

## CHAPTER 5

### CONCLUSION, DISCUSSION AND SUGGESTIONS

The objectives of the research to develop the model for arranged activities to promote reading habits among the second grade level students are as the followings:

1. To study the current status and problems in the reading habits among the second grade level students before applying the model. This objective is composed further by the following:

The current status and problems related to the reading habits of second grade level students which are divided into

- 1.1 To study the achievement level of reading habit of the second grade level students;
- 1.2 To study the supportive factors in development of the students' reading habits;
- 1.3 To study the process to develop good reading habits that has been organized in the school; and
- 1.4 To study the problems and obstacles in development of the students' good reading habits.

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

3. To study the results of using the model to promote good reading habits among the second grade level students on these following aspects:

- 3.1 The model's effects on the students' reading habits after the arranged activities;
- 3.2 The levels of satisfaction of the students, the teachers and the parents who participate in the arranged activities to promote reading habits;
- 3.3 The occurring problems and obstacles from the trial of the arranged developed activities.

The sample for the study is 46 second grade level students at Koropo Klang Uppatum School in Doiloh subdistrict who are studying at the first and second semesters in year 2006, 15 teachers and school administrators and 40 parents. The tools used in this research are the same tools used to develop the arranged activities to promote reading habits, i.e. the surveys for the current status and problems on the students' reading habits. The tools for trial teaching include the plan to arranged activities to promote reading habits, the tools to evaluate the efficiency of the arranged activities to promote reading habits, the tools for class evaluation, for data collection (the evaluation forms for reading achievement levels, levels of satisfaction of the students, the teachers and the parents towards the arranged activities to promote reading habits), and the guideline questions for the group discussion, the data analysis by using the frequency, percentage, standard deviation by using computer program and analysis of the content or gathered data.

## **Conclusion**

**1. The findings of the current status and problems in the reading habit of the second grade level students before using the model of arranged activities to promote good reading habits are as the followings:**

a. The current status and problems related to the reading habits of second grade level students.

The findings on the current status and problems in reading of the second grade level students show that 48 percent of the students are male and the other 52 percent are female. Both of sexes are aged between 9 and 12 years. The majority of them (50 percent) find enjoyment in reading while some 2.17 percent are not enjoying reading. When the students evaluate themselves, the results show that the 52.17 percent of them have moderate level of enjoyment in reading (and 47.82 percent enjoy reading).

The current status and problems in reading of the second grade level students are as the followings:

**1.1 The findings on reading achievement level of the second grade level students before using the model of arranged activities to promote reading habits**

The reading achievement level of the students before they join the arranged activities is as follows. Some 38 students (or 82.60 percent of the samples) get the scores lower than the criteria needed to reach any level. Some 8 students (or 17.39 percent of the samples) reach reading achievement Level 1 and 7 students in this group of student (15.21 percent of the samples) can get the score up to Level 2. None of the students can achieve the scores to reach to the reading achievement Levels 3, 4 and 5.

### **1.2 The findings about supportive factors in development of the students' good reading habits**

The findings about the supportive factors to induce students' reading habits show that 54.34 percent of the samples have no book at home. The majority of the students (51.10 percent) discuss their reading materials with family members about 1 to 2 times a week. They value reading highly as an important thing and they believe that they should read books in the library. The most cited reasons (from the most to the least cited) are that the students want to learn about what they want to know, that reading is a life skill, that reading teaches good understating about others, that reading is enjoyable and good to understand oneself, that reading helps them find jobs and rest while working, that and reading is necessary.

About the printed/reading materials outside the classroom that the students read (from the most to the least often) are cartoon books, newspapers, songs, merchandise catalogues, picture books, and true stories. The documentary reading materials that the student like to read the most are animal stories, joke story, adventure books and mysterious/ghost stories, respectively.

The place where the students like to read books outside the class most are the community, friends' houses, at restaurants. While reading in the school vicinity, the students like to read books in the library, in the classroom, in the playground while at home the students like to read books in the living room and in the bedroom.

The reasons for the students to read more books are as the followings. They would read more books if the books are related to the subject of their interest, if have more time, and if the book is enjoyable. The activities that attract the students to read more books are the group reading and the reading competition.

The persons who teach reading to the students the most to the least (respectively) are teachers, mothers, fathers, elders siblings, friends and others, and grandparents. The persons with whom the students like to read and discuss about the book are teachers, friends, mothers, fathers, elder siblings and librarians, respectively. The family members who encourage students to read the books the most often are mothers. Mothers sometimes spend time reading with their children. The most cited institutions that encourage the students to read for entertainment are the schools and the families.

