

บทความวิจัย

ผลของวิธีการอ่านซ้ำต่อทักษะการอ่านคล่องที่มีต่อนักเรียนชั้นประถมศึกษาปีที่ 6

พิกรี บีดิง *

บันลือ ถิ่นพังกา **

ศิริรัตน์ ลินประจักษ์ผล ***

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์ เพื่อ 1) ศึกษาประสิทธิภาพของการใช้เทคนิคการอ่านซ้ำในการพัฒนาทักษะการอ่านคล่องของนักเรียนชั้นประถมศึกษาปีที่ 6 และ 2) ศึกษาทัศนคติของนักเรียนต่อวิธีการอ่านซ้ำต่อทักษะการอ่านคล่องที่มีต่อนักเรียนชั้นประถมศึกษาปีที่ 6 กลุ่มตัวอย่างของการศึกษาในครั้งนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 30 คน จากโรงเรียนบ้านตลิ่งสูง อำเภอสุไหงปาตี สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานราธิวาส เขต 2 ภาคเรียนที่ 2 ปีการศึกษา 2554 การอ่านซ้ำเป็นวิธีการสอนเพื่อใช้ในการพัฒนาการอ่านแบบอัตโนมัติ วิธีการอ่านซ้ำมีประโยชน์ในการเพิ่มความคล่องในการอ่าน เครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยในครั้งนี้ได้แก่ 1) บทอ่านเพื่อการอ่านซ้ำ 2) แบบทดสอบความเข้าใจ และ 3) แบบสอบถามความพึงพอใจ ขั้นตอนในการทดลองสามารถอธิบายได้ดังนี้ 1) นักเรียนอ่านบทอ่านเพื่อการอ่านซ้ำและทำข้อสอบความวัดความเข้าใจก่อนเรียน 2) นักเรียนอ่านบทอ่านเพื่อการอ่านซ้ำเรื่องเดิม 3 ครั้งโดยมีการจับเวลาทุกครั้งี่อ่าน 3) อัตราการอ่านถูกคำนวณในรูปแบบของจำนวนคำที่อ่านได้ต่อนาที และ 4) นักเรียนทำแบบทดสอบความเข้าใจหลังเรียนและตอบแบบสอบถาม ในขั้นตอนสุดท้ายของการทดลอง ข้อมูลทั้งหมดจะถูกนำไปคำนวณหาค่าร้อยละ (%) ค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) และค่า t-test เพื่อเปรียบเทียบความแตกต่างของผลการทดลองก่อนและหลังการใช้วิธีการอ่านซ้ำ

ผลการวิจัยพบว่า 1) หลังจากการใช้วิธีการอ่านซ้ำต่อทักษะการอ่านคล่อง คะแนนเฉลี่ยทั้งหมดของอัตราการอ่านครั้งสุดท้ายมีคะแนนสูงกว่าคะแนนการอ่านในครั้งแรกด้วยคะแนนเฉลี่ย 79.86 ต่อ 62.38 ตามลำดับ เมื่อเทียบกับเกณฑ์การอ่านคล่องแล้วแสดงให้เห็นว่านักเรียนมีความคล่องในการอ่านอยู่ในระดับกลาง คะแนนเฉลี่ยของการสอบเพื่อความเข้าใจหลังเรียนมีค่าคะแนนสูงกว่าอย่างมีนัยสำคัญที่ระดับ .01 และ 2) นักเรียนมีทัศนคติที่ดีต่อการใช้วิธีการอ่านซ้ำต่อการอ่านคล่องในระดับสูงโดยมีค่าเฉลี่ยเท่ากับ 4.19 ผลการศึกษาแสดงให้เห็นว่าวิธีการอ่านซ้ำมีประสิทธิภาพในการพัฒนาทักษะการอ่านคล่องวิชาภาษาอังกฤษ ซึ่งควรนำมาใช้ในห้องเรียนภาษาอังกฤษจริง

คำสำคัญ: การอ่านซ้ำ, การอ่านคล่อง, อัตราการอ่าน, การอ่านเพื่อความเข้าใจ

* นักศึกษาระดับปริญญาโท หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยทักษิณ

** ดร. (ภาษาตะวันตก) ผู้ช่วยศาสตราจารย์ประจำภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยทักษิณ

*** ดร. (ภาษาต่างประเทศและภาษาที่สอง) อาจารย์ประจำภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์ มหาวิทยาลัยทักษิณ

