

แบบฝึกการอ่านเร็วสำหรับนักเรียนไทย ระดับชั้นประถมศึกษา

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A Set of Speed Reading Practices for Thai Primary School Students

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บทคัดย่อ

การอ่านเร็วเป็นอีกทักษะหนึ่งที่สำคัญและช่วยสนับสนุนในการเรียนการสอนภาษาอ่านมาก โดยเฉพาะสำหรับผู้เรียนในประเทศไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ อาจกล่าวได้ว่าทักษะการอ่านเป็นสิ่งจำเป็นสำหรับการเรียนการสอนในยุคปัจจุบัน ดังนั้นการวิจัยในครั้งนี้ ผู้วิจัยจึงมีความสนใจที่จะแบบฝึกการอ่านเร็วที่ถูกควบคุมด้วยคำศัพท์พื้นฐาน 000 คำแรก เพื่อให้นักเรียนไม่ต้องเผชิญปัญหาเกี่ยวกับคำศัพท์โดยใช้เวลาในการวิจัยทั้งหมด 4 สัปดาห์ และนำเสนอข้อมูลด้วยการแสดงค่าเปอร์เซ็นต์ วิเคราะห์โดยใช้หลักจำนวนคำต่อน้ำที่ ผลการวิจัยแสดงให้เห็นว่าการใช้แบบฝึกการอ่านเร็วที่มีคำที่ปรากฏอยู่ในแบบทดสอบด้วยคำศัพท์พื้นฐาน 1,000 คำแรกนั้นช่วยให้นักเรียนมีพัฒนาการด้านการอ่านเร็วมากที่สุดในช่วง 3 ชุดสุดท้าย คือ 18 คำต่อน้ำหรือเพิ่มขึ้นร้อยละ โดยจำนวนคำศัพท์โดยเฉลี่ยต่อน้ำที่ในช่วงแรกคือแบบฝึกชุดที่ 5 เท่ากับ 63 คำ ช่วงที่สองคือชุดที่ 10 เท่ากับ 72 คำและช่วงที่สามคือชุดที่ 13 เท่ากับ 90 คำ นอกจากนั้นผู้เรียนยังสามารถเข้าใจในเนื้อเรื่องที่อ่านได้ดีมากขึ้น โดยมีค่าเฉลี่ยของความแตกต่างระหว่างก่อนเรียน หลังเรียนที่ 7.38 และ 9.10 ตามลำดับ และมีนัยสำคัญทางสถิติที่ระดับ .05 ดังนั้นเพื่อตอบสนองความต้องการในการเรียนรู้ที่เหมาะสมกับผู้เรียนในระดับประถมศึกษา จึงสมควรฝึกทักษะการอ่านเร็วให้กับนักเรียนไทยระดับชั้นประถมศึกษา

Abstract

Speed Reading Skill is considered an important goal and helps support reading instruction for learners of English especially in the country that .a. English as a foreign language. Reading skill is e necessary skill for current .T, i Tdg For this .T, s R the researcher designed a set of speed reading practice. within a controlled vocabulary so that learners do not face lexical difficulties which many interrupt their reading. Analysis of the study reports on the results of practicing lasting four weeks. Analyzed data were presented by percentage and descriptive analysis under increasing in speed (WPM). The study was found that , c g using a set f speed reading practice within the 1,000 words of English (General Service List; , almost all learners increased their reading .caas Most of the increase occurred in the last three texts. The average of the 40 .T, s agts for the 1st T Th texts was 63 words per h inute, the average for the 6th to 10th texts was 72, and the average for the 11th to 13th texts was 90. The average score for the last three texts was 18 or e 24 increase. t was the highest increase among ett. Moreover Tf a learners could comprehend h la in reading texts. f a different average scores gained k h the pretest and posttest were 7.38 and 9.10 respectively, and were significantly different at the .05 level. It is a suitable way of developing fast reading Tfl , yf speed reading plei Tda. for learners of English at the primary level.

