

Development of English Reading Comprehension Model by Using SQ3R Technique to Enhance English Reading Skill for The Grade 6 Students at Natthaya Suksa School

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Abstract

This research studied of development on English grammar learning skills of grade five students at Minbu township, Myanmar. The objectives were 1) To study the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar, 2) To develop the English grammar learning skills of grade five students at government high school in Minbu township, Myanmar, 3) To study students' attitudes towards each model of English grammar learning skills of grade five students at government high school in Minbu township, Myanmar.

The results of this research were found that 1) the needs and problems of English grammar learning skills of grade five students were found that the overall average was 4.23 which was at satisfied level. 2) the pupils who have the score post-test of use the manual of English grammar learning skills of grade five students (17.55, S.D. = 1.10) were higher than pre-test of the score pre-test in the of use experiment the manual of English grammar learning skills of grade five students (\bar{x} = 9.50, S.D. = 1.19) as statistically significant at 0.5.3) the satisfaction of use experiments the manual of English grammar learning skills of grade five students were found that the overall average was 4.32 which was at satisfied level.

Keywords: English Reading Comprehension; Model; SQ3R Technique

Introduction

English has become a global language due to the increasing number of speakers learning it as a foreign language (Angwattanakul. S., 1994: 67). Countries like Thailand have made English a compulsory subject for students in elementary, junior high, senior high, and university levels. Reading comprehension is an essential skill that involves

understanding written texts, analyzing them, and synthesizing them into their own ideas (Bailey, K. M., & Savage, L., 1994: 25).

Developing reading comprehension involves developing communication skills, growing awareness of English as a foreign language, and understanding language and culture. Reading comprehension involves processing skills, such as motor skills and the mind, and requires students to activate prior knowledge and match it with the information they have obtained (Bruce, I., 2011: 52).

English reading skills are essential for students to study, as they help them study and search for further knowledge. They require knowledge of the writing system, language, interpretation, words, culture, reasons for reading, and reading style (Carroll, B. J., 1964: 27). Reading is complex and requires linguistic knowledge, experience, and conceptual or semantic completeness.

Reading skills are crucial for transferring new innovations and conserving human culture. To achieve this, readers should read good documents and useful books. Anumanratchathonphraya, a philologist from Thailand, believes that all social activities can be achieved by understanding how to use communication of language, whether it be speech or non-speech (phology of semantics). (Fauziati, 2004: 28).

The procedure for English reading skill development is crucial, and the researcher will display procedures for readers to arrange for the development of their reading skills. By focusing on these skills, students can better communicate and understand the world around them (Harmer, J., 2007: 47).

Researchers suggest that English reading skills are crucial for developing science and modern technology (Koenraad Kuiper and W. Scott Allan, 1996: 38). Teachers should prepare instruction to suit the learners and agree on objectives in reading teaching. Proposed strategies include pointing out situations for students to understand destinations, encouraging their experiences, and understanding different components of a situation (Lightbrow, M. & Spada, N., 1999: 69)

The study also proposes the pronunciation and meaning of unaccustomed words, helping learners read different words continuously, (Ministry of Education, 2008: 15) understanding grammatical function of language structure, and relating relationships of different idioms. Elle William suggested a sequence in reading teaching differentiated into three grades: pre-reading teaching, gradation, (Nunan, D., 1996: 12) and transferring knowledge and ideas.

According to the ASEAN Community agreement, (Oxford, R. L., 1990: 42) English language must be the foundation for citizens to learn, and the educational curriculum makes it compulsory to study English (Parsons, Hinson, & Sardo-Brown, 2001: 21) The

research focuses on a school where English students are studying and aims to understand the process of learning and teaching English (Richards & Rogers, 1998: 38)

Teachers must determine the appropriate strategy for learning objectives and consider motivation, experience, (Scott, T., 2005: 57) and strategies used in the learning process. Preliminary interviews showed that students' reading comprehension scores met the average, (Tarigan, 2008: 84). but many were not interested due to lack of vocabulary. Thailand's reading comprehension was low, with an average of 394 in PISA 2024.

