

CHAPTER 3

RESEARCH METHODOLOGY

This study develops a model of arranged activities to promote reading habits for students in level 2 and implements the model. The study is done in two phases: (1) the phase of studying the current status and problems in reading habits before using the model and (2) the phase to develop model of arranged activities and to implement the activities to promote good reading habits and followed by the study of the outcomes of using the model.

This research implements the research in these following processes: (1) picking a target group, (2) preparing the tools to use, (3) conducting the actual experiment and collecting data, (4) analyzing the data. These processes will be discussed below.

1. Target group choice

1.1 Phases in the model implementation

The first phase of this study is launched to gather information about the current status and problems of reading habits of the samples before the model of arranged activities to promote good reading habits can be done. The samples are (1) 46 second grade level students (grade 4–6) students at first and second semester of year 2006, (2) 15 active teachers, and (3) 40 parents of the samples at Koropo Klang Uppatum School, Doiloh subdistrict.

The methodology used to measure the current status of samples' reading habit before the model of arranged activities to promote reading habits can be implemented. The results of these measurements will be used to develop the model of arranged activities to promote good reading habit accordingly. The methodology known as “group discussion” will be also conducted to measure the reading status of the students. This method can gather the problems in reading and the needs for a model of arranged activities to promote good reading habits.

To build the tools to measure reading habits, i.e. the evaluation forms of reading habit of students in primary students (see Appendix C), this study applies and develops the attitude

evaluation form from the concept built by Smith, Smith, and Mikulecky (1978). During the group discussion the researcher will prepare the questions, issues, and note-taking materials, and tape recorder.

The second phase of this study is then taken to collect and study the results of using the model of arranged activities to promote reading habit, 4 teachers and 40 parents of student samples. Data collection will be mainly done by the researcher.

Data analysis related to the evaluation form of the reading habits of the students will be analyzed using the frequency distribution and percentage. The data gathered will also be interpreted in scores of reading habits and be compared with the set criteria. The information collected during the group discussion will be analyzed in forms of written essays.

The documents and secondary data related to the development of model of arranged activities to promote good reading habits are analyzed using the language learning theory of Vygotsky (1978) and theory of building characteristics or habits from Krathwohl (1981). The arrangement of reading activities for entertainments will be adjusted to the information known from the survey of reading status and the evaluation form of reading habits of the students as its basis. Besides, the synthesis of knowledge and data analysis to produce a model of arranged activities to promote good reading habits are included.

For the methodology for research in this period, the researcher will use the concept of classroom action research to follow the concepts of Kemmis and McTaggart (1988) as the guidelines to develop the model to arrange the reading activities to promote reading. The researcher develops a plan composed of four steps as the followings.

1.2 Four step plan to build a class action research

The first step, planning, brings the summarized forms of found problems and contexts gathered from the study in the previous phase of studying the current status and problems in reading among the samples. The evaluation forms or measurement forms to gauge the levels of reading capacity and habits, for example, can be used to plan the arranged activities to promote reading habits after a proper synthesis of the data, i.e. notebooks, filled forms, recorded tapes, issues raised in group discussion.

The second step, the action and implementation, brings the planned arranged activities to promote good reading habits into fruition. The third step, which is called the observation step, proceeds to observe events and temporary results that occur during the implementation. This observation collects the data which include the observed behaviors taking place during the arranged activities to promote reading habits, events, situations around the recorded data, the class atmosphere, and other events that take place during the learning. To add this list of methods, the study also will interview the students and teachers, observe the roles taken by the persons involved to arrange the activities as well as the students listed as samples.

The reflexive step or the fourth step of the model of arranged activities to promote good reading habits among students would bring together all data from the previous steps to be scrutinized, analyzed, discussed, and criticized with relevant personnel in the activities in order to get suggestions and summary of results. The following discussion will be done around attempts to improve and develop the better model of arranged activities to promote reading habit. The efficient arrangements will be considered to be launched in the next circle of the model implementation. The outcomes of such model of arranged activities to promote reading habit for the second grade level students will be theoretically analyzed further.

