

CHAPTER 4

RESULTS

The purpose of this study was to investigate how often reading strategies used by grade 10 students in Buriram Province when reading English texts. It aimed to find out the difference in reading strategies between proficient and low proficient students in Buriram Province. The study utilizes both the qualitative reading strategies questionnaire (RSQ)and reading comprehension test) and quantitative (interviews) methods to gain information about grad 10 students in Buriram province.

4.1 Results of Descriptive Statistics for Factors

The descriptive statistics for the three types of reading strategies consisted of the mean scores and standard deviations of items related to each factor. Table 4.1 displays the descriptive means and standard deviations of background of the respondents

Table 4.1 presents the background information of respondents including sex, grade point average ,

Table 4.1
Background of the respondents

| General Information | Grad 10 students in Buriram province (N=34) | |
|------------------------|--|----------------|
| | Number of students | Percentage (%) |
| 1. Sex | | |
| Male | 5 | 14.7 |
| Female | 29 | 85.3 |
| 2. Grade Point Average | | |
| 0 – 2.99 | 6 | 17.59 |
| 3.00 – 4.00 | 28 | 38.23 |

Table 4.1: show that 14.7% of the participations were male and 85.3% were female. For grade point average (GPA), 17.59% of the participants had the GPA from 0 to 2.99, and 82.41% had GPA from 3.00 to 4.00.

Table 4.2
Result of the selection of the Four Participations in Reading comprehension test

| Score of Comprehension | Rank | Score of Comprehension | Rank |
|------------------------|------|------------------------|------|
| 1 | 0 | 11 | 4 |
| 2 | 1 | 12 | 1 |
| 3 | 1 | 13 | 1 |
| 4 | 1 | 14 | 1 |
| 5 | 3 | 15 | 0 |
| 6 | 1 | 16 | 1 |
| 7 | 7 | 17 | 0 |
| 8 | 6 | 18 | 0 |
| 9 | 4 | 19 | 0 |
| 10 | 1 | 20 | 0 |

As indicated in Table 4.2 above, Students who scored of reading comprehension test were the point of score. The 2 higher score were 16 and 14 point, , and the 2 lower score were 2 and 3 point. (See appendix D)

Strategies used in Reading strategies Questionnaires (RSQ) of grad 10 students in Buriram Province.

The data from rating from RSQ of the questionnaires reported by 34 students were analyzed to examine the reading strategies grade 10 students in Buriram province used when read the text. The level of use was also interpreted based on the criteria derived from Oxford (1990) as follows:

| Ratings | Level |
|------------------------|--------|
| Mean of 3.50 or higher | High |
| Mean of 2.50 to 3.40 | Medium |
| Mean of 2.40 or lower | Low |

The results showed that grade 10 students employed Planning Strategies (before reading), Attending Strategies (while reading) and Evaluating Strategies (after reading) were employed at the medium level.

The table 4.3 shows the means and standard deviations of reading strategies used by grade 10 students in Buriram Province.

Table 4.3
Descriptive Statistics for Reading Strategies Types

| Reading Strategies | Mean | S.D. | Level |
|--|------|------|--------|
| 1. Planning Strategies (before reading) | 3.30 | 0.61 | Medium |
| 2. Attending Strategies (while reading) | 3.28 | 0.49 | Medium |
| 3. Evaluating Strategies (after reading) | 3.14 | 0.52 | Medium |
| Total | 3.24 | 0.51 | Medium |

According to table 4.3, grade 10 students in Buriram Province at the medium ($\bar{X} = 3.24$, S.D. = 0.51). When each type of strategies were analyzed, it was found the students used "Strategies (before reading)" ($\bar{X} = 3.30$, S.D. = 0.61), "Attending

Strategies (while reading)” ($\bar{X} = 3.28$, S.D. = 0.49, and “Evaluating Strategies (after reading)” ($\bar{X} = 3.14$, S.D. = 0.52) at the medium level.), Table 4.4 below descriptive statistics for reading strategies types.

