

## CHAPTER 4

### RESULTS OF DATA ANALYSIS

This research aims to develop the model of arranged activities to promote reading habits among second grade level students. The researcher presents the data analysis in response to the objectives of the research as the followings.

1. Study the recent status and problems in reading habits of the second grade level students before using the model, which is composed of the followings

1.1 Current status and problems related to the reading habits of the second grade level students;

1.2 Status and problems of reading habits among the second grade level students—composed of the followings four variables, i.e. the students' reading habits, the supporting factors in development of their reading habits, the development of reading habits launched at schools, and the obstacles in development of students' good reading habits.

2. To develop the model for arranged activities to promote reading habits for the second grade level students.

3. To study the results or outcomes of using the model to arrange activities to promote reading habits among the second grade level students on the following aspects.

3.1 Study the outcome of reading habits after the activities.

3.2 study the satisfaction levels of the students, teachers, and parents who participate in the activities to promote good reading habits.

3.3 Study the problems and obstacles appearing from the developed activities.

**1. The findings or outcomes of the study in its phase one: the study the current status of reading habits and reading problems among the second grade level students before they join the model of arranged activities to promote reading habits.**

1.1 Current status and problems related to reading habits among second grade level students. The demographic data of the samples and the findings of the phase one will be presented as follows.

**Demographic data of the samples**

The samples are divided into sex and age, i.e. 22 males (48 percent) and 24 females (52 percent). The age ranges between 9 and 12 years old and these samples are divided into four groups according to their ages: 9 years old (13 percent), 10 years old (30 percent), 11 years old (33 percent) and 12 years old (24 percent).

The survey of current status and problems in reading among these samples before using the model reveals the following results.

**The samples' levels of entertainment experienced in reading**

Table 1 Frequency distributions and percentage of the students who self-evaluate the levels of entertainment they experience in reading.

Level of entertainment experienced in reading	Frequency	Percentage
Not entertaining	1	2.17
Little	12	26.08
A Lot	23	50.00
Most entertaining	10	21.73

From table 1, the students self-evaluate their levels of entertainment they find in reading. Fifty percent evaluate themselves to be entertained in the “A Lot” category.

The next highest category is “Little Entertained” to which 26.08 percent of students belong.

### The levels of samples' self-evaluation of reading capabilities

Table 2 Frequency distribution and percentage of students who self-evaluate their reading capabilities.

Levels of self-evaluation of samples	Frequency	Percentage
Not Good Readers	1	2.17
Moderate Readers	23	50.00
Excellent Readers	13	47.82

From table 2, the majority of students (50.00 percent) self-evaluate their reading capability as in moderate level. The next category of “excellent reader” (47.82 percent of students) covers the students who evaluate themselves as excellent readers.

### Frequency of reading books outside school

Table 3 Frequency and percentage of students who read books outside school time.

Frequency of reading books outside school time	Frequency	Percentage
Reading everyday or almost everyday	5	10.86
1-2 times per week	24	52.17
1 – 2 times per month	12	26.08
Never or hardly reading	5	10.86

From table 3 above, the majority of students who read books outside the school time read books once to twice a week (52.17 percent). The next highest category belongs to those who read books 1-2 times a month (26.08 percent).

### The sufficiency of reading

Table 4 Frequency and percentage of students who self-evaluate themselves on sufficiency of book reading

Sufficiency on Book Reading	Frequency	Percentage
Sufficient	23	50.00
Not Sufficient and want to read more	15	32.60
Not sufficient and want no more reading	5	10.86
Sufficient and want no more reading	3	6.52

From table 4, the majority of students or 50.00 percent self-evaluate themselves on self-sufficiency in reading as “sufficient”. The next highest category (32.60 percent of students) covers those who feel not sufficient and want to read more.

### Discussing books with family members

Table 5 Frequency and percentage of students who discuss things they read with family members.

Discussing with family members	Frequency	Percentage
Everyday or almost everyday	5	10.86
1 – 2 times per week	28	60.86
1 – 2 per month	5	10.86
Never or hardly discuss	8	17.39

From table 5, shows that the majority of the students (60.86 percent) talk and discuss with their family members about the things they read for 1 to 2 times a week. The next highest category (17.39 percent) are students who never or hardly discuss the books they read with family members.

### Opinion towards reading

Table 6 Frequency and percentage of students who express opinion towards reading

		Opinion Level		
		Little	Moderate	High
1	Reading is more for girls than boys	1 (2.10)	33 (71.73)	12 (26.08)
2	Reading is boring	34 (73.91)	9 (19.56)	3 (6.52)
3	Reading is hard for me	21 (45.65)	18 (39.13)	7 (15.21)
4	Reading is important	3 (6.52)	10 (21.73)	33 (71.73)
5	I can't find books that interest me	13 (28.26)	27 (58.69)	6 (13.04)
6	I read outside of school	8 (17.39)	29 (63.64)	9 (19.56)
7	I like going to the library	2 (4.34)	20 (40.47)	24 (58.17)
8	I would be happy if someone gave me a book as a present	3 (6.32)	27 (56.52)	17 (36.95)
9	I do not read as well as other students in my class	6 (13.04)	33 (71.73)	7 (15.21)

From table 6, shows students' opinions towards reading on nine aspects. Generally, the finding shows that most of the students (71.73 percent or 33 students) see the importance of reading. The next majority of students (58.17 percent or 24 students) state that they like reading books at libraries.

### Reasons for students in reading

Table 7 Frequency and percentage of students' reasons to read.

Stated Reasons	Frequency	Percent
It is a skill for life	19	41.30
It will help me get a job	14	30.43
It teaches me how other people live and feel	18	39.13
It helps me understand more of the world	12	26.08
It is fun	17	36.95
It helps me find out what I want / need to know	36	78.26
It gives me a break	5	10.86
I have to	3	6.52
It helps me understand more about myself	14	30.43

From table 7, the majority of the students (78.26 percent) express that reading helps them to search things they want to know or learn. The next commonest cited reason for students to read is that reading is a skill for life (41.30 percent).

### The types of printed materials read

Table 8 Frequency and percentage of materials outside classroom students usually read outside textbooks.

Types of Materials	Frequency	Percentage
Website	13	28.26
Newspapers	35	76.08
Message from faxes	6	13.04
Magazines	20	43.47
Joke stories	20	43.47
True stories	24	52.17
Entertainments	13	28.86
Picture books	25	54.34
Cartoons	40	86.95
Annual Books	5	10.86
Manuals/Guide Books	9	19.56
Messages from phones	22	47.82
Emails	12	26.08
Poems	9	19.56
Drama or Plays	14	30.43
Merchandize Catalogues	29	63.04
Songs	31	67.39
Posters/Flyers	16	34.78
Recipe Books	12	26.08
Foreign books and magazines	22	47.82
TV books and magazines	16	34.78

From table 8, shows that the majority of the students (86.95 percents or 40 students) read cartoons. The next commonest reading material is newspapers as chosen by 76.08 percent or 35 students. Some 31 students or 67.39 percent read song lyrics and 29 students or 63.04 percent of samples read merchandise catalogues while 25 students (54.34 percent) read picture books.

### Types of entertainment books

Table 9 Frequency and percentages of students who read certain entertainment books.

Types of Entertainment Books	Frequency	Percentage
Adventures	30	65.21
Mystery/Ghost	29	63.04
Love Stories	10	21.73
Animals	36	78.26
Scientific Documents / Science Fiction	19	41.30
Joke stories	30	65.21
Murder, Detectives Stories	22	47.82
Sports	29	63.04
Wars/Secret Agents	15	32.60
Poems	12	26.08
Not entertaining	2	4.34

From table 9, the majority of the students (78.26 percent or 36 students) read animal story books and the next highest majority (65.21 percent or 30 students) read adventure stories and joke stories. The next majority (63.04 percent or 29 students) read mystery/ghost stories and sports.



### Favorite places to read

Table 10 Frequency and percentage of students who read books at certain favorite places.

(Question: “Where do you prefer to read?”)

	Favorite places to read	Frequency	Percentage
Home	Living room	32	69.56
	Bedroom	29	63.04
	Bedroom	5	10.86
	Toilet	4	8.69
	Garden	19	41.30
School	Classroom	22	47.82
	School library	41	89.13
	Playground	3	6.52
Community	Travelling ( bus, train ,car etc)	7	15.21
	food shop	21	45.65
	food shop	11	23.91
	park	13	28.26
	Friend's house	30	65.21
	temple	7	15.21
	Village newspaper display station	10	21.73

From table 10, the favorite place of reading by students can be classified into three kinds of place: homes, schools, and communities. From the table, some 32 students (69.56 percent of samples) read books in living rooms and 29 students (63.04 percent) read books in bedrooms. Around school vicinity, some 41 students or 89.13 percent of samples read books in libraries, and the next highest (22 students or 47.82 percent) read books in classrooms. In the community, some 30 students or 65.21 percent read books at friend's house. The next highest group (21 students or 45.65 percent) read books in restaurants.

