



**A SURVEY STUDY OF ENGLISH READING
COMPREHENSION PROBLEMS AS PERCEIVED BY
GRADE 6 STUDENTS IN THAILAND**

BY

JETIYA WONGLAO

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
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ENTITLED

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AS PERCEIVED BY GRADE 6 STUDENTS IN THAILAND

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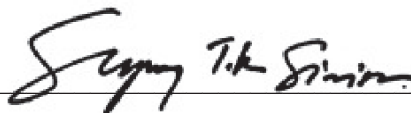
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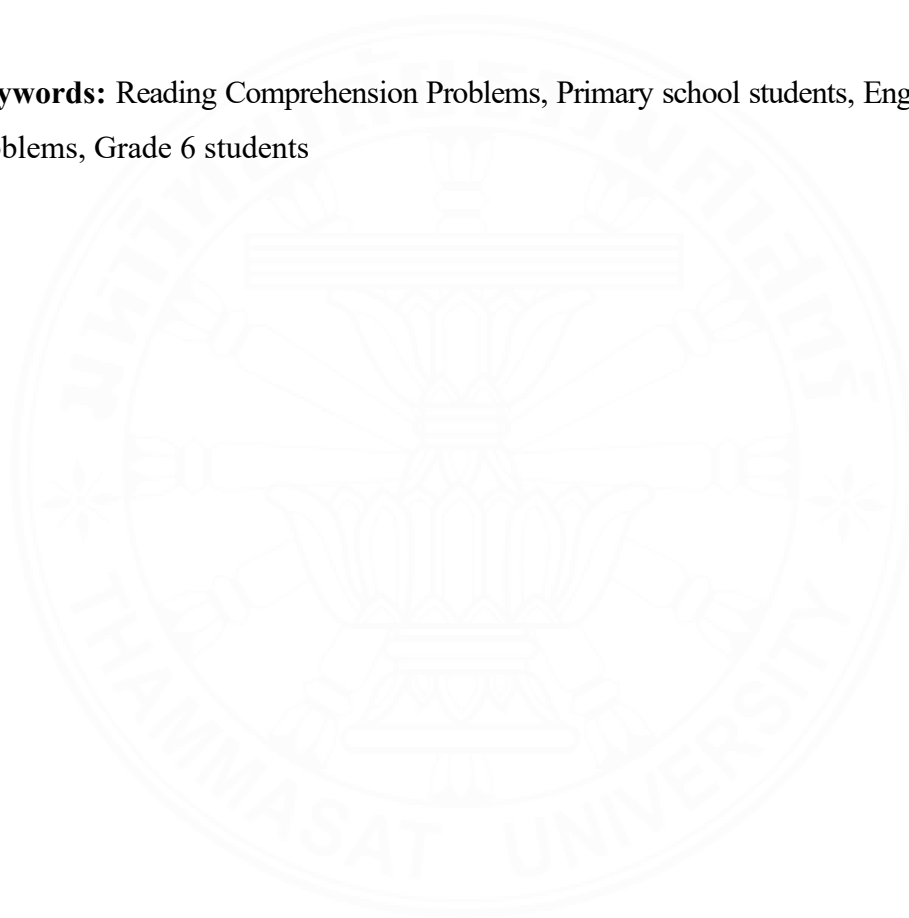
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ABSTRACT

The objective of this study investigated the reading comprehension ability of Grade 6 students at a public school. The research focused on identifying the primary students' reading comprehension problems while completing the English reading comprehension. The data were collected from students about 150 students at school. The research instrument was the questionnaire divided into two parts: the reading comprehension problems and the interview to analyze direct problems. The quantitative results from the questionnaire in the first part were analyzed using Microsoft Excel and reported in the form of descriptive statistics. The second part was the interview of students' reading comprehension in high-level problems when completing the questionnaire. The results revealed the participants' reading comprehension problems in qualitative results. In all average mean in the moderate level ($\bar{X} = 2.02$). The highest average mean which illustrated the factors of reading texts problems were reading strategy part ($\bar{X} = 2.072$), vocabulary part ($\bar{X} = 2.070$) and grammar part ($\bar{X} = 2.015$) whereas the last three lowest means which were presented in environment ($\bar{X} = 1.93$), content part ($\bar{X} = 1.854$) and other problems part ($\bar{X} = 1.854$). The results showed on how vital reading comprehension were when they performed a reading comprehension in their study.

Even though, the results revealed the significant effects on the English reading comprehension problems, the average means of individual factors were slightly different. From the students' perspective, they considered that English reading comprehension was difficult for them because they did not know enough words to read the texts. However, they believed that they could improve their reading skills if they usually read in English texts and study from the teacher who could improve their English reading skill at school.

Keywords: Reading Comprehension Problems, Primary school students, English Reading Problems, Grade 6 students



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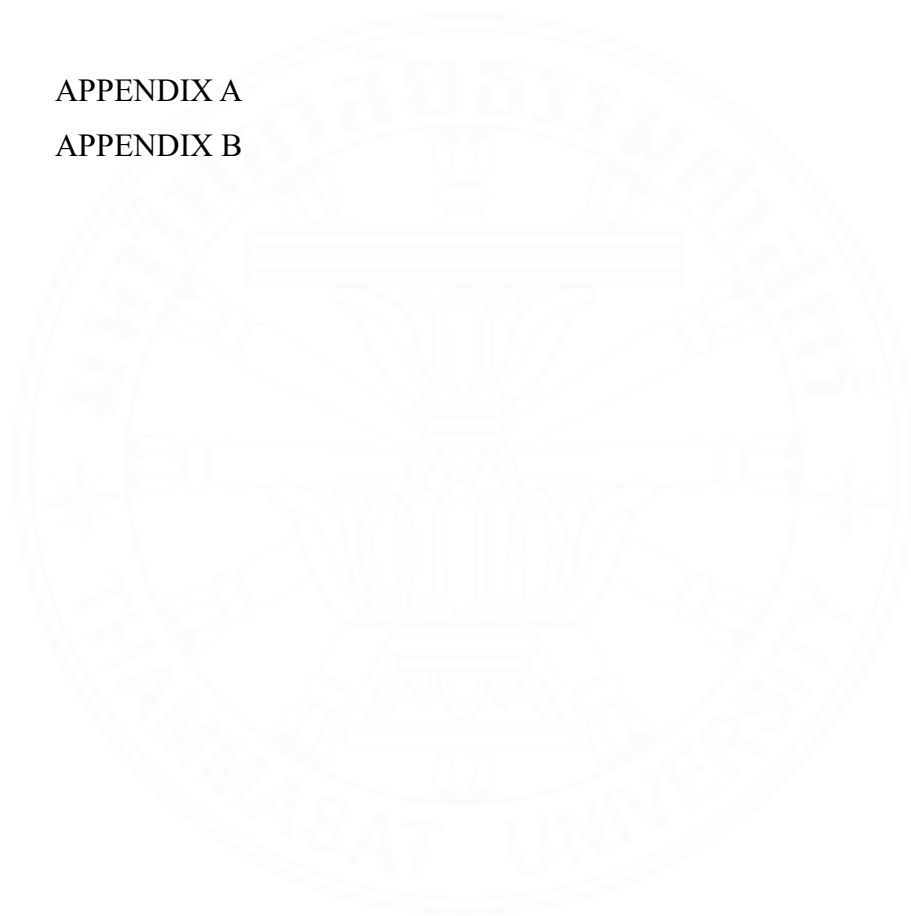
Jetiya Wonglao

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CHAPTER 1

INTRODUCTION

1.1 Background

English language has become widely accepted as a universal language in the world, leading to a significant number of people, particularly scholars, studying it. The study of English language holds great value for scholars in their academic pursuits, as it helps them improve both their academic and life skills. Proficiency in English enables scholars to be better accepted in higher educational institutions (Alghonaim, 2020).

English is used as the communication worldwide and is considered a global language. Therefore, it is crucial for individuals to learn English, especially in countries like Thailand, where it is considered an important language. English is taught as a foreign language in primary schools in Thailand. By learning English, scholars are expected to keep up with the advancements in knowledge, technology, and art. Reading skill is an essential aspect of learning English and holds a prominent place in English language courses. One of the reasons for this is that an increasing number of people need to read in English for occupational or academic purposes.

The importance of reading skills in developing good writing style, expanding vocabulary, and becoming proficient in the alphabet. It states that reading allows individuals to gather information, enhance critical thinking, acquire knowledge, improve language command, and develop other language literacy skills. However, the passage also highlights the struggles that scholars in Thailand face with English, particularly in reading comprehension. It mentions two main factors contributing to poor reading comprehension skills: the focus on word and sentence levels instead of comprehension during instruction, and the lack of practice in reading appreciation.

According to Al Ma'ani (2007), reading comprehension in a foreign language, such as English, is more complex and challenging than reading in one's first language due to cognitive, artistic, and verbal aspects. To improve reading comprehension, it is important to identify specific problems faced by scholars and address them. Overall, the passage emphasizes the significance of reading skills for language development and suggests the need for effective strategies and targeted interventions to improve

reading comprehension among scholars, particularly in a foreign language context like Thailand.

