

APPENDICES

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APPENDIX A

DATA ANALYSIS

Test Scores for Measuring the Reliability of the Trial Test

x	f	fx	x^2	fx^2
4	2	8	16	32
5	4	20	25	100
6	2	12	36	72
7	4	28	49	196
8	2	16	64	128
12	1	12	144	144
13	5	65	169	845
14	2	28	196	392
15	3	45	225	675
17	1	17	289	289
19	2	38	361	722
Total	n=28	289		3595

Data Analysis of the Difficulty Index (p value) and Item Discriminability Index

(d value) for the Trial Test

Item	Ru	Rl	p	d	q = 1 - p	pq
1	14	12	0.93	0.14	0.07	0.07*
2	8	3	0.39	0.36	0.61	0.24
3	14	9	0.80	0.36	0.18	0.15
4	10	4	0.50	0.43	0.50	0.25
5	5	2	0.25	0.21	0.75	0.19
6	4	1	0.18	0.21	0.82	0.15*
7	10	1	0.39	0.64	0.61	0.24
8	7	5	0.43	0.14	0.57	0.25*
9	7	1	0.29	0.43	0.71	0.20
10	9	4	0.46	0.36	0.54	0.25
11	8	4	0.43	0.29	0.57	0.25
12	10	2	0.43	0.57	0.57	0.25
13	6	2	0.29	0.29	0.71	0.20
14	10	8	0.64	0.14	0.36	0.23*
15	10	5	0.54	0.36	0.46	0.25
16	6	1	0.25	0.36	0.75	0.19
17	7	3	0.36	0.29	0.64	0.23
18	6	3	0.32	0.21	0.68	0.22
19	9	2	0.39	0.50	0.61	0.24

Item	Ru	Rl	p	d	q = 1 - p	pq
20	9	1	0.36	0.57	0.64	0.23
21	7	2	0.32	0.36	0.68	0.22
22	9	3	0.43	0.43	0.57	0.25
23	8	3	0.39	0.36	0.61	0.24
24	12	3	0.54	0.64	0.46	0.25
						$\sum pq = 5.20$

Note: * = test items that are revised before using with the samples

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The Reliability of the Trial Test

1. Mean of the scores (from the reading comprehension test)

$$\begin{aligned}\bar{X} &= \frac{\sum fx}{n} \\ &= \frac{289}{28} \\ &= 10.32\end{aligned}$$

2. Variance of the scores (from the reading comprehension test)

$$\begin{aligned}S^2 &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\ &= \frac{(28 \times 3595) - (289)^2}{28(28-1)} \\ &= 22.67\end{aligned}$$

3. Reliability of the test by using Kuder-Richardson formula 20 (K-R 20)

$$\begin{aligned}r &= \frac{K}{k-1} \left[1 - \frac{pq}{S^2} \right] \\ &= \frac{24}{24-1} \left[1 - \frac{5.198}{22.67} \right] \\ &= 0.80\end{aligned}$$

Scores and Percentage that the Samples Get from the Reading Comprehension Test

Sample number	Scores	Percentage
1	20	83.33
2	19	79.17
3	18	75.00
4	18	75.00
5	17	70.83
6	17	70.83
7	17	70.83
8	17	70.83
9	16	66.67
10	16	66.67
11	16	66.67
12	16	66.67
13	15	62.50
14	15	62.50
15	15	62.50
16	15	62.50
17	15	62.50
18	15	62.50
19	14	58.33
20	14	58.33

Sample number	Scores	Percentage
21	14	58.33
22	14	58.33
23	14	58.33
24	14	58.33
25	14	58.33
26	14	58.33
27	14	58.33
28	14	58.33
29	13	54.17
30	13	54.17
31	13	54.17
32	13	54.17
33	13	54.17
34	13	54.17
35	12	50.00
36	12	50.00
37	12	50.00
38	12	50.00
39	12	50.00
40	12	50.00
41	12	50.00
42	12	50.00

