Effects of Different Text Structure on Reading Strategies of Matthayomsuksa 3 Students of Phattharaborphit School, Buriram

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Abstract

The purposes of this study were to investigate and compare English reading strategies employed by Matthayomsuksa 3 students classified by English reading proficiency. The class 3/1 is the sample group selected by the classrooms were used as a sampling unit ; the former group included 39 Matthayomsuksa 3 students who were selected by simple random sampling for answering the questionnaire. The statistics used for quantitative data analysis were percentage, mean, standard deviation while the qualitative data were analyzed by content analysis. The results revealed as follows: 1) The overall English reading strategies employed by Matthayomsuksa 3 students was the low level. When considering in three strategies metacognitive, cognitive and social affective of English reading strategies, it was found that "cognitive strategies" was at the moderate level, while "metacognitive strategies" and "social affective strategies" were at the low level. 2) The comparison of English reading strategies employed by Matthayomsuksa 3 students in overall of English reading strategies, classified by English reading

proficiency were not different. When considering in each aspects of English reading strategies, it was found with statistically significant difference at .05 in metacognitive strategies: selective attention, self-management, self-evaluation and cognitive strategies: repetition, resourcing and social affective strategies:self-reinforcement.

Keywords : Effects, Different text structure, Reading strategies

Introduction

English education in secondary schools, especially Phattharaborphit School in Buriram Province appears to fail to meet the demand. Thai EFL secondary school students' O-net score, and score reading exam, students do not pass the criteria. What will help students read better reading strategies, but there must be a way to read anything depending on the structures of the story reading. (Anderson, N. J, 1991 : 75) This study is intended as an investigation of the influence of two western expository structures cause-effect and problem-solution on the reading strategies used by Thai EFL. The interaction between reading strategies and text structure is the main

focus of this study. Importantly, the English teacher can adjust their teaching to help students more aware to text organization**.**

Objectives

(1) The fundamental purpose of the study are intended to investigate the reading strategies used by the samples and to explore the influence of reading.

(2) To compare the reading strategies used by M. 3 students the samples in reading the 2 different text structures.

Research Methodology

Research population and Samples the target population of the study will be 3 classrooms 3/1,3/2,3/3 about 100 Matthayomsuksa 3 students who are studying Reading-Writing English (E23202) course in the second semester of the academic year 2016 at Phattharaborphit School, Mueang District, Buriram Province Under Buriram Educational Service Area Office 32. The samples in this study are 39 Matthayomsuksa 3 students who are studying Reading-Writing English (E23202) course in the second semester of the academic year 2016 at Phattharaborphit School, Mueang District, Buriram Province under Buriram Educational Service Area Office 32. The class 3/1 is the sample group, selected by Simple Random Sampling the classrooms were used as sampling units.

Research Instruments

The instruments employ in this study are:

1. Survey of reading strategies. (Abbott, M.L., 2006 : 633-670)

2. Passage

(1) Cause-Effect. (Sun, Y. S., 2003 : 1)

(2) Problem-Solution. Construction and Qualification of research instrument to create and find a quality tool. See the advisor audit and bring resolve updates.

3. People experts to examine and update fixes. Summary of this study designed to investigate the influence of two expository structures, cause-effect, and problem-solution on Thai EFL secondary students' strategy use during reading. The researcher triangulates the data with a mixed methodology that included surveys in order to get more complete and reliable results.

Effectiveness of the Research Instruments

To see the validity and reliability of the questionnaire, the construction and development of the questionnaire will be used with two main statistical procedures. Firstly, IOC (Index of Item Objective Congruence) was employed to determine the validity of the instrument. Secondly, to ensure the reliability of the questionnaire,

Coefficient of Cronbach's alpha was also employed to check the consistency of the answers of the responses for the items utilizing the five-point Likert scale. The participants were asked to rate their frequency use of the five point Likert scale with order from 1 to 5 as follows:

5	means	always use
4	means	usually use
3	means	sometimes use
2	means	seldom use
1	means	never use

2. Analysis of Data from the SORS

2.1 Frequency, Mean , and Standard Deviation (S.D.) To achieve the research purpose in terms of analysis and interpretation of the data obtained through the study, different statistical methods with the assistance of SPSS program were employed.These included: 1) frequency; 2) mean ; and 3) standard deviation (S.D.). What follows are the statistical methods used to analyze data obtained.

The research results

The results of the study using descriptive and inferential statistics. As noted in Chapter One, this study explores in detail the use of the reading strategies by Thai EFL and investigates the relationships among the use of reading strategies, students' reading proficiency, and personal characteristics. The chapter is organized in terms of three specific research questions posed in Chapter One. It first reports the reading strategies use of Thai EFL when they read academic texts in English; it then discusses the relationships between reading strategy use and English reading proficiency of Thai EFL it reports the differences in reading strategy use of Thai EFL among their personal characteristics. Finally, it presents the differences in reading strategy use of Thai EFL when they read academic English texts.

Discussion of the research findings

The fundamental purposes of the study are threefold: 1) to explore what reading strategies do Thai EFL secondary students report using on the SORS when they read authentic expository English texts 2) to investigate what similarities and differences in reading strategies used in terms of language proficiency, and gender; and 3) to examine what types of Thai EFL students report and encounter when they read authentic expository English texts in English. The results of the current study continue to add to our understanding of what and how reading strategies are used by EFL readers within the academic reading English texts. As stated earlier, the data were

derived from multiple sources: SORS questionnaire, English reading comprehension test, two reading texts and self-reports of reading strategies.

Conclusion

Based on the findings of this study, the following suggestions for future research are made: this study investigated the English reading strategies employed by Matthayomsuksa 3 students. It would be interesting if the future research discover the reading strategies used in the English classroom. The present study conducted in the secondary level. The future research may employ at the different levels of students such as primary level. The present investigation compared the similarities and differences of English reading strategies classified by English reading proficiency. It might be interesting to compare the similarities and differences of English reading strategies classified by gender or other factors such as the background and learning styles of students.

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