การใช้กลวิธีการสอนอ่านแบบ ดี อาร์ ที เอ เพื่อพัฒนาความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นประถมศึกษาปีที่ 5

USING DIRECTED READING THINKING ACTIVITY (DRTA) TEACHING STRATEGY TO IMPROVE PRATHOMSUKSA 5 STUDENTS' ENGLISH READING COMPREHENSION ABILITY

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นประถมศึกษาปีที่ 5 และเปรียบเทียบผลก่อนเรียนและหลังเรียนการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการใช้กลวิธีการสอนอ่านแบบ ดี อาร์ ที เอ และเพื่อศึกษาเจตคติต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการใช้กลวิธีการสอนอ่านแบบ ดี อาร์ ที เอ กลุ่มตัวอย่างที่ใช้ในการวิจัยคือนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านเพิ่ม (อรุโณอุปถัมภ์) จังหวัดอุดรธานี สำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 ในภาคเรียนที่ 1 ปีการศึกษา 2567 จำนวน 18 คน ซึ่งได้มาโดยการสุ่มกลุ่มตัวอย่างแบบกลุ่ม แบบแผนของการวิจัยประกอบด้วย แผนการจัดการเรียนรู้ จำนวน 12 แผน แบบทดสอบวัดความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจ และแบบวัดเจตคติต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการใช้กลวิธีการสอนอ่านแบบ ดี อาร์ ที เอ ดำเนินการทดลองใช้ระยะเวลา 12 สัปดาห์ สัปดาห์ละ 2 ชั่วโมง รวมทั้งสิ้น 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบทีแบบไม่อิสระ และการทดสอบทีแบบกลุ่มเดียว ผลการวิจัยสรุปได้ดังนี้ 1) นักเรียนมีคะแนนความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจเฉลี่ยก่อนเรียนเท่ากับ 13.66 คิดเป็นร้อยละ 34.16 และคะแนนเฉลี่ยหลังเรียนเท่ากับ 30.11 คิดเป็นร้อยละ

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75.16 ซึ่งสูงกว่าเกณฑ์ร้อยละ 70 และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่าความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียน หลังเรียนสูงกว่าก่อนเรียน 2) นักเรียนมีเจตคติต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการใช้กลวิธีการสอนอ่านแบบ ดี อาร์ ที เอ อยู่ในระดับดีมาก

คำสำคัญ: กลวิธีการสอนแบบ ดี อาร์ ที เอ, การอ่านภาษาอังกฤษ, การอ่านภาษาอังกฤษเพื่อความเข้าใจ

Abstract

The objectives of this research were to examine the English reading comprehension ability of Prathomsuksa 5 (Grade 5) students, to compare the results before and after studying English reading comprehension using DRTA teaching strategy, and to investigate students' attitude toward teaching English reading comprehension using DRTA teaching strategy. The sample consisted of 18 Prathomsuksa 5 (Grade 5) students at Ban Phoem School (Arunoupatham), Udon Thani, the Office of Udon Thani Primary Education Service Area 4. The study was conducted during the first semester of the 2024 academic year. The students were selected using cluster random sampling. This research adopted a one-group pretest-posttest design. Research instruments included 12 lesson plans, an English reading comprehension test, and an attitude questionnaire. The experiment lasted for 12 weeks, with two hours per week, totaling 24 hours. The statistics used to analyze data were mean, percentage, standard deviation, t-test for dependent samples, and one sample t-test were used for data analysis. The findings of the research were summarized as follows: 1) The mean scores for the pretest and the posttest on English reading comprehension ability were 13.66 or 34.16 percent and 30.11 or 75.16 percent. The students' post-test mean score on English reading comprehension ability was higher than the set criterion of 70 percent and significantly higher than their pretest scores. 2) The students' attitude toward teaching English reading comprehension using DRTA teaching strategy was at a very good level.

Keywords: DRTA teaching strategy, English reading, English reading comprehension

Introduction

In a global society, knowing an international language is considered an important skill. Language impacts the daily lives of the members of any race, creed, and region of the world. Coleman (2010, p. 11) states that English is similar to a core component for unlocking

development and accessing crucial information. Moreover, language also reflects the strength of political, economic, technological, and military aspects, as well as the strength in the arts and sciences. Learning a foreign language is essential in daily life, serving as a crucial tool for communication, education, seeking knowledge and livelihood, and creating an understanding of cultural visions within the global community. A well-established goal in English Language Teaching (ELT) is the ability to communicate effectively in English.

