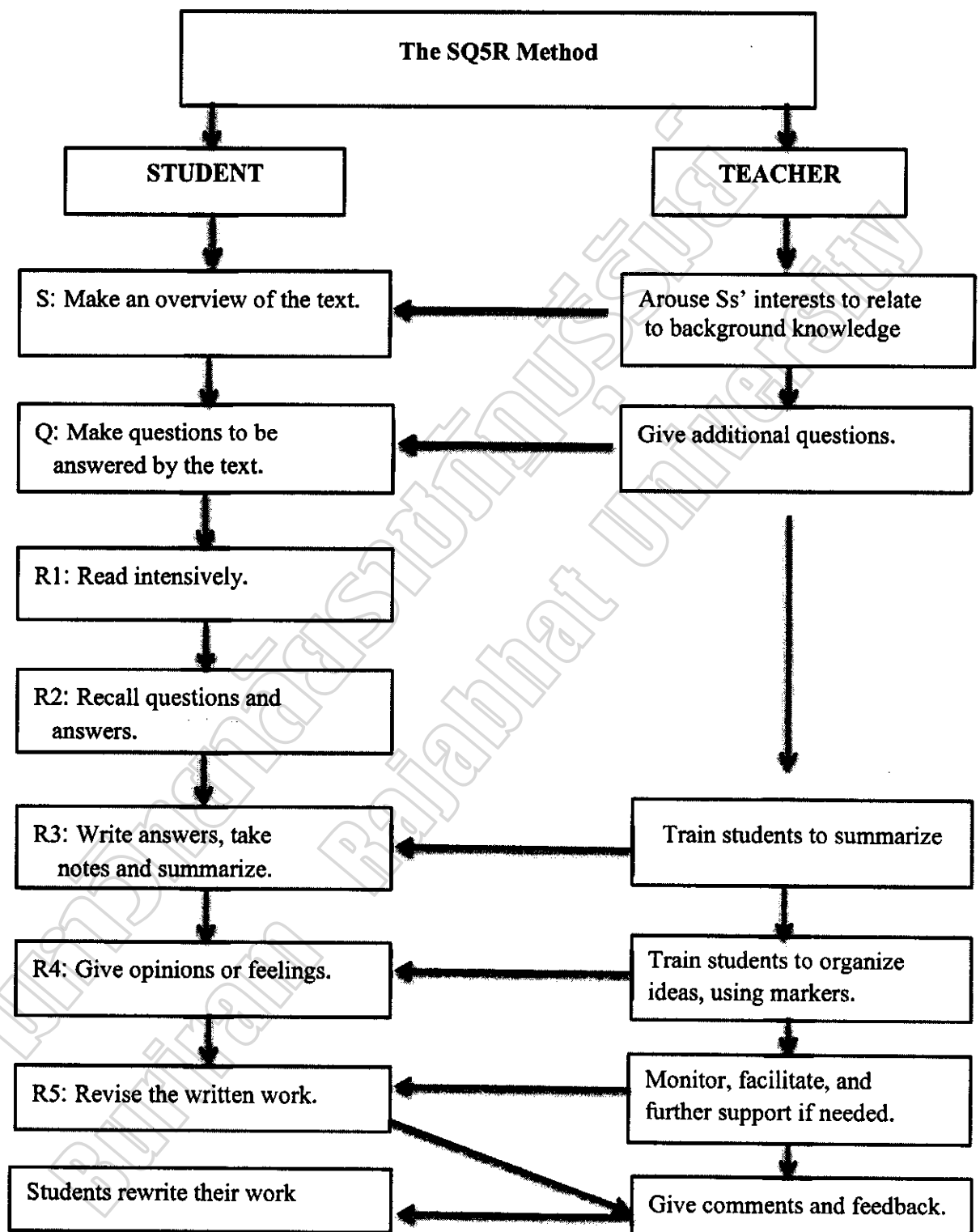


Figure:2.1 Framework SQ5R method

Source: Sangcharoon (2014: 25 – 30)

2.8 Retention

Retention is very important to learning (Thupkwao. 2009). The readers who can effectively recall their experience and prior knowledge are considered to have good retention.

2.8.1 The Meaning of Learning Retention

In terms of learning and studying, what the learners remembers should be checked in a variety of ways. It is how the learners' progress is measured. When we observe learners' behavior, we usually investigate retention, too. Many educators define the retention as follows:

William and Moran (1989) define retention as the remaining knowledge that learners can recognize after they have been receiving new information for a period of time. Learners will perform the thing they learn in the present time and transfer correctly (Underwood & Batt. 1996). Learners can remember what they learned in the past and show their action according to their retention.

To sum up, retention is the efficiency by which learners are able to recall what they have learned by retaining their experiences after they finished learning. For this research, the aim was to check learners' retention in reading comprehension in English language 14 days after they finished the lesson.

2.8.2 Types of Retention

The formulas and discussion presuppose that retention exists in one variety that is that students either remain at an institution or they do not. The truth is that retention comes in multiple varieties. Hagedorn (2005) proposes four basic types of

retention: institutional, system, in the major (discipline), and in a particular course as follows:

2.8.2.1 Institutional Retention

Institutional retention is the most basic and easy to understand and is the type measured in the formulas discussed in this chapter. In essence, 14 institutional retention is the measure of the proportion of students who remain enrolled at the same institution from year to year.

2.8.2.2 System Retention

System retention focuses on the student and turns a blind eye on which institution a student is enrolled. Using system persistence as a measure, a student who leaves one institution to attend another is considered a persisted. Therefore, system persistence accommodates the frequent occurrence of transfer or re-enrollment at another campus, in another state, or in another institutional type (for example in a for-profit). Some states, such as Texas and New York, have coordinating boards that track students who have transferred to other universities within the state thus keeping track of a limited type of system retention (i.e., system retention within the state university system). Nevertheless, those who transferred out of institutions governed by the coordinating board are generally not tracked. While the measure of system persistence is important to truly understand and measure student success, it requires tracking-a very expensive and difficult procedure. Currently, the only national tracking done is via the National Student Loan Clearinghouse.

The National Student Loan Clearinghouse is a non-profit organization designed to verify degrees and standardize student loan status. Participation in the

Clearinghouse, at a small per student fee, requires that participating colleges submit a student enrollment status report. While the National Loan Clearinghouse data is frequently used for system persistence measures, it must be stated that the data was not originally designed to be used in that manner and all institutions do not participate.

2.8.2.3 Retention within a Major or Discipline

Another type of retention takes a more limited view of the topic by viewing retention within a major area of study, discipline, or a specific department. For example, a student who declares engineering as a major but then switches to biology may be retained in an institutional sense but is lost to the College of Engineering. Non-persisters in one discipline may earn a degree in another major within the institution of original entry and thus be institutionally retained but departmentally non-retained. Retention within certain majors, such as engineering, may be of special interest due to the difficulty of recruitment and the predicted shortages in the fields. Engineering has a high rate of non-retention in the major, especially among women and people of color (Daempfle. 2003). Retention within the major may be tracked by specific colleges or universities but is not nationally tracked and remains difficult to measure.

2.8.2.4 Retention within the Course

The smallest unit of analysis with respect to retention is that measured by course completion. Studying at the course level allows the specific determination of which courses are not being completed even though a student may be retained within the institution. As specific as course retention appears to be, it is still fraught with questions of measurement. The TRUCCS Project documented large variation in

course completion depending on the time of measurement (Hagedorn, 2005). Course completion is much higher when using the first day of class as the marker to determine if a student attempted a course versus waiting until after the add/drop time. The add/drop period is provided to allow institutions the flexibility to close courses that have inadequate enrollments and to allow students to drop courses that may be inappropriate (too easy or too hard) and to add others that may be more suitable. Using the cessation of the add/drop period as the timing for the calculation means that an attempt is defined as a course in which a student obtained a letter grade (A, B, C, D, F, W, 16 P or I). While the add/drop process most certainly has a positive function from both the student and the institutional viewpoint, it must be stated that during the registration process, courses frequently close when the maximum enrollment is reached thus barring other students who may desire to enroll in the course. When enrolled students drop the course they leave open seats that may have been better utilized by another student who was denied enrollment. Course completion is not nationally posted or compared. Community colleges more typically measure course completion as they generally have more variation in the measure.

2.8.3 Length of Retention Measurement

The scholars investigate the length of time to check learners' retention as follows:

Sheu (2003) indicates that the most suitable way to check learners' retention is 14 days, because the short-term memory will become long-term memory. However, Liang (2005) present the idea that sensory memory should be checked after a minute of learning, and short-term memory should be checked one minute after the lesson is finished. In contrast, long-term memory should be checked after the class is

finished - at least 1 minute to many days or many weeks, because it is permanent retention that learners can remember immediately and accurately.

To sum up, the most appropriate way to check learning retention is 14 days after learners finished the lesson.

2.9 Satisfaction

It is necessary to define the understanding of satisfaction. In this research, the researcher focused on the satisfaction of students in teaching reading comprehension through the SQ5R method.

2.9.1 Definition of Satisfaction

First of all, it is necessary to define the notion of satisfaction and especially students' satisfaction. Satisfaction is a fulfillment of need or desire, the pleasure obtained by such fulfillment.

Oliver (1980: 469) define satisfaction as "a post choice evaluation judgment concerning a specific purchase decision", on the other way it can be approximated by the equation: satisfaction=perception of performance-expectation.

Champreecharat (2000: 52) states that satisfaction is "person's feeling toward positive performance namely love, favor, satisfy, and a positive attitude to work which occur from need response."

According to Giese and Cote (2000: 3), "satisfaction" is a summary, effective and variable intensity response centered on specific aspects of acquisition and which takes place at the precise moment when the individual evaluates the objectives.

Saengchai (2000:11) shows that “satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to focus on their work and love to do it. Furthermore, they are willing to do and try to find the defective performance process that helps them perform well.

In conclusion, satisfaction is one’s feeling toward something what he does and it also occurs in mind and effects to the action. Many researchers have conducted the research about satisfaction and motivation of the students toward using SQ5R technique

2.9.2 Variables of Student Satisfaction

The satisfaction of students has been positively correlation to pleasing learning outcomes in several studies. Clearly, the literature is abundant with possible solutions to increase students’ satisfaction level. Ni and Aust (2008) point out that the development of a classroom community is important to improving students’ satisfaction and perceived learning in Turkey. The results of a regression analysis indicated that four of six scales on the Distance Education Learning Environmental Survey (DELES) comprised of personal relevance, instructor support, active learning, and authentic learning, or task value, were significant and positively related to satisfaction of student (Walker. 2003).

Artino (2006: 266) mentions that the service academy graduates of task value, self-efficacy and perceived instructional quality are positively correlated to each other and to students’ overall satisfaction with an online course. Also, Artino states it appears that students who believed the course was interesting, useful and important were more likely to be satisfied with the training. This is similar to Pintrich and De Groot (1990) who indicates that intrinsic value (e.g. task value) is influent consisted

of the positive attitudes, cognitive engagement, and academic performance that related to students. In addition, Lee (2002) points out that the task value is significant positive predictor of the students' satisfaction levels.

In conclusion, it can be summarized that the satisfaction levels of students are associated to how confidently the students feel about their ability to communicate and learn online, having a clear understanding of what was expected of them to succeed, and feedback concerning their progress in the class

2.9.3 The Measurement of Student Satisfaction

The measurement of academic satisfaction is possibly the most crucial contribution of the literature to this study. The most common student satisfaction instrument is the Students Satisfaction Inventory (Elliott & Shin. 2002; Bryant. 2006). It consists of 43-item survey which constructs five scales: registration effectiveness, academic advising effectiveness, academic services, instructional effectiveness, and admission and financial aid. Specific instruments are often created for measuring student satisfaction in an international context (Baykal et al. 2005; Moller. 2006).

Elliott and Shin (2002) state that the two general approaches to the measurement of satisfaction. In traditional approach, yes or no question, or with one question assessing the degree of overall satisfaction has been measured the overall student satisfaction. The alternative approach, which they recommend, measures satisfaction as a multi-attribute score.

Mavondo, Tsarenko and Gabbott (2004: 50) point out that the timing of student satisfaction measurement matters. In this study, the researcher chooses to measure student satisfaction through the students' junior or senior year given that "expectations before enrolling will have been transformed and dramatically changed

by the time students are in their second or later years in a university.” The converse should also be true. If one wants to have a true sense of students’ satisfaction with their choice, it is best to get their impression as early in their freshman year as possible before students’ sense of satisfaction is influenced one way or the other by the school environment, institutional support, or their own willingness or unwillingness to engage and study.

To sum up, the students’ satisfaction is important to succeed for learners. A greater understanding of measurement of students’ satisfaction and writing is necessary and it is also a crucial component of academic success. In this research, the researcher mainly focuses on the success the measurement of students in narrative writing and descriptive writing through the genre-based approach.

2.10 How to Find out the Efficiency

Lesson plans are tried out with the target groups of students who are selected as samples in this study. Most of the lessons are calculated to find out the efficiency by considering from the percentage of exercise, and learning process, or sub- test as follows (Kitrakarn. 2002: 44-49). There are two numeric values such as:

$E_1/E_2 = 75/75$, $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, 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 the percentage of learners’ total scores means from exercise scores in the lessons plan. The second standard criteria set 75 means the (efficiency of the outcomes), which is the percentage of learners’ total means from the achievement test (Post-test). The statistics are as follows:

E_1	=	$\frac{\sum X \times 100}{A}$
E_1	=	Efficiency of the Process
$\sum X$	=	Total Scores of Post-test
N	=	Number of Samples
A	=	Total Score of the exercises in the Lessons
E_2	=	$\frac{\sum F \times 100}{B}$
E_2	=	Efficiency of the Outcomes
$\sum F$	=	Total Scores of Students who pass the Post-test
N	=	Number of Samples
B	=	Total Score of the Post-test in the Lessons

The standard for criterion to find out the efficiency of lesson plans should be 75/75, 80/80, 85/85 or 90/90 depending on the contents and characteristics of the subject. Normally, definition standard criterion 75/75 is for the subjects related to skill or learners' attitude, and 80/80, 85/85 or 90/90 are about the subjects related to cognition. The level of error is accepted at 2.5%.

The lessons' efficiency refers to the level of the lesson, and how it is employed in classroom activities in order to help students' learning. In addition, it can lead students' satisfaction with a teacher who teaches them.

Srisa-ard (2002) states that the development of teaching and learning is unavoidable to use the trial to find the efficiency of the lessons, finding the efficiency, the criterion usually uses 80/80 which consists into two approaches as follows:

1) The most students (80%) can have learning outcomes at a high level (80%). In this situation the innovation would use less time in teaching content. The criterion 80/80 refers to the number of students no less than 80% of students who score at least 80% of the total scores.

2) At the end of the procedure, this is in high level (80%). In this case, teaching would include a lot of content. The criterion 80/80 has the meaning, namely, the first criterion set 80 is the efficiency of the process (E_1), and the second criterion set 80 is the efficiency of the overall effect (E_2).

Srisa-ard (2002) introduces the concepts of determining the criterion as follows: 90/90 refers a high efficiency that research can set it by himself, but it would have problems for the efficiency cannot be achieved the goal. It is not easy for students to get an average of 90%. Therefore, the criterion set 90/90 is not determined in most research. It is accepted to set lower than 80 in both the process and the outcome. The criterion set 70/70 means the teaching materials developed are effective and can be used for most students in order to improve their learning in high levels. The criterion set 50/50 or 60/60 shows that the students can improve their average score on one half or more than 60%.

The criterion set 80/80 is not interpreted by the comparison. The criterion 80% is the overall process and results. The 80/80 separates the efficiency of the process. The researcher can set two parts, which does not equal as the criterion set 70/80. 70% means the efficiency of the process and 80% means the overall efficiency.

In short, there are many standard efficiency criteria to find out the efficiency of the lesson plans. In this research, researcher uses the standard criteria set at 75/75 because it is normal for the subject related to skill or attitude.

2.11 Previous Studies

The SQ5R is a study reading method adapted for language learners to help them read better in their classes. It is based on the SQ3R and the SQ4R, therefore, the studies on these two techniques have been reviewed. Since the SQ5R involves different steps and very little research on the topic is available, some related studies have been focused.

Wooster (1953) conducted a study in an effort to determine the effectiveness of SQ3R. He administered the study after hearing students' concerns that the method was ineffective. A total of 29 college freshmen at The Ohio State University enrolled in a reading improvement course were selected to participate in the study. SQ3R was taught daily for one week to the students. The students then practiced using the Strategy for the following nine weeks. The students were given an objective test over a textbook each week. They were given 20 minutes to prepare for the test using the SQ3R method. The students assessed on three different criteria. The criteria were the number of correct answers on a comprehension test, the number of Words studied per minute, and the student's thoughts on quality of note taken.

Vittayarungrangri (1993) investigated the effectiveness of the student-generated question technique with the first-year nursing students at Mahidol University. The findings revealed that teaching reading by the student-generated question technique significantly increased students' reading ability at the .001 level.

The weak and average students in the experimental group achieved significantly greater results than did those in the control group. Good students in both groups showed no statistically significant differences from each other. The most students revealed a positive attitude toward the student-generated question technique

Hedberg (2002) conducted a case study to investigate the effectiveness of the SQ3R learning strategy in order to find the answers to her research question, "How will the direct instruction of the SQ3R method affect fourth grade ESOL students' comprehension and retention of Virginia history?" The subjects of her study were three Fourth grade students who enrolled in the English for Speakers of Other Languages (ESOL) program at Deer Park Elementary School in Centreville, Virginia.

Potaya (2003) investigated the effects of the SQ4R on the English reading comprehension and summary writing ability. The subjects in the study were thirty-six second year of certificate in the vocational level students who enrolled in English 4 (20001204). The subjects were trained with eight lessons using the SQ4R. After the training, a reading comprehension test together with summary writing test was administered. The study showed that the students' English reading comprehension and summary writing ability increased after being taught through SQ4R.

Uttamaharat (2004) compared the students' English reading comprehension and interest in learning of the experimental group, who were trained through the SQ4R to those of comprehension the control group, who were trained through the teacher's manual. Both groups were trained with six lessons for six weeks. After the training, a reading comprehension test and the questionnaire were administered. The study showed that the reading comprehension of the experimental group was significantly better at. Likewise, the level of interest in learning of the

experimental group was significantly different.

Banjoungmanee (2005) studied the effectiveness of SQ4R on reading and reflective thinking ability of learners. The subjects were twenty- six upper secondary school students who enrolled in the Reading-Writing Course. The subjects were trained with eight lessons using the SQ4R technique.

Malelohid (2006) conducted an experimental research to investigate the effectiveness of the pre-, while-, and post-reading questioning strategies on reading comprehension with Grade 6 students in Municipality School 4 in Pattani, Thailand. The experimental group of forty-three students was trained with the pre-, while-, and post- reading questioning strategies, while the forty-three students in the control group were taught by using the reading procedures in the Teacher's Manual of the text book "Say Hello 6". The findings revealed that the English reading comprehension ability of the experimental group was significantly greater than that of the control group ($p < 0.01$). Moreover, there were significant differences between the experimental and control groups' level of improvement in both types of questions: literal questions at $p < 0.01$ and reinterpretation questions at $p < 0.01$.

Tiabrata (2007) explored the effects of using the SQ3R reading method for reading comprehension achievement with electrical power students at Uttaradit Technical College. The research samples consisted of 50 students. The samples were divided into two groups, namely the control group (25 students) and the experimental group (25 students). The control group was taught by the translation method; whereas, the experimental group was taught by the SQ3R reading method. The research instruments were a pre-test and post-test tests. The collected data were analyzed by mean, standard deviation and independent samples t-test. The findings revealed that

students' reading comprehension achievement was significantly improved after using the SQ3R reading method.

Guzniczak (2007) explored the effects of strategy instruction on lower and higher-level learning in the hypertext format of a WebQuest. The SQ3R and Classification/Categorization study strategies were used to investigate the effects of comprehension in a recall and essay task. Two hundred fifty-four eighth-grade students in 8 American history classes, in one Midwestern middle school participated in this quasi-experimental study. Two teachers took part in this study. The researcher designed the instructional strategy materials and the WebQuest used in this study. These grades eighth students received three instructional practice sessions of the strategy to which they were assigned. Students then transferred the use of their assigned strategy instruction to a hypertext environment by participating in a WebQuest activity concerned with the topic of American Citizenship. Quantitative analysis involved (1) a Student Technology Use Survey, (2) a Citizenship Pretest, (3) a Citizenship Posttest, and (4) an Essay Task prompt, assessed for depth or level of understanding by a Bloom's Taxonomy Rubric. Findings suggested that the classification/Categorization strategy result in more efficiency comprehension in the higher-level learning essay task. There was also positive correlation between the reading ability of learner and the level of understanding in the easy task. This suggests that the reading abilities remain a crucial indicator for successful comprehension and depth understanding in only literacy learning environments. Implications for classroom instruction regarding strategy instruction and the use of instructional technology are discussed.

