

การใช้กลยุทธ์การสอนแบบแลกเปลี่ยนบทบาทเพื่อพัฒนาความสามารถด้านการอ่านภาษาอังกฤษ เพื่อความเข้าใจของนักศึกษาประกาศนียบัตรวิชาชีปปี 1

Using Reciprocal Teaching Strategies to Improve English Reading Comprehension Ability of the First Year Vocational Certificate Students at That Phnom College

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาและเปรียบเทียบความสามารถในการอ่านเพื่อความเข้าใจภาษาอังกฤษของนักศึกษาก่อนและหลังการเรียนโดยใช้กลยุทธ์การสอนแบบบริซิปโรงคอล 2) เพื่อศึกษาทัศนคติของนักศึกษาที่มีต่อการสอนความสามารถในการอ่านเพื่อความเข้าใจภาษาอังกฤษโดยใช้กลยุทธ์การสอนแบบบริซิปโรงคอล กลุ่มตัวอย่างคือนักศึกษา จำนวน 27 คน จากระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 1 ภาคเรียนที่ 1 ปีการศึกษา 2567 วิทยาลัยราชภัฏนุม มหาวิทยาลัยนครพนม เครื่องมือที่ใช้ในการวิจัยคือ 1) แผนการสอนการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้กลยุทธ์การสอนแบบบริซิปโรงคอล 2) แบบทดสอบความสามารถในการอ่านเพื่อความเข้าใจภาษาอังกฤษ 3) แบบสอบถามเจตคติต่อการสอนการอ่านเพื่อความเข้าใจในภาษาอังกฤษโดยใช้กลยุทธ์การสอนแบบบริซิปโรงคอล ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยของการทดสอบก่อนเรียนและหลังเรียนการอ่านเพื่อความเข้าใจในภาษาอังกฤษของนักศึกษาอยู่ที่ 12.15 หรือคิดเป็นร้อยละ 30.37 และ 29.33 หรือคิดเป็นร้อยละ 73.33 แสดงให้เห็นว่าคะแนนเฉลี่ยหลังเรียนสูงกว่าเกณฑ์ที่กำหนดไว้ที่ร้อยละ 70 และคะแนนความสามารถในการอ่านเพื่อความเข้าใจในภาษาอังกฤษของนักศึกษาสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติ 2) คะแนนเฉลี่ยของเจตคติต่อกลยุทธ์การสอนแบบบริซิปโรงคอลอยู่ในระดับที่ดีมาก (4.53)

คำสำคัญ: การสอนแบบบริซิปโรงคอล, การอ่านภาษาอังกฤษ, การอ่านเพื่อความเข้าใจในภาษาอังกฤษ, สอนภาษาอังกฤษวิชาชีพ

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ABSTRACT

The objectives of this research were: 1) to study and compare students' English reading comprehension ability before and after studying English reading comprehension using reciprocal teaching strategies; and 2) to investigate the students' attitudes towards teaching English reading comprehension using reciprocal teaching strategies. The sample consisted of 27 first-year vocational certificate students in the first semester of the academic year 2024 at That Phanom College, Nakhon Phanom University. The instruments used were: 1) lesson plans for teaching English reading comprehension using reciprocal teaching strategies; 2) an English reading comprehension ability test; and 3) an attitude questionnaire toward teaching English reading comprehension using reciprocal teaching strategies. The findings revealed that: 1) the students' pretest and posttest mean score in English reading comprehension ability were 12.15, or 30.37 percent and 29.33, or 73.33 percent, illustrating that the students' posttest mean score was higher than the set criterion of 70 percent, and that the students' English reading comprehension ability was significantly higher than their pretest scores; and 2) the mean score of attitude toward reciprocal teaching strategies was at a very positive level (4.53).