Table 4.4:

Descriptive Statistics for Reading Strategies

| | Reading Strategies | Mean | S.D. | Level |
|-----|---|-------------|-------------|--------------|
| 1. | Before reading a text in English, I have special techniques to achieve my goals. | 3.26 | 0.75 | Medium |
| 2. | Before I start reading, I believe I can overcome all comprehension difficulties. | 2.68 | 0.58 | Medium |
| 3. | Before I start reading, I try to find a suitable environment. | 3.56 | 1.86 | High |
| 4. | Before I start reading, I have special techniques to guess what the text will be about. | 3.41 | 0.29 | Medium |
| 5. | Before I start reading, I know how to arrange the environment to make reading more enjoyable. | 3.26 | 0.89 | Medium |
| 6. | I prefer to know what the text is about before I start reading it. | 3.44 | 0.78 | Medium |
| 7. | While reading a text in English, I have special techniques to keep my concentration focused. | 3.15 | 0.74 | Medium |
| 8. | While reading a text in English, I think my methods of controlling my concentration are effective. | 3.21 | 0.88 | Medium |
| 9. | While reading a text in English, I have special techniques to prevent procrastination (delay of the task). | 3.15 | 0.89 | Medium |
| 10. | I believe my methods of controlling procrastination are effective. | 3.26 | 0.93 | Medium |
| 11. | When I feel stressed about reading, I know how to reduce this stress. | 3.41 | 1.01 | Medium |
| 12. | During reading, I feel satisfied with the ways I eliminate boredom. | 3.35 | 0.84 | Medium |
| 13. | While reading a text in English, I persist until I reach the goals that I make for myself. | 3.56 | 1.13 | High |
| 14. | While reading a text in English, I never give up even when I feel stressed about the topic. | 3.18 | 0.75 | Medium |
| 15. | While I am reading a text in English and I feel stressed about the topic, I cope with this problem immediately. | 3.21 | 0.84 | Medium |
| 16. | When feeling bored with the topic while reading, I know how to regulate my mood in order to invigorate (stimulate) the process. | 3.41 | 0.78 | Medium |

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Table 4.4 (Continued)

| | Reading Strategies | Mean | S.D. | Level |
|-----|---|-------------|-------------|---------------|
| 17. | While I am reading a text in English, I have special techniques to engage with the text. | 3.26 | 0.86 | Medium |
| 18. | While I am reading, I have ways of judging how beneficial the new information is. | 3.38 | 0.73 | Medium |
| 19. | After I finished reading, I feel satisfied with the methods I have used to reduce stress. | 3.50 | 0.74 | Medium |
| 20. | After finishing reading, I feel satisfied about my comprehension of the text. | 3.24 | 0.69 | Medium |
| 21. | After finishing reading, I can tell whether I comprehended the text or not. | 3.21 | 0.80 | Medium |
| 22. | After finishing reading, I can easily judge the consistency of the new information. | 2.91 | 0.71 | Medium |
| 23. | After finishing reading, I have special techniques to evaluate new learning. | 3.03 | 0.67 | Medium |
| 24. | After finishing reading, I have special techniques to modify new learning. | 2.88 | 0.72 | Medium |
| 25. | After finishing reading, I know how to check whether my reading strategies were effective. | 2.94 | 0.77 | Medium |
| 26. | After finishing reading, I am able to discuss what I have learned from the reading with other people. | 3.09 | 0.93 | Medium |
| 27. | After finishing reading, I believe that I know how to link new learning with my existing knowledge. | 3.41 | 0.78 | Medium |
| 28. | After finishing reading, I believe that I can use new information to improve different aspects of my life (career, academic, etc.). | 3.26 | 0.61 | Medium |
| 29. | I like to have a purpose in mind before I start reading. | 3.53 | 0.92 | High |
| 30. | When I am reading and the learning environment becomes unsuitable, I try to sort out the problem. | 3.29 | 0.79 | Medium |
| 31. | While I am reading, I am confident that I can overcome any sense of boredom. | 3.32 | 0.84 | Medium |
| 32. | Once the pleasure of reading is gone, I easily become impatient with it. | 3.24 | 0.85 | Medium |
| 33. | When I feel uncertain of my comprehension, I simply give up reading. | 3.26 | 0.68 | Medium |
| 34. | I look for good environment before I start reading. | 3.15 | 0.85 | Medium |
| | Total | 3.24 | 0.50 | Medium |