The media, materials and equipment known to support the development of good reading habits are personally-owned books, private desks, personally-owned computers, and subscriptions as members of magazines and daily newspapers.

The arranged activities to promote reading habits have been the regular project under the Top-Down policy. This policy facilitates the implementation plan, i.e. arranging the environment, creating the atmosphere, providing books, materials and equipments, all to support the promotion of reading habits. The teachers have been inserting the idea of reading regularly in all class sessions. They see that reading is very important because it is the bridging tool for learning the other subjects. The teaching of all subjects is related to reading. Libraries have roles in arranging activities to promote reading habits through various means and continuous efforts. A specific budget is also allocated to buy books.

The findings from the students' group discussion reflect the importance fact on the development in the students' reading habits that important reading can also take place from sources outside the textbooks. The students can read from TV, computers, advertisement signs and others written media. If the students refuse to read, they will not gain knowledge. The method to implant good reading habits is that the school should arrange activities to promote reading that allow the students' voluntary participation. The surveys on the students' reading status and demands should be launched. The majority of the students do not like reading the textbooks because they already have to read them everyday. They want to have free time to read other kinds of books in the library or in the classroom. After they study about 5 to 6 hours, they have little time to read books of their own interests. They deject the note-taking after the reading because when they read they become worried about forgetting the reading.

They are not good and slow at note-taking. The suggestions for the teachers are thus shown by the findings that the school should select kind teachers who talk nicely and often read books. These teachers should tell stories to the students after reading in enjoyable atmosphere that attract the students to read the books. The students rarely read books at home because they do not have any book at home. Parents normally force them to read only the textbooks and finish homework. Parents sometimes ask the students to do house works and provide the students only TV as entertainment.

The samples' parents agree to fill the scored evaluation forms to survey the development of reading habits of their children at home on four aspects. The findings show that the first aspect (reading books with their children) is practiced at home in a moderate level. The second aspect's (creation of the environment that facilitates the reading habits of the children) evaluation forms show that the four sub-aspects under the second aspect are taking place in moderate level, except for the sub-aspect of buying best-selling or awarded books for children, which can be practiced in low level. The third aspect (the implementation of activities to promote reading habits in the family) can only be implemented in a moderate level by the majority of the samples, except for the arrangement of a book corner in the house to facilitate good reading habits of the children (in low level). Discussing about books with children can be implemented in a high level. The fourth aspect (activities to promote reading habit outside the house) can only be practiced in low level by most parents, except for talking with children about advertisement signs, product packages, merchandise manuals seen in restaurants, markets, by the streets, or other places. The majority of parents practice these in a moderate level.

The parents add that no time is available to arrange activities for reading or read books with their children because they have to work. The parents leave it as the school's full responsibility. The family is poor that they can not afford the costs to buy books or other reading materials for children (except for the compulsory textbooks). The book store is also far from their houses and the majority of available reading materials are newspapers. The entertaining books or children books are limited. Some students even live with almost illiterate grandparents who can just listen to the stories told by their grandchildren.

### **1.3 The findings about the process to develop good reading habits arranged by the school**

In sum, the process to develop good reading habit arranged by the school starts with a teachers' meeting to discuss about the noted problems in the past year to solve. At the same time the manual for promoting reading habits of The Office of the Basic Education Commission is reviewed. The policy and implementation methods of this manual will be studied and the proposed activities will be written as a project in the annual implementation plan. The school implements the policy for each class by arranging a reading corner for the students to study or to rest and read books. The responsibilities have been clearly arranged. A teacher arranges the reading activities, and a librarian arranges or administers the library. The teachers who are responsible for the project will be sent to an activity training at Educational Service Area Office which held annually. The outcome of activity arrangement will be reported to Education Advisor. The libraries are arranged in a way to facilitate the learning. The books are bought with the allocated budget as well as bookshelves to keep them. The library is used for learning and the class schedule is set to use the library at least one hour per week or per class. The teacher will be responsible for using libraries as the sources of learning.

Implementing the arranged activities to promote reading habits in the school has been regularly practiced through hand writing competition, essay-writing competition, motto-making competition, drawing pictures on special occasions, board-decoration competition, news-telling, a Thai and English word a day activity, a Buddha teaching in cycle each day of the week, taking note after reading, searching for words in dictionaries, and story-telling.

