

# The development of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpol Municipality School, Sukhothai Province

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## Abstracts

The majority of students' difficulties with learning English are reading skills, and using the tales with SQ4R technique can assist students improve their reading abilities.

The purposes of this research is to develop and determine the efficiency of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students, to compare English reading comprehension achievement by testing before and after learning activity, and to investigate the satisfaction of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students. The sample was the Grade 6 students used to calculate the cluster sampling of Watthaichumpol Municipality School, Sukhothai Province by 7 weeks of learning. The experimental instruments was the exercises and the lesson plans. The data collection instrument a comprised: the achievement test and the satisfaction questionnaire. The data were analyzed by using Mean, Standard Deviation, the efficiency criterion of 80/80, and t-test dependent.

The research stated that:

1) students who learned English reading comprehension skills exercises by using the tales with SQ4R technique were to have a high level suitable and the efficiency was higher than the criterion ( $E1/E2 = 82.79/82.20$ ).

2) The students have computational thinking the post-achievement test mean scores higher than the pre-achievement test at .05 level of significance.

3) The satisfaction of the students learning through English reading comprehension skills exercises by using the tales with SQ4R technique is the highest level.

It was concluded that using English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students could enhance or improve English reading comprehension.

**Keywords:** Skill exercise; English reading comprehension skill; SQ4R technique; the efficiency criterion of English reading skill exercises

## Introduction

In the present global society, learning foreign languages is essential to daily life. Foreign languages serve as an important tool for communication, education, seeking knowledge, and livelihood (Ministry of Education 2008: 220) learning and understanding the differences in languages and cultures. Learning a foreign language leads to a positive attitude toward the use of English, and also can be used for communication, including access to various knowledge more effortlessly and broadly. (Department of Curriculum and Instruction Development, 2008: 1)

Reading helps you improve your lifestyle and makes the best of your life, and it's a crucial basis for learning and intellectual growth in society. (Ministry of Education, 2006: 1) Reading is significant so numerous organizations are working to promote Thai children's reading abilities. Currently, a large number of Thai children still have trouble reading. As a result, there is concern about Thai children's reading abilities. It found that in 2018, the population's reading rate among children and the elderly had marginally declined when compared to earlier polls. (National Statistical Office, 2018) As a result, reading comprehension is an important ability for English language learners. Teachers need to help students learn how to read in English starting at the primary school level. According to Bundit Chatwirot (2006: 1), reading is important in modern life, especially in English, which is used to communicate with people around the world to create a new body of knowledge. Moreover, Thai people frequently see English in various media in their daily lives. English-reading people are more likely to seek out knowledge and advance in a variety of fields.

Teaching will not be fully effective if the skills won't be trained to become proficient and truly understanding. One of the most effective tools for practicing language skills is skill exercise. According to Petty (1963: 269, quoted in Mathawee Kanthasorn, Nittaya Suwanasri and Sumitra Rojanit 202: 255) said about the importance of skill exercises and how they should support textbook instruction while learning new skills. It is a teaching tool that significantly reduces the workload for teachers. Because students' complete skill exercises suited to their ability, it helps in both individual differences and the promotion of language skill retention. Therefore, skill exercise is an important tool that will help the achievement of students higher. From the observations of the teaching and learning in the English course, Grade 6 students of Watthaichumpol Municipality School, Sukhothai Province, it was found that the students had problems with English reading skills. They can't read English and do not understand the meaning of reading. It is because most teachers in school teach reading by only reading to the student and never let the student explore the content or allow the students to ask questions before and after reading. Reflecting or summarizing the main idea after reading is a crucial part of learning and when that is missing from the process, it makes the reading skills of the students to be low. The researcher saw the importance of finding ways to solve the problem of students' reading skills. There are many ways to teach reading. However, the researcher chose the SQ4R method of teaching reading to improve the students' reading skills. SQ4R learning activities refer to teaching strategies that help develop reading comprehension, with a speed-limited reading technique. This will allow us to read texts systematically. It helps to build good and effective reading habits. There are 6 steps to follow: Survey, Question, Read, Record, Recite, Review and Reflect (Pauk 1984, cited in Rattanaphan Lertkhamfu, 2005: 5) which corresponds to Adisaya Prangthong (2016) have studied the development of the activity by using SQ4R to enhance English comprehension "teenagers' problem" for students in the 6 grade found that the achievement of English reading comprehension after learning activity by using SQ4R has a statistic significant at .05. It also corresponds to Naphat Thipthanamas (2013) have studied the development of English reading comprehension exercise with SQ4R technique for the seventh grade students found that the learning achievement of the students after using the English reading comprehension exercise with SQ4R technique for the seventh grade students was higher than before using at .05 level of statistical significant difference. and also corresponds to Nathpapas Tabaeon (2021) have studied Development of Reading Comprehension Practice Package Using SQ4R Reading Method for Grade Eight Students and found that the student's learning achievement through English reading comprehension practice