Table 4.4 shows the descriptive statistics of Reading Strategies from the questionnaire used by grad 10 students, the strategy with the highest score was followed by strategies No.3 “Before I start reading, I try to find a suitable

environment.” ($\bar{X} = 3.74$, S.D. =1.86), followed by No.13 “While reading a text in English, I persist until I reach the goals that I make for myself.”($\bar{X} = 3.56$, S.D. =1.13), and No.29 “I like to have a purpose in mind before I start reading.” ($\bar{X} = 3.53$, S.D. =0.92), respectively. The strategy with the lowest mean score was No.2 “Before I start reading, I believe I can overcome all comprehension difficulties.” ($\bar{X} = 2.68$, S.D. =0.58), followed by No. 24 “After finishing reading, I have special techniques to modify new learning. ” ($\bar{X} = 2.88$, S.D. =0.72), and No.22 “After finishing reading, I can easily judge the consistency of the new information” ($\bar{X} = 2.91$, S.D. =0.71), respectively. Table 4.5 indicates descriptive statistics of Planning Strategies (before reading).

Table 4.5: Mean, Standards Deviations, Mean Differences, and Level of Use Reading Strategies by Proficient and Low Proficient students

| English Reading Strategies | Proficient (N=28) | | | Low Proficient (N=6) | | |
|--|-------------------|------|---------|----------------------|------|---------|
| | Mean | S.D. | Meaning | Mean | S.D. | Meaning |
| Planning Strategies(before reading) | | | | | | |
| 1. Before reading a text in English, I have special techniques to achieve my goals. | 3.11 | 1.04 | Medium | 2.82 | 1.10 | Low |
| 2. Before I start reading, I believe I can overcome all comprehension difficulties. | 3.36 | 1.00 | Medium | 2.96 | 1.24 | Low |
| 3. Before I start reading, I try to find a suitable environment. | 3.55 | 1.18 | High | 3.16 | 1.18 | Medium |
| 4. Before I start reading, I have special techniques to guess what the text will be about. | 3.16 | 1.01 | Medium | 2.42 | 1.10 | Medium |
| 5. Before I start reading, I know how to arrange the environment to make reading more enjoyable. | 3.00 | 1.02 | Medium | 2.62 | 1.21 | Medium |

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Table 4.5 (Continued)

| English Reading Strategies | Proficient (N=28) | | | Low Proficient (N=6) | | |
|---|----------------------|-------------|---------------|----------------------------|-------------|---------------|
| | Mean | S.D. | Meaning | Mean | S.D. | Meaning |
| 6. I prefer to know what the text is about before I start reading it. | 2.21 | 1.09 | Low | 2.00 | 1.10 | Low |
| 29. I like to have a purpose in mind before I start reading. | 2.38 | 1.06 | Low | 1.84 | 0.86 | Low |
| 30. When I am reading and the learning environment becomes unsuitable, I try to sort out the problem. | 2.86 | 1.02 | Low | 2.30 | 1.06 | Low |
| Total | 3.42 | 0.22 | Medium | 2.85 | 0.23 | Medium |
| Attending Strategies(while reading) | | | | | | |
| 7. While reading a text in English, I have special techniques to keep my concentration focused. | 3.16 | 1.14 | Medium | 3.00 | 1.32 | Medium |
| 8. While reading a text in English, I think my methods of controlling my concentration are effective. | 2.59 | 1.04 | Medium | 2.59 | 1.04 | Medium |
| 9. While reading a text in English, I have special techniques to prevent procrastination (delay of the task). | 1.99 | 0.87 | Low | 1.64 | 0.84 | Low |
| 10. I believe my methods of controlling procrastination are effective. | 3.07 | 1.10 | Medium | 2.55 | 1.22 | Medium |
| 11. When I feel stressed about reading, I know how to reduce this stress. | 3.50 | 1.16 | High | 3.92 | 1.19 | High |
| 12. During reading, I feel satisfied with the ways I eliminate boredom. | 3.95 | 1.09 | High | 3.34 | 1.24 | Medium |
| 13. While reading a text in English, I persist until I reach the goals that I make for myself. | 2.79 | 0.94 | Medium | 2.28 | 0.95 | Low |
| 14. While reading a text in English, I never give up even when I feel stressed about the topic. | 3.43 | 1.07 | Medium | 2.68 | 1.16 | Medium |
| 15. While I am reading a text in English and I feel stressed about the topic, I cope with this problem immediately. | 3.76 | 1.00 | High | 3.43 | 1.26 | Medium |
| 16. When feeling bored with the topic while reading, I know how to regulate my mood in order to invigorate (stimulate) the process. | 3.66 | 1.05 | High | 3.12 | 1.17 | Medium |
| 17. While I am reading a text in English, I have special techniques to engage with the text. | 3.07 | 1.11 | Medium | 2.37 | 1.10 | Low |
| 18. While I am reading, I have ways of judging how beneficial the new information is. | 3.80 | 0.97 | High | 3.21 | 1.20 | Medium |
| 31. While I am reading, I am confident that I can overcome any sense of boredom. | 3.26 | 1.04 | Medium | 3.08 | 1.10 | Medium |
| 32. Once the pleasure of reading is gone, I easily become impatient with it. | 2.50 | 1.15 | Low | 2.28 | 1.16 | Low |

