



**ผลของการใช้ชุดการสอนด้วยกลวิธีการเรียนรู้แบบ STAD ในการอ่านเพื่อ
ความเข้าใจและความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3**

**วิทยานิพนธ์
ของ
พรชัย ว่องไว**

**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**EFFECTS OF INSTRUCTIONAL PACKAGE THROUGH STAD
LEARNING STRATEGY ON MATTHAYOMSUKSA 3 STUDENTS'
READING COMPREHENSION AND SATISFACTION**

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

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ชื่อเรื่อง	ผลของการใช้ชุดการสอนด้วยกลวิธีการเรียนรู้แบบ STAD ในการอ่านเพื่อความเข้าใจและความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3		
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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อ 1) ศึกษาประสิทธิภาพของชุดการเรียนการสอนและกลวิธีการเรียนรู้แบบ STAD ในการอ่านภาษาอังกฤษเพื่อความเข้าใจ 2) เปรียบเทียบผลสัมฤทธิ์ทางการอ่านก่อนเรียนและหลังเรียนด้วยใช้กลวิธีการเรียนรู้แบบ STAD 3) ศึกษาดัชนีประสิทธิผล และ 4) สสำรวจความพึงพอใจของนักเรียน

กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นนี้เป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนภัทรบพิตร จำนวน 32 คน ที่ได้มาโดยการเลือกแบบเจาะจง โดยแบ่งเป็นนักเรียนที่มีความสามารถทางการอ่านภาษาอังกฤษในระดับสูง ระดับกลางและระดับต่ำคละกัน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ แผนการจัดการเรียน แบบฝึกเสริมทักษะการอ่าน แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนจำนวน 1 ฉบับ เป็นแบบทดสอบแบบเลือกตอบ 4 ตัวเลือก จำนวน 30 ข้อ แบบสอบถามวัดความพึงพอใจในการเรียน 1 ฉบับ จำนวน 12 ข้อ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและ Dependent Samples *t*-test โดยกำหนดค่าความมีนัยสำคัญทางสถิติที่ระดับ .05

ผลการวิจัยพบว่า

1. ประสิทธิภาพของชุดการเรียนการสอนและกลวิธีการเรียนรู้แบบ STAD ในการอ่านภาษาอังกฤษเพื่อความเข้าใจ มีค่าเท่ากับ 88.47/ 82.39
2. นักเรียนที่เรียนโดยใช้กลวิธีการเรียนรู้แบบ STAD มีผลสัมฤทธิ์ความเข้าใจในการเรียนภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
3. ดัชนีประสิทธิผลของชุดการเรียนการสอนและกลวิธีการเรียนรู้แบบ STAD ในการอ่านภาษาอังกฤษเพื่อความเข้าใจ คือ 70.35%
4. ความพึงพอใจของนักเรียนที่มีต่อกลวิธีการเรียนรู้แบบ STAD และใช้แบบฝึกเสริมทักษะการอ่านเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 มีคะแนนเฉลี่ยอยู่ระหว่าง 4.19 – 4.54 ซึ่งอยู่ในระดับมาก ถึงมากที่สุด และมีคะแนนเฉลี่ยรวมเท่ากับ 4.41 ซึ่งอยู่ในระดับมาก

TITLE	Effects of Instructional Package through STAD Learning Strategy on Matthayomsuksa 3 Students' Reading Comprehension and Satisfaction		
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ABSTRACT

The purposes of this study were 1) to study the efficiency of STAD learning strategy in Reading Comprehension, 2) to compare the achievement of pre-test and post-test by using STAD learning strategy, 3) to study the effectiveness index, 4) to survey the students' satisfaction toward English reading comprehension skill after using STAD learning strategy. The samples were 32 Matthayomsuksa 3 students studying at Phattharabophit School selected by purposive sampling. The research instruments for data collection included: 1) lesson plans 2) the pre-test and post test 3) questionnaire 4) the cooperative learning assessment form 5) the individual quiz and 6) the semi- structured interview. The statistics for data analysis included, mean, standard deviation, and dependent samples *t*-test. The significant difference was set at the level of .05.

The findings were as follows:

1. The efficiency of STAD learning in Reading Comprehension was

88.47/82.39.

2. The English reading comprehension achievement of the students after being taught through the STAD learning strategy was higher than those of the pretest with the statistically significant difference at .05 level.

3. The effectiveness index of STAD learning strategy was at 70.35%

4. The students' satisfaction through the STAD learning strategy towards the learning of English reading comprehension instructional packages of Matthayomsuksa 3 students. The scores were at 4.19 – 4.54 and the average score were at more satisfactory level ($\bar{X} = 4.41$).

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CHAPTER 1

INTRODUCTION

1.1 Statement of Problems

Nowadays technologies are more over developed and important for human being. They create instrument to use for communication, education, and career in daily life. People can communicate with other people through computer system or Internet Network around the world. As its importance, people use English as a tool to communicate between people with different nationalities, cultures and languages. According to the research of Sucharitkul (1997 : 28-32), the United Nation stated that English was one of five official languages used in the organizations as a tool to communicate the understanding and exchange the opinions of human being from other nations and other languages all over the world. Some countries used English as an official language such as Singapore, Malaysia, and India.

As we know, in Thailand, English has been taught as a Foreign Language (FL). In educational institutes or schools, English is the fundamental subject or core subject which all students have to study. For this situation, the skill teachers have practiced the students most is reading skill, while the others: listening, speaking, or writing are useless and maybe forgotten at last (Eskey. 1998 : 21).

According to the importance of reading, learners must develop their reading skill. Ridchan (2003: 3) stated that the approaches which the learner use for English reading skill correctly, influence and appropriately depend on the duration of reading. Learners take time to read most both in the classroom and outside the classroom. Bikayusee (2004 : 20-27) mentioned the importance of reading skills that it was

essential to train from infancy, preschool age, preadolescents, reproductive age, adulthood, and old age. Every age must be instilled in the form of reading process which comprise of decoding skills, word processing skills, comprehension reading skills, critical reading skills, and study skills. These skills are significant to systematically teaching, so they can use various reading strategies and varieties of reading books. Continued reading brings to reading behaviors and the most importance is the students are eager to seek knowledge and stay in learning social. They can apply knowledge to use in their daily life.

Effectively addressing these factors affecting comprehension may require the use of various strategies. It is important to remember that students with learning disabilities and dyslexia usually have average to above average ability to comprehend material that is read to them or spoken to them. This means that struggling readers may benefit from opportunities to listen to skilled readers reading aloud or using recorded text, audio-books, and text-to-speech software. Buddy readers can also be a helpful way to enable struggling readers to access grade level content and minimize the impact of their disability on their learning. It is also important to know that struggling readers may be embarrassed by reading material that is obviously different from what is being read by other students in a classroom. When possible, provide high-interest, low reading level texts where the content is grade level but the reading is at a lower level as opposed to simply using material that is written for a lower grade level reader. Lower grade level reading material may be perceived as "babyish" by the struggling student and his peers.

Thailand realizes the importance of English by including it in the basic education core curriculum A.D. 2001 and set in Foreign Language Department as the basic subjects which all students have to study to develop their characteristics and their behaviors. The Academic Department (1997 : 9) stated that the report of achievement evaluation in English of students in Thailand in the Basic Education level in academic year 2005 in three levels: Prathomsuksa 6, Matthayomsuksa 3, and Matthayomsuksa 6 are lower than 50% and mean score is 33.29 (Basic Education Office. 2005 : 27). According to the achievement evaluation of students in the Basic Education level in academic year 2006-2008 of Buriram Educational Service Area Office 1 which the achievement in English of Phatharabophit students in Matthayomsuksa 3 in level 3 had mean score lower than 50% of the standard level of the Education Ministry (27.64% in 2006, 2007:24.71% in 2007, and 29.20% in 2008:). (Buriram Educational Service Area Office 1. 2005)

1.2 Purposes of the Study

1.2.1 To study the efficiency of STAD learning strategy on English reading comprehension skill of the Matthayomsuksa 3 students studying at Phattharabophit school.

1.2.2 To compare the reading comprehension of students before and after learning reading with STAD learning strategy.

1.2.3 To study the effectiveness index of students' learning reading through STAD learning strategy.

1.2.4 To survey the students' satisfaction toward reading comprehension skill after using STAD learning strategy.

1.3 Research Questions

1.3.1 What is the efficiency of STAD learning strategy on English reading comprehension improvement of Matthayomsuksa3 students?

1.3.2 Will the achievement of Matthayomsuksa3 students who learn English reading comprehension through STAD learning strategy have higher mean scores on post-test than pre-test?

1.3.3 Will the index of effectiveness of Matthayomsuksa3 students would be higher than 0.5?

1.3.4 Are the students satisfied with STAD learning strategy for English reading comprehension?

1.4 Research Hypotheses

Students who study English reading comprehension by using STAD learning strategy will have more learning achievement of reading skill on posttest than pretest.

1.5 Significance of the Study

This study will gain the appropriate instruction for teachers on English reading comprehension to improve learner's proficiency. In the one hand, the result of this study will be employed to solve problems and improve learning and teaching reading skills in English classroom. In the other hand, it will enhance students' satisfaction

toward learning English through STAD learning strategy and will be benefit for students, teachers, and administrators to manage and develop learning and teaching as well.

1.6 Scope and Limitations of the Study

1.6.1 Population and Samples

1.6.1.1 The population of this study will be 198 Matthayomsuksa 3 students, they are assigned into 6 classes, and studying Fundamental English 3 (E33101) in the first semester of academic year 2011 at Phattharabophit School, Muang District, Buriram Province.

1.6.1.2 The samples in this study will be 32 students of Matthayomsuksa 3/2 who study Fundamental English 3 (E33101) in the first semester of academic year 2011 at Phattharabophit School, Muang District, Buriram Province. As the researcher teaches Matthayomsuksa 3 students, the Matthayomsuksa 3/2 students will be the samples and be selected by purposive sampling technique. They are high, moderate, and low achievement levels.

1.6.2 Variables

1.6.2.1 The independent variable of this study is English reading comprehension by using STAD learning strategy.

1.6.2.2 The dependent variables are learners' achievement, the effectiveness of English reading comprehension by using STAD learning strategy, and the satisfaction of reading skill by using STAD learning strategy.

1.6.3 Contents of the Study

The contents use in this study will be English texts on reading skills for Matthayomsuksa 3 students. It will be conducted by the researcher accordance with Basic Education Curriculum 2001, Foreign Language Department, the Basic Education Committee Office, Education Ministry.

1.6.4 Duration of the study

This study will be conducted in the first semester of academic year for 20 periods each period will be 50 minutes namely as follows: 18 periods for reading through STAD learning strategy, and 2 periods for doing pre-test to examine their prior knowledge before studying by using STAD learning strategy and doing post-test to check their learning achievement and the satisfaction of reading skills.

1.7 Definitions of Key Terms

1.7.1 Cooperative Learning refers to the teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

1.7.2 STAD learning strategy is one kind of cooperative learning that students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. STAD has five major components: class presentation,

team study, quizzes, individual improving scores, and team recognition (Slavin, 1995).

1.7.3 Achievement is learners' scores from achievement test both pre-test and post-test.

1.7.3.1 Pre-test is a multiple choice test that students do before learning the lessons through STAD learning strategy.

1.7.3.2 Post-test is a multiple choice test that students do after learning the lessons through STAD learning strategy.

1.7.4 Reading comprehension is the ability to provide accurate responses regarding question concerning written language. Reading is dependent accurate reading ability, reasoning skills, attention and memory (www.brainrehab.org/NeuropsychTerms.html).

1.7.5 The efficiency refers to the learners' progress from learning through STAD learning strategy in English reading comprehension for Matthayomsuksa 3 students which comparing between pre-test and post-test (E1/E2).

1.7.6 The Effectiveness Index (E.I.) refers to the methodological statistics to indicate fundamentally learners' progress from reading comprehension through STAD strategy utilization for Matthayomsuksa 3 students.

1.7.7 Satisfaction is the act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands.

(<http://ardictionary.com/Satisfaction/1274>)

1.7.8 Students refer to Matthayomsuksa 3 students of Phattharabophit School, Muang District, Buriram Province, who study Fundamental English 3 (E33101) in the first semester of academic year 2011.

1.8 Summary of the Chapter

In conclusion, this chapter states about the problems and the importance of English reading comprehension in Thailand, purposes of the study, research questions, research hypotheses, significance of the study, scope and limitations of the research, definitions of key terms, and summary of the chapter. The next chapter will be literature review.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on a review of literature on the related theories and previous studies regarding the research topic. It aims to provide background information that helps to explain the rationale of initiation and design of this research, which are reported in chapter two and three, respectively. It begins with reading and reading comprehension, definitions of cooperative learning, elements of cooperative learning, Student Teams-Achievement Division (STAD), and finally, previous study related research on cooperative learning.

2.1 Reading and Reading Comprehension

In this study, reading and reading comprehension are the same process because the ultimate goal of reading is to comprehend the context in the task. The word "reading" is defined in the Oxford Advanced Learner's Dictionary as "to look at and understand the meaning of written or printed words or symbols". Goodman K. (1995) explains that reading is the process of consulting meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Reading comprehension is the process of understanding and constructing meaning from a piece of text. In this concept, the writer encodes thought as language and the reader decodes language to thought. Likewise, Nuttall (1996) states that people read because they want to get a message from the writing, such as, facts or ideas. According to Carnine et al (1997),

comprehension is regarded as the principal point of reading. The most straight forward definition of comprehension is to understand what we read. It is the ultimate goal of any kind of reading. He also concludes that a successful reader must be proficient in decoding or to comprehend. However, there are a number of reasons why students might have difficulty comprehending information that they read. Reading comprehension may be affected by the difficulty of the text, the vocabulary words used in the text, and the students' familiarity with the subject matter. Therefore, many researchers have introduced different types of models of reading to help readers understand the process of reading and how to get meaning from the written materials. Generally, there are three basic models of reading comprehension: bottom-up, top-down, and interactive models.

In the bottom-up model, the reader decode and reconstruct the writer meaning through recognizing the printed letters and words, then, build up meaning from the smallest textual unit at the "bottom" (letters and words) to larger and larger units (phrases, clauses, inter textual linkages) at the top. In this case, EFL readers may use bottom-up reading activities such as using a dictionary and analyzing word or sentence structure to get meaning. (Cohen. 1990)

Another model of reading is called top-down which assumes that the readers get meaning from the text by using their prior knowledge or experience. That is they need to use their conceptual predictions or "educated guesses" about the meaning. Then they check what they predict. The readers may misinterpret the text if they have little knowledge of the topic. On the contrary, if they know much about the topic beforehand, they tend to use the graphic symbol to help them get meaning or comprehend the text easily. (Urquhart & Weir. 1998)

Successful readers learn to combine both models while they read. This kind of model is called the “interactive” which refers to the interaction of readers several kinds of knowledge and the interaction of the readers and the text. The readers normally begin the process by making predictions about the meaning of the topics, then confirming or rejecting the predictions, and decoding letters and words.

(Anderson & Pearson: 1984, cited in Ratanakul. 1998)

In the EFL reading class, teacher should provide their students with different kinds of reading skills and strategies. According to Urquhart and Weir (1998), reading can be broken down into underlying skills and strategies for the purpose of teaching and testing. A skill can be described as a cognitive ability which students are able to use when interacting with written texts. A strategy is a description of the way students choose to conduct a specific learning task. To improve reading skills two reading tasks including global reading and reading for detail are normally taught. For global reading, students pay attention to the meaning, the content, but not the content, but not the words. They understand the general ideas of what they are reading. However, in reading for detail, students pay attention not only to the individual words, but also to how words are linked together to form sentences, paragraphs and whole texts. Similarly, Brown (1994) offers that students need to practice employing some reading strategies such as defining the reading purpose, reading in silence, skimming, scanning, arranging the skeleton of a text into an appropriate format, studying the formation of words, getting the meaning of words, and understanding reference.

Ghani (1993) suggests three major reading strategies that should be taught in EFL/ESL classes: scanning, skimming, and intensive reading. For scanning, it is a

type of reading that involves finding a particular piece of information located in material. The reader wants that information to answer set questions or to provide data in completing assignments. It differs from skimming which is reading rapidly through a text to get a general idea about the subjects or what the text is about as a whole. In intensive reading, the reader tends to find details that support the main points picked out at the skimming level.

According to Flavell (1992), there are three steps in reading which include the before reading, during reading, and the after reading steps. That is, before reading, the reader previews the text by looking at the title, the pictures, and the print in order to activate relevant thoughts and memories, and then the reader builds background by using appropriate prior knowledge through self-questioning about the story, the vocabulary, and the form in which the story is presented. During reading, the reader checks understanding of the text by paraphrasing the writer's words, and monitors comprehension by using context clues to point out unfamiliar words and by inference and predicting. Then, new knowledge is integrated with existing information. After that, the reader summarizes what has been read by retelling the main ideas of the text, and evaluates the ideas obtained in the text. Finally, the reader applies the ideas in the text to unique situations, adding ideas to larger aspects.

The researcher believes that it is necessary for students of EFL classes to be able to employ some of the reading strategies stated above; otherwise, their reading comprehension may fail. According to E33101 course syllabus, the most suitable reading strategies employed are three major ones: scanning, skimming, and intensive reading. As a result, the researcher has to provide this kind of thing for the subjects on week before they are put in groups.

2.2 Definition of Cooperative Learning

Cooperative learning is one strategy for group instruction which is under the learner-centre approach. Many educators give the definitions of cooperative learning as follows:

Kessler (1992) proposes the definition of cooperative learning particularly in language learning context as “Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.”

Brown (1994) mentions that cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together in order to achieve goals successfully.

In addition, Slavin (1995) defines cooperative learning as an instructional program in which students work in small groups to help one another master academic content. According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students.

It is concluded that the cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates

learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.3 Elements of Cooperative Learning

Ornstein (1995) asserts that two differences between cooperative learning and traditional instruction are that students learn information by teaching each other in their group, which is not transmitted by the teacher, and that they are responsible for each other's learning to ensure that every member of their group achieves the goal. The following table compares cooperative learning with traditional group learning.

Table 2.1 Compare Cooperative Learning and Traditional Learning

Cooperative Learning	Traditional Learning
-Positive interdependence	-No interdependence
-Individual accountability	-No individual accountability
-Heterogeneous membership	-Homogeneous membership
-Shared leadership	-one appointed leader
-Social skills directly taught	-Social skills assumed and ignored
-Academic task and social skills emphasized	-Only academic task emphasized
-Teacher's observation and intervention	-Less monitoring
-Group process	-No group processing

Source: Ornstein (1995)

Cooperative efforts are expected to be more productive under certain conditions. The following are the five basic elements of cooperative learning.

2.3.1 Positive Interdependence

The first requirement for an effectively structured cooperative learning is that students believe they “sink” or swim together. (Johnson, Johnson & Stanne, 2000) The goal of positive interdependence is to create dependence and reliance among group members. Cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s success. Through the assigned material, students learn to achieve the goal. Therefore, a number of ways of structuring positive interdependence are carried out such as reward, resources, or task responsibilities to supplement goal interdependence. Each group member has a unique contribution to make to the joint effort because of his or her resources or role or task responsibilities.

2.3.2. Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other’s learning and success. It is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. So, to obtain meaningful face-to-face interaction, the size of groups needs to be small (from two to six members) because the perception and efforts each member are needed during the activities. Such primitive interaction helps to promote the following:

1. Orally explaining how to solve problems
2. Teaching one’s knowledge to other

3. Checking for understanding
4. Discussing concepts being learned
5. Connecting present with past learning (Johnson & Johnson. 1991: 56)

2.3.3 Individual & Group Accountability

The third element is often a natural result of positive interdependence. When each student is accountable for doing his share of the work, the group is able to succeed. The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support, and encouragement in completing the job.