To improve English teaching and learning for grade 6 students at Natthaya Suksa School, new teaching strategies should be implemented. The SQ3R method was found to be suitable for improving reading comprehension achievement and attracting students' attention (Ur., 1996: 87).

Research Questions

1. How does English reading comprehension model develop for the grade 6 students at Natthaya Suksa School?
2. What are the techniques of developing of English reading comprehension model to enhance English reading skill for the grade 6 students at Natthaya Suksa School?
3. How much are there the satisfaction and effectiveness of English reading comprehension model develop by using SQ3R technique to enhance English reading skill for the grade 6 students at Natthaya Suksa School?

Research Objectives

1. To study the English reading comprehension model by using SQ3R technique to enhance English reading skill for the grade 6 students at Natthaya Suksa School.
2. To develop the English reading comprehension model by using SQ3R technique to enhance English reading skill for the grade 6 students at Natthaya Suksa School.
3. To test of using and evaluate the effectiveness of English reading comprehension model develop by using SQ3R technique to enhance English reading skill for the grade 6 students at Natthaya Suksa School.

Research Methodology

The research aims to develop an English reading comprehension model using the SQ3R technique to improve English reading skills for grade 6 students at Natthaya Suksa School. The study involves three steps: 1) studying documents, journals, books, and research related to the development of the model; 2) creating research instruments to analyze conceptual documents, theories, and teaching and learning styles; 3) consulting an

advisor for accuracy checks; and 4) consulting five experts for content validity assessment. The Index of Item Objective Congruence (IOC) is calculated using a formula.

Data collection involves analyzing the Basic Education Core Curriculum A.D. 2008, documents, journals, books, and research related to the model's development. The target group consists of 100 grade 6 students at Natthaya Suksa School, while the sample consists of 25 students using purposive sampling. The study aims to improve the English reading comprehension model by incorporating the suggestions of the experts and incorporating the SQ3R technique into the curriculum.

The research focuses on the development of an English reading comprehension model using the SQ3R technique to improve the English reading skills of grade 6 students at Natthaya Suksa School. A questionnaire was created to gather general information about the model's development and its status. The questionnaire was rated on five levels, with the highest rating being very high congruence. The questionnaire was then sent to the advisor and experts for evaluation. The quality of the instrument was assessed using the Index of Item Objective Congruence (IOC). The results showed an IOC of 1.00, indicating a good fit for the model. Data was collected from May to October 2023, from basic classes without activity. The researcher partnered with the school director and teachers to inform the questionnaire, aiming to improve students' participation and confidence. The data was analyzed using two questionnaires: one for teachers and one for students. The development of the English reading comprehension model using the SQ3R technique was a key step in the research.

The research aims to develop a model of English reading comprehension using the SQ3R technique to improve English reading skills for grade 6 students at Natthaya Suksa School. The process involves developing a model draft, developing an instrument for data collection, and experimenting with the model by five experts. The model draft is evaluated by an advisor and five experts to ensure content validity. The study uses the Index of Item Objective Congruence (IOC) to develop the study's objectives, content, and evaluation conditions.

The instrument is used for activity-based learning, such as a manual for English reading comprehension using the SQ3R technique. The sample group is fifth-grade students in the first semester of the 2022-2023 academic year, selected by purposive sampling. The goal is to develop a model for English reading comprehension using SQ3R technique to improve English learning outcomes and promote learning competencies. The content of the lesson is the English subject for grade 6 students at Natthaya Suksa School.

The researcher uses the learning process to design an English reading comprehension model using the SQ3R technique. The process includes seven steps: Theories, Objectives, Expected of Study, Content, Social System, Supporting, and

Evacuation. The principle is to integrate teaching and learning using English reading comprehension using SQ3R technique. The instructional process consists of two stages: instructional preparation and instructional stage.