Sample number	Scores	Percentage
43	12	50.00
44	11	45.83
45	11	45.83
46	11	45.83
47	11	45.83
48	11	45.83
49	11	45.83
50	11	45.83
51	11	45.83
52	10	41.67
53	10	41.67
54	10	41.67
55	10	41.67
56	10	41.67
57	10	41.67
58	10	41.67
59	9	37.50
60	9	37.50
61	9	37.50
62	9	37.50
63	9	37.50
64	9	37.50

Sample number	Scores	Percentage
65	9	37.50
66	9	37.50
67	9	37.50
68	8	33.33
69	8	33.33
70	8	33.33
71	8	33.33
72	8	33.33
73	8	33.33
74	8	33.33
75	8	33.33
76	7	29.17
77	7	29.17
78	7	29.17
79	7	29.17
80	7	29.17
81	7	29.17
82	7	29.17
83	7	29.17
84	6	25.00
85	6	25.00
86	6	25.00

Sample number	Scores	Percentage
87	6	25.00
88	5	20.83
89	5	20.83
90	5	20.83
91	4	16.67
92	4	16.67
93	4	16.67
94	4	16.67
95	4	16.67
96	4	16.67
97	3	12.50
98	3	12.50
99	3	12.50
100	3	12.50
	$S_{fx}=1057$	

Scores of the Four Reading Comprehension Skills that Samples Get from the Reading Comprehension Test

Sample number	Main ideas [6]	Inferences [6]	Predictions [6]	Conclusions [6]
1	5	5	4	6
2	5	4	6	4
3	5	5	3	5
4	5	4	5	4
5	4	4	6	3
6	5	5	4	3
7	6	4	4	3
8	5	5	4	3
9	3	6	4	3
10	4	4	4	4
11	5	3	3	5
12	4	4	3	5
13	5	3	4	3
14	3	4	5	3
15	4	4	5	2
16	3	4	5	3
17	4	3	3	5
18	4	3	4	4

Sample number	Main ideas [6]	Inferences [6]	Predictions [6]	Conclusions [6]
19	2	4	4	4
20	5	3	4	2
21	3	4	2	5
22	3	4	3	4
23	2	3	3	6
24	3	6	4	1
25	3	2	4	5
26	2	3	4	5
27	4	4	4	2
28	5	3	4	2
29	4	1	3	5
30	5	3	3	2
31	5	5	1	2
32	4	4	3	2
33	2	5	3	3
34	3	4	4	2
35	4	2	2	4
36	2	4	4	2
37	4	3	3	2
38	4	3	3	2
39	4	2	2	4

Sample number	Main ideas [6]	Inferences [6]	Predictions [6]	Conclusions [6]
40	2	5	3	2
41	3	3	3	3
42	2	6	2	2
43	5	1	2	4
44	4	3	2	2
45	4	4	2	1
46	3	2	3	3
47	2	3	4	2
48	3	3	4	1
49	2	3	3	3
50	3	2	3	3
51	4	2	2	3
52	4	4	1	1
53	3	1	4	2
54	2	3	3	2
55	4	4	1	1
56	2	2	3	3
57	2	4	2	2
58	2	4	2	2
59	2	3	3	1
60	2	2	2	3

Sample number	Main ideas [6]	Inferences [6]	Predictions [6]	Conclusions [6]
61	3	1	3	2
62	1	2	3	3
63	2	4	1	2
64	3	2	1	3
65	1	3	3	2
66	2	3	3	1
67	3	2	2	2
68	1	2	3	2
69	1	3	2	2
70	2	1	2	3
71	1	3	1	3
72	3	3	1	1
73	2	2	3	1
74	2	4	1	1
75	2	3	1	2
76	1	1	2	3
77	4	1	1	1
78	1	3	1	2
79	3	2	1	1
80	2	2	1	2
81	3	2	1	1