RESEARCH

The Effect of Repeated Reading Method on Reading Fluency of Primary Grade Six Students*Fikree Beeding* **Banlue Tinpang-nga* ***Sirirat Sinprajakpol* *****Abstract**

The objectives of the study were aimed 1) to study the effect of repeated reading method on Primary Grade six students in reading fluency, and 2) to measure students' attitudes toward repeated reading method on reading fluency. The sample group of this study were 30 students of Primary Grade Six students of Bantalingsung School, Sungaipadi District under the Office of Narathiwat Primary Educational Service Area 2, in second semester of academic year of 2011. Repeated reading is an instructional method used to develop automaticity in reading. The method of repeated reading is useful for enhancing reading fluency. The research instruments used in this study were 1) the repeated reading texts, 2) pretest and posttest tests and 3) students' questionnaires. The procedures in this study can be defined as follow: 1) the repeated reading texts and pre-test of comprehension were administered, 2) student read the text repeatedly by timing the total reading time, 3) the reading rate was calculated in words per minute (WPM) criteria, and 4) the post-test of comprehension and students questionnaires were conducted. At the end of the experimental all obtained data were calculated for percentage, arithmetic mean and standard deviations to compare the results of the pre-test and post-test.

The findings of the study were as follows: 1) After the use of repeated reading method on reading fluency, the overall average reading rate (WPM) of the last reading was higher with the average of 79.86 while the average reading rate of the first reading was 62.38. Comparing to the reading rate (WPM) criteria, it indicated that students' level of reading rate for overall texts was in medium level. In addition, the overall mean score of the post-test for comprehension was higher than pretest score with the statistics significant level of .01. 2) Students had positive attitudes towards the use of repeated reading method on reading fluency at the high level with the arithmetic mean of 4.19. The results showed that repeated reading method was effective in developing English reading fluency.

Keywords: Repeated reading, Reading fluency, Reading rate, Reading comprehension

* Student Master of Education Program, English Major, Thaksin University.

** Asst. Prof. Ph.D. (Western Languages) Lecturer, of Western Languages, Faculty of Humanities and Social Sciences, Thaksin University.

*** Ph.D. (in Foreign and Second Language Education) Lecturer, of Western Languages, Faculty of Humanities and Social Sciences, Thaksin University.

Introduction

English as a foreign language plays great role in our daily lives as it is involved in almost all careers. It is the foreign language that is being learned and communicated by large numbers of people worldwide. It is also the main language for books, newspapers, academic conferences, technology, advertisings, and so on. An individual has to be able to use English skills and word knowledge. Anyone who excels in English takes an advantage in their lives.

As regard to the importance of English language, it plays a great role in our daily lives. In the field of education, English language becomes a very important tool in order to get the new information and knowledge from everywhere in the world. In the context of Thai education, The Basic Education Core Curriculum As in Thailand education, the basis core education curriculum provides students to learn English language in their early age. The students are required to study English subject at primary level 1 until to the university level. According to the curriculum, students at primary grade level have to learn English 1 hour a week for primary grade 1–3, and 2 hours a week for primary grade 4–6. By the end of the primary school, students are required to be skillful in using a foreign language (with emphasis on listening, speaking, reading and writing. In faet, most students who finish Primary Grade six lack of all four English skills. One of the most important problems is reading skill.

Reading is inarguably one of the most important and critical educational skills, in part because it influences virtually all academic disciplines. Due to reading's universal influence, reading competency is a primary concern in today's school (L.S.Fuchs, D.Funchs, M.K. Hosp and J.R. Jenkins. 2001: 239–256). It is the basic skill for students to learn and develop to other language skills. As ones do not master in reading skill, it will be very difficult for them to continue to learning language.

In order to be proficient in reading, beginning readers need to learn the basic. Often children start out by learning the ABC's, decoding words, and ultimately reading a text independently and automatically. This end-goal of reading proficiency is referred to as fluency. Students who are less fluent in reading may have difficulty understanding what they read (National Reading Panel. 2000: 1–6).

In primary school, we can see that many children find it difficult to learn to read. These poor readers sometimes referred to as less – skilled readers, whose reading is below their grade levels (Rayner and Pollatsek. 1989 : 471–478). Paying more attention, time and remedial work usually need for poor readers. Bilingual students like less – skilled readers, have difficulty in reading in second language because they laboriously translate the printed words (Singer and Donlan. 1989: 473).