Thammawat (2011) conducted the implementation of SQ3R strategy to enhance English reading comprehension, retention, and satisfaction of grade 12 students. The sample of this study 50 who enrolled in the second semester of a academic year 2010 of Phayakkhaphumwittayakham school, Maha Sarakham Secondary School Educational Service Area Office 26, selected through the purposive sampling technique. According to the results of the study, a significant difference was found in the reading comprehension skills of the students who studied reading comprehension with the SQ3R technique.

Sangcharoon (2014) investigated the effectiveness of the SQ5R technique upon the reading and writing skills development of 32 ninth graders of Satri Phatthalung School. The subjects were selected by purposive sampling. The study was conducted throughout the first semester of the 2009 academic year. The experimental instrument comprised ten reading-writing integrated lessons, employing the SQ5R technique. The data-collecting instrument was an achievement test, including 30 multiple choice items of reading comprehension, and one writing item of two short paragraphs: one was the summary of a reading text, and the other was a student's reaction towards the text information.

Basar and Gurbuz (2017) shown that Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. The sampling was constituted by 57 students from two different branches of the Ataturk Elementary School in the center of Usak region during the second semester of the 2013-2014 academic year. Reading comprehension skill achievement questions prepared by the researcher and it was used as the data collection tool. These questions were implemented to both groups before the experiment. Independent

sample t-test and Kruskal Wallis-test methods were used for data analysis. According to the results of the study, a significant difference was found in the reading comprehension skills in favor of the students who studied reading comprehension with the SQ4R technique.

To sum up, the researcher wants to prove whether the SQ5R, a study skill could work well with college students of an “English special class” who were in a mixed ability group of Lao EFL College students. The SQ5R method was expected to develop the students’ reading skills in their further studies in the English Program in their fourth year. Moreover, the SQ5R would become a ladder that developed students to become independent and autonomous learners.

2.12 Summary of the Chapter

In conclusion, this chapter has presented the background information of Teacher Training Colleges, the basic approach to understanding reading. This segment includes the research in foreign language learning. Following it is reading theory, model of reading, ESL/EFL reading theory and instruction, reading comprehension. The reading difficulty SQ5R method, satisfaction measurement, retention are presented. The review of the related literatures is presented in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter introduces the approach taken to find out the effects of the SQ5R method to enhance English reading comprehension, satisfaction, and retention of Lao EFL college students. This chapter presents the population and samples, research instruments, the construction of research instruments, data collection procedures, data statistical procedures and data analysis.

3.1 Population and Samples

3.1.1 Population

The population of this research included 200 first year English major students who enrolled in Reading 2 Course in the second semester of academic year 2017-2018 at 8 Teacher Training Colleges in all over Lao PDR. The eight colleges were Savannakhet Teacher Training College, Luang Prabang Teacher Training College, Khangkhay Teacher Training College, Salavan Teacher Training College, Pakse Teacher Training College, Bankeun Teacher Training College, Dongkhamxang Teacher Training College, and Luang Nam Tha Teacher Training College. Each college offered only one class of first year English major of students.

1.3.2 Samples

The samples of this research were 25 first year English major students who enrolled in Reading 2 Course in the second semester of academic year 2017-2018 at

Savannakhet Teacher Training College, Kayson Phomvihana district, Savannakhet province, (Lao PDR). The samples were selected by using simple random sampling technique by using colleges as a sampling unit.

3.2 Research Instruments

There were three main research instruments employed in this study as follows:

3.2.1 Four lesson plans for teaching reading comprehension for Lao EFL college students who studied Fundamental English Course in the second semester of academic year 2018. The whole lesson plans were totally 20 hours.

3.2.2 English reading tests through the SQ5R method Lao EFL college students constructed by the researcher comprised of 4 contents.

3.2.3 A set of questionnaires of students' satisfaction toward reading comprehension designed to collect the data from the samples after learning reading through the SQ5R method.

3.3 The Construction of Research Instruments

This section disclosed how to construct the research instruments in this study and how to find out the validity and reliability of the research instruments.

There were three instruments utilized in this research as follows:

3.3.1 Four Lesson Plans of SQ5R Method to Improve Reading Comprehension

The lesson plans for instruction of the SQ5R method for the first year English major students at the eight Teacher Training Colleges, Lao PDR were

conducted with the respect to lesson plans, the researcher applied the SQ5R method (survey, question, read, respond, record, recite, review) in three reading steps, as following:

The First Step: Pre-reading

Students survey, and find the answers: What types of reading is this work, text or story? What is the title? Who is the author? When was the work Written? How long or short is the piece? How much time do you have to read the work or the section? When should you be finished with the reading? For this step, students need to brainstorm about their previous experience with the topic provided and predict what they will find from the topic. Then, students' question: teacher asks some questions about the work and students themselves ask some questions to predicted what they will learn from the passage and then write this in a learning log.

The Second Step: While Reading

Students read (R1) through the text with the questions they wrote in mind. They need to use both teacher and their questions to examine what to annotate, highlight or take notes on as they read, for this step, students look for the difficult words, and they try to understand each word's meaning from the context clues, discuss the material for comprehension, and then write or take notes on the reading in their own words. After they read (R 2) Students rehearse the main ideas and important details in their memory by saying the questions and answers aloud to themselves and take turns to do it with pairs. and take notes, some sentences may be the answers to teacher questions or their questions; This is the first step of writing activities. (R3) Students write the answers in complete sentences and make some notes of main points of the text. Recording provides students with a written outline for the summary which

is added in this step to practice writing and to help students understand the text better. so, students need to recite (R4) what they wrote at the end of each section (scene, chapter, stanza, verse, etc..). They will then speak out the answers to ensure that they can recall the crucial detail for each question.

The Third Step: Post-reading

Students review (R5) what they read. Students need to look back over their notes, then try again to answer the questions. What questions did the teacher raise about the work? What are their own questions? This step checks student comprehension of the text they read and brings it to a conclusion.

3.3.2 Lesson Plans

The lesson plans for instruction of the SQ5R method for the first-year English major students normal course schedule of academic year 2018, Reading 2 Subject taught two periods per week which included two hours per each period.

The steps of constructed of the SQ5R reading comprehension lesson plans were gradually conducted were as follows:

3.3.2.1 The researcher studied the Basic Core Curriculum (A.D. 2011) about version, principles, goal, learner's key competencies, desirable characteristics, learning standard of foreign language, indicator, learning areas, and strands and learning standards of foreign language.

3.3.2.2 The researcher constructed six lesson plans for reading comprehension focused on the SQ5R method and conducts 4 lesson plans comprised 4 content reading comprehensions: 1) New Face; 2) International Sport; 3) Changing Pop Music; 4) A healthy Diet as follow:

Lesson Plan 1: Orientation, students did the pre-test about English reading before learning through the SQ5R method

1. Lesson Plan 1: New Face
2. Lesson Plan 2: International Sport
3. Lesson Plan 3: Changing Pop Music
4. Lesson Plan 4: A healthy Diet

Lesson Plan 6: Students did the post-test and answered the questionnaire on satisfaction toward English reading after learning through the SQ5R method.

3.3.2.3 The lesson plans were submitted to the thesis advisors to checked for the correctness and appropriateness of the lesson plans, and the researcher edited according to the thesis advisors' comments.

3.3.2.4. The lesson plans were examined by three experts about contents validity quality by using five-point Likert scale as follows (Srisa-ard. 2002:102)

5 marks for the most appropriate

4 marks for more appropriate

3 marks for moderate appropriate

2 marks for less appropriate

1 mark for the least appropriate

Thus, the instruments of the lessons presented validity. The names of three experts were as follows:

1. Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University, Thailand.

2. Mr. Prapan Thammawat the English lecturer at Phayakkhaphumwittayakarn School, Phayakkhaphumpisai District, Mahasarakham Province, Thailand.

3. Mrs. Phonesukha Insisiengmai, the English lecturer at Savannakhet Teacher Training College, Lao PDR.

3.3.2.5 The researcher analyzed the scores from the experts to find out the mean scores and compared with these criteria (Srisa-ard. 2002: 99-103).

Meaning	Opinion Level
4.51-5.00	The most appropriate
3.51-4.50	More appropriate
2.51-3.50	Moderate appropriate
1.51-2.50	Less appropriate
1.00-1.50	The least appropriate

Appropriate scores at 3.50 and over are considered that the lessons plans could be utilized (See Appendix B). The mean score obtained was 4.41 (S.D. = 0.23).

The researcher improved the lesson plans according to the experts' advices and proposed them to check again.

3.3.2.6 The lesson plans were tried out with the third year students English who were not the samples; and they used to study this course before in order to find out the weak points and then improved the lesson plans before used with the samples. (See Appendix C).

To appraise the efficiency of lesson plans, there were three steps to perform. The three steps of the pre-trial are as following (Phromwong. 1978):

1) The Individual Trial

Lesson plans were utilized with 3 different proficiency level students, namely 1 high, 1 moderate, and 1 low proficient student at STTC, who were not the samples in the research. The criteria of discrimination to divide the students into different levels of English learning achievement were: 1) the student who has got grade A in English in the second semester of the academic year 2017-2018 was a high proficient student, the student who had got the grade C+ was a moderate proficient student, and the student who had got grade D was a low proficient students; and 2) the three students were allocated to carry out pre-test about 90 minutes, while the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-test and do a questionnaire about their satisfaction and gave recommendation toward reading comprehension using the SQ5R method to improve reading ability. Then the researcher improved the lesson plans based on students' comments. The result of the individual trial indicated that the efficiency of the lesson plans of English reading comprehend through the SQ5R method was 77.00/76.00 which met the specific criteria.

2) The Small Group Trial

Lesson plans were utilized with 9 different proficiency level students, namely 3 high, 3 moderate, and 3 low proficient students at STTC, who were not the samples in the research. The criteria of discrimination to divided the students into different levels of English learning achievement were: 1) the students who had got grade B+ and A in English in the second semester of the academic year 2018 were high proficient students, the students who got the grade C, C+ and B were moderate proficient students, and the student who had got grade D, D+ were low proficient

students; and 2) the three students were allocated to carry out pre-test about 90 minutes, while the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-test and did a questionnaire about their satisfaction and gave recommendation toward reading using the SQ5R reading method to improve reading comprehension. Then the researcher improved the lesson plans based on students' comments. The result of the small group trial explained that the efficiency of the lesson plans of English reading comprehend through the SQ5R method was 76.33/75.38 which met the specific criteria.

3) The Field Trial

In this step, there were 25 students with three different proficiency levels of English achievement participated from 1 class of third year students at STTC, who were not the samples in this research. They took pre-test for 90 minutes. Then they learned the lessons for 12 periods of 30 hours. After learning, they took post-tests for 90 minutes of each student and did the questionnaire about their satisfaction and gave recommendation toward reading using the SQ5R reading method to improve reading comprehension. The scores of the activities in the lessons using the SQ5R reading method to improve reading comprehension, and the post-test scored from the field trial were decided to find out the efficiency of the lesson based on 75/75 standard level (Phromwong. 1978). In this step, it was found that most student were able to do the posttest better than pretest. In addition, the result of the field trial explained that the efficiency of the lesson plans of English reading comprehend through the SQ5R method was 76.68/76.08 which met the specific criteria.

To conduct this research, the assessments of efficiency of lesson plans were performed as shown in the following figure.

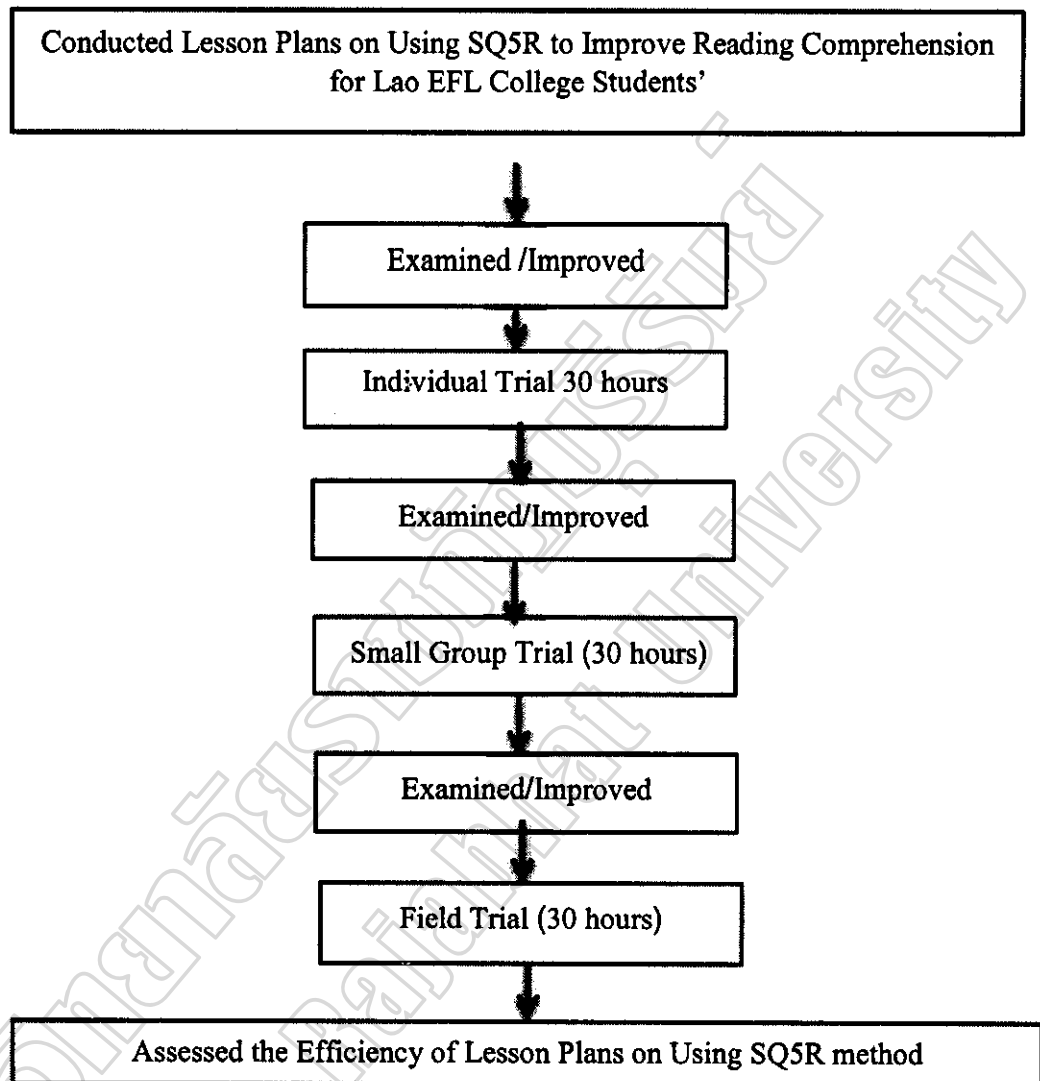


Figure 3.1: Steps of Trying out Lesson Plans

3.3.2.7 The researcher conducted the completed lesson plans to use with the samples. (See Appendix D)

3.3.3 Reading Comprehension Achievement Test

Pre-tests and post-tests consisted of reading comprehension that requires students to read according to the topics. The samples did both pre-test and post-tests,

which were the same parallel tests. The pre-test and post-test were constructed by the researcher as following steps:

3.3.3.1 The researcher studied a syllabus for college level on Reading 2 and the contents of reading using SQ5R method for first year English major students.

3.3.3.2 The researcher studied the literature reviews on how to construct the tests.

3.3.3.3 The researcher studied a syllabus for Reading 2 Course and contents of reading comprehension for first year English major students of Teacher Training College level.

3.3.3.4 The researcher constructed the test that consisted of 50 multiple choice questions with four alternatives to measure reading comprehension based on the four contents. (See Appendix E)

3.3.3.5 The tests were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathani, 2003: 221).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

3.3.3.6 The research calculated the IOC index, chose the question which had IOC index at level 0.5 -1.00 to be achievement test (See Appendix E). It indicated that the IOC value was 0.67-1.00 (See Appendix I).

3.3.4 Satisfaction Questionnaire

The researcher designed and created the questionnaire concerning with students' satisfaction toward using SQ5R to improve reading which consisted of 3 main parts as follows:

Part 1: Personal Information. The participants were demanded to reply the questions included gender, age, and background of English learning. This part was designed the form of check list.

Part 2: Information of Satisfaction Questionnaire. This section was close-ended questions and designed a set of questions to ask the participants' satisfaction after learning reading comprehension. It consisted of 5 statements of five-point scales questionnaire with Likert's rating scale. The scales used for rating of participants' satisfaction are as follows (Srisa-ard, 2002: 102):

Score	Meaning	Opinion Level
5	means	The Most Satisfactory
4	means	More Satisfactory
3	means	Moderate Satisfactory
2	means	Less Satisfactory
1	means	The Least Satisfactory

Part 3: This part was about additional information or other opinion in taught and learned the lessons by using the SQ5R method.

A set of questionnaires of students' satisfaction in this study was thoroughly constructed and developed by the researcher as follows:

3.3.4.1 The researcher studied related literature reviews of satisfaction from thesis, books, and internet.

3.3.4.2 The researcher studied related literature reviews and examples on how to construct the satisfaction questionnaire as explained by Likert's method or five rating scales.

3.3.4.3 The researcher gathered and arranged the issues related to students' satisfaction toward learning reading toward the SQ5R method.

3.3.4.4 The researcher proposed the 20 statements to the thesis advisors to give the comments and suggestions.

3.3.4.5 The statements were examined by three experts to check for the correctness and appropriateness. There were five scales as follows (Srisa-ard, 2002: 102):

Meaning	Opinion Level
4.51-5.00	The most appropriate
3.51-4.50	More appropriate
2.51-3.50	Moderate appropriate
1.51-2.50	Less appropriate
1.00-1.50	The least appropriate

Then the researcher calculated the gained data to find out the mean scores.

The appropriate mean scores at 3.50 or higher were considered as the questionnaire statements. The mean score was 4.57 (See Appendix G). The weak points were edited or revised by the researcher. Furthermore, the researcher proposed the satisfaction's questionnaire to experts to correct issues again.

3.3.4.6 The researcher gathered, organized, and tried out the satisfaction's questionnaire with the students who were not the samples at Lao EFL college students in the second semester of academic year 2017-2018.

3.3.4.7 Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula (R_{XY}) to find out discrimination power which had to be at 0.50-1.00 level (Srisa-ard. 2002: 110). The discrimination was at 0.50-1.00 (See Appendix H).

3.3.4.8 The validity and reliability of the questionnaire were analyzed by a software program, using the Alpha Coefficient Formula or Cronbach Formula (Srisa-ard. 2002: 99) that the reliability of the questionnaire must be more than 0.80. The data was calculated by a software program. The reliability coefficient of the questionnaire was 0.98 (See Appendix H).

3.3.4.9 The researcher selected 20 statements which had the most significant differences at level 0.01 to be the questionnaire.

3.4 Data Collection

For the design of this study, the researcher employed Quasi-Experimental one group pre-test and post-test design as shown in Table 3.2 below:

Table 3.2

Research Design

Group	Pre-test	Treatment	Post-test
Quasi-Experimental	T ₁	X	T ₂

Sources: (Sai-yot. 1995: 248-249)

As shown in Table 3.2 above, T₁ is pre-test, X is the treatment, and T₂ is post-test, respectively. In this study, the data collection comprised of lesson plans,

achievement tests (pretest and posttest), participants' questionnaire and participant's retention. The procedure for collecting data were as follows:

3.4.1 The teacher oriented the students before they began doing the test.

This orientation involved letting the students know about the learning method, student's role, learning objectives and the assessment procedure.

3.4.2 The teacher administered the pre-test for 25 sample students in reading comprehension by using a 50-item with 4 multiple-choice achievement tests.

3.4.3 The researcher taught students through the 4 lesson plans. Each lesson covers 6 periods and each period was 55 minutes.

3.4.4 After completing the lesson plans, the researcher let students take the quizzes to checked the student's comprehension. The researcher complicated the items of the quizzes and choices.

3.4.5 The researcher gathered the data from the pre-test, post-test scores for analysis by using statistical testing of the hypothesis.

3.4.6 The researcher evaluated the students' satisfaction of reading comprehension using SQ5R method by a 5-point Likert-type scale questionnaire.

3.4.7 Fourteen days after the initial test, the researcher let students take the retention test based on the reading comprehension achievement test by modifying the items and choices.