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Table 4.5 (Continued)

| English Reading Strategies | Proficient (N=28) | | | Low Proficient (N=6) | | |
|---|----------------------|-------------|---------------|----------------------------|-------------|---------------|
| | Mean | S.D. | Meaning | Mean | S.D. | Meaning |
| 33. When I feel uncertain of my comprehension, I simply give up reading. | 2.23 | 1.09 | Low | 2.14 | 1.10 | Low |
| 34. I look for good environment before I start reading. | 3.86 | 1.00 | High | 3.62 | 1.26 | High |
| Total | 3.45 | 0.23 | Medium | 2.85 | 0.29 | Medium |
| Evaluating Strategies (after reading) | | | | | | |
| 19. After I finished reading, I feel satisfied with the methods I have used to reduce stress. | 3.66 | 0.97 | High | 3.18 | 1.23 | High |
| 20. After finishing reading, I feel satisfied about my comprehension of the text. | 3.14 | 1.12 | Medium | 2.67 | 1.22 | Medium |
| 21. After finishing reading, I can tell whether I comprehended the text or not. | 3.88 | 0.98 | High | 3.28 | 1.10 | Medium |
| 22. After finishing reading, I can easily judge the consistency of the new information. | 3.09 | 1.18 | Medium | 2.88 | 1.20 | Medium |
| 23. After finishing reading, I have special techniques to evaluate new learning. | 3.26 | 0.88 | Medium | 2.74 | 1.16 | Medium |
| 24. After finishing reading, I have special techniques to modify new learning. | 3.37 | 1.11 | Medium | 3.70 | 1.13 | High |
| 25. After finishing reading, I know how to check whether my reading strategies were effective. | 2.17 | 0.76 | Low | 1.72 | 0.83 | Low |
| 26. After finishing reading, I am able to discuss what I have learned from the reading with other people. | 2.11 | 1.08 | Low | 2.00 | 1.07 | Low |
| 27. After finishing reading, I believe that I know how to link new learning with my existing knowledge. | 2.66 | 1.20 | Low | 2.41 | 1.16 | Low |
| 28. After finishing reading, I believe that I can use new information to improve different aspects of my life (career, academic, etc.). | 2.37 | 1.11 | Low | 2.18 | 1.04 | Low |
| Total | 3.56 | 0.22 | High | 2.80 | 0.29 | Medium |