Additionally, common ways to encourage individual accountability are giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

2.3.4 Interpersonal & Small-Group Skills

Basically, students need training in working cooperatively. They must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust – building, communication, conflict – management skills. (Johnson, Johnson, & Holubec. 1993)

2.3.5 Group Processing

Group members should think about how well they have cooperated a team and how to enhance their future cooperation. Also, they must be taught the social skills and be motivated to use them. Some of the keys to successful processing are

allowing sufficient time for it to take place, emphasizing positive feedback, and maintaining student involvement in processing etc.

Stahl (1994) suggests some guided questions to discuss in group as follows:

1. How well they achieved their group goal;
2. How they helped each other comprehend the contents, resources and task procedures;
3. How they used positive behaviors and attitudes to enable each individual and the entire group as a group to be successful; and
4. What they need to do next time to make their group even more successful.

To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together. These five essential components must be present for small group learning to be truly cooperative. There needs to be an accepted common goal on which the group will be rewarded for their efforts. (Johnson & Johnson. 1991)

Johson, Johnson, and Stanne (2000) indicate that over 900 research studies validate the effectiveness of cooperative over competitive and individualistic learning. This means it has a positive impact on language input, output, and context variable essential to language acquisition in terms of academic achievement, language acquisition, communicative competence, social competence, thinking skills, and personal development. Likewise, Kagan (1995) states that students tend to be more motivated and supported to speak in cooperative learning setting for six reasons:

1. They are frequently asked questions.
2. They need to communicate to accomplish the cooperative learning project.
3. Peers are far more supportive because they are all on the same side.
4. Cooperative learning structures demand speech.
5. They are taught to praise and encourage each other.
6. They are made interdependent, so they need to know what the others know.

2.4 Class Activities Used Cooperative Learning

Arends (1997) states that activities mostly used in classroom of cooperative learning concern the followings:

2.4.1 Jigsaw---- Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working in the same sub-section get together to decide what is important and how to teach it. After practice in these “expert” groups, the original groups reform and students teach each other. Then, tests or assessment follows.

2.4.2 Think-Pair-Share--- It involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

2.4.3 Three-Step Interview--- each member of a team chooses another member to be a partner. During the first step individuals interview their partners by

asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

2.4.4 Round Roving Brainstorming—Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the “think time,” members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

2.4.5 Three-minute Review— Teachers stop any time during a lecture or discussion and give teams three minutes to review 2what has been said, ask clarifying questions or answer questions.

2.4.6 Numbered Heads— A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

2.4.7 Team Pair Solo— Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

2.4.8 Circle the Sage— First, the teacher polls the class to see which students have a special knowledge to share. For example, the teacher may ask who in the class

was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with not two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

2.4.9 Partners — The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master in order to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

2.5 Student Teams – Achievement Divisions (STAD)

Cooperative learning can be structured in many different models. According to Olsen & Kagna (1992), all cooperative learning models share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. The general ones are Student Teams-Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), and Jigsaw II. Moreover, some are designed for use in particular subjects at particular grade levels such as Integrated Reading and

Composition (CIRC) for reading and writing instruction in grade 2-8 and Team Accelerated Instruction (TAI) for mathematics in grades 3-6.

The model used in this research is based on Student Teams-achievement Divisions (STAD). It was developed by Robert Slavin and his colleagues at the John Hopkins University. STAD has been used in such diverse subject areas as math, language arts, social studies, and science. In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. STAD has five major components. These are class presentation, team study, quizzes, individual improving scores, and team recognition. (Slavin. 1995)

The teaching phase begins with the presentation of material, usually in a lecture-discussion format. Class presentations in STAD differ from usual teaching only in that they must be clearly focused on the STAD unit. Students should be told what it is they are going to learn and why it is important. In this way, they realize that they must pay careful attention during the class presentation because doing so will help them to do well on the quizzes, and their quiz scores determine their team scores.

During team study, group members work cooperatively with provided worksheets and answer sheets. The function of the team is to prepare its members to do well on the quizzes. After the material is presented by the teacher, the team meets to study worksheets or other material. Most often, they have to discuss the problems together, compare answers, and correct any misconceptions if teammates make mistakes.

After one to two periods of team practice, each student individually takes a quiz on the material. Students are not permitted to help one another during the quizzes.

Next, the teacher scores the papers using a scoring system that ranges from 0 to 30 points and reflects degree of individual improvement over previous quiz scores. That is, students' quiz scores are compared with their own past average.

Finally, teams may earn certificates or other rewards if their average scores exceed their earlier performance. Each team may receive one of three recognition awards, depending on the average number of points earned by the team. For example, teams that average 15 to 19 improvement points receive a GOOD TEAM certificate. Teams that average 20 to 24 improvement points receive a GREAT TEAM certificate, and teams that average 25 to 30 improvement points receive a SUPER TEAM certificate.

Likewise, Broden and Byrd (1994) clarify the process of STAD as follows: "Student Team-Achievement Divisions (STAD) involves four member learning teams that are mixed in performance level, sex, and ethnicity. After the teacher presents a lesson, students work within their teams to make sure that all members have mastered the lesson. Students then individually take a quiz. Students' quiz scores are awarded based on the degree to which students meet or exceed their earlier performance. These points are then totaled to form team scores. Teams that meet certain criteria may earn certificate or other rewards. If students want their team to earn team rewards, they must help their teammates learn the materials. Individual accountability is maintained since the quiz is taken without the help of teammates."

Watson (2000) describes that teams consist of a positive interdependence, an individual accountability, an equal sharing of the workload, and simultaneous or coincident work activity. Therefore, explicit roles and responsibilities are very essential in order to help students to know how to function effectively within a team.

According to Slavin (1995), on the first day of team work in STAD, the teacher should explain to students what it means to work in teams. In particular, before beginning team work, it is necessary to discuss the following team rules:

1. Students have a responsibility to make sure that their teammates have learned the material.
2. No one is finished studying until all teammates have mastered the subject.
3. The students will ask all teammates for help before asking the teacher.
4. Teammates may talk to each other softly.

Slavin (1995) indicates that the main idea behind STAD is to motivate students to encourage and help one another to master skills presented by the teacher. If student want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do their best, expressing norms that learning is important, valuable, and fun. They may discuss approaches to solving problems, or they may quiz each other on the content they are studying as team scores are based on students' improvement over their past records. This is what we call 'equal opportunities for success.'

Scoring, an important procedure for STAD to stimulate student learning is shown as follows:

Scoring Procedures for STAD

Step 1: establish Base Line

Each student is given a base score based on an average on pass quizzes,

Step 2: Find Current Quiz Score

Students receive points for the quiz associated with the current lesson.

Step 3: Find Improvement Score

Students earn improvement points to the degree to which their current quiz score matches or exceeds their base score, using the scale provided.

Improvement Points Scale

Quiz score	Improvement Points
More than 10 points below base score	0
10 points below to 1 point below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless of base score in	30

The purpose of base scores and improvement points is to make it possible for all students to bring maximum points to their teams, whatever their level of past performance. Students understand that it is fair to compare each student with his or her own level of past performance, since all students enter class with different levels of skills and experience in English.

Determining and rewarding team scores and team summary sheet

Step 1: Determining Team scores

Team scores are figured by adding each member's individual improvement points and dividing by the number of members in the team.

Step 2: Recognizing team

Each team receives a particular accomplishment certificates based on the following points system. (Attractive certificates to each team member may be used.)

Team Average	Award
15 points	Good Team
20 points	Great Team
25 points	Super Team

Remarks: Team average = a total team score divided by number of team members. Some researchers suggest comparing the pre-test score with the post-test score as the improvement score and then give the recognition to the group which has the highest interval score by giving the praise and announcing the group score to class.

Pinkeaw (1993) explains that the weak point of scoring the improvement score of Slavin is: the base score which is based on the average of past quizzes, isn't derived from the same unit content, this can cause an inconsistency in the score. Moreover, Pinkeaw suggests that the high ability students who always get a high score will get a low improvement score which may cause low motivation in learning. Gage and Berliner (1998) also propose that the teacher scores the tests by using percentage of correct answers to compare with the improvement points scale of Slavin. Then the teacher gives team recognition based on the sum of all team members' improvement scores by giving the rewards and praise to the team with the highest scores and announcing the group score to the class.

2.6 Previous Studies Related to the Present Investigation

Most early studies dealt with cooperative learning in other content areas outside the field of language learning such as social studies, science, and mathematics. However, after the effectiveness of gaining in language acquisition of non-native

speakers had been documented, ESL and EFL researchers turned their attention to the approach. They shared the belief that the approach may possibly have benefits in second or foreign language learning (Tang, 2000). There was a great deal of empirical support for the idea that cooperative learning can have impacts on a broad range of variables. These studies done by both Thai and foreign researchers are summarized and presented as follows:

Schundler (1992) examined the effect of cooperative learning on the reading comprehension of 16 second-grade students. A modified Cooperative Integrated Reading and Composition (CIRC) program was used with the experimental group over a 20-week period. A control group of 17 students was taught to read using traditional whole-group instruction with a subgroup for students needing extra help. Both groups took the SRA (Science Research Associates) Reading Achievement Test. Results indicated that there was no significant difference between the scores of the experimental and control groups, but the experimental group demonstrated a better than anticipated improvement in reading comprehension.

Hampton and Grundnitski (1996) compared the progress of college business students of different achievement levels after they had engaged in cooperative learning. A ratio of the average post-cooperative learning test scores to the average pre-cooperative learning test scores for each student showed the progress in a semester long introductory course. The result indicated that 215 achievement-diverse participants in cooperative learning did not benefit equally. Additionally, the low achieving students appeared to benefit most from cooperative learning. This result suggests that cooperative learning may be particularly valuable in helping low achievers.

In 1997, a group of four researchers: Jacob, Rottenber, Patrick, and Wheeler, conducted a research study to investigate academic English acquisition of ESL students in cooperative settings. The findings revealed that students had a wide range of opportunities in acquiring English academic terms while engaged in cooperative learning activities.

There was also a study which examined a comparison of the effectiveness of cooperative learning in small groups with whole classroom instruction using the Directed Reading Thinking Activity (DRTA) during reading. Subjects for the 8-week study were 53 sixth-graders from 2 classes in Brooklyn, New York. The stories used all came from the same basal reader. A reading comprehension test was given each child after each story was completed. Children in cooperative learning groups read stories on their own and wrote any questions or comments in their reading log. The next day, each group met to discuss the story. Students worked in groups for approximately 4 weeks, the students continued to read, using the DRTA strategy, and when the story was completed the children read and answered questions about the story independently. A reading comprehension test was again given after the completion of each story. Results indicated that the majority of children in the cooperative reading groups scored higher on their reading comprehension tests than when they used the DRTA. Findings suggested that cooperative learning can be used as an instructional strategy whereby students can improve their reading comprehension. (Almanza. 1997)

Tang (2000) did a research on 12 ESL students from India, South Korea, Hong Kong, Croatia and Taiwan at a secondary school in Canada which used the concept mapping skill to teach ESL reading in the classroom. The observation of ESL

students' cooperative learning activities in an eight-week period indicated that teaching reading by using the concept-mapping strategy could improve reading comprehension and the communication skills as they learned how to negotiate meaning with their partners and among themselves.

Pinkeaw (1993) studied students' views on interaction and learning achievement through cooperative learning method in upper-secondary English classes for 82 Mathayomsuksa 4 students. The subjects were classified into 3 groups of 30 high achievers 24 moderate achievers and 28 low achievers. The researcher taught all classes herself for 20 periods. The questionnaire on the students' view on interaction was given before teaching. After teaching, students were given the test and the same questionnaire on interaction and the opinion of the STAD model. The finding indicated that all students' listening and speaking achievements were satisfactory. No difference was found between pre-teaching and post-teaching on the views of the high and low achievers but the moderate achievers' views in general decreased significantly after teaching. Their opinions on the STAD model were at the satisfactory level but no significant difference was found among the three groups.

Also, Sittilert (1994) studied the effects of Cooperative Integrated Reading and Composition (CIRC) method on English reading comprehension and the opinions toward classroom atmosphere of Mathayomsuksa 5 students. The subjects were 106 Mathayomsuksa 5 students taking English Reading 3 (English 033) at Yuparaj Wittayalai school, Chiangmai province during the academic year of 1994. They were divided into 2 groups – an experimental group and a control group. The researcher taught the experimental group by using the CIRC method and the control group was taught through the teacher's manual method for eight weeks. The researcher used a

reading achievement test and a questionnaire asking students' opinion towards classroom atmosphere. The results showed that the English reading comprehension achievement of the experimental group was higher than the control group. The Cooperative Integrated Reading and composition (CIRC) method helped low achievement students improve their ability and the opinions towards classroom atmosphere were positive.

The above result was supported by Junyatom's research (1995). She studied the effect of cooperative learning by Student Teams-Achievement Divisions technique on reading comprehension of Mathayomsuksa two students. The subjects comprised 60 students in Mathayomsuksa two of Rayongwittayakom school, in the academic year 1995. Out of a total of 16 classes, 2 classes were chosen as samples based on no difference scores on Thai and reading comprehension. One of the classes was the randomly assigned as the experimental group and the other as the control group. Each group consisted of 30 students. The students in the experimental group were trained to read by using cooperative learning with Student Teams-achievement Divisions technique. The subjects in the control group were trained to read by using traditional method. Both groups were taught by the researcher. All subjects were tested by the researcher on reading comprehension before and after the training. The testing scores were analyzed by using the t-test. The findings revealed that the students in the experimental group obtained higher reading comprehension scores for the posttest than the pretest scores at .05 significant level. Moreover, the students in the experimental group obtained higher reading comprehension scores for the posttest than those in the control group at .05 significant level.

Thupapong (1996) studied the effects of Students Teams-Achievement divisions (STAD) learning on English reading achievement and cooperation with 78 Mathayomsuksa 4 students. The subjects were divided into two groups-the experimental group taught by the STAD model and the control group taught by the teacher's manual for six weeks. The instruments used in this study were reading achievement tests and cooperation tests. The results revealed that the gained English reading achievement scores of the students taught by the STAD model were not significantly different from those of the students taught by the teacher's manual at the level of .05. The gained scores of the high, medium, and low achievers taught by the STAD teaching model were not significantly different from one another, also at the level of .50. The last finding, the high, medium, and low achievers taught by the STAD teaching model were not significantly different in their cooperation at the level of .05.

Da-oh (1998) conducted a study to investigate the effects of cooperative learning on English learning achievement of Mathayomsuksa three students in Saengthamwittaya School, Narathiwat Province and study their attitude towards cooperative learning in English classroom. The samples were 39 girls and 35 boys learning in separated classroom. They were taught for eight weeks. The instruments used were 12 lesson plans using cooperative learning activities, English achievement test, the questionnaire of attitude towards cooperative learning, and cooperative learning behavioral assessment form. The results of the study showed that the post-test scores after learning English using cooperative learning were higher than the pre-test scores at the .05 level of significance. Besides, most of the samples had very good attitude towards cooperative learning.

Siriratana (1999) compared English reading comprehension, writing ability, cooperative learning activities through instruction using Top-Level Structure (TLS) with CIRC and the teacher's manual. The subjects for this study consisted of 80 Mathayomsuksa V students in the first semester of the 1999 academic year of Debsirin School, Bangkok. They were selected by using simple random sampling and divided into the experimental and control groups, with 40 students in each. The randomized control group pretest posttest design was used in the experiments. The experimental group was taught through the method based on the Top-Level Structure (TLS) with CIRC, whereas the control group was taught through the method in the teacher's manual. Each group was taught with lessons of the same content for twenty 50 minute periods. The instruments used in this study were English reading comprehension test, writing ability test and cooperative test. The data were statistically analyzed by t-test for independent samples and t-test for dependent samples. The results of this study revealed that the English reading comprehension, between the experimental and control groups, was significantly different at the .01 level. The English writing ability, between the experimental and control groups, was significantly different at the .01 level. The cooperative learning ability, between the experimental and control groups, was significantly different at the .01 level. The English reading comprehension, the English writing ability and the cooperative learning ability of the experimental group, between the pretest and posttest, were significantly different at the .01 level. The English reading comprehension, the English writing ability and the cooperative learning ability of the control group, between the pretest and posttest, were significantly different at the .01 level.

Metetum (2001) conducted case study research on cooperative learning by using jigsaw technique with nine second-year English major students at Naresuan University. The purposes of the study were to investigate students' use of linguistic features in their discourse while being involved in cooperative structures, to examine the improvement in students' grammar and competence, to investigate the quality of language input, output, and context in cooperative learning, and to study to what extent the students have positive and negative attitudes towards the cooperative learning method. The Design of the study was based on a qualitative approach. Research data came from four instruments including a grammar test, a structured field observation, a semi-structured interview and a reflective journal. The results showed that there were 39 language functions and 3 social language functions used in learning sessions. All subjects had higher academic and oral achievement test scores after engaging in this learning. Moreover, the cooperative language learning also generated functional and communicative, frequent, and redundant input. The last finding revealed that nearly all subjects had positive attitudes towards cooperative learning in terms of oral competence, academic achievement, social skills, personal development, collaborative skills, thinking skills, and learning atmosphere.

Moryadee (2001) studied the effects of cooperative learning using Student team-Achievement Divisions (STAD) technique on self-efficacy and English learning achievement of Prathomsuksa five students. The subjects were 78 Prathomsuksa five students of Samsen Kindergarten School. They were randomly assigned to an experimental group and a control group, comprising of 39 students in each group. The experimental group studied through STAD and the control group studied through the

onventional method. This research employed the pretest – posttest control group design. All subjects were tested their self-efficacy and English learning achievement before and after the treatment. The data were analyzed by t-test. The results indicated that the students studied through STAD have self-efficacy after the treatment higher than before the treatment at the .01 level of significance. The students studied through STAD have English learning achievement after the treatment higher than before the treatment at the .01 level of significance. On the post-test, the students studied through STAD have self-efficacy and English learning achievement higher than those students who studied through the conventional method at the .01 level of significance.

Additionally, Somapcc (2002) compared critical thinking skills of students who studied Business English 1 at Chiangrai Commercial School using the cooperative learning method (STAD model) with those of students using the traditional group work method and surveyed the opinions of students toward cooperative learning. A pre-test was used to assign students, so both had the same level of the critical thinking skill. During the eight weeks of teaching, unit pre-tests and post-tests were given to students at the beginning and at the end of each unit respectively. After the implementation, the pre-test was assigned for them to take as the post-test. Then, two sets of average scores taken from the pre-test and post-test were compared by T-test. A questionnaire was then given to the experimental group to assess their opinions about the cooperative learning method. The results of the test revealed that critical thinking skills of students in the experimental group were higher than those in the control group. The post-test scores of students who were taught through the cooperative learning method were remarkably higher than the post-test

scores of student who were taught through the traditional group work method at $p < .05$ level. Moreover, the unit post-test scores of the experimental group were higher than those of the control group as the statistical difference was significant at $p < .05$ level. The results of the questionnaire showed that students' opinions toward the cooperative learning method were moderately positive.

The last study was done by Sctape (2003) who studied the effects of cooperative learning on English reading achievement and the students' behavior towards this learning method used in an EFL classroom. The samples were 29 Mathayomsuksa 3 students in Kanchanaphisekwittayalai Uthaitani School selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The instruments were English reading achievement test, cooperative learning behavioral observation sheet, and lesson plans using cooperative learning with STAD model. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed. Some elements of poor behavior had decreased by up to 14.29 percents.