KEYWORDS: Reciprocal Teaching Strategies, English Reading, English Reading Comprehension, English for Vocational Students

Introduction

Currently, English language proficiency is essential for both personal and professional development. Especially, English reading ability is a crucial skill for success in terms of both school and career path. The student's performance concerns the ability to read textbooks in academic environments, research papers, and other learning materials to achieve their study goal. According to World Literacy Foundation (2024: Online), many jobs require good reading skills to understand emails, reports, instructions, and industry-related literature.

However, Kheang, Chin & Em (2024: 1-8). states that many Thai students struggle with reading comprehension, especially vocational certificate students who have less motivation and encouragement in English education. One of the challenges Thai students face in learning English reading comprehension is that the teaching approach primarily promotes passive learning, limiting students' active engagement. Passive learning is a structure in which only the teacher controls the class, with students primarily sitting and listening to instructions. This approach limits interactive learning in the classroom, Gamo

(2022: 36) mentions that the passive learning potentially impacting students' motivation, comprehension, and cognitive engagement.

Consequently, at That Phnom College, first-year vocational certificate students have demonstrated low proficiency in English reading comprehension. The mean score of 37.50% in the 2023 academic year serves as evidence of the low average scores on reading assessments (That Phnom College Report, 2023). The low average score on reading might be caused by several reasons, but a reason that the researcher obviously indicates while teaching in the classroom is students' learning motivation, as Vesaracharnont & Prabyai (2017: 59-69) state that the low motivation of Thai students in vocational English learning is influenced by their starting knowledge level, work habits, self-learning capabilities, confidence, and the need for appropriate goal-setting and recognition from educators. Addressing these issues is crucial for enhancing their motivation and overall learning experience. Therefore, the students need more effective teaching strategies to improve their comprehension skills, and even more, to promote their learning motivation and the novelty of the learning experience. Hence, after studying reciprocal teaching strategies, the researcher found this approach to be a possible solution for creating a more interactive classroom and promoting active learning. Palincsar & Brown (1984: 669) state that reciprocal teaching strategies include four key techniques: predicting, clarifying, questioning, and summarizing. Moreover, Hwang, Wu & Shadiev (2023: 15) mention reciprocal teaching strategies are recognized as a collaborative tool that encourages students to work in teams or groups, allowing them to brainstorm together, enhance critical thinking, and transition from passive to active learning.

According to the research of Ruangprasertkun (2022: 85) found reciprocal teaching significantly improved English reading comprehension among Thai secondary school students in a ten-week study with 40 participants. Paired samples t-test results showed notable gains at the 0.05 significance level. Students positively perceived the strategy, especially in predicting, clarifying, questioning, and summarizing. The findings highlight reciprocal teaching's potential as an effective approach for EFL reading comprehension.

As a result, the researcher decided to apply the potential of the reciprocal teaching strategies to improve students' reading comprehension ability. In addition, the students' attitudes towards teaching reading comprehension using reciprocal teaching strategies were investigated.

Purposes of the Study

The purposes of this study were as follows:

1. To study and compare students' English reading comprehension abilities before and after using reciprocal teaching strategies.
2. To investigate students' attitudes toward teaching reading comprehension using reciprocal teaching strategies.

Hypotheses of the Study

The hypotheses of this study were as follows:

1. The students' posttest mean score in English reading comprehension ability after studying English reading comprehension using reciprocal teaching strategies is higher than the set criterion of 70 percent.
2. After being taught English reading comprehension using reciprocal teaching strategies, the posttest mean score in English reading comprehension ability of the first-year vocational certificate students is higher than the pretest score.

Variables

1. Independent variable

The Independent variable of the study was teaching English reading comprehension using reciprocal teaching strategies.

2. Dependent variables

The Dependent variables of the study included:

- 2.1 English reading comprehension ability
- 2.2 Attitude towards teaching English reading comprehension using reciprocal teaching strategies.

Duration

This study was conducted in the first semester of the academic year 2024. The experiment period was 12 weeks and each lesson plan was taken 2 hours a week. The total experimental duration was 24 hours.