### **1.4 The findings on problems and obstacles in development of students' good reading habits**

The findings about the problems in arranging activities to promote good reading habits in the school are divided into five aspects. The samples (teachers) agree that the first problem is the teachers' role. The findings show that the majority of the teachers (93.33 percent of the samples) consider that the arranged activities lack connection between the school, the families, and the community. The next commonest problem is cited by 60 percent of the samples who consider that the teachers do not know the types of book that attract the

students. The second aspect of the problem is the activity to promote reading habits. The majority of the teachers (80 percent of the samples) consider that the students prefer watching TV to reading activities. The next majority (66.66 percent of the samples) notice that the arranged activities are not interesting enough for the students to participate. The third aspect of the problem is a deficiency in books. The majority of the teachers (86.66 percent) agree that the children books are not sufficient for the students. The next majority (73.33 percent of the samples) think lack of quality books involves both their contents and reasonable prices.

The fourth aspect of the problem is the administrative/management problem. The majority of the teachers (93.33 percent of the samples) perceive a lack of budget allocated for books and reading materials. The next majority (86.66 percent of the teachers) consider lack of consistent follow-up and evaluation of the activities. The fifth aspect of the problem is about the infrastructure. The majority of the teachers (93.33 percent) think the library space is severely limited to provide decent room for the arranged activities. Some 60 percent of the teachers think that the library atmosphere fails to promote reading habits without proper book display shelves and cupboards.

The teachers generally agree that the arranged activities to promote reading habits in the Thai subjects should be arranged separately to produce better outcomes. The teaching jobs of the teachers should also be reduced to allow teachers time to encourage students to read more books and promote good reading habits in the school-arranged activities. The reading activities need some publication and they should be arranged continuously with all teachers participating in the activities.

## **2. The findings on the arranged activities to promote reading habits among the second grade level students**

The findings on the arranged activities to promote reading habits among the second grade level students can be summarized as follows:

2.1 The standard methods of learning used in the Thai Language in the Basic Curriculum of 2001 are identified as the framework of the contents for the arranged activities.

2.2 The components of the arranged activities are the concepts of “entertaining reading,” “parents’ participation,” “assistance for learners,” and “arranged environment to facilitate the reading”.

2.3 Making plan for the arranged activities by using the practical model in developing the activities and adjust them to be appropriate for inside and outside of the classroom.

2.4 The evaluation for the arranged activities is composed of student self evaluation in reading, student-made portfolios, and the evaluation of the reading habits in five level according to the concept of Krathwohl.

The result of development of the arranged activities to promote good reading habits shows in the activity plan’s efficiency. The three experts who evaluate the activity plan to promote reading habits generally give high scores in all items.

### **3. The results of using the model of the arranged activities to promote reading habits for the second grade level students on two aspects**

#### **3.1 The findings of students’ reading habit after the launch of the arranged activities**

After the implementation of the activities, 14 out of 46 students (or 30.43 percent) get the scores lower than the criteria needed to fulfill Krathwohl’s concepts. Some 32 (or 69.56 percent of the samples) get the scores enough to qualify for Level 1. From the group of 32 students who get the scores enough to reach Level 1, some 23 students (or 50 percent of all samples) get enough scores to pass up to the needed criteria in Level 2. From these 23 students, 12 students can reach the scores fit to the criteria of Level 3. Some 9 students get the scores to qualify as members of Level 4 and one student (or 2.17 percent) gets the score to boost to Level 5.

From the observation of the students’ behaviors and the interviews with the students, the researcher notices that the students are interested to borrow more books to read at home. After returning the books, the students tell the stories from the books to their teachers and friends. Some students even recommend some books to the other friends to read. They

normally share the stories to their friends on their favorite parts. Some students volunteer to help the teacher in arranging books on the shelves.

The teachers at Prathom Suksa 4-6 as well as the hired-in teachers agree that the students spend their free time reading books more than before they join the arranged activities. The students beg to the teachers to take them to read books in the library by giving reason that they want to study more than the assignment given by the teacher. The teachers hint that the arranged activities to promote reading habits actually release some of their burdens in teaching.

The school administrators agree to the findings that show that the school receives admiration from the students' parents on the arranged activities to promote reading habits. These parents compliment that the teachers take good care of their children's study and arrange activities in response to the policymaker which focuses on the campaign for good reading habits and "lively library" campaign.

The interviews with the students' parents show their agreement that their children begin to borrow books from the teachers to read at home every day. Therefore they spend less time for watching TV. The parents do not need to force them to read books or to finish homework. The students tell stories from books and bring picture books to share. The students tell stories or news from newspapers. The parents are satisfied with the arranged activities to promote reading habits and agree that these activities should be arranged continuously. The parents also suggest to the teachers to assign scores to their children that they may become more enthusiastic. The parents are happy when their children know how to read books. The parents want the children to read many books because some of the parents are illiterate. They just look at pictures and let their children read for them. They have difficulty because they have little knowledge. If their children know how to read books, the parents believe that their children can get better jobs, not the laboring job like the parents.