The literature review cited above points out that cooperative learning help improve students' learning performance as well as their attitudes. Thus, this study is also the one among others that intends to examine its effectiveness in order to search for the ultimate way of teaching in the English foreign language classroom. The researcher hopes that the findings got from this study will be useful and can be applied by the parties involved.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedures in conducting the research to investigate students' reading abilities and their satisfactions toward cooperative learning. The design of this research is one-group pretest-posttest experimental with 32 students in the cooperative learning (STAD). The important aspects in conducting the research are presented as follows; the population and subjects, the research instruments, research procedures, data collection, data analysis procedures, statistic used in data analysis, and summary of the chapter

3.1 Population and Subjects

The population of this study were 180 Mattayomsuksa 3 students at Phattarabophit School, Muang District, Buriram Province who studied E33101(Fundamental English I) in the first semester of 2011 academic year. Purposive sampling technique was used to get 32 students as subjects in this study. All of them belonged to one class group from Mattayomsuksa 3 students. They took a multiple-choice reading comprehension test containing 40 items and placed in high, moderate, and low group according to their score. Each group contains 4 members. The researcher used mean, median, and mode to help grouping the students. The total score is 40. The scores of high group range from 29 up to 35. The scores of moderate group range from 19-28. The scores of low group range from 9 to 18. In addition, the students did a questionnaire relating to their satisfactions towards the cooperative learning approach. A total of 12 weeks used for the experiment using cooperative learning approach with STAD model.

3.2 Research Instruments

The instruments employed in this study were categorized into two sections: research and experiment instruments. Research data came from five instruments. These are 1) the pre-test and post test 2) the questionnaire 3) the cooperative learning assessment form 4) the individual quiz, and 5) the semi- structured interview.

3.2.1 The pre-test and post test created to measure students' reading achievement. The content was based on course description of the curriculum which focused on understanding the details. The test was in a form of multiple choices containing 20 items. Time allowed for the test was 50 minutes. Before the treatment given to students, they needed to do the pre-test. After the treatment, all students were given a post-test to check the effects of STAD learning strategy on students' reading comprehension. Being the same as the pre-test, the post-test used to find out whether the recollection was better after having worked in groups than having worked individually. The researcher informed that their scores will or will not affect their grade.

The Procedure of Constructing and Developing the Test

1. Analyze the objective of the course.
2. Research textbooks.
3. Categorize the information into groups.
4. Construct the comprehension test.
5. Request three experts, two are English teachers at Phattaraborphit

School and the other is an English teacher at Buriram Rajabhat University to check the validity of the test.

6. Improve the test items using the comments obtain from the experts.

7. Conduct an items analysis to find out its difficulty and discrimination power. Using the SPSS computer program, the researcher check that all items have suitable difficulty (p value is between .20, and .80) and discrimination power is between .22 and .73.

8. Conduct a try-out for the reading test with 40 Mattayomsuksa 4 students. That is, all of the items have pilot test to establish reliability in a group not of selected to participate in the study. The Kuder-Richardson coefficient of internal consistency for the instrument was 0.80. Therefore, it is acceptable that all selected items have a good reliability and discrimination power.

3.2.2 The questionnaire was administered to the students to measure their satisfaction towards cooperative learning. It consisted of ten items. The Likert five-rating scale (1 = the least satisfactory, 2 = little satisfactory, 3 = moderate satisfactory, 4 = more satisfactory, 5 = the most satisfactory) was used for this post study survey. All of the items related to how the students perceived their learning after having receiving cooperative leaning. The subjects were to complete the questionnaires right after they have finished the post-test on week 10. However, they were not asked identify themselves other than providing information.

Stages of Constructing the Questionnaire

1. Set the objectives
2. Study the topics
3. Make questions under each objectives and topic

3.1. Construct the questionnaire

3.2. Request three experts, two are English Teachers at Phattaraborphit School and the other is an expert at Buriram Rajabhat University to check its validity

3.3. Improve the questionnaire items according to experts' suggestions

3.2.3 Quizzes were used to check how much the students understand the reading passages. There were four ten-question quizzes. Each quiz was distributed to students after each unit. (Week 4 - week 9) the students had to work alone on the quiz. At this point, they must show what they have learned as individuals. After teacher figured individual improvement scores and team scores and award certificates to high-scoring teams, students earned points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base scores:

Quiz		Score			
Improvement Points					
Below	base	score	or	base	score
0					
1	point	above		base	score
1					
2	point	above		base	score
2					
3	point	above		base	score
3					
4	point	above		base	score
4					
5	point	above		base	score
5					
6	point	above		base	score
6					
7	point	above		base	score
7					

The purpose of base score and improvement points is to make it possible for all students to bring maximum points to their teams, whatever their level of the past performance. It is fair to compare each student by this way because all students join with different level of skills and experience.

3.2.4 The cooperative learning behavioral assessment form was designed to investigate the students' behavior during cooperative learning. This behavioral assessment form containing ten five-rating scale items was adapted from Johnson and Johnson's concept (1996). It was handed out after the students completed the individual quiz. (Week 4 – week 9). All members in the group checked their teammates according to their behaviors working in a group.

Stages of Constructing the Assessment Form

1. Set the objectives
2. Identify the cooperative learning behaviors
3. Construct the assessment form
4. Request two experts, one is an English teacher at Buriram Rajabhat University and the other is an expert at Phattharaborphit School to check validity of the assessment form
5. Improve the assessment form using the comments obtain from the experts

3.2.5 The semi-structured interview was constructed to investigate the students' satisfactions towards cooperative learning that they have experienced. The subjects were chosen from three students whose reading post-test scores improved the most and three students whose scores improved the least. All six subjects were asked to share their opinions about the instruction. The questions were as follows:

Question 1: How do you really feel about this approach?

Question 2: In your opinions, what are advantages or disadvantages of this approach?

Question 3: Do you think this approach can help improve your reading skill?

3.2.6 Experiment Instrument

The treatment applied to the research study was based on the cooperative learning approach. Therefore, the syllabus was designed according to guidance how to prepare students for the approach based on STAD model. The learning syllabus of the cooperative treatment covered six periods (Week 4- week 9) each of which contains one hundred and ten minutes. (See appendix I) the contents employed in this study were derived from the textbook "My world" Student Book 3 1st Edition written by Manuel dos Santos. It was a required course book for E33101 at Phattharabophit School.

3.3 Research Procedures

The research study was conduct based on Slavin (1995). The procedures are as follows:

1. To subject group will select.
2. The test was constructed and approved by the thesis advisers and three experts, and try out with other group to find out its validity and reliability.
3. The lesson plans, the cooperative learning behavioral assessment form, and the questionnaire were designed by the researcher, and was approved by the thesis advisers.

4. An explanation of how the subject group would study was given to them on the first week. The researcher explained the task and cooperative goal structure to the students. They needed to understand what they are doing. The researcher informed them of the reward system and improvement scores and specifies the basic behaviors the teacher expects to see in the groups.

5. The pre-test was given to the subjects on the second week.

6. The reading strategies: scanning, skimming, and intensive reading were taught to them on week 3.

7. The researcher assigned the students into groups according to their pre-test score before the lesson taught. Each group was divided into three levels: high, moderate, and low. Every group had 4 students in a proportion of 1:2:1. The classroom was arranged as group members need to be close.

8. Together and facing each other, within the groups, members needed to be able to see the relevant materials, converse with each other easily.

9. The treatment was given to the subject group for six weeks. (Week 4)

10. The researcher monitored the groups as they work. It was to be possible to intervene where problems are serious to help groups work out their own problems. To increase students' interpersonal and group skills, some specific instruction may be needed when students don't know how to work with others effectively.

11. The assessment form for checking the teammates' behaviors and the quiz were given to the students after teaching each week. (Week 4-Week 9)

12. The post-test and the questionnaire were distributed to the students on week 10.

13. Three questions of semi-structure interview were constructed and used to ask six subjects whose scores improved at the highest and the lowest levels. These qualitative data were employed to support the finding discussion. (Week 11)

14. Test scores, behavioral assessment result, questionnaire result, and students' satisfaction from the interview were collected, analyzed and interpreted by the researcher. (Week 12)

3.4 Data Collection

The data were collected from 32 Matthayomsuksa 3 students at Phattharabophit School, Muang District, Buriram Province. They were taught in a required fundamental English 3 Course of 3 credits in the first semester of 2011 academic year. A total of 12 weeks was used for the experiment using STAD learning strategy. Five types of research instruments were employed in the study. These were 1) the pre-test and post-test 2) the questionnaire 3) the cooperative learning assessment form 4) the individual quiz, and 5) the semi-structured interview.

First, the subjects were given a reading comprehension test of which the total score is 20. Time allowed for the test was 50 minutes. After that, they were placed in high, moderate, and low group according to their scores. Using mean, median, and mode to help grouping the students, the researcher separated the students into 8 groups, each of which contained 4 members. The scores of high proficiency students ranged from 29 up to 35. The scores of moderate proficiency students ranged from 19-28. The scores of low proficiency students ranged from 9 to 18. The same test was also given to them after 6 weeks of learning. (On week 10)

Second, after finishing each unit, the subjects took the quiz. They had to work alone on these quizzes. At this point, they showed what they have learned as individuals. After that the teacher figured individual improvement scores and team scores and award certificates to high-scoring teams. Students earned points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base scores. The purpose of base scores and improvement points was to make it possible for all students to bring maximum points to their teams, no matter what their level of past performance. It is fair to compare each student with his or her own level of past performance because all students brought with them different level of skills and experience.

Third, the subject filled in a questionnaire containing 10 items asking about their satisfactions towards the cooperative learning approach. During the completion of the questionnaire, the researcher clarified some questions.

Fourth, in order to investigate the students' cooperative learning behaviors, the behavioral self-assessment form was distributed to the subjects after each unit. All members in the group checked their teammates according to their behaviors of working in a group. As there were four members in each group, the students were asked to check their peer according to this schedule.

Table 3.1 The Behavioral Self-Assessment Form

Students who are assessed/Week						
Assessor	Week4	Week5	Week6	Week7	Week8	Week9
S1	S2	S3	S4	S2	S3	S4
S2	S1	S4	S3	S1	S4	S3
S3	S4	S2	S1	S4	S2	S1
S4	S3	S1	S2	S3	S1	S2

Lastly, the semi-structured interview was conducted to find out the subjects' satisfactions towards cooperative learning. In this case, only six subjects whose scores improved the most and the least are chosen to give their opinions.

3.5 Data Analysis

The Statistical Packages for the Social Science (SPSS) computer program was used to statistically compared the pre-test and the post-test scores of the group, and dependent sample t-test measures are conducted to test significance. The data collected from the cooperative learning behavioral assessment form and the questionnaire were analyzed using descriptive statistics. The means were employed to interpret the data from the assessment form and the questionnaire by using the specification as follows:

Table 3.2 The Cooperative Learning Behavioral Assessment Form

Scale	Level of opinion	Mean range	Level of cooperation	Level of opinion
1	Strongly disagree	1.00-1.49	Minimally Cooperative	Highly negative
2	Disagree	1.50-2.49	Basically Cooperative	Moderately negative
3	Neither agree nor disagree	2.50-4.49	Neutral	Neutral
4	Agree	3.50-4.49	Moderately Cooperative	Moderately positive
5	Strongly agree	4.50-5.00	Highly Cooperative	Highly positive

3.6 Statistics Used in Data Analyses

3.6.1 Statistics used to find out the quality of instruments.

3.6.1.1 Validity of achievement test and questionnaire by using IOC

(Index Item of Congruence) formula (Phattiyathanee, 1994 : 166-167) as follows:

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

IOC = Index Item of Congruence between question and objective

$$\sum R = \text{Total scores of experts' opinion}$$

$$N = \text{Number of experts}$$

3.6.1.2 The discrimination index of the achievement test questions (r) by using Brennan's method (Srisa-ard, 2002 : 90).

$$B = \frac{U}{n_1} - \frac{L}{n_2}$$

B = Discrimination index

U = Number of the students who pass the examination which correctly answered

L = Number of the students who fail the examination which correctly answered

f = Number of students in high group and low group which are equal

n_1 = Number of the students who pass the examination

n_2 = Number of the students who fail the examination

3.6.1.3 The reliability of the achievement test by using Lovett's method

(Srisa-ard. 2002 : 96).

$$R_{cc} = 1 - \frac{k \sum X_i - \sum X_i^2}{(k-1) \sum (X_i - C)^2}$$

R_{cc} = The reliability of the test

k = Numbers of question

X_i = Each of student's scores

C = Criterion scores of the tests

3.6.1.4 Discrimination of each item for five-point rating scale

questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002 : 110)

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

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

$\sum X$ = 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

3.6.1.5 Reliability coefficient of the satisfaction questionnaire by

using Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard. 2002 : 99)

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

α = Reliability coefficient

k = Number of statements

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

S_i^2 = Variance of total scores

3.6.1.6 The efficiency of STAD Strategy (E_1/ E_2) (Kitrakam. 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

3.6.1.7 The effectiveness index (E.I.) of the STAD Strategy

(Kitrakarn. 2000 : 44-49)

$$\frac{P_2 - P_1}{\text{Total} - P_1}$$

E.I. = The Effectiveness Index

P_1 = Total scores of all the samples' pre-test

P_2 = Total scores of all the samples' post-test

3.6.2 Basic Statistics Used to Analyze the Data

3.6.2.1 Percentage (Srisa-ard. 2002 : 104)

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

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.2.2 Mean (\bar{x}) (Srisa-ard. 2002 : 105)

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

\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 : 106)

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

S.D. = Standard Deviation

x = Score of each item

\bar{X} = Mean

N = Number of scores in group

\sum = Total scores

3.6.3 The Comparison between pre-test and post-test was calculated by using dependent samples t-test formula (Srisa-ard. 2002: 112).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right) \left(\frac{n_1 + n_2}{n_1 n_2} \right)}}$$

t = Statistics index used to compare with critical index to

find out signification difference

$\overline{X}_1, \overline{X}_2$ = mean

S_1^2, S_2^2 = Variance of the sample in group one and group two

n_1, n_2 = Number of samples in group one and group two

The degree of freedom (df) in this study $n_1 + n_2 - 2$

3.7 Summary of the Chapter

In short, this chapter proposed a research procedure. There was a description of population and samples in the study. Then, the research instruments, and the construction of research instruments were described. In addition, data collection, and data analyses were indicated. Finally, statistics used in data analyses were identified. The results of the study and the discussion were presented in the next chapter.

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) Research Question One regarding the determination the efficiency of STAD learning strategy on English reading comprehension on the criterion set at 70/70 ; 2) Research Question Two regarding the comparison between students' learning achievement before and after learning through STAD learning strategy on English reading comprehension ; 3) Research Question Three regarding the comparison on students' learning achievement before and after learning through STAD learning strategy and traditional method; and 4) Research Question Four regarding the investigation the satisfaction with STAD learning strategy of Matthayomsuksa3 students. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of STAD learning strategy on English reading comprehension improvement of Matthayomsuksa 3 students?

This section reports the results of the analysis of the quantitative data from the instructional packages on reading comprehension and the achievement test utilized in

this study to determine the efficiency of the instructional packages on reading comprehension for grade 9 students based on the criterion set at 70/70. The quantitative data consisted of the activities scores from all instructional packages (efficiency of the process), and post-test scores (efficiency of the outcomes). There were 10 instructional packages in this study. The total mean scores from all activities scores of instructional packages were 100 scores: instructional package 1 (10 scores), instructional package 2 (10 scores), instructional package 3 (10 scores), instructional package 4 (10 scores), instructional package 5 (10 scores), instructional package 6 (10 scores), instructional package 7 (10 scores), instructional package 8 (10 scores), instructional package 9 (10 scores), and instructional package 10 (10 scores). The total mean scores from the achievement test or post-test were 30 scores. Table 4.1 below illustrates the percentage, mean, and standard deviation.

Table 4.1

Achievement Scores of Learning through Instructional Package on English Reading Comprehension (STAD) and Posttest

No.	Achievement Scores of Learning										Total 100	Posttest 30
	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10		
1	8	10	7	8	9	10	8	8	8	8	84	24
2	10	10	9	10	10	10	10	10	10	10	99	28
3	9	8	8	8	8	9	8	8	8	8	82	23
4	8	10	8	8	8	10	8	9	8	8	85	21
5	8	8	8	8	9	10	8	8	8	8	83	19
6	8	8	8	8	8	10	8	8	8	9	83	24

Table 4.1 (Continued)

No.	Achievement Scores of Learning										Total 100	Posttest 30
	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10		
7	9	8	9	8	8	10	8	8	8	9	85	25
8	8	8	9	8	8	9	8	8	8	8	82	22
9	9	10	10	10	10	10	10	10	10	10	99	30
10	9	8	8	8	8	9	8	8	8	8	82	22
11	10	9	8	8	8	8	8	8	10	9	86	26
12	8	10	8	8	10	8	9	8	8	8	85	24
13	10	10	9	10	10	10	10	10	10	10	99	30
14	10	9	10	10	10	10	10	10	10	10	99	29
15	10	8	8	10	8	8	8	9	8	9	86	23
16	10	8	8	10	8	8	8	10	8	9	87	25
17	8	10	8	8	8	10	8	8	8	8	84	25
18	8	8	8	9	8	8	8	8	8	9	82	23
19	10	8	8	10	8	8	8	9	8	8	85	24
20	10	9	8	8	10	10	8	8	10	9	90	26
21	9	8	8	10	8	8	8	8	10	10	87	24
22	8	8	6	9	8	8	8	8	8	8	79	20
23	10	9	10	10	10	10	10	10	10	10	99	28
24	9	8	8	10	8	8	8	10	8	8	85	24
25	9	10	10	10	10	10	10	10	10	10	99	29
26	8	9	8	8	8	9	8	8	8	9	83	22
27	10	8	8	9	10	9	8	8	8	8	86	23
28	10	9	10	10	10	10	10	10	10	10	99	27
29	10	9	8	8	8	10	8	8	8	9	86	24
30	8	10	8	8	9	8	10	8	8	9	86	23

Table 4.1 (Continued)

No.	Achievement Scores of Learning										Total 100	Posttest 30
	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10		
31	9	9	10	10	10	10	10	10	10	10	98	28
32	9	9	9	10	10	10	10	10	10	10	97	26
Total	289	283	270	287	283	295	277	281	280	286	2831	791
\bar{X}	9.03	8.84	8.44	8.96	8.84	9.22	8.66	8.78	8.75	8.94	88.47	24.72
S.D.	0.86	0.85	0.95	0.97	0.95	0.91	0.94	0.94	0.98	0.84	9.19	2.81
%	90.31	88.43	84.37	89.68	88.43	92.18	86.56	87.81	87.5	89.37	88.47	82.39

As shown in Table 4.1, the efficiency of the instructional packages on reading comprehension, which were conducted by the researcher, the mean scores is between 84.37-92.18, which was higher than the criterion set at 70/70. It claims that students, who learned reading comprehension through the instructional packages has received total mean scores from the exercises scores of instructional packages and the achievement test after learning through instructional packages is 88.47 / 82.39.

4.2 Research Question Two: Will the achievement of Matthayomsuksa 3 students who learn English reading comprehension through STAD learning strategy have higher mean scores on post-test and pre-test?

This section reports the results of the analysis of the quantitative data from the achievement tests used in this study to compare students learning achievement before and after learning through instructional packages on reading comprehension for

Matthayomsuksa3students. Pre-test scores (30 items) and post-test scores (30 items) were compared to find out the statistically significant difference as shown in Table 4.2 respectively.