According to the Basic Education Core Curriculum in Thailand, learning a foreign language enables learners to be aware of the diversity of cultures and viewpoints in the global community, fostering friendship and cooperation with various countries. Thus, the Ministry of Education (2008, p. 266) indicates that English is the central foreign language for basic education core curriculum for all Thai learners. It means they can have a better understanding of themselves and others, and they will be able to learn and understand differences in languages and cultures, customs and traditions, thinking, society, economy, politics, and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and they will have a vision of leading their lives.

Reading is an active process that involves recognition and comprehension skills. It is an important activity in life through which one can update their knowledge and acquire crucial tools for academic success. Hedge (2001, p. 221) states that reading lessons should aim to build learners' ability to engage in purposeful reading, adopt a range of reading styles necessary for interacting successfully with authentic texts, and develop critical awareness. This implies developing competence in the foreign language, awareness of the structure of written texts, and knowledge about the world. Reading English for comprehension is important, as every student must learn. It enables students to find the answers they seek in the given subject. It also enables students to enhance their English vocabulary. If students frequently practice reading English for comprehension, they become familiar with various things. Students will be able to link information and knowledge from the stories they read for use in English communication across three other skills: listening, speaking, and writing. Sweet and Snow (2003, p. 1) define reading comprehension as the process of simultaneously extracting and constructing meaning.

English reading is an important skill for students learning English as a second language, though it presents challenges and difficulties, particularly in reading and comprehension. These

issues often stem from limited vocabulary knowledge, where students lack sufficient vocabulary and struggle to understand content, especially academic or technical texts. Insufficient background knowledge further hinders students from connecting new information with what they already know. Additionally, complex grammatical structures can confuse students, particularly when sentences contain intricate components. Cultural unfamiliarity is another challenge, as misunderstandings of cultural references can lead to misinterpretation. Furthermore, students often lack motivation to read and learn English, a problem exacerbated by uninteresting or overly challenging reading materials. These issues create significant obstacles in English learning. Such difficulties are also linked to the ineffective use of reading strategies. Richards (2015, p. 455) explained that a strategic reader adjusts their reading approach to suit the content of the text by considering various questions to select appropriate reading strategies. The strategies may prompt the reader to predict the content and organization of the text, using prior knowledge of the topic and familiarity with the text type.

One strategy in teaching English reading that tries to equip readers with the ability to determine purposes for reading; to extract, comprehend, and assimilate information; to examine reading materials based upon purposes for reading; to suspend judgments; and to make decisions based upon information gleaned from reading is Directed Reading Thinking Activity (DRTA). The DRTA, developed by Stauffer in 1969, is intended to enhance students' ability to read critically and reflectively, and it is fundamentally important. Stauffer (1969, p. 40) based his notions on the belief that reading is a thinking process that involves the reader using their own experiences to reconstruct the author's ideas. This begins with the generation of hypotheses based on the reader's doubts and desires. It continues with the reader's acquisition of information and the generation of further hypotheses during reading. Furthermore, Tierney and Readence (2005, p. 21) define that the reconstruction concludes with the resolution of the reader's doubts and desires. Using the DRTA technique, students are guided through the process of sampling text, making predictions based on prior knowledge and textual information, resampling text, and confirming or adjusting predictions in light of new information. This model has received increasing attention in recent years as teachers and researchers search for improved methods of increasing reading comprehension.

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From the aforementioned, the researcher has considered that solving students' English reading comprehension problems using DRTA may help students gain more ability in English reading comprehension. The researcher studies considered DRTA an interesting activity for improving students' English reading comprehension skills. Therefore, the researcher intends to implement DRTA with Prathomsuksa 5 students at Ban Phoem School (Aruno Uppatham). This method could assist in improving their English reading comprehension ability and help investigate the level of students' attitude toward teaching English reading comprehension using DRTA. The results of this study could contribute significantly to enhancing English reading comprehension ability in English language classes in the future.

Research Objectives

1. To examine and compare the English reading comprehension ability of Prathomsuksa 5 students before and after studying English reading comprehension using DRTA teaching strategy for teaching reading comprehension.

2. To investigate students' attitude toward teaching English reading comprehension using DRTA teaching strategy.

Research Hypotheses

1. The English reading comprehension ability mean score of Prathomsuksa 5 students after studying English reading comprehension using DRTA teaching strategy is higher than 70 percent.