package by using SQ4R reading method from the posttest was higher than that of the pretest at a .05 level of statistical significance.

Based on this information, the researcher was aware of the problems in the English reading skills of the learners and the enhancement of learning achievement in English subjects. The researcher studied the SQ4R technique that encourages readers to think critically and helps readers understand thoroughly. which will make reading efficiency higher due to the students being in grade 6 so the researcher used the English reading comprehension skills exercises by using the tales with SQ4R technique. It was suitable for the student's age to develop English reading skills and continue teaching and learning activities.

### **Research Objective**

1. To develop and determine the efficiency of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpol Municipality School, Sukhothai Province.

2. To compare English reading comprehension achievement by testing before and after learning English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

3. To investigate the satisfaction of Grade 6 students of Watthaichumpol Municipality School towards learning by English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

### **Research Hypothesis**

1. English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students have the 80/80 efficiency standard criterion.

2. Grade 6 students of Watthaichumpol Municipality School who studied English reading comprehension skills exercises by using the tales with SQ4R technique have learning achievement of post-test rather than pre-test.

### **Research Methodology**

#### **Participants**

25 Grade 6 students studying in the second semester of the 2022 academic year at Watthaichumpol Municipality School, Sukhothai Province by Cluster Random Sampling

#### **Research instruments**

Research instruments in this study were;

1. The structure of the English reading skill exercise is divided into 3 books. According to the Cambridge Test Inspector website, this 16-page A1 level narrative from Scholastic's storybook, consisting of The Spider and the Beehive, Stone Soup and The Nightingale. The results of assessing and evaluating the adequacy of the exercise provided by all 3 experts revealed that it had the most appropriate level, with a mean value of 4.75 and a standard deviation (S.D.) of 0.14. Then, the revised exercises were then used to determine the efficacy with grade 6 non-sample students, who had demonstrated excellent, fair and unsatisfied achievement by dividing into 3 equal groups. First group, an individual tryout of 3 people, resulting in E1/E2 efficiency of 81.54/81.67. Second group, Small Group Tryout of 9 people, resulting in E1/E2 efficiency of 81.14/81.11. third group, Field Tryout of 30 people,

resulting in E1/E2 efficiency of 80.45/81.00. Then, an experiment with a sample group was carried out.

2. There are 12 learning management plans, by 12 hours of teaching with 6 steps of teaching using the SQ4R technique as follows: 1) Survey 2) Question 3) Read 4) Record 5) Recite 6) Reflect. The learning management plan was presented to 3 experts to assess the appropriateness of the language, the clarity of language, the purpose of learning, measurement and evaluation, and considering the appropriateness of the learning activities used to teach. The results showed that the learning management plan had a mean value of 4.73 and a standard deviation (S.D.) of 0.09, which was the most appropriate level.

3. The finding revealed that the pre and post learning achievement test had the Index of item objective con 20 items were chose 20 items were chosen based on the learning objectives and tested with 30 grade 6 students who were not part of the sample group, giving 1 point for correct answers and 0 point for incorrect answers, failure to respond, or answering more than one question. And based on the learning objectives and tested with 30 grade 6 students who were not part of the sample group, giving 1 point for correct answers and 0 point for incorrect answers, failure to respond, or answering more than one question gruenec (IOC) between 0.67-1.00, within the specified criterion with 30 items, then the test results were analyzed for difficulty and Discrimination for each item. It was found that the pre-test had a difficulty (p) between 0.20 - 0.53 and a discrimination (r) was between 0.20 – 0.53 and the posttest had the difficulty (p) between 0.50 – 0.80 and the discrimination power (r) between 0.20 – 0.60. The pre-learning test had a confidence value of 0.733 and the post-learning test had a Reliability of 0.82.