According to the measurement based on both student-made portfolios and the self-evaluation forms in reading, the levels of the students' achievement are in good level.

### **3.2 The findings about the satisfaction of the students, the teachers and the parents who participate in the arranged activities to promote reading habits**

The findings show that the scores from the evaluation of the students' levels of satisfaction towards their participation in the arranged activities to promote reading habit are mostly in "very satisfied" level. For the Item 3 (students' understanding of the explanation of steps in activities), Item 4 (students' independency in each step of the activities), and Item 5 (students' responsibilities for their assignments), the students only reach "moderate" level.

The scores on self-evaluated levels of satisfaction among the students' parents participating in the activities generally are in "satisfied" level, except for Item 5 (your children's responsibilities for their assignments), which stands in moderate level (Means = 2.36).

The self-evaluated levels of satisfaction among the samples' teachers and hired-in teachers towards the activities to promote good reading habits are generally in "very satisfied" for all items.

### **3.3 The findings on the problems and obstacles found in arranging the activities by the used model**

The findings about the problems and obstacles in the implementation of the arranged activities by this study's model can be divided into three parts, which are "problems found," "appropriateness of the model," and "the learners' suggestions about the learning model."

## **Discussions**

1. The findings about the levels of reading achievement among the students show that their levels of reading achievements have generally increased except for 14 students whose scores remain under the criteria of Krathwohl. The measurement of the levels of reading-related behavior development is done by using the Krathwohl's concept (cited in Tonjes and Zintz, 1981). The concept argues that reading has some correlations with the development on their attitude towards reading. Reading achievement levels are measured based on the levels of concentration, intention, interest, appreciation of the values of the reading, and the readers' realization of what they have read into practice. The quality of reading can be indeed

implanted into children. While reading, some children normally show a lack of concentration, short-span of concentration, and a lack of responsibilities in accomplishing reading assignments. Most importantly, the research of McNicol (2003) has found that the arranged activities to promote reading in the United Kingdom are arranged as a part of a supplementary curriculum. The research finds that children can develop good reading habit best at the age of 7. After this age, it would be difficult to develop long-lasting reading habits for them. A study by the Scholastic Printing House (2006) reveals that American children show a declining tendency to read books when they reach the age of 8. This decline appears clearer when they grow into teenagers. Weinberger (1996) similarly finds that children learn to read and write best at the age of 7 and they would have picked their favorite books when they are 3 year old. In addition, the research of Mckenna, Ellsworth and Kear (1995) records that the reading motivation of children declines as they grow older, especially when they already have developed negative attitudes towards books and reading. The children who have felt no sense of entertainment in reading when they are young tend to avoid books when they grow older. There is a possibility that some children might have passed the ideal age when they should have been trained to like reading in the promotion of reading habits. At the ideal age when they are ready for the training of reading, the reading activities are often neglected and those activities fail to respond to their interests at that time. These facts might have influenced the development of good reading habits among the second grade level students.

The important issue for the discussion about the findings is about the children's reading interest. The students are generally interested more in reading entertaining or picture books than the textbooks. This finding leads to the discussion of about methods to motivate the students to read books. In the earlier period of their training for reading, the books should be the books of students' interest with entertainment values. This apparent interest creates positive attitudes towards reading, which will be very important beginning for the young students to be sustainable readers. The research of Mulin, Martin, Gonzalez, and Kennedy (2003) shows that the children with positive attitudes towards reading tend to be life-long avid readers. The children who can read fluently will have better positive attitudes towards reading than the less fluent children in reading. When the children begin to like reading, they tend to

expand their reading experience to read the textbooks or other valuable and good books later. This finding is similar to the research finding of Schickedanz (1999) who shows that the development of positive attitudes towards reading leads to creation of life-long readers. Implanting the positive attitudes towards reading to children can begin with enjoyable reading experience with entertaining books and creation of positive attitudes towards books.

The finding of reading status among the second grade level students can be summarized as follows. More than 50 percent of the students agree (high level) about reading that reading is important that reading is not boring. This research finding correlates with the finding of Clark and Foster (2005) who find that students at the Primary School level (Prathom Suksa) in the UK also express the same opinions. It means that both Thai and foreign students are aware of the importance of reading and find reading is not boring. In the latter research, some findings are similar to the research findings of this present study, i.e. the person with whom students learn to read the most and discuss about books is teacher (followed by mother). The students believe that their mothers are the persons who read more books than anyone else in the family. The mother is also the person who encourages the students to read more books. This finding implies that the most appropriate person to arrange the reading activities in school is teacher, and the most appropriate person to take care of the students' reading at home is mother. Therefore both mother and school teacher become the role models in reading for the students. Similarly, Laurice's study (2004) finds that the parents are the role models for their children to develop positive attitudes towards reading. Children imitate their parents on after encouraging compliments or other incentives for reading. Laurice (2004) thus suggests that the parents arrange various reading materials for their children at home to show to their children the entertaining values in reading. The parents should read with their children, listen to the stories from the children after their reading, discuss about reading materials, take the children libraries, and let the children share their knowledge on reading to the parents. In addition, Kamii (1990) proposes similar finding that children want a role model from their parents who read books and enjoy books as entertainment. Children read books to search for information and details and then they share the books with others. About the teacher, Joseph (2004) propose a similar suggestion to this research findings that the teachers