2. The English reading comprehension ability posttest mean score of Prathomsuksa 5 students after studying English reading comprehension using DRTA teaching strategy is higher than the pretest mean score.

Research Methodology

1. Population and Sample

1.1 Population

The population in this study was 127 Prathomsuksa 5 students of Bankong-Nakae Network, Nayung District, Udon Thani Province, under the office of Udon Thani Primary Education Service Area 4.

1.2 Sample

The samples in this study were 18 students of Prathomsuksa 5 studying English course (E15101) in the first semester of the academic year 2024 at Ban Phoem School (Arunu Uppatham), Nayung District, Udon Thani Province. These students were selected by cluster random sampling.

2. Research Design

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

3. Research Instruments

3.1 Lesson plans for teaching English reading comprehension using DRTA teaching strategy. The lesson plans consist of 12 units, 2 hours a unit. In total, there are 24 hours in the first semester of the 2024 academic year. Twelve lesson plans were developed in English version including three stages of teaching English reading comprehension using DRTA teaching strategy. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every aspect.

3.2 The English reading comprehension test was developed by the researcher. It was based on Miller (1990, pp. 4-7) in aspects of four levels including; textually explicit, textually implicit, critical implicit, and scripturally implicit comprehension. This test is a multiple-choice test with 40 items in an English version. The Index of Item Objective Congruence (IOC) was 1.00 for every item. The difficulty value of selected items was from 0.42 to 0.67 the value of the discrimination range was from 0.28 to 0.64 and the reliability of the test was 0.87.

3.3 An attitude questionnaire toward teaching English reading comprehension using DRTA teaching strategy. An attitude questionnaire was developed in the Thai version which consisted of 20 items related to the contents using a five-point Likert's rating scale. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item.

4. Data Collection

4.1 Conduct the pretest using the English reading comprehension ability test with 40 items for 60 minutes before teaching English reading comprehension using DRTA teaching strategy.

4.2 Carry out the teaching program according to 12 lesson plans for 12 weeks, 24 hours in total.

4.3 Conduct the posttest using the English reading comprehension ability test with 40 items for 60 minutes, which is the same as the pretest, after the completion of the teaching process completed.

4.4 Distribute the attitude questionnaire to identify the students' attitude after learning English reading comprehension ability using DRTA teaching strategy.

4.5 Collect scores from the pretest and posttest, and statistically analyze and interpret students' attitude data.

5. Data Analysis

5.1 To compare the teaching English reading comprehension before and after learning English reading comprehension using DRTA teaching strategy using t-test for Dependent Samples.

5.2 To compare English reading comprehension ability of Prathomsuksa 5 students before and after studying English reading comprehension using DRTA teaching strategy and the set criterion of 70 percent using a One-sample t-test.

5.3 To investigate students' attitude towards teaching English reading comprehension using DRTA teaching strategy using mean (*M*) and standard deviation (*SD*).

Research Results

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

Table 1: The comparison of the students' English reading comprehension ability score before and after studying English reading comprehension using DRTA teaching strategy.

Test	n	*M*	*SD*	Percentage	t
Pre-test	18	13.66	2.49	34.16	
					53.93*
Post-test	18	30.11	2.05	75.16	

*p≤.05

The data from Table 1 illustrates the comparison of students' pretest mean score on English reading comprehension ability which was 13.66 or 34.16 percent and the posttest was 30.11 or 75.16 percent. It reveals the students' English reading comprehension ability after studying English reading comprehension using DRTA teaching strategy was significantly higher than that before the intervention at the 0.05 level.

Table 2: The comparison of the students' English reading comprehension ability after studying English reading comprehension using DRTA teaching strategy with the set criterion of 70 percent.

Test	n	*M*	*SD*	70 Percentage (28)	t
Post-test	18	30.11	2.05	75.16	4.35*

*p≤.05

The data from Table 2 illustrates the comparison of students' English reading comprehension ability after studying with the criterion of 70 percent. The results explain that the student's English reading comprehension ability after studying English reading comprehension using DRTA teaching strategy was significantly different at the .05 level. The students' posttest mean scores were significantly higher than the set criterion of 70 percent.

Table 3: The result of an investigation of the students' attitude toward teaching English reading comprehension using DRTA teaching strategy.

Attitude Test	n	*M*	*SD*	Interpretation
Student's attitude towards teaching English reading comprehension using DRTA teaching strategy.	18	4.55	0.54	Very Good

The data from Table 3 after teaching English reading comprehension using DRTA teaching strategy, the attitude mean score of the students was 4.55. It was found that the students' attitude toward teaching English reading comprehension using DRTA teaching strategy was at a very good level.