Table 4.2

Comparing the Difference between Pre-test and Post-test Mean Scores

Achievement	N	Total Scores	X	S.D.	t value
Pre-test	32	30	12.19	2.19	29.258**
Post-test	32	30	24.72	2.81	

**** significant difference at .01**

As shown in Table 4.2, it indicates that the students who learned reading comprehension through instructional packages had higher learning achievement of reading comprehension on post-test mean scores than in pre-test mean scores at .01 level of statistically significant difference.

4.3 Research Question Three: Will the effectiveness index of Matthayomsuksa 3 students would be higher than 0.5?

This section reports the results of the analysis of the quantitative data from the achievement tests employed in this study to find out the effectiveness index of instructional packages of reading comprehension for Matthayomsuksa3 students. Pre-test scores (30 items) and post-test scores (30 items) were calculated to find out the effectiveness index of instructional packages as shown in Table 4.4.

Table 4.3

**The Effectiveness Index of Instructional Packages of English Reading
Comprehension for Matthayomsuksa 3 Students**

Numbers of Students (n)	Total Scores	Total Scores of All Samples' Pre-test	Total Scores of All Samples' Post-test	The Effectiveness Index (E.I.)
32	30	390	719	0.7035

As shown in Table 4.4, the effectiveness index of instructional packages of reading comprehension for Matthayomsuksa3 students, which were conducted by the researcher, is at 0.7035. It shows that students progressed from learning through instructional packages at 70.35%.

4.4 Research Question Four: Are students satisfied with STAD learning strategy for English reading comprehension?

This section shows the satisfaction with the instructional packages of Matthayomsuksa3 students by using learners' satisfaction questionnaires which the researcher conducted. Students chose the level of their satisfaction in the questionnaires, ranking from the least satisfactory (1) to the most satisfactory (5). The mean scores, standard deviation, level of satisfaction and rank were shown in Table 4.5.

Table 4.4

**Learners' Satisfaction towards STAD learning strategy of Matthayomsuksa3
Students**

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		X	S.D.		
1	Learning English reading comprehension through STAD learning strategy gives you a chance to practice and develop your English reading skills effectively.	4.46	0.51	More Satisfactory	4
2	Learning English reading comprehension through STAD learning strategy makes you get more interested in learning English.	4.54	0.51	The Most Satisfactory	1
3	Time taken on learning English reading comprehension through STAD learning strategy is appropriate.	4.39	0.50	More Satisfactory	8
4	You are more eager and happy when learn English reading comprehension through STAD learning strategy.	4.35	0.49	More Satisfactory	9
5	Each step of STAD learning strategy is appropriate and interesting.	4.31	0.47	More Satisfactory	10

Table 4.5 (Continued)

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
6	Each step of STAD learning strategy has appropriate font size, and is clear and easy to read.	4.54	0.51	The Most Satisfactory	1
7	Learning process in each step of STAD learning strategy is designed from easy to more difficult and easy to learn.	4.42	0.58	More Satisfactory	6
8	Language using, description, and direction of performance in STAD learning strategy are clear and easy to understand.	4.31	0.55	More Satisfactory	10
9	Each package of English reading comprehension through STAD learning strategy is suitable for self-learning.	4.19	0.57	More Satisfactory	12
10	Activities in each step STAD learning strategy is fun, interesting, and correspond with contents	4.42	0.50	More Satisfactory	6
11	You learn more contents from STAD learning strategy.	4.50	0.58	More Satisfactory	3
12	You gain more knowledge from STAD learning strategy.	4.46	0.58	More Satisfactory	4
Grand Total		4.41	0.53	More Satisfactory	

As revealed in Table 4.5, it indicates that the students' satisfactions in learning English reading comprehension by using STAD learning strategy were at more satisfactory level ($\bar{X} = 4.41$, S.D. = 0.53). It is noticeable that the three highest mean scores were no. 2 "Learning English reading comprehension through STAD learning strategy makes you get more interested in learning English." and no.6 "Each step STAD learning strategy has appropriate font size, and is clear and easy to read." ($\bar{X} = 4.54$, S.D. = 0.51), followed by no.11 "You learn more contents from English reading comprehension through STAD learning strategy." ($\bar{X} = 4.50$, S.D. = 0.58), respectively. In contrast, the three lowest mean scores were no. 9 "Each package of English reading comprehension through STAD learning strategy is suitable for self-learning. You want to study STAD learning strategy at home or in your free time." ($\bar{X} = 4.19$, S.D. = 0.57), followed by no.5 "Each STAD learning strategy is appropriate, interesting, and attractive.", and no.8 "Language using, description, and directions of performance in STAD learning strategies are clear and easy to understand." ($\bar{X} = 4.31$, S.D. = 0.55), respectively.

4.5 Summary of the Chapter

In short, this chapter proposed the findings and data analysis of this study. The results of each question are expressed from the 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 research aimed to investigate the effect of STAD learning strategy through English reading comprehension for Matthayomsuksa3 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 results; 2) discussions; 3) pedagogical implications; and 4) suggestions for future research.

5.1 Summary of the Findings

This research aimed: 1) to develop and determine the efficiency of the STAD learning strategy through English reading comprehension for Matthayomsuksa3 students based on the criterion set at 70/70; 2) to compare students' learning achievement before and after learning English reading comprehension through STAD learning strategy for Matthayomsuksa3 students; 3) to investigate the effectiveness index of English reading comprehension using STAD learning strategy for Matthayomsuksa3 students; and 4) to examine the satisfaction in English reading comprehension through STAD learning strategy for Matthayomsuksa3 students.

The research hypotheses were: 1) the efficiency of STAD learning strategy through English reading comprehension will be at a high level and meet the criterion set at 70/70 with statistically significant difference at .05 level; and 2) students who learn English reading comprehension through STAD learning strategy will have

higher learning achievement of English reading comprehension on post-test mean scores than in pre-test mean scores with statistically significant difference at .05 level.

The samples in this study were 32 Matthayomsuksa³ students who took fundamental English (E23101) course in the first semester of academic year 2011 at Phattharabophit School, Muangt District, Buriram Province under the Secondary Educational Service Area Office 32. All of 6 classes were the classes the researcher taught. Class 3/2 was the sample group, selected by using simple random sampling with the other 5 classes have equal chance to be selected. The research instruments were instructional packages of English reading comprehension, lesson plans, achievement tests, observation form, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The independent variable of this study was STAD learning strategy of English reading comprehension constructed by the researcher. The dependent variables were learners' achievement, the effectiveness index of STAD learning strategy, and learners' satisfaction toward the STAD learning strategy.

English reading comprehension was the essential skills for Matthayomsuksa 3 students. The instructional packages were only conducted by the researcher as follows:

- 1) instructional package 1 (10 scores), 2) instructional package 2 (10 scores),
- 3) instructional package 3 (10 scores), 4) instructional package 4 (10 scores),
- 5) instructional package 5 (10 scores), 6) instructional package 6 (10 scores),
- 7) instructional package 7 (10 scores), 8) instructional package 8 (10 scores),
- 9) instructional package 9 (10 scores), and 10) instructional package 10 (10 scores).

This study was conducted in the first semester of academic year 2011 for 20 periods

each period will be 50 minutes namely as follows: 18 periods for reading through STAD learning strategy, and 2 periods for doing pre-test to examine their prior knowledge before studying by using STAD learning strategy and doing post-test to check their learning achievement and the satisfaction of reading skills. The findings of this study were as follows:

1. The efficiency of STAD learning strategy through English reading comprehension was 88.47/82.39 which was higher than the criterion set at 70/70.
2. The achievement of the students' post-test mean scores were higher than the pre-test mean scores towards STAD learning strategy of English reading comprehension with statistically significant difference at .05 level.
3. The effectiveness index of STAD learning strategy of English reading comprehension was at 0.7035, which indicates that learners progress from learning through STAD learning strategy at 70.35 %.
4. The students' satisfactions in English reading comprehension through STAD learning strategy were at more satisfactory level.

5.2 Discussion of the Findings

The researcher discusses the results of the development of English reading comprehension through STAD learning strategy for Matthayomsuksa3 students as follows:

5.2.1 Efficiency of STAD in English reading comprehension

The findings show that the efficiency of English reading comprehension through STAD learning strategy was 88.47/82.39, which was higher than the criterion set at 70/70. The results illustrate that the first efficiency of the process (E_1) were

higher than the second efficiency of the outcomes (E_2). That means the students got exercise scores more than post-test scores. This is because they have done repeated exercises; they can revise, do the exercises and check the answers by themselves before doing the post-test. Consequently, they can encourage them to learn through STAD learning strategy. Moreover, the efficiency of the outcomes was lower than the efficiency of the process since the post-test had more difficulty than the exercises.

The findings of the study could be considered that the researcher reviewed the related literature such as theories and principles on English reading comprehension by using STAD learning strategy composing the Basic Education Core Curriculum B.E.2551 (A.D.2008), learning theories reading, teaching materials, instructional packages of English reading comprehension, lesson plans, satisfaction, etc. Then, the instructional packages of English reading comprehension were developed appropriately and step by step. Furthermore, the advisors and the experts made suggestion, gave comments, and evaluated the research instruments. Finally, the instructional packages were trial three steps before using with the samples. These factors caused the great instructional packages. In addition, instructional packages of English reading comprehension comprised of many components such as various handouts, activities, pre-test, post-test, and answer keys which students can learn, do the activities, and get feedback by themselves. The instructional packages of English reading comprehension supported self-learning. In the case of students did not pass the activities or the test, they can learn, and do it again until they understand or pass that activity. The researcher conducted the instructional packages of English reading comprehension followed the theories of many psychologists such as: Gagne

(Wikipedia. 2010), he creates Gagne's nine events of instruction as follows: 1) gaining attention, 2) informing learners of objectives, 3) stimulating recall of prior learning, 4) presenting the content, 5) providing "learning guidance", 6) eliciting performance (practice), 7) providing feedback, 8) assessing performance, and 9) enhancing retention and transferring to the job; Skinner (1953) mentions that learning is demonstrated by a change in behavior, the environment forms performance, and the rules of contiguous, and reinforcement are hearty to elucidating the learning process.

The finding partially confirms the hypothesis in chapter 1 and is consistent with other previous studies. STAD also add an extra source of learning within the groups because some high achievers act as a role of tutor, which result in high achievements. Finally, it enables the students according to the requirements of the modern society by teaching them to work with their colleagues competently and successfully as explained by Balfakih (2003). The findings of Balfakih (2003) have indicated that in teaching 10th grade chemistry, students team achievements division (STAD) is a more effective teaching method than the traditional-teaching method.

Kinney (1989) conducted a similar study, by studying the effects of cooperative learning on the achievement of ninth-grade students in a diverse cultural general biology class. The experimental group having the combination of both black and white students had a significant increase on the academic achievement scores. Face to face, interaction in the classroom has an intense effect on the societal, cognitive, and scholarly development of students. According to Kagan, (1994) the learning process in which the interaction of students occur led to acquisition of skills development of language and social skills.

5.2.2 The Students' Post-test and Pre-test Mean Scores of English reading comprehension through STAD learning strategy

The result reveals that the achievement of the students' post-test mean scores were higher than the pre-test mean scores towards English reading comprehension by using STAD learning strategy with statistically significant difference at .05 level. This could be concluded that STAD learning strategy had the efficiency because it could make the students achieve higher learning. It is quite new for the students to learn English reading comprehension by using STAD learning strategy. It can motivate the students to learn and be interested in the content more than they used to be.

5.2.3 Effectiveness Index of English reading comprehension by using STAD learning strategy

The result reveals that the effectiveness index of English reading comprehension by using STAD learning strategy was at 0.7035 which is indicated that learners progressed in learning at 70.35 %. This could be explained that English reading comprehension by using STAD learning strategy support group learning. Slavin (1995) indicates that the main idea behind STAD is to motivate students to encourage and help one another to master skills presented by the teacher. If student want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do their best, expressing norms that learning is important, valuable, and fun. They may discuss approaches to solving problems, or they may quiz each other on the content they are studying as team scores are based on students' improvement over their past records. This is what we call 'equal opportunities for success.'

5.2.4 Students' Satisfaction towards English Reading Comprehension

using STAD learning strategy

The result illustrates that students' satisfactions of English reading comprehension by using STAD learning strategy were at more satisfactory level. The findings show that the students were satisfied with learning through STAD learning strategy. This could be explained that Slavin (1995) defines cooperative learning as an instructional program in which students work in small groups to help one another master academic content. According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students.

It is concluded that the cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Finally, it indicates that all of students have participation in learning English reading comprehension through STAD learning strategy at pass level ($\bar{X} = 4.41$). They participate in all activities, attend in learning, and can conclude or summary the lessons.

5.3 Pedagogical Implications

As a result of the findings from the study, the researcher made useful pedagogical implications as follows:

5.3.1 The instructional packages support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management should apply the lesson plans, and learning English reading comprehension through STAD learning strategy for Matthayomsuksa3 students to develop instruction in other contents or departments.

5.3.2 Learning via STAD learning strategy, teachers should make suggestions and comment, to the students on the use of STAD learning strategy step by step by focusing on discipline, faithfulness, and patience.

5.3.3 Persons concerned with learning management should hold workshop in conducting educational innovation and supervise to solve the instructional obstacles. Furthermore, they should support teachers to use STAD learning strategy in development of students' learning, which make students achieve in learning.

5.4 Suggestions for Future Research

Some suggestions for future research are raised as following:

5.4.1 A comparison of language learning through STAD learning strategy and other teaching kit should be done.

5.4.2 Trying out to find out the efficiency of STAD learning strategy with big group of samples and other school should be examined.

5.4.3 Studying the result of learning via STAD learning strategy with other variables such as the level of intelligence, attitude, consistency in learning, etc. should be investigated.

In conclusion, the findings will be as a guideline for teachers and students in developing and improving their English reading comprehension in the EFL settings.

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APPENDICES

มหาวิทยาลัยสุโขทัยศรีสุโขทัย
Buriram Rajabhat University

1/1 Vocabulary Card

Learning Objective: Students can pronounce and tell the meaning of the vocabulary.

schedule

library

midnight

project

dinner

taxi



1/2 Sheet Study



Wh-question



Wh-question

What, Where, When, Why, Who, How

Wh-question + V.be/do/does + S + + ...?

Ex:- When do your classes ?

- What do you after work?

- How do you to work?

1/3 Sheet Study

What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.



Brittany Davis
College Student



Joshua Burns
Web-site Designer



Maya Black
Rock Musician

Mike: What's your schedule like?

Brittany: My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.

MS: When do your classes end?

BD: They end at noon. Then I have a job at the library.

MS: So when do you study?

BD: My only time to study is in the evening, from eight until midnight.

Mike: What's your schedule like?

Joshua: Well, I get up at 6:30 A.M. and go for a run before breakfast.

MS: How do you go to work?

JB: I work at home. I start work at 8:00. Around 1:00, I take a lunch break.

MS: How late do you work?

JB: Sometimes I work all night to finish a project!

Mike: What's your schedule like?

Maya: I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.

MS: What do you do after work?

MB: I have dinner. Then I take a taxi home.

MS: What time do you go to bed?

MB: I go to bed at 5:00 in the morning.

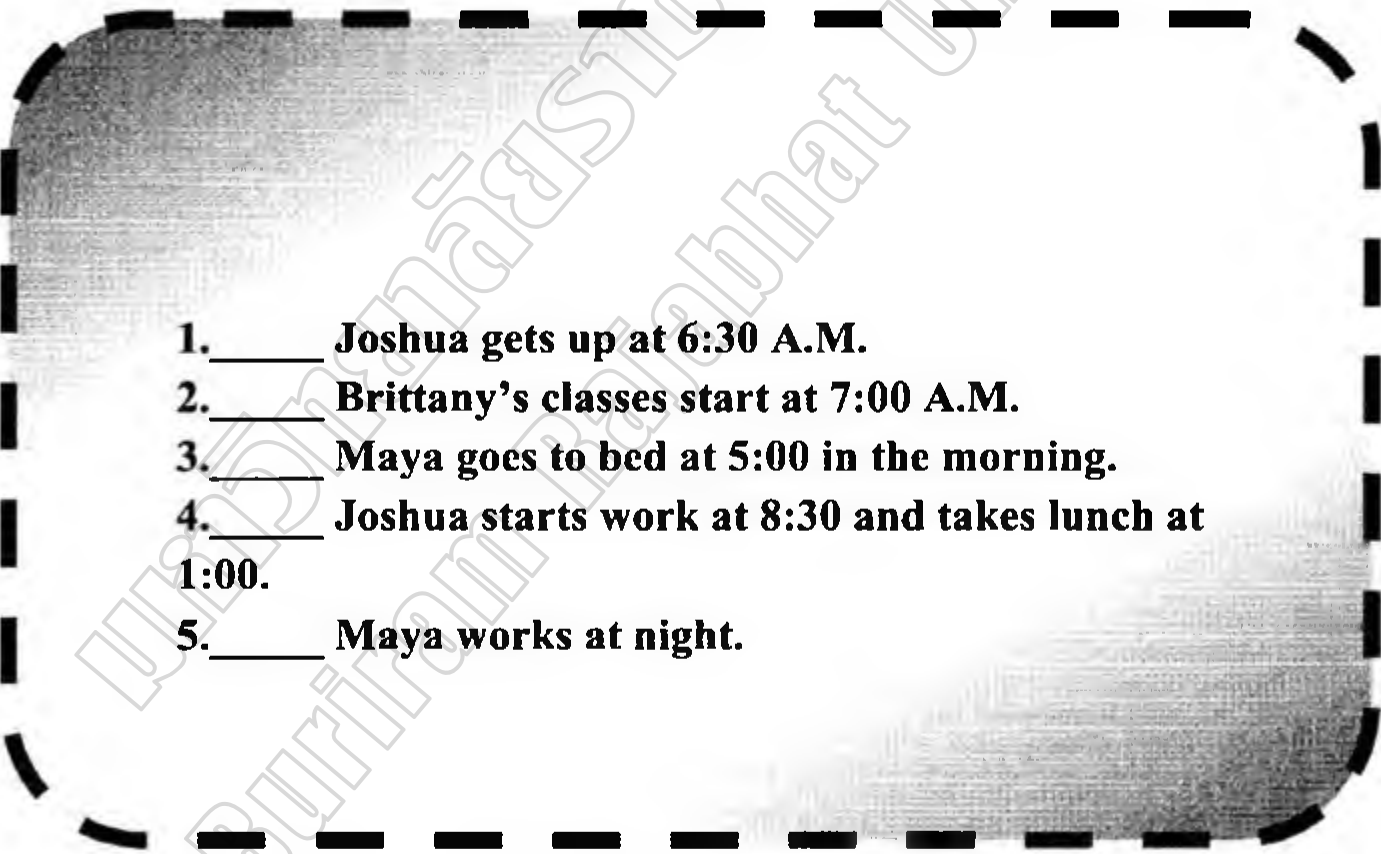


What's up?

1/4 Worksheet

Objective: Students read the text and check true or false.

Instructions: Write in pair, then read the text and check true or false. (T or F).



1. _____ Joshua gets up at 6:30 A.M.
2. _____ Brittany's classes start at 7:00 A.M.
3. _____ Maya goes to bed at 5:00 in the morning.
4. _____ Joshua starts work at 8:30 and takes lunch at 1:00.
5. _____ Maya works at night.

Name:.....Class.....Number.....

Name:.....Class.....Number.....

1/5 Worksheet

Objective: Students read the text and order the situation.

Instructions: Each group of students read the text and order the situation from 1-5.

Brittany Davis

- a. She goes to class.
- b. She takes the bus.
- c. She works.
- d. She studies.
- 1 e. She gets up.

Joshua Burns

- a. He has breakfast.
- b. He starts work.
- c. He eats lunch.
- d. He gets up.
- e. He goes for a run.