Sample number	Main ideas [6]	Inferences [6]	Predictions [6]	Conclusions [6]
82	3	2	2	0
83	1	3	1	2
84	2	2	1	1
85	1	0	3	2
86	2	1	2	1
87	1	2	1	2
88	1	2	2	0
89	1	1	1	2
90	1	0	2	2
91	2	1	0	1
92	0	2	1	1
93	1	0	2	1
94	1	1	1	1
95	2	2	0	0
96	1	0	1	2
97	1	1	0	1
98	0	2	0	1
99	0	2	0	1
100	0	2	0	1
Total	276	285	254	242

Mean and Percentage that the Samples Can Do from the Four Reading Comprehension Skills and Each of Them

Mean of the four skills	=	$\frac{1057}{100}$
	=	10.57
Percentage of the four skills	=	$\frac{10.57 \times 100}{24}$
	=	44.04 percent
Mean of identifying main ideas	=	$\frac{276}{100}$
	=	2.76
Percentage of identifying main ideas	=	$\frac{2.76 \times 100}{6}$
	=	46.00 percent
Mean of making inferences	=	$\frac{285}{100}$
	=	2.85

$$\begin{aligned}\text{Percentage of making inferences} &= \frac{2.85 \times 100}{6} \\ &= 47.50 \text{ percent}\end{aligned}$$

$$\begin{aligned}\text{Mean of making predictions} &= \frac{254}{100} \\ &= 2.54\end{aligned}$$

$$\begin{aligned}\text{Percentage of making predictions} &= \frac{2.54 \times 100}{6} \\ &= 42.33 \text{ percent}\end{aligned}$$

$$\begin{aligned}\text{Mean of drawing conclusions} &= \frac{242}{100} \\ &= 2.42\end{aligned}$$

$$\begin{aligned}\text{Percentage of drawing conclusions} &= \frac{2.42 \times 100}{6} \\ &= 40.33 \text{ percent}\end{aligned}$$

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APPENDIX B

THE READING COMPREHENSION TEST

TEST PAPER

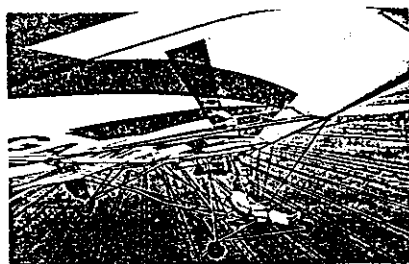
Name:.....Code:.....Section:.....

Faculty:.....Major:.....Telephone:.....

- Instructions:**
1. Read the following texts and **mark an X on either a, b, c, or d, whichever is the best answer to the question.**
 2. You may write anything you want on the test paper, but **do not write on the answer sheet.**
 3. You have **60 minutes to do the test.**

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Text 1



Across the United States, people are going up in ultralights—low, slow, inexpensive airplanes. Ultralight flying is one of the fastest-growing sports in the country. The first ultralight flight was in 1975. Ten years later, there were more than 25,000 ultralights in the United States.

The United States is not the only country where ultralight flying is popular. There are thousands of ultralights in Australia, Canada, Germany, England, France, and Japan.

Why is ultralight flying so popular? Some people say it is because it is so exciting. “I love the excitement,” says Nancy Cooper, an ultralight pilot from Tampa, Florida. “Everything is open around me. I feel like a bird.”

Ultralights are also popular because they are cheap. Many people build their own ultralights. They buy the planes in kits—sets of parts to put together. Some kits cost less than \$5,000. Flying an ultralight is cheap too. Some ultralights can fly 30 miles (48 kms.) on one gallon (3.785 liters) of gas.

Another reason that ultralights

are so popular is that they are easy to fly. An ultralight pilot does not need a license. An ultralight plane does not have to be inspected or registered.

Most ultralight pilots fly for fun. Many of them join ultralight clubs. They attend “fly-ins” on weekends. At the fly-ins, they talk about their ultralights and enter flying contests.

Other ultralight pilots use their planes for work. Farmers use ultralights to look at their land. Scientists use them to study animals they cannot get close to, like sharks. Police use them for patrol work.