In school, all students have to study official Thai as an important tool for studying other areas and also for communication with other people. According to that, the official Thai is the second language that each student has to master. English is not their second language for them to learn. Some students come to school without any concept of books, any notion of what a book is, what is for, what a book looks like, that English print is read from left to right (Willcutt. 2004 : 10–11). On the other hand, some cultures have very different concepts of print, such as Arabic, that are

read from right to left, which interferes with the learning of English print concepts. In this case, students will feel very hard and difficult for them to study three different languages together at the same time.

Students, especially in the primary level, have critical problems in reading Thai (Prasong Rainasook. 1989: 30-31). Most of them have failed to learn to read Thai efficiently. Thus, how to teach the students who have problems in reading a second language has been a specially challenging task for all educators; and it is the great concern in this study. According to the problem above, the problem in learning Thai will put students a stress which can lead to the study of English so on.

In addition, the repeated reading also helps students to build their confidence in reading fluency. Most students have a high level of positive attitude toward repeated reading method. This is also consistent to a number of studies reported that repeated reading significantly increase reading speed, word recognition accuracy and comprehension (Yaden. 1988: 556-560).

Repeated reading is an instructional strategy originally developed by Samuels (1979: 403-420). The aim of the strategy is to help non-fluent readers build automatic word recognition skills. The repeated reading method is based on the theory of automatic information processing (Laberge and Samuels. 1974: 293-323). This theory explains how individuals read and decode texts.

The present study dealt with primary students in elementary school in Sungaipadi sub-district, Narathiwat Province. The majority of students are bilingual and they come to school with Malay as their native language. The first challenge students face were that the difference between the students' language and the language of school; the oral language students know and the written language they must learn. Students feel very confused in reading. This is because of the variety of the difference between Thai and English languages. Comparing Thai and English languages in aspects of spelling and vowels, it is found that there are many different points which can make the learners face the problems in pronouncing for example: a vowel "a" can be pronounced in different way as in the words "cat, call, case". Based on the examples, it is found that all three words pronounce differently, even they have the same vowel that is "a". It is quite different from Thai language which has the same sound in the same vowel. This will lead to other problems in learning development.

Methodology

The participants of this study were 30 Primary Grade 6 students at Bantalingung School, Sungaipadi district, Narathiwat Province under Narathiwat Primary Educational Service Area 2. They were in the first semester of the academic year 2011. In order to choose the sampling, the purposive sampling technique was used due to the security situation in the research area. **Procedures of the Study**

Procedure of the study comprises three phases as follows:

1. Preparation phase
2. Experiment phase
3. Data presentation phase

1. Preparation phase

1.1 Contact the director of Banruepoh School for permission and cooperation in using the place for trying out the instruments.

1.2 Ask the director of Bentalingsung Schools for permission to use school as places of the treatment.

1.3 Make a preparation of the repeated reading method instruments and the tests for the experimental group.

2. Experiment phase

The experiment was conducted in six weeks in the second semester of the academic year of 2012. All three instruments, the Repeated Reading texts, the pre-test and post-test, and the students' questionnaires, were examined by the experts in the field of English teaching and analyzed for validity and then reconstructed before having them administered to the participants. The activities of the treatment were performed as follows:

1. At the first step, teacher explained the purpose of the repeated reading. This steps helped the students understood what the repeated reading was.

2. Teacher read the first passage loudly to all students and then the students repeated them together. Teacher also gave the students the brief meaning of the passage.

3. The pre-test was administered in order to check reading comprehension.

4. Student was asked to read the passage individually for the first time and the reading time was timed by teacher.

5. As the student finished his/her reading, the teacher gave them the result of reading rate that was words per minute (WPM), and number of words errors. Then the teacher corrected the words error to help student recognized and read them correctly for the next reading.

6. The rest of the students were asked to read as the first student until the last student.

7. Later two days, the students were administered their second reading and had the same steps as the first reading.

8. Two days after the second reading, their third reading was administered with the same steps.

9. For the rest the second, third, fourth, and fifth passages were treat in the next four weeks, respectively.

10. At the end of the experimental phase, the post-test for English reading comprehension and the questionnaire for the students' attitudes toward the repeated reading procedure were administered.

3. Data presentation phase

All of the information were displayed in a format of a table to present the arithmetic means (\bar{X}) of the tests score as well as standard deviation and percentage. The reading rate result was also displayed the average words per minute (WPM) in fluency charts.

Data analysis

In this study, the data were collected from the experimental stage. The scores from the stage were analyzed each week by means of the arithmetic means (\bar{X}), percentage and standard deviation.