Conclusion

The study and the comparison of the pretest and the posttest on English reading comprehension ability and the investigation of the students' attitude toward teaching English reading comprehension using DRTA teaching strategy can be summarized as follows:

1. The students' pretest and posttest mean scores on English reading comprehension ability were 13.66 or 34.16 percent and 30.11 or 75.16 percent respectively. The students' posttest mean score on English reading comprehension ability was higher than the set criterion of 70 percent and the students' English reading comprehension ability after using DRTA teaching strategy was significantly higher than that of the pretest.

2. The students' attitude toward teaching English reading comprehension using DRTA teaching strategy was at a very good level. The mean score was 4.55.

Discussion

This study was experimental research with a one-group pretest-posttest design. The research aimed to study and compare students' English reading comprehension ability before and after studying English reading comprehension using DRTA teaching strategy. The result of the study could be discussed as follows:

1. The result of the comparison of students' scores of English reading comprehension ability before and after studying English reading comprehension using DRTA teaching strategy was higher than the set criterion of 70 percent.

The comparison of students' pretest mean score on English reading comprehension ability was 13.66 or 34.16 percent and the post was 30.11 or 75.16 percent. These findings were in accordance with the first hypothesis of the study. The results of the study of teaching English reading comprehension using the DRTA teaching strategy improved students' English reading comprehension ability. Findings also suggest that the students had significant improvement in the post-test scores. It was due to the DRTA teaching strategy, which had the main purpose of improving the reading skills of students and leading them to the lessons by predicting the content of the story before reading. The teacher asked questions to elicit their prior knowledge, such as vocabulary knowledge, which encouraged the exchange of knowledge with other students. At this step, it also enhanced their new knowledge. Dividing students into groups by mixing students of

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varying abilities, both strong and weak, for group work could help them interact with their group members, learn more concepts, create new knowledge, and gain the confidence to complete their work. These findings were consistent with the idea of Anderson (1999, pp. 177-194) who states that students could learn more effectively when they connected the new material with something they already knew. The teacher then showed the correct topic that they had to learn. Next, the teacher gave the first section of the story to read. After reading, the teacher and the students discussed the meaning of unknown words by communicating the idea of asking questions and sharing vocabulary knowledge within a group. Additionally, writing new words in their notebooks helped students practice their writing skills and acquire new vocabulary. Answering questions in the worksheets provided them with practice in reading and critical thinking to find answers. Repeating this process until all parts are completed enables students to gain a better understanding. The teacher then reviews all the content to check for the students' comprehension. After reading the entire text, the teacher administers a quiz to test their understanding. The teacher and the students then discussed and reviewed the entire reading text together. All of the steps of teaching English reading comprehension using the DRTA teaching strategy showed that the students' pre-test and post-test mean scores on English reading comprehension ability were 13.66 or 34.16 percent and 30.11 or 75.16 percent, respectively. The students' post-test mean score on English reading comprehension ability was higher than the set criterion of 70 percent, and the students' English reading comprehension ability after using the DRTA teaching strategy was significantly higher than that of the pre-test.

These findings were consistent with the study of Jaisamut and Luangrangsee (2024, pp. 473-483) examined and compared the English reading comprehension ability using DRTA teaching strategy of Prathonsuksa 6 students at Bannongsamet School, Kantang district, Trang province in the 2023 academic year. The samples were selected by simple random sampling using a lottery method. The posttest mean score of students' learning achievement after using DRTA teaching strategy was significantly higher than the pretest mean score at the 0.01 level. The satisfaction mean score of the students toward teaching English reading comprehension using DRTA teaching strategy was at the highest level. It also aligns with the idea of Nerim (2020, pp.128-138) investigated the Direct Reading Thinking Activity (DRTA) strategy on students' reading skills. The research was classified as experimental research applying a quasi-experimental design. The

sample group involved 60 students of second-grade students of SMPN 1 Jonggat. The results demonstrated that the majority of children in the cooperative reading groups scored higher on their reading comprehension tests than when they used the DRTA. It was verified that the students' mean score in the experimental class (78.80) was higher than those in the control group (73.73). For this reason, the hypothesis was accepted. The findings suggest that the Directed Reading Thinking Activity strategy had a significant effect on students' reading comprehension.

2. The results of the study of English reading comprehension ability of Prathomsuksa 5 students before and after studying by using DRTA teaching strategy.