The steps in data collection could be illustrated below:

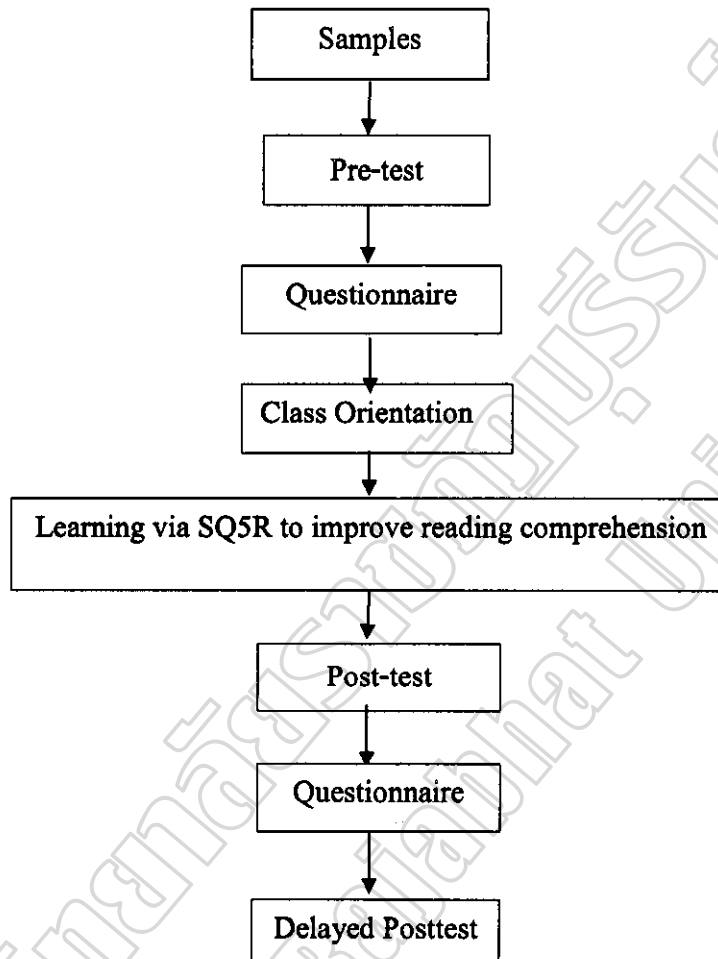


Figure 3.2 Steps of Data Collection

3.5 Data Analysis

The procedures for analyzing the collected data were presented as follows:

3.5.1 In order to evaluate students reading comprehension before and after being taught through SQ5R method, the pre-test and post-test were computed for mean (\bar{x}) and standard deviation (S.D.).

3.5.2 The scores obtained from the exercises and a post-test were calculated to find out the efficiency of process (E_1) and the efficiency of outcomes (E_2), respectively.

3.5.3 Dependent samples t-test was used to compared the difference between pre-test and post-test mean scores to detect a significant difference set at 0.01 level.

3.5.4 In order to evaluate the students' satisfaction toward learning via SQ5R method, the data from a 5-point Likert-type scale was computed for mean (\bar{x}) and standard deviation (S.D.). The following criteria employed for interpretation were as follows (Srisa-ard. 2002: 102):

Meaning	Opinion Level
4.51-5.00	The most satisfactory
3.51-4.50	More satisfactory
2.51-3.50	Moderate satisfactory
1.51-2.50	Less satisfactory
1.00-1.50	The least satisfactory

3.5.5 Dependent samples t-test was used to test the retention between pre-test and post-test mean scores to detect a significant difference set at 0.01 level.

3.6 Statistical Procedures

This section presents how to analyze data from the research instruments.

The procedures were as follows:

3.6.1 The Statistics Used to Find out the Quality of Instruments

3.6.1.1 The validity was used by Index of Congruence (IOC)

(Kiywan. 1998).

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.6.1.2 Discrimination Power of each item for five-point rating scale

questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002)

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Correlation coefficient between variable X and variable Y

X = Total scores of variable X index

$\sum Y$ = Total scores of variable Y index

$\sum XY$ = Total of multiplied result between variable X and variable Y

$\sum X^2$ = Total scores of variable X index's square

$\sum Y^2$ = Total scores of variable X index's square

N = Number of a pair of variables index or number of samples

3.6.1.3 Reliability Coefficient of the satisfaction questionnaire by using Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard, 2002: 99)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.6.1.3 The Efficiency of lesson plans (E_1/ E_2) (Kitrakarn, 2002: 44-49).

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

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons

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

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Score of Students who pass the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

3.6.2 Statistics Used to Analyze the Obtained Data

3.6.2.1 Percentage (Srisa-ard. 2002)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.2.2 Mean (\bar{x}) (Srisa-ard. 2002)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.6.2.3 Standard Deviation (S.D.) (Srisa-ard, 2002)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

\sum = Total scores

3.6.2.4 The differences between pre-test and post-test mean scores

calculates by dependent samples t-test formula (Srisa-ard, 2002).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.7 Summary of the Chapter

This chapter has presented the research procedures including population and samples, research instruments, data collection, and data analysis procedures. The next chapter, the resulted of this study is indicated.

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CHAPTER 4

RESULTS

This chapter presents the research results from the data analysis on the improving of reading comprehension of the research subjects which were learning from the SQ5R reading method. The research questions of this study were expressed in the following order: 1) research question one regarding to find out the SQ5R reading method help increase Lao EFL college students' reading comprehension have the efficiency based on the criterion set at 75/75; 2) research question two regarding to compare the reading comprehension achievement of Lao EFL college before and after taught through SQ5R method; 3) research question three regarding to investigate the satisfaction of Lao EFL college students towards SQ5R method to improve reading comprehension; 4) research question four regarding to investigate the retention of Lao EFL college students toward reading comprehension by using SQ5R method. The reading results were collected by using mixed methods including qualitative and quantitative, namely pretest, mini-test at the end of each lesson in four topics, posttest and questionnaire to test students' satisfaction toward using SQ5R method. Moreover, qualitative method, namely open-end questions were attached at the end of questionnaire.

4.1 Research Question One: Does SQ5R method increase Lao EFL college students' reading comprehension achievement to have the efficiency at 75/75?

This section reports the results of the analysis of the quantitative data from the SQ5R reading method and the achievement test employed in this study to find out the efficiency of the lesson plans for Lao EFL college students based on the criterion set at 75/75. The quantitative data were composed of the activities scores from reading comprehension (efficiency of the process), and post-test scores (efficiency of the outcome). There was of the SQ5R reading method and four topics in this study. The total mean scores from all activities scores of the SQ5R reading method were 100 scores: activities 1(25), activities 2(25), activities 3(25) and activities 4(25). The total mean score from the achievement test or post-test was 50 those scores. Table 4.1 below presents the percentage, mean, and standard deviation.

Table 4.1

The Efficiency of the Lesson Plans on the SQ5R Method for Lao EFL College Students (n=25)

No.	Activities scores of learning through the SQ5R reading method (Efficiency of the Process)					Post-test (50)
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	
1	19	20	20	21	80	40
2	18	19	20	21	78	39

Table 4.1 (Continued)

No.	Activities scores of learning through the SQ5R reading method (Efficiency of the Process)					Post-test
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	(50)
3	20	20	20	21	81	38
4	20	21	21	22	84	39
5	19	20	20	20	79	39
6	20	21	19	20	80	39
7	19	20	20	18	77	38
8	21	20	21	21	83	39
9	22	22	20	21	85	39
10	23	21	21	22	87	42
11	22	21	21	20	84	39
12	23	23	22	23	91	41
13	22	23	23	24	92	38
14	22	22	22	23	89	37

Table 4.1 (Continued)

No.	Activities scores of learning through the SQ5R reading method (Efficiency of the Process)					Post-test (50)
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	
15	20	22	23	23	88	40
16	21	22	23	23	89	38
17	20	20	22	22	84	40
18	20	22	22	23	87	39
19	20	22	21	21	84	38
20	19	21	23	23	86	39
21	19	21	21	21	82	42
22	21	21	20	23	85	39
23	20	21	22	21	84	38
24	19	21	22	22	84	39
25	20	21	22	23	86	39
Total	509	527	531	542	2109	978

Table 4.1 (Continued)

No.	Activities scores of learning through the SQ5R reading method (Efficiency of the Process)					Post-test
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	(50)
\bar{x}	20.36	21.08	21.24	21.68	84.36	39.12
S.D.	1.35	1.00	1.16	1.38	3.87	1.20
%	81.44	84.32	84.96	86.72	84.36	78.24

As shown in Table 4.1, the efficiency of the lesson plans on the SQ5R reading method for Lao EFL college students, which were conducted by the researcher, is 84.36/78.24 which was higher than the criterion set at 75/75. It indicates that students, who have learned English reading through the SQ5R reading method, had received total mean scores from the exercise scores of the SQ5R reading method at 84.36% and total mean scores from the achievement test after learning through the SQ5R reading method at 78.24%.

4.2 Research Question Two: Does SQ5R method improve the students' reading comprehension achievement?

This section reports the results of the analysis of the quantitative data from the achievement tests employed in this study to compare students' reading ability before and after learning through the SQ5R reading method. Pre-test scores (50 scores) and post-test scores (50 scores) were compared to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2

The Difference between Pre-test and Post-test Scores (n = 25)

No.	Pre-test Scores (50)	Post-test Scores (50)	Difference	Square of Difference (D^2)
1	21	40	19	361
2	15	39	24	576
3	21	38	17	289
4	16	39	23	529
5	19	39	20	400
6	21	39	18	324
7	18	38	20	400
8	18	39	21	441
9	17	39	22	484

Table 4.2 (Continued)

No.	Pre-test Scores (50)	Post-test Scores (50)	Difference	Square of Difference (D^2)
10	23	42	19	361
11	16	39	23	529
12	21	41	20	400
13	20	38	18	324
14	18	37	19	361
15	17	40	23	529
16	18	38	20	400
17	20	40	20	400
18	21	39	18	324
19	21	38	16	256
20	19	39	19	361
21	23	42	19	361
22	18	39	21	441
23	18	38	20	400
24	20	39	18	324
25	23	39	16	256
Total	482	978	496	9940
\bar{x}	19.28	39.12	19.84	82.30

Table 4.3

Comparison of the Difference between Pre-test and Post-test Mean Scores (n=25)

Learning Achievement	n	Total Scores	\bar{x}	S.D.	t
Pre-test	25	482	19.28	2.25	48.75**
Post-test	25	975	39.12	1.20	

**significant difference at 0.01

As shown in Table 4.3, it indicates that the students who learned English reading through the SQ5R method had higher reading ability on post-test mean score ($\bar{x} = 39.12$) than in pre-test mean scores ($\bar{x} = 19.28$) at 0.01 of the statistically significant difference.

4.3 Research Question Three: Does SQ5R method improve the students' satisfaction toward reading comprehension?

This section reports the results of the analysis of the quantitative data from the questionnaire used in this study to find out the students' satisfaction after learning reading through the SQ5R reading method. The results were shown in Table 4.4.

Table 4.4

Students' Satisfaction after Learning through the SQ5R Reading Method

No.	Statements	\bar{x}	S.D.	Level
1	The content is interesting.	4.24	.83	More Satisfactory
2	The contents shape is firmly	4.24	.43	More Satisfactory
3	The size of contents is suitable for student's level.	4.36	.49	More Satisfactory
4	The letters' formats are suitable.	4.36	.56	More Satisfactory
5	The illustrations are interesting.	4.44	.71	More Satisfactory
6	The illustrations are suitable for students' level.	4.40	.64	More Satisfactory
7	The contents are interesting.	4.32	.62	More Satisfactory
8	The contents are beneficial to learners.	4.36	0.56	More Satisfactory
9	The contents are up to date.	4.36	0.56	More Satisfactory
10	The presentation of content is interesting.	4.24	0.59	More Satisfactory
11	The content motivates learners.	4.24	0.72	More Satisfactory
12	The content is well organized	4.16	0.68	More Satisfactory
13	The English language use is clear and easy to understand.	4.24	0.52	More Satisfactory
14	The content is easy for the students to understand.	4.24	0.72	More Satisfactory
15	The SQ5R method improve students to enhance their reading comprehension.	4.48	0.58	More Satisfactory

Table 4.4 (Continued)

No.	Statements	\bar{x}	S.D.	Level
16	Students enjoy practice the SQ5R method on reading comprehension.	4.40	0.50	More Satisfactory
17	The goal for evaluations are clearly presented	4.36	0.56	More Satisfactory
18	The difficult of test is appropriate for the level of students	4.20	0.64	More Satisfactory
19	Time provided is enough for reading each passage.	4.36	0.56	More Satisfactory
20	Students can apply SQ5R method in their knowledge form the reading text to diary life.	4.28	0.54	More Satisfactory
Grand Total		4.31	0.10	More Satisfactory

As shown in Table 4.4, it indicates that Lao EFL college students were the most satisfactory with English reading through the SQ5R reading method in overall ($\bar{x} = 4.31$, S.D. = 0.10). It is noticeable that the three highest mean score were no. 15 “The SQ5R reading method improve students to enhance their reading comprehension” ($\bar{x} = 4.48$, S.D. = 0.58), followed by no. 4 “The illustrations are interesting.” ($\bar{x} = 4.44$, S.D. = 0.71), and no.6 “The Students enjoy practice the SQ5R method on reading comprehension.” ($\bar{x} = 4.40$, S.D. = 0.50), respectively. On the other hand, the three lowest mean scores were no. 12 “The contents are well organized.” ($\bar{x} = 4.16$, S.D. = 0.68), followed by no. 2 “The contents shape is firmly” ($\bar{x} = 4.24$, S.D. = 0.43) and no. 18 “The difficult of test is appropriate for the level of students.” ($\bar{x} = 4.20$, S.D. = 0.64), respectively.

4.4 Research Question Four: Does SQ5R method improve the students' retention toward reading comprehension?

This section reports the students' retention of reading toward the SQ5R reading method. The researcher used the post-test and delayed post-test scores from the achievement test were compared by using dependent sample t-test. The results are shown in Table 4.5.

Table 4.5

The Result of Post-test and Delayed Post-test Scores (n = 25)

No.	Post-test	Delayed Post-test
1	40	40
2	39	39
3	38	39
4	39	39
5	39	40
6	39	39
7	38	39
8	39	40
9	39	39
10	42	42

Table 4.5 (Continued)

No.	Post-test	Delayed Post-test
11	39	39
12	41	40
13	38	38
14	37	39
15	40	41
16	38	38
17	40	42
18	39	38
19	38	37
20	39	36
21	42	43
22	39	38
23	38	37
24	39	38
25	39	37
Total	978	977
\bar{x}	39.12	39.08
S.D.	1.20	1.68
%	78.24	78.16

As shown in Table 4.5, the 25 Lao EFL college students reports that they employed the post-test mean scores at 39.12 (S.D. = 1.20), and the delayed post-test mean scores were 39.08 (S.D. = 1.68).

After an investigation into the post-test and the delayed post-test mean scores used by all students, Table 4.6 presents the report of the comparison of the research group's scores obtained from the post-test and the delay post-test as follows:

Table 4.6

Comparison of the Experimental Group's Scores Obtained from the Post-test and the Delayed Post-test (n = 25)

Learning Achievement	n	Total Scores	\bar{x}	S.D.	t
Post-test	25	975	39.12	1.20	.171
Delayed Post-test	25	980	39.08	1.68	

As shown in Table 4.6, the mean score of the delayed post-test ($\bar{x} = 39.48$, S.D. = 1.83) was lower than the post-test ($\bar{x} = 39.00$, S.D. = 1.29). In this study, the result indicates that the students' English reading through the SQ5R reading method achievement test scores were not different between the post-test and the delayed post-test scores. That means students have retention for learning reading through the SQ5R reading method.

Additionally, opinion from the open-ended question, most students stated that the SQ5R method made them know how to start reading in different topic, be more comprehend, and be better in reading. However, they claimed that the weak

points of the SQ5R method were students did not to think. They just imitate and changed some information following to model given. Finally, the students wanted to learn English the SQ5R method in order contents or topic.

To conclude, this current study has proved the effectiveness of the SQ5R upon the students' improvement in reading comprehension. The findings support the educators' and specialists' views that reading is mutually beneficial and cannot be separable. The SQ5R can not only develop students' language skills but also real-life skills, all of which are vital for learners in the globalization era. If the students are continuously trained with the SQ5R, they will become independent in acquiring language knowledge and language skills. They then become confident to employ the learning method of SQ5R to acquire knowledge in other content areas. There is a question of success. Teachers of all curriculum subjects have to adopt the more effective teaching technique to train students to become independent and autonomous learners, so that they can take responsibility for their own learning. In order to succeed in this, the teachers of all subjects should be trained with the effective teaching methods with study-reading models and the modified SQ5R in this current research is proved that it is effective enough to be implemented with pre-intermediate to advanced students.

4.5 Summary of the Chapter

In short, this chapter present the findings and data analysis of this study. The results of each question are expressed from question one to four. Detailed summary of the findings; discussions, and implications for instruction are presented in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This study aims to invent the lesson plans of English reading comprehension by using the SQ5R reading method for Lao EFL college students. This chapter presents the results of data analysis under the following topics: 1) summary of the findings, which reviews the purposes, the procedures of this study, and the results; 2) discussions; 3) pedagogical implications; and 4) suggestions for future research.

5.1 Summary of the Findings

This study aimed: 1) to find out efficiency of lesson plans the SQ5R reading method help increase Lao EFL college students' reading comprehension based on the criterion set at 75/75; 2) to compare the reading comprehension achievement of Lao EFL college before and after taught through SQ5R method. 3) to investigate the satisfaction of Lao EFL college students towards SQ5R method to improve reading comprehension and 4) to investigate the retention of Lao EFL college students toward reading comprehension by using SQ5R method. The research hypotheses were: 1) The Lao EFL college students' reading comprehension post-test mean score is higher than pre- test mean score, and 2) There is not different between the post- test mean score and delayed post- test mean score in reading comprehension toward the SQ5R method.

The samples in this research comprised of 25 first year English major students who enrolled on Reading 2 Course in the second semester of academic year 2017-2018 at Savannakhet Teacher Training College, Kaison Phomvihanh District, Savannakhet Province. They were selected by simple random sampling using the colleges as the sampling unit.

The independent variable of this study was the SQ5R method used to improve Lao EFL college students' reading comprehension.

The dependent variables were the efficiency of using the SQ5R method, students' reading comprehension achievement, satisfaction towards SQ5R method and retention of Lao EFL college students.

The research instruments were lesson plans, achievement tests, and questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test.

The topics used in the lesson plans were conducted by the researcher as follows: 1) New face; 2) International Sport; 3) Changing Pop music; and 4) A healthy diet. This study was conducted in the second semester of academic year 2018 for 21 periods described as follows: 1) 12 periods for learning through of the SQ5R reading method, four topics, 60 minutes for each period; 3) periods for orientation, doing pre-test; 3) periods for doing post-test and questionnaire about students' satisfaction toward reading after learning through the SQ5R reading method; and 2) period for doing delayed posttest. The findings of this study were as follows:

1. The efficiency of lesson plans of English reading comprehension using the SQ5R reading method was 84.36/78.24 which was higher than the criterion set at 75/75.

2. The posttest mean score of English reading comprehension achievement test of the students' after being taught through the SQ5R reading method was higher than those of the pretest with statistically significant differences at .01 level.

3. The student's satisfaction toward English reading after learning through the SQ5R reading method was at more satisfied level ($\bar{x} = 4.31$, S.D. = 0.10).

4. The students' retention of English reading was no significant difference between the retention and those mean scores of English reading comprehension of the students after being taught through the SQ5R method. That means the students have reading comprehension retention.

5.2 Discussion of the Findings

The researcher discusses the results of using the SQ5R reading method to improve Lao EFL college students' reading comprehension as follows:

5.2.1 Efficiency of the SQ5R Reading Method Lesson Plans

The findings revealed that the efficiency of lesson plans on the SQ5R reading method was 84.36/78.24, which was higher than the criterion set at 75/75. Moreover, the results explained that the first efficiency of the process (E_1) was higher than the second efficiency of the outcomes (E_2). That means the students got exercise scores more than post-test scores. Before doing exercises, the teacher let the students read models, analyze vocabulary and they had done exercise with peers and comprehend the story they had learned before doing posttest. In addition, all exercises

were quite easy because the students have learned some vocabulary and some topics already so most of them can do the exercise easily. On the other hand, the efficiency of the outcomes was lower than the efficiency of the process because the post-test was more difficulty than the exercises.

The finding of the study could be considered that the researcher studied and analyzed the causes and problems while learning reading from observation and students' reading. Afterwards, the researcher reviewed the related literature, for instance, reading comprehension, SQ5R reading method, lesson plans, satisfaction, retention, etc. Furthermore, the lesson plans were given comments and examined by the thesis advisors about the content validity quality. Then, the researcher improved lesson plans based on their suggestions. In addition, all lesson plans were evaluated by the experts about content validity quality. Again, the researcher improved lesson plans following to their suggestions. Also, the lesson plans were tried out three steps to find out the efficiency before using with the samples. Eventually, the researcher improved the lesson plans based on the students' comments. Moreover, the lesson plans consisted of several components, for example, various models, activities, pre-test, and post-test.