1.3 Evaluation of model outcomes

The methodology use by this study to evaluate the results of the model implementation are the evaluation forms of the reading habit level of second grade level students, i.e. the evaluation for satisfaction levels of students, teachers, and parents who joined the experiment, and evaluation of the problems and drawback found during the implementation of the planned activities to promote good reading habits. Also important in evaluation of the model implementation results are the recorded data and filled forms.

The gathered information from the evaluation will be analyzed further. For the quantitative data such as the data from evaluation forms of reading habit levels, or the evaluation forms of satisfaction level of all participants, the analysis will be done by using the frequency distribution, percentage, means, and standard deviation. Qualitative data such as

data from the recorded forms of the results of arranging activities to promote reading, recorded or written interviews forms, focus group discussions, and the written opinions of the participant will be analyzed by bringing the data into groups for comparison and evaluative analysis.

2. Tools for the Research

After intensive study over the secondary data, the researcher synthesizes the derived data and creates a set of tools for the research. These tools can be categorized into four parts.

2.1 The tools used to develop the arranged activities to promote good reading habits.

The tools used in making plan for the arranged activities such as “survey for current status and problems in reading habit”, “reading habit of the samples” (see Appendix C) are useful to identify the appropriate teaching and learning activities, learning contents, and learning sources used for the lessons. The survey forms of personal data of samples, the student’s opinion about reading, and reading with others are intended to survey the basic information, i.e. reading interests, reading behaviors, students’ methods to get books to read, reasons for satisfaction or dissatisfaction in reading, and activities to promote reading that satisfying or dissatisfying the students.

Such forms surveys will be brought to the thesis advisers for checking and commenting for further revisions. After the proper revisions are done, the survey forms are brought to the samples (4-6 grade students) to fill.

2.2 Tools used in teaching experiments

The tools used in the teaching experiment, which are the plans to arrange the activities, will be set according to the steps in teaching to read. Because the contents of the teaching on reading plan take place in 10 credit units of teaching time and five plans of arranged activities, the total sum of the planned activities become 50 plans (see Appendix B).

The researcher develops the steps to arrange the activities to promote good reading habits into the following three steps.

The teachers first plan to arrange the activities in classroom for the samples to learn the strategy to read (first step). To motivate the students to read books, the teachers prepared a plan according to the known students' reading interests from the survey of "current reading status and reading problems". The steps of arranging these activities according to the reading process are three-fold.

First, the teachers fan the motivation of the samples by laying some basic knowledge about the books that the students are going to read in order to prepare their readiness and reading interests. Here the activity planners launch two activities, which are (1) the activities to create experience and additional knowledge of the students and (2) the refreshment of old experience of the learners around the topics they're going to read. In order to prepare the learners' readiness for the books they are going to read, a discussion activities about book (book-talk) is undertaken. This book-talk, which means telling stories from the books that the teachers want the students to read, is a means to induce them to read further.

Second, during the reading, the measures are taken to ensure students' understanding about the structure and contents of the books to read. The purpose of the reading would be to identify the books or chapters to read as well as the reading media for learners to read so they understand the content. There are two activities related with this second step, which are the literature circle activities to discuss the stories the students choose to read (criticized, etc) and the exchange of opinions or understanding between groups about the stories the students read to ensure everybody in subgroups understands the whole story correctly. Another activity called "independent reading activities", which basically means reading in mind according to the interests of the students, is also launched. The students choose the books or reading media the teachers already prepared, or the students may look for books from other sources of their own interests.

Third, after the reading has been accomplished, the learners have to review carefully the language they have learned so far. The learners bring the things and contents they have learned to use in real life outside classroom. There will be some checking for their understanding upon their readings. There will be two kinds of activity here, which are the story-retelling activity (bringing the story students read, discussing in the group, and

presenting in front of classroom for other students who read different stories) and the outdoor activity. In the story-telling activity, the students choose activities of their own interests such as presenting the stories-telling using puppet show (paper puppets), the role-playing, the retelling of the stories using wax sculptures, and activities to write or reflect their thoughts about what they have read so that the students learn to express their opinion towards the books or stories they read or to express their own feelings.