1. Statistics in analysis of instrumental quality

1.1 Content validity: Calculate the index of consistency between the test and behavioral objectives (Item–Objective Congruence Index: IOC).

1.2 Difficulty: Calculate the difficulty of the test.

1.3 Discrimination: Calculate the discrimination of the test.

1.4 Reliability: Calculate the reliability of the tests.

2. Basic statistics in data analysis

2.1 Calculate the arithmetic means (\bar{X}) of the test score for the experimental groups.

2.2 Calculate the standard deviation.

2.3 Data from the pre and post test

In order to measure the students' achievements after training and practicing the repeated reading, the scores obtained from the pre–test and post–test would be calculated for the arithmetic mean (\bar{X}). The t–test would be utilized to find out if there were any significant differences between the tests before and after the treatment.

Discussion and Conclusion

The average reading rate (WPM) of all five texts showed that the average of reading rate (WPM) in the first reading of all texts increased comparing to the average of reading rate in third reading. The overall average reading rate (WPM) in the first reading and third reading were 62.38 (WPM) and 79.86 (WPM), respectively. Comparing to the reading rate (WPM) criteria, it indicated that students' level in reading rate for overall texts was at medium level. This indicated that repeated reading method affected on reading fluency.

In addition, the overall mean scores of the pre–test and post–test for reading comprehension were (\bar{X} =4.52 and 6.44), respectively. When comparing the score between the pre–test and post–test it was found that the post–test score is higher than pre–test score with the statistics significance level of 0.01. That means repeated reading method increased reading fluency.

The students' satisfaction level was in a high level with the overall Arithmetic mean score (\bar{X} = 4.19). This indicates that the repeated reading method can Help students increasing their confidence and also build a positive attitude towards reading fluency practice.

Discussion

This study has shown that the repeated reading method was an effective tool in increasing reading fluency. In terms of students reading rate (WPM) and comprehension, students had an improvement on reading fluency through the use of repeated reading method owing to the significant change between the average

reading rate (WPM) of the third reading ($\bar{X} = 79.86$) and of the first reading ($\bar{X} = 62.38$), and the mean scores of reading for comprehension section of the post-test, ($\bar{X} = 6.44$), and of the pre-test ($\bar{X} = 4.52$).

Based on the above result, it could be summarized that students have a better achievement on reading fluency. The data of students' progression in this experiment indicates that the repeated reading method have effects on reading for fluency, which is in accordance with Dowhower (1989: 502-507) who stated that repeated reading is a useful instructional tool not only for disabled or remedial readers in special classroom or very young children but also mature adults. When students read the passage for the first time they had a slow rate of fluency. But in second and third times of reading, their reading rate was increased. This is consistent to Samuels (1979: 403-420) who said that according to the theory, a fluent reader decodes text automatically (without attention), thus leaving attention free for comprehension. A beginning reader, on the other hand, is not automatic in decoding since attention is required. Because the reader's attention is on decoding, it is not immediately available for comprehension; thus she or he is poor in comprehension. According to Samuels, at the first try of reading the major focus of reading process is on decoding text. The comprehension will be focused later. Repeated reading method can help non-fluent readers build automatic word recognition skills. This study extended Samuels' concept of repetition into a specific group of bilingual students. The experimenter believes that with rereading the same stories, students will become fluent as the automaticity has been predicted. The results of this study can lead to the answers of critical research problems concerning whether repeated reading improve the students' reading skills.

Recommendations

The study recommendations for classroom implications and further research are provided as follows:

1. Classroom Implication

1.1 Repeated reading is a beneficial method that teacher can easily set to their students in order to improve students' reading skill.

1.2 Repeated reading should be set to students as their routine activities which can help them very much.

1.3 Teachers can also set students into the paired or group repeated reading depend on students' reading abilities in order to encourage and support students in practicing through repeated reading method. It is very important for the learners to have some supporters to check their progress.

2. Suggestions for Further Research

2.1 The focus of participants in this study is only 30 students of Primary Grade six students, which was considered a small group of sample due to the limitations of security of researcher.

2.2 There should be a variety of texts in order to help students' increase their motivation in reading. In order to motivate students to be interested in learning language, the teacher should find something that can make them feel happy.

2.3 This study only focuses on reading, it might be possible to do with writing skill. Because there still have many students who lack in writing. As writing is a productive skill that students have to put much attention on it. So the researcher think that to have the students write repeatedly may help them.

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