Ultralights can be dangerous. Because a pilot’s license is not necessary, people can get into an ultralight and fly with no training. Some people have died in ultralight accidents.

For thousands of people, however, the fun is more important than the danger. “Now I can fly for two hours, go a hundred miles, but mostly—have fun!” says Peter Solar of Long Beach, California.

For work-or play, ultralights are here to stay.

1. What does paragraph II (lines 10-15) state?
 - a. Ultralight is popular in several countries.
 - b. Ultralight becomes known in several countries.
 - c. Ultralight has been increased in many countries.
 - d. Ultralight is popular in the USA, not in Australia and France.
2. The paragraph between lines 57-62 mainly tells that.....
 - a. for work or play, ultralights are favorable
 - b. for thousands of people, they enjoy flying ultralights
 - c. though flying ultralights is dangerous, people still want to do it
 - d. Peter Solar can fly his ultralight for two hours and it is for fun
3. "For work or play, ultralights are here to stay." We can infer from this statement that.....
 - a. pilots use their ultralights for work
 - b. farmers use ultralights to help them work
 - c. people fly ultralights just for fun
 - d. people use ultralights for work and for fun
4. If the ultralight is popular in Thailand, we can predict that.....
 - a. only middle aged people use ultralight because it needs an experienced flyer
 - b. people buy ultralight more than other vehicles because they are cheap and safe
 - c. businessmen use ultralights instead of personal cars because they are more convenient
 - d. number of ultralight accidents increase because people can get ultralight without training

5. If ultralights were to carry many people at a time, what would happen?
- Ultralight would have a bigger size.
 - Ultralight would have a new taxi-service.
 - Ultralight's driver would need a co-driver.
 - Ultralight's driver would need a special training.
6. We can conclude from the story that.....
- ultralights are popular among teenagers
 - ultralights are popular because they are cheap
 - ultralights have both advantages and disadvantages
 - ultralight flying is one of the fastest-growing sports
7. We can conclude from the story that ultralight is popular because.....
- it is cheap, fun, and adventurous while flying ultralights
 - it is cheap, easy to fly, and needs no license or inspection
 - it is cheap, easy to fly, and safe for people who have no experience in flying
 - it is cheap, fun, and convenient for people to fly anywhere in the country

Text 2

Atsushi Tokinoya, from Japan, is the new Japanese consul general in San Francisco. Kandy Yee, a Canadian, teaches English in Hong Kong. Rick Gable, an American, works for a big international corporation in Japan. Paul-Olivier Léon, a French college student, is working just for the summer at a telecommunications company in Oregon. Rosa Vásquez, from Venezuela, is teaching and studying at Columbia University. All of these people are living and working in a new country. Why are they doing this?

For one thing, the world is becoming a smaller place, so speaking a foreign language and getting international working experience is important for many people around the world now. Sometimes people take foreign assignments because they want to get a better position and more money. These are usually people who work for multinational corporations. Many people, however, choose international careers because they want to travel as part of their work. Examples of people with international careers are language teachers, college professors or researchers who specialize in the history or culture of a particular country, or government employees who represent their country abroad.

Many people want to work overseas because they want the opportunity to live in a new culture and learn about different customs. Many enjoy learning a new language, as well. Working overseas also means travel and vacation opportunities.

What are the disadvantages of working overseas? One is the cultural differences in working styles. These differences depend on the country the worker goes to. A Latin American employee working in the United States might feel that North American workers are unfriendly and interested only in work, not in one's personal life or family. A Japanese working in the United States might feel that Americans are not willing to work very long hours and do not really care about the companies they work for. These feelings are due to cultural differences.

There can also be disadvantages for the family of the employee working overseas. Spouses often cannot work in the foreign country and can easily become bored and frustrated. Spouses and children sometimes have trouble making friends, too. Some families have trouble with the food and weather of the new country, and children may have trouble adjusting to the local schools.