Activities outside the classroom are activities arranged outside classroom in relation with the classroom activities. But this time the activities need cooperation from students and parents. The objective is to train the students to implement the reading strategies they have learned in class to be used or practiced with friends or parents. This objective leads the students to feel confident that reading is easy and can be done anywhere without limits. The atmosphere of reading is also transformed in one that supports reading in which students are freed from tension and gaining chances to choose the reading materials either of their own interests or those that teachers have prepared.

The arranged plan for the activities for each learning unit is composed of ten learning units and five planned activities for each learning units. This makes the total amount of planned activities to be 50 plans as follows.

Learning Units	Objectives of Planned Activities
1. Learning unit = Orientation and study of literature. The topics of literature “I Don’t want to be a buffalo.”	1. Participating students can help reading and writing the mottoes about their own reading. 2. Students can discuss about the contents and write “simulated diaries.” 3. Students can summarize the concepts/thoughts/teaching/morality from this reading.
2. The Story of Mahajanaka	1. Students re-tell the story of Mahajanaka. 2. Students arrange act or role-playing after the reading. 3. Students can summarize the concept/moral from the reading.
3. Story of ChaoSadPadKha	1. Students can discuss the contents from the books and write posters of missing persons. 2. Students can discuss and compare between the difference and similarity of the words “meng” (fly, moth) and “maleng” (insects) by using Venn diagram. 3. Students can summarize the concept or moral of the reading.
4. Story “SedPhaKhunYai”	1. Students can discuss the story from the books. 2. Students are able to make plan, find materials, and create characters of the story from materials. 3. Students can summarize the concept and moral of the story.
5. Story of KhunThongDaeng	1. Students can read and gain details from the story. 2. Students discuss, compare the story after they watch the CD. 3. Students can summarize the concept and moral of the story.

Learning Units	Objectives of Planned Activities
6. Reading international tales from electronic media	1. Students can search for tales from the internet. 2. Students can make plans and present the tale in various methods. 3. Students can summarize the concept, moral of the stories.
7. Beautiful Fish	1. Student can discuss the dominant characters of each of beautiful fish. 2. Students can tell stories about the origin, habitat, foods, and propagation and benefits of beautiful fish.
8. Manual for cooking	1. Students can make plan for cooking from the discussion and write the summary of the cooking steps in the summary diagram. 2. Students can practice cooking from the reading. 3. Students can tell the benefits of the reading.
9. Learning from newspapers	1. Students can tell the components and benefits of newspapers. 2. Students can do the activities of reporting news, estimating from the title of the news, and looking for the answers for the news.
10. Poems	1. Students can explain the meanings, tell details of poems. 2. Students read aloud the poem correctly. 3. Students can discuss and write reflections from the poems.

After creating the plan for arranged activities following the reading steps, the researcher brings the plan for thesis advisers and experts to check its appropriateness and advice for further revisions before further use.

2.3 Tools used to evaluate the efficiency of the plan of arranged activities

The tools to evaluate the plans for arranged activities are the forms and the evaluation of criteria related to main evaluation topics such as purposes of the study, contents of the lessons, arrangement of activities of the plan, media used in arranging the activities, measurement and assessment and reflective thinking form after the arranged activities have been accomplished (see Appendix C). Three experts are invited to evaluate (see Appendix A) these forms by using the scale with five levels of value.

2.4 Tools used to evaluate the classroom.

These are the tools for the learners to evaluate the learning efficiency by their own opinion and to provide reflexive data for the teachers to use as the data to improve learning activities (see Appendix C). These tools are composed of the followings.

Recorded forms. The learning record form is the form the researcher creates to evaluate the model implementation. This form is composed of three to four questions about the learning of the learners. The learners reply shortly after finishing each learning unit. This takes about five minutes to check the learning efficiency of the students in each learning unit and to improve the activities arrangements for next sessions.

Portfolio. This form is composed of the works done by the students in each learning unit in order to show their knowledge, understanding and skills including the attitudes and the capabilities according to the purpose of the study in each learning unit. This portfolio is made mainly by following the Rubric evaluation for portfolios (cited in Phuwiphadhavat, 2002).

The self-reporting record form of students. This is a form of record the researcher creates. This self-reporting form is composed of lists of book titles, author names, dates, months, years of the reading, students' suggestions from reading, evaluation the quality of the books, and the other data suggested by teachers to make the self-reporting record.