Irena Shehu (2015) also conducted a related study in three different high schools in Albania, She found several problems related to reading comprehension, including scholars frequently needing to consult a dictionary and facing difficulties in understanding new words. Additionally, the study revealed that scholars often read very little or nothing at all, and the type of reading material they encounter can also present challenges.

The researcher suggested that there might be other difficulties not previously identified in the literature. These include scholars' motivation and reading habits, the choice of reading material, reading skills, and the reading strategies employed by individual scholars. It is assumed that each scholar may have different challenges when it comes to understanding reading materials.

By examining these various factors, Shehu aimed to gain a comprehensive understanding of the issues scholars face in reading comprehension. Identifying these difficulties can help educators and researchers develop targeted interventions and strategies to improve scholars' reading abilities and overall comprehension.

1.2 Statement of the problem

The research highlights the importance of reading skills in the learning and teaching outcomes, especially in elementary education. It specifically focuses on the reading comprehension problems faced by Thai students in primary government schools. The researcher emphasizes the lack of research on this topic in Thailand compared to other countries and chooses to investigate reading comprehension in the primary level.

The research discusses the reading habits of Malaysians from the New York Times (2012). It states that despite an increase in the number of books read by Malaysians from 1995 to 2010, the interest in reading has not significantly improved. The passage suggests that Malaysians, regardless of age and status, do not read enough and struggle to acquire strong reading skills.

While previous studies have examined reading comprehension difficulties in countries like Thailand, Indonesia, and Vietnam, there is a lack of research specifically focused on ESL (English as a Second Language) reading comprehension among scholars in Thailand. The passage mentions that word difficulty and complex language structures

are common challenges for ESL/EFL learners, and a lack of knowledge in these areas can hinder their reading success.

These studies suggest that Thai students face difficulties in reading and their reading proficiency is below the expected level. Day and Bamford (1998) emphasized the importance of both vocabulary knowledge and verbal knowledge in foreign language or alternate language reading. Pumirat (1992) concluded that Thai students are not successful in reading. Longsombun (1999) specifically focused on Prathomsuksa 6 students (roughly equivalent to grade 6) and found that their reading capability fell below the minimum standard. Champaruang (1999), Purisodom (1999), Thani (1999), and Yongsathien (1999) conducted exploration studies on Mathayomsuksa 6 students (roughly equivalent to grade 12) and reached the same conclusion: the reading capability of these students was at a low level.

Ponmanee and Sinsuwan (2001) examined the English language proficiency of graduate scholars in teaching Thai and social wisdom compared to scholars in teaching English. Their study revealed that students lacked the four essential English skills and that poor reading was the important problem among these students. The study further identified that Thai students struggled with vocabulary and sentence structure when reading textbooks, leading to a lack of comprehension.

Songsiri (1999) focused on 12th grade scholars and found that their English reading capability was highly disappointing. These scholars lacked proficiency in vocabulary, syntax, and alphabet knowledge. They also faced challenges in various reading tasks such as skimming for main ideas, surveying for details, making inferences, understanding references, rephrasing, sequencing information, and determining the author's tone and mood. Overall, these studies indicate that Thai students encounter difficulties in English reading, including problems with vocabulary, syntax, comprehension, and various reading strategies. The findings highlight the need for improvements in English education and the development of effective strategies to enhance students' reading proficiency.

The research discusses various studies conducted on the difficulties faced by students in reading comprehension and appreciation, particularly in the context of English as a Second Language (ESL) education. Adunyarittigun (2002) conducted a study that identified the students' lack of knowledge of language structure and vocabulary as the main cause of their difficulties in understanding the meaning in their environment.

Chuenta (2002) found that reading problems among students included difficulty in grasping the main idea due to limited vocabulary and ineffective reading strategies.

The studies indicate that Thai students struggle with vocabulary and sentence structure when reading textbooks, which affects their reading comprehension. They have limited knowledge in these areas. Reading is considered a means of communication and an essential skill for academic achievement, as highlighted by Inderjit (2014). The purpose of the study mentioned in the passage was identified the difficulties by upper secondary students in ESL reading comprehension at a secondary academy in Johor.

Al-Qahtani (2016) examined reading comprehension problems by Saudi EFL students and found that these difficulties stemmed from various factors, including inadequate emphasis on reading comprehension by teachers, lack of motivation among students, and insufficient support from parents. These factors suggest that the root of the problem lies within the educational system.

Overall, the importance of reading comprehension skills and highlights the challenges faced by students, particularly in ESL contexts. The studies mentioned shed light on the factors contributing to these difficulties and emphasize the need for effective teaching strategies and support systems to improve reading comprehension among students.

1.3 Objective of the Study

To investigate the Grade 6 students' problems in comprehending reading texts.

1.4 Research Questions

What are the Grade 6 students' reading comprehension problems?

1.5 Definition of the Terms

Definitions of terms of this study are as follows:

1.5.1 "School" refers to the primary government school located in Singburi.

1.5.2 "Students" refers to Grade 6 (Prathom Suksa 6; P. 6) students at school.

1.5.3 "Reading Comprehension" refers to the ability in reading a text, analyze it and understand what it means during and after reading a text. Reading comprehension usually has two major components, which are text comprehension and vocabulary knowledge.

Text comprehension is the awareness of what the text means, while vocabulary knowledge is understanding the words and language in the text.

1.5.4 “Reading Comprehension Problems” refers to problem associated with reading. It means that is the problem that is faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability. Especially, the students who are below average in reading comprehension. It described that students shave problems to get the information from the text and there were some reasons why students unable in reading task because they are lack of vocabulary, lack of catch the main idea, difficult to pronounce, having no background and uninterested to read the text and they are difficult to get reading comprehension.

1.6 Scope of the Study

In this study, the following issues are taken into consideration:

1.6.1 The population of the study includes Grade 6 (Prathomsuksa 6) students at a public school. In total number of the subjects are 150 students in academic year 2023. The sample cover about Grade 6 students come from the mixed ability group of students.

1.6.2 The study mainly focuses on the problem about the student’s reading comprehension in various kinds of reading materials.

1.7 Significance of the Study

The research presents the problems in Grade 6 students’ reading comprehension in Thai government system that the most students have some problems in reading English texts. This research will be beneficial for teachers and students because the research study presents the problem in reading comprehension for primary student. English teachers will consider their teaching of reading comprehension and prepare the suitable lesson in the classroom. Students will be able to understand their reading comprehension skill before entering the secondary school and it is going to be useful for their English language skill.

1.8 Limitations of the Study

The findings were limited only in Grade 6 students during the first semester, academic year 2023. The other limitation that the outcome of the study focuses only one skill is reading comprehension of the students.

1.9 Organization of the Study

The study is organized in the following order:

1.9.1 Chapter One is an introduction which consists of background, statement of the problem, objectives of the study, research questions, definitions of terms, scope of the study, limitations of the study, and significance of the study.

1.9.2 Chapter Two is the review of relevant literature that covers the topic of reading for comprehension problems in reading comprehension in the text, and relevant research studies.

1.9.3 Chapter Three describes methodology, population and subjects, instruments, procedures and data analysis.

1.9.4 Chapter Four reports on the results of the study interpreted from the data collections.

1.9.5 Chapter Five provides the conclusion, discussion, implication and recommendation for further study.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature in three parts: (1) The Reading Comprehension (2) Problems in reading comprehension and (3) Related previous studies. This part gives the explanation of the description of terms related to the study.

2.1 Reading Comprehension

Reading comprehension refers to the ability to understand written text. It involves a range of cognitive processes and skills that enable individuals to extract meaning from a given text. Different experts may provide varying descriptions of reading comprehension, but there are common elements that are generally agreed upon.

Rubbin (1994) suggests that reading comprehension is a multifaceted cognitive process that encompasses several abilities. Two essential components highlighted by Rubbin are word meanings and verbal reasoning. Word meanings involve understanding the vocabulary and semantics of the text, while verbal reasoning refers to the ability to make logical connections and draw inferences based on the information presented. Rubbin's view emphasizes the inseparable connection between reading and comprehension. Reading without comprehension would essentially be a meaningless activity, as understanding the content and extracting meaning from the text is the fundamental purpose of reading. This definition highlights the practical application of reading comprehension in educational settings. Texts designed for reading comprehension exercises provide opportunities for students to practice their reading skills, understand the content, and demonstrate their comprehension by answering questions. Comprehension, in a broader sense, refers to the ability to fully understand something with complete knowledge and meaning. In the context of reading, comprehension involves not only understanding the surface-level information but also grasping the deeper meaning, making connections, and interpreting the text in a meaningful way.

Overall, reading comprehension is a cognitive process that combines various abilities, including understanding word meanings, employing verbal reasoning, and extracting meaning from a text. It is a crucial skill that underlies effective reading and

is often assessed through exercises or tests aimed at evaluating an individual's reading abilities.

2.1.1 The characteristics of reading comprehension

According to Brown (2004, p.189) stated that reading is the process to understand texts. This means that reading involves actively seeking and interpreting meaning from written materials. Word recognition refers to the ability to recognize and understand written symbols in relation to one's spoken language.

The research by Chandran and Shah (2019) focuses on identifying difficulties in ESL reading comprehension among secondary school students. They suggest that collaborative efforts are necessary between different stakeholders to address these difficulties and improve students' reading comprehension. The research methodology involves using a survey method with a questionnaire, and the authors propose expanding the study to other secondary schools and higher learning institutions to gather a more comprehensive understanding of reading comprehension difficulties.