Maya Black

- a. She has dinner.
- b. She finishes work.
- c. She goes to bed.
- d. She goes to work.
- e. She goes home.

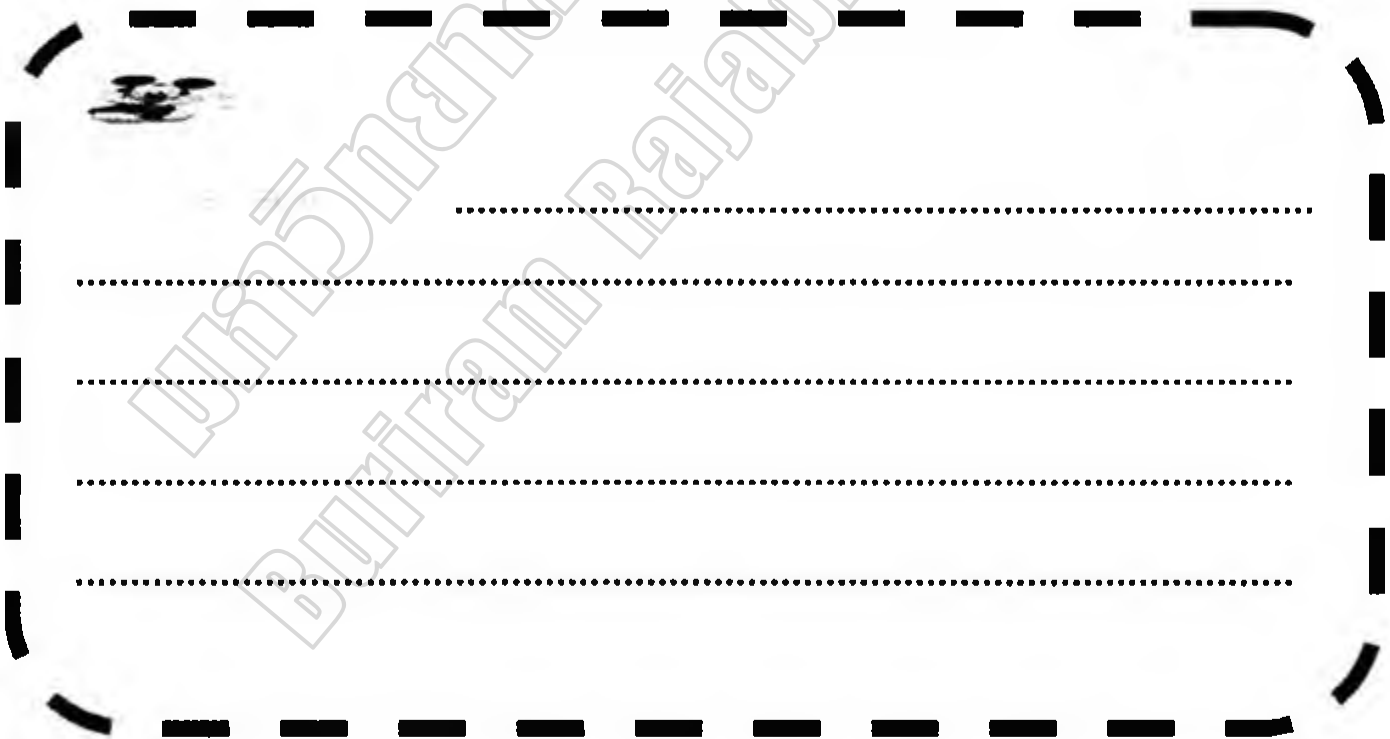
Member Group _____

- 1. Name:.....Class.....Number.....**
- 2. Name:.....Class.....Number.....**
- 3. Name:.....Class.....Number.....**
- 4. Name:.....Class.....Number.....**
- 5. Name:.....Class.....Number.....**

1/6 Worksheet

Objective: Students read the text and write about their schedules.

Instructions: Write about your schedule at least 5 sentences.



A large dashed-line box containing a small illustration of a person and several horizontal dotted lines for writing.

Name: Class..... Number.....

Test Review

Part A: Read the article, then check true or false (T or F)

1. _____ Joshua gets up at 6:30 A.M.
2. _____ Brittany's classes start at 7:00 A.M.
3. _____ Maya goes to bed at 5:00 in the morning.
4. _____ Joshua starts work at 8:30 and takes lunch at 1:00.
5. _____ Maya works at night.

Part B: Read the article, then order the activities in Joshua's schedule from 1-5.

- _____ a. He has breakfast.
- _____ b. He starts work.
- _____ c. He eats lunch.
- _____ d. He gets up.
- _____ e. He goes for a run.

Answer key for Test Review

Part A: Read the article, then check true or false. (T or F).

1. True False Joshua gets up at 6:30 A.M.
2. True False Brittany's classes start at 7:00 A.M.
3. True False Maya goes to bed at 5:00 in the morning.
4. True False Joshua starts work at 8:30 and takes lunch at 1:00.
5. True False Maya works at night.

Part B: Read the article, then order the activities in Joshua's schedule from 1-5.

6. 3 4 5 1 2 a. He has breakfast.
7. 4 3 5 1 2 b. He starts work.
8. 5 4 3 1 2 c. He eats lunch.
9. 1 2 3 4 5 d. He gets up.
10. 2 3 4 5 1 e. He goes for a run.

Answer key for 1/4 Worksheet

Objective: Students read the text and check true or false.

Instructions: Write in pair, read the text and check true or false. (T or F).

1. True Joshua gets up at 6:30 A.M.
2. False Brittany's classes start at 7:00 A.M.
3. True Maya goes to bed at 5:00 in the morning.
4. True Joshua starts work at 8:30 and takes lunch at 1:00.
5. True Maya works at night.

Answer Key for 1/5 Worksheet

Objective: Students read the text and order the situation.

Instructions: Each group of students read the text and order the situation from 1-5.

Brittany Davis

- | |
|---|
| 2 |
| 3 |
| 4 |
| 5 |
| 1 |
- a. She goes to class.
 - b. She takes the bus.
 - c. She works.
 - d. She studies.
 - e. She gets up.

Joshua Burns

- | |
|---|
| 3 |
| 4 |
| 5 |
| 1 |
| 2 |
- a. He has breakfast.
 - b. He starts work.
 - c. He eats lunch.
 - d. He gets up.
 - e. He goes for a run.

Maya Black

- | |
|---|
| 3 |
| 4 |
| 5 |
| 1 |
| 4 |
- a. She has dinner.
 - b. She finishes work.
 - c. She goes to bed.
 - d. She goes to work.
 - e. She goes home.

Answer Key for 1/6 Worksheet

Objective: Students read the text and write about their schedules.

Instructions: Write about your schedule at least 5 sentences.



It's up to teacher's comment.

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2/1 Vocabulary Card

Learning Objective: Students can pronounce and tell the meaning of the vocabulary.

vacation

flight

enormous

native

snorkel

coral

excited

wonderful

SPELLING



2/2 Sheet Study

There is / There are

There is /

There is + Subject (singular)

+

Ex: -In Sydney, there is the famous Opera House.

- .

2/3 Sheet Study

Please read it, it is excited!!!

The Land of Oz

Kim is from Korea. She and her parents are leaving for Australia on vacation. Their flight from Seoul to Sydney is boarding now.

Australia is enormous. It's a country and a continent. Australians speak English, but they have their own slang. Australians are called *Aussies*, their country is *Oz*, and they have forty different kinds of *roos* (kangaroos). The word *kangaroo* is native Australian.

There are also lots of things to do in Australia. In Sydney, there is the famous Opera House, and there are beautiful beaches. In the northeast, there is the Great Barrier Reef. Visitors can snorkel. They also can see the beautiful coral and a great variety of fish. There is also Ayers Rock in the center of the country. It's a very, very big rock 345 meters tall and 3 kilometers long.

Kim is very excited about her trip to all these wonderful places.



2/4 Worksheet

Objective: Students read the text and complete the sentences.

Instructions: Cross the word and fill it in the blank in each sentence.

1. Kim is from _____.
2. _____ is enormous.
3. Australians are called _____.
4. In Sydney, there is _____.

Australian	Sydney	Ayer Rock	Aussies
Oz	the Great Barrier Reef	Korea	kangaroo
Seoul	The famous Opera House	roos	China
Australia	Japan	England	English

Name: Class Number

2/5 Worksheet

Objective: Students read the text and order the situation.

Instructions: Each group of students read the text and order the situation from 1-5.

- ___ A. Australia are called Aussies.
- ___ B. They also can see the beautiful coral and a great variety of fish.
- ___ C. Kim and her parents are leaving for Australia on vacation.
- ___ D. The word kangaroo is native Australian.
- ___ E. Kim is very excited about her trip to all these wonderful places.

Member Group _____

1. Name:.....Class.....Number.....

2. Name:.....Class.....Number.....

3. Name:.....Class.....Number.....

2/6 Worksheet

Objective: Students read the text and conclude it in their graphic plans.

Instructions: Conclude the information in your graphic plan and decorate it.

Places to go:

Tourist Places:

Language:

How to travel:

Name: **Class:** **Number:**

Test Review

Part A: Read the article, then fill in the blanks.

1. Kim is from _____.
2. _____ is enormous.
3. Australians are called _____.
4. In Sydney, there is _____.
5. The word _____ is native Australian.

Part B: Read the article, then write number from 1-5. (เรียงลำดับเหตุการณ์ เดิม
หมายเลข 1-5)

- ___ A. Australia are called Aussies.
- ___ B. They also can see the beautiful coral and a great variety of fish.
- ___ C. Kim and her parents are leaving for Australia on vacation.
- ___ D. The word kangaroo is native Australian.
- ___ E. Kim is very excited about her trip to all these wonderful places.

Name:.....**Class:**.....**Number:**.....

Answer key for Test Review

Part A: Read the article, then fill in the blank.

1. Kim is from Korea.
2. Australia is enormous.
3. Australians are called Aussies.
4. In Sydney, there is the famous Opera House.
5. The word kangaroo is native Australian.

Part B: Read the article, then write number from 1-5.

- 2 A. Australia are called Aussies.
- 4 B. They also can see the beautiful coral and a great variety of fish.
- 1 C. Kim and her parents are leaving for Australia on vacation.
- 3 D. The word kangaroo is native Australian.
- 5 E. Kim is very excited about her trip to all these wonderful places.

Answer key for 2/4 Worksheet

Objective: Students read the text and complete the sentences.

Instructions: Cross the words and fill it in the blanks in each sentence.

1. Kim is from Korea.
2. Australia is enormous.
3. Australians are called Aussies.
4. In Sydney, there is the Famous House Opera.

Australian	Sydney	Ayer Rock	Aussies
Oz	the Great Barrier Reef	Korea	kangaroo
Seoul	the famous Opera House	roos	China
Australia	Japan	England	English

Answer sheet for 2/5 Worksheet

Objective: Students read the text and order the situation.

Instructions: Each group of students read the text and order the situation from 1-5.

 2 A. Australia are called Aussies.

 4 B. They also can see the beautiful coral and a great variety of fish.

 1 C. Kim and her parents are leaving for Australia on vacation.

 3 D. The word kangaroo is native Australian.

 5 E. Kim is very excited about her trip to all these wonderful places.



Answer Sheet for 2/6 Worksheet

Objective: Students read the text and conclude it in their graphic plans.

Instructions: Conclude the information in your graphic plan and decorate it.

Places to go:

Tourist Places:



Language:

How to travel:

It's up to the teacher's comment.

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Santos, Manuel. **Teenage Favorites.** 1st ed. My World 3, 2006.

3/1 Vocabulary Card

Learning Objective: Students can pronounce and tell the meaning of the vocabulary.

winter

cold

weather

sunny

cool

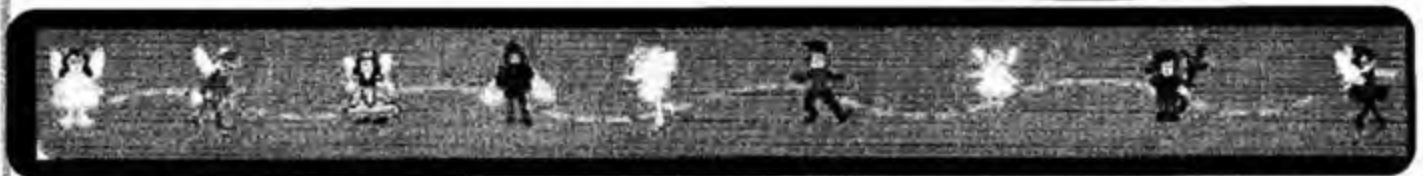
rainy

spring

warm

summer

hot



3/2 Sheet Study

Agreement of Subjects and Verbs

Subject + Past Form of Verb + [] + ...

Ex: - Scot went on []

[] to Beijing, China.

- He visited []

[]



3/3 Sheet Study

You must read
it!!!



TOURING THE WORLD

Scott went on a cultural tour to Beijing, China. It was winter. The weather was cold, but sunny. He visited the Forbidden City, and he ate lots of new foods.



Mr. and Mrs. Chen flew to Paris in April. It was spring, and the weather was cool and rainy. They went up the Eiffel Tower, and they visited the Louvre and the D'Orsay art museums.



Marta went to Peru. She visited the city of Cuzco in the Andes Mountains, and she traveled by train to the ruins of the old Inca city of Machu Picchu. It was spring, and the weather was warm.



Ben and Liz traveled to Kenya to see the wildlife. They saw many animals and made some wonderful videos. It was summer, and the weather was very hot.

3/4 Worksheet

Objective: Students read the text and check the correct answer.

Instructions: Work in pair, then check the information that given and related to each country.

Country	cold	cool	rainy	very hot	warm	Forbidden City	The Eiffel Tower	The city of Cuzco	The Wildlife
1.China	✓								
2.Peru									
3.Kenya									
4.France									

Name:.....Class.....Number.....

Name:.....Class.....Number.....

3/5 Worksheet

Objective: Students read the text and check true or false.
Instructions: Check each sentence with true or false (T or F).

1. _____ Scott went to Beijing, China.
2. _____ In Paris, the weather was cold and sunny.
3. _____ Marta traveled by car to ruins of the old Inca city of Machu Picchu.
4. _____ In Kenya, the weather was very cold.
5. _____ Mr. and Mrs. Chen Flew to Paris in April.

Name:.....**Class:**.....**Number:**.....

3/6 Worksheet

Objective: Students read the text and conclude it in their graphic plans.
Instructions: Conclude the information in your graphic plan and decorate it.



Traveler: _____

Place: _____

The weather:



Traveler: _____

Place: _____

The weather:



Traveler: _____

Place: _____

The weather:

Name:.....**Class:**.....**Number:**.....

Test Review

Part A: Read the article, and then fill in the blank. (เติมคำในช่องว่าง)

1. Scott went on _____ to Beijing, China.
2. Marta visited _____ in the Andes Mountains.
3. The old Inca city of Machu Picchu was _____.
4. The weather in Paris was _____ and rainy.
5. Ben and Liz traveled to Kenya to see _____.

Part B: Read the article, and then answer true or false. (ตอบคำถามแบบ ถูกผิด)

6. _____ Scott went to Beijing, China.
7. _____ In Paris, the weather was cold and sunny.
8. _____ Marta traveled by car to ruins of the old Inca city of Machu Picchu.
9. _____ In Kenya, the weather was very cold.
10. _____ Mr. and Mrs. Chen Flew to Paris in April.

Name:.....Class.....Number.....

**Answer key for Test Review**

Part A: Read the article, and then fill in the blank. (เติมคำในช่องว่าง)

1. Scott went on a cultural tour to Beijing, China.
2. Marta visited the city of Cuzco in the Andes Mountains.
3. The old Inca city of Machu Picchu was spring.
4. The weather in Paris was cool and rainy.
5. Ben and Liz traveled to Kenya to see the wildlife.

Part B: Read the article, and then answer true or false. (ตอบคำถามแบบ ถูกผิด)

6. T Scott went to Beijing, China.
7. F In Paris, the weather was cold and sunny.
8. T Marta traveled by car to ruins of the old Inca city of Machu Picchu.
9. F In Kenya, the weather was very cold.
10. T Mr. and Mrs. Chen Flew to Paris in April.

Answer Key for 3/4 Worksheet

Objective: Students read the text and check the correct answer.

Instructions: Work in pair, then check the information that given and related to each country.

Country	cold	cool	rainy	very hot	warm	Forbidden City	The Eiffel Tower	The city of Cuzco	The Wildlife
1. China						✓			
2. Peru									
3. Kenya									
4. France									

Country	cold	cool	rainy	very hot	warm	Forbidden City	The Eiffel Tower	The city of Cuzco	The Wildlife
1. China	✓								
2. Peru					✓				
3. Kenya				✓					
4. France			✓						

Answer Key for 3/5 Worksheet

Objective: Students read the text and answer true or false.

Instructions: Check each sentence with true or false (T or F).

1. **T** Scott went to Beijing, China.
2. **F** In Paris, the weather was cold and sunny.
3. **T** Marta traveled by car to ruins of the old Inca city of Machu Picchu.
4. **F** In Kenya, the weather was very cold.
5. **T** Mr. and Mrs. Chen Flew to Paris in April.

Answer Key for 3/6 Worksheet

Objective: Students read the text and conclude it in their graphic plans.
Instructions: Conclude the information in your graphic plan and decorate it.



Traveler: _____

Place: _____

The weather:



Traveler: _____

Place: _____

The weather:



Traveler: _____

Place: _____

The weather:

It's up to the teacher's comment.

4/1 Vocabulary Card

Learning Objective: Students can pronounce and tell the meaning of the vocabulary.

good luck

Chinese

tangerine

Jewish

custom

Greek

vasilopitta

strength

black-eyed pea



4/2 Sheet Study

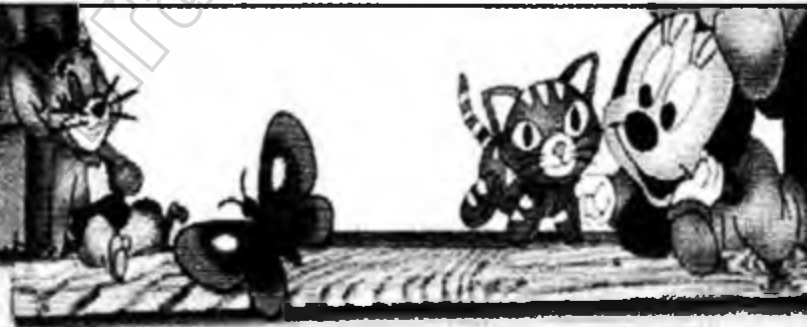
Agreement of Subjects and Verbs

Some + _____ + V + _____

_____ + V (s, es) + _____

Ex: - Some _____ eat tangerines.

- _____ tries to find the coin for luck.



4/3 Sheet Study

Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

On New Year's Day, many people eat special foods for good luck in the new year.



Some Chinese people eat tangerines. Tangerines are round. Round foods end and begin again, like years.



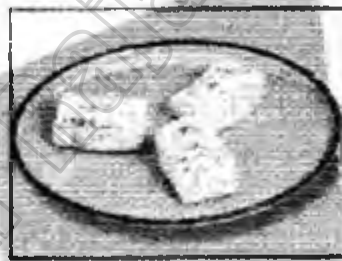
It is a Jewish custom to eat apples with honey for a sweet new year.



Greeks eat *vasilopitta*, bread with a coin inside. Everyone tries to find the coin for luck and money in the new year.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve - one grape for good luck in each month of the new year.



On New Year's Day in Japan, people eat *mochi* - rice cakes - for strength in the new year.



Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollars.



4/4 Worksheet

Objective: Students read the text and answer true or false.