In the experimental stage, learners conduct learning activities using knowledge management processes within groups. Knowledge identification is a crucial step in this process. Knowledge capture involves students assessing their knowledge of each unit, while knowledge creation involves analyzing and synthesizing knowledge. Knowledge storage involves students summarizing their learning process and storing it for future use. Knowledge sharing involves students sharing and disseminating knowledge through various communication methods and technologies. Knowledge evaluation assesses the effectiveness and efficiency of knowledge management.

The social system involves students analyzing thinking by themselves and others, finding many sources to study. Supporting methods include the internet, library, and sound lab room. The model of teaching and learning using activity-based learning model must be evaluated before and after teaching and learning.

A questionnaire was created using the Thisana Khammanee, 2007, Keeves, 1997 model, consisting of 18 items divided into two sections. The model's validity was evaluated using criteria ratings and the Index of Item Objective Congruence (IOC) was calculated. The research aimed to experiment the English reading comprehension model using SQ3R technique to enhance English reading skills for grade 6 students at Natthaya Suksa School.

This research study focuses on the development of an English reading comprehension model using the SQ3R technique to enhance English reading skills for grade 6 students at Natthaya Suksa School in Nakhon Ratchasima Province. The research involves two phases: preparation of teachers and learners, and organizing a five-week activity. The teacher is prepared to explain the model and its objectives to motivate students to learn. The learning process involves teaching and learning management according to the lesson plan, and the researcher gives a posttest to the students with questions.

The data collection instrument includes the competency of the English reading comprehension model using the SQ3R technique and the test of its effectiveness. The researcher experiments 50 grade 6 students with the pretest and posttest, consisting of two sections: general information and skill of learning using the SQ3R technique. The study obtains an Index of Item Objective Congruence (IOC) of 0.5, which is between 0.80-1.00. The effectiveness of the students is tested with 20 items from the pretest and posttest, and the satisfaction of the students is tested with 20 items from the pretest and posttest. The results of the study provide valuable insights into the effectiveness of the English reading comprehension model and its potential for improving students' English reading skills.

The study aimed to evaluate the effectiveness of the English reading comprehension model developed using the SQ3R technique to improve English reading skills for grade 6 students at Natthaya Suksa School. The experiment involved evaluating the model's accuracy, competency, effectiveness, and satisfaction using questionnaires. The data was analyzed using the Index of Consistency (IOC) evaluation and questionnaires. The questionnaires were submitted to the supervisor for consistency and reliability assessment. The difficulty and discrimination ratings were analyzed using the KR-20 test. The study's objective was to evaluate the model's effectiveness and develop it effectively.

The experiment process involved analyzing the results from competency evaluation, achievement experiment, and satisfaction evaluation. The means and standard deviations were calculated from the competency evaluation, achievement experiment, and satisfaction evaluation. The results were then used to develop the model and evaluate its effectiveness. The study aimed to develop the model effectively and provide valuable insights for future educational programs.

Research Results

The study focuses on the development of an English reading comprehension model using the SQ3R technique to enhance English reading skills for grade 6 students at Natthaya Suksa School. The teacher's questionnaire focuses on teaching plans, physiology, and problem-solving for teachers, with an overall average of 4.40. The student questionnaire focuses on teaching plans, physiology, and problem-solving for students, with an overall average of 4.31. The model's validity is evaluated at a high congruence level, with an overall average of 4.45. The model provides a comprehensive review of key content concepts, vocabularies that are both familiar and challenging, opportunities for interactions and discussion between teacher and student, and a variety of genres. The model is appropriate and consistent, with an overall average of 4.36. The model provides a variety of question types, clear explanations of learning tasks and activities, opportunities for students to use strategies, and various techniques to make content concepts clear. Assessments of student learning throughout the lesson on all lesson objectives are conducted, ensuring that the model is effective and engaging for students. Overall, the model has been found to be effective in enhancing English reading skills for grade 6 students at Natthaya Suksa School.