Additionally, Siahaan (2022) highlights the importance of English language proficiency in Indonesia, as English is taught from an early age through university. Reading is identified as one of the most important skills to learn, as it enables students to obtain information, enhance their thinking and analysis skills, and expand their vocabulary. The author emphasizes that reading involves not only pronouncing words or sentences but also understanding the information conveyed by the author. This means that is not only the ability to pronounce words or sentences from the text, but must be able to understand what information the author wants to convey through the text. Overall, they stress the significance of reading in language learning, comprehension, and academic achievement. They emphasize the need for effective strategies, collaborative efforts, and further research to address difficulties and improve reading comprehension skills among students.

From the researches above, reading comprehension is the ability to understand the text. It involves not only decoding the words on the page but also making sense of the information, connecting ideas, and extracting meaning from the text. When readers engage in reading comprehension, they actively interact with the text, using their prior knowledge, vocabulary, and cognitive skills to comprehend and make sense of what they

are reading. This process includes various strategies such as predicting, questioning, summarizing, clarifying, and making inferences. The effective reading comprehension allows readers to go beyond surface-level understanding and delve into the deeper meaning and implications of the text. It enables readers to gain knowledge, extract information, evaluate arguments, analyze perspectives, and engage critically with the written material.

2.2 Problems in reading comprehension

The research highlights the importance of reading comprehension in education and emphasizes the need for students to develop good reading skills. It acknowledges that reading provides valuable information that may not be covered in the classroom. However, it also mentions that there are various problems associated with reading comprehension.

Perfetti (1994), who suggests that many factors can contribute to comprehension failure. While reading comprehension difficulties are often linked to difficulties in decoding words, the focus of the discussion is on children who can read at appropriate levels but struggle with comprehension. The methodological issues are indeed crucial to consider when examining the causes of reading comprehension failure. One of the main concerns is related to the tasks used to identify and define poor comprehenders.

In the case of Oakhill and colleagues, they utilize the Neale Analysis of Reading Ability, the reading test that measures both reading accuracy and reading comprehension. Children are required to read short passages aloud, assessing their reading accuracy, and then answer questions to evaluate their literal and inferential understanding of the text, determining their reading comprehension score. However; it is important to note that this approach has some potential objections. One notable concern is that the NARA test does not independently measure reading accuracy and reading comprehension. Consequently, it becomes difficult to ascertain whether reading comprehension difficulties are primarily due to poor decoding skills (reading accuracy) or problems with higher-level comprehension processes. This limitation raises doubts about the accuracy of categorizing individuals solely based on the NARA test results. Nation and colleagues have employed a different approach. They select poor comprehenders based on tasks that specifically assess reading accuracy and reading comprehension as separate components. By evaluating

these components independently, it becomes easier to identify the specific areas in which a child may struggle, providing a clearer understanding of the underlying causes of their reading comprehension difficulties.

In summary, the choice of tasks used to define poor comprehenders is a critical methodological consideration. While the NARA test, used by Oakhill and colleagues, combines reading accuracy and reading comprehension measures, other researchers like Nation and colleagues opt for separate assessments. By examining accuracy and comprehension independently, researchers can gain more precise insights into the factors contributing to reading comprehension failure. In the studies mentioned, poor comprehenders are defined as children who perform poorly on reading comprehension assessments but demonstrate age-appropriate scores on a standardized test of decoding skills (nonword reading). This approach helps identify children who have specific difficulties with comprehension despite adequate decoding abilities.

Another methodological consideration is the use of a comprehension-age match design. This design involves comparing poor comprehenders with younger, typically developing children who have similar comprehension skills. Perfetti and colleagues (1985) propose two essential processes that contribute to comprehension difficulties: lexical processes and working memory resources. These processes, according to the verbal efficiency hypothesis, are seen as crucial components of the comprehension process and may be implicated in poor comprehension due to inadequate processing, lack of knowledge, or a combination of both factors.

The two studies, Abeeleh and Al-Ghazo (2021) and Hemza (2022), provide insights into the challenges and differences observed in reading comprehension among male and female students in English as a Foreign Language (EFL) settings. Abeeleh and Al-Ghazo (2021) found that students' estimation of certain reading comprehension problems was influenced by factors such as the complex texts, anxiety, and word recognition. On the other hand, Hemza (2022) conducted a study specifically focusing on Saudi EFL male and female students. The study revealed that while males and females faced similar difficulties in reading comprehension, male learners had a higher percentage of reading comprehension than female students. This difference could be attributed to the higher exposure to learning the target language for males compared to females. However, it's important to note that the study by Hemza (2022) had some limitations.

The data collection was solely based on a questionnaire with closed-ended prompted responses, which may have limited the depth of information gathered. Additionally, the investigation was restricted to first-year students at the University of Bisha, making it difficult to generalize the findings to other levels or universities across the kingdom.

Despite these limitations, the results of both studies have implications for educators, curriculum and syllabus designers, and reading material suppliers. They highlight the importance of considering learners' reading comprehension difficulties and tailoring EFL reading materials to address those challenges. The findings can also inform the development of need-based reading programs and materials for learners, ultimately enhancing the teaching and learning of reading comprehension in EFL contexts.

In the study by Lornark and Muangsamai (2010) focused on veterinary medicine, the subjects expressed difficulty in understanding unfamiliar general vocabulary and complex sentences. To overcome these challenges, the subjects employed various strategies. They would rely on contextual clues to guess the meaning. For complex sentences, they would separate embedded clauses to clarify the sentence structure and simplify them by translating from English to Thai. The use of background knowledge was also mentioned as a strategy to guess the meanings of unknown words and enhance understanding. Additionally, the subjects utilized techniques such as circling key words, underlining important information, and summarizing each paragraph to improve their comprehension.

In the analysis conducted by Hassan and Dweik (2021), which focused on 9th-grade students' reading comprehension difficulties in English, vocabulary was identified as the most problematic issue. Teachers reported that new vocabulary hindered students' understanding of the reading text. The students were described as lacking the ability to understand English texts and relying solely on understanding individual word meanings. Difficulties in using dictionaries effectively and choosing the appropriate dictionary entry were also highlighted. Confusing meanings of homographs and homophones were identified as further obstacles to comprehension. The students were found to mix up words with similar sounds or spellings, leading to difficulties in word recognition and hindering their overall understanding of the text.

Overall, both studies emphasize the importance of vocabulary knowledge and understanding complex sentence structures in reading comprehension. Strategies such as utilizing dictionaries, relying on contextual clues, simplifying sentences, and drawing on

background knowledge are suggested as effective approaches to improve comprehension in these academic contexts.

2.3 Related Previous Studies

There have been researchers that have studied reading comprehension problems. Reading comprehension problems have been extensively studied by researchers, particularly in the context of reading techniques, reading comprehension in second language, and their impact on examinations. Here are a few notable research studies on the topic:

Dixon, Thomson, and Fricke (2020) conducted a study focusing on children who are learning English in primary schools in England. The researchers aimed to examine the development of English oral language and reading skills in learners compared to their non-EAL peers. The study involved EAL students and 33 non-EAL students in Year 4, who were approximately 8-9 years old. The assessments included measures of oral language, phonological processing, and reading skills. Phonological processing skills were evaluated using tasks such as spoonerisms (a linguistic error where the initial sounds of two words are swapped) and rapid automatized naming (a measure of how quickly individuals can name familiar items or symbols). Reading skills were assessed through tasks involving single-word decoding and passage reading. The purpose of the study is to show insights into the developmental progress of EAL learners and compare their performance to that of their non-EAL peers. The researchers were particularly interested in understanding the differences in English oral language and reading skills between these two groups. Unfortunately, the provided excerpt does not include the specific findings or conclusions of the study conducted by Dixon, Thomson, and Fricke (2020).

The study conducted by Wutthisingchai (2011) focused on investigating English reading comprehension problems among Grade 11 students from various English programs at Christian School in Thailand. The research aimed to identify the students' perceptions of their reading comprehension difficulties through the use of a questionnaire. By gathering information from the participants, the study sought to understand the specific areas in which the students struggled with reading comprehension. However, it was discovered that the participants themselves were uncertain about the exact areas where they faced difficulties in comprehending English texts. This lack of clarity hindered their ability

to address and improve their reading comprehension skills effectively. One common desire expressed by the students was the preference for contemporary reading materials that related to their background knowledge. This indicates that they believed connecting the content of the texts to their own experiences and interests would enhance their understanding and engagement with the material. Interestingly, the study found that there is no significant difference in reading comprehension problems among the different English programs in Grade 11 students.

This suggests that the challenges faced in reading comprehension were not influenced by the specific program the students were enrolled in, but rather by other factors that were not explored in this study. The research shed light on the students' perceptions of their reading comprehension difficulties and highlighted the importance of providing relevant and engaging reading materials to improve their comprehension skills. However, it did not identify the specific areas in which the students struggled, nor did it uncover any differences between the English programs in addressing these challenges.