In addition, the researcher conducted all lesson plans following steps of teaching the SQ5R reading method proposed by Pauk (1986) which is considered as a learning tool to help students succeed in reading texts, since it includes an additional step of "Reflect" that requires students to express opinions. Though there is very little research on this model, it can be assumed that Pauk's SQ5R is effective because the steps are based on SQ3R and SQ4R that can effectively enhance students' reading comprehension. These factors caused the great lesson plans.

The result confirmed with the past research work, based on origins SQ3R method, of Pauk (1986) who developed from Robinson in 1941. English reading skill by using SQ5R reading, and the result illustrated that not only the mean scores of the post- test were higher than the pre-test but it was also found that the students' reading achievement scores from the post - test in each group were higher than the pre-test significantly ($p < 0.01$). In addition, Gunawan (2016) mentioned that SQ4R technique can increase the success of reading comprehensiveness more than other method. The researcher found that the students' reading comprehension was posttest mean score was higher than the pretest mean score with statically significance difference at 0.01 level.

5.2.2 Comparison of the Students' Reading Comprehension

Achievement of Lao EFL College before and after Taught through SQ5R

Method

The result revealed that the students' reading comprehension post-test mean scores was higher than the pre-test means scores with statistically significant difference at 0.01 level. This is because the researcher reviewed the related literature, namely reading, reading comprehension, the SQ3R, SQ4R, SQ5R and a syllabus for college level of English subject and contents of reading for Lao EFL college students before construction the test. Afterwards, the tests were edited and revised by the thesis advisors. Then, the researcher enhanced the tests based on their suggestions. In addition, the tests were examined and evaluated by the experts to find out the validity. Again, the researcher enhanced the tests following to their suggestions. Furthermore, the researcher followed the steps of learning English reading through SQ5R method proposed by Pauk's (1986) which is considered as a learning tool to help students

succeed in reading texts.

According to the teaching learning cycle, the researcher let students read each model, analyze the vocabulary or structure used in each topic, learn new vocabulary and new structures, do exercises, write following to the model given, and finally comprehend their own text independently, respectively. Moreover, the lesson plans were tried out and found the efficiency before used with the samples. For this reason, students who learned English reading through the SQ5R reading method had higher reading ability.

The indented with the study of Pauk (1986) who developed from Robinson 1941 in English reading skill by using SQ5R reading, and the result illustrated that not only the mean scores of the post- test were higher than the pre-test but it was also found that the students' reading achievement scores from the post - test in each group were higher than the pre-test with a statistically significant at 0.01 level. Also, it is similar to Carlston (2011), Baier (2011) and Sangcharoon (2014) research that teachers who used SQ5R method in reading comprehension found it very useful and got better results and learning achievement post-test mean score was higher than pre-test score at the level of 0.01 significance. Moreover, Gunawan (2016) mentioned that SQ4R technique can increase the success of reading comprehensiveness more than other method. The researcher found that the students' reading comprehension was posttest mean score was higher than the pretest mean score with statically significance difference at 0.01 level.

5.2.3 The Student's Satisfaction toward English Reading after Learning through SQ5R Reading Method

The result illustrated that students' satisfaction toward reading after learning through the SQ5R reading method as a whole were at the most satisfactory. This could be explained that learning English reading through the SQ5R reading method made the students had more satisfactory with learning the lessons. This could be summarized that the lessons were evaluated the quality by the experts therefore the lessons have high quality, appropriate contents, and are suitable for students' level. The students gave the three highest mean score, no. 15 "The SQ5R reading method improve students to enhance their reading comprehension", followed by no. 4 "The illustrations are interesting.", and no.6 "The Students enjoy practice the SQ5R method on reading comprehension". That shows learning English reading through the SQ5R reading method can improve reading comprehend of students. Moreover, the opinion from open-ended questions showed that most students stated that learning English reading through the SQ5R reading method made them know how to start reading comprehension in various topics, enjoy the lessons, activities and exercises a lot, satisfied with this teaching method, feel more confident and motivated in reading including be better in reading.

The result confirms with the study of Oliver (1980: 482) who defined satisfaction as a post choice evaluation judgment concerning a specific purchase decision, on the other way it can be approximated by the equation: satisfaction-perception of performance-expectation. It was found that students were the most satisfactory with English reading through the SQ5R reading method. Also, the finding is similar to Champreecharat (2000), Giese and Cote (2000), and Saengchai (2000)

who mentioned that satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to focus on their work and love to do it. Furthermore, they are willing to do and try to find the defective performance process that helps them perform well. In addition, the questionnaires were examined and evaluated by the experts about correctness and appropriation. Again, the researcher enhanced the questionnaire following their suggestions. Finally, the questionnaire was tried out with Lao EFL college students who were not the samples to find out the reliability before using with the samples.

5.2.4 The Students' Retention of English Reading toward the SQ5R Reading Method

The results showed that students have retention for learning reading through the SQ5R reading method. This is could be explained that the achievement scores of students' reading ability developed on the SQ5R reading method were not different between the post-test and the delayed post-test scores. The finding of this study could be considered that fourteen days after the students finished the post-test; the delayed post-test was given to them for checking their target reading after the treatment. They spent approximately 120 minutes doing the test. It indicated that learning English reading through the approximately improve students' short-term memory. Therefore, the result pointed out clearly that learning English reading through the SQ5R reading method of Lao EFL college students could help them memorize long term-memory of their topics of reading. This is confirmed by theory of retention from Sheu (2003) who stated that the length of time for checking the students' retention after learning is 14 days, because the short-term memory will become long-term memory.

5.3 Pedagogical Implications

There are several pedagogical implications suggested in order to use the SQ5R reading method to improve English reading in the appropriate way. As a result of the finding from this study, the researcher made useful pedagogical implications as follows:

5.3.1 The SQ5R reading method sustains students' reading comprehension. Accordingly, administrators, teachers, and related person in learning management should apply the lesson plans of English reading for Lao EFL college students to improve reading comprehension of students in other contents, or classes.

5.3.2 Teaching English reading for comprehension, teacher should investigate the students' satisfaction toward reading before starting teaching English reading in order to know their satisfaction and their problems of reading.

5.3.3 Following to students' satisfaction, it illustrated that students had some problems about using proper and correct words for a particular text, pronouncing words and using correctly note and summary respectively. Hence, teacher should mainly focus on these problems first before starting the teaching of reading.

5.3.4 Teacher should spend more time to prepare the lesson plans and for students to practice their reading.

5.3.5 Teachers concerned with learning management should hold workshop in conducting education innovation and supervise to solve reading problems. Moreover, they should support teacher to use the SQ5R reading method to improve students' reading comprehend in order to make them achieve in learning reading.

5.4 Suggestions for Future Research

According to the result discussed earlier, some suggestions are raised here for the future studies as follows:

5.4.1 The future research should be compared reading ability, satisfaction toward reading and retention of students' reading comprehend between learning through the SQ5R reading method and other reading techniques.

5.4.2 The future research should be employed the SQ5R reading method with other classes in colleges and other levels.

5.4.3 From the results of the study, it can be assumed that the SQ5R can be used not only in reading to help develop language skills but also in other subject areas. Since the SQ5R is a reading formula for content area reading, thus students should be asked to respond to a questionnaire or should be interviewed to find whether they make use of this technique while reading expository texts in other academic subjects.

5.5 Concluding Remarks

In conclusion, the SQ5R reading method motivates active learning and instructing on the parts of both learners and instructors. This study made contributions as follows: 1) This study will be beneficial of Lao EFL college students. If SQ5R method is proved to effect students' reading comprehension, it will be advisable for teachers to employ this method in classes. 2) This study will be recommended as one effective way to help students become efficient readers and it may be a good preparation for students to later cope with more difficult and more specific texts in their higher levels of studies. Also, it will help raise teachers'

awareness of importance of reading process, reading comprehension, and effect method in learning and teaching reading. 3) Based on the results of this study, it can be used as teachers' resource or guidelines for further studies into teaching English reading through SQ5R method in the future.

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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A

The Evaluation of Content Validity of Lesson Plan and the SQ5R Method for Improving Reading Comprehension for Lao EFL College Students by Experts

Directions:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) the appropriate level in the table. There are five options as follows:

5 means the most appropriate

4 means more appropriate

3 means average appropriate

2 means less appropriate

1 means the least appropriate

No	Statement	Option Level				
		1	2	3	4	5
1	Concept 1.1 Describes concept, content or theme 1.2 Corresponds with the expected learning outcomes.					

2	<p>Expected Learning Outcomes</p> <p>1.1 can be evaluated</p> <p>1.2 Are appropriate to students' level</p> <p>1.3 After teaching students can achieve the expected learning outcomes.</p>					
3	<p>Objectives</p> <p>3.1 Correspond with the contents and the concept</p> <p>3.2 Thoroughly identify students' behaviors</p> <p>3.3 Identify the behaviors measure able and assessable</p>					
4	<p>Content</p> <p>4.1 Is clear cut and correct</p> <p>4.2 Is appropriate to students' level and time allocated</p>					
5	<p>Teaching Procedure</p> <p>5.1 Corresponds with the theme</p> <p>5.2 Corresponds with the expected learning outcome</p> <p>5.3 Emphasize reading process with SQ5R method in reading comprehension</p> <p>5.4 Is appropriate to students 'abilities</p> <p>5.5 Increase students' knowledge and skills</p> <p>5.5 Is creative thinking-oriented</p>					

<p>6</p>	<p>Materials</p> <p>6.1 Corresponds with expected learning outcomes</p> <p>6.2 Are suitable for students' level</p> <p>6.3 Are interesting and appropriate for content</p>					
<p>7</p>	<p>Evaluation</p> <p>7.1 Corresponds with expected learning outcomes</p> <p>7.2 The evaluation instruments correspond with teaching procedure</p> <p>7.3 The students play important roles in the evaluation</p>					

Suggestions.....

.....

.....

.....

(Signature).....Expert

(.....)

Position

APPENDIX B

The Evaluation of Content Validity of Lesson Plan and the SQ5R Method for Improving Reading Comprehension for

Lao EFL College Students

(By Experts)

.....

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) the appropriate level in the table. There are five options as follows:

5 means the most appropriate

4 means more appropriate

3 means average appropriate

2 means less appropriate

Statement	Option Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
	1. Concept					
1.1 Describes concept, content or theme	4	4	5	4.33	0.58	More Appropriate
1.2 Corresponds with the expected learning outcomes.	5	4	4	4.33	0.58	More Appropriate
Total				4.33	0.00	More Appropriate
2. Expected Learning Outcomes						
1.1 can be evaluated	5	4	4	4.33	0.58	More Appropriate
1.2 Are appropriate to students' level	4	4	4	4.00	0.00	More Appropriate
1.3 After teaching students can achieve the expected learning outcomes.	5	4	4	4.67	0.58	More Appropriate
Total				4.33	0.33	More Appropriate

Statement	Option Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
	3. Objectives					
3.1 Correspond with the contents and the concept	4	5	4	4.33	0.58	More Appropriate
3.2 Thoroughly identify students' behaviors	5	4	4	4.33	0.58	More Appropriate
3.3 Identify the behaviors measurable and assessable	5	4	4	4.33	0.58	More Appropriate
Total				4.33	0.00	More Appropriate
4. Content						
4.1 Is clear cut and correct	5	5	4	4.67	0.58	Most Appropriate
4.2 Is appropriate to students' level and time allocated	4	5	4	4.33	0.58	More Appropriate
Total				4.50	0.00	More Appropriate
5. Teaching Procedure						
5.1 Corresponds with the theme	4	4	4	4.00	0.00	More Appropriate
5.2 Corresponds with the expected learning outcome	5	4	4	4.33	0.58	More Appropriate
5.3 Emphasize reading process with SQ5R method in reading comprehension	5	5	4	4.67	0.58	Most Appropriate
5.4 Is appropriate to students' abilities	4	5	4	4.33	0.58	More Appropriate
5.5 Increase students' knowledge and skills	5	5	5	5.00	0.00	Most Appropriate
5.5 Is creative thinking-oriented	4	5	4	4.33	0.58	More Appropriate
Total				4.44	0.30	More Appropriate

Statement	Option			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	Level					
	1	2	3			
6. Materials						
6.1 Corresponds with expected learning outcomes	4	5	5	4.67	0.58	Most Appropriate
6.2 Are suitable for students' level	5	5	4	4.67	0.58	Most Appropriate
6.3 Are interesting and appropriate for content	5	5	4	4.67	0.58	Most Appropriate
Total				4.67	0.00	Most Appropriate
7. Evaluation						
7.1 Corresponds with expected learning outcomes	5	4	4	4.33	0.58	More Appropriate
7.2 The evaluation instruments correspond with teaching procedure	4	4	4	4.00	0.00	More Appropriate
7.3 The students play important roles in the evaluation	5	4	4	4.33	0.58	More Appropriate
Total				4.22	0.33	More Appropriate
Grand Total				4.41	0.23	More Appropriate

Suggestions.....

(Signature).....Expert

(.....)

Position

APPENDIX C

The Evaluation of Efficiency of Lesson Plans of English Reading

Comprehension using the SQ5R method for

Lao EFL college students.

The individual trial for Effectiveness evaluation of lesson plans of English reading comprehension using the SQ5R method for Lao EFL college students.

	Pre-test	Exercise	Posttest	E ₁	E ₂
No.	Scores (50)	Score (100)	Score (50)		
1	24	77	36		
2	26	77	38		
3	29	77	40		
Total Score	79	231	114		
Mean Score	26.33	77.00	38.00		
Percentages	52.67	77.00	76.00	77.00	76.00

The small group trial for Effectiveness evaluation of lesson plans of English reading comprehension using the SQ5R method for Lao EFL college students.

No.	Pre-test Scores (50)	Exercise Score (100)	Posttest Score (50)	E ₁	E ₂
1	23	70	39		
2	24	74	36		
3	25	75	38		
4	27	76	37		
5	28	79	40		
6	29	80	37		
7	24	76	36		
8	26	77	38		
9	29	80	40		
Total Score	235	687	341		
Mean Score	26.11	76.33	37.89		
Percentages	52.22	76.33	75.78	76.33	75.78

The field group trial for Effectiveness evaluation of lesson plans of English reading comprehension using the SQ5R method for Lao EFL college students.

No.	Pre-test Scores (50)	Exercise Score (100)	Posttest Score (50)	E ₁	E ₂
1	23	70	39		
2	24	74	36		
3	25	75	38		
4	27	76	37		
5	28	79	40		
6	29	80	37		
7	24	76	36		
8	26	77	38		
9	29	80	40		
10	23	70	39		
11	24	74	36		
12	25	75	38		
13	27	76	37		
14	28	79	40		
15	29	80	37		
16	24	76	38		
17	26	77	38		
18	29	80	40		
19	25	75	38		

	Pre-test	Exercise	Posttest	E₁	E₂
No.	Scores	Score (100)	Score (50)		
	(50)				
20	27	76	37		
21	28	79	40		
22	29	80	37		
23	24	76	37		
24	26	77	38		
Total Score	629	1837	911		
Mean Score	26.21	76.54	37.96		
Percentages	52.42	76.54	75.92	76.54	75.92

Result of the Three Trails

Trail	E₁	E₂
	(Efficiency of Process)	(Efficiency of Result)
Individual	77.00	76.00
A small group	76.33	75.78
The field study	76.54	75.92

APPENDIX D

Lesson Plans

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX D

Orientation Plan 1

Subject: Essential Reading 1

Level: First year

Unit: The SQ5R Method

Topic: The SQ5R Method

Date:

Time: 2 period / 3 hours per week

Concept:

The SQ5R study method enables you to actively study textbooks and readings. This method can help you process information actively which in turn leads to higher memory and mastery of the material. The SQ5R reading method can improve EFL college students' reading comprehension. Therefore, students should have a chance to practice this method to improve their reading comprehension. By doing the activities, students can apply the knowledge to comprehend the text effectively.

Terminal Objective:

Students are able to understand the SQ5R method when reading passage for comprehension

Enabling Objectives:

Students are able to comprehend the steps of the SQ5R method:

- answer gist questions

- generate questions
- answer detailed questions
- take notes
- summarize the text

Content

1. Pre-test (achievement test)
2. The SQ5R method
3. The importance of English reading comprehension
4. A reading comprehension lesson with SQ5R method.

(Period 1)

Teaching procedure:

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Students to do the pre-test.
- 1.3 Teacher asks students about the importance of reading.

Teacher: *Do you know why reading is very important?*

Students answer: *Because reading help us to understand the meaning of the text.*

- 1.4 Teacher ask students questions:

Teacher: *Why do we have to know how to read effectively?*

Students answer: *Because Effective reading is a key study skill for student success*

- 1.5 Teacher tells students about the objectives of using SQ5R method in reading comprehension.

Teacher: Today we will learn about the SQ5R method.

Students: Listen and thinks what will happened.

2.Presentation

(Pre-reading)

Step Survey

2.1 Teacher asks students to look at the picture, the title and to read the first and last paragraph.

2.2 Answer gist questions.

- What is they do in the picture?

- Do you love basketball?

Step Question

2.3 Students in each group generate questions which they want the text to answer about the passage.

2.4 Nominated students from groups to write the questions on the board.

2.5 Teacher provides some more questions.

(Period 2)

1. Practice

(While-reading)

Step Read

3.1 Students read the text to find the answers to the questions written on the board.

3.2 To do this, they can underline the answers in the text.

4. Production

(Post-reading)

Step Response

- 4.1 Individually, students recall the questions and answers to themselves.
- 4.2 With pairs, they take turns to ask and answer.
- 4.3 The nominated two open pairs ask and answers questions orally.

Step Record

- 4.4 Teacher provides example of taking notes of the first paragraph.
- 4.5 Students take notes. The notes cover main ideas and relevant supporting details.
- 4.6 Students answer the questions in written form.
- 4.7 Students write a summary of the text

Step Recite

- 4.8 Students answer the personalized questions.
 - What have you learned from passage?
 - Do you think it is important? Why/why not? Give reasons.

Step Review

- 4.9 Students read through their writing to make sure that
 - 4.1 it covers all important points
 - 4.2 the spelling and punctuation are correct
- 4.10 Compare the written answers with pairs or group.

5. Wrap up

Students answer the questions about the reading technique and discuss any common problems or mistakes in reading for comprehend other passages.

6. Material

6.1 Reading passage

6.2 Dictionary

6.3 Handouts

6.4 Word cards

6.5 Worksheets

7. Evaluation

The assessment tools provide with this lesson are:

7.1 Interest observation form.

7.2 Observing the student's participation in each activity

7.3 Correcting the student's pre-test scores

Criteria for Evaluation

7.4 Students participate / perform in learning at a good level.

7.5 Students do pre-test

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

.....
.....

8.2 Process / Enduring understanding:

.....
.....

8.3 Product / Achievement:

.....
.....

8.4 Attitude /Quality:

.....
.....

8.5 Problems

.....
.....

8.6 Suggestions

.....
.....

(Signature).....

Mr. Soukdavanh Sayasen

Teacher

9. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

10. Department Head's Comments

.....
.....

(Signature).....

(.....)

Department

11. Vice's Director Comments

.....
.....

(Signature).....

(.....)

Vice Director

12. Director's Comments

.....
.....

(Signature).....

(.....)

Director

A day in the life of OJ Mayo

He's young, he gets good grades at school and he has lots of friends and a good relationship with his parents. He also plays basketball for ... High School, Virginia, USA. Life is good for OJ Mayo. But it isn't ...

"I really want to be a professional basketball player ... work hard," he says. He wakes up at 6:30 am every day. He ... breakfast, then he goes jogging in the park for an hour ... When he finishes, he usually goes to basketball ... The ... days a week. They often play two games a week ... always sad ... when they lose. "Well, I know it's only a game," he says, "but losing always makes me think we could do better."

So, with such a full programme, he does he manage?

"Well, I never miss practice. I sometimes worry about school because I want to get good grades, but I'm well organized so I never fall behind with my homework. I never stay out late. I always do my best and work hard, both at school and on the court."

Any advice for ambitious teenagers like himself? "Always stay motivated and

never give up!" OJ says.

A worksheet: A day in the life of OJ Mayo

Reading comprehension

Survey:

1. What is the passage about?
2. Does the young man love football or volleyball?

Question:

1. Before you read the text, make five questions which you want to know about the text.

.....

.....

Read:

1. Read the passage to find the answers to your questions and the teacher's. Question

Response:

1. Say questions and answers aloud to yourself and do it again with your partner.

Record:

1. Answer the questions. Write the answers here.

.....

.....

.....

2. Take notes of the main points about the passage, and write a summary about passage using these questions to help you.

What is the passage about?

What does he do?

What does he want to do/be?

How can he do it?

What is his belief?

Recite:

1. Do you think this passage is useful? Why or why not?

Review:

1. Use the Revising Checklist to help you check you work.

Wrap up: Self –Assessment: “What I do when I read the passage.”