Introduction

Background of the study

Reading fast is considered an important goal of instruction of reading. Some students read word by word, and thus comprehend poorly. Speed laes dg practice can be a way to overcoming an obstacle of reading fluently. In reading comprehension in the test such as NT (National Test), students always have short time to answer all the comprehension questions given. This is because when trying to , gsal. Tand in reading, students have to translate English into their native language. Speed reading can help with moving from dependence on translation. Moreover, students who do not pay attention in reading because they think it is boring. They are not curious To know what will happen in the story or what they will get after reading. The reason why they get bored is that they do not know the vocabulary. In other words, they have a small vocabulary size. It is difficult for them to understand the story. So, they do not appreciate reading and they do not want to learn. Subsequently, they have a bad attitude in learning English. The problems mentioned above result from two factors involving students themselves and teachers. Firstly, most students fail to clearly identify the purposes of

their reading. While reading, they always read word by word and then stop to use a Thai English dictionary if they cannot read and understand some difficult words. This makes them waste more and more time without understanding what they read. Secondly, they often feel frustrated and sometimes give up reading. The cause may be from the texts that are not interesting and suitable to their schema.

An extensive reading class is also an effective way of increasing reading speed (Shin and Ahn.2006). Learners read a graded reader (easy book with several levels) within their proficiency level. Because graded readers work in a controlled vocabulary and set of structures, learners meet the same word and grammatical structure many times. Quite large quantities of such reading are required to increase reading speed. One of the very useful activities conducive to the development of reading fluency is to encourage learners to read lots of graded readers at the same level (Nation. 1990, 2001, 2005; Nation and Wang. 1999).

Another effective way of increasing reading speed is to take a well organized speed reading practice which involves timed reading of different passages with controlled length and vocabulary. Such practices include comprehension questions following each passage (Nation. 2005; Quinn & Nation. 1974).

Speed reading is an essential skill when you need to read large information quickly. Speed of reading means how many words you read in a minute. Different people have different speed of reading which can be improved by using different techniques and methods. It is a series of reading skills and reading techniques which enable one to read faster and improve reading comprehension. Speed reading is a method of improving a reader's reading ability, improving both the speed reading at which text can be assimilated, and the level of understanding of material. Speed reading needs practice and skills. Anyone can improve his or her reading abilities. It is actually easy. To do so, one simply takes motivation and sometime has a practice. The best way is knowing how and what to practice that responds to reading speed and comprehension. However, Chung and Nation (2006 198), for example, recommended that "a speed reading practice should be included in every reading class". Nation and Macalister (2010 : 93) who suggested that "reading fluency activities should involve a speed reading course within a controlled vocabulary". When there are unknown elements in the text, or the reading purpose is other than general comprehension, the reading speed will be considerably lower (Cobb. 2008; Fraser. 2007).

Research questions

Based on the purposes of this study, the research questions are as follows:

1. Does using a set of speed reading practice help to develop student's reading speed?
2. Can students still maintain their reading comprehension while doing speed reading?

Purpose of the study

The purpose of this study is to investigate the overall effectiveness of the use of a set of speed reading practice. in improving reading ability of primary school students. The researcher, therefore, attempts to attain the following objectives:

1. To create a set of suitable speed readings for encouraging speed reading skill among Thai primary school students,
2. To investigate students' improvement in English reading comprehension and interaction in class by the use of a set of speed reading practice at their own pace

Scope of the study

This study is to investigate the effect of using a set of speed reading practice. in teaching reading for primary school students. There are totally 40 students of a primary school, Mahasarakham University Demonstration School (Elementary) in Mahasarakham Province participating in the experiment. Before selecting the participants, they have to be tested with the first 1,000 words of English created by Nation, P. (1993) and Laufer, B. & Nation, P. (1999), and have to gain the score equal to 80% of the test with 40 items. However, the first 1,000 words of English test are considered from General Service List of English by West M. (1990). Finally the participants will get trainas through a set of speed reading practice. at the their own pace.