The answer to these problems is for people to prepare for the overseas assignment before they go. They should read all they can about the culture they are going to and take classes in
 45 the local language. They can exchange letters with contacts in the new country and talk to people who have lived there before. It's also a good idea to study the working styles of the culture they are going to. If they have families, they should find out about work opportunities for their spouses, schools for the
 50 children, and how to take care of daily tasks, such as shopping, in the new country. With this kind of preparation, they will find working overseas an exciting and challenging life experience.

Source: Blass, L. & Pike-Baky, M. (1991). *Worldbeat*. New York: McGraw-Hill, Inc.

8. What is the main idea of this text?
 - a. Problems and solutions of working overseas.
 - b. Instructions for people who want to work overseas.
 - c. Good preparation is necessary for working overseas.
 - d. Gaining and losing benefits when working overseas.
9. The last paragraph (lines 42-53) mainly talks about things that.....
 - a. getting themselves ready before leaving overseas
 - b. exchanging culture with the people living overseas
 - c. discussing problems of living overseas with their families
 - d. studying the local language of the country they are going to

10. From paragraph I (lines 1-9), why does the writer talk about people who are living in new countries?
- To provide educational background of different people.
 - To present the stories of some people who are working overseas.
 - To show many different occupations that people are interested in.
 - To give examples of various people who spend their life abroad.
11. From paragraph II (lines 10-21), we can infer that working overseas means.....
- earning less money
 - taking a lot of vacations
 - interesting cultural experiences
 - traveling around the world
12. From paragraph IV (lines 26-34), we can infer that people have different.....
- values in choosing jobs
 - attitudes towards working styles
 - feeling for each particular situation
 - kinds of work according to their interest
13. What would happen to Thailand if a number of Thai workers who work overseas increased?
- The factory size would be smaller
 - The official language would be English.
 - The rate of working salary would increased.
 - The number of foreign workers would increased.
14. We can conclude that people who works overseas.....
- scarcely learn new cultures
 - frequently get a chance to travel
 - shortly feel frustrated
 - rarely receive high salary

Text 3



Why is it every time I'm due at the dental clinic my tooth-ache mysteriously disappears? Last week I had to leave work. The pain and the throbbing were only part of my symptoms. I was leaning over my machine at work when a sharp pain went
 5 through my jaw. I guess an aspirin will fix me up, I thought. I proceeded to the shop dispensary to take the tiny white pain killer. The shop nurse in her crisp white uniform was as unfriendly as ever.

10 "Helen," she said when I told her of my symptoms, "I really think you should see a dentist right away."

I wrinkled my nose at this suggestion. Even as a child, I used to talk my mother out of having my teeth checked. "We have them cleaned at the school clinic, and that's enough for me," I'd say each time she suggested that I go.

15 Mrs. Hanson continued her urging. "Taking care of your teeth is really important. Actually, preventive medicine is very important to good general health." The nurse was never going to be satisfied until I agreed with her, so I assured her that I would call the dentist as soon as I got home.

20 It was impossible to continue working. After an hour had
 passed, the pain became so bad that I could hardly see straight.
 I took the bus home and tried putting a hot towel on my cheek.
 Nothing helped. That did it. I phoned the local family health
 25 service, and the woman who answered seemed very concerned
 about the tooth.

"There's just one problem, though," she said. "Our dentist
 has gone for the day. He won't be able to see you until 8:30 in the
 morning."

30 All night long the tooth throbbed. "I thought only children
 had toothaches." The words echoed in my head. I continued to
 suffer despite the aspirins and the hot towel I put over the sore
 area of my mouth. I worried and had little uninterrupted
 sleep.

35 Finally morning dawned, and with it dawned the fact that
 I was to be at the clinic in less than three hours. Miracle of
 miracles, the pain seemed to be gone. I felt great. Well, actu-
 ally, I didn't really, but at least the steady throb of last night
 seemed to have disappeared. "Maybe I should cancel the ap-
 40 pointment," I thought. "Perhaps it was just a passing pain.
 There's probably no need to bother the dentist, especially so
 early in the morning." I picked up the telephone and began to
 dial.