Table 4.5 above shows the average frequently of strategies of the surveyed students with high and low ability. As for proficient students, the finding reveal a medium of strategy use of two strategy groups which were planning strategies and attending strategies. Only one evaluating strategies show a high level of use. The ranking from highest to lowest mean score of the strategies used by proficient

students were evaluating strategies the most ($\bar{X} = 3.56$, S.D. =0.22), followed by attending strategies ($\bar{X} = 3.56$, S.D. =0.22), and planning strategies ($\bar{X} = 3.42$, S.D. =0.22). The most frequently reported strategy was No.12 “During reading, I feel satisfied with the ways I eliminate boredom.” ($\bar{X} = 3.95$, S.D. =1.09), followed by No.21 “After finishing reading, I can tell whether I comprehended the text or not” ($\bar{X} = 3.95$, S.D. =1.09), and No. 34 “I look for good environment before I start reading.” ($\bar{X} = 3.86$, S.D. =1.00), respectively. The strategy with the lowest mean was No.9 “While reading a text in English, I have special techniques to prevent procrastination (delay of the task).” ($\bar{X} = 1.99$, S.D. =1.64), followed by No.26 “After finishing reading, I am able to discuss what I have learned from the reading with other people.” ($\bar{X} = 2.11$, S.D. =1.08), and No.33 “When I feel uncertain of my comprehension, I simply give up reading.” ($\bar{X} = 2.23$, S.D. =1.09), respectively.

In term of low proficient students, the finding reveal a low of strategy use of three strategy group which planning strategies, attending strategies and evaluating strategies show a medium level of use. The rank order of the strategy used by low proficient students from the highest to lowest mean score were planning strategies the most ($\bar{X} = 2.85$, S.D. =0.23), followed by attending strategies ($\bar{X} = 2.85$, S.D. =0.29), and evaluating strategies the least ($\bar{X} = 2.80$, S.D. =0.29), respectively. The most frequently reported strategy was No.11 “When I feel stressed about reading, I know how to reduce this stress.” ($\bar{X} = 3.92$, S.D. =1.19), followed by No.24 “After finishing reading, I have special techniques to modify new learning.” ($\bar{X} = 3.70$, S.D. =1.13), and No.34 “I look for good environment before I start reading.” ($\bar{X} = 3.62$, S.D. =1.26), respectively. The strategy with the lowest mean was No.9 “While reading a

text in English, I have special techniques to prevent procrastination (delay of the task).” ($\bar{X} = 1.64$, S.D. =0.84), followed by No.25 “After finishing reading, I know how to check whether my reading strategies were effective.” ($\bar{X} = 1.72$, S.D. =0.83), and No.29 “I like to have a purpose in mind before I start reading.” ($\bar{X} = 1.72$, S.D. =0.83), respectively.

Table 4.6 :
Difference in Reported Strategy Used by Proficient students and Low Proficient students.

| Reading Strategies | Proficient (N=28) | | Low Proficient (N=6) | | t- value |
|---|----------------------|------|----------------------------|------|-------------|
| | Mean | S.D. | Mean | S.D. | |
| 1. Before reading a text in English, I have special techniques to achieve my goals. | 3.11 | 1.04 | 2.82 | 1.10 | 1.66** |
| 2. Before I start reading, I believe I can overcome all comprehension difficulties. | 3.36 | 1.00 | 2.96 | 1.24 | 2.16** |
| 3. Before I start reading, I try to find a suitable environment. | 3.55 | 1.18 | 3.16 | 1.18 | 2.06* |
| 4. Before I start reading, I have special techniques to guess what the text will be about. | 3.16 | 1.01 | 2.42 | 1.10 | 4.31** |
| 5. Before I start reading, I know how to arrange the environment to make reading more enjoyable. | 3.00 | 1.02 | 2.62 | 1.21 | 2.10** |
| 6. I prefer to know what the text is about before I start reading it. | 2.21 | 1.09 | 2.00 | 1.10 | 1.19** |
| 29. I like to have a purpose in mind before I start reading. | 2.38 | 1.06 | 1.84 | 0.86 | 3.44** |
| 30. When I am reading and the learning environment becomes unsuitable, I try to sort out the problem. | 2.86 | 1.02 | 2.30 | 1.06 | 3.28** |
| Total | 2.95 | 1.05 | 2.51 | 1.16 | 1.42** |
| Attending Strategies (While reading) | | | | | |
| 7. While reading a text in English, I have special techniques to keep my concentration focused. | 3.16 | 1.14 | 3.00 | 1.32 | 0.79** |