**The survey of the reading problems among the second grade level who returned the survey forms on the issues of decision that they have reading problems or not.**

Table 11 Percentage of students in a survey of perceived reading problems (N=46)

Items	Contents	Problems in reading	No Problems in Reading
1	Reading problems on <b>social conditions</b>		
	1.1 Spending time to watch TV or other things more than reading	51.06 91.48	48.93 6.51
	1.2 Families do not support reading	21.27	78.70
	1.3 Only certain kinds of books are read	70.21	29.78
	1.4 Parents force students to read only textbooks		
2	Reading problem related to the <b>environment</b>		
	2.1 Failure to find books students like to read	27.65	72.34
	2.2 Failures to understand the books they read	80.85	19.14
	2.3 No books to read	80.85	19.14
	2.4 The activities to promote reading habits arranged by school not interesting	56.17	63.82
3	Reading problems related to reading materials		
	3.1 Books appear not interesting	48.93	51.06
	3.2 The books fonts are hard to read (too small)	59.57	40.42
	3.3 Books are beautiful but expensive	42.55	57.44
	3.4 Books are cheap but not interesting	12.76	87.23
	3.5 The book's contents are not enjoyable	21.27	78.72
4	Reading problems related to students' own conditions	82.97	17.02
	4.1 Household chores	21.27	78.72
	4.2 Students help families to earn extra income	53.19	46.80
	4.3 A lot of home works	34.04	34.04
	4.4 Abnormal eyesight		

From table 11, shows students' answers about reading problems, which are divided into four issues/aspects. **Problems related to social conditions..** Some 91.48 percent of students are not supported in their reading the books. The next highest category (70.21 percent of students) covers those students who are allowed by their parents to read only textbooks. The next issue, the environmental problem, reveals that 80.85 percent of students read books but do not understand them and there is no book to read. The next highest (56.17 percent of students) are students who found that the school-arranged reading activities are not interesting. Around 59.57 percent of the students complained that the reading materials have small fonts. Some 48.93 percent of the students do not like the appearance of the books (not interesting). For problems related to students' own conditions, 82.97 percent of the students must help household chores at home. The next category is the students who think that they have been occupied by a lot of home works (53.19 percent of the students).

Table 12 Frequency and percentage of samples classified by the level of achievement in reading habits before they joined the arranged activities to promote reading habits (N=46).

Krathwohl Phases	Frequency (Students)	Percentage
The scores are lower than the criteria below	31	67.39
1 .Attending	8	17.39
2. Responding	7	15.21
3. Valuing	0	0
4. Organizing	0	0
5. Characterizing	0	0

From table 12, the level of reading habits among 31 students (67.39 percent of samples) before they joined the arranged activities to promote reading habit is lower than the required scores to reach the criteria set by Krawthwohl. Some 8 students or 17.39 percent of the samples have reached reading habit level 1. Some 7 students (15.21 percent of the samples) at this level 1 can also achieve scores to reach level 2. For the reading achievement at levels 3, 4, and 5, no students are able to reach these levels.

## 1.2 The findings/outcomes of the study on supportive factors to develop students' reading habits.

From the data analysis of the survey on the reading conditions among the second grade level students who answered the questions on the issues of supporting factors to develop their reading habits, the findings are shown as the followings.

### Number of books at home

Table 13 Frequency and percentage of students with certain number of books at homes.

Number of books at homes	Frequency	Percentage
No books at all	25	54.34
1-10 books	9	19.56
11-50 books	8	17.39
51-100 books	4	8.69
101-200 books	0	0
More than 250	0	0
Total	46	100

From table 13, shows that the number of books at samples' homes (majority or 54.34 percent) is zero. The next commonest number (19.56 percent of students) is 1 to 10 books at homes. Some 17.39 percent of the students have books around 11 to 50 books and some 8.69 percent have 51 to 100 books at homes.

### Reasons for reading

Table 14 Frequency and percentage of students who tell reasons to read books more.

Reasons to read	Frequency	Percentage
I had more time	27	58.69
Books were cheaper	11	23.91
It was about subject I am interested in	30	65.21
I enjoyed the books more	25	54.34
Libraries were better	16	34.78
Books had more pictures	17	36.95
I knew what to read	9	19.56
Someone read aloud to me	19	41.30
The stories were shorter	12	26.08
Libraries were closer	12	26.08
I found reading easier	11	23.91
My friends read more	9	19.56
My school encouraged me more	12	26.08
My parents encouraged me more	9	19.56
I had better eyesight	10	21.73

From table 14, reveals that the most common reason for the students to read more books is “the books are related to subjects of their interests” (30 students or 65.21 percent).

The next common reason is “have more time” as stated by 27 students or 58.69 percent of the samples. Some 25 students (54.34 percent of the samples) stated that they read because the books are enjoyable.

### Student activities to help themselves and others to read more books

Table 15 Frequency and percentage of students who choose certain activities to help themselves to read more books.

Activities	Frequency	Percentage
Reading groups with friends	33	71.73
Talking about my favorite reads	17	36.95
Reading games	22	47.82
Helping choose stock for the library	18	39.13
Writing book reviews	15	32.60
Helping younger children with their reading	13	28.26
Designing displays for the library	9	19.56
Reading for charity	22	47.82
Meeting authors	13	28.26

From table 15, shows that the activities that help students to read more books.

The majority of the students (71.73 percent) choose activities to read with groups of friends.

The next highest majority (47.82 percent of the students) picked the reading games and reading competition. Some 39.13 percent of the students choose taking part in selecting books for library procurement. Some 36.95 percent of students choose to discuss the books that they like.

### People who teach the students to read

Table 16 Frequency and percentage of persons who teach reading for students

People who teach Reading for Students	Frequency	Percentage
Mum	32	69.56
Dad	27	58.69
Grandparent	8	17.39
Brother/sister	25	54.34
Friend	21	45.65
Teacher	43	93.47
Other	12	26.08

From table 16, shows that the majority of students are taught to read by teachers (90.47 percent of students). The next majority are students who learned to read with their mothers (69.56 percent of students). Some 58.69 percent of students learned to read with their fathers and around 54.34 percent of them learned with their siblings. Some 45.65 percent of the students learned to read with friends.

### Related/influential people to students' reading

Table 17 Frequency and percentage of persons with whom students prefer to read together and those with whom students like to discuss books.

	Persons with whom students like to read book		Persons with whom students like to discuss books	
	Frequency	Percentage	Frequency	Percentage
Mum	32	69.56	28	60.86
Dad	22	47.82	25	54.34
Friend	35	76.08	32	69.56
Grandparent	6	13.04	17	36.95
Librarian	9	19.56	18	39.13
Brother/sister	25	54.34	25	54.34
Teacher	34	73.91	33	71.73
Others	15	32.60	17	36.95

From table 17, shows that the persons picked by students to be friends in reading are mostly their friends (35 students or 76.08 percent of students). The next chosen persons are teachers (73.91 percent of students). The next is mothers (69.56 percent of students) and the following is brothers or sisters (54.34 percent of students). But the persons with whom students like to discuss their reading of books are mostly teachers (71.73 percent of students). The next most common (69.56 percent of students) persons with whom the students discuss their readings are friends. The next chosen friends (60.86 percent of the students) for discussion of books are mothers. Some 54.34 percent of the students picked fathers and sisters/brothers as their discussion companion.



Table 18 Frequency and percentage of persons who used to encourage/support samples to read books.

Persons who encouraged/supported samples to read	Levels of support	Frequency	Percentage
Mom	Often	35	76.08
	Sometimes	10	21.73
	Never	1	2.17
Dad	Often	23	50.00
	Sometimes	17	36.95
	Never	6	13.04

From table 18, shows that persons who used to support/encouraged students to read books are mostly mothers (76.08 percent of students). And the next most common persons is fathers (50.00 percent of students).

**The institution that used to support/encourage to have entertainment in reading**

Table 19 Frequency and percentage of institutions that used to support/encourage students to have entertainment in reading

Institutions that used to support/encourage students to have entertainment in reading	Frequency	Percentage
School	15	32.60
Home	11	23.91
Both	31	67.39
Neither	2	4.34
Don't know	1	2.17

From table 19, shows that the institutions that urged/support students to find entertainment in reading mostly (67.39 percent of students) are homes and schools. The next most supportive (stated by 32.60 percent of the students) institution is schools. The next supportive institution is family (23.91 percent of students).

### Media, materials and equipment to support more reading

Table 20 Frequency and percentage of numbers of media, materials and equipment to encourage students to read more books.

Media, materials and equipment that encourage students to read more books.	Frequency	Percentage
A computer	13	28.26
A desk of students' own	19	41.30
Books of students' own	37	80.43
Access to a daily newspaper	2	4.34
Access to magazines	9	19.56

From table 20, shows that media, materials, and equipment to support students to read more books mostly (80.43 percent) are personally owned books. The next supportive media (stated by 41.30 percent of the students) is students' own desks. The next supportive media (28.26 percent) is personally owned computers. The next (19.56 percent of students) is the access to magazines. The least used media is the access (subscription) to newspapers (4.34 percent of students).

**The findings about the supportive factors to development of students' good reading habits.**

The study about the supporting factors in development of students' reading habits involves the data from informal interviews with the teachers and school administrators, as well as interviews with the students as well as from the group discussion and parents (close- and open-ended questionnaires).

The results of the interviews with some 15 teachers and 11 school administrators show that the activities to promote reading habits in school have already been the regular project under the policy and plan of the school. There is a policy to support the implementation which are arranging the environment and atmosphere to facilitate the activities to promote reading, including arrangement for books, materials and equipment for reading. Five teachers out of 15 promote reading regularly in their regular classes. Two out of 15 teachers perceive the importance of reading because it is a learning tool for other subjects. Therefore they believe that all subjects should be taught in relation to reading. Some 6 out of 15 teachers said that libraries should have roles in arranging activities to promote reading. The activities should be various and continuous. Budgets should be provided to buy books to update the libraries. The computers should be used for searching for information and induce the students to read books.