"Hey you, put down that telephone!"

"Now, where did that voice come from?"

45 "You heard me. I said put it down!"

The phone dropped noisily as I sat trying to identify the
 voice.

"Now, listen you, and listen good. Didn't you spend the
 whole night in agony?"

50 I nodded my head up and down in agreement.

"And didn't the nurse tell you that you should have gone to
 the dentist BEFORE you had the trouble with your teeth?"

Again I nodded my head, yes.

55 "Well then, there's no time like the present. You keep that
 appointment. And, the next time, well, maybe there won't have
 to be a next time."

I smiled as I started to get dressed and silently thanked my-
 self for the good advice.

15. The main idea of the story is that.....
- a. hot towels can help to relieve pain
 - b. both young and old people have teeth problems
 - c. people can have problems with their teeth
 - d. taking care of one's teeth is important
16. The paragraph between lines 34-42 mainly tells that the main character.....
- a. decides to see the dentist
 - b. needs to use the telephone
 - c. hesitates to give up the appointment
 - d. wants to consult with the nurse
17. What is the main character's occupation?
- a. sales assistant
 - b. factory worker
 - c. officer
 - d. laborer
18. When the main character listened to the voice (lines 43-56), she was really listening to.....
- a. her own voice
 - b. her mother's voice
 - c. the nurse's voice
 - d. the dentist's voice
19. If she had listened to her mother's pleading when she was young, what would not have happened? She would not have.....
- a. used a hot towel
 - b. asked for an aspirin
 - c. gone to see the dentist
 - d. gotten a sharp toothache
20. What would happen if there were no voice in lines 43-56? She would.....
- a. go to work at the shop
 - b. go to see the dentist as usual
 - c. stop having her toothache
 - d. give up her appointment

21. At the end of the story, what would happen if the main character did not go to see the dentist? She would.....
- a. ask for an aspirin
 - b. stop working
 - c. continue in pain
 - d. remain sleepless
22. We can conclude that the main character.....
- a. usually obeys her mother
 - b. regularly fears the dentist
 - c. hardly suffers from her toothache
 - d. always takes good care of her teeth
23. The lesson we learn from this story is.....
- a. to eat more fruits and vegetables
 - b. to respect the professional dentist
 - c. to listen to people who love and support us
 - d. to postpone the appointment every time
24. We can conclude from the story that.....
- a. we have to check our teeth regularly in order to prevent tooth decay
 - b. once we have tooth pain, we should go to see a dentist within a week
 - c. if we want to see a dentist, we need to make an appointment ahead of time
 - d. we need to make friends with dentists because dentists want to be our friends

APPENDIX C

THE QUESTIONNAIRE FORM

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Name:.....Code:.....Section.....

Faculty:.....Major.....Telephone:.....

Instructions: Put a tick () in the box that shows how often you use each reading strategy according to the five scales: **5 = very frequently**, **4 = frequently**, **3 = sometimes**, **2 = rarely**, **1 = never**.

QUESTIONS	5	4	3	2	1
1. Before you begin the test, you:-					
1.1 read the instructions.					
1.2 read the questions.					
1.3 observe the kinds of texts and determine how you are going to take the test.					
2. Before you take the test, you observe how the texts are organized, for example, looking at figures and pictures as well as reading the conclusion or the summary part.					
3. While you are reading, you:-					
3.1 make use of grammar, spelling, punctuation, vocabulary.					
3.2 determine the kind of reading texts, such as exposition, description.					
3.3 link the content of the texts with what you already know, your values, and your culture.					