Two research studies related to reading comprehension strategies in language learning. The first study by Singh (2022) explores three strategies: personalizing, learning with others, and understanding and using emotions. These strategies are considered popular and generic for language learning. The study suggests that if students apply strategies such as predicting, discussing, reflecting, and comparing, they can improve their performance in reading comprehension. Therefore, the study recommends incorporating these activities and emphasizing the teaching of appropriate reading strategies as a first step towards enhancing students' achievements in reading comprehension. The second study by Zels (2022) focuses on reading comprehension strategies among 298 Swedish students in upper-secondary school. The study conducted by Zels aimed to explore the relationship between high motivation to learn and high strategy use in reading, as well as examine whether more experienced readers tend to utilize reading strategies more frequently than less experienced readers. Data for the study was collected through online surveys, and quantitative analysis was employed to analyze the findings. The results of Zels' study revealed that experienced readers tend to employ reading strategies more frequently compared to less experienced readers. However, the study also found that the strategies most commonly used by the participating students were

naturally occurring strategies rather than metacognitive and self-regulated ones. This suggests that the Swedish upper-secondary students involved in the study lack sufficient knowledge of various reading strategies. In conclusion, Zels' study highlights the importance of teaching and learning appropriate reading strategies to enhance reading comprehension in language learning contexts. It emphasizes the necessity for explicit training in the use of these strategies, as students may lack awareness and understanding of the most effective strategies. By providing explicit instruction on a broader range of reading strategies, educators can better support students in developing their reading skills and comprehension abilities.

According to Aziz (2019), weaknesses in reading skills can impact students' potential and motivation to learn. The study suggests that teachers' abilities and creativity play a crucial role in changing students' perceptions and helping them achieve higher potential and success in learning. Additionally, teachers who are skilled in absorbing different approaches, techniques, and activities, and structuring creative and innovative teaching and learning processes, have a positive and meaningful impact on students. It is also important for teachers to have a balance of content knowledge and pedagogical knowledge in teaching English in primary schools to improve the overall teaching and learning of the language.

Siahaan and Simatupang (2022) on reading comprehension difficulties and strategies used by students. It appears that the researchers found that students face challenges in controlling relevant vocabulary while engaging in reading comprehension tasks. To address this difficulty, the most commonly employed strategy by students was the comprehension monitoring strategy.

Additionally, the researchers discovered that students employed various strategies to enhance their reading comprehension skills. The strategies were ranked based on their frequency of use, from the most commonly used to the least commonly used. Here is the list of strategies:

1. Comprehension monitoring: This strategy involves students being aware of their understanding while reading and making adjustments as needed. It may include self-questioning, evaluating comprehension, and clarifying confusion.

2. Predicting: Students make predictions about the content or outcome of the text based on prior knowledge, context clues, and text features. This helps them engage actively with the text and anticipate what might happen next.

3. Generating and asking questions: Students generate questions about the text before, during, and after reading to enhance their understanding and stimulate critical thinking.

4. Activating and using background knowledge: Students activate their prior knowledge related to the topic or subject matter to facilitate comprehension and make connections with the text.

5. Making inferences: Students draw logical conclusions or make educated guesses based on the information presented in the text combined with their background knowledge.

6. Summarizing: Students know the main ideas and important details of the text into a summary. This strategy helps them identify the essential information and improve overall comprehension.

7. Visualizing: Students create mental images or visual representations of the text to enhance their understanding and create a more vivid and engaging reading experience.

It's important to note that these strategies can vary in effectiveness for different individuals and contexts. However, they serve as a general guide for students seeking to improve their reading comprehension skills.

CHAPTER 3

RESEARCH METHODOLOGY

This study is mixed-method research, which was conducted with a questionnaire and an interview. This chapter describes: (1) the population and subjects, (2) the instruments, (3) the procedures used in the data collection, and (4) the data analysis. The research aimed to investigate the Grade 6 students' reading comprehension problems.

3.1 Research Design

This present research study employed a mixed methods research design to investigate reading comprehension problems in Thai primary school students. In this present research study, both quantitative and qualitative data were gathered to answer the research questions. The research questions were answered both with qualitative and quantitative data. The details of this research design are shown as follows:

1. The samples were selected by purposive sampling technique: the student in grade 6 (Prathomsuksa 6) from the Thai public school.
2. The samples did the questionnaire in the classroom.
3. The researcher selected some of students who have high-level in reading comprehension problems.
4. The samples who have high-level in reading comprehension problems were selected to do the interview in the classroom
5. The questionnaire was used to determine the students' opinions toward reading comprehension problems.

3.2 Population and Subjects

The population of this study was Grade 6 students. The total number of students was 150. The students were grouped into four classes with mixed ability and gender group. According to the school policy, all of students in Grade 6 had to take the English Standard Test created by the teachers of English in Grade 6 in the first semester, academic year 2023.

3.3 Research Instruments

This study used both quantitative and qualitative instruments. The questionnaire were quantitative instruments, while the interview was qualitative. The details are presented as follows.

3.3.1 The questionnaire

The first instrument is the questionnaire. The researcher used a 3-point Likert scale to identify the problems of reading comprehension. The students were asked to do the questionnaire how they answered each item as the researcher used the scale to record their responses.

The questionnaire was written in Thai language because it is the students' mother tongue, for better understanding between the researcher and the students. The questionnaire is divided into three parts: (1) general information; (2) a closed-ended question was used to collect data on reading comprehension problems and (3) an open-ended question was used to collect data on reading comprehension problems. The details of the questionnaire are presented below.

Part 1 The general information

The sample background information includes age, gender, grade and English experience. In this part, the students were required to answer the questions that best correspond to their information.

Part 2 A closed-ended question

In this section, closed-ended questions were used to investigate the students' opinions toward reading comprehension problems. The students are required to answer the questions using a 3-point Likert scale to measure their satisfaction and opinions. The following are the features of the 3-point Likert scale with the following break up: High, Moderate, and Low

Table 3.1 The features of the 3-point Likert scale

Rating	Meaning
3	High
2	Moderate
1	Low

3.3.2 Interview

This instrument was used right after the questionnaire. Twenty-five students in one class who have problems in Grammar and Vocabulary more than other students were asked about their reading comprehension problems. The interview questions were in Thai language, the students' native language, to make sure that the students understood what they were asked. The researcher revised confusing and unclear words or phrases to make sure that the interview questions corresponded to the research question.

3.4 Participants

The 150 students in Grade 6 from Anuban Singburi School were purposefully chosen as samples. All samples have mixed reading skills because the researcher knows their reading abilities from their teachers. The students are required to do the questionnaire for 20 minutes. The twenty-five students who have grammar and vocabulary problems more than other students will be individually interviewed.

3.5 Research Procedure

The research was administered at Anuban School in Singburi during the first semester of the school year 2023. The procedures for this study are proposed as follows:

1. The 150 students were purposefully selected, and all of them participated in this study. Additionally, the sample's information will be kept confidential, and the results of this study will not affect their education.
2. Due to the age of the students, consent was sent to their teacher and parents in order to ask the permission and protection of their human rights.
3. In order to develop the instruments, the researcher reviews the basic education core curriculum, the course description, and the course objectives. Then, the instruments

were developed based on the aims mentioned, and experts examined them to determine whether they were effective. The researcher revised the instrument, including the questionnaire and interviews, following the experts' comments and suggestions

4. Before the instruments were used, all of them were checked to be suitable for the students.

5. Data Collection procedures are presented below:

As mentioned before, the data collection features two main consecutive stages; the questionnaire and the interview. The 150 students were asked to participate into this study within a month. The researcher gave the questionnaire to all students in their classroom. They were asked to do the questionnaire about reading comprehension problems. The researcher used the scale to record the problems of reading comprehension.

In the second session, students who have the reading comprehension problems in grammar and vocabulary in high level were individually asked about the problems that they had. The researcher would directly interview them from their classroom and record their interviews. It was approved from their teachers in the class. This process aimed to understand the students' perceived weaknesses when doing reading comprehension questions.

3.6 Data Analysis

The researcher classified the data analysis of this study into two types; qualitative data analysis and quantitative data analysis, in which details are presented as follows:

3.6.1 Quantitative data analysis

In terms of closed-ended question data analysis, the findings of the 3-point Likert scale questionnaire were processed with the Statistics Package for the Social Sciences (SPSS). The results from SPSS show the differences among students after doing the questionnaire. The collected data were analyzed using the Microsoft Office Excel Program. Results from the reading comprehension problems were interpreted into frequencies and percentages. The results will be explained and summarized in the next chapter.

3.6.2 Qualitative data analysis

The data from the interview from the students who have reading comprehension problems in high level were analyzed qualitatively. The researcher can record their interviews in the electronic devices. The outstanding points and comments were interpreted and coded. The codes helped explain students' perceived problems in the Reading Comprehension. Then, the researcher put all the information that shared similar problems into each category. The data in this part can help to answer the research questions.

3.7 Ethical Considerations

The ethical issues have been carefully considered. It is commendable that the researcher has taken several ethical considerations into account for this research study. Respecting the rights and privacy of research participants is crucial in conducting ethical research involving human subjects. In this case, the researcher acknowledges the age of the participants, who are between 11 and 12 years old, and has obtained signed assent forms from their parents or guardians. This step ensures that the children's participation is based on informed consent from their legal representatives. Furthermore, it is mentioned that the research participants themselves were asked to sign a consent form, indicating their voluntary agreement to participate in the study. This demonstrates the researcher's commitment to ensuring that the children were not coerced or forced into participating. This assures the participants that their personal information will be protected and not disclosed without their consent. The researcher's careful consideration of these ethical issues, including informed consent, assent forms, and confidentiality, reflects a responsible approach to conducting research involving young participants.