Instructions: Answer the questions with true or false (T or F).

1. _____ Some Japanese people eat tangerines.
2. _____ Greeks eat vasilopitta to find the coin for luck.
3. _____ In Spain, people eat 10 grapes at midnight on New Year's Eve.
4. _____ In Japan, people eat mochi for strength in the New Year Day.
5. _____ The black-eyed peas are like black stones.

Name: Class Number

4/5 Worksheet

Objective: Students read the text and correct the sentences.

Instructions: Each pair of students corrects the sentences.

ตัวอย่าง: Some Chinese people eat tangerines. Tangerines are sweet like years. (round)

1. Some Jewish people eat apples with candy for a sweet New Year. (_____)
2. Greeks eat vasilopitta, bread with beans inside. (_____)
3. In Europe, people eat 12 grapes for good luck in the New Year. (_____)
4. The Japanese eat chocolate cake for strength in the New Year. (_____)
5. Some Americans eat black-eyed peas. Black-eyed peas are like dollars. (_____)

Name: Class Number

Name: Class Number

4/6 Worksheet

Objective: Students read the text and compare the belief of New Year Day between the Thai people and the foreigners.

Instructions: Read the text and write sentences to compare the belief of New Year Day between the Thai people and the foreigners.

Country: China	Country: Japan	Country: Spain	Country: Thailand
Special Food:	Special Food:	Special Food:	Special Food:
_____	_____	_____	_____
_____	_____	_____	_____
Belief:	Belief:	Belief:	Belief:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Test Review

Part A: Read the article, then answer true or false.

1. _____ Some Japanese people eat tangerines.
2. _____ Greeks eat vasilopitta to find the coin for luck.
3. _____ In Spain, people eat 10 grapes at midnight on New Year's Eve.
4. _____ In Japan, people eat mocha for strength in the New Year Day.
5. _____ The black-eyed peas are like black stones.

Part B: Read the article, then correct sentences.

Example: Some Chinese people eat tangerines. Tangerines are sweet, ~~like~~ years. (round)

1. Some Jewish people eat apples with candy for a sweet New Year. (_____)
2. Greeks eat vasilopitta, bread with beans inside. (_____)
3. In Europe, people eat 12 grapes for good luck in the New Year. (_____)
4. The Japanese eat chocolate cake for strength in the New Year. (_____)
5. Some Americans eat black-eyed peas. Black-eyed peas are like dollars. (_____)

Name: **Class** **Number**

Answer key for Test Review

Part A: Read the article, then answer true or false.

1. F Some Japanese people eat tangerines.
2. T Greeks eat vasilopitta to find the coin for luck.
3. F In Spain, people eat 10 grapes at midnight on New Year's Eve.
4. T In Japan, people eat mochi for strength in the New Year day.
5. F The black-eyed peas are like black stones.

Part B: Read the article, then correct sentences,

Example: Some Chinese people eat tangerines. Tangerines are sweet, ~~like~~ years.
(round)

1. Some Jewish people eat apples with ~~candy~~ for a sweet new year.
(honey)
2. Greeks eat vasilopitta, bread with ~~beans~~ inside. (a coin)
3. ~~In Europe~~, people eat 12 grapes for good luck in the New Year. (In Spain)
4. The Japanese eat ~~chocolate cake~~ for strength in the New Year.
(mochi)
5. Some Americans eat black-eyed peas. Black-eyed peas are like ~~dollars~~.
(coins)

Answer Key for 4/4 Worksheet

Objective: Students read the text and answer true or false.

Instructions: Students answer the questions with true or false. (T or F).

1. F Some Japanese people eat tangerines.
2. T Greeks eat vasilopitta to find the coin for luck.
3. F In Spain, people eat 10 grapes at midnight on New Year's Eve.
4. T In Japan, people eat mochi for strength in the New Year Day.
5. F The black-eyed peas are like black stones.

Answer Sheet for 4/5 Worksheet

Objective: Students read the text and correct the sentences.

Instructions: Each pair of students corrects the sentences.

ตัวอย่าง: Some Chinese people eat tangerines. Tangerines are sweet, like years. (round)

1. Some Jewish people eat apples with ~~eandy~~ for a sweet New Year. (honey)
2. Greeks eat vasilopitta, bread with ~~beans~~ inside.
(a coin)
3. ~~In Europe~~, people eat 12 grapes for good luck in the New Year. (In Spain)
4. The Japanese eat ~~chocolate cake~~ for strength in the New Year. (mochi)
5. Some Americans eat black-eyed peas. Black-eyed peas are like ~~dollars~~. (coins)

Answer Sheet for 4/6 Worksheet

Objective: Students read the text and compare the belief of New Year Day between the Thai people and the foreigners.

Instructions: Each student reads the text and writes sentences to compare the belief of New Year Day between the Thai people and the foreigners.

Country: China

Country: Japan

Country: Spain

Country: Thailand

Special Food:

Special Food:

Special Food:

Special Food:

Belief:

Belief:

Belief:

Belief:

It's up to the teacher's comment.

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5/1 Vocabulary Card

Learning Objective: Students can pronounce and tell the meaning of the vocabulary.

language

alike

biscuit

chip

queue

line



It's very easy. You must remember these words.

5/2 Sheet Study

Conjunction

Conjunction

and/

S1+V1+... +

and S2 + ...

Ex: - There are many varieties of English too, and

_____ and British English

_____ always alike, either.

5/3 Sheet Study



Wow! Many languages are different!!!

• A World Language

Today over a billion people around the world speak English. English words are part of our lives. We wear "jeans," listen to music on a "CD," eat a "hamburger," turn on the "TV," and go to the "shopping center."

Actually, English has words from two hundred languages or more. A large number of these words are from French. Do you know about the Norman invasion of England in 1066? That's why so many words come from France. Here are examples of words from other languages in English: You eat "pork" (French/Latin), you study "math" (Greek), go to a "kindergarten" (German), wash your hair with "shampoo" (Hindi, from India), and so on.

There are many varieties of English too, but British English and American English are the most common kinds. American English and British English are not always alike, either. Look at the following list of words:

Can I have some French fries?



American English

British English

apartment	flat
curry	curry
French fries	chips
garage	garage
cell phone	mobile phone
line	queue

5/4 Worksheet

Objective: Students read the text and answer true or false.

Instructions: Answer the questions with true or false. (T or F).

1. _____ More than 200 countries use English as an everyday language.
2. _____ English has words from many languages.
3. _____ British and American English are the only two forms of English.
4. _____ The British call French fries "chips".
5. _____ The American call biscuits "candy".

Name: Class Number

Name: Class Number

5/5 Worksheet

Objective: Students read the text and match the words correctly.
Instructions: Each student matches the words correctly.

<u>American English</u>	<u>British English</u>
Apartment	_____
_____	biscuits
French fries	_____
candy	_____
_____	mobile phone
_____	queue

Name: Class Number

5/6 Worksheet

Objective: Students read the text and complete the sentences.

Instructions: Each student reads the text and fills the words to complete the sentences.

1. English words are part of our lives: We wear "_____."

Listen to music on a "_____." Eat a "_____." turn on the "TV," and go to the "shopping center."

2. Actually, English has words from _____ languages or more. A large number of these words are from _____.

3. Here are examples of words from other languages in English: You eat "pork" (_____), you study "_____"

(Greek), go to "kindergarten" (German), wash your hair with "shampoo" (Hindi, from India), and so on.

Name:.....Class.....Number.....

Test Review

Part A: Read the article, then answer true or false.

1. _____ More than 200 countries use English as an everyday language.
2. _____ English has words from many languages.
3. _____ British and American English are the only two forms of English.
4. _____ The British call French fries “chips”.
5. _____ The American calls biscuits “candy”.

Part B: Read the article, then match words.

American English

_____ 1 _____

Cookies

French fries

Candy

_____ 2 _____

British English

Flat

_____ 3 _____

_____ 4 _____

_____ 5 _____

Mobile phone

Name:..... **Class:**..... **Number:**.....

Answer key for Test Review

Part A: Read the article, then answer true or false.

1. F More than 200 countries use English as an everyday language.
2. F English has words from many languages.
3. T British and American English are the only two forms of English.
4. T The British call French fries “chips”.
5. F The American calls biscuits “candy”.

Part B: Read the article, then match words.

American English

Apartment

Cookies

French fries

Candy

Line

British English

Flat

Biscuits

Chips

Sweets

Mobile phone

Answer key for 5/4 Worksheet

Objective: Students read the text and answer true or false.

Instructions: Answer the questions with true or false (T or F).

1. F More than 200 countries use English as an everyday language.
2. F English has words from many languages.
3. T British and American English are the only two forms of English.
4. T The British call French fries “chips”.
5. F The American call biscuits “candy”.

Answer key for 5/5 Worksheet

Objective: Students read the text and match the words correctly.

Instructions: Each student matches the words correctly.

American English

Apartment

cookies

French fries

candy

cell phonelineBritish Englishflat

biscuits

chipsweets

mobile phone

queue

Answer key for 5/6 Worksheet

Objective: Students read the text and complete the sentences.

Instructions: Each student reads the text and fills the words to complete the sentences.

1. English words are part of our lives: We wear "jeans." Listen to music on a "CD." Eat a "hamburger" turn on the "TV," and go to the "shopping center."
2. Actually, English has words from two hundred languages or more. A large number of these words are from French.
3. Here are examples of words from other languages in English: You eat "pork" (French/Latin), you study "math" (Greek), go to "kindergarten" (German), wash your hair with "shampoo" (Hindi, from India), and so on.

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Lesson Plan 1

Course: English 23102

Grade Level: Mattayomsuksa 3

Theme: Myself

Topic: Schedule

Semester: 2/ 2011

Time Allocation: 2 periods

1. Core Concept: Practicing in English reading skill is the important one for students to be familiar with English language. And more over in many situations or the activities in their daily lives can make them fun and promote their English reading skill more efficiency.

2. Performance Indicators:

FL 1.1 Understanding and ability in interpreting what has been heard read from various types of media, and ability to express opinions with reasons

FL 1.2 Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions

3. Learning Outcomes:

Terminal Objective: Students are able to comprehend what they have read from the text and are able to find the main idea and details correctly.

Enabling Objectives: Students are able to

1. Pronounce and give the meaning of the words correctly.
2. Answer the questions from the passage correctly.
3. Order the situations in the passage correctly.
4. Write students' schedule.

4. Enduring Understanding:

4.1 Vocabulary in the conversation

4.2 Use the words, expressions, and structures to explain the conversation correctly.

4.3 Differences in greeting between English and Thai cultures.

5. Expected Characteristics:

5.1 Students have discipline.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Contents:

6.1 Words: schedule, library, midnight, project, dinner, taxi

6.2 Sentences: Questions with What time / When / How

6.3 Grammar: Wh-Question

- What time do you get up?
- How do you go to work?
- When do your classes end?

7. Teaching Procedure:

Period 1

Warm - Up

1. Teacher tells students about the objectives of the study and how to assess and evaluate from the study of each lessons.
2. Teacher asks students about their schedules in each day and let them tell what they do. Then let them do the pre-test 30 items.
3. Let students learn "Reading Skill Task" Package 1 "What's your schedule like?" Teacher reads vocabulary then let students repeat.

Presentation

4. Students learn the structure of Wh-question? And the examples from handout 1/2.
5. Students write the structure of Wh-question? And the examples from handout 1/2 in their notebooks.
6. Teacher gives handout 1/3 "What's your schedule like?" to students and let them read 10 minutes and answer the questions to check their comprehension.

Practice

7. Students do in pairs by answering the questions from the text and write true or false in their worksheet 1/4. The pairs who finish answering the questions first raise their hands and say "Bingo". They will receive one star card for collecting scores. If the pairs who can answer all the questions correctly they will receive five stars card to collect scores.

Period 2

8. Divide students into group of 4 and let them to order the events from the text they have read in worksheet 1/5. The group who orders the events finish first raise their hands and say "Bingo". They will receive one star card for collecting scores. If the

group who can answer all the questions correctly they will receive five stars card to collect scores.

Production

9. Each student writes the schedule 5 sentences or more in worksheet 1/6 by looking the example from handout 1/3.
10. Let students talk about their schedules in front of the class and vote who is the most impressive students then gives them a star card. The student who has the highest stars will get 5 scores to collect. Teacher announces the name of the student who has got the highest stars then records the quality of works in the record form and keeps it in their portfolio.
11. Students do the test in the task in 15 minutes, then the teacher check the test and record the marks.

8. Teaching Aids:

- 8.1 Pre-test
- 8.2 Reading skill task
- 8.3 Handout 1/2-1/6
- 8.4 The test

9. Evaluation:

9.1 How to evaluate:

- Correct students' answering the questions.
- Observation of the conversation in pairs and in class.
- Check exercises

9.2 Instrument of evaluation:

- Observation form

9.3 Criterion of evaluation:

- Students participate in learning at good level.
- Students do the exercises correctly at 60 %

10. Subject Area Involved:

- Communication in daily life.

11. Additional Activity

- Students can change the situation in which they like.

12. Remark:

12.1 Result of the learning

.....
.....
.....

12.2 Problems / Obstacles

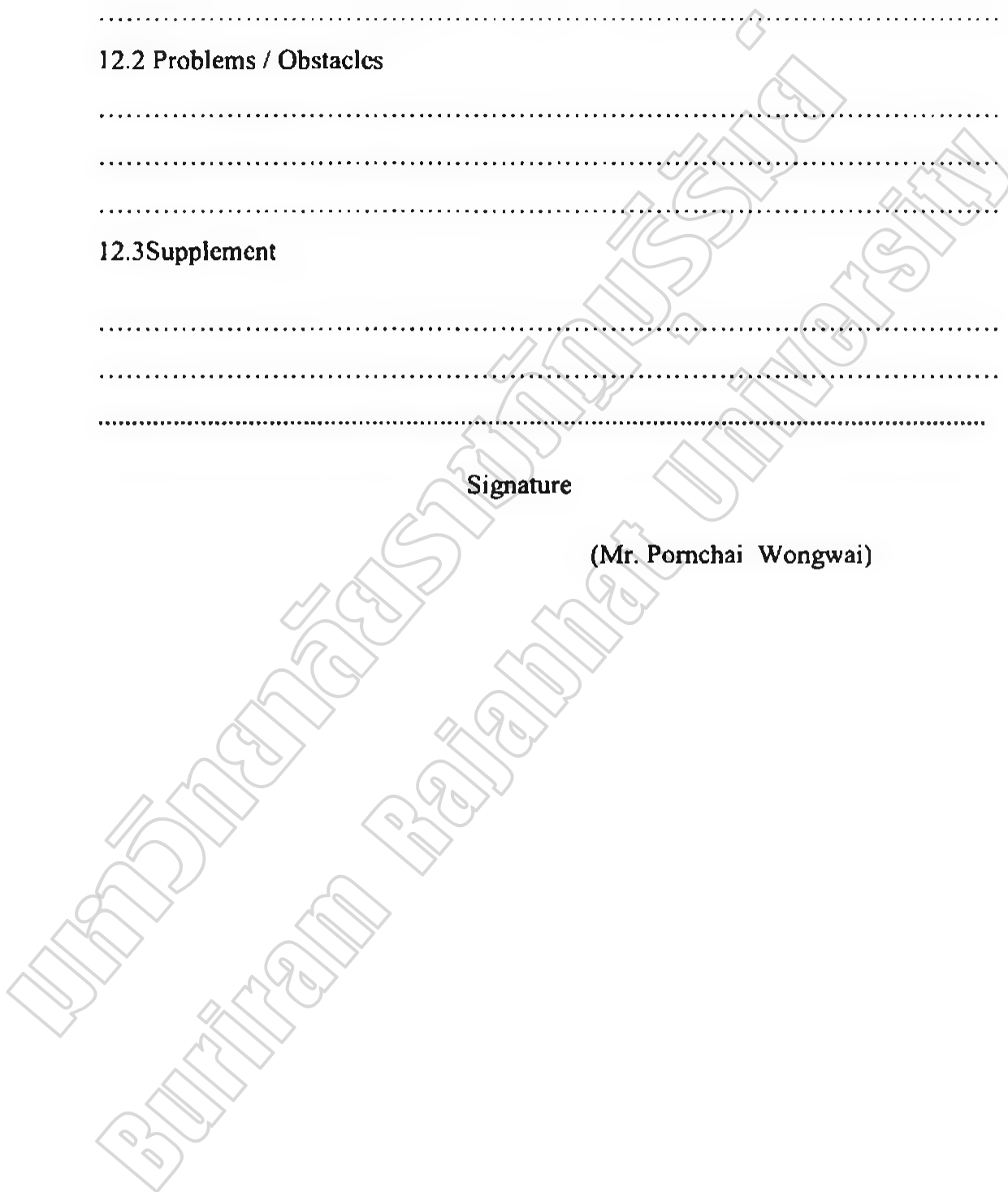
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12.3 Supplement

.....
.....
.....

Signature

(Mr. Pornchai Wongwai)



Lesson Plan 2

Course: English 23102

Grade Level: M. 3

Theme: Places

Topic: Tourist Places

Semester: 2/ 2011

Time Allocation: 2 periods

.....

1. Core Concept: Practicing in English reading skill is the important one for students to be familiar with English language. And more over in many situations or the activities in their daily lives can make them fun and promote their English reading skill more efficiency.

2. Performance Indicators:

FL 1.1 Understanding and ability in interpreting what has been heard read from various types of media, and ability to express opinions with reasons

FL 1.2 Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions

FL 3.1 Using foreign language to link knowledge with other areas, as foundation for further development, seeking knowledge and broadening one's world view

3. Learning Outcomes:

Terminal Objective: Students can read the content from the text correctly and comprehend it correctly.

Enabling Objectives: Students are able to

1. Pronounce and give the meaning of the words correctly.
2. Fill the words in the sentences correctly.
3. Order the situations in the passage correctly.
4. Write conclusion in the graphic plan

4. Enduring Understanding:

4.1 Vocabulary in the conversation

4.2 Use the words, expressions, and structures to explain the conversation correctly.

4.3 Differences in greeting between English and Thai cultures.

5. Expected Characteristics:

5.1 Students have discipline.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Contents:

6.1 Words: vacation, flight, enormous, native, snorkel, coral, excited, wonderful

6.2 Sentences: There is / There are

6.3 Grammar: Verb Patterns

- In Sydney, there is the famous Opera House.
- There are beautiful beaches.

7. Teaching Procedure:

Period 1

Warm - Up

1. Teacher greets and tells students about the objectives of the study and how to assess and evaluate from the study of this lesson.

Presentation

2. Let students learn "Reading Skill Task" Package 2 "The Land of Oz" Teacher reads vocabulary cards 2/1 then let students repeat.
3. Students learn the structure of There is / There are and the examples from handout 2/2.
4. Students write the structure of There is / There are and the examples from handout 2/2 in their notebooks.
5. Teacher gives handout 2/3 "The Land of Oz" to students and let them read 10 minutes and answer the questions to check their comprehension.

Practice

6. Students do in pairs by answering the questions from the text and write true or false in their worksheet 2/4. The pairs who finishing answer the questions first raise their hands and say "Bingo". They will receive one star card for collecting scores. If the pairs who can answer all the questions correctly they will receive five stars card to collect scores.

Period 2

7. Divide students into group of 4 and let them to order the events from the text they have read in worksheet 2/5. The group who orders the events finish first raise their hands and say "Bingo". They will receive one star card to collect. If the group who can answer all the questions correctly they will receive five stars card to collect scores.