Put a cross (X) in the brackets in front of the statement which is true to you.

Survey: () 1. I have to read quickly to get general understanding.

() I have to read intensively for every piece of information

Question: () 1. I have to make some questions.

() 2. My teacher makes questions for me

Read: () 1. I have to read the text myself.

() 2. My teacher reads with me.

Recite: () 1. I say the questions and answers aloud to myself.

() 2. With my partner, I ask and answer the questions.

Record: () 1. I answer the questions.

() 2. My teacher writes some notes on the board

() 3. I have to take notes about the passage.

() 4. I have to write a summary, using the notes

Recite: () 1. I respond to the text by giving opinions

Review: () 1. I read work to make sure I have got all important points and the spelling and punctuation are correct

Direction: Read the following text and answer questions by choosing the best answer.

(Items 1-3)

Crocodile 'Sent out' From school

The animal-loving director of a school, who insists he wants to encourage his pupils to love nature, has given in it. It is an order from the Office of the Private Education Commission to remove 18 crocodiles from the school because of the danger to the young students. The school director received the order, demanding that he removes his crocodiles from the school with 35 days.

From The Nation

Sat. June 25,05

1. Who causes the problems?
 - a. The order
 - b. The crocodile
 - c. The director
 - d. The OPEC

2. Why does the animal-loving director have to send out the crocodiles?
 - a. Because of the animal-loving director.
 - b. To prevent the students from danger.
 - c. To save the crocodiles.
 - d. For nature protection.

3. 'Within 35 days' is
 - a. how long the crocodiles have been fed in the school
 - b. when the director must send out the crocodiles

- c. how far the crocodiles must be sent out
- d. when the OPEC helps the director

Direction: Read the following information and choose the best answer. (Items 4-5)

You may have noticed that when you see a rainbow, you always have your back to the sun. In the morning, when the sun is in the eastern sky, rainbows always appear in the west. In the afternoon they always appear in the east. Rainbows are always in the opposite direction from the sun.

4. From the passage, we can conclude that _____
- a. rainbows always appear in the eastern sky.
 - b. in the morning rainbows always appear in the western sky.
 - c. in the afternoon rainbows always appear in the western sky.
 - d. rainbows always appear in the sky in the opposite direction from the sun.
5. If the sun is rising, you will see the rainbow in the
- a. North
 - b. East
 - c. South
 - d. West

Direction: Read the following information and choose the best answer. (Items 6-8)

It was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet. His parents were fast asleep in bed. Suddenly he heard a noise in the living room and saw a light was on, he went downstairs. There, he found two men. They asked him his name and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder was. Russell showed them, and said they had a stereo and CD player, too.

her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money dollars

6. "They asked him his name" The word "him" refers to _____.
- a. the Browns
 - b. Russell's father
 - c. Russell Brown
 - d. Russell's friend
7. "Russell showed them, and said they had a stereo and CD player, too." The word "they" refers to _____
- a. the Browns
 - b. the burglars
 - c. Russell and the two men
 - d. the two men and the Browns
8. According to the passage, we know that the two men _____
- a. could take a lot of things because Russell Brown saw them.
 - b. could take only some money because Russell Brown gave them.
 - c. tried to hurt Russell Brown because they wanted to take a lot of things.
 - d. took a lot of things because Russell's parents were sleeping.

Lesson Plan 2

Subject: Essential Reading 1

Level: First year

Unit 9 New face

Topic: The U.K.'s first face transplants

Date:

Time: 2 Period / 3 hours per week

Concept:

A face transplant is a medical procedure to replace all or part of a person's face using tissue from a cadaver. The world's first partial face transplant on a living human was carried out in U.K in 2005. Thus, Students will be able to increase their reading skills and reading comprehend the text.

Learning Objectives:

Terminal Objectives:

Students are able to comprehend and classify on the first transplants passage that they read thoroughly.

Enabling Objectives:

Students are able to.....

1. Pronounce and give the meaning of the words correctly.
2. answer gist questions

3. generate questions
4. take notes and answer detailed questions
5. summarize the text

Contents:

The passage: The U.K.'s first face transplants

Function:

Vocabulary: transplant, surgeons, surgery, accidents, patients, decided, considering, burned, disfigured, attracted, received, donor, claim, replace, reject, satisfied, operation, psychologically.

Learning and Activities

Period 1

1. Warm up:

1.1 Teacher and students greet each other.

1.2 Teacher asks students about the importance of reading.

Teacher: *Do you know why reading is very important?*

Students answer: *Because reading help us to understand the meaning of the text.*

1.3 Teacher ask students questions:

Teacher: *Why do we have to know how to read effectively?*

1.4 Teacher tells students about the objectives of using SQ5R method in reading comprehension.

Teacher: *Today we will learn about the SQ5R method.*

2. Presentation

(Pre-reading)

Step Survey

2.1 Teacher asks students to look at the picture, the title and to read the first and last paragraph and let them to answer gist questions.

- What is they do in the picture?

- Do you love surgeon?

Step Question

2.2 Students in each group generate questions which they want the text to answer about the passage.

2.3 The representative from each group write the questions on the board.

2.5 Teacher provides some more questions.

(Period 2)

3. Practice

(While-reading)

Step Read

3.1 Students read the text to find the answers to the questions written on the board to do this, they can underline the answers in the text.

3.2 Students and Teacher help check the answers together.

4. Production

(Post-reading)

Step Response

4.1 Individual, student recalls the questions and answers to one selves.

4.2 Students work in pairs to ask and answers questions.

Step Record

- 4.4 Teacher provides example of taking notes of the first paragraph.
- 4.5 Students take notes. which cover main ideas and relevant supporting details.
- 4.6 Students answer the questions in written form.
- 4.7 Students write a summary of the text

Step Recite

- 4.8 Each student answers their own questions.
 - What have you learned from passage?
 - Do you think it is important? Why/why not? Give reasons.

Step Review

- 4.9 Students read through their writing to make sure that
 - 4.1 it covers all important points
 - 4.2 the spelling and punctuation are correct
- 4.10 Their written answers are similar to their pairs.

5. Wrap up

Students answer the questions about the reading technique and discuss any common problems or mistakes in reading for comprehend other passages with teacher.

6. Evolution:

- 6.1 Observing the student's participation in each activity.
- 6.2 Correcting the student's writing the paragraphs
- 6.3 Correcting the student's worksheet, pre-test and post- test.

7. Teaching Materials:

- 1. Quiz
- 2. Dictionary
- 3. Handouts
- 4. Word cards
- 5. Worksheets

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

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8.2 Process / Enduring understanding:

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8.3 Product / Achievement:

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8.4 Attitude /Quality:

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8.5 Problems

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8.6 Suggestions

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(Signature).....

Mr. Soukdavanh Sayasen

Teacher

9. Supervisor's Comments

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(Signature).....
(.....)

Supervisor

10. Department Head's Comments

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(Signature).....
(.....)

Department

11. Vice's Director Comments

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(Signature).....
(.....)

Vice Director

12. Director's Comments

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(Signature).....

(.....)

Director

Passage 1

Directions: Read the U.K.'s first face transplants text below to answer the questions which follow.

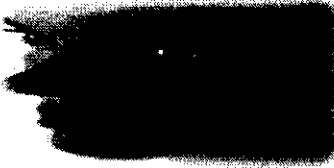
The U.K.'s first face transplants

A team of European surgeons is planning to do the first full face transplants very soon. The surgery has never been done anywhere in the world before. The doctors have worked on it for 14 years and believe that the surgery is now possible. They say that it will improve the lives of many people who have been in accidents.

B The surgeons need volunteers to have the surgery. They have seen a number of possible patients but have not yet decided who will get the transplants. They are considering a young man of 22, whose face was burned in a house fire, and a woman from Venezuela, who was disfigured in a car crash.

C The first transplant of part of a human face took place last year on France. A woman was attacked by her dog while she was asleep. She received new lips, a new nose, and a new chin. The donor died in a hospital earlier in the year. In Chin, doctors also claim to have done a face transplant. They say they replaced part of the face of a man who was attacked by a bear.

D After the attack in France, it was difficult for the woman to eat and speak, but she now has feeling back in her face. She has to take drugs every day so that her body does not reject the new face, but doctors are satisfied with the operation.


 E One of the European surgeons said, "We have done everything possible to prepare for this surgery, and now operations must go ahead. Of course, it is difficult psychologically for the patient to have somebody else's face, but some people never leave their house because they don't want to show their face. We can give them a new life."

25

COMPREHENSION 1 Choose the main idea of each paragraph. Check (✓) 1 or 2

Para A

- 1 A lot of people have accidents.
- 2 Doctors are ready to do face transplants.

Para B

- 1 Doctors need to find people to have the first transplant.
- 2 There are a lot of car crashes in Venezuela.

Para C

- 1 Dogs and bears are dangerous animals.
- 2 In other countries, there have been face transplants.

Para D

- 1 The operation in France went well.
- 2 The woman in France has a people a new face.

Para E

- 1 It is important to give some people a new face.
- 2 People who want a new face are crazy.

COMPREHENSION 2 Choose the best answer.

1. In lines 1 and 2, full face transplants means

 - a. Some of the face will be different.
 - b. Most of the face will be different.
 - c. All of the face will be different.
 - d. little of the face will be different.

2. In line 6, the doctors need volunteers means that they need...

 - a. help.
 - b. people.
 - c. more money.
 - d. volunteers.

3. In line 8, they are considering a young of 22 means that ...

 - a. he will have the operation.
 - b. he might have the operation.
 - c. he will not have the operation.
 - d. he might not have the operation.

4. In line 10, a car crash is ...

 - a. a travel.
 - b. a type of car.
 - c. a journey.

d. an accident.

5. In line 13, lips and chin are ...

- a. types of dog.
- b. parts of a face.
- c. things to wear.
- d. Things to eat.

6. In line 14, if you claim something, you say that ...

- a. something is true.
- b. you didn't do something.
- c. something wrong
- d. something was difficult.

7. In line 20, satisfied with means ...

- a. surprised about.
- b. unhappy about.
- c. happy about.
- d. excite about

8. In line 22, if you prepare for something, you ...

- a. get ready.
- b. do it.
- c. stop it.
- d. skip it.

9. In line 22 and 23, go ahead means ...

- a. stop.
- b. change.
- c. begin
- d. finish.

10. In line 23, it is difficult psychologically, means ...

- a. It hurts a lot.
- b. It costs a lot.
- c. not clear.
- d. It is difficult to think about and understand.

Answer keys

COMPREHENSION 1: a. 2 b. 1 c. 1 d. 1 e. 1

COMPREHENSION 2: 1. a 2. b 3. a 4. d 5. b

6. d 7. c 8. a 9. c 10. d

Passage 2

Directions: Read the Korean beauties text below to answer the questions which follow.

Korean beauties

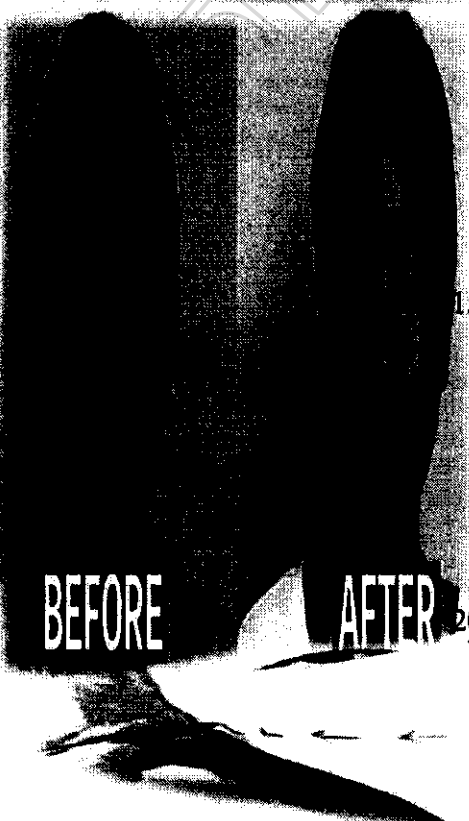
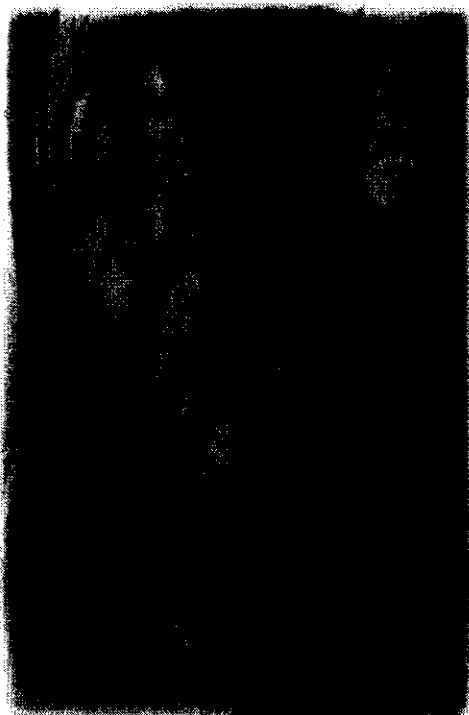
A In Today's South Korea, parents are confused. Some of them don't recognize their daughters when they arrive home in the evening. On the way home from school, the girls stop at a cosmetic surgeon's office and change their looks completely.

B Like girls all over Asia, South Korean girls are obsessed with their eyes. It is every Korean girl's dream to have bigger eyes, and it's now possible with a simple operation that costs only \$700. A small cut is made above the eye to have to make an artificial double eyelid.

C Girls as young as 14 are having the operation, and it is now a common high school graduation gift from proud parents. There are more operations during the winter vacation when high school seniors are preparing to go to college to get their first job.

D Hye-min Lee, a surgeon in Seoul, says that her patients are mostly in their teens or 20s. "They know everything about cosmetic surgery," she says. "They tell the doctor exactly what they want and use all the correct medical jargon."

E South Korea is very competitive, and parents are afraid about more than their daughters' school grades. They are also worried that they are not as other girls. "Sometimes it is the parents



Answer keys	1. d	2. a	3. b	4. b	5. d
	6. c	7. a	8. d	9. b	10. c

Lesson Plan 3

Subject: Essential Reading 1

Level: First year

Unit 10 International Sport

Topic: Asian soccer players-can they adapt?

Date:

Time: 2 Period / 3 hours per week

Concept:

International sport refers to sport when the participants represent at least two or more different countries in a team. The most well-known international sports event is the European leagues. So, Sport is interested activity. Students have lots of fun with it. Students should study about new life in aboard for their experience, opinions and comprehend how to communicate for stay with new language.

Learning Objectives:

Terminal Objectives:

Students are able to comprehend and classify on the Asian soccer players passage that they read thoroughly.

Enabling Objectives:

Students are able to.....

1. Pronounce and give the meaning of the words correctly.

2. answer gist questions
3. generate questions
4. take notes and answer detailed questions
5. summarize the text

Contents:

The passage: Asian soccer players-can they adapt?

Function:

Vocabulary: certainly, leagues, crucial, ambition, midfield, captain, hardest things, communicate, coach, complain, tactics, substitute, armband, sensation, at the highest level, professional, perfect, major, impact, complete.

Learning and Activities

Period 1

1. Warm up:

- 1.1 Teacher and students greet each other.
- 1.2 Teacher asks students about the importance of reading.

Teacher: *Do you know why reading is very important?*

Students answer: *Because reading help us to understand the meaning of the text.*

- 1.3 Teacher ask students questions:

Teacher: *Why do we have to know how to read effectively?*

- 1.4 Teacher tells students about the objectives of using SQ5R method in reading comprehension.

Teacher: *Today we will learn about the SQ5R method.*

2. Presentation

(Pre-reading)

Step Survey

2.1 Teacher asks students to look at the picture, the title and to read the first and last paragraph and let them to answer gist questions.

- What is they do in the picture?
- Do you love surgeon?

Step Question

2.2 Students in each group generate questions which they want the text to answer about the passage.

2.3 The representative from each group write the questions on the board.

2.5 Teacher provides some more questions.

(Period 2)

3. Practice

(While-reading)

Step Read

3.1 Students read the text to find the answers to the questions written on the board to do this, they can underline the answers in the text.

3.2 Students and Teacher help check the answers together.

4. Production

(Post-reading)

Step Response

4.1 Individual, student recalls the questions and answers to one selves.

4.2 Students work in pairs to ask and answers questions.

Step Record

4.4 Teacher provides example of taking notes of the first paragraph.

4.5 Students take notes. which cover main ideas and relevant supporting details.

4.6 Students answer the questions in written form.

4.7 Students write a summary of the text

Step Recite

4.8 Each student answers their own questions.

- What have you learned from passage?
- Do you think it is important? Why/why not? Give reasons.

Step Review

4.9 Students read through their writing to make sure that

4.1 it covers all important points

4.2 the spelling and punctuation are correct

4.10 Their written answers are similar to their pairs.

5. Wrap up

Students answer the questions about the reading technique and discuss any common problems or mistakes in reading for comprehend other passages with teacher.

6. Evolution:

6.1 Observing the student's participation in each activity.

6.2 Correcting the student's writing the paragraphs

6.3 Correcting the student's worksheet, pre-test and post- test.

7. Teaching Materials:

1. Quiz

- 2. Dictionary
- 3. Handouts
- 4. Word cards
- 5. Worksheets

7. Evaluation

The assessment tools provide with this lesson are:

- 7.1 Interest observation form.
- 7.2 Observing the student's participation in each activity
- 7.3 Correcting the student's worksheet, pre-test and post- test

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

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8.2 Process / Enduring understanding:

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8.3 Product / Achievement:

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8.4 Attitude /Quality:

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8.5 Problems

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8.6 Suggestions

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(Signature).....

(.....)

Teacher

9. Supervisor's Comments

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(Signature).....

(.....)

Supervisor

10. Department Head's Comments

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Department

11. Vice's Director Comments

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(Signature).....

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Vice Director

12. Director's Comments

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(Signature).....

(.....)

Director

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Passage 1

Directions: Read the Asian soccer players text below to answer the questions which follow.

Asian soccer players-can they adapt?

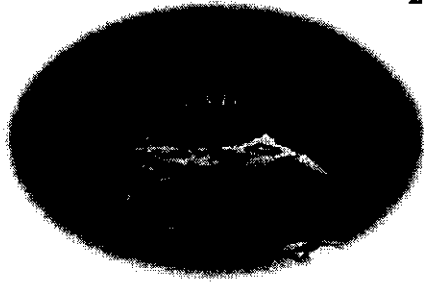
Japanese and Korean soccer players are certainly good enough to play in the top European Leagues. The question, though, that European soccer teams need to ask is, can Japanese and Korean players adapt to live in the West? More and more Asian soccer players and playing for learn in Europe and it is crucial that the teams help them to feel at home and enjoy their new lives.

Many of the best Asian soccer players have the **ambition** to play in Europe. Ji-sung Park, one of Korea's most popular sportsmen, is with Manchester United in the English Premiership and Jung-Hwan Ahn is with MSV Duisburg in Germany. Japanese midfielder Shunsuke Nakamura is with Celtic in Scotland and, of course, Hidetoshi Nakata, former **captain** of the Japanese national team, played for seven seasons in Italy and for a year in England.

When Asian players arrive in Europe, they have to learn a new language and get used to very different food. However, the hardest thing to adapt to is the way players **communicate** with each other and with the coach. In Korea and Japan, players don't complain if their teammates play badly, and they never tell the coach they are unhappy about **tactics**. In Europe, it is usual for players to say what they think.

Ji-sung Park learned about the importance of communication in one of his early games for Manchester United. Late in the match





he came on as a **substitute** for Ryan Giggs, who was the captain
 25 that night. Giggs passed the captain's armband to park and
 wanted him to give it to another player, Rio Ferdinand. Park
 didn't understand and he put the **armband** on. He played for the
 7 minutes as the captain. The next day all the Korean newspapers
 wanted Park to tell them what it was like to be the captain of
 Manchester United.

1. Japanese and Korean soccer players have

- a. some problems
- b. no problems when they come to play in Europe.
- c. different European leagues
- d. a lot thing to know.

2. In line 2, though is like ...

- a. and.
- b. but.
- c. because.
- d. for.

3. In line 6, feel at home means ...

- a. to feel relaxed and comfortable in a new place.
- b. to want things from your own country.
- c. to play soccer well.
- d. to do something.

4. In line 10, ... midfield player tells us ...

- a. that Shunnsuke Nakamura is Japanese
- b. that Shunsuke Nakamura is famous.
- c. that Shunnsuke Nakamura is a very good player

d. the position that Shunsuke Nakamura plays in.

5. In line 12, former captain of ... relates to ...

- a. now.
- b. the past.
- c. the future.
- d. present.

6. In line 13, he played for seven seasons, means that he stayed ...

- a. for about seven weeks.
- b. for about seven months.
- c. for about seven matches
- d. for about seven years.