CHAPTER 4

RESULTS

The previous chapter explained the research methodology which included the subject of this study, the material, procedure and data analysis. This chapter reposts the results of the study which is divided into three parts based on the data obtained from the questionnaires. The findings are presented as follows:

4.1 General background information about respondents.

4.2 The reading comprehension problems of Grade 6 students and the academic factors affecting reading comprehension problem. The academic factors in this research consisted of the reading materials, vocabulary, grammar, environments, texts and others.

4.3 The interview of grade 6 students toward the academic factors affecting reading comprehension. The academic factors in this research consisted of the student's reading English text interest, reading texts problems and recommendation.

4.1 General Background Information About Respondents

There were four items students had to respond to according to gender, age, English grade in the previous semester and year of English learning experiences.

Table 4.1 Personal Information of Respondents According to Sex

Gender	Number of Respondents	Percentage (%)
Male	45	30
Female	105	70
Total	150	100

Table 1 shows 30% of the respondents were males and 70% were females.

Table 4.2 Personal Information of Respondents According to Age

Age	Number of Respondents	Percentage (%)
11	120	80
12	30	20
Total	150	100

Table 2 reveals the age of the respondents. It can be seen that 80% of respondents aged 11 and 20% aged 12.

Table 4.3 Personal Information of Respondents According to English Grade in the Previous Semester

English Grade	Number of Respondents	Percentage (%)
4.00	61	40.7 %
3.50	39	26 %
3.00	33	22 %
2.50	14	9.3%
2.00	3	2%
Total	150	100%

As can be seen in Table 3, 40.7% of the respondents got 4.00, 26% of the respondents got 3.5, 22% of respondents got 3.00, 9.3% of the respondents got 2.50, and 2% of the respondents got 2.00.

Table 4.4 Personal Information of Respondents According to Years of English Learning experience

Years of English Learning Experience	Number of Respondents	Percentage (%)
5	51	34%
6	64	42.7%
7	23	15.3%
8	12	8%
Total	150	100%

Table 4 shows respondents' years of English learning experience. The results are 34% of the respondents in five experience years and 42.7% of the respondents in six experience years, 15.3% of the respondents in seven experience years, and 8% of the respondents in eight experience years.

4.2 The Reading Comprehension problems of Grade 6 Students and The Academic Factors Affecting Reading Comprehension Problem

Table 4.5 The Problem of Grade 6 Students in Reading Materials

Reading Materials	Problem Level			Mean (\bar{X})
	1	2	3	
Tales	52 (34.6%)	79 (52.6%)	19 (12.4%)	2.02
Dialogues	39 (26%)	76 (50.6%)	35 (23.3%)	1.91
Short articles	52 (34.6%)	72 (48%)	26 (14%)	2.08
Stories	42 (28%)	58 (38.6%)	50 (33.3%)	2.06
Cartoons	41 (27.3%)	64 (42.3%)	45 (30%)	2.34
Poems	47 (31.3%)	79 (52.6%)	24 (16%)	2.02
Letters	57 (38%)	54 (36%)	39 (26%)	2.63
Advertisements	55 (36.6%)	67 (44.6%)	28 (18.8%)	2.23
All Average Mean				2.16

Note. 1 = Low, 2 = Moderate, 3 = High

Table 5 illustrates Grade 6 students' reading comprehension problems. 33.3% of the students consider that they have problems in reading stories. Next to, 30% of the students consider that they have problem in reading Cartoons. 52.6% of the students consider that they have problems in reading Tales as equal as reading Poem. Moreover, 50.6% of the students indicate that they have the problem in reading Dialogues. At least, 18.8% of the students has the problems in reading advertisements. All average mean is moderate level ($\bar{X} = 2.16$). The three highest mean of reading materials problem is Letters ($\bar{X} = 2.63$), Cartoon ($\bar{X} = 2.32$), and Advertisement ($\bar{X} = 2.23$)

Table 4.6 The Problem of Grade 6 Students in Vocabulary

Vocabulary	1	2	3	\bar{X}
1. The students cannot understand the meaning of common words.	69 (46%)	69 (46%)	12 (8%)	2.17
2. The students cannot understand the meaning of specific words.	28 (18.6%)	81 (54%)	41 (27.4%)	1.85
3. The students cannot understand the meaning of unfamiliar words.	22 (24.6%)	55 (36.6%)	73 (48.4%)	2.19
Average Mean				2.07

Note. 1 = Low, 2 = Moderate, 3 = High

As can be seen in Table 6, the results presents Grade 6 students' reading comprehension problems in vocabulary. In item 2, 54% of the students in moderate level think that they cannot understand the meaning of specific words. In addition, item 3 shows 48.4% of the students in high level believe that they cannot understand the meaning of unfamiliar words and 46% of the students cannot understand the meaning of common words in moderate level and little level as well. However, in item 2, 18.6% of the students in low level cannot understand the meaning of specific words. The mean in item 1 is 2.17, the mean in item 2 is 1.85 and the mean in item 3 is 2.19. Thus, The average mean of vocabulary problem is 2.07.

Table 4.7 The Problem of Grade 6 Students in Grammar

Grammar	1	2	3	\bar{X}
4. The students cannot understand too long sentences.	46 (30.6%)	75 (50%)	29 (19.4%)	2.00
5. The students cannot understand complex sentences.	20 (13.7%)	65 (43.3%)	75 (50%)	2.03
Average Mean				2.015

Note. 1 = Low, 2 = Moderate, 3 = High

Table 7 presents Grade 6 students' reading comprehension problems in grammar. In item 4, 50% of students in moderate level believe that they cannot understand too long sentences the most. Just like in item 5, 50% of the students in high level cannot understand complex sentences. Moreover, in item 5, 43.3% of the students in moderate level cannot understand complex sentences in moderate levels. As can be seen in item 2, only 13.7% of students in low level have problems in complex sentences in little level. The mean in item 4 is 2.00, the mean in item 5 is 2.03. Thus, The average mean of grammar problem is 2.015.

Table 4.8 The Problem of Grade 6 Students in Reading Strategy

Reading strategy	1	2	3	\bar{X}
6. The students read the texts too slow.	49 (32.6%)	77 (51.4%)	24 (16%)	2.07
7. The students cannot read by themselves.	73 (48.6%)	57 (38%)	20 (13.4%)	1.91
8. The students cannot find the main idea.	54 (36%)	72 (48%)	24 (16%)	2.08
9. The students cannot comprehend the details.	46 (30.6%)	84 (56%)	20 (13.4%)	2.21
10. The students cannot guess the meaning of unfamiliar words.	31 (20.6%)	71 (41.4%)	48 (32%)	2.09
Average Mean				2.072

Note. 1 = Low, 2 = Moderate, 3 = High

As can be seen in Table 8, the results present the problem of Grade 6 students in reading strategy. In item 7, 48.6% of the students in low level cannot read by themselves in little level. In addition, in item 8, 48 % of the students in moderate level cannot find the main idea in moderate level and ,in item 10, 41.4% of the students cannot guess the meaning of unfamiliar words in moderate level. However, in item 9, only 13.4% of the students cannot read by themselves in a high level. The mean in item 6 is 2.07, the mean in item 7 is 1.91, the mean in item 8 is 2.08, the mean in item 9 is 2.21, and item 10 is 2.09. Thus, the average mean of reading strategy problem is 2.072.

Table 4.9 The Problem of Grade 6 Students in The Environment

The environment	1	2	3	\bar{X}
11. The students lack concentrate in reading because of the outside noise.	49 (32.6%)	66 (44%)	35 (23.4%)	2.27
12. The students cannot concentrate on reading because of bad weather.	94 (62.6%)	41 (27.4%)	15 (10%)	1.59
Average Mean				1.93

Note. 1 = Low 2 = Moderate, 3 = High

Table 9 show that the problem of grade 6 students in the environment. In item 12, 62.6% of the students in low level cannot concentrate on reading because of bad weather. Moreover, in item 1, 44% of the students in moderate level are lack of concentrate because of the outside noise in moderate level. In item 12, only 10% of the student in high level cannot concentrate because of bad weather in a lot level. The mean in item 11 is 2.27, the mean in item 12 is 1.59. Thus, The average mean of environment problem is 1.93.

Table 4.10 The Problem of Grade 6 Students in Content

Content	1	2	3	\bar{X}
13. The students are not interested in the texts.	90 (60%)	45 (30%)	15 (10%)	1.67
14. The students are not interested in the types of texts.	83 (55.3%)	56 (27.3%)	11 (7.4%)	1.80
15. The students are unfamiliar in details in the texts.	47 (31.3%)	82 (54.7%)	21 (14%)	2.26
16. The students are unfamiliar in the types of texts.	46 (30.6%)	85 (56.7%)	19 (12.7%)	1.80
17. The students are unfamiliar with cultural content.	39 (26%)	86 (57.3%)	25 (16.7%)	1.74
Average Mean				1.854

Note. 1 = Low, 2 = Moderate, 3 = High

Table 10 illustrates the problem of grade 6 students in content. In item 13, 60% of the students in low level are not interested in the texts in little levels. Moreover, in item 14, 55.3% of the students in low level are not interested in the types of the texts in little level. However, in item 17, 57.3% of the students are unfamiliar with cultural content in moderate level. In item 14, only 7.4% of the students in high level have problems in the types of the texts. The mean in item 13 is 1.67, the mean in item 14 is 1.80, the mean is item 15 is 2.26, the mean in item 16 is 1.80 and in item 17 is 1.74. Thus, The average mean of environment problem is 1.854.