A set of speed reading practice. consists of 13 different controlled texts of the first 1,000 words. Words Per Minute (wpm) is used for measuring reading speed. The research achievement is measured by a pre post test (10 items)

Research Methodology

Method

1. Participants

This study was conducted using 40 primary students. Before starting the speed reading practice, students took a vocabulary test on the word (the first 1,000 words of English) to see whether they had enough English proficiency to attend a speed reading practice. To practice

speed reading, the set of speed reading practices containing, 20 text based on the first 1,000 word of English at the students own pace was used.

2. Procedures

Before starting the speed reading practice, students took a vocabulary test on the words (the first 1,000 words of English established by Nation) of 40 items to see whether they had enough English proficiency to attend a speed reading practice. After testing, the teacher had to teach the Self Pacing ~~hat~~ s. It was proved that the most successful people can change their eye movement while ~~laes~~g. In other words, the simple improvement was to make the eyes more efficiently. Thus, self Pacing method could be the most practical and cheapest way to develop speed reading skill.

The texts in the set of speed reading ~~clei~~ Tāla., based on the first 1,000 words of English, basic for the practice and were used to obtain data in speed ~~laes~~g. It was designed for practicing speed reading within the first 1,000 words of English for ~~g~~ native speakers of English (West, 1953). It consisted of 13 texts with ten multiple ~~i~~ ~~f~~ ice questions following each text.

Students read thirteenth texts for a total of four weeks. For the first week, students had to take a pretest and read one text in class time, for the second week, two texts in class time, the third week, four texts (two in class time and two as homework). Readers should gain a ~~i~~ ~~la~~ ranging from six to eight on a comprehension test, ~~l~~ comprehend approximately 80%.

For this study, students ~~i~~ ~~f~~ ai ned the reading time as the teacher instructed in class. When the whole class was ready to practice speed reading together, the teacher ~~ea~~l “start”, and the students began reading as fast as they could. As students finished the reading they took down a note of their reading time. Then they answered the questions from the memory without looking back at the text, and marked them using the answer ~~.faa~~T. Finally they converted their time into words per minute and their comprehension score. ~~t~~udents had to take a test from other texts different from the 13 texts in a set of speed ~~laes~~g ~~clei~~ Tāla. to measure their speed reading comprehension.

Results

The Result of Testing 1,000 words of English

For the study, students had to take a 40 items test of the first 1,000 words of English established by Laufer. B. & Nation. P., ~~ak~~ la starting the speed reading practice, students took the test to see whether they had enough English proficiency to attend a speed reading practice.