4. Study the satisfaction questionnaire 5-point Likert scale by studying documents and methods for constructing questionnaires. A 12-item satisfaction questionnaire was obtained and presented to the same group of three experts for consideration and validation. Then suggestions for improvement were taken. The results showed that the satisfaction questionnaire had an average  $\bar{x}$  of 4.75 with a deviation. Standard deviation (S.D.) equal to 0.08 is the most appropriate level

#### **Data analysis**

The researcher has analyzed the data as follows.

1. The researcher has analyzed the efficiency of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

2. The researcher has analyzed and compared English reading comprehension achievement by testing before and after learning English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students by t-test dependent.

3. The researcher has analyzed the satisfaction of Grade 6 students of Watthaichumpol Municipality School towards learning by English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students by using mean ( $\bar{x}$ ) and standard deviation (S.D).

## Research Conceptual Framework

The development of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpol Municipality School, Sukhothai Province. The researcher used to define the conceptual framework as follows.

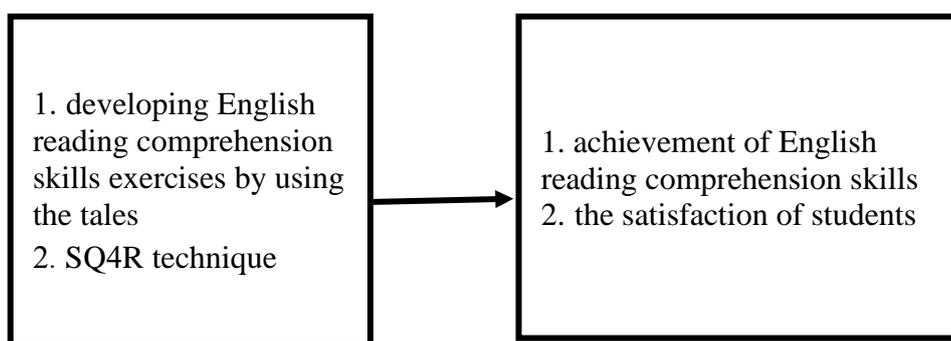


Figure 1 Conceptual Framework

## Research Results

**Step 1** Result of the efficiency of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

**Table 1** Result of the efficiency of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

Percentage of average score during the use of skill exercises		Percentage of Post-test score
Exercise 1	83.56	82.20
Exercise 2	84.67	
Exercise 3	80.15	
<b>percentage average 82.79</b>		
$E_1/E_2$ equal 82.79/82.20		

From Table 1 The English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpol Municipality School, Sukhothai Province that developed had Efficiency of Process (E1) was 82.79 and Efficiency of Product (E2) was 82.20 or  $E_1/E_2$  were 82.79/82.20 therefore, the efficiency of the exercises was 82.79/82.20 through the criteria for the efficiency was 80 / 80, which accepts the first research hypothesis defined.

**Step 2** Result of the achievement of Grade 6 students of Watthaichumpol Municipality School between before and after learning English reading comprehension skills exercises by using the tales with SQ4R technique according to Table 1 as follows:

**Table 2** Result of comparing English reading comprehension achievement by testing before and after learning English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students.

Testing	N	Score	$\bar{X}$	S.D.	$\bar{D}$	S.D. <sub>D</sub>	t	1 tail Sig
Pre-test	25	20	8.76	3.57				
Post-test	25	20	16.44	3.56	7.68	4.51	8.52*	0.000

From Table 2 Compares English reading comprehension achievement by testing before and after learning English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students found that the mean of Pre-test was ( $\bar{x} = 8.76$ , S.D = 3.57) and Post-test was ( $\bar{x} = 16.44$ , S.D = 3.56). The test results showed that the post-test was higher than the pre-test at .05 level of significance, which accepts the second research hypothesis defined.

**Step 3** Result of the investigation was the satisfaction of Grade 6 students of Watthaichumpol Municipality School towards learning by using English reading comprehension skills exercises by using the tales with SQ4R technique.