The Process of Teaching English Reading Comprehension Ability Using Reciprocal Teaching Strategies

This study was designed based on Palincsar & Brown's (1984 :669) paradigm of predicting, clarifying, questioning and summarising. In addition, the stages of teaching reading by Williams (1994: 37-44), the teaching reading identified three phases in the teaching process: pre-reading, while-reading, and post-reading.

The procedures of teaching English reading comprehension using reciprocal strategies by the researcher included these followings:

1.1 Pre-reading

1.1.1 Predicting

1.1.1.1 The teacher shows students pictures related to the reading text and asks students the questions about each picture to activate student's background knowledge and predict details from the pictures.

1.1.1.2 The teacher distributes the reading text to students. The students are asked to skim through the photos and headings in the reading text for predicting the passage before reading.

1.1.1.3 The teacher teaches students vocabulary, pronunciation, and meaning that related to the topic before reading by asking students to repeat vocabulary pronunciation after teacher teaching pronunciation.

1.1.1.4 The teacher teaches grammatical structures found in the passage by explaining the usage of each grammatical structure.

1.1.1.5 The teacher explains directions of reading activities and clear details of reading tasks.

1.1.1.6 The teacher divides students into groups of 4-5 people.

2.1 While-reading

2.1.1 Clarifying

2.1.1.1 The students read a provided reading text independently.

2.1.1.2 The teacher distributes Worksheet 1 to students. The students are asked to brainstorm within a group to find the meaning of unknown words, phrases, and idioms by using dictionary or AI chatbot for the translation and write them down in Worksheet 1.

2.1.2 Questioning

2.1.2.1 The students brainstorm and discuss to create questions that related to reading text and write questions down on the Worksheet 2.

2.1.2.2 The students help each other to find the answers from the reading text and write down the answers in the Worksheet 2.

2.1.2.3 The teacher randomly selects some groups to present their questions and answers to the class and the teacher provides the feedback and comments.

3.1 Post-reading

3.1.1 Summarising

3.1.1.1 The teacher distributes Worksheet 3 and asks students to brainstorm in group to summarise the reading text in Worksheet 3.

3.1.1.2 The students complete the conversation dialogue in Worksheet 4 before role- play presentation.

3.1.1.3 The teacher randomly selects some groups to demonstrate their presentation in form of role-play performance in front of the classroom.

3.2 Comprehension check

3.2.1 The teacher gives comprehension quiz on Worksheet 5 which contains the reading comprehension levels tests by Miller (1990: 234).

3.2.2 The teacher checks students' answers and gives feedback.

3.2.3 The teacher sums up the lesson by asking what they have learned from this class.

Methodology

Research Design

This study was experimental research with a one-group pretest-posttest design. It used a quantitative research approach (Campbell & Stanley, 1969).

$T_1 \times T_2$

T₁ means Pretest

T₂ means Posttest

X means Teaching English reading comprehension using reciprocal teaching strategies

Sample

The sample of this study was 27 students of the first-year certificate students who enrolled in Business Computer Program and studied in “Reading Authentic Materials” subject at That Phanom College, 2024 academic year selected by Cluster Random Sampling.

Instruments

Three research instruments were employed as follows:

3.1 Lesson plans of teaching English reading comprehension using reciprocal teaching strategies.

The lesson plans consisted of 12 units, 2 hours a unit. 12 plans were developed to teach English reading comprehension using reciprocal teaching strategies. The Index of Item Objective Congruence (IOC) which was 1.00 for every aspect.

3.2 English Reading Comprehension Ability Test

An English reading comprehension ability test was developed by the researcher based on Miller, (1990: 234) to examine the reading comprehension ability of students in 4 levels; textually explicit comprehension, textually implicit comprehension, critical implicit comprehension, and scripturally implicit comprehension. The test was created by using a multiple-choice test with 40 items in an English version. The difficulty (p) value of the test was between 0.30-0.78, the value of the discrimination (r) was 0.25-0.60 and reliability was 0.94.