**The results of the arranged group discussion with some 12 students on the issues of developing students to have good reading habit.**

The findings show that some nine students see the importance of reading for learning other things not only from textbooks. They can read sentences or articles from TV programs, computers, advertisement boards, announced boards, and other media. If readers do not read, they do not get knowledge. For gaining reading habits, some 5 out of 12 students suggest that the school arrange the activities that promote reading that students are interested in joining. The survey on the reading interests on the students should be conducted. Most students do not like formal technical textbooks because they have to study them everyday. Some 4 out of 12 students want free time to enter the library to read books or free time to read in class. Each day they have to study from 5 to 6

hours and they have no time to read books they like. Some 8 out of 12 students dare not tell the teachers who have arranged the reading-promotion activities that the repetitive activities should be changed to be other activities, i.e. motto making, reading competitions, writing essays, or recording of the reading. The students said that taking notes on their reading was always worrisome because they are slow and not good writing. The note-taking forms also have a lot of complicated details to fill in.. Some 8 out of 12 students demand that the teachers who arrange activities to promote reading should be kind and nice-speaking teachers who read often. After reading, the teachers can share stories to the students. This makes book reading enjoyable. Some 3 out of 12 students said that at home they can not read books they like because there is no book. Their parents only allow them to read textbooks and finish home works. Sometimes they have to help household chores and watch TV, not to read.

The results of questionnaires filled up by the parents (40 parents) are set as the followings.

Table 21 Means, Standard Deviation, and the interpretation of the results of evaluation of activities to promote good reading habits in the family by the parents of samples (N= 40).

Item no	Contents	$\bar{X}$ Means	SD	Interpretation of Outcome
1	Reading together with children	2.58	1.13	Moderate
2	Creating environment, facilities, reading habits of children			
	2.1 Providing proper media, materials, equipment	2.81	1.13	Moderate
	2.2 Arranging books children like to read	2.53	1.22	Moderate
	2.3 Buying bestselling books or the books with awards for children	1.86	0.88	Little
	2.4 Telling stories about books children like to read to induce them to be interested in reading	2.72	1.27	Moderate

Table 21 Means, Standard Deviation, and the interpretation of the results of evaluation of activities to promote good reading habits in the family by the parents of samples (N= 40).

Item no	Contents	$\bar{X}$ Means	SD	Interpretation of Outcome
3	Implementing activities that promote reading habits in the families			
	3.1 Reading books as examples for children, at least 25 minutes a day	3.11	1.23	Moderate
	3.2 Arranging book corner or house that facilitate reading of children	2.46	1.35	Little
	3.3 Discussing or telling stories about reading experience to children	3.09	1.40	Moderate
	3.4 Talking about books children read	3.55	1.31	A lot
	3.5 Helping children in reading, i.e. teaching pronunciation or read difficult words	3.09	1.39	Moderate
4	Implementation of activities that promote reading habits outside the house			
	4.1 Discussing with children about advertising boards, banners, packages/boxes of products, merchandize manuals found outside homes (markets, streets)	2.51	1.27	Moderate
	4.2 Reading books as example for children by bringing books with parents all the time, i.e. on vacation, visit physicians, etc.	2.16	1.34	Little
	4.3 Taking children to see or to participate in reading activities, arranged by libraries in community or other places	1.72	0.98	Little

From table 21, the scores for evaluation the promotion of reading habits in families by the parents of the samples are classified into four aspects. The findings show that, first, reading together with children can be implemented at the moderate level. Second, creating an environment that facilitates the reading habit is found on the moderate level (except for the arranged provision of bestselling or awarded books for children—in low level). Third, the implementation to promote reading habit in families is practiced by most families at the moderate level, except for arranging book corner or the house that facilitate the reading of children (in low level). And the discussion about books the children read is done in high level. Fourth, the implementation of activities to promote reading outside the house is practiced mostly in low level, except the discussion with children about advertisement boards, package of boxes, merchandise manuals (outside homes, restaurant, markets, by the streets, etc) which are mostly done in moderate level. The practice/implementation that is practiced at the high level is talking or discussing about books the children have read.

Additional suggestion from the open-ended questions shows that some 10 out of 40 parents lament that they have no time to read books together with their children because they have to work. At dusk, they are tired and want to rest. Teaching students to read become the full responsibilities of the school. Eight out of 40 parents believe that their family poverty stops them from buying books or other extra reading equipments for the children. They can afford only textbooks. Seven out of 40 parents suggest that bookstores are far from homes and the reading materials they can access are only newspapers and entertainment magazines—not books. Some 9 out of 40 parents even reveal that some orphaned children who stay with their illiterate grandparents and other relatives can not read with other children sometimes. These orphans just can listen from the other children who have already read the stories.



**The results of the study about the process to develop reading habits organized by school administrators at schools.**

The study on the process to develop reading habits organized by the schools is based on the informal interviews with teachers and librarians. The findings show that the process to develop students' reading habit organized by the schools as the followings.

1. Meeting is held to discuss about problems apparent in the last year's implementation in order to find the solutions. In addition, the manuals to promote reading habits from Office of Basic Education Commission is used as the basis for the policy, measurement methods, and samples of proposed activities. Then the administrators write up the projects in the annual work plans and the school has a policy to have each classroom to arrange a reading corner for the students to read.

2. To identify the responsibilities for the jobs clearly including a teacher who would arrange activities to promote reading activities, a librarian to be responsible to the management, and a library administration staff.

3. To develop the teachers to be responsible for the projects by sending them for training on arranging activities in certain educational areas each year.

4. To cooperate with Education Advisor in order to report the outcomes of the activities.

5. To arrange the libraries in order to facilitate their use as the learning sources, to arrange for book purchase, to set budgets, and to purchase books/bookcases according to the allocated budgets.

6. To use the library for study and learning by arranging the time schedule for library use at least one hour/class in a week. The teachers will be responsible for the use of libraries as learning sources.

The implementation of activity arrangement to promote reading in school will have activities as the followings.

1. An activity for hand-writing competition, writing essays, writing mottos, drawing pictures on special occasion such as on 12 August (mother day) to display student's works on exhibition displays and give awards;



2. Activities to re-tell news. To teach a Thai word per day, an English word per day, and a Buddhist teaching each day of a week;
3. An activity to write/take note from the reading;
4. Activity to find words in dictionaries;
5. Activity of telling tales

#### 1.4 Results of the study/findings on problems and obstacles in developing students' reading habits

The study of problems and obstacles in developing students' good reading habits, the researcher uses questionnaires for teachers to ask the activities arrangement on promoting reading habit in schools. Fifteen teachers (one administrator, one librarian, and 13 class teachers/tutor) fill the questionnaires. The findings are presented in Table 4.23 as the followings.

Table 22 Percentage of teachers who answer “as problems” and “as not problems” to the list of issues considered (the problems of arranging activities to promote reading habits in school). (N=15).

Items	Issues Considered	Cited As	Cited as
		Problem	Not Problem
1	Teachers' roles		
	1.1 Teachers fail to encourage students to read other books besides textbooks	46.66	53.33
	1.2 Teachers do not know books of interests for students	60.00	40.00
	1.3 Teachers have too much teaching burdens to find times to arrange activities to promote good reading	53.33	46.66
	1.4 Teachers lack of knowledge and understanding in arranging activities to promote reading	26.66	73.33

Table 22 Percentage of teachers who answer “as problems” and “as not problems” to the list of issues considered (the problems of arranging activities to promote reading habits in school). (N=15).

Items	Issues Considered	Cited As Problem	Cited as Not Problem
1.5	Activities arrangement lacks interaction between schools, homes, and communities	93.33	6.66
1.6	Teachers fail to be good examples for good readers for students	6.66	93.33
2	School-based activities on promoting reading habits		
2.1	Students prefer watching TVs to reading books	80.00	20.00
2.2	Schools do not spare times for students to read non-textbooks	46.66	53.33
2.3	Activities arrangement fails to attract students' attention and participation	66.66	33.33
3	Lack of books		
3.1	Lack of good books on contents, presentation, and reasonable prices	73.33	26.66
3.2	The books are boring, dull pictures	46.66	53.33
3.3	Children books are not sufficient for students' demands/needs	86.66	13.33
4	Administration and management		
4.1	The administrators lack supports on activities to promote reading	26.66	73.33
4.2	Lack of budgets to buy books or reading	93.33	6.66
4.3	Lack of follow-up and evaluation of activity arrangement continuously Facilities	93.33	6.66

Table 22 Percentage of teachers who answer “as problems” and “as not problems” to the list of issues considered (the problems of arranging activities to promote reading habits in school). (N=15).

Items	Issues Considered	Cited As Problem	Cited as Not Problem
5	materials		
	5.1 Libraries are small and insufficient for activities arranged	86.66	13.33
	5.2 Arranged atmosphere in libraries fails to facilitate arranged activities to promote reading habits, i.e. no book display, lack of evaluation boards.	60.00	40.00

From table 22, the expressions of “problems” or “not problems” in arranging activities to promote reading in school can be divided into five aspects. The first aspect is the teachers’ role which shows that the majority of teachers (93.33 percent) considered that the activity arrangement lacks interaction between schools, homes, and communities. The next majority (60.00 percent of the teachers) stated that teachers do not know kinds of books that students find interesting.

The Second problem/aspect is that the failures of the school-based activities to promote reading habits. The majority of the teachers (80.00 percent) consider that the students prefer watching TV to reading books. The next majority of the teachers (66.66 percent) considered that the arranged activities are not interesting and fail to attract students’ participation.