QUESTIONS	5	4	3	2	1
4. While you are reading, you focus only on the part which has the answer and avoid any distracters which are irrelevant to the answer.					
5. If the texts are familiar to you and there are only few words that you do not know, you guess the meaning of those words by using context clues and avoid using a dictionary.					
6. While you are reading, you read in broad phrases.					
7. While you are reading, you:- 7.1 make short notes or ongoing summaries. 7.2 underline important words or sentences.					
8. While you are reading, you keep asking questions to help you stay alert.					
9. You make use of any cohesive devices which are provided in the texts in order to help you to conclude or interpret the meanings.					
10. If you finish reading for the first time and you still do not understand, you try to use new reading strategies to help you to get the answer.					

ชื่อ-สกุล.....รหัส.....ตอน.....

คณะ.....สาขา.....โทรศัพท์.....

คำสั่ง กรุณาทำเครื่องหมาย (✓) ในช่องคำตอบที่ท่านคิดว่าตรงกับการอ่านของท่าน

โดยหมายเลขแต่ละตัวแสดงความคิดเห็นดังต่อไปนี้

5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย 1 = ไม่เคย

คำถาม	5	4	3	2	1
1. ก่อนที่จะทำแบบทดสอบ ท่านได้:					
1.1 อ่านคำสั่ง					
1.2 อ่านคำถาม					
1.3 สังเกตประเภทของบทความตลอดจนตัดสินใจว่าท่านจะอ่านด้วยวิธีใด					
2. ก่อนที่จะทำแบบทดสอบ ท่านได้สังเกตส่วนประกอบต่างๆของบทความ เช่น ตัวเลข รูปภาพ ตลอดจนอ่านบทสรุปหรือตอนสุดท้ายของบทความนั้นๆ					
3. ในขณะที่อ่านบทความท่านได้:					
3.1 สังเกตไวยากรณ์ ตัวสะกด เครื่องหมายวรรคตอน และคำศัพท์					
3.2 สังเกตชนิดของบทความที่แตกต่างกัน เช่น เรื่องบรรยาย เรื่องเล่า					
3.3 เชื่อมโยงความรู้ใหม่ที่ท่านได้รับจากการอ่านบทความกับความรู้อื่นๆ คำนิยาม และวัฒนธรรมของท่านที่มีอยู่					

คำถาม	5	4	3	2	1
4. ในขณะที่อ่านบทความ ท่านพยายามที่จะหาคำตอบ โดยสนใจเฉพาะใจความสำคัญหลักๆ และไม่สนใจ ส่วนขยาย หรือรายละเอียดปลีกย่อย ที่ไม่ก่อให้เกิด ประโยชน์ใดๆกับคำตอบ					
5. หากบทความที่ได้อ่านนั้น มีหัวข้อและเนื้อหาที่คุ้นเคย แต่มีคำไม่กี่คำที่ท่านไม่ทราบ และต้องการทราบ ความหมายของคำเหล่านี้ ท่านสามารถหาได้จากการใช้ ข้อความ หรือคำศัพท์ที่อยู่รอบข้างคำศัพท์นั้นๆ และหลีกเลี่ยงการใช้พจนานุกรม					
6. ในขณะที่อ่านบทความ ท่านได้อ่านเป็นกลุ่มคำ หรือ วลียาวๆ โดยการกวาดสายตาเป็นระยะๆ หรือ เป็นช่วงๆ และอาศัยเครื่องหมายวรรคตอนเป็นตัวชี้แนะ					
7. ในขณะที่อ่านบทความ ท่านได้: 7.1 สรุปย่อความในสิ่งที่อ่าน 7.2 ชีคเส้นใต้คำหรือประโยค ที่ท่านเห็นว่าสำคัญ					
8. ในขณะที่อ่านบทความ ท่านได้ตั้งคำถามตนเองเกี่ยวกับ สิ่งที่ย่านและคาดเดาเหตุการณ์ที่จะเกิดขึ้นในตอนต่อไป ของเรื่องที่ย่าน					
9. ท่านได้ใช้ประโยชน์จากคำเชื่อมต่างๆ ที่ปรากฏอยู่ใน บทความนั้นๆในการช่วยสรุปความ หรือตีความจากเรื่อง					
10. เมื่ออ่านบทความรอบแรกแล้ว ยังไม่สามารถตอบคำถาม ในแบบทดสอบได้ ท่านได้เปลี่ยนกลวิธีการอ่านแบบใหม่ เพื่อให้ได้คำตอบที่ต้องการ					