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Table 4.6 (Continued)

| Reading Strategies | Proficient (N=28) | | Low Proficient (N=6) | | t- value |
|---|----------------------|------|----------------------------|------|-------------|
| | Mean | S.D. | Mean | S.D. | |
| 8. While reading a text in English, I think my methods of controlling my concentration are effective. | 2.59 | 1.04 | 2.59 | 1.04 | 0.03** |
| 9. While reading a text in English, I have special techniques to prevent procrastination (delay of the task). | 1.99 | 0.87 | 1.64 | 0.84 | 2.46** |
| 10. I believe my methods of controlling procrastination are effective. | 3.07 | 1.10 | 2.55 | 1.22 | 2.73** |
| 11. When I feel stressed about reading, I know how to reduce this stress. | 3.50 | 1.16 | 3.92 | 1.19 | 3.04** |
| 12. During reading, I feel satisfied with the ways I eliminate boredom. | 3.95 | 1.09 | 3.34 | 1.24 | 3.74** |
| 13. While reading a text in English, I persist until I reach the goals that I make for myself. | 2.79 | 0.94 | 2.28 | 0.95 | 3.35** |
| 14. While reading a text in English, I never give up even when I feel stressed about the topic. | 3.43 | 1.07 | 2.68 | 1.16 | 4.26** |
| 15. While I am reading a text in English and I feel stressed about the topic, I cope with this problem immediately. | 3.76 | 1.00 | 3.43 | 1.26 | 1.83** |
| 16. When feeling bored with the topic while reading, I know how to regulate my mood in order to invigorate (stimulate) the process. | 3.66 | 1.05 | 3.12 | 1.17 | 2.99** |
| 17. While I am reading a text in English, I have special techniques to engage with the text. | 3.07 | 1.11 | 2.37 | 1.10 | 3.85** |
| 18. While I am reading, I have ways of judging how beneficial the new information is. | 3.80 | 0.97 | 3.21 | 1.20 | 3.34** |
| 31. While I am reading, I am confident that I can overcome any sense of boredom. | 3.26 | 1.04 | 3.08 | 1.10 | 1.06* |
| 32. Once the pleasure of reading is gone, I easily become impatient with it. | 2.50 | 1.15 | 2.28 | 1.16 | 1.19** |
| 33. When I feel uncertain of my comprehension, I simply give up reading. | 2.23 | 1.09 | 2.14 | 1.10 | 1.19** |
| 34. I look for good environment before I start | 3.86 | 1.00 | 3.62 | 1.26 | 1.83** |
| Total | 3.16 | 1.05 | 2.82 | 1.14 | 2.35** |
| Evaluating Strategies (after reading) | | | | | |
| 19. After I finished reading, I feel satisfied with the methods I have used to reduce stress. | 3.66 | 0.97 | 3.18 | 1.23 | 2.63** |
| 20. After finishing reading, I feel satisfied about my comprehension of the text. | 3.14 | 1.12 | 2.67 | 1.22 | 2.50** |

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Table 4.6 (Continued)

| Reading Strategies | Proficient (N=28) | | Low Proficient (N=6) | | t- value |
|---|----------------------|------|----------------------------|------|-------------|
| | Mean | S.D. | Mean | S.D. | |
| 21. After finishing reading, I can tell whether I comprehended the text or not. | 3.88 | 0.98 | 3.28 | 1.10 | 3.58** |
| 22. After finishing reading, I can easily judge the consistency of the new information. | 3.09 | 1.18 | 2.88 | 1.20 | 1.09** |
| 23. After finishing reading, I have special techniques to evaluate new learning. | 3.26 | 0.88 | 2.74 | 1.16 | 3.15** |
| 24. After finishing reading, I have special techniques to modify new learning. | 3.37 | 1.11 | 3.70 | 1.13 | 1.81** |
| 25. After finishing reading, I know how to check whether my reading strategies were effective. | 2.17 | 0.76 | 1.72 | 0.83 | 3.48** |
| 26. After finishing reading, I am able to discuss what I have learned from the reading with | 2.11 | 1.08 | 2.00 | 1.07 | 0.60** |
| 27. After finishing reading, I believe that I know how to link new learning with my existing knowledge. | 2.66 | 1.20 | 2.41 | 1.16 | 1.31** |
| 28. After finishing reading, I believe that I can use new information to improve different aspects of my life (career, academic, etc.). | 2.37 | 1.11 | 2.18 | 1.04 | 1.06** |
| Total | 2.97 | 1.03 | 2.67 | 1.11 | 2.12** |

