## TABLE OF CONTENTS

	9131818 P	PAGE
ACKNOWLED	GEMENTS	iii
ENGLISH ABS	TRACT	iv
THAI ABSTRA	ACT CT	vi
LTST OF TAB	LES	x
LIST OF FIGU	RES	xiii
CHAPTER 1	INTRODUCTION	1
	Rationale and significance of the Problem	1
	Purposes of the Study	9
	Scopes of the Study	9
	Assumption of the Study	10
	Definition of Important Terms	10
	Advantages of the study	11
CHAPTER 2	LITERATURE REVIEW	12
	1. Meaning and Importance of Reading	12
	2. Reading Interests  2. Marriage of Standard 2 Deciding Halife and Deciding about its	14
	<ul><li>3. Meaning of Students' Reading Habit and Problems about it</li><li>4. Promoting Good Reading Habits</li></ul>	16
ลิขสิทธิ	5. Problems in Arranging Activities for Reading Habit Promotion	23
Canadiala	6. Arranging Activities to Promote Good Reading Habits	26
CHAPTER 3	RESEARCH METHODOLOGY	rsity
AlTr	1. Target group choice S	<b>C</b> 44 <b>C</b>
	2. Tool for the Research	47
	3. Implementation of Experiments and Data Collection	56
	4. Data Analysis	59

			PAGE
CHAPTER 4	RESULTS OF	DATA ANALYSIS	60
	The finding or ou	atcome of the study in its Phase one	61
	The results of stu	dy in Phase two	90
CHAPTER 5	CONCLUSION	DISCUSSION AND SUGESTIONS	116
	Conclusion		117
	Discussion		125
	Suggestions		136
REFERENCES			139
APPENDICS			150
	APPENDIX A	List of the Experts' Names	151
	APPENDIX B	Sample of the lesson plan	152
	APPENDIX C	Sample of research's instruments	165
	APPENDIX D	Samples of the learner's Work Pieces after	166
		using the reading activity model	
VITA			213

# ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่ Copyright<sup>©</sup> by Chiang Mai University All rights reserved

## LIST OF TABLES

ΓABLE		PAGE
1	Frequency distributions and percentage of the students who self-	61
	evaluate the levels of entertainment they experience in reading.	
2	Frequency distribution and percentage of students who self-evaluate	62
	their reading capabilities.	
3	Frequency and percentage of students who read books outside school time.	62
4	Frequency and percentage of students who self-evaluate themselves	63
	on sufficiency of book reading.	
5	Frequency and percentage of students who discuss things they read	63
	with family members.	
6	Frequency and percentage of students who express opinion towards reading.	64
7	Frequency and percentage of students' reasons to read.	65
8	Frequency and percentage of materials outside classroom students	66
	usually read outside textbooks.	
9	Table 9 Frequency and percentages of students who read certain	67
	entertainment books.	
10	Frequency and percentage of students who read books at certain	68
	favorite places.	
11	Percentage of students in a survey of perceived reading problems.	69
12	Frequency and percentage of samples classified by the level of	70
	achievement in reading habits before they joined the arranged activities	
	to promote reading habits.	
13	Frequency and percentage of Students with certain number of books	71
	at home	

TABLE		PAGE
14	Frequency and percentage of students who tell reasons to read books more.	72
15	Frequency and percentage of students who choose certain activities	73
	to help themselves to read more books.	
16	Frequency and percentage of persons who teach reading for students.	74
17	Frequency and percentage of persons with whom students prefer to	75
	read together and those with whom students like to discuss books.	
18	Frequency and percentage of persons who used to encourage/support	76
	samples to read books.	
19	Frequency and percentage of institutions that used to support/encourage	77
	students to have entertainment in reading.	
20	Frequency and percentage of numbers of media, materials and	<b>5</b> 78
	equipment to encourage students to read more books.	
21	Means, Standard Deviation, and the interpretation of the results of	81
	evaluation of activities to promote good reading habits in the family	
	by the parents of samples.	
22	Percentage of teachers who answer "as problems" and "as not problems"	82
	to the list of issues considered (the problems of arranging activities	
	to promote reading habits in school).	
23	Frequency and percentage of the students' level or reading achievements	105
	before and after the arranged activities to promote reading habits.	
24	Means, Standard Deviation and Percentage of the results of the students'	108
	self-evaluation for their study achievements.	
25	Mean, Standard Deviation and Scores for interpretation of the level	109
	of satisfaction of the students in their participation within the arranged	
	activities to promote good reading habits.	
26	Mean, Standard Deviation and Scores for Interpretation of satisfaction	110
	levels among the samples' parents towards activity to promote reading habits.	
27	Mean, Standard Deviation and Scores for interpretation of satisfaction	111
	levels of students' teachers towards the activity to promote reading habits.	

### LIST OF FIGURES

FIGURES		PAGE
1	A development sequence of an Activity management model	43
	to promote reading habits of second grade level students	
2	A development sequence of an Activity management lesson plan	58
	to promote reading habits of second grade level students	
3	The model of arranged activities to promote reading habits among	91
	second grade level students	

# ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่ Copyright<sup>©</sup> by Chiang Mai University All rights reserved