Self-evaluation form on reading. This is the record that the researcher has created for the students to use to evaluate their own progress during the reading sessions. This form is composed of the topics of self-evaluation before reading, between reading and after-reading. The collected data will reflect the students' progress that they know the weaknesses of their own reading and try to improve their reading methods.

2.5 Tools used in data collection

The evaluation form of reading habits. This is a form to measure reading attitudes and habits among the students towards reading in response to the criteria of the Thai language in second grade level. The objective of this form is to measure reading attitudes as classified into five levels. This measurement is taken before and after the arranged activities to promote reading habits are launched. This evaluation form is adopted from Pachongkan Phuwiphadavat (1997) who translated this form from Smith, Smith, and Mickulecky (1978). This form is composed of 20 items (sentences) for the students to choose according to their opinion. These answers thus reflect the levels of the students' reading habits. The researcher adjusts the sentences/items and certain context of this original evaluation form to fit to the context of community (schools, students, culture, language use) to help the students to understand the items easily. The results of this measurement then can reflect the proper data on the attitudes towards reading from each individual, and can be used to design the arranged activities to promote reading habits. In improving this evaluation form of reading habits, the researcher seeks advice from experts to comment and advise about the sentences and the language before a pilot test on 75 second grade level students at Ban Mai Nong Hoy School, Chiang Mai Education Area 4, Doiloh district in order to improve the quality of tools. The Cronbach's Alpha coefficient is measured from this pilot test form and this evaluation form for measurement of reading habits had the Cronbach alpha value of 0.76. It means that the reliability of this form/questionnaire is on a moderate level.

In the evaluation form of reading habit among the second grade level students, some 20 items are ranked into five levels. After checked and scored by researcher, the outcomes are interpreted using the criteria to measure reading habits as invented by Krathwohl as the followings.

Krathwohl's Stage	Items	CRITERION
	(1-5 POINTS POSSIBLE FOR EACH ITEM)	SCORE (75 PERCENT OF POSSIBLE POINTS)
1 Attending: The individual is generally aware of reading and tolerant of it.	1, 3, 5, 7	15 pts.
2 Responding: The individual is willing to read under certain circumstances. He or she begins to choose and occasionally enjoy reading.	11, 14, 16	11 pts.
3 Valuing: The individual begins to accept the worth of reading as a value to be preferred and even to extend to other.	13, 15, 17, 18 19, 20	23 pts.
4 Organization: For the individual, reading is a part of an organized value system and is so habitual that it is almost "instinctive"	9, 10, 12	11 pts.
5 Characterization: For the individual, reading is so much a part of life that both the reader and other see reading as crucial to this person.	2, 4, 6, 8	15 pts.

The evaluation form of levels of satisfaction (of students, parents, and teachers and tutors towards arranged activities). The objective of this form is to evaluate the satisfaction levels of the students, teachers, and parents who participate in the arranged activities. There are three evaluation forms for each kind of samples. The researcher seeks advice from experts regarding the proper sentences and language before the forms can be used for the intended samples. After that, the forms are printed out, corrected, and revised for further use.

Group discussion form on the reading problems of the samples. The objective is to gather the opinion of the students towards the reading problems on sub-issues about their reading activities, reading problems, solutions for reading problems, and the needs to get help

on reading from other people. The researcher creates a guideline questions for 10 items from a synthesis of related review of literature to identify the problems. After making draft of this questionnaire, the researcher brings the draft to three experts and thesis adviser to check the questions and correct the language before using with samples in the research (phase one) on the study on reading problems of the samples.

The researcher proceeds to collect qualitative data from the samples on their background, demographic data, social economic status, knowledge, similar experience on selecting students to join the discussion. Some 12 students are joining the group on this phase of research. It takes 40 minutes for the researcher to lead the discussion group to identify the issues or questions (See Appendix III) so that the samples can discuss and show opinion about their reading problems freely. During the group discussion, the teachers of Prathom 4 and 5 also observed, took notes on the discussion, and recorded the discussion on tape recorder.