Table 4.11 The Problem of Grade 6 Students in Other Problems

Other problems	1	2	3	\bar{X}
18. The students are anxious, nervous and excited while reading.	44 (29.3%)	58 (19.3%)	48 (32%)	0.837
19. The students lack reading confidence.	41 (27.3%)	63 (42%)	46 (30.7%)	0.429
20. The students cannot read aloud.	83 (55.3%)	46 (30.6%)	21 (14%)	0.237
Average Mean				0.501

Note. 1 = Low, 2 = Moderate, 3 = High

Table 11 shows that the problem of grade 6 students in other problems. In item 20, 55.3% of the students in low level cannot read aloud in little level and, in item 19, 42% of the students lack reading confidence in moderate level. In item 18, 29.3% of the students in low level are anxious, nervous and excited while reading. However, in item 19, 30.7% of the students lack reading confidence in a lot level. In item 20, 14% of the students cannot read aloud. The mean in item 18 is 0.837, the mean in item 19 is 0.429, and the mean in item 20 is 0.237. Thus, the average mean of environment problem is 0.501.

Table 4.12 The Average Mean Standard Deviation Based on Grade 6 students towards the Reading Materials

Student's reading materials	Mean	Standard Deviation
Tales	2.02	0.421
Dialogues	1.91	0.252
Short articles	2.08	0.537
Stories	2.06	0.743
Cartoons	2.34	0.533
Poems	2.02	0.894
Letters	2.63	0.947
Advertisements	2.23	0.439
Average Mean	2.16	0.595

As can be seen in Table 12, the students consider that the factor on reading materials is important in classroom ($\bar{X}= 2.16$) in moderate level. However, particular items are displayed to be more significant than others. The three highest means which present reading materials were 2.63 (Letters), 2.34 (Cartoons), and 2.23 (Advertisement) respectively. The first three highest means is that the students has not enough knowledge in those kinds of reading materials because they do not see the English letters, cartoon, and advertisement in daily life. On the other hand, the last three lowest means revealed the information provided by the students in the text. The means are interpreted respectively as follows: 1.91 (Dialogues), 2.02 (Tales), and (Poems) because they often read in the classroom and they have simple words, which are easy for students to understand the reading texts.

Table 4.13 The Average Mean Standard Deviation Based on Grade 6 students towards the Student's Reading Comprehension Problems

Factor on Reading Comprehension Problems	Mean	Standard Deviation
Vocabulary		
1. The students cannot understand the meaning of common words.	2.17	0.386
2. The students cannot understand the meaning of specific words.	1.85	0.452
3. The students cannot understand the meaning of unfamiliar words.	2.19	0.538
Average Mean	2.07	1.017
Grammar		
4. The students cannot understand too long sentences.	2.00	0.498
5. The students cannot understand complex sentences.	2.03	0.651
Average Mean	2.015	0.574
Reading strategy		
6. The students read the texts too slow.	2.07	0.531
7. The students cannot read by yourself.	1.91	0.649
8. The students cannot find the main idea.	2.08	0.546
9. The students cannot comprehend the details.	2.21	0.438
10. The students cannot guess the meaning of unfamiliar words.	2.09	0.589
Average Mean	2.072	0.550
The environment		
11. The students lack concentrate in reading because of the outside noise.	2.27	0.396
12. The students cannot concentrate on reading because of bad weather.	1.59	0.623
Average Mean	1.93	0.509

Table 4.13 The Average Mean Standard Deviation Based on Grade 6 students towards the Student's Reading Comprehension Problems (Table Continued)

Factor on Reading Comprehension Problems	Mean	Standard Deviation
Content		
13. The students are not interested in the texts.	1.67	0.594
14. The students are not interested in the types of texts.	1.80	0.218
15. The students are unfamiliar in details in the texts.	2.26	0.732
16. The students are unfamiliar in the types of texts.	1.80	0.356
17. The students are unfamiliar with cultural content.	1.74	0.962
Average Mean	1.854	0.572
Other Problems		
18. The students are anxious, nervous and excited while reading.	2.51	0.837
19. The students lack reading confidence.	2.38	0.429
20. The students cannot read aloud.	1.88	0.237
Average Mean	1.854	0.501
All Average Mean	2.02	0.575

Table 13 shows that the problems on reading comprehension in Grade 6 students in all average mean (\bar{X} = 2.02) in the moderate level. The highest average means which illustrate the factors of reading texts problems are reading strategy part (\bar{X} = 2.072, S.D. = 0.550), vocabulary part (\bar{X} = 2.070, S.D. = 1.017) and grammar part (\bar{X} = 2.015, S.D. = 0.574) whereas the last three lowest means which are presented in environment (\bar{X} = 1.93, S.D. = 0.509), content part (\bar{X} = 1.854, S.D. = 0.572) and other problems part (\bar{X} = 1.854, S.D. = 0.501).

4.3 The Interview of Grade 6 Students Toward Academic Factors Affecting Reading Comprehension

4.3.1 Results from the interviews

The twenty-five students who had the problem in grammar and vocabulary are interviewed in the class. Some of them reported that they like reading passages first and trying to guess some of the content of the texts from the topic. Some of the students said they do not understand the texts because of unknown words and cannot ask their questions to the teacher.

The researcher investigated further the reading comprehension problems in Grade 6 students with the interview. It consists of three questions: (1) Do the students like/unlike English Reading Texts? (2) Do the students have any problems in English Texts? and (3) Do the students have any recommendations for English learning language? The Table 14,15, and 16 indicate about reading English comprehension problems as follow:

Table 4.14 Like/Unlike Reading English texts from Students

Like Reading	Unlike Reading
“I like English language”	“I cannot know difficult words”
“I know the importance of English”	“I am hard to understand the texts”
“I want to go aboard”	“I cannot translate difficult words”
“I interest to use English communication in daily life”	

As can be seen in Table 14, The students who like reading English texts because they like English language and know the importance of English language. Some of

them want to go aboard and interested to use English communication in daily life. However, some of the students do not like reading English texts because they cannot know difficult words, cannot understand the texts and cannot translate difficult words.

Table 4.15 Having Problems in Reading English texts from The Students

Having Reading Problems
“I cannot know how to spelling”
“I have not confidence in reading”
“I cannot understand the meaning of words”
“I cannot understand the same sound”
“I cannot pronounce correctly”

Table 15 shows that the students who have the problem in reading English texts because they cannot know how to spelling, have not confidence in reading and cannot understand the meaning of words. Moreover, the students cannot understand the same sound and pronounce in English words correctly. So, the students have problems in reading comprehension in words, the sounds and pronunciation.

Table 4.16 Recommendation for Reading Texts in Class

Recommendation for Reading Texts in class
“I should review the lesson” “I want the teachers who can teach English effectively” “I try to remember words day by day” “I use the internet for learning English” “I enjoy to play word games”

Table 16 demonstrates the recommendation for reading texts in class. For example, the students should review the lesson, try to remember words day by day. In addition to using the internet in learning English language, it is one of interesting ways for students in the present time. Moreover, the students enjoy to play word games and they want to have the teachers who can teach English effectively.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of the finding, (4) conclusions, (5) Implications and (6) recommendations for further research.

5.1 Summary of the Findings

This part summarizes the objectives of the study and subjects, materials, and procedures of the study.

5.1.1 Objectives of the Study

To investigate Grade 6 students' problems in comprehending reading texts.

5.1.2 Subjects

The 150 students in Grade 6 from a public school were purposefully chosen as samples. All samples have mixed reading skills because the researcher knows their reading abilities from their teachers. The students are required to do the questionnaire for 20 minutes. The twenty-five students who have reading comprehension problems more than other students will be individually interviewed.

5.1.3 Materials

The questionnaire in this study was divided into Part I, which included the general of the reading materials, vocabularies, grammar, environments, texts and others. Another part is a set of open-minded questions.

The first part, with 4 closed-ended questions, is concerned in the general background information about respondents. The second part comprises 20 closed ends questions. Those questions are related to the reading materials, and the contexts of the languages. The third one also had 3 items focus on the characteristics of reading English texts. The last one with 3 questions dealt with one class who have the problems in grammar and vocabulary more than other classes.

5.1.4 Procedures

All the questionnaires were distributed to Grade 6 students in the classroom and were collected in one week. After collecting all the questionnaires, they were fed into the computer and the results were analyzed by using the SPSS program (Statistical Package for the Social Sciences). Also, the 3-point Likert's scale was applied to score each item. Then, findings were analyzed and reported.

