Developing a Process to Promote Reading Comprehension of Students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University

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Abstract

This research was aimed at 1) creating a process to promote reading comprehension skills of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University, 2) studying the process effectiveness, and 3) evaluating students' satisfaction with the process. The sample group consisted of 25 students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University, year 1 of the academic year 2020, selected by a Purposive Sampling method using the reading scores of the entrance examination. The research tools included 1) reading comprehension assessment forms prior and after using the process, 2) the process to promote reading comprehension, 3) reading comprehension practice form, 4) student satisfaction assessment form for the process. The research results presented the the process of enhancing reading comprehension ability, which consisted of 5 development stages, namely the evaluation stage, the stage of problem recognition and knowledge creation, the collaborative training stage for comprehension, the individual comprehension training stage and the reading comprehension evaluation stage. It was found that (1) the process had and efficiency of 84.34 /87.49, (2) students had higher reading comprehension ability, and (3) the student satisfaction with the process was in a high level.

Keywords: the process to promote reading comprehension skills, reading comprehension practice form

1. Introduction

1.1 Introduce to the Problem

Reading is associated with a brain process that requires visual contact with letters, in order to recognize and understand the meaning of words or symbols via translation into meanings that convey ideas and knowledge between the author and the reader for several useful purposes (Somprayoon, 2009), consistent with the meaning described by Goodman (1988) that reading is the language process in perception and also the linguistic processes in psychology aspects, starting from the author and ending with the meaning created by the reader. An interaction between language and thought occurs during the reading process. Moreover, reading is the most necessary and durable skill.

In the present, reading plays an important role in the development of analytical thinking as the importance of reading is emphasized by Thongbai (2013) that it helps to understand the surrounding society and environment, develop readers' knowledge, thought, a comprehensive conception of the world and Understanding social problems. It is consistent with the work of Nuttall (2005) which state that reading is very important as it is related to higher education that requires improvement of reading comprehension skills. From the previous research, such as the study of Steinagel (2006), researchers try to solve the reading problem by focusing on the influence of vocabulary and pronunciation on the development of reading comprehension. The results show that development of reading skill also affects the development of students' language ability. Hess (2005) explores the Meta-analytic method which can be used to improve reading comprehension within 10 weeks. According to the research in Thailand, there are various methods to promote reading skill. However, considering the university entrance results of 60 first year students in Thailand in 2020, the reading score was lower than the standard of 80% required by the department. The result showed that the average reading score was the lowest at 59.87 points, which is consistent with the research from Gunning (1992) stating that the low achievement of reading is due to the lack of understanding the meaning and

language. According to Montaisong (2007), students mostly face reading difficulties if they lack reading skill performance. Without practice, they will not be able to understand, interpret and achieve advanced reading skill such as analytical reading. This shows that students in Thai language department should improve their reading as it serves as an important basic skill for communication.

The purpose of this study is to develop students' reading abilit. From previous studies, improving reading ability needs the basic principles of reading development as the first step, while reading comprehension is regarded as a higher level, as stated by Munsethawit (2002) that reading comprehension is the key to understand the meaning, thus reading can be advantageous as ones recognize the key purpose of the story, leading to correct interpretation, analysis and giving opinion. According to Day & Bamford (1998), reading comprehension is an important concept to begin with in order to understand the author's real purpose and convey the summary of concepts by relating the meaning between text or data to knowledge and experience.) In addition, the importance of reading comprehension has been described by Mueannil (2008) that it aims to find the subject matter and is represented as a basis for advanced reading. It is consistent with the research from Patomsut (2009), emphasizing that reading comprehension is a fundamental reading skill in order to collect the essence of various issues in detail throughout the story, to clearly recognize and understand the main content of the further more complex content. The SQ4R teaching method for reading (Robinson, 1970) is a form of teaching to improve learner's reading comprehension. Students can learn quickly, understand content easily and remember the story for a long time. It also helps the question guessing, consistent with Hasibuan (2010) that the results of learning activities on reading comprehension with SQ4R technique have an effect on academic achievement as students develop reading ability better compared to normal teaching and have higher post study academic achievement scores. Teaching with SQ4R method also encourages learners to apply knowledge and review information from their own memories to complete the context (Nulai, 2008).

In addition, the related theories can be applied to solve reading comprehension problems. They emphasize the relationship between texts and their messages for consecutive interpretation, for examples, (1) "Trabasso" theory of emphasis on relevance and relation, (2) "Chase and Clark" theory Clark on the relationship between read messages and the familiar experience, (3) "Rumelhart" theory of which the reading process is as complex as the computer system with the step connected to each other. Together with cooperative learning theory which is based on the learners themselves to develop a particular skill, it is good for learning via small groups to learn and help each other to solve problems or complete tasks. Each member is an important part of the team in their cooperative work (Balkcom, 1992; Slavin, 1995 and Abuseileek, 2007). Cooperative learning can be defined as a kind of learning with group working to directly improve learning efficiency and motivation (Mulkam, 2007; Multkam, 2009 and puviphadawat, 2011).