Production

- 8. Let each student does the exercise by summarizing the story in their worksheets 2/6 and decorate their graphic plans by using worksheet 2/3 as an example.
- 9. Each student presents their graphic plans and let their peers vote their works which one is the best. Then the teacher announces who has got the highest stares and let them keep their works in their portfolio.
- 10. Students do the test in the task in 15 minutes, and then the teacher checks the test and records the marks.

8. Teaching Aids:

- 8.1 Reading skill task
- 8.2 Handout 2/2-2/6
- 8.3 The test

9. Evaluation:

9.1 How to evaluate:

- Correct students' answering the questions.
- Observation of the conversation in pairs and in class.
- Check exercises

9.2 Instrument of evaluation:

- Observation form

9.3 Criterion of evaluation:

- Students participate in learning at good level.
- Students do the exercises correctly at 60 %

10. Subject Area Involved:

- Communication in World Wide.

11. Additional Activity:

- Students can change the situation in which they like.

12. Remark:

12.1 Result of the learning

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12.2 Problems / Obstacles

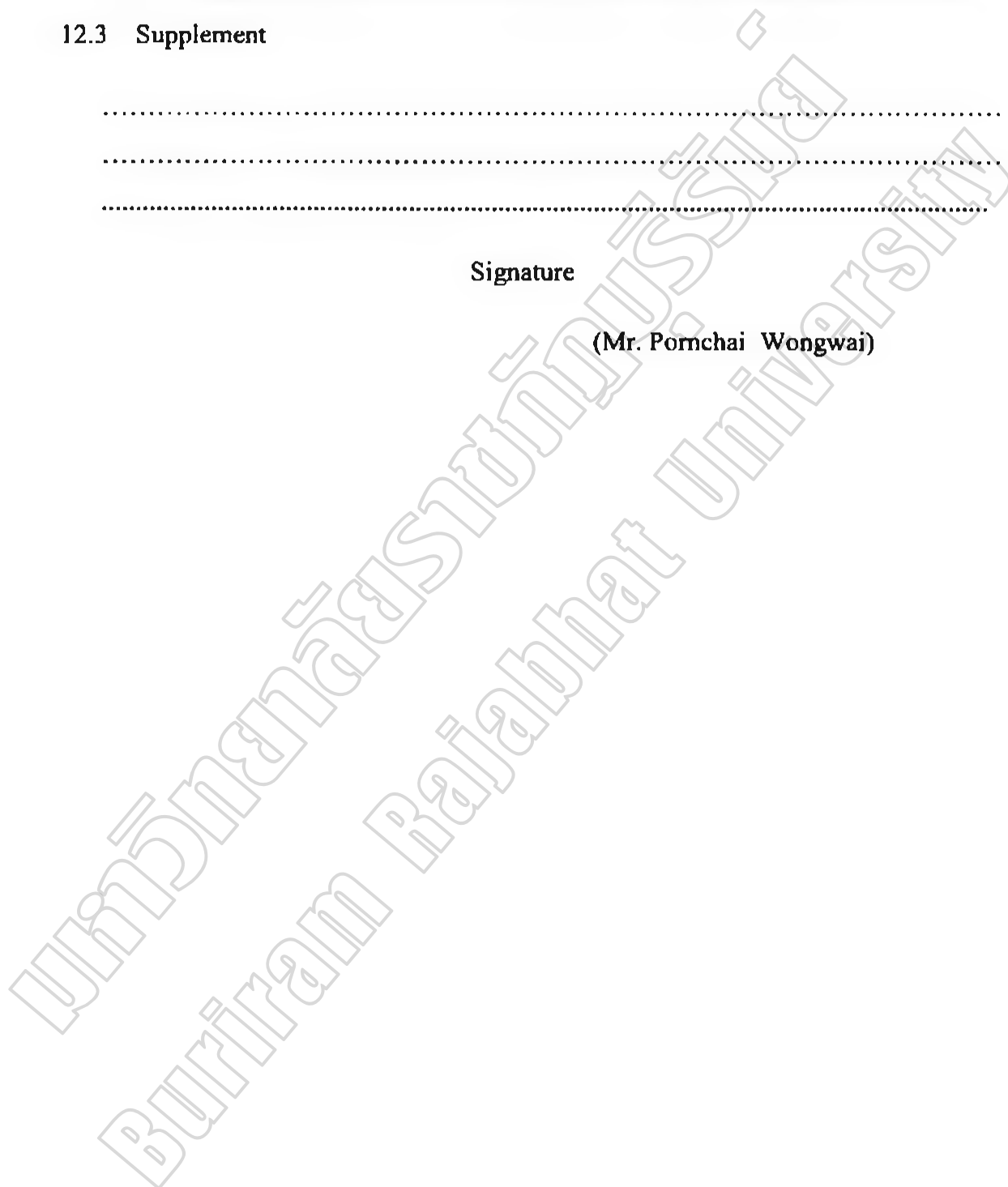
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12.3 Supplement

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Signature

(Mr. Pornchai Wongwaj)



Lesson Plan 3

Course: English 23102

Grade Level: M. 3

Theme: Weather

Topic: Travel Around the World

Date: June, 2011

Time Allocation: 2 periods

1. **Core Concept:** English Reading skill is the most important skill. Students who practice a lot could be familiar with it by using the activities in their daily lives as contents. Therefore, students could do many activities to enhance their reading skill effectively.
2. **Performance Indicators**
 - FL 1.1 Understanding and ability in interpreting what has been heard read from various types of media, and ability to express opinions with reasons
 - FL 1.2 Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions
 - FL 3.1 Using foreign language to link knowledge with other areas, as foundation for further development, seeking knowledge and broadening one's world view
 - FL 4.1 Ability to use foreign languages in various situations: in school, community, and society
3. **Learning Outcomes:**
 - 3.1 **Terminal Objective:** Students are able to read the content correctly and comprehend it correctly.
 - 3.2 **Enabling Objectives:**
 1. Students are able to pronounce and tell the meaning of vocabularies correctly.
 2. Students read the content and choose the answers correctly.
 3. Students read the content and answer true or false correctly.
 4. Students read the content and conclude the content in the graphic plan correctly.
4. **Enduring Understanding:**
 - 4.1 Vocabulary in the conversation
 - 4.2 Use the words, expressions, and structures to explain the conversation correctly.
 - 4.3 Differences in greeting between English and Thai culture.
5. **Expected Characteristics:**

- 5.1 Students have discipline.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Contents:

- 6.1 Words: winter, weather, cool, spring, summer, cold, sunny, rainy, warm, hot
- 6.2 Sentences: Subject + Past Form of Verb + Object + ...
- 6.3 Grammar: Agreement of Subjects and Verbs
 - Scott went on a cultural tour to Beijing, China.
 - He visited the Forbidden City.

7. Teaching Procedure:

Period 1

Warm - Up

1. Teacher greets and tells students about the objectives of the study and how to assess and evaluate from the study of this lesson.
2. Let students learn "Reading Skill Task" Package 3 "Touring the World" Teacher reads vocabulary cards 3/1 then let students repeat.

Presentation

3. Students learn the structure of Agreement of Subjects and Verbs and the examples from handout 3/2.
4. Students write the structure of Agreement of Subjects and Verbs and the examples from handout 3/2 in their notebooks.
5. Teacher gives handout 3/3 "Touring the World" to students and let them read 10 minutes and answer the questions to check their comprehension.

Practice

6. Each student answers the questions from the text and write true or false in their worksheets 3/4. Student who answers the questions finish first raise their hands and say "Bingo". They will receive one star card to collect. If student who can answer all the questions correctly they will receive five stars card to collect score.

Period 2

7. Divide students into group of 4 and let them to order the events from the text they have read in worksheet 3/5. The group who orders the events finish first raise their hands and say "Bingo". They will receive one star card to collect. If the group

who can answer all the questions correctly they will receive five stars card to collect scores.

Production

8. Let each student does the exercise by conclude the story in their worksheets 3/6 and decorate their graphic plans by using worksheet 3/3 as an example.
9. Each student presents their graphic plans and let their peers vote their works which one is the best. Then the teacher announces the name of the student who has got the highest stars and let them keep their works in their portfolio.

8. Teaching Aids:

- 8.1 Reading skill task
- 8.2 Handout 3/2-3/6
- 8.3 The test

9. Evaluation:

9.1 How to evaluate:

- Correct students' answering the questions.
- Observation of the conversation in pairs and in class.
- Check exercises

9.2 Instrument of evaluation:

- Observation form

9.3 Criterion of evaluation:

- Students participate in learning at good level.
- Students do the exercises correctly at 60 %.

10. Subject Area Involved

- Communication in World Wide.

11. Additional Activity

- Students can change the situation in which they like.

12. Remark:

12.1 Result of the learning

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12.2 Problems / Obstacles

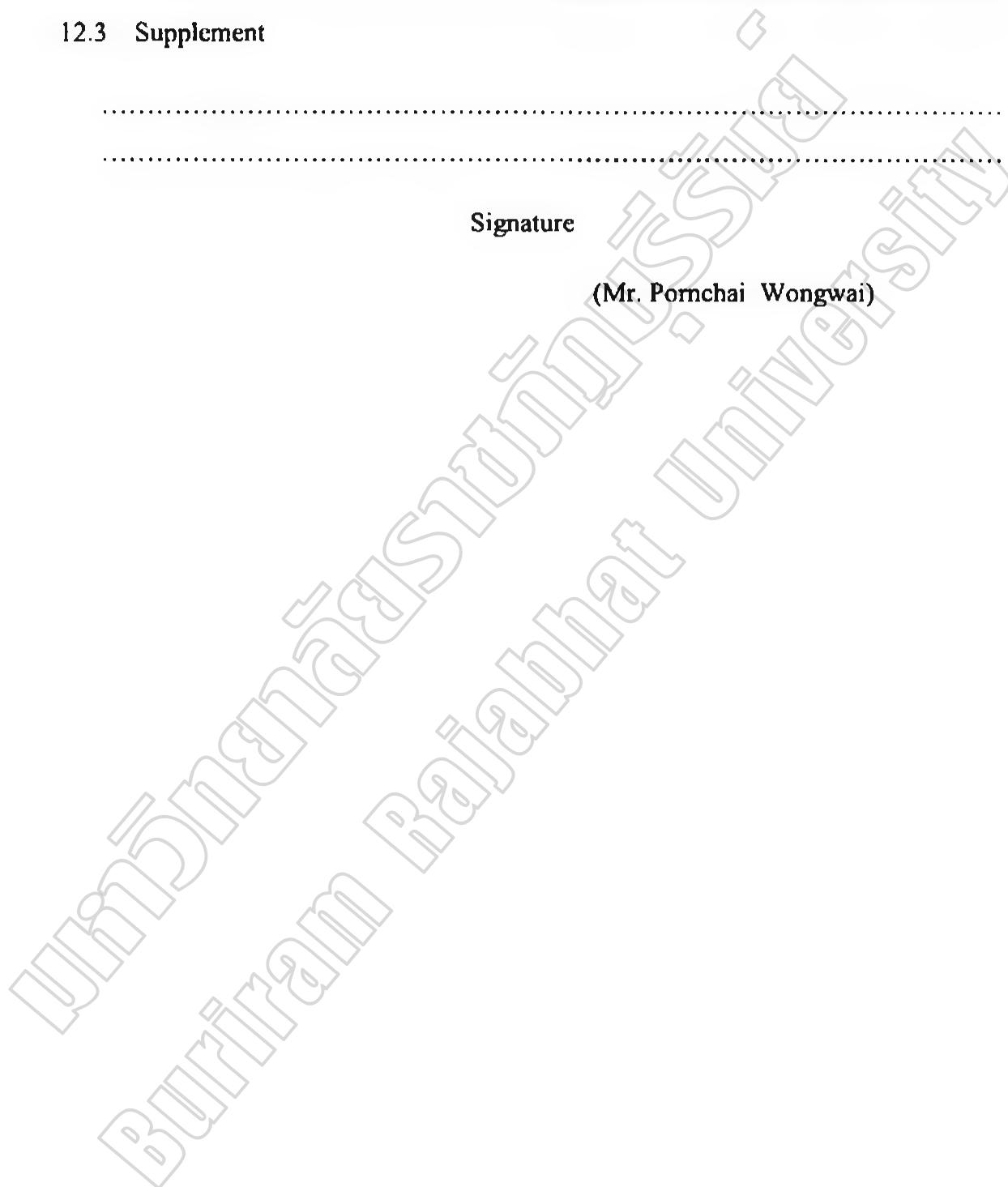
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12.3 Supplement

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Signature

(Mr. Pornchai Wongwai)



Lesson Plan 4

Course: English 23101

Grade Level: M. 3

Theme: Foreign Culture

Topic: Eating for Good Luck

Date: June, 2011

Time Allocation: 2 periods

1. **Core Concept:** English Reading skill is the most important skill. Students who practice a lot could be familiar with it by using the activities in their daily lives as contents. Therefore, students could do many activities to enhance their reading skill effectively.
2. **Performance Indicators:**
 - FL 1.1 Understanding and ability in interpreting what has been heard read from various types of media, and ability to express opinions with reasons
 - FL 1.2 Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions
 - FL 2.1 Appreciating the relationship between language and culture of native speakers and ability in using language appropriately
3. **Learning Outcomes:**

Terminal Objective: Students are able to read the content and comprehend it correctly. Then they can compare the belief between Thai culture and foreign one.

Enabling Objectives:

 1. Students are able to pronounce and tell the meaning of vocabulary correctly.
 2. Students read the content and answer true or false correctly.
 3. Students read the content and write the sentences correctly.
 4. Students read the content and write to compare the beliefs between Thai culture and foreign one.
4. **Enduring Understanding:**
 - 4.1 Vocabulary in the conversation
 - 4.2 Use the words, expressions, and structures to explain the conversation correctly.
 - 4.3 Differences in greeting between English and Thai cultures.
5. **Expected Characteristic:**
 - 5.1 Students have discipline.
 - 5.2 Students are diligent.
 - 5.3 Students pay attention in learning.

6. Contents:

Words: good luck, tangerine, custom, vasilopitta, black-eyed pea, Chinese, Jewish, Greek, strength

Sentences: Some + Subject (Plural) + Verb + ...

Everyone + Verb (s, es) +

Grammar: Agreement of Subjects and Verbs

- Some Chinese people eat tangerines.
- Everyone tries to find the coin for luck.

7. Teaching Procedure:

Period 1

Warm - Up

1. Teacher greets and tells students about the objectives of the study and how to assess and evaluate from the study of this lesson.
2. Let students learn "Reading Skill Task" Package 4 "Eating for Good Luck"
Teacher reads vocabulary cards 4/1 then let students repeat.

Presentation

3. Students learn the structure of Agreement of Subjects and Verbs and the examples from handout 4/2.
4. Students write the structure of Agreement of Subjects and Verbs and the examples from handout 4/2 in their notebooks.
5. Teacher gives handout 4/3 "Eating for Good Luck" to students and let them read 10 minutes and answer the questions to check their comprehension.

Practice

6. Each student answers the questions from the text and write true or false in their worksheets 4/4. Student who answers the questions finish first raise their hands and say "Bingo". They will receive one star card to collect. If student who can answer all the questions correctly they will receive five stars card to collect scores.

Period 2

7. Divide students into group of 4 and let them to order the events from the text they have read in worksheet 4/5. The group who orders the events finish first raise their hands and say "Bingo". They will receive one star card to collect. If the group who can answer all the questions correctly they will receive five stars card to collect score.

Production

8. Let each student does the exercise by conclude the story in their worksheets 4/6 and decorate their graphic plans by using worksheet 4/3 as an example.
9. Each student presents their graphic plans and let their peers vote their works which one is the best. Then the teacher announces who can get the star most and let them keep their works in their portfolio.

8. Teaching Aids:

- 8.1 Reading skill task
- 8.2 Handout 4/2-4/6
- 8.3 The test

9. Evaluation:

9.1 How to evaluate:

- Correct students' answering the questions.
- Observation of the conversation in pairs and in class.
- Check exercises

9.2 Instrument of evaluation:

- Observation form

9.3 Criterion of evaluation:

- Students participate in learning at good level.
- Students do the exercises correctly at 60 %.

10. Subject Area Involved:

- Communication in World Wide.

11. Additional Activity:

- Students can change the situation in which they like.

12. Remark:

12.1 Result of the learning

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12.2 Problems / Obstacles

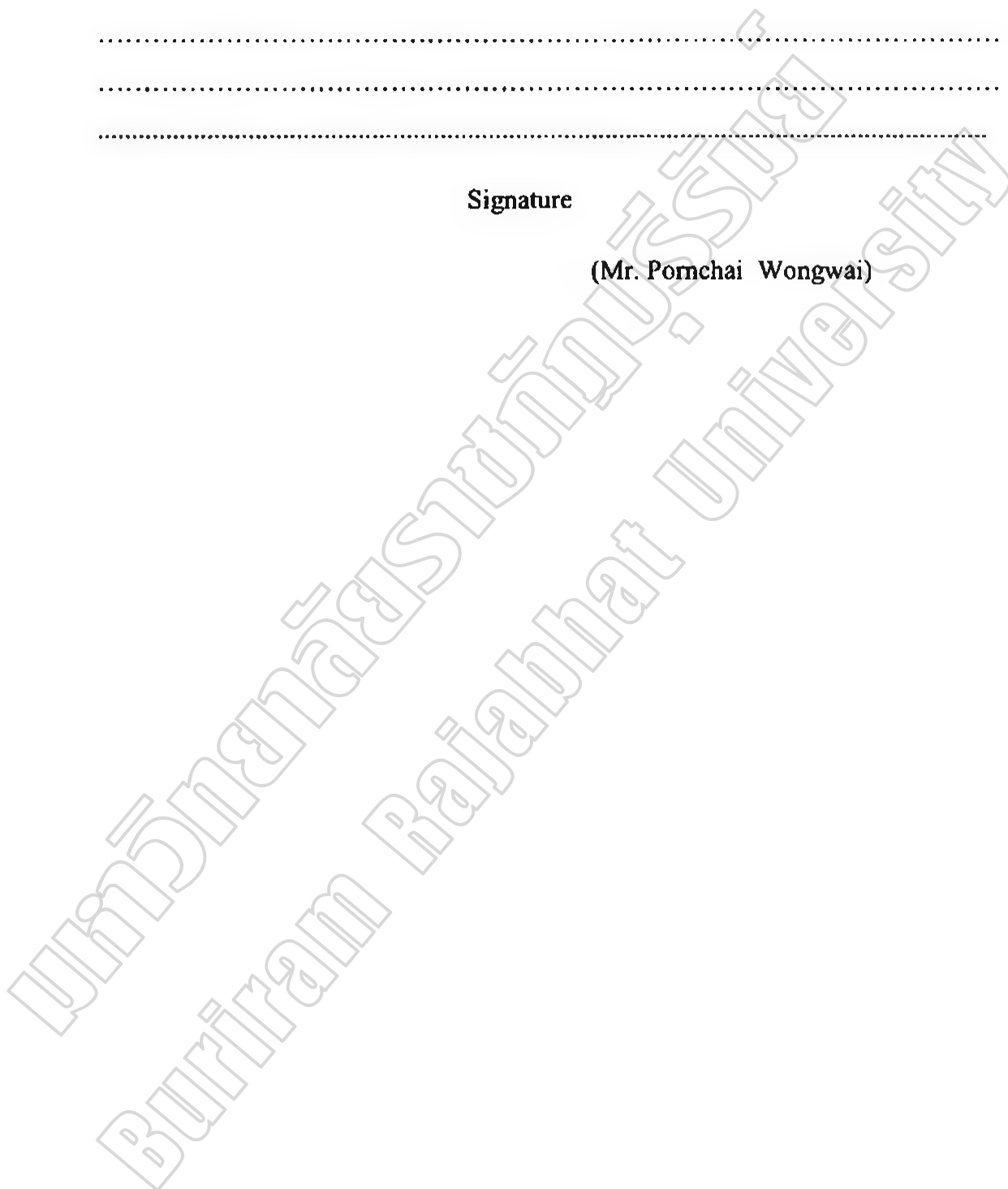
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12.3 Supplement

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Signature

(Mr. Pornchai Wongwai)



Lesson Plan 5

Course: English 23101

Grade Level: M. 3

Theme: Foreign Language

Topic: A World Language

Date: June, 2011

Time Allocation: 2 periods

1. Core Concept: English Reading skill is the most important skill. Students who practice a lot could be familiar with it by using the activities in their daily lives as contents. Therefore, students could do many activities to enhance their reading skill effectively.