The third problem is lack of books. This becomes clear that the majority of teachers (86.66 percent) consider that children books are not sufficient for their needs. The next majority (73.33 percent of the teachers) stated that lack of accessible quality books in terms of contents, presentation and reasonable prices.

The fourth problem is related to the administration problem. This means that the majority of teachers (93.33 percent) perceive a lack of budgets to buy books and other reading materials. The second majority (86.66 percent of the teacher) cite lack of follow-up action and continuous evaluation of the activities as problems.

The fifth problem is about facilities. The majority of the teachers (93.33 percent) believe that the libraries are too small to allow space for arranged activities and some 60 percent of the teachers state that arranged atmosphere in libraries does not facilitate the activities to promote reading habits. This last problem is related to a lack of evaluation boards.

The teachers offer additional suggestions to develop activities to promote reading. Some 3 out of 15 teachers propose that the activities arranged to promote reading should be arranged separately from the activities to develop students as learners. Some 6 out of 15 teachers propose that teaching duties and administration/managerial works should be reduced so that they have times to promote and participate in arranged activities to promote reading organized by the school. Some 6 out of 15 teachers proposed that the arranged activities to promote reading should be publicized and arranged continuously. All teachers should participate more in these arranged activities.

In sum, the findings on the current status and problems in reading on the research Phase 1 show many interesting problems and obstacles. The researcher brings these findings to use for planning to develop activities to promote reading as the followings.

1. Reading environment of the students.

This study finds that the students like to read books in school libraries and in living rooms at their homes. There are limited numbers of books or not at all at homes.. Therefore the researcher designs the arranged activities in the environment similar to libraries and homes. The libraries are usually small and can not facilitate the arranged activities. The solution for this problem is to arrange the book exhibition tables, pillows and mats, reading corners, boxes/book cases to put books, exhibition boards, drinking water, and ventilation fans. This activity provides comfortable places for students in groups to sit and change positions during reading, i.e. leaning on pillows, laying down on their backs (in contrary to normal library situation and rules).

2. From the study about the arranged activities to promote reading from the school libraries, there are many activities that the libraries have arranged, i.e. atmosphere, environment, competitions, and incentives as rewards to support students who have good reading habits but lack study interests or have reading problems. These activities, however, are not interesting and fail to attract students. The researcher thus brings this finding to design the activities in order to create enthusiasm and motivation among the students so they read in entertaining atmosphere. For example, the researcher adopts one activity from the work of Office of National Education . It is an activity to induce students to read more books by making book covers, presenting books, and discussing about books. These series of activities induce the readers to read the borrowed books and record their own names at the back of the book covers the students make. When students take turn reading the books, they can see on the covers of the books which books are read the most. These books are given distinction as special books.

3. In theory and practice of the environment's effects to induce reading at home, it is known that the persons who have roles to promote children's reading habits are their parents. Parents can promote reading to students through being knowledgeable and advisors on reading, being samples of readers, giving compliment and supporters for their children. But this study finds that the persons who teach reading for students are, from the most influential to the least respectively, are teachers, mothers, fathers, siblings, friends, and grandparents. Teacher remains important to teach students to read. Parents do not have time and their economic condition at home can not afford quality books for students. Some parents have low education levels or almost illiterate that they have no motivation to take care of the students' reading and thus allowing it to be the school's burdens. The researcher thus arranges activities in class by having the teachers as the moderators of the activities. These teachers have roles as advisers and examples as readers, who become assistants for students when they have problems in reading, providers of materials/equipment in arranged activities, and evaluators of the activities. For the activities outside classroom, the researcher designs an activity called "the home-to-school link to love reading." The first activity is to introduce the project and its objectives, and the next activity is to design that the students bring books from school to read

with parents so the parents do not need to look for those books. The activity to read together between parents and children is done to create love and warmth.

This other activity is developed to involve the students' parents in bringing the issues related to the communities for the students and parents to survey or study. For example, this activity can take forms in surveys of fish breeding activity and vegetable varieties in community farms. Also possible to undertake are surveys about local news, local tales, local snacks found in the villages, or insect names found in the community. These activities are done quickly. The stories familiar to the parents as they are related to making a living can be also taken as subjects of students' surveys so that they learn about traditions and local culture.

4. In real condition of the arranged activities to teach reading in class, the main problem of reading is not only inability to read but also the failure to understand the reading and the unwillingness to read especially among the second grade level students who can not read well. Usually they read but they read mainly for exams. Here, the researcher finds the values of the survey on the opinion towards reading among the samples. This survey collects the students' opinions on their agreement that reading is important. The majority of the students have already possessed positive attitude towards reading which eases the designing of activities by simply studying the students' reading interests. Since the students are mostly interested in cartoons and picture books, the researcher picks the story of Pra Mahajanaka for this activity. The students who show interests in animal stories are arranged to study the stories of Thong Daeng, The Beautiful Fish, and Chao Sad Pad Kha. The activities designed by integrating the learning of Thai language (i.e. listening, seeing, speaking, reading, and writing). The learning of language uses grammar and literature to allow the students practice their skills. Quality children books are selected only among those with awards.

5. Surveys found that school budgets for books are limited. The number of books is not sufficient for student demands. The researcher solves this problem by lending the students books from the libraries in the nearby schools and rotates the books on weekly basis. The researcher arranges the activity outside class for the students to study further from surveys, interviews with parents or friends, and books borrowed from the school, and reading with parents, and discussing about books with friends and parents.

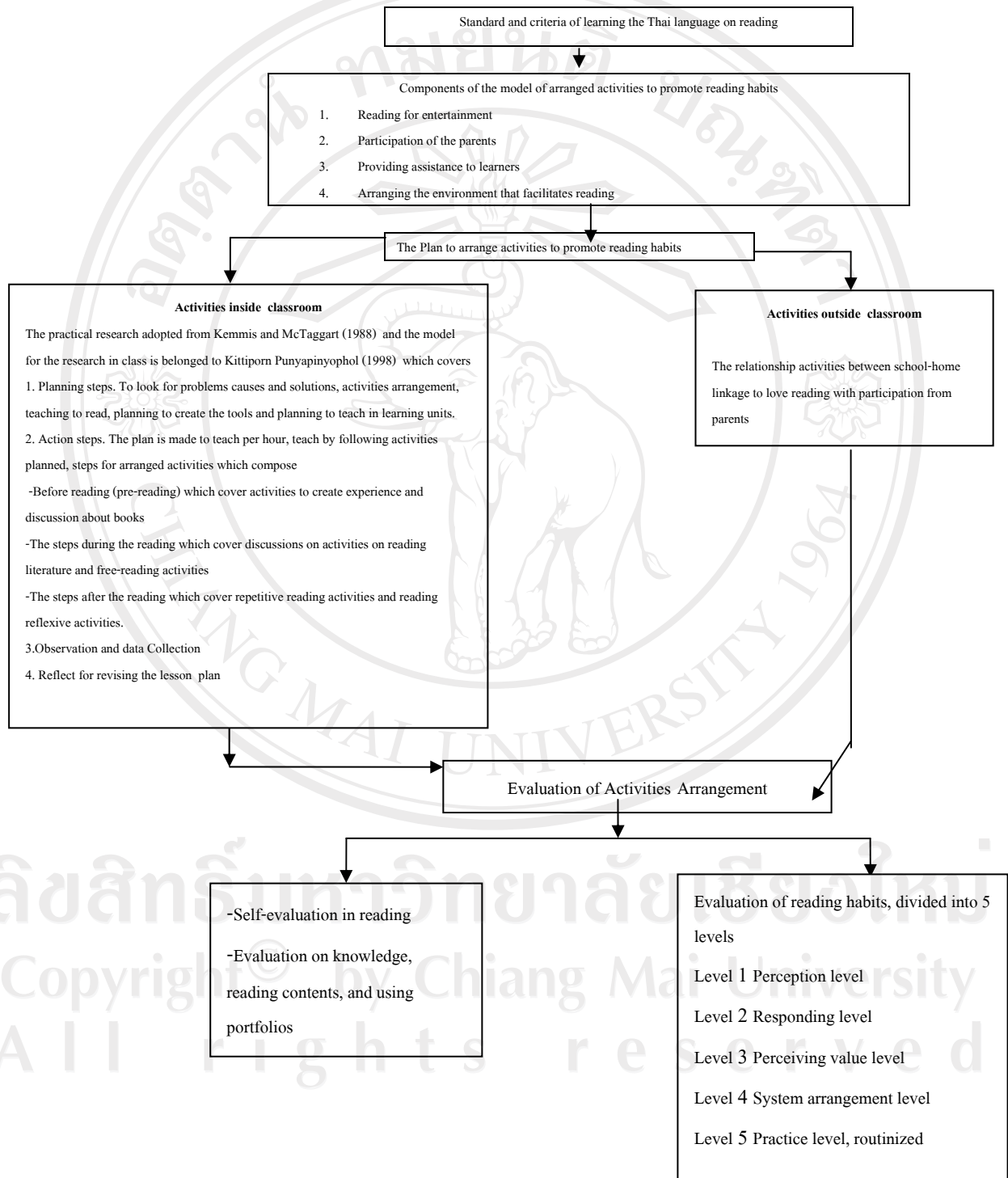


6. This study finds that the activities that influence students to read more books, respectively from the strongest to the weakest, are activities to read in groups (group reading), to compete in reading, to play reading games, to select books for the libraries, to discuss and write books. The researcher designs the reading activities starting in groups, in pairs, and individually. There is also book discussion. But the activity students do not like generally is taking notes from reading. Therefore the researcher designs a note-taking method using a “Recording Table.” The students write on the “table” only summary from readings, i.e. book titles, authors, time of reading (date, month and year), and book contents. The researcher also uses “smileys” (illustration of round yellow faces) for the students to choose in evaluating attitudes of students towards reading and books.