should play their roles more than the parents in being good samples in reading, both in behaviors and attitudes. The teachers act their roles by arranging interesting reading materials appropriate for the children's grade levels and becoming the samples in reading. The teachers are urged to spend their time to assist children to read books and to raise the children's awareness of the positive outcomes of activities to promote reading habits among the less efficient students in reading.

Another important finding from the surveys of the current status and problems in reading of the students is a fact that when the students have problems in reading, they will first consult their teachers. This finding runs parallel with the findings of Phithaksa (1988) who gathers that teacher is the closest and most trusted person to the students. It leads to discussion of the finding that helping the young learners to be efficient readers means raising a sense of confidence and pride on their reading. In designing the model of the arranged activities for the learners of reading, the findings of Vygotsky (1978), who noticed that some children can learn new things by themselves, are important. If their parents offer a little initial assistance, their children can manage to accomplish the whole duty on their own. The children at the same age may have different "Zone of Proximal development". Therefore helping students to develop themselves into their full potential is an ideal concept in arranging proper activities to promote reading habits.

This study finds that the most preferable places for students to read are homes and schools. This finding shows that both schools and homes are the best institutions to implant reading habits among the students. The research findings of Chen (2005) also show that the parents, the teachers and other literate people are supportive factors that influence the tendency to read among the students. The research findings of the Education Department of Hong Kong (2001) similarly show the values of the parents' participation in promoting students' reading interests. If the parents participate little in the arranged activities to promote reading habits of their children, or not participate at all, the children tend to spend lesser time in reading. The findings of Clark and Foster (2005) reveal that homes have important roles for children as the reading practice at homes and schools can be successful with the shared responsibilities between the two institutions.

2. The proposed model of the arranged activities to promote reading habits is the outcome of this study. The arranged in-door activities in class are made compatible with the out-door activities. The supportive factors are set to be the surrounding environment of the arranged activities, i.e. integration of the methods of learning Thai language, arrangement of the reader-friendly environment and atmosphere, quality and quantity of the learning media, sufficient time length, quality of evaluation methods for in-door activities, and quality of the students' self-evaluation in their reading achievements. The other set of factors are the parents' participation, flexible adjustment according to concrete situation, and good relationship between students, teachers and parents to facilitate the learning atmosphere. The roles of the teachers as the coordinator are to prepare the students' readiness in the arranged activities, to motivate the students, to provide knowledge, to build confidence in reading and accomplishing the activities for students. These prepare the teachers for the arranged activities as in the normal curriculum. For the school, according to the Statute of National Education in 1999 (Revised in 2002) Education Act B.E. 2542 (1999), (Revision in 2002), section 24, the learning arrangement is done by integrating other knowledge together so that the learners can create connections among the skills of listening, speaking, reading, writing, language use and literature.

In addition, the used model aims for students' participation in both in-door and out-door activities. They have to practice and create some pieces of work from the reading activities. The evaluation of the level of success of these arranged activities covers the processes within and outside the classroom as well as the students' pieces of work, knowledge, feelings and expressed skills. The model of the arranged activities, with its methods, emphasizes the development of the students' good reading habits.

The evaluation of the students' achievements shows that 76.70 percent of the samples gain the average score of 18.41 (range=10, full score=30, SD=2.59) in the portfolios and 70.20 percent of the student samples reach the average score of 30.89 (range=16, full score=40, SD=4.11) in the self-evaluation in reading (good level). It can be stated here that the students have developed their reading capabilities to good level and their pieces of work, or portfolios, show their good level for the capabilities in reading and activity participation.