The results of the study can be summarized as follows:

As can be seen in Table 12, the students consider that the factor on reading materials is important in classroom ($\bar{X} = 2.16$) in moderate level. However, particular items are displayed to be more significant than others. The three highest means which present reading materials were 2.63 (Letters), 2.34 (Cartoons), and 2.23 (Advertisement) respectively. The first three highest means is that the students has not enough knowledge in those kinds of reading materials because they do not see the English letters, cartoon, and advertisement in daily life. On the other hand, the last three lowest means revealed the information provided by the students in the text. The means are interpreted respectively as follows: 1.91 (Dialogues), 2.02 (Tales), and (Poems) because they often read in the classroom and they have simple words, which are easy for students to understand the reading texts.

Table 13 shows that problems on reading comprehension in Grade 6 students in all average mean ($\bar{X} = 2.02$) in the moderate level. The highest average means which illustrate the factors of reading texts problems are reading strategy part ($\bar{X} = 2.072$, S.D. = 0.550), vocabulary part ($\bar{X} = 2.070$, S.D. = 1.017) and grammar part ($\bar{X} = 2.015$, S.D. = 0.574) whereas the last three lowest means which are presented in environment ($\bar{X} = 1.93$, S.D. = 0.509), content part ($\bar{X} = 1.854$, S.D. = 0.572) and other problems part ($\bar{X} = 1.854$, S.D. = 0.501).

Table 14, 15, and 16 in Chapter 4 showed that the problems of the reading comprehension problems as follows; The student's English interest, reading problem, and student's recommendation in English learning. As can be seen in Table 14, The students who like reading English texts because they like English language and know the importance of English language. Some of them want to go aboard and interested to use English communication in daily life. However, some of the students do not like reading English texts because they cannot know difficult words, cannot understand the texts and cannot

translate difficult words. Table 15 shows that the students who have the problem in reading English texts because they cannot know how to spelling, have not confidence in reading and cannot understand the meaning of words. Moreover, the students cannot understand the same sound and pronounce in English words correctly. So, the students have problems in reading comprehension in words, the sounds and pronunciation. At last, as can be seen in Table 16 demonstrates the recommendation for reading texts in class. For example, the students should review the lesson, try to remember words day by day. In addition to using the internet in learning English language, it is one of interesting ways for students in the present time. Moreover, the students enjoy to play word games and they want to have the teachers who can teach English effectively.

5.2 Discussion

In the previous chapter, the research findings highlighted the impact of emotions such as anxiety, nervousness, and excitement on students' English reading skills, particularly their reading comprehension abilities. Additionally, the lack of confidence in reading emerged as the second most significant issue affecting students' skills. Lerner (2006) suggests that problems like low self-esteem and poor social relationships can persist into adolescence, leading to a state of learned helplessness. This state of learned helplessness significantly diminishes students' confidence in learning and succeeding, reduces their motivation to achieve, and causes attention difficulties that negatively influence their overall academic performance.

Lone (2009) proposes that students with learning difficulties require a distinct approach to comprehension instruction compared to typical learners. Specifically, students with learning disabilities benefit from explicit and structured instruction aimed at developing word recognition and reading comprehension skills. The author also emphasizes several evidence-based strategies for improving students' reading skills. These strategies include teaching students how to monitor their understanding of the material, providing group instruction on reading strategies, and encouraging students to create visual representations, such as graphic organizers, to enhance their comprehension.

By implementing these evidence-based strategies, educators can address the specific needs of students with learning difficulties and help them improve their reading skills. By fostering self-awareness, teaching effective reading strategies, and utilizing visual aids, educators can support students in overcoming challenges related to comprehension and promote their overall academic growth.

As can be seen in Table 12, the students consider that the factor on reading materials is important in classroom ($\bar{X} = 2.16$). They thought that the material had an essential factor on their English reading comparison. However, particular items are displayed to be more significant than others. The three highest means which present reading materials were 2.63 (Letters), 2.34 (Cartoons), and 2.23 (Advertisement) respectively. The first three highest means is that the students has not enough knowledge in the texts in three kind of reading materials because they do not see the English letters, cartoon, and adverstisement in daily life.

According to Gedik and Akyol (2022), individuals engage in reading and comprehension even before formal education begins, as they learn to interpret signs and symbols in their environment. These early instances of environmental reading contribute to their ability to understand and make sense of their surroundings. Furthermore, the passage suggests that success in reading activities during formal education has a broader impact on overall academic achievements. Proficiency in accurate and fluent reading, as well as reading comprehension, not only benefits students in their language lessons but also extends to other subjects. Strong reading skills can positively influence academic performance across different disciplines. Overall, the passage highlights the vital role of reading and comprehension skills in fostering healthy communication, personal development, and academic success. It underscores the significance of these skills both before and during formal education, emphasizing how they play a crucial role in various aspects of individuals' lives.

On the other hand, the last three lowest means revealed the information provided by the students because they often read in the classroom and they have simple words in the text. The means are interpreted respectively as follows: 1.91 (Dialogues), 2.02 (Tales), and (Poems). It supported the theory of Renandya and Jacobs (2016, pp. 4), Extensive Reading is an approach to language learning that involves reading large amounts of material for pleasure and general understanding, without focusing on detailed

comprehension or analysis. It has been shown to have several benefits, including helping students develop more positive attitudes towards reading.

Table 13 shows that the problems on reading comprehension in Grade 6 students (\bar{X} = 2.02). The highest means which illustrate the factors of reading texts problems are that the students are lack of reading confidence (\bar{X} = 2.38), The students are anxious, nervous and excited while reading (\bar{X} = 2.51) and the students are unfamiliar in details in the texts (\bar{X} = 2.26). From the findings of Sutta (1994) which suggests that Thai students struggle with their reading ability. They face challenges in several areas, including understanding the main idea of a text, drawing conclusions, and predicting the author's purpose. These problems affect their reading comprehension skills. In the discussed research, the participants also experienced comprehension problems.

The last three lowest means which are presented in Table 13 are the students cannot concentrate on reading because of bad weather (\bar{X} = 1.59), the students are not interested in the texts (\bar{X} = 1.67), and the students cannot understand the meaning of specific words (\bar{X} = 1.85). It did not support the study of Glende (2013, pp.94) that word knowledge is indeed crucial in reading, and having a wide vocabulary greatly contributes to comprehension. When readers encounter unfamiliar words while reading new texts, having a toolbox of vocabulary strategies can help them effectively learn and understand those words.

From Table 14 in Chapter 4, The students who like reading English texts because they like English language and know the importance of English language. Some of them want to go aboard and interested to use English communication in daily life. However, some of the students do not like reading English texts because they cannot know difficult words, cannot understand the texts and translate difficult words.

The research conducted by Rungswang and Kosashunhanan (2021) found that Thai Gen Z undergraduates in an English classroom faced difficulties in English reading. The difficulties identified were as follows: Encounter of unknown words: The students hesitated to skip unfamiliar words during their initial reading. This suggests that encountering unknown words posed a challenge for them. Varying reading speed rates: The students' reading speed varied depending on the type of reading passage. This indicates that their reading pace was influenced by the complexity or familiarity of the text. Use of

context clues: The students relied on context clues to know the meanings of words. They used the information surrounding the unfamiliar words to infer their meanings.

The researchers propose that these difficulties in English reading may be attributed to the instructional approach used in the classroom. They suggest that the lecturers have primarily employed a bottom-up model of reading comprehension. This approach focuses on interpreting the text from words to phrases and clauses, which may benefit students who possess a large vocabulary. However, students with a limited vocabulary struggle with difficult or unknown words, leading to slower reading progress. In summary, the study found that Thai Gen Z undergraduates in an EFL classroom faced challenges in English reading, particularly related to encountering unknown words, varying reading speed rates, using context clues, employing different reading strategies, and utilizing word roots and affixes. The researchers argue that the instructional approach emphasizing the bottom-up model may contribute to these difficulties for students with a limited vocabulary.

As can be seen in Table 15 in Chapter Four, the findings of this study indicate that students who struggle with reading English texts often face difficulties in spelling, lack confidence in their reading abilities, and struggle to comprehend the meanings of words. Additionally, these students tend to have difficulty in accurately pronouncing English words that share similar sounds. These results align with the previous study conducted (Sritamai, 1993) which also found that students exhibited limited English linguistic competence in terms of vocabulary and grammar. The participants in the study had English linguistic competence below the required minimum level.

Ruangputtanakul and Tongjai (2006) suggested that Thai teachers employ various reading strategies to enhance students' reading abilities. The strategies mentioned in the study include contextual understanding, guessing meaning from context, and utilizing knowledge of affixes and root words. These strategies are aimed at improving students' vocabulary, inference skills, and overall comprehension of texts. However, despite the efforts of Thai educators to promote reading skills, the study you mentioned suggests that students still experience reading problems. This implies that there may be other factors contributing to these difficulties. It's important to note that this information is based on the study from 2006, and there might have been further research or developments in the field since then.

Furthermore, the study emphasizes that reading instruction in Thailand is not solely based on translation from English to Thai or teaching grammatical rules. While translation can be a useful tool for understanding unfamiliar words or phrases, effective reading instruction encompasses a broader range of strategies to promote reading comprehension. It is important to note that this information is based on the study and practices may have evolved since then. If you require more up-to-date information on the current state of reading instruction in Thailand, it would be advisable to consult more recent studies or educational sources. Overall, it is important to acknowledge that teaching practices are diverse and constantly evolving. While some teachers may place more emphasis on grammar explanations and translations, many Thai educators employ a range of strategies to facilitate students' reading development and enhance their understanding of English texts.