## **2. The results of study in Phase 2 (development of the model of arranged activities to promote reading habits)**

The model to develop the activities to promote good reading habits for the second grade level students is developed from the results of demographic data survey among the second grade level students on the current status of reading and problems on reading habits, supporting factors to develop students’ reading habits, the process of development of students’ reading habits done by schools, and the obstacles in development of students reading habits (in phases of planning, implementing, observing, and reflecting for further improvement of the model of activities). The details of this model of arranged activities are set as the followings.

**Figure 3 The model of arranged activities to promote reading habits among second grade level students**





**The outcomes/findings during the development of model of arranged activities to promote reading habits**

The followings are the details of an arranged teaching activity, evaluation of classroom, and improvement on teaching activities, all of which are the outcomes of class evaluation.

**1. Learning Unit 1: Orientation and study a literature entitled “Don’t Want To Be a Buffalo.”**

**In-door activities** used here are sharing students’ experiences, discussing books, free-reading, small reading group, promoting reading, post-reading group discussion, the simulated diaries, group discussion of simulated diaries, making diagrams to write and search for words, surveys on the characters in the plays and drama, making Venn diagrams, repetitive reading, selection of favorite sentences to discuss, evaluation of results of each learning unit and taking notes/recording of what students have learned.

**Out-door activities** include reading and re-telling stories to the students’ family members, learning about parts of book (i.e. title of books, name of authors), learning about characters in plays or dramas with parents, bringing words to discuss with parents at homes, bringing books to read at home, shared reading, and drawing pictures from read books.

**The outcomes/findings of data analysis from the class evaluation in Learning Unit 1.**

From the class evaluation, the researcher got data to improve the Learning Unit 2 as the followings.

1. The derived data comes from the thought reflection of the teachers after the implementation of the arranged activities. Because it is the first activity, all students pay attention and participate well in the activity, especially during the orientation of reading activities. It takes longer time than the set time in the activity plan. Some 15 minutes are therefore added after the class. Around 5 to 8 students volunteer to help the teachers to collect books and other equipment, arrange the rooms and choose two books of their own interests to read at home. Before the class session ends, the teacher explains about the outdoor activities in which the students perform the “school-to-home link to love reading” with their parents.

2. Data from learning record. Most students love to read the book titled “Don’t Want To Be a Buffalo” because the title is interesting. With a beautifully colored cover, the book is easy to read, using no difficult words, and containing some subtle moral teaching. The students like the activity of the “simulated diaries” by writing in their “diaries” that they do not want to be buffalos. Students also like Venn diagrams because they help understanding of stories. The students spend only about three to five minutes for writing words because they think the words are “too easy.” For the outdoor activities, most parents comment that the activities are good and useful to implant good reading habits to children studying at Prathom (primary) level. The parents of a student by the name of Ms. Suthikan Sukala, for example, compliment the activity called “home-to-school link to love reading.” The parents show agreement to this activity because at home they also read books as a hobby. The family also visits the Sirimangklajarn Library regularly and borrows books to read. If the school has many books that the children like to read at homes, parents will also tend to read the books. The parents agree to the idea of implanting good reading habits, motivation to learn, and independent learning to the students.

The previous information allows the researcher to improve the teaching activities in the consecutive Learning Units as the followings.

1. Activities to write easy words for the students who pay little attention or feel no challenge to think must be improved. The students are then assigned to bring the words from “Don’t Want To Be a Buffalo” to make sentences and write essays with those words.

2. For the limited times to arrange the activities, the researcher must prepare plans in the tight hours. The teachers are urged to explain clearly, simply, easily about the problems related to the meeting times to arrange activities. Set between 3 and 4 pm, which is the last hours of the class, the activities are burdensome for the students already tired from studying the whole day. Some 8 out of 46 students show little enthusiasm to participate in the activities. The school has set teaching of math, science, and Thai language in morning sessions. This arrangement can not be changed or re-arranged. The researcher tries to solve this problem by providing extra fans, drinking water, and breaks before the activities for the tired students.

## **2. Learning Unit 2: The Story or “Pra Mahajanaka” .**

**In-door activities** related to this comics story are discussion about the work of King Rama IX, discussion about the book, words pronunciation, analysis of royal terms, search for meanings of the words in the story, surveys on the characters in the story, production of diagrams to summarize the characters, watching CD ROM about the flora world, discussion after watching the CD ROM, search for sentences/thoughts that are valuable for morality from the story, acting in a play and choose parts of play that attract students interest, rehearsal of the play, production of posters about the play, decoration of the stage for the play, evaluation of the learning unit, and note-taking about what students have learned.

**Out-door activities** include finding news about the other works of King Rama IX (i.e. from newspapers, TV programs, interviews), finding royal words and their meanings, writing concepts/thoughts on posters and pasting them on the school exhibition board, pasting invitation posters for other students to watch the play.

### **Findings of data analysis from the evaluation of the Learning Unit 2.**

From the evaluation of the class, the researcher improves the Learning Unit 2 as follows.

1. Data of reflexive thoughts from the teachers after the implementation of the plan. Activity to teach difficult words should be re-arranged. The majority of the words are royal words and some difficult proverbs students do not really like to read as they do not grasp their meanings. The researcher thus re-arranged the activities for the students to understand the meanings before allowing them to read by themselves and give clues for the meaning of words, i.e. guessing the meaning of words by noticing their contexts or looking at the illustrations, or from the situation in the story. If the students still do not know the meanings of the words, they can check those words in dictionaries.

2. Data from students' taking notes on learning. Most of the students like to watch CD ROM about the works of the King Rama IX and they like the play/act after the reading. The students are enthusiastic at the rehearsal, preparation of the props for the play, arrange proper costumes for the act, and select the parts of the story to be the act, which are the stories about

the young Pra Mahajanaka. The students are eager to read the details of the story. The out-door activities for the students are set as making posters, acting on the play, pasting the pictures of their favorite movie stars as the actors in the story, and writing invitations for other students to watch the play, and pasting the posters on the evaluation boards. The activities the students do not like are looking for words' meanings because most of the words are unfamiliar royal words difficult for students to understand. The teachers must show illustrations and pinpoint the context for their meanings to lead the students to understand royal court terminologies.

Such information allows the researcher to adjust the learning activities in the next Learning Unit as the followings.

1. Understanding the meaning of words can be trained to young learners in many ways. Focusing too much on looking up in dictionaries only destroys their interests.
2. There should be more activities related to watching media (CD ROM).
3. The teachers should explain the steps or processes in the arranged activities with simple, concise language and some illustrations if necessary.

### **3. Learning Unit 3: “Chao Sad Pad Kha” Story**

**In-door activities** related with this Learning Unit are introduction for the story (Chao Sad Pad Kha) and discussion about the title of the book. The other activities are free-reading, reading the story of Chao Sad Pad Kha”, writing Venn diagrams to compare between “maleng” (insects) and “meng” (moth), discussion on problems on the story and their solutions, writing diagrams to clarify the problems, writing posters about missing persons, discussing the posters, repetitive reading, follow-up act from the story, summarizing the thoughts from the reading, evaluation of lessons after the Learning Unit, and note-taking of what students have learned.

**Out-door activities** include surveys of names of insects and moths found in the local communities and to paste posters on the evaluation boards.

### **The findings of data analysis from the evaluation of the Learning Unit 3.**

From the class evaluation, the researcher gets data to improve the Learning Unit 3 as follows.

1. The data gathered from the reflections after the activities implementation. The students have written Venn diagrams in the Learning Unit 1. The students have compared data similarities, noticed differences between moths and insects, expanded their reading to cover scientific books (หนังสือสารานุกรม Non insects), and stretched the thoughts in relation with the activities outside the class. The surveys on the names of insects and moths in local dialects and the comparison between local dialects and standard Thai words (i.e. Duang and Kwang) lead to the learning in language. (Kwang is an insect by local name that the Doilor district has considered as the symbol of the district because there are the fighting of Kwang as a tradition in the local communities.).

2. Data from note-taking of what students have learned. The majority of the students like the activities related to Chao Sad (missing persons). Each student draws pictures of Chao Sad and some message to call help to search for Chao Sad. The students discuss and link the behaviors of selfish people. The morality in the story is one thing the teachers need to explain. The students summarize their readings and discuss them after the reading.

Such data enables the researcher to improve the activities in further Learning Units.

1. Teaching by adding morality implicit in the reading. Teachers do not explain directly to the students who just read and discuss the stories among themselves.

2. Arranged activities related to subjects familiar to the students themselves. Interests to familiar things to students, such as names of insects and moths in local dialects, may lead to further reading and learning.

### **4. Learning Units 4: The Story of “Sed Pha Khun Yai”**

**In-door activities** in this Learning Unit are composed of discussion about the story, word pronunciation, discussion after reading, planting trees, group planning to creating useful objects from recycled materials, presentation, evaluation after the learning unit, and note-taking after the activities.

**Out-door activities** include creation of book covers, planting trees (the students prepare equipment to plant trees and prepare big twigs as replicas of trees), hard papers/magic color, needles and yarns, consultation with parents on making useful things out of recycled materials (hard papers/magic color, needles and yarns), and free reading activities.