The processes of self-evaluation by the students in reading and the observation on reading behaviors are done along three steps: the pre-reading, during the reading and the post-reading. The students self-evaluate themselves in terms of what they have read and looked, i.e. book titles, the introduction, summary from headings or subtitles, maps, diagrams and graphs that assist understanding about the story. They also think about the details of the headings/subtitles, introduction, book summary, and their expectation about the story by asking reflexive questions. During the reading, the students read each chapter of a book and stop to answer the teachers' questions by utilizing headings, maps, diagrams and graphs to help understanding about the story. They also try to imagine the story while they read it. They also repeat the reading when they do not understand something. The post-reading step is set to review what the students find important in reading, to list the details from reading by using diagram, or maps. This method is adopted from Duffy and Rohler (1987) and Lipson and Wixon (1983) who proposed the methods to develop nine reading habits the learners should learn and practice to develop good reading habits. The training of nine good reading habits can be practiced at the pre-reading, between reading, and post-reading steps. The methods to develop reading habits increase understanding of the reading through "scanning" first to gather quickly the text's basic information and identify the reading objectives. At the pre-reading step, the students "scan" the book titles, pictures, and writing styles.

The evaluation about the problems and obstacles in arranging activities to promote reading habits provides some suggestions on the development of the arranged in-door activities. The finding suggests that more time should be added for the activities or the actual practices in the classroom that the learners can fully understand them and practice the activities later outside the class hours on their own. The students also want more time to survey reading materials or to choose books of their interests. The steps to do the activities should also be explained clearly by the teachers in great details that the students share the same understanding. Computers should be provided sufficiently for the numbers of students. More facilities mean more chances for the students to study better. This applies also for books. The finding of this research is parallel with the research finding of Kamii (1990) who suggested some methods in arranging the curriculum for sustainable reading. Kamii (1990)

also stated that this kind of curriculum should not fix any time limits. Children need some time for surveying the reading materials and for creating experience in reading. In addition, the curriculum should not set the limit on the samples or the role models for reading. Children like to listen to stories told to them. Children want to discuss and share experiences related to what they have read. They want to have a chance to survey, to write and to express their own brand of creativity from their reading. They want interesting materials closely related to their lives and they get thrilled with successful experience in reading. These suggestions are important to build efficiently arranged activities to develop the students' good reading habits.

3. Based on the clarity and appropriateness of its components, the model used in this study is considered appropriate to the age of the intended learners and is possible to use (high levels). This means that the proposed and tried model, which is derived from this study's findings, can be used to plan for arranged activities by the teachers. The arranged activities to promote good reading habits developed in this research utilizes the classroom-based action research method which covers the research procedures, methodologies (qualitative and quantitative), main cycle model and sub-cycle model of the planning, implementation, observation, data collection and the reflection of implementation for further improvements and adjustments of the plan (Kemmis and McTaggart, 1998). This present research studies a group of people who perform their work in real social situation in attempts to improve the methods, characterize the work, and create understanding about the work and elucidate their real situation. The samples of this research are the teachers, the students, the administrators of a school and the parents who share common interests. This conceptual framework is correlated with the classroom-based action research of Panyapinyophol (1998, p. 9) who claims that the classroom-based action research is the study to find solutions for problems and to apply changes for better quality of the work of educators. At the same time the method also creates a good understanding on the current learning condition and the transitional process. The information collected during the implementation phase will be used as the basis of further revision. Therefore the planned activities to promote reading habits in this research have already passed all processes of the classroom-based action research and can be considered as a quality plan to arrange activities to promote reading habits.

Another important finding during the arranged activities is the students' agreement on their fondness for the reading activities because the activities are not confined only to the classrooms or in-door. The students are allowed to learn from sources outside the classroom. They can survey their living environment and talk to other people, which is responsive to the Education Act B.E. 2542 (1999), (Revision in 2002), section 24 (teachers arrange proper atmosphere, environment, and learning media to facilitate progress of the learners). However, the students dislike the note-taking after reading and the making of "reading logbooks." The students complain that the note-taking form requires a lot of information to fill and thus upsets them while they read. It means that some children still suffer a lack of reading skill to fully understand the contents of their reading and a short span of concentration to sufficiently summarize what they have read. This study solves this problem by designing a simple, concise form of note-taking with which the students have little need to take specific note in every part of their reading but only to summarize the reading to re-tell or discuss about the stories. The incentives given to the students take forms in compliments and supports in writing. This research is similar to the research finding of Kamii (1990) who claims that most of the teaching programs to read should emphasize on the exercises and drills for certain skills. The students avoid the paper-pencil learning methods that destroy their confidence when they practice such exercises. Kamii thus suggests that education administrator/experts cease from believing that the creation of life-long readers only works with a teaching technique called "drill and practice." This kind of methods erodes children's creativity, confidence as well as the entertaining values in reading. The research finding of Scarcella and Oxford (1992, p. 236) reveals that the learners who possess positive attitudes towards writing will be successful in their writing because they freed from worries. The students with negative attitude towards writing will always be upset and negatively affected during the development of their writing skills. They tend to avoid writing, and if they are forced to write they write with worry and thus fail to learn the writing skills. Therefore the teachers should build the learners' confidence and enjoyment in writing. The proud and confident learners solve problems and learn better.