A study of the satisfaction of Grade 6 students of Watthaichumpol Municipality School towards learning by using English reading comprehension skills exercises by using the tales with SQ4R technique revealed that Grade 6 students had satisfaction at the highest level ( $\bar{x} = 4.70$ , S.D = 0.26 )

## Conclusion

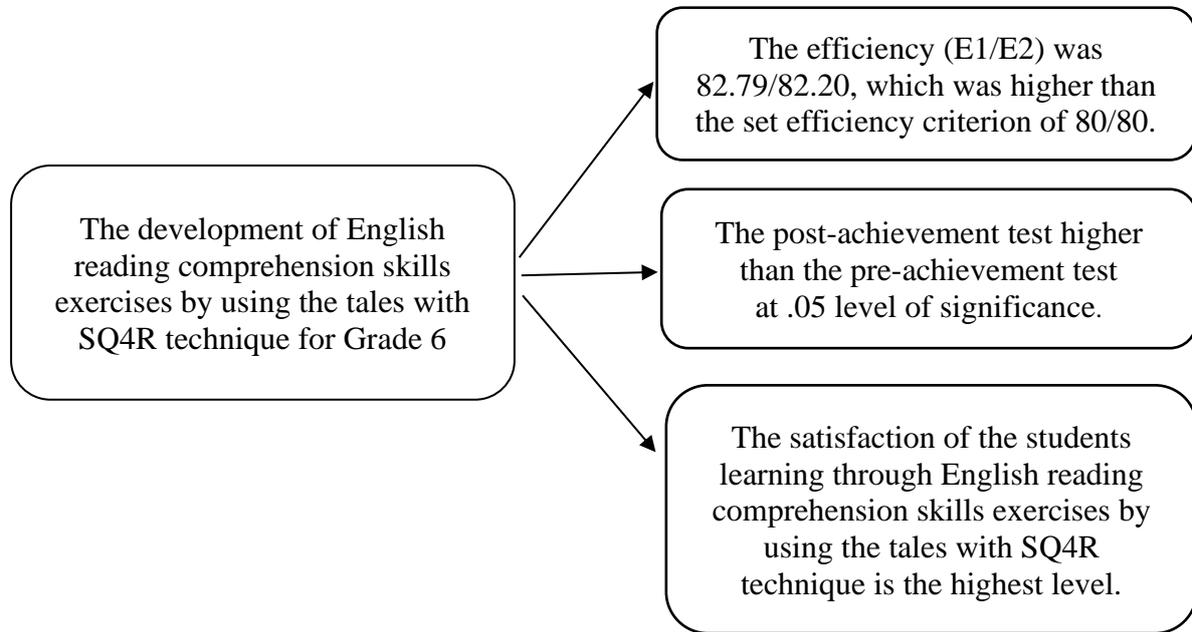
The study of the development of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpon Municipality School, Sukhothai Province, the results were shown below.

1. The English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumpon Municipality School had the total mean's Efficiency of Process (E1) was 82.79 and Efficiency of Product (E2) was 82.20. Therefore, the efficiency (E1/E2) was 82.79/82.20, which was higher than the set efficiency criterion of 80/80.

2. The finding of the Comparison of Learning Achievement of grade 6/5 Students Before and After Learning by English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students revealed that overall the 25 students in grade 6/5 who studied with this English reading skill exercises had the post-achievement test higher than the pre-achievement test at .05 level of significance.

3. Grade 6 students of Watthaichumpol Municipality school satisfaction toward learning by using English reading comprehension skills exercises by using the tales with SQ4R technique were at the highest level ( $\bar{x} = 4.70$ , S.D = 0.26)