**The outcomes or findings of data analysis from class evaluation in the Learning Unit 4.**

From the class evaluation, the researcher gets data to improve the Learning Unit 4 as the followings.

1. The data gathered from the reflective thoughts after the implementation of the activities points that, planting tree consumes a lot of time because the students have to make book covers, tell a brief story from the cover, color the book covers, and hang them on twigs of the planted tree to attract other students to read the book cover story. After such reading students sign their names at the read back cover (the most read story makes the book “special”). Afterwards the teachers must follow up the evaluation of the students individually and see which book they actually read. If female students like to create forms out of recycled materials, male students complain that they are not familiar with sewing things with hands. The teachers solve this problem by allowing male students to join the groups of female students as “assistants.” This study shows that some students choose no certain activity. They are teasing others when the others are working.

Such data enables the researcher some guidelines to improve the teaching learning activities in the next Learning Units as follows.

1. Designing the activities for students of both sexes should be set properly according to their sexes, ages, and interests. For example, the creation of objects from recycled materials among students should not be the same for every student and group. Every group should be allowed to pick activities of its own interests.

2. The teachers must follow-up the good behavior of the students’ spending time for reading outside the class. The teachers should keep students’ records on post-tree planting activities for future references.



### 5. Learning Unit 5: KhunThong Daeng Story

**In-door activities** included in this Learning Unit are sharing experience about pets, discussing books, word-building, writing time-lines, free-reading, identifying the objectives of reading, making sculpture of Thong Daeng and the other dogs in the story, watching CD ROM movies about Thong Daeng, comparing reading the book version and watching the CD ROM, repetitive reading, choosing proverbs rich with thoughts, summarizing the reading, evaluating the learning unit, and taking notes about lessons students have learned.

**Out-door activities** include surveys on dog breeding at the community, surveys on desserts in the community (especially those starting with “Thong”), summarizing the thoughts, concepts and sentence to use in front of the national flag during morning flag ceremony.

#### **The findings of data analysis from class evaluation to improve the Learning Unit 5.**

From the class evaluation, the researcher gets data to improve the Learning Unit 5 as follows.

1. Data gathered from the reflective thoughts of the teachers after the implementation of activities, i.e. students reading, watching the CD ROM of Thong Daeng, or students’ comparison between reading the book and watching the CD ROM. Some students notice that some sentences used in the CD ROM are also used in the book, i.e. terms about Thong Daeng’s characters.

2. Data from students’ note-taking of their learning shows that all students write in notes that they like the CD ROM story of Thong Daeng. When they watch it quietly, they pay attention, laugh, and respond to emotions shown on the motion picture of CD ROM. After watching the motion pictures of Thong Daeng, the students ask the researcher about if they could see Thong Daeng in the King’s Palace. In addition, most of the students like to make sculpture of dogs with each has specific characters. For the sculpture of Mae Mali (Thong Daeng’ mother) the students choose white wax as her color and copy her pictures and illustrations in the Thong Daeng story book. Some students create sculpture for Thong Daeng and the other dogs by following the description in the book. Some 5 out of 46 students compare between Thong Daeng and the other dogs in the book and those dogs in the motion

picture (CD ROM). Some 20 students 40 wonder about the smart and well-behave dogs in the CD. They are also impressed at the dog training.

From such data the research gathers guideline to improve the teaching activities in the next Learning Units as follows.

1. The majority of the students pay attention a lot on the motion pictures (CD) with some explanations which are more interesting for them than reading. Thus in the arranged activities the researcher should bring CD ROMs and show them to the classroom to catch the students' attention and induce them to summarize the class lessons (before watching the motion pictures).

2. The data from observation shows students' interests in reading stories about animals. Children aged 9 to 12 years are normally interested in animals. Additional story books about animals should be provided for these children so that they can choose what they like to read.

#### **6. Learning Unit 6: Learning International Tales from electronic media**

**In-door activities** included in this Learning Unit are discussion on the readings from other media outside textbooks, learning from the internet, identification of objectives in reading, surveys on tales from websites, reading and discussing tales, note-taking of data from websites, planning for tales presentation, presentation of tales (in acts, role-playing by masked students), creating tales folklores, drawing illustrations along with telling tales, telling tales with puppets and paper bags, evaluating the activities after learning unit, and note-taking on what the students have learned.

**Out-door activities** used are surveys on tales in local area, sharing tales with students' families, preparation to present tales, pasting invitation posters for other students to visit the tale "show," and presentation of tales during lunch time.

#### **Findings from the data analysis during class evaluation in Learning Unit 6.**

The class evaluation allows the researcher to improve the Learning Unit 6 as followings.



1. Data from the reflexive thoughts of the teachers after the implementation of the plan. The data shows that students are very interested in learning from computers but the numbers of computers are insufficient for the students. The teachers solve this problem by arranging the students into small groups to study in different times (taking turns). For example, some groups study in the morning before singing the national anthem, and the others study during lunch time or after school time.

2. The data from the note taking of the learning reveals that the majority of students (30 of 46 students) state that they like the lessons with computers because they can learn and practice with the computers. They read tales, gain knowledge, and practice searching from the electronic media. The students also like the post-reading activities that allow them to tell tales after they read the stories of their group interests. The teachers and parents participate in arranging the props for the acts. In addition, the students invite publicly the students from other classes to watch the show of telling tales. The students want to ask the teachers to increase the learning from computers so they can search for more interesting stories and tales.

Such data above allows the researcher to improve the teaching activities in the next Learning Units as the followings.

1. The activities of using computers and additional internet program increase the chances for the students to read from various media. They train the students skills to search for information from learning sources by themselves.

2. The Learning Units should add post-reading activities according to the students' interests, i.e. acts, role-playing, plays, and searching for data from the internet.

## **7. Learning Unit 7: The Story of Beautiful Fish**

**In-door activities** related with this Learning Unit are introduction of four-set serial books about beautiful fish, discussion about the books, free-reading for students' interests, group shared readings, discussion about books in the class, reading the books of Beautiful Fish in pairs, discussion after reading, presentation of knowledge about types of fish, drawing fish, production of booklets about fish, making books, evaluation after the learning unit, and note-taking of lessons learned.

**Out-door activities** include search for fish names in local dialects and telling the stories about fish to the students' parents.

**The findings of the data analysis from class evaluation in the Learning Unit 7.**

From the class evaluation, the researcher gains data to improve the Learning Unit 7 as follows.

1. The data from the reflective thoughts of the teachers after the implementation of the plan. Some 10 students of 46 do not like technical books. They look only at pictures in such books and comment that technical things are not enjoyable. However, they like the pictures of fish and strange fish names that they never heard and saw before. The teacher solves this drawback by choosing a good reader among the students to share the stories about fish for the others motivate them to read on their own. This latter group of students starts to be interested and read the books in details later. The researcher opens chances for the students to read in pairs that they can discuss about the stories.

2. The data from note-taking after learning. The majority of the students, 30 out of 46 students, like to survey the fish in local areas (out-door activity). Some say that at homes they keep fish. The parents know many kinds and names of fish and they help explaining the names and strange characters of certain fish such as *pla saded (pla mor)*. Some 5 of 46 students ask the teachers to allow them to bring the fighting fish and mosquito-eating fish (with beautiful tail) to keep in school. The researcher notices that children like to learn about things near them. Close to the parents' way of life, the actual practices are the area where the students' parents can participate.

The researcher adjusts and improves the teaching activities in the next Learning Units as follows.

1. The arranged activities should be of students interests, which are close to them and parts of about their way of live. The activities that have been commonly practiced enable the parents to participate in their children's learning.

2. Assistance to young learners on reading should also be increased. The students who read inefficiently are provided appropriate books of their capabilities on reading. The teacher gives advice on reading to motivate the students to read more.

### 8. The Learning Unit 8: Practicing Cooking Books

**In-door activities include** cooking foods, discussing cooking books, free-reading the books prepared by the teachers, telling stories from book (“paper bag book talk”), identifying reading objectives, small group’s book reading, identifying reading steps/procedures, writing diagrams to show cooking steps, discussing books, group planning to cook by following the procedure in the cooking book, activity to cook by following cooking books, evaluating the Learning Unit, and note-taking about lessons learned.

**Out-door activities include** surveys of food names local dialects, cooking together with the parents, and practicing the cooking by following the cooking books.

#### The finding of data analysis from class evaluation in the Learning Unit 8.

From the class evaluation the researcher gets data to improve the Learning Unit 8 as follows:

1. The data derived from the reflexive thought of the teachers after the implementation of the activity plan. The majority of the students (40 out of 46) can do the activity of cooking by following the cooking manuals. They enjoy the activity and can do it in real practice but their time is limited because they have to clean up the cooking utensils and kitchen. They have little time for the discussion activity, which has to be done next day.

2. The data gathered from note-taking about the students’ learning. The majority of the students are interested in the demonstration of cooking from cooking books.. The students state that they are excited by seeing the teachers who show them the colorful paper bags and explain that there will be an activity out of the bags. Some students who volunteer to demonstrate the making of simple foods (i.e. *yam pla krapong*) show their excitement to follow the steps shown in the books. It is like the TV shows about cooking.

From such data, the researcher improves the teaching activities in next Learning Units as the followings:

1. The students are interested in new things such as colorful paper bags to use to present books. These things attract the student’s interest and curiosity to know what is inside the bags. Therefore the arranged activities for children should appeal the children to think, guess, wonder, and then to practice in actuality.