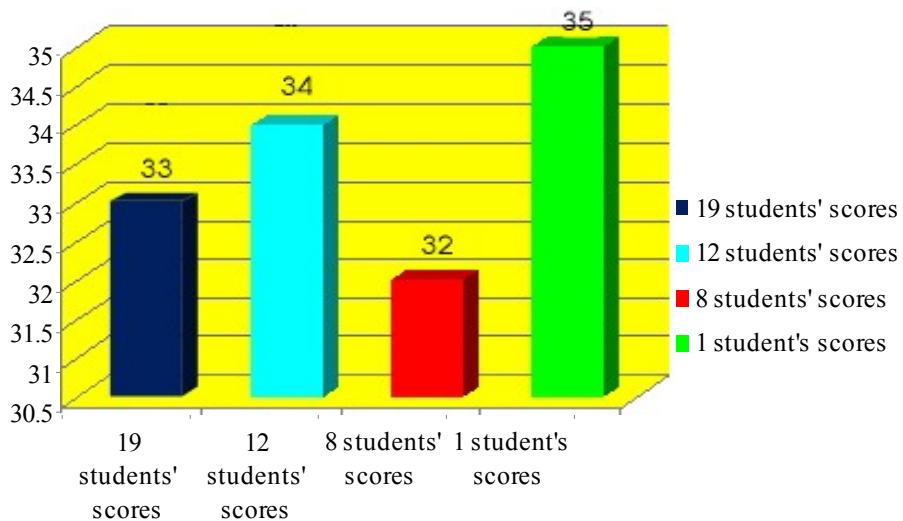


Figure 1: Students' scores

According to Bar Chart 1 above, there were 19 students scoring 33 items out of 40 accounted for 47.5%, 12 students accounted for 30% had gained 34 scores, 8 students had obtained 32 scores, which were accounted for 20%. However, only one student could gain 35 scores out of 40. To this end, the result suggested that all students had gained adequate lexical knowledge of the first 1,000 high frequency words. In other words, the result revealed that all students could answer at least 32 items out of 40 in dealing with a speed reading practice. Given that students could not yet gain at least 80 percentages in the cla test, they would be provided an opportunity to build up their lexical knowledge by working on the corresponding wordlist of the first 1,000 high frequency words.

The Results of Progressive Rates of Speed Reading Scores

1) Average Scoring Method

The average scoring method was calculated by taking the average of the scores on the 1st to 5th texts, the average of the scores on the 6th to 10th texts, and the average of the scores on the 11th to 13th texts by gathering the average of the scores within three periods.

TABLE 1: The average scoring method egs percentage of the total increase

Students	Average of the 1 st - 5 th texts	Average of the 6 th - 10 th texts	Average of the 11 th - 13 th texts	Total increase	% of the total increase
Average	63	72	90	27	42

The data in Table 1 is ranked according to the column of the percentage of total increase. The average of the 40 students for the 1st to 5th texts was 63 words per minute, the average for the 6th to 10th texts was 72, and the average for the 11th to 15th texts was 90 with an increase of 27 words per minute or a 42% increase. For most of the scores in table 1, when the increase in raw score goes up, percentage of the increase goes up too.

TABLE 2 : An average score between the 1st T 5 th TauT. and the 6th T 10th TauT.

Average of the 1st to 5th texts	Average of the 6 th to 10th texts	Total increase	% of the total increase
72	9		

The data in Table 2 shows the difference scores between the 1st to 5th TauT. and the 6th to 10th TauT.. As seen in the Table 2 the discrepancy of a average score is 9 words per minute or 14% increase.

TABLE 3 : An average score between the 6th T 10th text. and the 11th to 13th texts

Average of the 6th to 10th texts	Average of the 11th to 13th texts	Total increase	% of the total increase
72	90	24	

The data in Table 3 indicates an ebaleya score between the 6th T 10th TauT. and between the 11th T 13th TauTs. As seen in Table 3 the difference of the average score is 18 words per minute or 24% increase.

2) Highest Minus Lowest Scoring Method

The highest minus lowest scoring method was used to find the amount of increase by subtracting the lowest speed reached from the fastest.

TABLE 4 : The highest was subtracted by the lowest score and the percentage of the total difference.

Lowest score	Highest score	Total increase	% of the total increase
Average	59	98	65

The data in Table 4 shows the difference from the 40 students for the lowest speed was 59 words per minute, and the difference for the highest speed was 98 words per minute, with a total increase of 39 words per minute.

minute or 65% increase is more than the 45% increase in the average scoring method. The reason was that the highest minus lowest scoring method was . as as the ~~gila~~ as .i la.

If we compare Table 4 T Table 1 (the average scoring method), we can see that in Table 4 ell the scores ~~gila~~ as It h aeg. everyone made an increase in speed, and all the ~~yes~~ as scores are higher both in words per minute and their percentage.

3) 1^T Minus 1^T Scoring Method

The 13^T minus 1^T scoring method simply ., r~~le~~ T. the student's average score k the first text from the average score k the thirteenth text. This assumes that the beginning score is low and that the increase will be apparent with the final score.

TABLE 5 : The 13^T Minus 1^T scoring method egs cercentage of the total igi lae.a

First score	Last score	Total increase	% of the total increase
Average	60	98	38

According to Table 5, the average score of the 40 students on the first text was 60 words per minute, and the average score on the thirteenth text was 98 words. A total increase of 38 words or 63% increase was higher than the 42% in the average scoring method.