4. The resulting good reading habits from this action research come from the arranged activities done in tight schedule for only a semester. However, some time and incessant efforts are necessary to implant good reading habits before the solid characteristics of good readers can be seen among the samples. The research findings of Sathienmonkolkit (2006) also confirm that the good reading behaviors can not be implanted in only short time. More successful creation of children with good reading behavior should be started at early ages, especially with the supports from their parents who stand in right positions to teach reading to their children and arrange supportive home environment. Therefore the resulting reading habits among the students from the arranged activities in this research can not be fully implied as the outcomes of the arranged activities to promote reading habits. However, the levels of satisfaction of relevant of the teachers, the school administrators and the parents show that these participants are satisfied with the produced reading habits observable from the students' behavior after they join the activities.

5. This research reveals that the most cited person who teaches the students to read is teacher (91.48 percent of the students). The next most cited person is mother (68.08 percent of the samples) and followed by father (57.44 percent). This finding confirms that teacher have rather high role in teaching the students to read. In contrast, some studies in European countries or in western countries observe that mother is the person who has the highest role in teaching their children to read because mother is the closest person to the children and first to teach them to read and write. Parents in Thai society clearly leave the responsibilities to teach their children to read fully to teachers in a formal model of educational system. The other reason is that the low literacy status of the Thais especially in rural areas where most people have limited knowledge and resources to read and write. In the worst case, the totally illiterate parents fail to transfer any literacy skills to their off-springs. Moreover, the dire economic condition forces the parents to attempts hard to feed the families that they overlook the importance of education for their children. In the relatively richer European or Western countries, the education systems permit better parents' roles in education arrangement.

An interesting finding from in the survey shows that the person with whom the students like to read the books is friend (stated by 74.46 percent of the samples), followed by

teachers (72.34 percent) and mothers (68.08 percent). It can be gathered that at the Prathom Suksa Level (age of 9 to 12), the students' "friends" are classified as influential persons together with teachers and family members. Therefore the arranged activities to promote reading habits should allow students' interaction with their friends in reading. The other finding corroborates this finding when it shows that the students' favorite activities in the reading habit promotion activities are the student peer group reading (70.21 percent of the samples), the reading games (46.80 percent of the samples), and the reading competition.

6. An interesting finding appears from the survey of the condition of the arranged activities at homes, which is related to the demographic data of the student parents' education levels. The majority of the student parents have finished only the compulsory course of Prathom Suksa 6, followed by the illiterate grandparents. Some of the student parents either have died or moved to work in other provinces. The survey to find out the students' reading at home shows that 54.34 percent of them have no book at home and the rest (19.56 percent of the samples) have only 1 to 10 books at home. Lacking reading materials, these groups of children lose the opportunity to learn at home with their parents. In stead of reading with their parents, these children read the books for their parents or discuss about books for parents. This finding is not relevant to any review of research in the Western countries where the literate parents have chances to teach their children to read. This finding points out the fact about children who lack family members to teach them to read at home and have to wait until they go to formal schools. When they actually begin to learn to read with school teachers, the tender ages to learn to read had gone wasted. The observations and the interviews with the students, however, show that the illiterate parents still can transfer their indigenous knowledge to their children, i.e. local tales and local names of fish species found in the communities. Proper utilization of this observation can motivate the students to read more books related to local knowledge or animal science.

7. This study finds that the school-managed activities to promote reading habits have been largely unsuccessful. The surveys reveal that the regular school-based arranged activities to promote reading habits are implemented under a Top-Down Policy in the school context, the students, and teachers in a formal education institution. Seen from the sociological

Structural Theory, in the vicinity of the school a transfer of cultural processes between teacher and students, students and students, and teachers and teachers has been taking place. The review of literature shows that the teachers are expected to act as the role models in reading for the students. Although the transfer of cultural processes is created, the researcher finds that the teachers who participate in the regular school-arranged activities act as the role models of reading only during the school hours. The teachers fail to appear “reading books” continuously. The cultural practices in the school try to implant the values and beliefs in reading from the teachers to the students’ direct perception. Implementation of a Top-Down policy using the school-based values, beliefs and attitudes neglects the values, beliefs and attitudes towards reading the students, their parents, and their communities living somewhere else.