2. The second grade level students like role-playing in the activities. The majority of the students (30 out of 46) notice that the cooking activities in steps are similar to the TV cooking show of Meuk Daeng. They suggest that the costumes should be the same as the cook/chef in the TV program. The students are interested in the measurement method with spoons, i.e. “two table-spoons of fish sauce,” or “half table-spoon of lime.” The teachers recommend to the students to study more cooking manuals in order to expand their experiences in reading.

### **9. The Learning Unit 9: Learning from Newspapers**

**In-door activity used in this Learning Unit** are discussion about newspapers, recommendation for newspapers to read, study of components of news, making pairs of interrelated news, guess the news contents from their titles, choose titles for certain news, presentation of the news analysis, the “Wall Quiz”, publication of the school newspapers, evaluation after the learning unit, and note-taking about learning.

**Out-door activities** are surveys on newspapers name in the market or those the students already know, surveys on types of news in newspapers, note-taking or re-telling news in the community, and distribution of school newspapers among other students.

### **The finding of data analysis of class evaluation in the Learning Unit 9.**

From the class evaluation, the researcher gets data to improve the Learning Unit 9 as follows:

1. Data gathered from the reflexive thoughts of the teachers after the implementation of the arranged activities. The real activities run differently from the one in the teaching plan because production of school newspapers consumes time. The students also lack basic experience to do it. The researcher solves this problem by using the out-door activity to gather news from the community instead of news from the school only.

2. The data from the note-taking about learning of the students. The majority of the students like the “Wall Quiz” and they participate well in the quiz. They walk around the room to get answers (of quizzes) from the newspapers that the teachers paste around the wall of the

classroom. The students try to get answers from the questions posed by the teachers in the work sheet. Another activity that all groups of the students assist is the news- guessing quiz. The teachers identify eight important words from a news. Each group would use these words to think of a news that is in response to the words. The news that the student guess together correctly is the story about a breastfeeding mother who steals baby powder from Lotus Department store and is arrested by the police. The students from all groups guess the news very close to the contents of the real news story. The teachers urge the students to think about this case and discuss about the morality of mother's love that leads her to break the laws. If students were that woman, what would they do? From this question, the researcher asks the students from each group to brainstorm the thoughts and present them to the big group.

Such data enables the researcher to improve the teaching activities in next Learning Units as follows:

1. Training for thinking skills for the students. The teachers challenge them with the real situation where everybody can discuss and give opinions. This method is better than posing to them some theoretical situations.
2. The plan to publish a school newspapers should have been better if the time and the readiness of both the teachers and students are well-prepared first.

## **10. The Learning Unit 10: Poetry**

**In-door activities** related to this Learning Unit are sharing experience about poetry the students like, discussing about poem books read by the students (in pairs), setting reading goals, dancing along the rhythm/music, practicing the "Picturesque Poetry", word pronouncing, thought-reflecting and writing after reading poetry, sharing the reading of poetry, playing animal puppets in role-playing based on poems, writing simple poems, evaluating after the learning unit, and note-taking about students' learning.

**Out-door activities** include such activities like surveys on poetry that student like or enjoy from homes, libraries, or discussion with others, pronunciation of poems at home with parents, drawing color pictures and paintings from the poems that the students like, and presenting favorite poems of the students during morning flag ceremony.

### 3. The findings of using the model of arranged activities to promote good reading habits among the second grade level students on some aspects.

3.1 The finding on the aspect of levels of reading achievements before and after the students join the arranged activities.

Table 23 Frequency and percentage of the students' level or reading achievements before and after the arranged activities to promote reading habits.

Reading Level	Before the arranged		After the arranged		Increase	Percentage
	activities		activities			
	Frequency	Percentage	Frequency	Percentage		
Get score lower than the criteria	31	67.39	14	30.43	-17*	-36.95
Level 1 Perceiving level	8	17.39	32	69.56	24	52.17
Level 2 Responding level	7	15.21	23	50.00	16	34.78
Level 3 appreciating the value level	0	0	12	26.08	12	26.08
Level 4 Systematic arrangement level	0	0	9	19.56	9	19.56
Level 5 Routinized practices level	0	0	1	2.17	1	2.17

\*Decrease

From table 23, shows that before joining the arranged activities, almost all of the students (31 students) get scores lower than the criteria to reach Levels 1 to 5. After they join the arranged activities, only 14 students (30.43 percent of the samples) remain at the low level under the criteria while 32 students (or 69.56 percent of the samples) can reach the scores to reach Level 1. Among the students who get score in Level 1, some 23 students (or 50 percent of the samples) get enough score to pass to Level 2 and 12 students pass to Level 3. Only one student can reach the scores enough to reach Level 5.

In addition, the researcher observes the students' behaviors and asks them questions to find that some 25 out of 46 students are interested to borrow books to read at home more than before they join the arranged activities. After returning the books, the students will share the stories from the books to the teachers and friends, and some will recommend and explain the books to friends to read. Some 10 out of 46 students tell the stories they read to the teachers in the class and extra course teachers.



From the interviews with the teachers at Prathom Suksa 4, they notice that the students (4 out of 11) spend more of their free times to read books. Normally the students choose to play, talk, or quarrel with one another. Some 5 out of 11 students ask the teachers to take them to read books in the libraries in other class and reason that they want to join the assignments of the other teachers. After the students read books voluntarily about insects with their colorful pictures of many strange and exotic insects, the teachers notice that the arranged activities have relieved the teaching burdens on reading. “Normally I have to use compulsory methods,” explain the teachers, “especially to those who hate to read books.” When the students pick the books of their own interests and share their readings with the teachers, the teachers start to feel better about these students’ progress.

The interviews with the teachers at Prathom Suksa 5 show that the students (8 out of 19) spend their free time reading more books than usual. Normally they prefer playing. Some 7 out of 19 students borrow story books to read and draw pictures to re-tell the stories to friends. Some 5 out of 19 students re-tell stories from the books in front of the national flag in morning flag ceremony. Some 8 out of 19 students borrow books to read at homes because they want to read stories and books for their younger siblings. The books with illustration some illustrations create more interests on their telling.

From the observation and interviews with the students at Prathom Suksa 6, the researcher finds that 3 out of 17 students spend their free time reading books more than before. Some 4 out of 17 students volunteer to help the teacher to buy the books for the library collection. Two out of 17 students bring around 52 cartoon books from home to the library with reasons that they have many cartoon books at homes. These students want to donate their cartoons to the school library so other students can read and enjoy those cartoon books.

From the interviews with the hired-in teachers who teach at Prathom 4-6 the researcher learns that the students pay more attention to the lessons in class. They know how to accomplish extra study or additional readings. When they study computer, the students want to learn about searching for certain topics in the websites. The hired-in teachers notice that they assign the students to study the program use from the manuals. The other students start to gather in reading group and some good students can follow the manuals. If they fail,



they keep on trying. When assigned the work and failed to do it, the students will ask permission to look for books in the library or to borrow books from the senior students to read.

The interviews with the administrators of the school show that the arranged activities to promote good reading habits in the school are complimented by the students' parents. The promotion is done in response to the Top-Down policy that focuses on the campaign of promoting good reading habits, i.e. Lively Library Project. The pictures of the activities are taken and sent to the Educational Area. These, and other results, are prepared for External Assessment because the whole project is made for schools to reach the evaluation criteria level 4, which the majority of the schools have not passed. The activities should be expanded to the teachers in other classes and their students begin to love reading too. At the end, all students are expected to love reading.

The informal interviews with the parents show that 3 out of 10 parents notice that their children borrow books from the teachers to read at home everyday and they watch TV less. Some 6 out of 10 parents say that their children read more books not because exams are near or homework submission due tomorrow. Some 3 out of 9 parents say that their children like to read story from books out loud to them more often. Sometimes their children bring books with illustrations to show to them, and tell stories or tell them about news. Some 6 out of 12 parents say that they are satisfied with the arranged activities to promote reading habits. The activities should be continued and the teachers should give scores to the students to create higher enthusiasm about the activities. Some 3 out of 8 parents say that they are happy that their children know how to read books and they want their children to read more books. These parents are almost illiterate and do not know how to teach their children to read. So these parents just look at the pictures/illustrations while their children tell stories to them. If their children know how to use books they can find better jobs other than laborious jobs like those of their illiterate parents.

**The results of the arranged activities as shown by the self-evaluation of the students' achievements from the portfolios presented as follows:**

Table 24 Means, Standard Deviation and Percentage of the results of the students' self-evaluation for their study achievements.

Score	Number	Full	Lowes	Highest	Average	Percentage	Standard
	of students	score	t score	score	score		Deviation score
Evaluation							Interpretation
Method							
Portfolios	46	30	14	24	18.41	76.70	2.59
							good
Self-evaluation	46	44	24	40	30.89	70.20	4.11
in reading							good

From table 24, shows that the results of progress evaluation on the study of the students by using the portfolios is in the good level (average score of 76.70 percent) while the self-evaluation report on reading is also in good level (average score of 70.20 percent).

### 3.2 Studying the levels of satisfaction of the students, teachers and parents who participate in the activity to promote reading habits

After the experiment of arranged activities to promote reading habits, the researcher collects the data by using the Evaluation Form of satisfaction from the students, teachers and parents. The results are presented as follows:

Table 25 Mean, Standard Deviation and Scores for interpretation of the level of satisfaction of the students in their participation within the arranged activities to promote good reading habits (N=46).