The study aimed to develop an English reading comprehension model using the SQ3R technique to improve English reading skills among grade 6 students at Natthaya Suksa School. The model was tested using a pretest and post-test consisting of 20 items. The results showed that the pre-test scores were lower than the post-test scores, indicating that

the model's effectiveness was better. The post-test scores were statistically significant at 0.5, indicating that the students' satisfaction with the model was satisfactory.

The students' opinions on the model were categorized into three areas: content alignment with study objectives, expression of opinions and ideas, activities emphasizing learning from various materials and media, and problem-based learning. The overall satisfaction level was 4.34, with the highest satisfaction level being "content corresponds to the objectives of the study," "expressing opinions and ideas," and "activities that emphasize learning from various materials and media." In conclusion, the study found that the SQ3R technique effectively enhances English reading skills among grade 6 students at Natthaya Suksa School.

Discussions

The English reading comprehension model developed using the SQ3R technique was evaluated to enhance English reading skills for grade 6 students at Natthaya Suksa School. The teacher's questionnaire showed high congruence levels, with items such as "You already know about the topic," "Activities that emphasize learning from various materials and media," "There is no ambiguity in the language in the language of the contents," and "The stories for reading comprehension are interesting for students." The student questionnaire showed high congruence levels, with items such as "Studying English-reading skills by using problem-based learning appears to be refreshing for both students," "When learning through problem-based learning, the atmosphere in the classroom is relaxed," and "It tells about a problem and sometimes says why there is a problem." The achievement of the model was also studied, with a comparison between pre-test and post-test scores. The results showed that students who had higher scores post-test were more satisfied with the model, with items such as "content corresponds to the objectives of the study," "expressing opinions and ideas," and "Activities that emphasize learning from various materials and media." Overall, the satisfaction of students with the model was satisfactory.

Knowledge from Research

The SQ3R technique, developed by Francis Pleasant Robinson in 1946, is a structured approach to improving reading comprehension and understanding of texts. It involves four steps: Survey (S), Question (Q), Read (R), and Recite (R). The first step involves surveying the material to gain an overview, identifying headings, subheadings, and important concepts. This helps activate prior knowledge and set expectations for the reading. The second step involves questioning the material, turning headings and subheadings into questions to engage with the material. This encourages critical thinking and deeper analysis. The third step is reading the material carefully, focusing on the most

important information. This helps students focus on the most important information, filters out irrelevant details, and actively searches for information that answers their questions. The fourth step is reciting the information in their own words, reinforcing understanding and retention. This technique can significantly enhance students' ability to read with understanding, remember what they have read, and critically engage with texts.

The SQ3R technique is a powerful tool for improving English reading comprehension. It involves summarizing what students have learned, explaining the material to others, and pairing reading and reciting to improve verbal recall. After reading, students should review the material to reinforce their understanding and retention. This involves revisiting questions, answers, and key points, identifying gaps in understanding and strengthening retention.

To develop an English reading comprehension model using the SQ3R technique, a structure can be implemented, including pre-reading preparation, implementing the SQ3R strategy, conducting surveys, asking questions, reading, reciting, reviewing, and conducting post-reading activities. The benefits of using the SQ3R technique include increased retention, improved understanding, critical thinking development, better focus and motivation, and enhanced self-regulation. The SQ3R method encourages students to take ownership of their learning by regularly assessing their understanding and adjusting their approach to reading.

Conclusion

The SQ3R technique is a powerful tool for enhancing English reading comprehension. By providing a structured, active reading approach, it not only helps learners understand and remember what they read, but also develops their critical thinking, analysis, and self-regulation skills. Incorporating this technique into an English reading comprehension model can result in improved reading outcomes, greater student confidence, and more effective learning overall.

Suggestions

The research study suggests organizing activities for students, focusing on content and duration, and using various learning management methods. It also suggests grouping activities for students to help each other. For future studies, the researcher should use experimental activities to teach listening, speaking, reading, and writing skills, separate student levels, and continue using these methods to develop other English skills, such as listening comprehension, vocabulary comprehension, and writing comprehension.

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