7. In line 15, get used to means ...

- a. to begin to know and like.
- b. to eat a lot of.
- c. to learn how to cook.
- d. to stay on time

8. In lines 17 and 18, players don't complain means...

- a. they don't look for a new club.
- b. they don't walk off in the middle of a game.
- c. they don't say what they are not happy about.
- d. they don't care.

9. In line 18, their teammates are...

- a. players on the room.
- b. players on the other team.

- c. the referee and his assistants.
 - d. players on the same team.
10. In line 22, one of his early games tells us...
- a. the game started before other games.
 - b. it was at the start of the game.
 - c. it was one of Ji-sung Park's first games for the club.
 - d. it was not at the start of the game.

Answer keys

COMPREHENSION: 1. b 2. b 3. a 4. d 5. a 6. c 7. a
8. c 9. d 10. c

Passage 2

Directions: Read the Michelle Wie – a golfing sensation text below to answer the questions which follow.

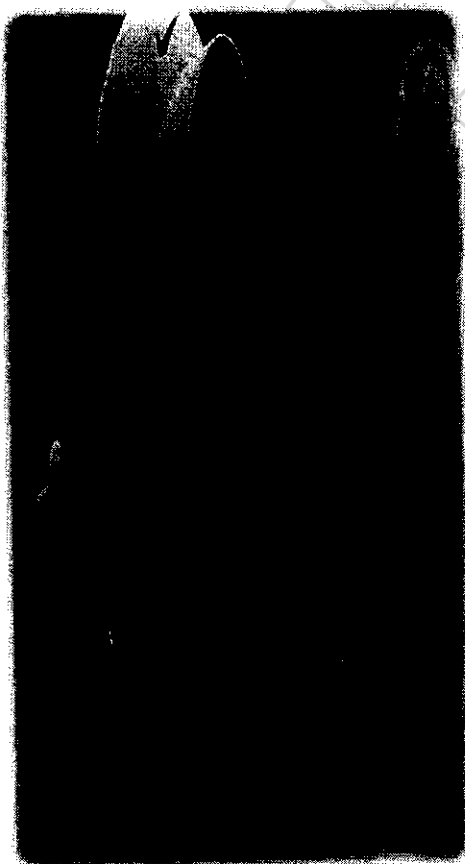
Michelle Wie – a golfing sensation

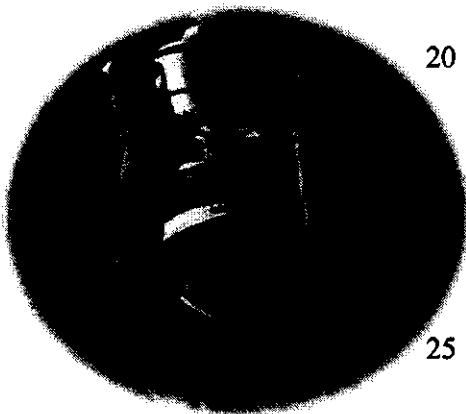
Michelle Wie is a golfing sensation. Her.....is to become to greatest woman golfer of all time and then to play against the best men in the world and beat them. Very few women have ever played against men at the highest level in many professional sport before.

Michelle Wie is 1.86 meters tall, she has a perfect....., and she drives golf ball about 300 meters. That is as far as most professional male golfer can hit. At 17 years old, she is considered to be one of the best woman golfers in the world and is already playing in men's' competitions.

Michelle Wie was born in Honolulu, Hawaii, 1989. Her father, Byung-wook Wie, and her mother, Hyun-kyong Wie, are Korean. They are both very good....., but Michelle was beating them by the time she was eight years old.

Michelle started playing golf when she was just four. When she was ten, she played in her first major.....and 2002, at just 13, she won the most important women's competition by 13 shots. In 2004, at 15, she became the





20 youngest golfer to be a member the U.S. women's team. A year later she became the first female golfer to play in major men's competition in the U.S.

Many people think that Michelle Wie will have more of an **impact** onthan any players before her. She will attract people even Tiger Woods cannot attract. Young boys and girls, and families, will love her.

25 Other people don't think the Michelle Wie will ever be able to really complete with men at the highest level but she has: "Men don't like the idea of woman beating them. They are afraid with me," She says.

Check sentences True(T), False (F), or text Doesn't Say(DS).

1. Michelle is the same as any other sportswoman. T F DS
2. Michelle is tallest woman in the world. T F DS
3. Michelle can hit golf ball father than any man can T F DS
4. At eight Michelle was a better golfer than both her parents. T F DS
5. In 2002, Michelle won a women's competition easily. T F DS
6. Michelle only played in U.S. women's team for one-year T F DS
7. Some people think Michelle will change the sport golf T F DS
8. Everybody knows and loves Tiger Woods T F DS
9. Michelle will be the richest sport person one day. T F DS
10. Michelle is beautiful woman in the world. T F DS

Answer Keys: 1. T 2. F 3. F 4. F 5. Ds 6. Ds 7. F

8. Ds 9. F 10. DS

Lesson Plan 4

Subject: Essential Reading 1**Level:** First year**Unit 11** Changing pop music**Topic:** Gorillaz-a virtual pop group**Date:****Time:** 2 Period / 3 hours per week**Concept:**

If we talk about music that you say you love pop, rock, jazz, and others... So, students will be able to know about history of Gorillaz are an English virtual band created in 1998 by musician Damon Albarn and artist Jamie Hewlett. The band consists of four animated members: 2-D (lead vocals, keyboards), Murdoc Niccals (bass guitar), Noodle (guitar, keyboards), and Russel Hobbs (drums and percussion).

Terminal Objectives:

Students are able to comprehend and classify on the Gorillaz-a virtual pop group that they read thoroughly.

Enabling Objectives:

Students are able to.....

1. Pronounce and give the meaning of the words correctly.
2. answer gist questions
3. generate questions

4. take notes and answer detailed questions

5. summarize the text

Contents:

The passage: Gorillaz-a virtual pop group

Function:

Vocabulary: decided, graphic novel, virtual, band, animated characters, huge, success, record, pamphlet, fictional, record studio, cartoon, guest singer, famous, talent, competition, judge, runner-up, artificial.

Learning and Activities

Period 1

1. Warm up:

1.1 Teacher and students greet each other.

1.2 Teacher asks students about the importance of reading.

Teacher: *Do you know why reading is very important?*

Students answer: *Because reading help us to understand the meaning of the text.*

1.3 Teacher ask students questions:

Teacher: *Why do we have to know how to read effectively?*

1.4 Teacher tells students about the objectives of using SQ5R method in reading comprehension.

Teacher: *Today we will learn about the SQ5R method.*

2. Presentation

(Pre-reading)

Step Survey

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

2.1 Teacher asks students to look at the picture, the title and to read the first and last paragraph and let them to answer gist questions.

- What is they do in the picture?
- Do you love surgeon?

Step Question

2.2 Students in each group generate questions which they want the text to answer about the passage.

2.3 The representative from each group write the questions on the board.

2.5 Teacher provides some more questions.

(Period 2)

3. Practice

(While-reading)

Step Read

3.1 Students read the text to find the answers to the questions written on the board to do this, they can underline the answers in the text.

3.2 Students and Teacher help check the answers together.

4. Production

(Post-reading)

Step Response

4.1 Individual, student recalls the questions and answers to one selves.

4.2 Students work in pairs to ask and answers questions.

Step Record

4.4 Teacher provides example of taking notes of the first paragraph.

- 3. Handouts
- 4. Word cards
- 5. Worksheets

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

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8.2 Process / Enduring understanding:

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8.3 Product / Achievement:

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8.4 Attitude /Quality:

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8.5 Problems

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8.6 Suggestions

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(Signature).....

Mr. Soukdavanh Sayasen
Teacher

9. Supervisor's Comments

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(Signature).....
(.....)

Supervisor

10. Department Head's Comments

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Department

11. Vice's Director Comments

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Vice Director

12. Director's Comments

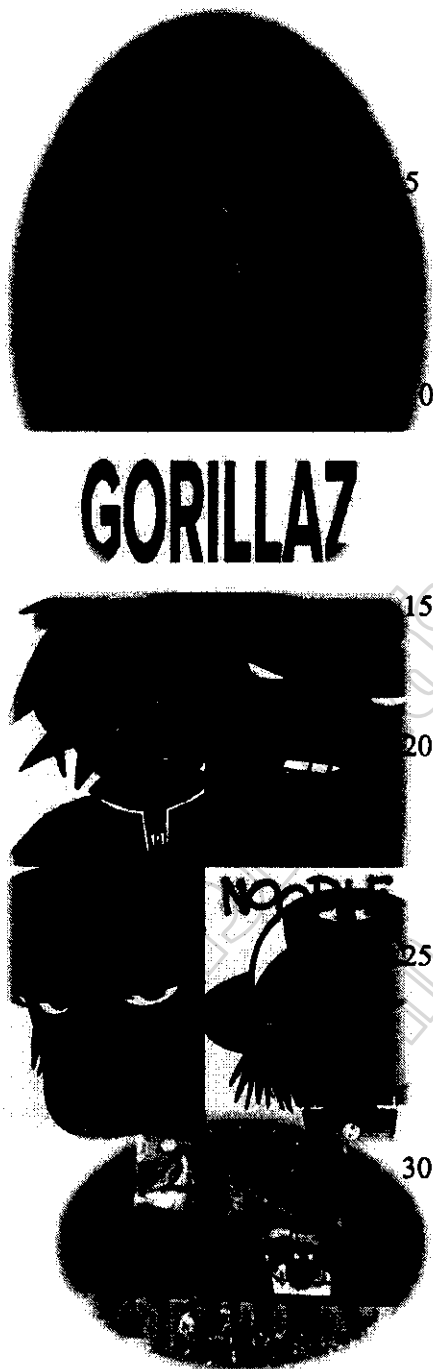
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Director

Passage 1

Directions: Read the Gorillaz-a virtual pop group text below to answer the questions which follow.



Gorillaz-a virtual pop group

In 1998, Damon Albarn, the lead singer of the popular British rock band Blur, decided that he wanted to do something different. At the same time Jamie Hewlett, the creator of the graphic novel Tank Girl, also felt that he wanted to do more than write comic stories. Together they decided to create a virtual pop band and call it Gorillaz. Now Gorillaz is known all over the world.

There are four animated characters in the virtual band: 2D, Murdoc, Noodle, and Russel. They play every type of music from rap and hip – hop to heavy metal. 2D is the singer, and keyboard player; Murdoc is the bass player; Russel, from New York, is the drummer; and Noodle is the teenage Japanese guitarist. At first, she could say only one word in English, which was 'noodle'.

Gorillaz made their first record in 2000, and it was a huge success. Hewlett created an animated video story for each of the four tracks on the record. People could also get a pamphlet that told the fictional story of the band. The band's website became very popular, too. People could visit the recording studio and the homes of all of the characters. It was even possible to get onto each of the character's computers to find out more about them. Everyone wanted to know who was behind the cartoon pop band.

In 2001, the band's first album, called simply Gorillaz, sold more than 3 million, and people soon learned that Damon Albarn was the man behind the music. This made Gorillaz even more popular, and the second album, Demon Days, became the number one album within the first week of its release. Famous guest singers sang on some of the tracks.

Albarn and Hewlett wanted Gorillaz to play some live concerts, but it was difficult to decide how to do it. In the end, the cartoon characters were projected onto the front of a huge screen while the real musicians played behind it.

Now Damon Albarn says that Gorillaz have gone as far as they can go, and there will not be a third album.

1. In line 2, Blur is the name of....

- a. a rock bands.
- b. a person
- c. a comic.
- d. a joker.

2. In line 3, if Jamie Hewlett was the creator of Tank Girl.....

- a. he was a singer
- b. he was a character in it.
- c. he was a person who reads graphic novels.
- d. he invented it.

3. In line 13, it was a huge success means.....

- a. people didn't like it.
- b. it was very popular.
- c. it was longer than a usual record.
- d. it was short record.

4. In line 15, a pamphlet is something you....

- a. listen to.
- b. read.
- c. watch.

d. write.

5. In line 20, was behind means.....

- a. was slower than others.
- b. wasn't in front.
- c. was in front.
- d. was the creator.

6. In line 24 and 25, became the number one album means....

- a. it was the first album made.
- b. it was not sold more than any other album at the time
- c. it sold more than any other album at the time.
- d. it was the only album made.

7. In line 29 if the characters were projected, they were.....

- a. painted.
- b. shown with a machine.
- c. tied to part of the stage.
- d. in front of stage.

8. In line 31, have gone as far as they can go means.....

- a. this is the time to stop.
- b. are very good.
- c. are boring.
- d. are excite.

9. Luciano Pavarotti is an opera.....

- a. singer
- b. a rock singer
- c. the guitarist
- d. musician

10. Ringo Starr was

- a. the guitarist
- b. drummer in the Beatles.
- c. musician
- d. a rock singer

Answer Keys: 1. b 2. d 3. a 4. c 5. d 6. d 7. b
8. a 9. c 10. b

Passage 2

Directions: Read the pop stars overnight text below to answer the questions

which follow.

Pop Stars overnight

..... All over the world the top ten is now full of singers who became famous after winning a talent show. Pop idol is the most successful of these shows and the makers of the program have sold it to more than 30 countries around the world from South America to Malaysia.

5

..... . Three judges went around New Zealand looking for singers to be in a pop group. Hundreds of young people came to the auditions hoping to become famous. After weeks of fierce competition, the judges chose five of them to make up the group, which they called TrueBliss. Then the cameras followed the group as they learned to sing and as they recorded their first song. The song went to number one in its first week.

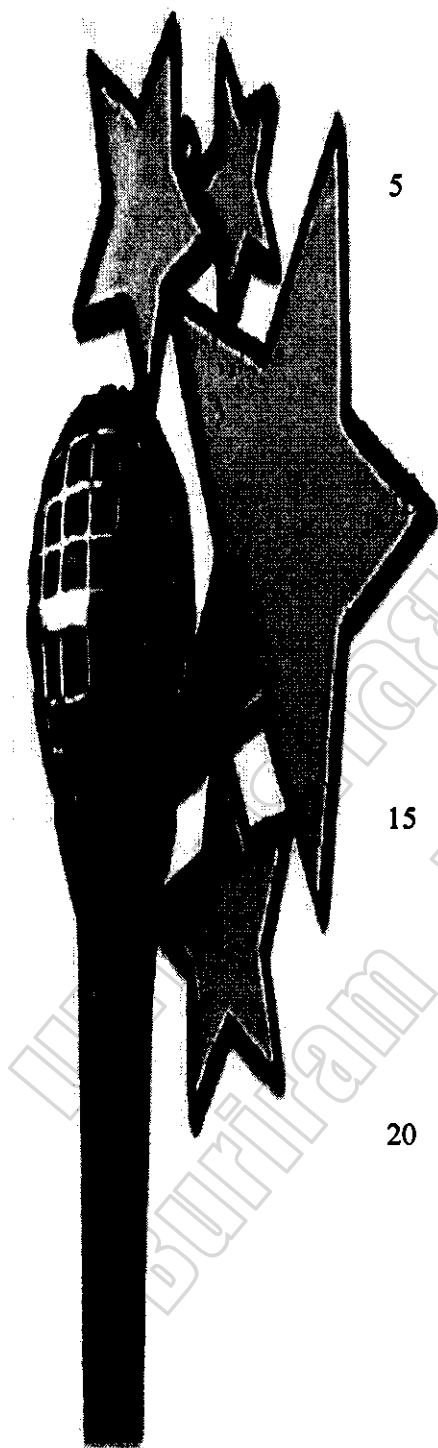
.....It started in Britain but was soon on all over the world. It was a talent contest to find the best new young singer in the country. Hundreds of young singers auditioned in front of judges. who chose twelve to enter the final stage.

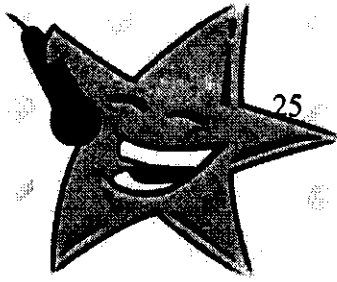
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During this final stage viewers could phone in and vote for the singer that they wanted to win the show. Thousands of people in each country phoned in to vote. The winner in Britain, Will Young, and the runner-up, Gareth Gates. became huge stars. In the US, the winner of American Idol, Kelly Clarkson, quickly became a household name.

20

..... Some people think that the singers and the music they make are artificial. They say that real musicians have to work hard to be successful and that these shows make it





25 more difficult for them. They think it is wrong that people who go on talent shows become famous overnight. But the shows are very popular and the winners go on to be very successful.

1. Completing to win pop star was very....

- a. easy
- b. moderate
- c. difficult
- d. the most difficult

2. Gareth Gateon pop idol.

- a. was winner
- b. came second
- c. wasn't won
- d. came third

3. Some people don't like the music made by talent show winners because it's

- a. hard core
- b. too loud
- c. real
- d. not real

4. Talent show winners became famous

- a. moderately
- b. quite slowly
- c. very quickly
- d. slowly

5. The key word in line 9 is.....

- a. famous
- b. fierce competition
- c. hoping
- d. judge

6. The key word in line 19 is.....

- a. Will Young
- b. became
- c. runner-up
- d. idol.

7. The key word in line 23 is.....

- a. artificial
- b. too loud
- c. singer
- d. not real

8. The key word in line 26 is.....

- a. quite slow
- b. show
- c. famous
- d. overnight

9. Who find out the pop singers?

- a. pop idol
- b. Three judges
- c. Hundreds of young people
- d. New Zealand

10. How did they give the scored for singers?

a. cheers

b. no vote

c. like

d. phoned vote

Answer keys: 1. c 2. a 3. d 4. c 5. b
6. c 7. a 8. d 9. b 10. d

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 5

Subject: Essential Reading 1

Level: First year

Unit 12 A healthy diet?

Topic: No more junk food

Date:

Time: 2 Period / 3 hours per week

Concept:

A healthy diet is one that helps to maintain or improve overall health. A healthy diet provides the body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories. So, Junk food is a pejorative term for food containing high levels of calories from sugar or fat with little fiber, protein, vitamins or minerals. Students will be able to know junk food can also refer to high protein food like meat prepared with saturated fat. Food from many hamburger outlets, pizza and fried chicken outlets is often considered as junk food.

Learning Objectives:

Terminal Objectives:

Students are able to comprehend and classify on the No more junk food that they read thoroughly.

Enabling Objectives:

Students are able to.....

1. Pronounce and give the meaning of the words correctly.
2. answer gist questions
3. generate questions
4. take notes and answer detailed questions

5. summarize the text

Contents:

The passage: No more junk food

Function:

Vocabulary: government, ban, cafeteria, decision, chef, meals, regularly, promise, protein, vitamins, minerals, overweight, smuggling, sort, expectancy, average, soya, miso, cholesterol, contain, reduce, cancer, blood pressure, digest food.

Learning and Activities

Period 1

1. Warm up:

1.1 Teacher and students greet each other.

1.2 Teacher asks students about the importance of reading.

Teacher: *Do you know why reading is very important?*

Students answer: *Because reading help us to understand the meaning of the text.*

1.3 Teacher ask students questions:

Teacher: Why do we have to know how to read effectively?

1.4 Teacher tells students about the objectives of using SQ5R method in reading comprehension.

Teacher: Today we will learn about the SQ5R method.

2. Presentation

(Pre-reading)

Step Survey

2.1 Teacher asks students to look at the picture, the title and to read the first and last paragraph and let them to answer gist questions.

- What is they do in the picture?
- Do you love surgeon?

Step Question

2.2 Students in each group generate questions which they want the text to answer about the passage.

2.3 The representative from each group write the questions on the board.

2.5 Teacher provides some more questions.

(Period 2)

3. Practice

(While-reading)

Step Read

3.1 Students read the text to find the answers to the questions written on the board to do this, they can underline the answers in the text.

3.2 Students and Teacher help check the answers together.

4. Production

(Post-reading)

Step Response

4.1 Individual, student recalls the questions and answers to one selves.

4.2 Students work in pairs to ask and answers questions.

Step Record

4.4 Teacher provides example of taking notes of the first paragraph.

4.5 Students take notes, which cover main ideas and relevant supporting details.

4.6 Students answer the questions in written form.

4.7 Students write a summary of the text

Step Recite

4.8 Each student answers their own questions.

- What have you learned from passage?
- Do you think it is important? Why/why not? Give reasons.

Step Review

4.9 Students read through their writing to make sure that

4.1 it covers all important points

4.2 the spelling and punctuation are correct

4.10 Their written answers are similar to their pairs.

5. Wrap up

Students answer the questions about the reading technique and discuss any common problems or mistakes in reading for comprehend other passages with teacher.