3.3 Attitude Questionnaire Toward Teaching English Reading Comprehension Using Reciprocal Teaching Strategies

An attitude questionnaire was developed in Thai version consisted of 20 items related to the contents using a five-point Likert's rating scales. The Index of Item Objective Congruence (IOC) which was 1.00 for every item.

Data Collection

The researcher collected data in the first semester of the academic year 2024. The data collection details were as follows:

1. Conducted the pretest using an English reading comprehension ability test before teaching with reciprocal teaching strategies. The students had 1 hour to finish the test.

2. Implemented the teaching program according to the twelve lesson plans, 2 hours per each lesson plan and 12 weeks were conducted. The total was 24 hours.

3 Conducted the posttest using the same English reading comprehension ability test as the pretest after completing the teaching process. The students had 1 hour to finish the test.

4 Distributed the students' attitude questionnaire to assess their opinions after learning English reading comprehension using reciprocal teaching strategies. The students were provided the questionnaire individually.

5 Collected scores from the pretest and posttest, along with data from the students' attitude questionnaire, for statistical analysis and summarization.

Data Analysis

The collected data from the reading comprehension ability test and the students' attitude questionnaire were statistically analyzed as follows:

1. To assess the effectiveness of the students' reading comprehension ability, the mean (\tilde{X}), percentage, and standard deviation (S.D.) were calculated.

2. To compare the students' English reading comprehension ability after learning with the set criterion of 70 percent, a one-sample t-test was used.

3. To compare differences in reading comprehension ability between the pretest and posttest results, a t-test for dependent samples was conducted.

4. To investigate the students' attitudes toward reading comprehension ability using reciprocal teaching strategies, the mean (\tilde{X}) and standard deviation (S.D.) were calculated to interpret the average scores according to the criteria.

Results

Results of the study and comparison of scores on English reading comprehension ability before and after teaching English reading comprehension using reciprocal teaching strategies were as follows.

Table 1 The comparison of the students' English reading comprehension ability scores before and after studying.

Test	N	\tilde{X}	Percentage	S.D.	t
Pre-test	27	12.15	30.37	2.24	61.92**
Post-test	27	29.33	73.33	3.31	

** $p \leq .01$

The data from Table 1 indicated that the students' pretest mean score in English reading comprehension ability was 12.15, or 30.37 percent, and the posttest mean score was 29.33, or 73.33 percent. The results showed a significant difference in students' English reading comprehension ability before and after studying using reciprocal teaching strategies at the 0.01 significance level. The posttest mean score was significantly higher than the pretest mean score.

Table 2 The comparison of the students' English reading comprehension ability after studying with the criterion of 70 percent.

Test	N	\tilde{X}	Percentage	S.D.	t
Post-test	27	29.33	73.33	3.31	2.10

** $p \leq .01$

Table 2 shows that the students' posttest mean score in English reading comprehension ability after using reciprocal teaching strategies was 29.33, or 73.33 percent. When comparing the percentage of the posttest mean score to the set criterion of 70 percent, the results indicated that the students' English reading comprehension

ability after studying using reciprocal teaching strategies was higher than the set criterion of 70 percent and significantly different at the 0.01 level.

Table 3 Results of the investigation into students' attitudes toward teaching English reading comprehension ability using reciprocal teaching strategies.

Attitude Test	n	\bar{X}	S.D.	Interpretation
Students' attitude toward teaching students' English reading comprehension ability using reciprocal teaching strategies	27	4.53	0.50	Very Good

Table 3 shows that the mean score of the students' attitude toward teaching English reading comprehension using reciprocal teaching strategies was 4.53. It indicated that the students' attitude toward teaching English reading comprehension using reciprocal teaching strategies was at a very good level.