5.3 Conclusions

5.3.1 This study investigates whether academic factors among reading materials and student's ability affect the English reading comprehension problems. Most of students consider that the highest factors on student's reading comprehension problems are the reading strategy ($\bar{X} = 2.072$, S.D. = 0.550), the second factor is Vocabulary ($\bar{X} = 2.070$, S.D.= 1.017) and the grammar ($\bar{X} = 2.015$, S.D. = 0.574).The students believed that the vocabulary could help them to understand reading texts.The last one was the factor on other problems ($\bar{X} = 1.854$, S.D. = 0.501), which is considered as having the lowest effect on reading comprehension problems.

5.3.2 As reading comprehension skill is one of the most important skills in English language learning, it is useful for teachers to apply good strategies in English teaching to improve student's reading comprehension ability.

5.4 Implications

The study focused on examining the reading comprehension problems of grade 6 students. Its objective was to gain a deeper understanding of the reading comprehension difficulties experienced by these students. The results emphasized the significance of the students' reading comprehension problem, highlighting the need for further investigation.

The findings of the study shed light on various aspects related to the reading comprehension of Thai students. Specifically, the research explored the role of reading comprehension in these challenges. By examining these areas, the study provided valuable insights into the specific difficulties faced by grade 6 students when it comes to comprehending what they read. One of the practical implications of this research is that it may assist teachers in developing more effective methods for teaching vocabulary and improving reading comprehension.

By understanding the specific areas where students struggle, educators can tailor their teaching strategies accordingly. This knowledge can contribute to the development of targeted interventions that address the identified reading problems, ultimately enhancing students' overall reading skills.

Furthermore, this study can provide Thai teachers with a better understanding of their students' reading difficulties. By gaining insight into the specific challenges faced by their students, teachers can adapt their instructional approaches to better meet their needs. The study serves as a valuable resource for educators, enabling them to adopt appropriate strategies and techniques that promote successful reading instruction.

In summary, the study's findings highlighted the importance of addressing grade 6 students' reading comprehension problems. The research offers valuable information that can guide teachers in developing more effective instructional methods and helps them better understand their students' reading difficulties. Ultimately, this study contributes to the broader goal of improving reading skills among Thai students.

5.5 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made for further studies are presented as follows:

5.5.1 The purpose of this study is to survey reading problems experienced by grade 6 students. To gain a comprehensive understanding of reading problems among students at different secondary levels, it is recommended to extend the study to include students from other grade levels. This broader scope would assist teachers in enhancing their teaching techniques to foster better reading abilities among their students.

5.5.2 In future studies, it is suggested to incorporate interviews and observations as additional research methods to gather more detailed information regarding the reading problems faced by the participants. By conducting interviews, researchers can directly interact with the students and gain insights into their specific challenges and difficulties. Observations can provide valuable contextual information about the students' reading behaviors, strategies, and overall engagement.

5.5.3 The aim of this study is to examine reading comprehension problems, specifically focusing on the teaching methods employed by Thai teachers. To gain a deeper understanding of these teaching methods, it is recommended to conduct interviews within the classroom setting. By focusing on the schools from the students were selected, the interviews can provide valuable insights into the specific reading comprehension challenges faced by students in that context. This information can then be utilized by teachers to refine their teaching techniques and enhance their students' reading abilities.

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APPENDICES

APPENDIX A

QUESTIONNAIRE (THAI)

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยที่จัดทำขึ้นตามข้อกำหนดของหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษามหาวิทยาลัยธรรมศาสตร์ แบบสอบถามนี้ใช้เพื่อสำรวจความคิดเห็นของผู้เรียนที่มีต่อการอ่านบทความภาษาอังกฤษระดับประถมศึกษาชั้นปีที่ 6 คำตอบของนักเรียนทุกคนนำมาใช้ในการวิจัยในการค้นคว้าอิสระ แบบสอบถามนี้ประกอบด้วย 3 ส่วน คือ ส่วนที่ 1 ข้อมูลทั่วไป ส่วนที่ 2 คำถามปลายปิด ส่วนที่ 3 คำถามปลายเปิด

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง: จงระบุข้อมูลในช่องว่างที่ตรงกับนักเรียนมากที่สุด

1. เพศ: ชาย หญิง

2. อายุ: ปี

3. เกรดภาษาอังกฤษในเทอมล่าสุด

4. ประสบการณ์ในการเรียนภาษาอังกฤษ..... ปี

ตอนที่ 2 ความคิดเห็นของนักเรียนที่มีต่อปัญหาการอ่านเพื่อความเข้าใจ

คำชี้แจง จงทำเครื่องหมายถูก (✓) ในช่องว่างที่ตรงกับความคิดเห็นของนักเรียนในแต่ละข้อ ให้ตอบเพียงคำตอบเดียวเท่านั้น

การประเมินค่าในแต่ละระดับคะแนนมีความหมายดังนี้

3 คือ มาก

2 คือ ปานกลาง

1 คือ น้อย

แบบสอบถามความคิดเห็นเรื่องปัญหาการอ่านเพื่อความเข้าใจ

นักเรียนมีปัญหาในการอ่านมากน้อยเพียงใด	ระดับปัญหา		
	น้อย	ปานกลาง	มาก
- นิทาน			
- บทสนทนา			
- บทความสั้น ๆ			
- เรื่องเล่า			
- การ์ตูน			
- บทกลอน			
- จดหมาย			
- โฆษณา			
ในขณะที่อ่านตัวบท นักเรียนมีปัญหาคือต่อไปนี้มากน้อยเพียงใด			
คำศัพท์			
1. ไม่เข้าใจความหมายของคำศัพท์ทั่วไป			
2. ไม่เข้าใจความหมายของคำศัพท์เฉพาะทาง			
3. ไม่เข้าใจความหมายของคำศัพท์ที่ไม่คุ้นเคย			
ไวยากรณ์			
4. ไม่เข้าใจประโยคที่ยาวเกินไป			
5. ไม่เข้าใจประโยคที่ซับซ้อน			
กลวิธีการอ่าน			
6. อ่านช้าเกินไป			
7. ไม่สามารถอ่านด้วยตัวเองได้			
8. ไม่สามารถจับใจความสำคัญได้			
9. ไม่สามารถหารายละเอียดได้			
10. ไม่สามารถเดาความหมายของคำศัพท์ที่ไม่คุ้นเคย			

นักเรียนมีปัญหาในการอ่านมากน้อยเพียงใด	ระดับปัญหา		
	น้อย	ปานกลาง	มาก
เนื้อหา			
13. ไม่สนใจในหัวข้อเรื่องที่อ่าน			
14. ไม่สนใจประเภทของสิ่งที่อ่าน			
15. ไม่คุ้นเคยกับหัวข้อเรื่องที่อ่าน			
16. ไม่คุ้นเคยกับประเภทของสิ่งที่อ่าน			
17. ไม่คุ้นเคยกับเนื้อหาทางวัฒนธรรม			
ปัญหาอื่น ๆ			
18. มีความกังวลตื่นเต้น ประหม่าในการอ่าน			
19. ขาดความมั่นใจการอ่าน			
20. ไม่สามารถอ่านออกเสียงได้			



APPENDIX B

QUESTIONNAIRE (ENGLISH)

This questionnaire is a part of the research, which is conducted in accordance with the requirements of the Master of Arts program in Department of English Language Teaching, Language Institute, Thammasat University. This questionnaire was used to survey students' opinions on reading English texts in grade 6. All students' responses were researched in the independent study.

Part 1: General Information

Instructions: Specify the information in the blanks that best describes the students.

1. Gender: Male Female
2. Age: years
3. English Grade in last semester
4. English experience years

Part 2 Opinions of the students towards the practice of reading skills

Instruction: Put a check mark in the box that corresponds to the student's opinion on each item. Give only one answer.

Evaluation criteria:

- 3 = High
- 2 = Moderate
- 1 = Low

Questionnaire in Reading Comprehension Problems

How much do you have problems in reading ?	Problem Level		
	Low	Moderate	High
- Tales			
- Dialogues			
- Short articles			
- Stories			
- Cartoons			
- Poems			
- Letters			
- Advertisements			
While reading the texts, How many do you have problems as following?			
Vocabulary			
1. You cannot understand the meaning of common words.			
2. You cannot understand the meaning of specific words.			
3. You cannot understand the meaning of unfamiliar words.			
Grammar			
4. You cannot understand too long sentences.			
5. You cannot understand complex sentences.			
Reading strategy			
6. You read the texts too slow.			
7. You cannot read by yourself.			
8. You cannot find the main idea.			
9. You cannot comprehend the details.			
10. You cannot guess the meaning of unfamiliar words.			

How much do you have problems in reading ?	Problem Level		
	Low	Moderate	High
The environment			
11. You lack concentrate in reading because of the outside noise.			
12. You cannot concentrate on reading because of bad weather.			
Content			
13. You are not interested in the texts.			
14. You are not interested in the types of texts.			
15. You are unfamiliar in details in the texts.			
16. You are unfamiliar in the types of texts.			
17. You are unfamiliar with cultural content.			
Others			
18. You are anxious, nervous and excited while reading.			
19. You lack reading confidence.			
20. You cannot read aloud.			