For this study, the author designed a number of ways of scoring the rate of increase in speed reading. Firstly, the score increased with the average of the three periods which occurred between the ^T to ^T, ^T to ^T and ^T to ^T (in Table 1). ai g~~st~~R the score increased when the lowest score was .ubtracted from the f~~of~~ a.T (in table ~~1~~). The third method was to score the increase between the first and the thirteenth text (in Table 5). The result indicated that the students could s~~av~~elop their speed reading , .~~g~~y a set of speed reading clei T~~da~~. within the first 1,000 words level of English in order to see whether they had enough reading proficiency.

The Results of Comprehension Rates in Speed Reading Practice

TABLE 6 : The Percentages of Increasing Comprehension Rates in Speed Reading Practice
(between pretest and posttest)

Pretest Scores (10)	Posttest Scores (10)	Total increase	% of the total increase
Average	7	9	2

The data in Table 6 indicates the different scores from a pretest and posttest. As seen in Table 6 the different average score is 2 or 25% increase.

In addition, the findings revealed that thirty five (87.5%) out of the total students increased their comprehension. Only five students did not score higher but that doesn't mean that students had no improvement in their comprehension. However they made a score of 80% as a criterion set at the beginning of the study.

Reading Comprehension	N	Mean	a	t
Pre test				
Post test				11.69

The data in Table 6 shows the reading comprehensive scores from the pre test and post test. The average scores of the pretest and posttest are 7.38 and 9.10 respectively. It was found that both the scores made a significant difference at the .05 level.

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Conclusions and Discussions

According to progressive rates of speed reading (in Table 1, 2 and 3) the results were examined to measure an amount of increase in reading speed using the average scoring method with the highest minus lowest scoring method, and with the th minus st scoring method. Among the three scoring methods, the average scoring method was most conservative. Three methods of average scoring in reading speed were used to find out whether most of the increase achieved over 80% of the students. Thus, it is worthwhile to continue to provide opportunities for speed reading training. The results indicated that the students could develop their speed reading through the use of a set of speed reading practices within the first 1,000 words level of English to see whether they had enough reading proficiency. In terms of the results of comprehension rates in speed reading practice, it indicated the score discrepancy from the pretest and posttest. In addition, the findings were found that thirty five (87.5%) out of all the students increased their comprehension. Only five students did not make a higher score but that doesn't mean students had no improvement in their reading comprehension. However they made a score of 80% as a criterion set at the beginning of the study.

From the conclusions above, a number of implications crucial for a speed reading practice can be considered and it is shown that these simplified texts written within the first 1,000 words of English could enhance students to read more actively. One reason of why these

TauTs tended to be effective & technique was that probably because TauT. for all grade levels were written within the first 1,000 words and the TauT. helped students with las, i & by their concern while they were reading. This study was undertaken to create a .at of suitable speed reading practices k l encouraging students' speed reading skill & Thai primary school. and to investigate students' improvement in English reading comprehension and interaction in class by the use of a set of speed reading practice. T see whether they had speed reading comprehension. The data in Table 1, 4 and 5 indicated that all the .T, sagT. could improve their reading faster (WPM) Trough using of a set of speed reading practice. and could enhance their own reading performance (see in Table 6). Speed reading practice was also an effective way of increasing reading speed. Learners could read the texts at the high proficiency level. Since the readers work within a controlled vocabulary in a set of speed reading practice. they can be developed to read fast and comprehend what they just read.

Suggestions for further study

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However, a simple extensive reading was also an effective way of increasing reading speed. Learners can read the texts at their proficiency level, because they work within a controlled vocabulary in a set of speed reading practice.. A speed reading practice thus should be included in every reading class. However, the number of words in each text should contain a controlled vocabulary of about to 300 words and the gumber of texts should not more than 10 to 15 texts for primary school students, which can be used as entrance and exit examinations or National Test (NT) in primary school.. The learners' achievement increasingly in teaching English class. In addition to a principle of speed reading practice, the first 1,000 words of English are necessary for basic understanding of the texts in daily learning.

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