Discussion

The study conducted at That Phanom College aimed to investigate the effectiveness of reciprocal teaching strategies to improve the English reading comprehension ability of first-year vocational certificate students. The results showed significant improvement in students' reading comprehension, with pretest scores averaging 30.37% and posttest scores increasing to 73.33%. The key strategies used predicting, questioning, clarifying, and summarizing played a crucial role in this improvement. This finding supported the ideas stated by Tolongtong & Adunyarittigun (2020: 27-62) mention reciprocal teaching which is a strategy-based instructional method that improves reading comprehension through predicting, questioning, clarifying, and summarizing. Studies highlight its effectiveness in fostering active engagement and enhancing students' understanding of texts. Moreover, the study by Yuliyanti (2024: 4). also supported the effectiveness of these strategies, emphasizing that reciprocal teaching enhancing students' reading comprehension.

Additionally, group work and collaborative learning during the teaching process fostered better engagement and comprehension. Studies by Cahyani, Ahmad & Mobit (2024: 415-423) confirm that group activities and cooperative learning contribute to deeper processing of texts. The findings align with both local and international research, such as those by Mafarja, Mohamad, Zulnaidi, & Fadzil (2023) and Arista (2024), which

demonstrate the effectiveness of reciprocal teaching in improving reading comprehension in different educational contexts.

The study also revealed that students' attitudes toward teaching reading comprehension using reciprocal teaching strategies were positive, particularly in how the use of visual aids, group work, and questioning enhanced their comprehension. The strategy encouraged active participation and helped students acquire new vocabulary and better retain information through role-playing. This aligns with the findings of Basoeki, Wu & Huang (2020: 23-32), which state that visual aids, such as graphic organizers, help students visualize relationships between concepts, enhancing understanding and retention of information.

Conclusion

This study examined the effects of reciprocal teaching strategies on English reading comprehension among first-year vocational certificate students at That Phanom College using a one-group pretest-posttest design. The results showed a significant improvement in comprehension scores, rising from 12.15 (30.37%) to 29.33 (73.33%), exceeding the 70% criterion. Stages such as predicting, clarifying, questioning, and summarizing enhanced language interaction, vocabulary acquisition, and vocabulary retention. Students also reported a very positive attitude toward reciprocal teaching strategies, highlighting its effectiveness in improving their reading skills and engagement. Overall, the study concluded that reciprocal teaching strategies significantly enhance English reading comprehension.

Recommendations

The results of this study showed that teaching English reading comprehension using reciprocal teaching strategies improved students' reading comprehension ability and their attitudes toward learning English reading comprehension through these strategies. To apply the findings of this study, the researcher recommends the following:

1. Recommendations from the study

1.1 The knowledge background of the students should be carefully considered during dividing group of students at pre-reading stage. Combining of same low English proficiency level of students would be impacted the inactive students.

1.2 Implementing reciprocal teaching strategies to improve English reading comprehension should be arranged at least two hours for teaching program. Limiting hour may lead to avoidance of tasks because the teaching contains many activities.

1.3 Before teaching reading comprehension using reciprocal teaching strategies to classroom, teacher has to be well-prepared for unexpected issues in the classroom to focus the flow of classroom teaching.

2. Recommendations for further study

The researcher's recommendations for further study are as follows:

2.1 The reciprocal teaching strategies should be applied to all learners of different levels by integrating the steps into the topics of other English skills to enhance the students' motivation and create new reading activities in the classroom.

2.2 As an effective tool for teaching reading comprehension from the agreement of many researchers. The reciprocal teaching strategies should be applied to students in various levels and educational backgrounds to gain them the English reading comprehension and activate the students' engagement during teaching program.

2.3 Due to the repeated use the same activities to each lesson plan, for further study should add more activities to gain students' participation by applying new activities or tasks to activate students' prior knowledge, such as, telling stories, watching video, playing games, or etc.

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