The questionnaire for the parents of samples on creation of reading habits in the families. This is a questionnaire on practice level about the parents' reading together with their children, which create environment that facilitates the reading and good reading habits inside the families as well as outside the house. In measuring the level of activities to promote reading habits at home, four main questions are used. The intensity of reading habit creation can be ranked into five levels, which are practice everyday (scored as 5), practice once a week (scored as 4), practice once a month (scored as 3), and practice sometimes whenever chance arises (scored as 2), and never practice (scored as 1). In creating that questionnaire, the researcher seeks advice from experts to ask for opinion about the sentences and language used before printing, revising, and actual using.

The questionnaires for the parents will be used with the parents of some 40 student samples in research phase 1 in order to know the supportive factors that may facilitate the arranged activities for reading.

The questionnaires for teachers who arrange activities to promote good reading habits at school. This is the questionnaire about the problems in arranging activities to promote reading in the views of the teachers. The data collected will be used for planning and designing the activities to promote reading in the research phase 1. There are five main

questions on the problems on teachers' roles, activities to promote books, lack of books, administrative and management obstacles, and building proper facilities and additional suggestions from the teachers. The questionnaires have two choices for answers. The questions are divided into "Problem" and "Not a Problem". In making this kind of questionnaire, the researcher seeks help from experts to get their opinion about the proper sentences and language before using with the 15 teachers at Koropo Klang Uppatum School (in research phase 1).

The questionnaire for students on their reading problems. The objective of this questionnaire is to study the reading problems of the samples in four aspects, e.g. reading problems related to social factors, environmental factors, accessibility or nature of reading materials, and students' personal problems. The additional suggestions are divided into two choices of answers: whether the issue is problem or not problem. In creating this questionnaire, the researcher also seeks experts' opinion towards the sentences and the language correction before the actual use with some 46 student samples in the research phase 1

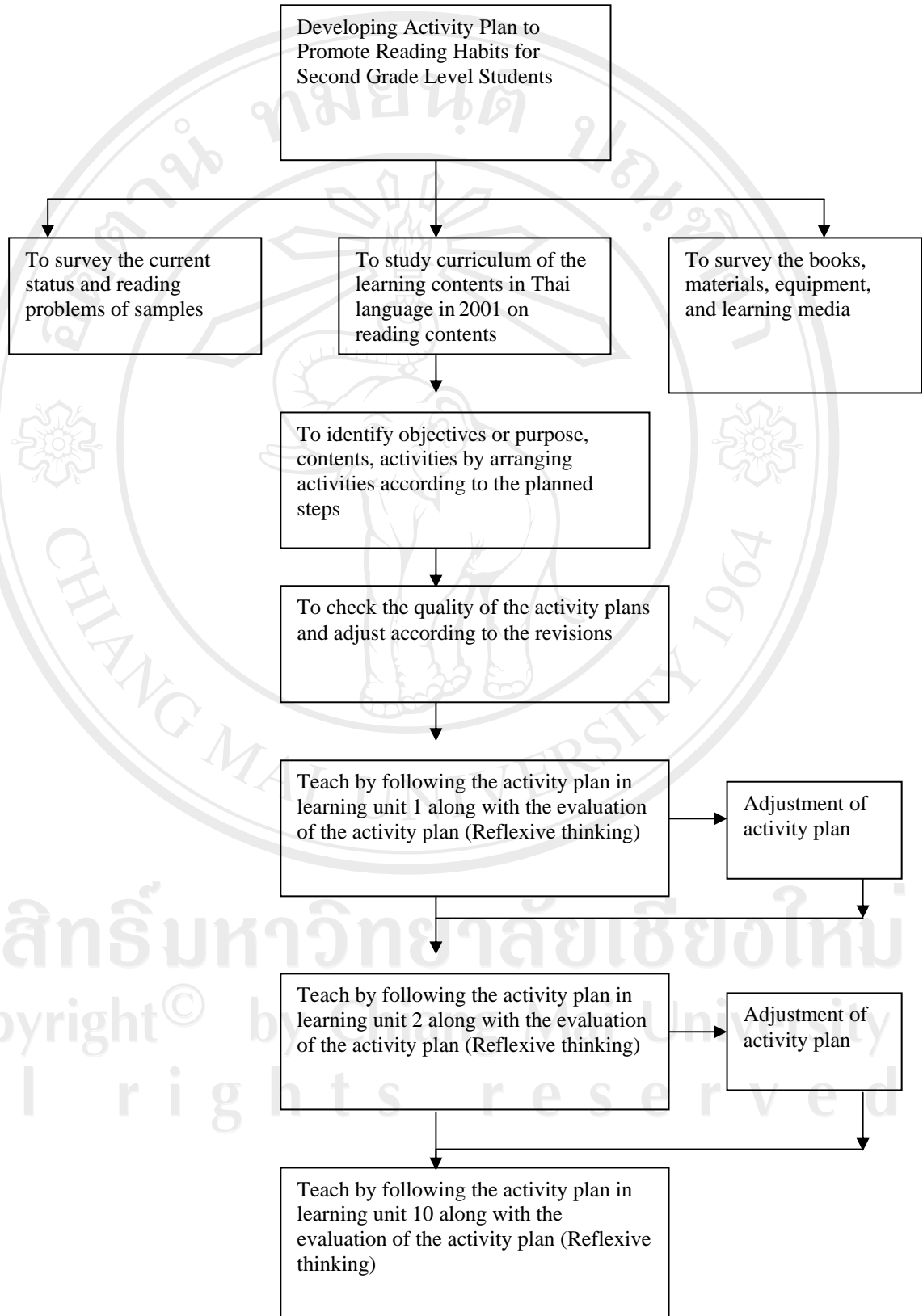
3. Implementation of Experiments and Data Collection