8. The study’s review of literature reveals the problems in reading habits among the young Thais. Some social thinkers claim that the Thai society is not a reading society as reading is not common in Thai culture. The Thai society is the oral society where people communicate more with oral rather than literal means, compared to the “reading societies” in the western countries. Western people appear to read books everywhere. They bring books everywhere and read them while they are unoccupied with something else. Found during the observation of the researcher on the trial of the arranged activities to promote reading habits among the samples is the fact that the students spend their time more for talking than for reading. When interviewed, the students explain that oral communication creates better interaction with friends through discussions about their reading and better understanding on the reading. The researcher can infer that the Thais’ reading level is still low because the Thai society facilitates talking as highly important means of communication. In addition, the researcher offers an aspect or a reflection that societies can be classified into the “advanced society” and “backward societies” by using the quantity of reading as an indicator. The “advanced societies” will be in advantageous position on the education and the development rate compared to the “backward societies.” This is a high time for all Thais to take roles in developing the Thai society into a “reading society” a par with other advanced societies.

### **Suggestions**

From the research of developing a model of arranged activities to promote reading habits among the second grade level students, the researcher offers the following suggestions:

#### **Suggestions for the school administrators**

1. The school should allocate some budget for development of activities, i.e. purchasing quality books and arranging the school environment to facilitate reading.
2. The school should create a reading culture and thus motivate the students to be enthusiastic readers by arranging activities to promote good reading habits, fixing the targets, opening chances for students to read materials of their own interests, providing various reading materials suitable for their reading levels and individual's needs, enlisting the students' participation in the decision to purchase books and in the arranged activities, and connecting the activities to the students' living communities. The school can be a pioneer of the "reading society" at the end.
3. The school should plan for the activities and implement them with the student parents using the school as the base to accommodate the participation and supports of the communities, the parents and local organizations.
4. There should be a development of the model of the arranged activities to promote reading for all students in the school. The activities should be designed flexibly to the school components and context.

#### **Suggestions for administrators who arrange activities to promote reading habits**

1. The school should take the teachers who actually love reading and learning to be the role models for the students on reading. These teachers are usually willing to try innovations to promote reading habits. With creative teachers, the school arranges activities to develop capable personnel continuously by sending them for trainings on reading habits. Some incentives should be used to enlist teachers' active participation in reading activities, i.e. promotion, facilities for research work, good consideration on professional conduct.
2. The findings show that implanting long-lasting, good reading habits may take a long time and continuous endeavors. Therefore there appears a suggestion that the teachers should arrange flexible classes and schedules that support the arranged activities. The known

tools for class evaluation are used to follow up and observe the resulting reading behaviors of the students continuously and the evaluation results can be used for further improvement of the arranged activities.

3. The school should find methods to motivate the parents to take more care of their children. Home has the advantage in children education. Reading with family member creates love, warmth, and good relationship among the family members. The school should arrange activities to promote reading through provision of reading materials and creation of reader-friendly environment.

4. The teachers should assume roles as advisers for the students in learning, motivators for success in reading, student confidants in reading, role models on reading by sharing stories with their students, and arrangers of class atmosphere for reading,

5. Studies are necessary to build the models of arranged activities to promote reading habits thoroughly before their implementation.

6. The teachers who arrange the activities should invoke inner motivation of the students to read by themselves. The teachers can do this by arranging a reader-friendly environment and opening chances for the students' cooperation in reading. The teachers should be the good samples for their students to perceive the values of reading, the enthusiastic assistants in teaching, complimenting the students, and using proper methods to teach the students to read books. They can motivate the students to like reading or to build positive attitudes towards reading from within rather than using the outside motivation, i.e. forcing them to read books, giving scores to read, which can produce short-term but not sustainable reading habits.

#### **Suggestions for further/future studies**

1. Further qualitative studies are needed on the roles of teachers and mothers in the successful creation of reading habits among the students as well as the processes of implanting good reading habits among the students.

2. Studies on various variables that may influence the development of reading habits of students, i.e. age, sex, attitude towards reading, reading environment at home and school,

and student motivation to read. These suggested studies should be focused on the correlations between and among variables.

3. The processes of cooperation building (in the activity to promote reading) between the families, the school, and the communities should be studied.

4. The development of the models of arranged activities to promote reading habits among first grade level students should be done because the review of literature shows that the best age for development of reading habits is 7. This age is therefore suitable for further study to look at development model suitable for the age, common interests, level of maturity and readiness to read.

5. The secondary data (review of literature) show that sustainable reading habits come from the arranged activities to promote reading habits when the learners have high inner motivation. With such motivation, students see values of reading, are willing to read, and find satisfaction in reading. This leads to successful reading. The inner motivation of the students leads to connection between the learning to read books and positive attitudes towards books. A study to build methods of arranged activities that invoke the inner motivation of the learners can be done by studying the external factors that correlate with the inner motivation. The activities built after a careful study and planning can reach higher chance of success.