* Significant difference at .05

** Significant difference at .01

An independent samples t-test was conducted in order to find whether there was significant difference in the English reading strategies preferences of the proficient students and the low proficient students. The results showed that there was statistically significant difference between proficient students and low proficient students in using three broad categories of English reading strategies, the subcategories of strategy No.3 "Before I start reading, I try to find a suitable environment." And strategy No.31 "While I am reading, I am confident that I can overcome any sense of boredom." Were statistically significant difference at 0.05 levels.

To provide further insights into the students actual use of English reading strategies, the qualitative data were also incorporated in this research question. However, the researcher need to knowledge that , in spite of wide range of dimensions of difference between two groups of students, it is deemed difficult, if not possible, to report these aspects in great detail in this chapter. Thus, the following section was directed toward illustrating certain dimensions relates to the use of the strategy in each of three subsections that were clearly observed between proficient students and low proficient students participating in the study. In so doing the data from the relates survey questionnaire items were also integrates into the report to help discover whether there was a mismatch between the quantitative and qualitative data types.

Result of semi-structure interviews on participant's use in English reading strategies.

Semi-structure interview with four participants were divide to prove their reading strategies,

1.What will you do first when you take the reading comprehension test?

The participants also read all the text. Therefore have some difference when they read, proficient students read all the text carefully, then looked at the questions, could understand the main idea but low proficient students read word by word and could understand some key points.

2.While you are reading, what will you do when you find the difficult or unknown words ?

When students find the different or unknown word, proficient students almost guess the meaning from context of reading and if they confuse who will be skipped it.

Low proficient students always use dictionary or Internet to find it, skip the part that I cannot understand or guess the meaning of the word that I do not know.

3. Do you feel bored while you are reading ? Do you have any ways to avoid this feeling?

When they feel bored while reading, proficient students said that not their problem because they know that they have read and feel fun. But low proficient students almost feel bored so they had something to avoid such as being asleep, drink or have some snack.

4. What do you have some specific thing while you have difficulties in reading?

Proficient students could comprehend by themselves before ask someone. But low proficient students first ask someone before find it by themselves.

5. Do you use the internet or dictionary to help you in your reading?

The proficient students used both dictionary and internet but rather use dictionary because it help them memorize the word and hard to forget it. Low proficient students use internet because it fast to find the meaning of the word.

6. Do you read back when you don't understand reading text?

When students don't understand the reading text, proficient and low proficient students read back in reading text. But they have difference sometime like read for check true answer and look for reading several time.

7. While reading, do you translate text into Thai ?

When they read the context they usually translate in Thai. Proficient students find the main idea and translate whole of the paragraph carefully. On the other hand, low proficient students translate word by word or use internet to help.

8. After reading, do you evaluate what is read ?

After reading all of proficient and low proficient students try to conclusion and summarize then answer the question correctly.

9. Do you think reading comprehension tests is hard or easy for you ?

Low proficient students think that talking reading comprehension test is difficult for them while proficient students think it depend on how difficult the reading comprehension. If that not to long it will be easy to understand.

Q10 : What way to improve reading proficient ?

Many students think read more and more can improve the proficient. Moreover, read in many material such as magazine, play VDO game, and read cartoon book, are much more interesting.

4.3 Summary of the Chapter

In summary, the findings of the study reached statistical significance described as follows: the reading strategies mostly used by grade 10 students ; the differences between proficient and low proficient students in English reading strategies, and how do proficient and low proficient students use reading strategies, respectively.

Moreover, the details summary of the findings, discussions, implications for instruction, and suggestions for future researches are presented in the next chapter.

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