This research uses classroom action research in order to solve the problems of arranging and implementing activities to promote reading habits. The researcher conducts an experiment by arranging activities with 15 teachers from Koropo Klang Uppatum and collects the data individually. The researcher follows the steps of data collection starting from collection of data from questionnaires on current status and problems of the students on reading, evaluation form of good reading habit, questionnaires about reading problems of the students, and focus group discussion about reading problems. The study also questions the teachers about arranged activities to promote good reading habit in school as well as the parents of the students of the second grade level students about promotion of reading habit in their homes. This information will be used for the arranged activities to promote good reading habits. The next step is to study the basic education curriculum in year 2001, the learning contents of Thai language in second grade level, the concepts to develop the curriculum, and the concepts to of arranging the activities to promote reading habit that have

been synthesized from related literature. This will bring the contents from the curriculum to be applied into the reading objectives and the teaching steps in accordance with reading process for pleasure. After researcher got the data to base the plan for arranged activities, the researcher will check the lists of books, media, and materials for the experiment. The researcher develops the activities plan into two: (1) inside the classroom, and (2) outside the classroom.

After making a plan for arranged activities, the researcher brings the plan to the experts and adviser to check and then makes revisions before the next actual use. After that the researcher conducts the experiment according to the arranged activities which started from January 2007 to 30 March 2007. The teaching period is five hours per week or one hour per day between 15 and 16 pm continuously. The total teaching hours would be 50 hours. During the implementation of these activities, the researcher keeps adjusting the activities according to the teaching evaluation and the reflexive thinking form after the class of each learning unit. This means that after teaching one learning unit for five hours in a week, the evaluation will be done by using reflective thinking after the class. And the students write their learning record form to reflect their thoughts of arranged activities. The outcomes will be used to improve the arranged activities in the next learning unit until completion of the full 10 learning units. The contents or knowledge evaluation that the students learn from the lessons will be evaluated based on the students' portfolios. The reading skills evaluation is done by the self-reporting reading forms. The steps for research and developing activities to promote reading habits can be summarized into a diagram as the followings.

Figure 2 A developmental Sequence of an Activity management lesson plan to promote reading habits of second grade level students



4. Data Analysis

The researcher will analyze the data as follows.

4.1 The quantitative data, i.e. descriptive, open-ended questions, and focus group discussion will be analyzed using the content analysis, the use of frequency distribution, and percentage.

4.2 The data (checklist) will be treated with statistics for analysis using frequency distribution, percentage and rating scales. These batches of information are then analyzed by getting the means and Standard Deviation.