6. Evolution:

6.1 Observing the student's participation in each activity.

6.2 Correcting the student's writing the paragraphs

6.3 Correcting the student's worksheet, pre-test and post- test.

7. Teaching Materials:

1. Quiz
2. Dictionary

- 3. Handouts
- 4. Word cards
- 5. Worksheets

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

.....
.....

8.2 Process / Enduring understanding:

.....
.....

8.3 Product / Achievement:

.....
.....

8.4 Attitude /Quality:

.....
.....

8.5 Problems

.....
.....

8.6 Suggestions

.....
.....

(Signature).....

Mr. Soukdavanh Sayasen

Teacher

9. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

10. Department Head's Comments

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.....

(Signature).....

(.....)

Department

11. Vice's Director Comments

.....
.....

(Signature).....

(.....)

Vice Director

12. Director's Comments

.....
.....

(Signature).....

(.....)

Director

1. In lines 4 and 5, high in salt and fat means....

- a. having a lot of salt and fat
- b. having not much salt and fat.
- c. having no salt and fat.
- d. having no protein.

2. In line 7, poor quality means...

- a. something is good.
- b. something is bad.
- c. something is changing.
- d. something is diet

3. In line 8, if you are horrified to see something, you...

- a. feels happy.
- b. are shocked.
- c. are not interested.
- d. are bored.

4. In line 9, make sure means....

- a. check that something is done.
- b. not confident.
- c. say that people can't do something.
- d. make something a better.

5. In line 1, off the menu means....

- a. there for people to buy.
- b. unhealthy.
- c. not allowed.
- d. allows

6. In line 14, if you promise to do something, you...

- a. say you will do it.
- b. try not to do it.
- c. can't do it.
- d. can't help anything.

7. In line 22, serving the healthier options means that they are...

- a. offering better food.
- b. selling more burgers and French fries.
- c. cooking bigger meals.
- d. not better food.

8. In line 25, a pupil is...

- a. child learning at school.
- b. a teacher at school.
- c. somebody who works in the cafeteria.
- d. a cleaner at school.

9. In line 26, stuff means...

- a. books.
- b. pens and pencils.
- c. chocolate and potato chips.
- d. ice cream.

10. In line 26 and 27, the playground is.....

- a. inside the school building.
- b. part of the school roof.
- c. part of the school cafeteria
- d. outside the school building.

Answer keys:

1. a 2. b 3. b 4. d 5. b 6. a 7. c
8. c 9. c 10. d

Passage 2

Directions: Read the Westerners turn to a Japanese diet text below to answer the questions which follow.

Westerners turn to a Japanese diet

Many people in the West are turning to a 'Japanese diet'. Famous people like Victoria Beckham, the wife of soccer star, David Beckham, say that a diet of sushi and seaweed is helping them to stay slim and healthy. Suddenly, all sorts of Japanese food products are available in the stores and a new book about dieting, Japanese Women Don't Get Fat or Old, is a best-seller.

Japan has the highest life expectancy in the world. Men live to an average age of 78, while many women live to 85. Some recent studies show that it might be because the Japanese eat a lot of soya and miso. Both are very low in cholesterol, and both contain substances that reduce the risk of cancer.

The Japanese also drink a lot of green tea, which doctors think may prevent cancer and reduce blood pressure. They eat smaller amounts of food at mealtimes and eat fewer desserts Japanese people usually use chopsticks and so take longer over their meals They give their body more time to digest food.

In Japan there is less stomach, breast, and kidney cancer. Older people in Japan seem to suffer from depression less than many older people in the west. Some doctors believe all this is because of the diet there.

Westerners think this is all good news. in the past, they could only buy Japanese ingredients in specialist stores, but now they are on the shelves in many supermarkets and more and more people are asking about them.

1. In line 10, 'both' refers to

- a. men and women
- b. soya and miso
- c. Japanese eat

d. women and soya

2. In line 13, 'they' refers to

- a. Japanese
- b. doctor
- c. Victory Beckham
- d. green tea

3. In line 16. 'They' refers to ...

- a. food
- b. chopsticks
- c. body
- d. Japanese people

4. In line 19, 'This' refers to

- a. there is less cancer and depression
- b. everything about the Japanese diet
- c. people in the West
- d. diet

5. In line 22, 'Them' refers to

- a. Japanese ingredients
- b. supermarket
- c. Western
- d. shelves

6. All Japanese men live to an average

- a. 60 years old
- b. 65 years old
- c. 78 years old

d. 56 years old

7. Japanese eat their meals

- a. quickly
- b. moderate
- c. slowly
- d. very slowly

8. Victoria Beckham thinks that a Japanese diet helps her.....

- a. to put on weigh
- b. not to put on weigh
- c. still to put on weigh
- d. still weigh

9. It is difficult for people in the West to buy Japanese.....

- a. food product
- b. chopsticks product
- c. dessert product
- d. green tea

10. Japanese Women don't get fat or old, is a

- a. poor seller
- b. good seller.
- c. quite seller
- d. best-seller

Answer keys: 1. b 2. a 3. a 4. b 5. a 6. c 7. c

8. b 9. a 10. b

Lesson Plan 6

Subject: Essential Reading 1

Level: First year

Unit: The SQ5R Method

Topic: The SQ5R Method

Date:

Time: 2 period / 3 hours per week

Concept:

The SQ5R study method enables you to actively study textbooks and readings. This method can help you process information actively which in turn leads to higher memory and mastery of the material. The SQ5R reading method can improve EFL college students' reading comprehension. Therefore, students should have a chance to practice this method to improve their reading comprehension. By doing the activities, students can apply the knowledge to comprehend the text effectively.

Terminal Objective:

Students are able to understand the SQ5R method when reading passage for comprehension

Enabling Objectives:

Students are able to comprehend the steps of the SQ5R method:

- answer gist questions
- generate questions
- answer detailed questions
- take notes

- summarize the text

Content

5. Post-test (achievement test)
6. Satisfaction towards the SQ5R method

(Period 1)

Teaching procedure:

1. Warm up

- 1.1 Teacher and students greet each other.
- 1.2 Teacher asks students about the importance of SQ5R method for improving reading comprehension.

2.Presentation

- 2.1 Teacher and students conclude and discuss any common problems or mistakes in reading by SQ5R method.

2. Practice

- 3.1 Students the post – test.

4. Production

- 4.1 Students do the questionnaire towards the SQ5R method for improving the reading comprehension.

6. Material

- 6.1 Post-test (achievement test)
- 6.2 Dictionary
- 6.3 Handouts
- 6.4 Word cards

6.5 Worksheets

7. Evaluation

The assessment tools provide with this lesson are:

7.1 Observation students' doing post -test.

7.2 Check the students 'satisfaction towards the SQ5R method for improving reading comprehension.

8. Pre-service Teacher's Comments

8.1 Knowledge/Concept:

.....
.....

8.2 Process / Enduring understanding:

.....
.....

8.3 Product / Achievement:

.....
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8.4 Attitude /Quality:

.....
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8.5 Problems

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8.6 Suggestions

.....
.....

(Signature).....

Mr. Soukdavanh Sayasen

Teacher

9. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

10. Department Head's Comments

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(Signature).....

(.....)

Department

11. Vice's Director Comments

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(Signature).....

(.....)

Vice Director

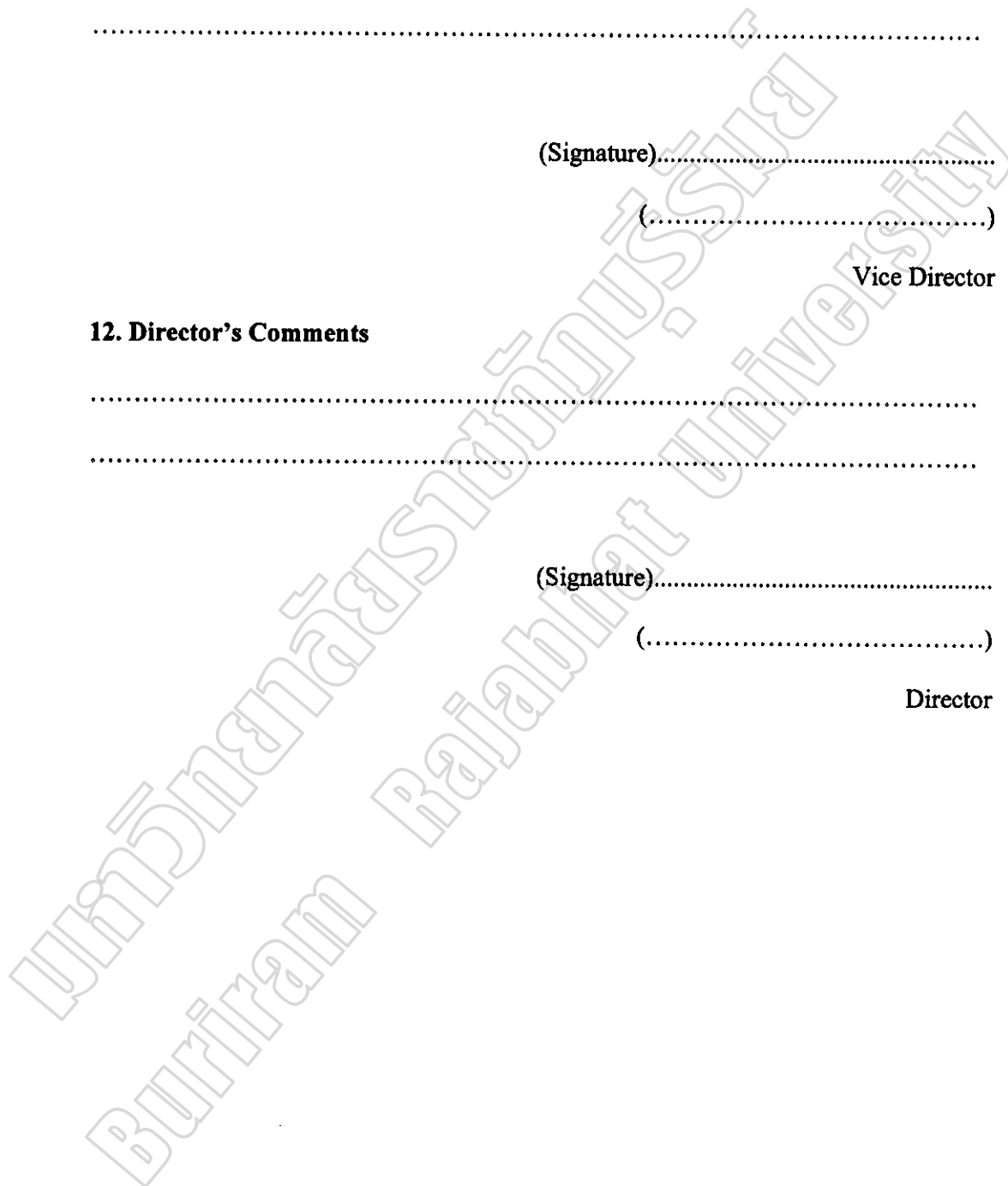
12. Director's Comments

.....
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(Signature).....

(.....)

Director



Passage 1

Directions: Read the Westerners turn to a Japanese diet text below to answer the questions which follow.

Football

Football is one of the world's most popular games. It is played in nearly every country, by every one from kid vacant lots of and back streets to professional players in giant staduims. Professional football is watched by billions of people all over the world and is probably the world's most popular spectator sport.

The modern game is played by two teams of eleven players on a rectangular field with a goal at each end. Players pass the ball to each other by kicking or heading it, with the aim being to score goals by getting the ball into the opponent's goal. The game lasts for two 45-minute halves, and the team scoring the most goals wins. Draws are common, but if a winner has to be found, a game can go into extra time. If the score is still tied after thirty minutes of extra time, a 'penalty shootout' can decide the winner.

In general play, the goalkeeper is the only player who can touch the ball with the hands or arms. All the other players can kick or head the ball only. Players can tackle an opponent in order to get the ball from them but must do so without pushing or tripping the player. Pushing and tripping, along with other illegal actions such as 'handball' and 'offside', are fouls that can be penalized with a free kick. If a player commits a more serious offence, such as dangerous play, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute.

1. Football is one of
 - a. the world's most popular games
 - b. the country's popular games
 - c. the Cambodia's popular games
 - d. the Asia's popular games

2. It is played in nearly

- a. not many country
- b. ten countires
- c. every country
- d. only one country

3. The modern game is played

- a. by two teams of eleven players
- b. by three teams of ten players
- c. by one teams of twenty players
- d. by four teams of eleven players

4. Players pass the ball to each other

- a. by pushing and tripping
- b. by touching hand, each other
- c. by running and tripping
- d. by kicking or heading it

5. In general play, the goalkeeper is the only player

- a. who can't touch the ball with the hands or arms?
- b. who can touch the ball with the hands or arms?
- c. who can be penalized with a free kick
- d. who can issue a yellow card as a warning?

6. All the other players

- a. can't kick or head the ball
- b. can kick or head the ball only
- c. can touch the ball the ball with the hands or arms
- d. can pushing or tripping the player

7. What is the same meaning of the word "illegal"

- a. good
- b. right
- c. permissible
- d. criminal

8. What is the opposite meaning of the word "illegal"

- a. criminal
- b. unlawful
- c. right
- d. banned

9. "Goalkeeper" refers to

- a. the visitor in the stadium
- b. the winner of the match football
- c. the only one who can touch the ball by arm
- d. the referee who can issue a yellow card as a warning

10. A player is sent off by the referee after he gets a

- a. warning
- b. red card
- c. bribe
- d. yellow card

Key Answer: 1. a 2. c 3.a 4. d 5.b
6.b 7.d 8.c 9. c 10.b

APPENDIX E

English Reading Comprehension Achievement Test

- Directions:**
1. The purpose of reading comprehension achievement test is to measure to comprehension in English of Lao EFL college students.
 2. There are 50 items, with 2 hours.
 3. Read the passages and choose the best answer by doing on the answer sheet.

Direction: Passage 1 (Items 1 – 10).

THE U.K.'S FIRST FACE TRANSPLANTS

A team of European surgeons is planning to do the first full face transplants very soon. The surgery has never been done anywhere in the world before. The doctors have worked on it for 14 years and believe that the surgery is now possible. They say that it will improve the lives of many people who have been in accidents.

B The surgeons need volunteers to have the surgery. They have seen a number of possible patients but have not yet decided who will get the transplants. They are considering a young man of 22, whose face was burned in a house fire, and a woman from Venezuela, who was disfigured in a car crash.

C The first transplant of part of a human face took place last year in France. A woman was attacked by her dog while she was asleep. She received new lips, a new nose, and a new chin. The donor died in a hospital earlier in the year. In China, doctors also claim to have done a face transplant. They say they replaced part of the face of a man who was attacked by a bear.

D After the attack in France, it was difficult for the woman to eat and speak, but she now has feeling back in her face. She has to take drugs every day so that her body does not reject the new face, but doctors are satisfied with the operation.

E One of the European surgeons said, "We have done everything possible to prepare for this surgery, and now operations must go ahead. Of course, it is difficult psychologically for the patient to have somebody else's face, but some people never leave their house because they don't want to show their face. We can give them a new life."

1. In lines 1 and 2, full face transplants means

- a. Some of the face will be different.
- b. Most of the face will be different.
- c. All of the face will be different.
- d. little of the face will be different.

2. In line 6, the doctors need volunteers means that they need...
 - a. help.
 - b. people.
 - c. more money.
 - d. volunteers.
3. In line 8, they are considering a young of 22 means that ...
 - a. he will have the operation.
 - b. he might have the operation.
 - c. he will not have the operation.
 - d. he might not have the operation.
4. In line 10, a car crash is ...
 - a. a type of car.
 - b. a journey.
 - c. a travel
 - d. an accident.
5. In line 13, lips and chin are ...
 - a. types of dog.
 - b. parts of a face.
 - c. things to wear.
 - d. Things to eat.
6. In line 14, if you claim something, you say that ...
 - a. something is true.
 - b. you didn't do something.
 - c. something wrong
 - d. something was difficult.

7. In line 20, satisfied with means ...
- surprised about.
 - unhappy about.
 - happy about.
 - excite about
8. In line 22, if you prepare for something, you ...
- get ready.
 - do it.
 - stop it.
 - skip it.
9. In line 22 and 23, go ahead means ...
- stop.
 - change.
 - begin.
 - finish.
10. In line 23, it is difficult psychologically, means ...
- It hurts a lot.
 - It costs a lot.
 - not clear.
 - It is difficult to think about and understand.

Direction: Passage 2 (Items 11-20)



Asian soccer players-can they adapt

5 Japanese and Korean soccer players are certainly good enough to play in the top European Leagues. The question, though, that European soccer teams need to ask is, can Japanese and Korean players adapt to live in the West? More and more Asian soccer players and playing for learn in Europe and it is crucial that the teams help them to feel at home and enjoy their new lives.

10 Many of the best Asian soccer players have the ambition to play in Europe. Ji-sung Park, one of Korea's most popular sportsmen, is with Manchester United in the English Premiership and Jung-Hwan Ahn is with MSV Duisburg in Germany. Japanese midfielder player Shunsuke Nakamura is with Celtic in Scotland and, of course, Hidetoshi Nakata, former captain of the Japanese national team, played for seven seasons in Italy and for a year in England.

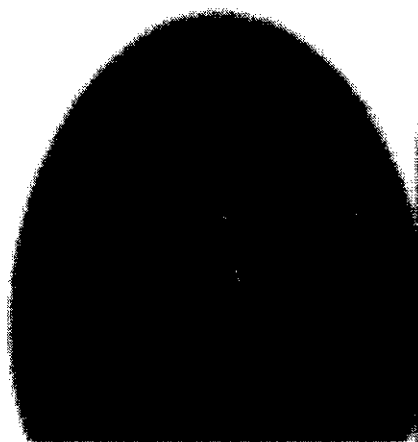
15 When Asian players arrive in Europe, they have to learn a new language and get used to very different food. However, the hardest thing to adapt to is the way players communicate with each other and with the coach. In Korea and Japan, players don't complain if their teammates play badly, and they never tell the coach they are unhappy about tactics. In Europe, it is usual for
20 players to say what they think.

25 Ji-sung Park learned about the importance of communication in one of his early games for Manchester United. Late in the match he came on as a substitute for Ryan Giggs, who was the captain that night. Giggs passed the captain's armband to park and wanted him to give it to another player, Rio Ferdinand. Park didn't understand and he put the armband on. He played for the 7 minutes as the captain. The next day all the Korean newspapers wanted Park to tell them what it was like to be the captain of Manchester United.

11. Japanese and Korean soccer players have
- some problems
 - no problems when they come to play in Europe.
 - different European leagues
 - a lot thing to know.
12. In line 2, though is like ...
- and.
 - but.
 - because.
 - for.
13. In line 6, feel at home means ...
- to feel relaxed and comfortable in a new place.
 - to want things from your own country.
 - to play soccer well.
 - to do something.
14. In line 10, ... midfield player tells us ...
- that Shunsuke Nakamura is famous.
 - that Shunnsuke Nakamura is a very good player
 - that Shunnsuke Nakamura is Japanese
 - the position that Shunsuke Nakamura plays in.
15. In line 12, former captain of ... relates to ...
- now.
 - the past.
 - the future.
 - present.

16. In line 13, he played for seven seasons, means that he stayed ...
- a. for about seven weeks.
 - b. for about seven months.
 - c. for about seven matches
 - d. for about seven years.
17. In line 15, get used to means ...
- a. to begin to know and like.
 - b. to eat a lot of.
 - c. to learn how to cook.
 - d. to stay on time
18. In lines 17 and 18, players don't complain means...
- a. they don't look for a new club.
 - b. they don't walk off in the middle of a game.
 - c. they don't say what they are not happy about.
 - d. they don't care.
19. In line 18, their teammates are...
- a. players on the other team.
 - b. the referee and his assistants.
 - c. players on the room.
 - d. players on the same team.
20. In line 22, one of his early games tells us...
- a. the game started before other games.
 - b. it was at the start of the game.
 - c. it was one of Ji-sung Park's first games for the club.
 - d. it was not at the start of the game.

Direction: Passage 3 (Items 21-30)

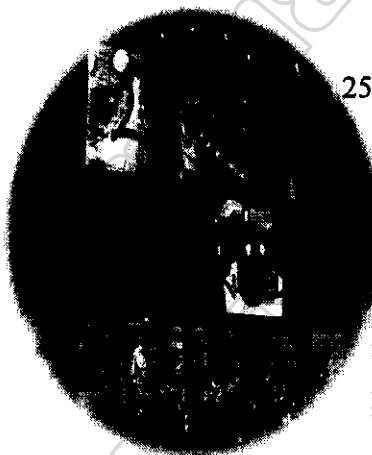


GORILLAZ

10



5



25

GORILLAZ – A VIRTUAL POP GROUP

In 1998, Damon Albarn, the lead singer of the popular British rock band Blur, decided that he wanted to do something different. At the same time Jamie Hewlett, the creator of the graphic novel *Tank Girl*, also felt that he wanted to do more than write comic stories. Together they decided to create a virtual pop band and call it Gorillaz. Now Gorillaz is known all over the world.