2. Performance Indicators:

FL 1.1 Understanding and ability in interpreting what has been heard from various types of media, and ability to express opinions with reasons

FL 1.2 Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions

FL 2.1 Appreciating the relationship between language and culture of native speakers and ability in using language appropriately

3. Learning Outcomes:

Terminal Objective: Students are able to read the contents correctly and comprehend them correctly.

Enabling Objectives:

1. Students are able to pronounce and tell the meaning of vocabulary correctly.
2. Students read the content and answer true or false correctly.
3. Students read the content and choose the answers correctly.
4. Students read the content and make the sentences completely.

4. Enduring Understanding:

4.1 Vocabulary in the conversation

4.2 Use the words, expressions, and structures to explain the conversation correctly.

4.3 Differences in greeting between English and Thai cultures.

5. Expected Characteristics:

5.1 Students have discipline.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Contents:

Words: language, biscuit, queue, alike, chip, line

Sentences: Subject1 + Verb1 + but + Subject2 + Verb2 +
Subject1 and Subject2 + Verb +

Grammar: Conjunction: and/but

- There are many varieties of English too, but British English and American English is the most common kinds.
- American English and British English are not always alike, either..

7. Teaching Procedure:

Period 1

Warm- Up

1. Teacher greets and tells students about the objectives of the study and how to assess and evaluate from the study of this lesson.
2. Let students learn "Reading Skill Task" Package 5 "A World Language" Teacher reads vocabulary cards 5/1 then let students repeat. Students learn the structure of Conjunction and the examples from handout 5/2.

Presentation

3. Students write the structure of Conjunction and the examples from handout 5/2 in their notebooks.
4. Teacher gives handout 5/3 "A World Language" to students and let them read 10 minutes and answer the questions to check their comprehension.
5. Each pair of students answers the questions from the text and write true or false in their worksheets 5/4. Student who answers the questions finish first raise their hands and say "Bingo". They will receive one star card to collect. If student who can answer all the questions correctly they will receive five stars card to collect score.

Period 2

6. Divide students into group of 4 and let them to match the word between American English and British English they have read in worksheet 5/5. The

group who orders the events finish first raise their hands and say “Bingo”. They will receive one star card to collect. If the group who can answer all the questions correctly they will receive five stars card to collect score.

Practice

7. Let each student does the exercise by conclude the story in their worksheets 5/6 and decorate their graphic plans by using worksheet 5/3 as an example.

Production

8. Each student presents their graphic plans and let their peers vote their works which one is the best. Then the teacher announces who has got the highest stars and let them keep their works in their portfolio.

8. Teaching Aids:

- 8.1 Reading skill task
- 8.2 Handout 5/2-5/6
- 8.3 The test

9. Evaluation:

9.1 How to evaluatc:

- Correct students’ answering the questions.
- Observation of the conversation in pairs and in class.
- Check exercises

9.2 Instrument of evaluation:

- Observation form

9.3 Criterion of evaluation:

- Students participate in learning at good level.
- Students do the exercises correctly at 60 %

10. Subject Area Involved:

- Communication in daily life.

11. Additional Activity

- Students can change the situation in which they like.

12. Remark:

12.1 Result of the learning

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12.2 Problems / Obstacles

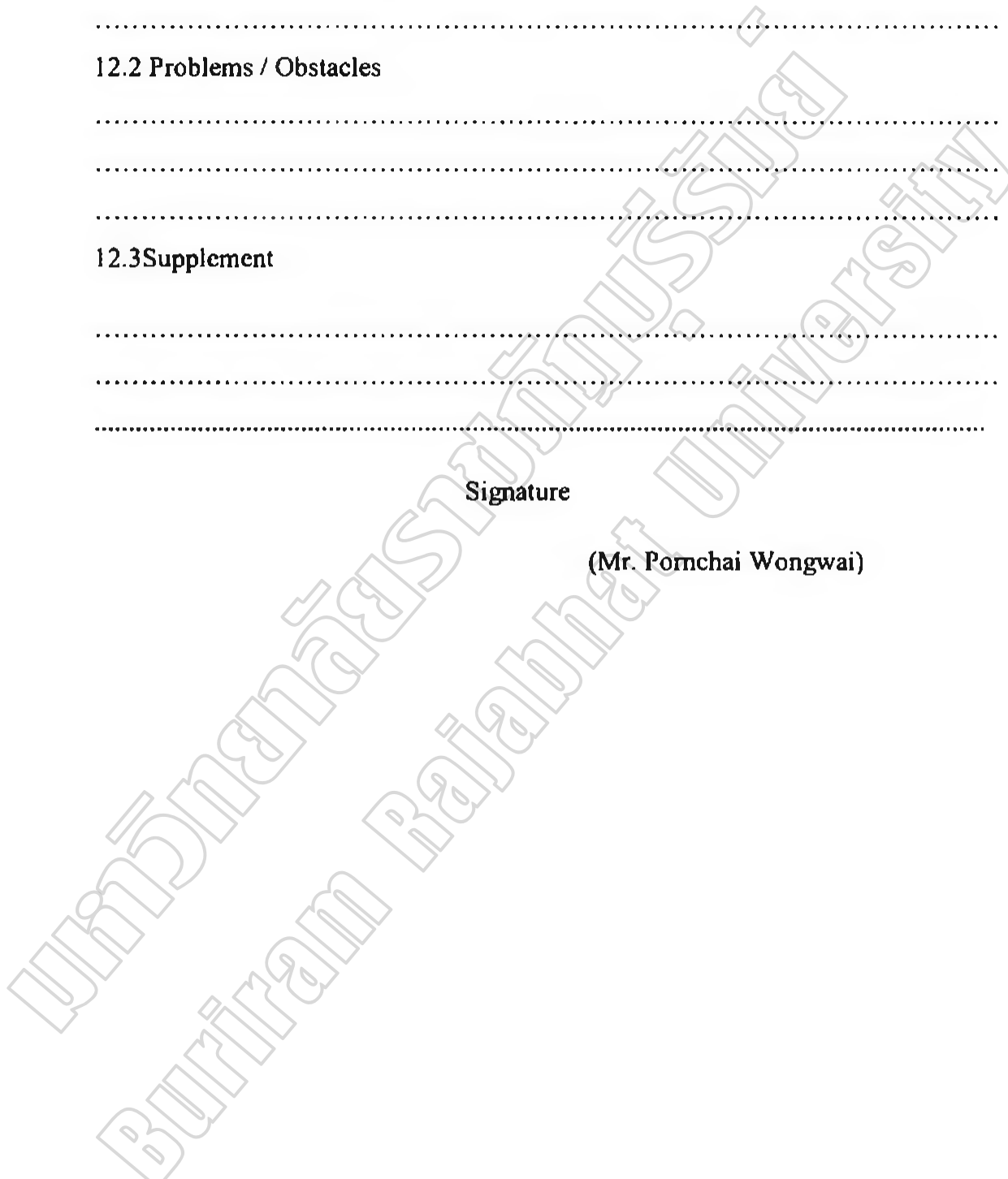
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Signature

(Mr. Pomchai Wongwai)




Pre test – Post test

Part A: Read the article and check *True* or *False*. (Item: 1-6)

TOURING THE WORLD

SCOTT
 • He visited
 Beijing.
 • The weather
 was winter
 and the weather
 was cold, not
 sunny. He
 visited the
 Great Wall
 City, and he
 saw the
 Great Wall.



Marta went to Peru. She joined the
 crew of Kayaks on the Andes Mountains,
 and she traveled by train to the ruins
 of the old Inca city of Machu Picchu.
 It was sunny, and the weather was warm.

Ben and Lisa traveled to Kenya to see the
 wildlife. They saw many animals and made
 some beautiful photos. It was summer, and
 the weather was very hot.

1. _____ Scott went to Beijing, China.
2. _____ In Paris, the weather was cold and sunny.
3. _____ Marta traveled by car to ruins of the old Inca city of Machu Picchu.

Herbal Medicines

Garlic
 Garlic isn't just for cooking. You can use garlic for many
 illnesses. Take it for a sore throat, headaches, and
 toothaches. The only problem is garlic's bad smell.


Ginger
 Ginger is used a lot in Asian cuisine, but you can use it as
 a remedy. Drink a cup of hot ginger tea or chew small
 pieces of it for sore throats.

Ginseng
 Ginseng is good for colds and headaches. Drink a cup
 of ginseng tea three times a day. Ginseng creams are
 very good for the skin, too. Some people take ginseng
 capsules to stay young, but they need to do exercise, too.

Chili
 There are many kinds of chili, and it is used for almost
 anything. Chili is good for the digestive, the heart,
 fever, diarrhea, toothaches, and more. It also helps to
 reduce cholesterol. Eat lots of hot chili, and stay healthy.

Cloves
 Today you can find cloves used in baking and cooking, and
 as an ingredient in perfumes and toothpaste. But oil of cloves
 appeared in Chinese medicine as far back as 600 A.D. It is a
 very old anesthetic used by dentists to stop pain. Use it for
 colds, coughs, flu, and allergies, too.

For any bad problems, it's best to ask your doctor for advice.









4. _____ Garlic is used for a stomachache.
5. _____ Ginger is not good for cooking.
6. _____ Oil of cloves is a modern anesthetic.

Part B: Read the article and complete these sentences.(Item: 7-12)

Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

On New Year's Day, many people eat special foods for good luck in the new year.

 <p>Some Chinese people eat tangerines. Tangerines are round. Round foods end and begin again. Like years.</p>	 <p>It is a Jewish custom to eat apples with honey for a sweet new year.</p>	 <p>Greeks eat vasilopitta, bread with a coin inside. Everyone tries to find the coin for luck and money at the new year.</p>
 <p>In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve - one grape for good luck in each month of the new year.</p>	 <p>On New Year's Day in Japan, people eat mochi - rice cakes - for strength in the new year.</p>	 <p>Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollars.</p>

a. honey b. coin c. round d. new year's eve

Example: Some Chinese people eat tangerines. Tangerines are sweet, like years. (round)


7. Some Jewish people eat apples with candy for a sweet new year. (_____)
8. Greeks eat vasilopitta, bread with beans inside. (_____)
9. In Europe, people eat 12 grapes for good luck in the new year. (_____)

Shop

We all like to treat ourselves on special occasions. We buy a new pair of shoes, a shirt, or some new clothes. But shopping can become an addiction. Studies show that 39 million Americans can't control their desire for shopping. That is about one in every twenty Americans! Cindy Marshall is one of these people.

How to prevent uncontrolled shopping

- Do not use credit cards a lot.
- Keep only one credit card for emergencies.
- Pay for purchases with cash or with a check.
- Don't take a lot of money with you.
- Wait one week after clothes are bought.
- Make a shopping list and only buy what is on the list.
- If you feel out of control, then look for help from a professional counselor.



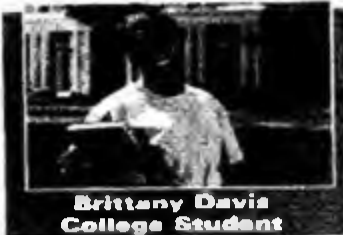
Cindy stole \$3,000 from the company where she worked. She used the money to buy the first shopping addict's guide to us. The following is a list of things she bought. Most of the clothes were opened, and they remained in their original packaging or were in their original size. 32 pairs of 1,000 items of designer clothing fall unused. 100 pairs of shoes, and 600 Barbie dolls.

Cindy suffers from a medical condition called compulsive shopping disorder. She cannot resist the temptation to buy something, even if she doesn't need it. People with this condition believe that if they stop, they are going to feel better. Cindy was arrested for stealing and she is now in jail.

- A. even if she doesn't need it.
- B. then look for help from a professional counselor.
- C. they are going to feel better.

10. If you feel out of control, _____.
11. She can't resist the temptation to buy something, _____.
12. If they shop, _____.

Part C: Read the article, then number the activities. (Item: 13-18)



Brittany Davis
College Student

Mike: What's your schedule like?

Brittany: My classes start at 8:00 a.m., so I get up at 7:00 and take the bus to school.

MS: When do your classes end?

BD: They end at noon. Then I have a job at the library.

MS: So when do you study?

BD: My only time to study is in the evening, from eight until midnight.

13. _____ She goes to class.

14. _____ She takes the bus

15. _____ She gets up.



The Land of Oz

Kim is from Korea. She and her parents are leaving for Australia on vacation. Their flight from Seoul to Sydney is boarding now.

Australia is enormous. It's a country and a continent. Australians speak English, but they have their own slang. Australians are called Aussies. Their country is Oz, and they have forty different kinds of roos (kangaroos). The word kangaroo is native Australian.

There are also lots of things to do in Australia. In Sydney, there is the famous Opera House, and there are beautiful beaches. In the northeast, there is the Great Barrier Reef. Visitors can snorkel. They also can see the beautiful coral and a great variety of fish. There is also Ayers Rock in the center of the country. It's a very, very big rock 345 meters tall and 3 kilometers long.

Kim is very excited about her trip to all these wonderful places.

16. _____ A. Australia are called Aussies.

17. _____ B. They also can see the beautiful coral and a great variety of fish.

18. _____ C. Kim and her parents are leaving for Australia on vacation.

Part D: Read the article, then match the words with the words given.(Item: 19-24)

A World Language

Today over a billion people around the world speak English. English is a part of our lives. We wear "jeans," listen to music on a "CD," eat a "hamburger," turn on the "TV," and go to the "shopping center."

Actually, English has words from two hundred languages or more. A large number of those words are from French. Do you know about the Norman Invasion of England in 1066? That's why so many words come from France. Here are examples of words from other languages in English: You eat "pork" (French/Latin), you study "math" (Greek), go to a "kindergarten" (German), wash your hair with "shampoo" (Hindi, from India), and so on.

There are many varieties of English too, but British English and American English are the most common kinds. American English and British English are not always alike, either. Look at the following list of words:

American English

apartment

cell phone

flat

chips


British English

apartment

cell phone

flat

chips



- | | |
|---|---|
| <p>19. Apartment ==> _____</p> <p>20. French fries ==> _____</p> <p>21. Mobile phone ==> _____</p> | <p>A. Cell phone</p> <p>B. Flat</p> <p>C. Chips</p> |
|---|---|

The Human Pump


Your heart is about the size of your closed hand, and weighs only about 280 grams. But it is very strong. It is the engine of the human body. The heart beats over 100 thousand times a day. It never stops pumping blood through your body.

The heart brings fresh blood to the rest of the body. The blood contains the food and oxygen that the body needs. The heart also recycles blood and cleans it of waste before it sends it on its journey through the body.

You have about 4.7 liters of blood in your body. Your heart pumps about 7,600 liters of blood a day, every day, all your life. The blood travels through tubes called vessels. There are about 96,000 blood vessels in the human body.

In order to have a healthy heart, observe the following points:

- ▶ Smoking: Don't smoke. Smokers have twice the risk of heart disease.
- ▶ Overweight: Eat healthy food. Overweight people have an increased risk of heart disease.
- ▶ Stress: People with stressful jobs have a higher risk of heart disease.
- ▶ High blood pressure: People with high blood pressure have more heart attacks.
- ▶ Fitness: Physical activities and exercise reduce the risk of heart disease.



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| <p>_____ 22. How often does the heart beat per day?</p> <p>_____ 23. How many blood vessels are there in the body?</p> <p>_____ 24. How much blood is there in the body?</p> | <p>A. 96,000 blood vessels</p> <p>B. 100 thousand times</p> <p>C. 4.7 liters of blood</p> |
|--|---|

Part E: Read the article, then choose the best answer. (Item: 25-30)

Reading

Healthy Foods

Kiwi fruit is originally from China. It is called yang tao in southeast Asia, and it was once a favorite of the great Khan emperors. Today you can find kiwi all over the world.

The small, oval-shaped fruit gets its name from the native bird of New Zealand, the kiwi. Both the fruit and bird have fuzzy brown skin. Inside, the fruit is bright green with tiny black seeds. It tastes like a combination of strawberry, melon, and banana, but actually that means it has its own unique flavor. It can be eaten alone, baked in fruit tarts, put into green salads, mixed in fruit salad, or sliced with yogurt or ice cream. Kiwi fruit adds a wonderful flavor and appearance to food.

But the kiwi is much more than an exotic fruit. According to recent studies, kiwi has the most nutrients of all fruits. The protective properties of kiwi can help children with breathing problems and coughs. It is an excellent source of vitamin C, and it is good for colds and asthma.







NUTRIENTS CONTAINED IN EACH KIWI FRUIT

(PERCENTAGE OF HOW MUCH YOU NEED EVERY DAY)

Vitamin C ————— 95%	Vitamin E — (about 4%)
Fiber — (about 10%)	Vitamin B2 — (about 3%)
Potassium — (about 7%)	Vitamin A — (about 2%)
Magnesium — (about 5%)	

Professions

Read what some teenagers say about their ideas for careers.

 <p style="font-size: x-small; margin: 0;">"I want to be a soccer player when I grow up." Oscar Gomez, Mexico City, Mexico</p>	 <p style="font-size: x-small; margin: 0;">"When I grow up, I'd like to be a model or a singer." Anjali Marria, Canada, Vancouver</p>
 <p style="font-size: x-small; margin: 0;">"When I grow up, I want to be a gym teacher." Anu Bin, Beijing, China</p>	 <p style="font-size: x-small; margin: 0;">"I want to be an agricultural engineer. I want to help grow more food for people." Thi Le, Ho Chi Minh City, Vietnam</p>
 <p style="font-size: x-small; margin: 0;">"I want to be a musician. I'm learning to play the flute." Myrica Senan, Toronto, Italy</p>	 <p style="font-size: x-small; margin: 0;">"I want to be a naturalist. I want to live in the forest all my life and work with animals." Celina Trubel, Iquitos, Peru Forest, Brazil</p>

25. Where does the kiwi come from?

- a. Japan b. China c. Korea d. India

26. What does it taste like?

- a. melon b. onion c. orange d. grape

27. What vitamin does kiwi contain?

- a. Zinc b. Vitamin E c. Vitamin B12 d. Calcium

28. What does Oscar want to be?

- a. musician b. a naturalist c. a soccer player d. a model

29. Why does Celina want to be a naturalist?

- a. She wants to help grow more food for people. b. She wants to play a flute.
c. She wants to sing a song. d. She wants to live in the forest all her life.

30. Who wants to be a gym teacher?

a. Oscar

b. Monica

c. Guo Lee

d. Thi Lien

Answer Key English Pre-Test**For Mathayom 3**

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|----------|----------|----------|----------|----------|
| 1. True | 2. False | 3. False | 4. False | 5. False |
| 6. False | 7. a | 8. b | 9. d | 10. b |
| 11. a | 12. c | 13. 3 | 14. 2 | 15. 1 |
| 16. 2 | 17. 3 | 18. 1 | 19. b | 20. c |
| 21. a | 22. b | 23. a | 24. c | 25. b |
| 26. a | 27. b | 28. c | 29. d | 30. C |

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