**The overall finding as a diagram below**



**Figure 2** The overall finding

**Discussion**

1. English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthachumphon Municipality School, Sukhothai Province had the efficiency at 82.79/82.20, which was higher than the set efficiency criterion of 80/80. It was demonstrated that the exercises created and developed by the researcher are effective and can be used as a medium for developing student learning with quality and efficiency. This could be because the researcher created the exercises using the SQ4R technique, and the exercises were created step by step. The researcher set the efficiency criterion for the exercise at 80/80 in this study. After evaluation exercises by experts, it revealed that the mean  $\bar{x}$  was 4.75 and the standard deviation (S.D.) was 0.14, which was the most suitable level. The exercises were then tested on non-sample students to determine their accuracy, suitability, and time for activities. It found that the English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students were found to have appropriate content. And the defective parts have been improved to the point where the efficiency exceeds the specified criterion of 80/80 and can be used in teaching and learning with grade 6 students. which from the use of English reading comprehension skills exercises contains a total of 6 exercises, which the exercise that students could do the most was Exercise 1, and the exercise that students did relatively less than other exercises was Exercise 4 and 6, which were exercises in which students had to write a summary of the story and reflect on their thoughts from reading each story. But the overall result is that most students can complete the skill exercises and pass the required criteria. Moreover, This test's results are consistent with Nattaphat Tub-An. (2021) The results revealed that the English reading comprehension exercise by using the SQ4R teaching has an efficiency of 80/80, with the E1 value having an efficiency value of 80.247 and

the E2 value having an efficiency value of 81.250, both of which are greater than the specified criterion. Also in accordance with the findings of Naphat Thipthanamas (2013), The results revealed that English Reading Comprehension Exercise with SQ4R Technique for the seventh Grade Students has an efficiency of 88.68/98.08 which are greater than the specified criterion.

2. The Comparison of Learning Achievement of Grade 6/5 Students Before and After Learning English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students discovered that the students' knowledge and understanding of English reading differed at the statistical significance level of .05, which was consistent with the research hypothesis. From the results of the study, it was shown that teaching English reading with English reading comprehension skills exercises by using the tales with SQ4R technique for grade 6 students had higher learning achievement. This may be the result of using exercises with tales and teaching procedures that allow learners to explore, find answers based on what they read according to the steps of the SQ4R technique. It can be seen that teaching with the SQ4R technique will help learners achieve higher levels of English reading comprehension after learning than before. Correspondingly, Adisaya Prangthong (2017) investigated the development of English reading comprehension activity was studied using the SQ4R technique on adolescent problems for students in grade 6. It appeared that after studying English reading comprehension ability of grade 6 students was higher than before studying at .05 statistically significant. Also in accordance with the findings of Naphat Thipthanamas (2013), investigated the development of English reading comprehension exercise with SQ4R technique for the seventh grade Students. It appeared that the learning achievement of the students after using the English reading comprehension exercises with SQ4R technique for the seventh Grade Students was higher than before using at .05 level; of statistical significant difference.

3. The level of satisfaction of the students towards learning English reading comprehension skills exercises by using the tales with SQ4R technique of grade 6 students is at the highest level with an average of 4.70. It revealed that 25 grade 6 students were satisfied with these exercises. Correspondingly, Adisaya Prangthong (2017) investigated the development of English reading comprehension activity and studied using the SQ4R technique on adolescent problems for students in grade 6. It demonstrated the students' satisfaction was at a high level. Also in accordance with the findings of Patcharanun narasirikunchai (2018) that students are satisfied in the finding of a study of SQ4R learning management effect on English reading comprehension ability of grade.

## **Recommendations**

### **1. Recommendations for Teaching**

1.1 Applying the English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumphon Municipality School, Sukhothai Province to teaching. The teachers should study the teacher manual and explore the materials, learning resources, materials, and equipment that have all activities according to or not. If not, the teachers must prepare or provide all preparations before teaching every time.

1.2 While teaching, the teachers should supervise, help, give advice, and guide students when they have problems. Teachers should create an atmosphere for students to learn freely and positive reinforcement for students to be interested in learning and have a positive attitude towards truly learning.

## 2. Recommendations for Future Research

2.1 As a result of English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumphon Municipality School, Sukhothai Province, grade 6 students had higher reading skills. Therefore, teachers in Foreign Languages Department (English) should apply these exercises to students at other levels. To improve students' English reading skills.

2.2 Researchers should create English reading comprehension skills exercises by using the tales with SQ4R technique for Grade 6 students of Watthaichumphon Municipality School, Sukhothai Province. by selecting stories that are of interest to students and contain age-appropriate content, uncomplicated content, and fun to improve English reading skills.

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