There are four animated characters in the virtual band: 2D, Murdoc, Noodle, and Russel. They play every type of music from rap and hip – hop to heavy metal. 2D is the singer, and keyboard player; Murdoc is the bass player; Russel, from New York, is the drummer; and Noodle is the teenage Japanese guitarist. At first, she could say only one word in English, which was 'noodle'.

Gorillaz made their first record in 2000, and it was a huge success. Hewlett created an animated video story for each of the four tracks on the record. People could also get a pamphlet that told the fictional story of the band. The band's website became very popular, too. People could visit the recording studio and the homes of all of the characters. It was even possible to get onto each of the character's computers to find out more about them. Everyone wanted to know who was behind the cartoon pop band.

In 2001, the band's first album, called simply *Gorillaz*, sold more than 3 million, and people soon learned that Damon Albarn was the man behind the music. This made Gorillaz even more popular, and the second album, *Demon days*, became the number one album within the first week of its release. Famous guest singers sang on some of the tracks.

Albarn and Hewlett wanted Gorillaz to play some live concerts, but it was difficult to decide how to do it. In the end, the cartoon characters were projected onto the front of a huge screen while the real musicians played behind it.

Now Damon Albarn says that Gorillaz have gone as far as they can go, and there will not be a third album.

21. In line 2, Blur is the name of...

- a. a rock bands.
- b. a person
- c. a comic.
- d. a joker.

22. In line 3, if Jamie Hewlett was the creator of Tank Girl.....

- a. he was a singer
- b. he was a character in it.
- c. he was a person who reads graphic novels.
- d. he invented it.

23. In line 13, it was a huge success means.....

- a. people didn't like it.
- b. it was very popular.
- c. it was longer than a usual record.
- d. it was short record.

24. In line 15, a pamphlet is something you....

- a. listen to.
- b. read.

- c. watch.
- d. write.

25. In line 20, was behind means.....

- a. was slower than others.
- b. wasn't in front.
- c. was in front.
- d. was the creator.

26. In line 24 and 25, became the number one album means....

- a. it was the first album made.
- b. it was not sold more than any other album at the time
- c. it sold more than any other album at the time.
- d. it was the only album made.

27. In line 29 if the characters were projected, they were.....

- a. painted.
- b. shown with a machine.
- c. tied to part of the stage.
- d. in front of stage.

28. In line 31, have gone as far as they can go means.....

- a. this is the time to stop.
- b. are very good.
- c. are boring.
- d. are excite.

29. Luciano Pavarotti is an opera.....

- a. singer
- b. a rock singer

- c. the guitarist
- d. musician

30. Ringo Starr was

- a. the guitarist
- b. drummer in the Beatles.
- c. musician
- d. a rock singer

Direction: Passage 4 (31-40)



NO MORE JUNK FOOD

The government in England wants to bring back healthy school lunches. It is going to ban French fries, chocolate, and fizzy drinks from school cafeterias. There will be no more food that is high in salt and fat.

It has made the decision after the popular TV chef, Jamie Oliver, made a program about the poor quality of school meals. Millions of viewers were horrified to see children eat.....

Starting next year school will have to make sure that their cafeterias regularly serve good-quality meat and oily fish, children will get fresh vegetables or salad and fruit with every meal. Off the menu will be burgers and sausages, potato and tortilla chips, chocolate and chocolate cookies, sweets and

The government promises to spend about \$495 million to improve school meals. A government official says, "we want to provide children with a healthy meal that gives them the protein, vitamins, and minerals they need to learn and play. We also plan to help school teach children about what makes a good diet and how to prepare and cook healthy food. The number of overweight children in this country is much too high and we must do.....

Some schools are already serving the healthier option, but they are having a problem they didn't expect. Some older children are smuggling chocolate and packets of potato chips into the schools to sell. Toby, a 16-year-old pupil in London, say, 'I can make almost \$40 a day selling stuff to the younger kids in the playground.' It seems that it will not be so easy to make school children do

31. In lines 4 and 5, high in salt and fat means....

- a. having a lot of salt and fat
- b. having not much salt and fat.
- c. having no salt and fat.
- d. having no protein.

32. In line7, poor quality means...

- a. something is good.
- b. something is bad.
- c. something is changing.
- d. something is diet

33. In line8, if you are horrified to see something, you...

- a. feels happy.
- b. are shocked.
- c. are not interested.
- d. are bored.

34. In line9, make sure means....

- a. check that something is done.
- b. not confident.
- c. say that people can't do something.
- d. make something a better.

35. In line11, off the menu means....

- a. there for people to buy.
- b. unhealthy.
- c. not allowed.
- d. allows

36. In line 14, if you promise to do something, you...

- a. say you will do it.
- b. try not to do it.
- c. can't do it.
- d. can't help anything.

37. In line22, serving the healthier options means that they are...

- a. offering better food.
- b. selling more burgers and French fries.
- c. cooking bigger meals.
- d. not better food.

38. In line25, a pupil is...

- a. child learning at school.
- b. a teacher at school.
- c. somebody who works in the cafeteria.
- d. a cleaner at school.

39. In line26, stuff means...

- a. books.
- b. pens and pencils.
- c. chocolate and potato chips.
- d. ice cream.

40. In line26 and 27, the playground is.....

- a. part of the school roof.
- b. outside the school building.
- c. part of the school cafeteria
- d. inside the school building.

Direction: Passage 5 (41-50)

Shanghai is sinking

Officials in Shanghai, the second biggest city in China, say they must reduce the construction of new high-rise buildings. Over the last ten years, about 3,000 new buildings have gone up, and there are plans for 2,000 more, Shanghai is growing faster than any other city in history. It looks good, but now the weight of the concrete and steel is making the city sink. Many parts are sinking more than a centimeter every year.

The tallest building in China is in Shanghai, and a building that will be the tallest in the world is now going up. It seems that planners are forgetting that the area was once a swamp. The rock bed is about 3000 meters below the surface and the land is very soft. Officials are worried about what will happen to buildings that are already up and the City's subway if construction continues. Some of the subway tunnels are already Chinghai shape.

The problem is the worst in the busy financial center, where there are huge skyscrapers on what was farmland not long ago. A report says that land there sank nearly four centimeters last year. Land around the tallest building sank nearly six centimeters.

Officials started to record changes in 1921, and they believe the city has sunk nearly two meters since then. There are similar problems in Bangkok and Mexico City, and the people of Shanghai need to understand that construction must slow down. The officials hope to show them how bad the problem is. However, with so many buildings already up it may be too late.

41. In line 2, reduce the constructions means...

- a. Build more
- b. Build less
- c. Stop building
- d. increases more

42. In line 2 high-rise buildings are...

- a. very tall
- b. very small
- c. very old
- d. very big

43. In line 4, more refers to...

- a. officials
- b. years
- c. building
- d. growing

44. In line 5, in history means...

- a. in the world now
- b. during all time before now
- c. in the rest of china
- d. past

45. In line10, the rock bed is...

- a. rock under the ground
- b. an area of the city
- c. a place where people sleep
- d. a surface on the sea

46. In line11, below the surface means...

- a. in the sky
- b. to the side of
- c. under the ground
- d. space

47. In line15, an example of busy financial centre is...

- a. Buckingham palace
- b. Will street
- c. Mount Fuji
- d. Mount Average

48. In line22, slow down means...

- a. stop
- b. happens faster
- c. not happen so fast
- d. raising.

49. In line23, however is like...

- a. and
- b. because
- c. but
- d. for

50. Why is Shanghai sinking?

- a. more building
- b. swamp
- c. reduces the construction.
- d. growing faster.

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Buriram Rajabhat University

English Reading Comprehension Achievement Test (Answer keys)

- | | | | |
|----|---|----|---|
| 1 | a | 26 | b |
| 2 | b | 27 | a |
| 3 | a | 28 | c |
| 4 | d | 29 | b |
| 5 | b | 30 | b |
| 6 | d | 31 | a |
| 7 | c | 32 | b |
| 8 | a | 33 | b |
| 9 | c | 34 | d |
| 10 | d | 35 | b |
| 11 | b | 36 | a |
| 12 | b | 37 | c |
| 13 | a | 38 | c |
| 14 | d | 39 | c |
| 15 | a | 40 | d |
| 16 | c | 41 | b |
| 17 | a | 42 | a |
| 18 | c | 43 | a |
| 19 | d | 44 | b |
| 20 | c | 45 | a |
| 21 | b | 46 | c |
| 22 | d | 47 | b |
| 23 | a | 48 | c |
| 24 | c | 49 | c |
| 25 | d | 50 | c |

APPENDIX F

Questionnaire on Student's Satisfaction towards Reading

Comprehension Using SQ5R method

Directions: The current study aims to investigate the implementation of SQ5R method to enhance English reading comprehension, retention, and satisfaction in English texts for Lao EFL college students.

Part A: Participants' General data

Part B: 5-rating Scale Questionnaire

Part C: Information of SQ5R reading method

Please kindly express your actual options in response to the questionnaire about English reading passages. The research result will be traceable for improving the theoretical, empirical, and pedagogical-methods. The data gained from the questionnaire will be assed as a whole and will be kept confidentially as well. There will be no negative effect on you as a respondent, no matter whatever opinions you express.

I am grateful for your kindly cooperation.

Soukdavanh Sayasen

Reseacher

<p>Part A</p> <p>Participants' General Data</p>

Directions: Please put the (√) in the boxes in front your real set of information.

1. Sex

Male Female

2. English G.P.A (1/2017)

0 1 1.5 2 2.5 3 3.5 4

3. When did you begin studying English? (Please choose Specify)

- Kindergarten
- Primary School.....
- Secondary School.....
- High School.....

4. How long you have been studying English?

About.....years

5. Have you practiced English language skilled by yourself?

Yes / By.....

Internet

TV Programs

Songs

Games

Movies / Video

Other(Please specify).....

No

6. How do you rate overall proficiency in English language in comparison with your classmate?

Excellent

Good

Fair

Poor

Part B
5-rating Scale Questionnaire

Directions: Please put the (✓) in the rating box which best describes your satisfaction about each statement below.

There are nineteen statements in this questionnaire, please read each statement and select the response (1, 2, 3, 4, and 5). Criteria for your response are as follows:

The number in each column means:

5 means you think the level of satisfaction appears **the most**

4 means you think the level of satisfaction appears **more**

3 means you think the level of satisfaction appears **moderate**

2 means you think the level of satisfaction appears **less**

1 means you think the level of satisfaction appears **the latest**

<p>Part C</p> <p>Information of SQ5R Reading method</p>

These statements present an overview of the English reading passages the researcher chose. When you read the English text, how do you feel about the following?

Respondents' Satisfaction toward Reading English Using SQ5R method

No	Statements of Satisfaction	Level of Satisfaction				
		1	2	3	4	5
1	The content is interesting.					
2	The contents shape is firmly					
3	The size of contents is suitable for student's level.					
4	The letters' formats are suitable.					
5	The illustrations are interesting.					
6	The illustrations are suitable for students' level.					
7	The contents are interesting.					
8	The contents are beneficial to learners.					
9	The contents are up to date.					
10	The presentation of content is interesting.					
11	The content motivates learners.					
12	The content is well organized					
13	The English language use is clear and easy to understand.					
14	The content is easy for the students to understand.					

No	Statements of Satisfaction	Level of Satisfaction				
		1	2	3	4	5
15	The SQ5R method improve students to enhance their reading comprehension.					
16	Students enjoy practice the SQ5R method on reading comprehension.					
17	The goal for evaluation are clearly presented					
18	The difficult of test is appropriate for the level of students					
19	Time provided is enough for reading each passage.					
20	Students can apply SQ5R method in their knowledge form the reading text to diary life.					

Suggestions.....

(Signature).....Expert

(.....)

Position

APPENDIX G

Questionnaire on Student's Satisfaction towards Reading

Comprehension Using SQ5R method

(By Experts)

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriation
	1	2	3			
	1.The content is interesting.	4	5			
2.The contents shape is firmly	3	5	5	4.33	1.15	More Agree
3.The size of contents is suitable for student's level.	4	5	5	4.67	0.58	Most Agree
4.The letters' formats are suitable.	4	5	5	4.67	0.58	Most Agree
5.The illustrations are interesting.	3	5	5	4.33	1.15	More Agree
6.The illustrations are suitable for students' level.	3	5	5	4.33	1.15	More Agree
7.The contents are interesting.	4	5	5	4.67	0.58	Most Agree
8.The contents are beneficial to learners.	4	5	5	4.67	0.58	Most Agree
9.The contents are up to date.	4	5	5	4.67	0.58	Most Agree
10.The presentation of content is interesting.	4	5	5	4.67	0.58	Most Agree
11.The content motivates learners.	4	5	5	4.67	0.58	Most Agree
12.The content is well organized	4	5	5	4.67	0.58	Most Agree
13.The English language use is clear and easy to understand.	4	5	5	4.67	0.58	Most Agree
14.The content is easy for the students to understand.	4	5	5	4.67	0.58	Most Agree

Statements	Opinion			\bar{x}	S.D.	Level of Appropriation
	Level					
	1	2	3			
15.The SQ5R method improve students to enhance their reading comprehension.	4	5	5	4.67	0.58	Most Agree
16.Students enjoy practice the SQ5R method on reading comprehension.	3	5	5	4.33	1.15	More Agree
17.The goal for evaluation are clearly presented	4	5	5	4.67	0.58	Most Agree
18.The difficult of test is appropriate for the level of students	4	5	5	4.67	0.58	Most Agree
19Time provided is enough for reading each passage.	3	5	5	4.33	1.15	More Agree
20.Students can apply SQ5R method in their knowledge form the reading text to diary life.	3	5	5	4.33	1.15	More Agree
Total				4.57	0.27	The Most Agree

APPENDIX H

The Item-total Correlation for each Item of Five – Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	1	0.05	
2	0.840	0.05	
3	0.681	0.05	
4	0.803	0.05	
5	0.596	0.05	
6	0.838	0.05	
7	1	0.05	
8	0.840	0.05	
9	0.681	0.05	
10	0.803	0.05	
11	0.596	0.05	
12	0.780	0.05	
13	0.967	0.05	
14	0.821	0.05	
15	0.665	0.05	
16	0.787	0.05	
17	0.542	0.05	
18	0.827	0.05	
19	0.940	0.05	
20	0.840	0.05	

Critical values for Pearson $r \geq 0.505$ ($df = n-2=25-2=23$)

The reliability coefficient (Coefficient Alpha Cronbach)

Numbers of Students	=	25
Numbers of Items	=	20
α - Coefficient	=	0.980

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Buriram Rajabhat University

APPENDIX I

The Table of the IOC index analyses of Performance Test

Topic: Effects of the SQ5R Method for Improving Lao EFL College

Students' Reading Comprehension

Note: 50 Items (4Topic)

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	Expert 1	Expert 2	Expert 3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	0	0.67	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	0	0.67	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	0	0.67	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	Expert 1	Expert 2	Expert 3		
21	+1	+1	+1	1.00	Coincide
22	+1	+1	0	0.67	Coincide
23	+1	+1	+1	1.00	Coincide
24	+1	+1	+1	1.00	Coincide
25	+1	+1	+1	1.00	Coincide
26	+1	+1	+1	1.00	Coincide
27	+1	+1	+1	1.00	Coincide
28	+1	+1	+1	1.00	Coincide
29	+1	0	+1	0.67	Coincide
30	+1	0	+1	0.67	Coincide
31	+1	+1	0	0.67	Coincide
32	+1	+1	+1	1.00	Coincide
33	+1	+1	+1	1.00	Coincide
34	+1	+1	+1	1.00	Coincide
35	+1	+1	+1	1.00	Coincide
36	+1	+1	0	0.67	Coincide
37	+1	+1	+1	1.00	Coincide
38	+1	+1	+1	1.00	Coincide
39	+1	+1	+1	1.00	Coincide
40	+1	+1	+1	1.00	Coincide
41	+1	+1	+1	1.00	Coincide
42	+1	+1	+1	1.00	Coincide
43	+1	+1	+1	1.00	Coincide
44	+1	+1	+1	1.00	Coincide
45	0	+1	+1	0.67	Coincide
46	1	+1	+1	1.00	Coincide
47	+1	+1	+1	1.00	Coincide
48	+1	+1	+1	1.00	Coincide
49	+1	0	+1	0.67	Coincide
50	+1	+1	+1	1.00	Coincide

It shows that the Index Items of Congruence (IOC) is 0.67-1.00

Remark:

- +1 = When sure that Items of the test are coincided with objective.
- 0 = When not sure that items of the test are coincided with objective.
- 1 = When sure that Items of the test are not coincided with objective.

APPENDIX J

Lists of Experts

1. Assistant Professor Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University, Thailand.

2. Mr. Prapan Thammawat the English lecturer at Phayakkhaphumwittayakarn School, Phayakkhaphumpisai District, Maharakham Province, Thailand.

3. Mrs. Phonesukha Insisiengmai, the English lecturer at Savannakhet Teacher Training College, Lao PDR.

APPENDIX K

Letters for Experts

The Letters Requesting to be the Experts for the Research

Instruments

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/W025

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear Dr.Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr.Soukdavanh Sayasen, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of the SQ5R Method for Improving Lao EFL College Students' Reading Comprehension." under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somikuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W025

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear Mr.Prapan Thammawat,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr.Soukdavanh Sayasen, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of the SQ5R Method for Improving Lao EFL College Students' Reading Comprehension." under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W025

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 9, 2018

Dear Mrs. Phonesoukha Insisiengmai,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr.Soukdavanh Sayasen, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of the SQ5R Method for Improving Lao EFL College Students' Reading Comprehension." under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon Somkuna'.

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX L

Formal Letter

The Letters Asking Permission to Try out the Research Instruments

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/C47

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

April 4, 2018

Dear The Director of Savannakhet Teacher Training College,

Subject: Asking Permission to Try-out the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Savannakhet Teacher Training College, and asks your permission to allow Mr. Soukdavanh Sayasen to try-out the research instruments. I wish to inform that Mr. Soukdavanh Sayasen, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of the SQ5R Method for Improving Lao EFL College Students' Reading Comprehension" under the supervision of Assistant Professor Dr. Nawamin Prachanant, a thesis chairperson. He would like to try-out the research instruments in order to find out its efficiency. The schedule of this process will be on April 23 – May 31, 2018.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr. Narimon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

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APPENDIX M

Formal Letter

The Letters Asking Permission to Collect Research Data

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/C50

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, HAILAND

April 7, 2018

Dear : The Director of Savannakhet Teacher Training College,

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, The Director of Savannakhet Teacher Training College to ask permission to collect the research data. I wish to inform you that Mr. Soukdavanh Soyasen, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**Effects of the SQ5R Method for Improving Lao EFL College Students' Reading Comprehension**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the thesis.

In this regard, BRU would like to ask permission from you to allow him to collect the research data from the Lao EFL college students by responding to his research methodologies during June 12-July 31, 2018.

Please accept, The Director of Savannakhet Teacher Training College, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

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CURRICULUM VITAE

Name	Soukdavanh SAYASEN										
Date of birth	June 29,1985										
Place of birth	Oudomvilay Village, Kaisone District, Savannakhet Province										
Address	Oudomvilay Village, Kaisone District, Savannakhet Province										
Marital status	Married										
Nationality	Lao										
Telephone	(020) 55121351										
Education:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: right;">2017-2018</td> <td>Master of Art in English Buriram Rajabaht University, Muang District, Buriram Province, Thailand</td> </tr> <tr> <td style="text-align: right;">2013-2015</td> <td>Bachelor of Art in Savannakhet Teacher Training College, Kaisone District, Savannakhet Province.</td> </tr> <tr> <td style="text-align: right;">2001-2004</td> <td>Diploma degree in Savannakhet Teacher Training College, Kaisone District, Savannakhet Province</td> </tr> <tr> <td style="text-align: right;">1995- 2000</td> <td>Secondary School from Oudonvilay School, Kaisone District, Savannakhet Province.</td> </tr> <tr> <td style="text-align: right;">1990-1994</td> <td>Primary School from Sathith School, Kaisone District, Savannakhet Province.</td> </tr> </table>	2017-2018	Master of Art in English Buriram Rajabaht University, Muang District, Buriram Province, Thailand	2013-2015	Bachelor of Art in Savannakhet Teacher Training College, Kaisone District, Savannakhet Province.	2001-2004	Diploma degree in Savannakhet Teacher Training College, Kaisone District, Savannakhet Province	1995- 2000	Secondary School from Oudonvilay School, Kaisone District, Savannakhet Province.	1990-1994	Primary School from Sathith School, Kaisone District, Savannakhet Province.
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Working Place:	Engflish Teacher at Savannakhet Teacher Training College, Kaisone District, Savannakhet Province.										