Item	Issues/Questions	$\bar{X}$	SD	Interpretation
1	Students are satisfied with the method of arranged activities to promote reading habit	2.89	0.31	A lot
2	Students are happy and enjoying the activities	2.84	0.41	A lot
3	Students understand the explanation in doing the activities and steps in doing them	2.43	0.62	moderate
4	Students can do activity in each step on their own	2.45	0.50	moderate
5	Students are responsible for every assignment	2.26	0.57	moderate
6	Students are satisfied with their own reading habits	2.69	0.55	A lot
7	Students are satisfied with the benefit from joining the activities	2.71	0.50	A lot
8	Students are satisfied with the assignments given by the teachers	2.58	0.61	A lot
9	Students are satisfied with their participation in measuring and evaluating the activities	2.82	0.43	A lot
10	Students are satisfied to express their opinions and accept other student's opinions.	2.58	0.54	A lot

From table 25, shows that the scores from the evaluation of satisfaction of the students towards their participation in promotion of reading habits are mostly in high level (for Item 3, the students understanding about the explanation of doing activity,  $\bar{X} = 2.43$ ). Lower levels of satisfaction appear for Item 4 (student can do activity in each step on their own,  $\bar{X} = 2.45$ ) and Item 5 (students' responsibilities for the assignments) is in moderate level ( $\bar{X} = 2.26$ )

Table 26 Mean, Standard Deviation and Scores for Interpretation of satisfaction levels among the samples' parents towards activity to promote reading habits (N=40).

Item	Issues/Questions	$\bar{X}$	SD	Interpretation
1	Are you satisfied with the method of arranged activities to promote reading at home?	2.72	0.50	A lot
2	Are you satisfied with the activities that the teachers assign to your children to do at home?	2.72	0.50	A lot
3	Are you satisfied with devoting your time to do reading activity with your children at home?	2.62	0.627	A lot
4	Are you satisfied with the reading materials used in the activity?	2.72	0.452	A lot
5	Do you think that your children are always responsible for the reading assignments?	2.36	0.62	moderate
6	Are you satisfied with the reading habits of your children?	2.60	0.54	A lot
7	Are you satisfied that your children gain benefit from the activities?	2.80	0.46	A lot
8	Are you satisfied with the reading assignments that you have to do with your children at home?	2.77	0.47	A lot
9	Are you satisfied with the participation in the measurement and evaluation of activity such as signing name every time after doing activity with your children?	2.82	0.44	A lot
10	Are you satisfied with the time of arranged activities at home?	2.70	0.51	A lot

From table 26, shows the evaluation scores of the samples' parents levels of satisfaction towards their participation in the activity to promote reading. The majority of students' parents are in a very satisfied level in every items except for item 5 ("Do you think your children are always responsible for the assignment?"), which is in moderate level ( $\bar{X} = 2.36$ ).

Table 27 Mean, Standard Deviation and Scores for interpretation of satisfaction levels of students' teachers towards the activity to promote reading habits (N=4).

Item	Issues/Questions	$\bar{X}$	SD	Interpretation
1	Are you satisfied with the method of arrange activities to promote reading habit?	2.50	0.57	A lot
2	Are you satisfied with your participation in the activity to promote reading habit?	2.50	0.57	A lot
3	Are you satisfied with your part of taking care of students in reading?	2.50	0.57	A lot
4	Are you satisfied with materials, equipment and technology used in the activities?	2.50	0.57	A lot
5	Are you satisfied with your assigned responsibility towards your students?	2.75	0.50	A lot
6	Are you satisfied with the reading habits of your students?	3.00	0	A lot
7	Are you satisfied that your students gain benefits from doing the activity and bring their reading to apply in the subjects you teach?	3.00	0	A lot
8	Are you satisfied with the time of arranged activities?	3.00	0	A lot
9	Are you satisfied with the participation in the measurement and evaluation of the activities?	2.50	0.57	A lot
10	Are you satisfied with the result of arranged activities on teachers, students and parents?	3.00	0	A lot

From table 27, shows that the scores of teachers' levels of satisfaction toward the activities to promote good reading habits are all in "high or a lot" level.

### **3.3 The findings about problems and obstacles found during the implementation of the arranged activities**

3.3.1 The data analysis on these issues can be divided into three parts: (1) the problems found, (2) the appropriateness of the model, and (3) suggestions on the learning model from the learners and other participants. The details are given as the followings:

#### **(1) Problems found**

1) The problems during the arranged activities are found in reading in the three reading process which are:

##### **Pre-reading**

- Experience building activities are made to review the old knowledge and provide the basic reading in order to make relationship to the new reading or knowledge found in books. The problems found are some 5 out of 46 students suffer lack the basic knowledge on certain issues, i.e. little knowledge on royal terminologies before they read Pra Mahajanaka Story. As a result, the students face problems in understanding the story.

##### **During the reading**

-After the discussion activity after reading the literature, it is shown that some 8 out of 46 students are bright students who can read fluently and dominate the discussion at the expense of other students (join the discussion passively).

-During the activity of free reading, a problem is found that the numbers of books are not sufficient for the students' demands. Some 10 out of 46 students lack skills to "reading in mind" (quietly), lack skills to reading and gauge the meanings of words. After the reading, when the teachers ask questions to the students, these students can neither re-tell the story nor answer the questions asked. This means that they lack reading skills.

##### **After the reading**

- During the repetitive reading activity, the researcher finds that some 10 out of 46 students who can read fluently are bright. They do not pay attention to this activity because they already can read or tell all of stories.

-Activity to give reflexive thoughts after the reading. The findings show that some 8 to 10 students out of 46 can neither explain nor write their reflexive thoughts after the



reading because they lose concentration during the reading and they fail to understand the reading.

2) Learning method. The findings show that some 10 out of 46 students has no time to read other books besides textbook. Some 8 out of 46 students can not join activities in class because they do not understand fully the practice procedures as explained. Some 5 out of 20 students have no computer or internet program skills. Some 9 out of 46 students are not responsible to submit their assignments. Some 9 to 12 out of 46 students refuse taking note after their reading. While reading, they are overtly worried of taking notes later that they do not want to read altogether.

3) Tools and the computers are not sufficient for the numbers of students.

4) Cooperation/participation of the parents. The findings show that the students' parents have no time to join activities with their children because they work, get exhausted and need rest. Some 10 out of 40 parents agree to the activities to promote reading arranged in the school but for them certain activities at home seem to create problems. For example, some 5 out of 46 students' parents are almost illiterate. Two out of 46 students stay in the temple. Therefore nobody in these families can participate in the activities. Some 4 out of 46 parents work in the factory late at night shift and return home in early morning. Some 3 out of 46 students have deceased parents and they stay with relatives; they help with housework and dare not disturb the relatives. Some 25 out of 46 students lack parents' supports in doing activities at night. They sit in group at home to watch TV's soap operas at night instead. Some 3 to 5 out of 46 students have fathers who drink whiskey at dusk and their fathers can not participate in the reading activities with the children. Some 8 out of 46 parents of the students can not assist the activities because of duties to attend the village social activities, i.e. merit-making, ceremonies, and other tradition-related occasions.

### 3.3.2 Appropriateness of the model

The students and all teachers agree that the model of arranged activities to promote good reading habits is appropriate because the model to arrange activities is composed of steps/procedures to arrange in-door and out-door activities. The supportive factors for this model are stated as follows:



1) The criteria or standard of learning used in the learning units is gathered from the teaching of Thai language and the criteria or standard of the learning units of the Thai language for the second grade level.

2) The activity plan is well-prepared with clear details. The teaching plan for each of the learning unit in prepared for each week. The plan for each learning unit is written in details and can be divided in to five sub-plans, with each sub-plan takes one hour for completion.

3) The details of arranged activities arrangement is clear and easy to understand.

4) The arrangement for a warm and challenging environment, i.e. arranged book exhibition, book corners with pillows and mats. The students are relaxed when doing the activities and enjoying the chances for them to participate in the activities.

5) Arrangement of the proper learning media for the activity, i.e. for books of student's interests, quality books with awards, picture books and CD ROM , computers, tape recorders, projectors, magazines and others reading materials. The students can choose their own reading and borrow to read at home or to read with other people.

6) Measurement and evaluation of the students' levels or scores in assignment and participation in the activities are well-prepared, i.e. the evaluation criteria, note-taking after learning, evaluation after the arranged activities, interviews, student-made portfolios, and self-evaluation in reading.

7) Assistances to the young learners to launch activities with friends. The teachers, friends, and parents assist by providing advice in doing the activities, and providing books according to the reading capability levels of the students.

8) Adjusting the arranged activities by following the following cycle: planning, implementing the activities, observing, and reflecting of the implementation for further improvements the activities model. In this cycle the model of arranged activities is closely adjusted to the conditions of the students, the teachers, the families, and the school.

### 3.3.3 Suggestions

For suggestions, the samples have identified the following suggestions:

1) Some 10 out of 46 students suggest that more time to launch the activities or more practice are needed so the learners can better understand or continue practicing after the class in case they fail to complete the tasks on time. Some 12 out of 46 students want more time to survey the reading materials and to choose books of their interests to read.

2) Some 7 out of 46 students say that the activity procedures/steps should be explained briefly and clearly that the students can have the identical and correct understanding.

3) Some 20 out of 46 students said that the computers should be provided sufficiently for all students so they get ampler chance to study and search for materials.

4) The activities should provide more books. For example, 5 out of 46 students recommend more cartoon books. Some 16 out of 46 students want more picture books and some 14 out of 46 students demand tales books.