APPENDIX D

**THE NUMBERS OF READING STRATEGIES USED
IN EACH SCALE**

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Reading Strategies	5	4	3	2	1
1. read the instructions	31	39	26	4	0
2. read the questions	42	43	12	2	1
3. observe the genre and plan how to take the test	4	29	44	19	4
4. observe how the texts are organized	13	43	29	13	2
5. use their language schemata	6	16	45	29	4
6. use their textual schemata	2	26	41	25	6
7. use their content schemata	10	30	45	12	3
8. focus on major content	7	38	30	19	6
9. guess the meaning of difficult vocabulary by using context clues	12	35	42	10	1
10. read in broad phrases	9	45	38	7	1
11. make short notes or ongoing summaries	5	15	38	35	7
12. underline important words or sentences	12	21	29	31	7
13. keep asking questions to help them stay alert	5	22	47	24	2
14. make use of cohesive devices	1	29	43	23	4
15. try to use new reading strategies when the previous ones do not help them to get the answer	9	51	29	10	1

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APPENDIX E

THE FIXED QUESTIONS

The Fixed Questions

1. How can you get the answer ?
2. Why do you use this [word, phrase, or sentence] ?
3. Can you think of some other clues from the context ?

Note: “you” refers to each particular student.

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APPENDIX F

**THE CRITERIA USED FOR CHECKING
THE PROPER READING STRATEGIES USED**

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The Criteria Used for Checking the Proper Reading Strategies Used in Obtaining the Correct Answer or Best Answers.

identifying main ideas	making inferences	making predictions	drawing conclusions
1. can tell key words which lead to topic sentences	1. can tell context clues	1. can combine their background knowledge with the information from the text to get the answers	1. can tell main ideas
2. can tell topic sentences			2. can tell supporting details

APPENDIX G

THE PERCENTAGE OF READING STRATEGIES USED

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1. Identifying main ideas

Test item number	Totally used proper reading strategies	Partially used proper reading strategies	Simple used random guessing
1	60.00	25.00	15.00
2	63.16	21.05	15.79
8	33.34	44.45	22.22
9	42.86	35.71	21.43
15	33.34	46.67	20.00
16	53.34	26.67	20.00

2. Making inferences

Test item number	Totally used proper reading strategies	Partially used proper reading strategies	Simple used random guessing
3	38.01	57.14	4.76
10	35.71	35.71	28.57
11	13.34	53.34	33.34
12	16.67	50.00	33.34
17	41.67	33.34	25.00
18	31.25	37.50	31.25

3. Making predictions

Test item number	Totally used proper reading strategies	Partially used proper reading strategies	Simple used random guessing
4	42.11	47.37	10.53
5	22.22	55.56	22.22
13	28.57	35.71	35.71
19	25.00	41.67	33.34
20	27.78	50.00	22.22
21	57.14	14.29	28.57

4. Drawing conclusions

Test item number	Totally used proper reading strategies	Partially used proper reading strategies	Simple used random guessing
6	33.34	41.67	25.00
7	30.77	46.15	23.08
14	18.18	45.45	36.36
22	46.15	38.46	15.38
23	23.07	61.53	15.38
24	26.32	52.63	21.05

5. All four reading comprehension skills

Reading comprehension skills	Totally used proper reading strategies (\bar{X})	Partially used proper reading strategies (\bar{X})	Simple used random guessing (\bar{X})
1. identifying main ideas	47.67	33.26	19.07
2. making inferences	29.44	44.51	26.05
3. making predictions	33.80	40.77	25.43
4. drawing conclusions	29.64	47.65	22.71