The students' pretest mean score before studying English reading comprehension using DRTA teaching strategy was 13.66 or 34.16 percent. These findings were in accordance with the second hypothesis of the study. The results of the pretest mean score indicated that the students' English reading comprehension ability was at a low level. The reason might be that they had a relatively weak foundation in English due to a lack of consistent practice. They did not know the meaning of words and could not remember them. As a result, they were unable to understand, interpret, or grasp the main ideas of the texts. All of these led them to low academic achievement in English. This strategy aimed to encourage them to predict the content of the text from the pictures, set reading objectives, and train their thinking process, giving them the freedom to respond, ask questions, and exchange their knowledge through group work. These support the idea mentioned by Tierney and Readence (2005, pp. 20-29) that improved the DRTA teaching strategy for two phrases, which were the process of reading thinking and fundamental skill training. This means they might do exercises and discussions to check their comprehension of the text again after finishing the reading. This finding shows that the students' posttest mean score on English reading comprehension ability was 30.11 or 75.16 percent, higher than the pretest mean score. Teaching English reading comprehension using DRTA teaching strategy enhanced the students' English reading comprehension ability by the posttest mean score of Prathomsuksa 5 students after studying English reading comprehension using DRTA teaching strategy is higher than prior.

In summary, teaching English reading comprehension using DRTA teaching strategy enhanced the student English reading comprehension ability by the posttest mean score of

Prathomsuksa 5 students after studying English reading comprehension using DRTA teaching strategy is higher than prior.

3. The result of students' attitude toward teaching English reading comprehension ability using DRTA teaching strategy.

Findings suggest that after teaching English reading comprehension using the DRTA teaching strategy, the mean attitude score of students was 4.55. Thus, students' attitude toward English reading comprehension using DRTA teaching strategy was at a very good level. The attitude questionnaire indicates that the students agreed that teaching English reading comprehension using DRTA teaching strategy improved the students' English reading comprehension ability because the management of learning activities for teaching English reading comprehension using the DRTA teaching strategy helps the students improve their English reading. Moreover, answering WH questions on the worksheet makes them understand and predict the story in the context. Because of there are two phrases for teaching English reading comprehension using the DRTA teaching strategy. The first was directing the reading-thinking process. That was the step to encouraging students to review their prior knowledge before reading and preparing to gain new knowledge. This step divided students into groups before reading, exchanging their knowledge with the members' group, helping each other and working together. Working in groups could create the students' confidence in working and learning. While reading, the students gain new knowledge by discussing new words to check the meaning, understanding and comprehension of reading. The second step was the fundamental skill training. In this step, the students did exercises after reading the text to check their understanding, discussing with the teacher and reviewing the text together. The students practiced following English reading comprehension of the DRTA teaching strategy frequently. They could improve their English reading comprehension ability well. This supported the idea of Sroinam (2012, p. 100) stated that attitude means one's feelings and thoughts towards something which affects one's decision, or selection to do something, for example; liking or disliking to do something.

In conclusion, teaching English reading comprehension using the DRTA teaching strategy helped students improve their English reading comprehension ability. And, the students' attitude toward English reading comprehension using the DRTA teaching strategy was at a very good level.

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Recommendations

1. Recommendations from the Study

1.1 The result of the research found that teaching English reading comprehension using DRTA teaching strategy could improve students' English reading comprehension ability. The results arise from the process of the motivate of students to predict, question, clarify, and summarize the passage to understand the overall reading text. This process involves joint thinking and analysis between the teacher and the students after the first reading, which helps the students complete the task. The teacher prepares the extensive text that is appropriate for the level of the students. And the important that is the teacher must thoroughly understand the content of the reading lesson before using it for instruction.

1.2 The result of students' attitude toward English reading comprehension using the DRTA teaching strategy was at a very good level. Because they worked in groups that made fun of learning. Using interesting and diverse worksheets also helps attract the students' attention, which makes them curious and want to participate in learning and do exercises. Moreover, a positive attitude also leads to good learning.

2. Recommendations for Further Study

1.1 Researchers should apply DRTA teaching strategy to all learners of different levels by integrating the tasks into the topics of other English skills.

2.2 Researchers should study using DRTA teaching strategy to students of various levels and educational backgrounds.

2.3 Researchers should apply new activities or tasks to activate students' prior knowledge, such as playing games, etc.

Note: *Prathomsuksa 5 is equivalent to grade 5 in the international education system.*

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