From the problem analysis and the study of related theories that approach to solving reading difficulties, the process is, thus, created to promote skills for reading comprehension of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University. There are 5 steps in the process, consisting of the assessment stage, problem recognition and knowledge building stage, collaborative training on reading comprehension, individual comprehension practice and reading comprehension evaluation. At each stage of the process, the tools are used to collect information and improve reading comprehension through the process emphasized on building reading comprehension, together with the application of cooperative learning during the collaborative training stage for a variety of developments and learning exchange among learners before practicing an individual comprehension. The reading comprehension exercise consists of practice exercises for reading comprehension from articles, documentaries, poetry, speeches and essays with contents and questions to test and develop students' reading comprehension ability. Therefore, the created process of improving the ability of reading comprehension will be a step that help develop students' reading ability effectively. It is a process that encourages learning with new methods, aiming for learners to learn in a step-by-step order and have clear development goals. Apart of being the process to develop reading comprehension skill, it serves as a foundation for further advanced reading.

1.2 Researh benefits

1. Students have higher reading comprehension ability after the process.

2. The process to promote reading comprehension can be used as a guideline to improve students' reading ability

3. The process to promote reading comprehension ability of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University can be used as a model to start from the beginning for the development of reading for learners at all levels.

2. Method

2.1 Research Objectives

2.1.1 To create a process that promote reading comprehension of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University.

2.1.2 To study the efficiency of the improvement process of students' reading comprehension

2.1.3 To investigate the results of assessment of student satisfaction towards the use of the process to promote reading comprehension

2.2 Research Methodology

In the process development to promote reading comprehension of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University, methods were divided according to objectives into 3 steps as follows:

2.2.1 Creating and Developing a Processes to Promote Reading Comprehension Ability

A process was created by analyzing problems in using Thai language from the results of the entrance examinations of students in the Thai language department, academic year 2020, and by studying documents, researches, and theories related to reading, as well as reading comprehension, including teaching theory, psychological theory in order to analyze advantages, disadvantages and evaluate the appropriate approach of the process resulting from the gathered knowledge. A quality evaluation of the process model was conducted by 5 experts by verifying the validity of the research tools in terms of terminology, language content, difficulty, suitability and consistency in various aspects. The Index of Item Objective Congruence (IOC) of 0.6 was used for content validity. The results of model assessment was then used for model improvement according to advice from the experts. Then, it was tested with 10 students in the Thai language department outside the sample group. The results were analyzed and further used to improve and complete the process.

Reading comprehension practice form was constructed, starting with the analysis of literature research, relevant theoretical research about reading, learning and teaching management and psychological theories related to reading comprehension. The academic performance of students in the first year was also taken into consideration. The purpose of this study was to develop guidelines for reading to create a reading comprehension practice exercises consisting of articles, documentaries, poetries, speeches and essays. In this study, an assessment was conducted by 5 experts for the consistency between the practice and the scoring criteria by humbleton's method (Srisaard, 2007). The score of +1 was used when it was certain that the learning purpose was achieved. The score 0 was used when it was not certain while -1 was used when it was certainly not consistent with the learning purpose. The values of consistency index from expert evaluation results should be in an acceptable range between 0.67-1.00 with content accuracy. The reading comprehension practice exercise was well developed for Thai language department in 2020 academic year. Data were analyzed using percentage, mean and standard deviation. The information was further used to improve accuracy of the real version practice form.

A reading comprehension questionnaire was used before and after the process. Starting from analysis of difficulties and reading problems of students in Thai language department for academic year 2020, together with the study of documents, research, and related theories. The information collected was used as a guide to create a reading comprehension assessment form. The assessments were evaluated before and after the process, based on four components including (1) ability to answer questions from reading, (2) ability to tell the main idea from the story (3) ability to express insight, and (4) ability to give opinions from the story. The assessment form was also reviewed and investigated for conformity by 5 experts. The assessed IOC value for conformity of an experimental reading comprehension form was eual to 0.81. The practice forms were implemented in 10 students in the Thai language program of the academic year 2020 who were not the sample group, resulting in the confidence score of 0.89. In addition, data were analyzed for staistics such as mean percentage and standard deviation, so that the completed assessment form was improved for more accuracy.

After the assessment form for reading comprehension was developed, it was used in an experiment with 10 students of Thai language department, academic year 2020, who were not in the sample group. The average percentage and standard deviations were analyzed. The information was further used to improve accuracy of the real version of assessment form.

2.2.2 Investigating the Effect of the Process to Promote Reading Comprehension Ability

The effect of the process was investigated in a sample group of 25 first year students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University who had the lowest reading score from the entrance

examination. The research tools consisted of the reading comprehension questionnaire and the process of promoting reading comprehension for the "One Group Pretest - Posttest Design" (Saiyot and Saiyot, 1995), which required only one experimental group. The average (M), percentage and standard deviation (SD) were analyzed for the test before and after using the process, using the research format as follows:

Research patterns for tests before and after applying the process to a single group

T1	X	T2

The meanings of symbols used in research:

T1 refers to assessing reading comprehension ability before applying the process

X   refers to applying the process

T2 refers to assessing reading comprehension ability after applying the process

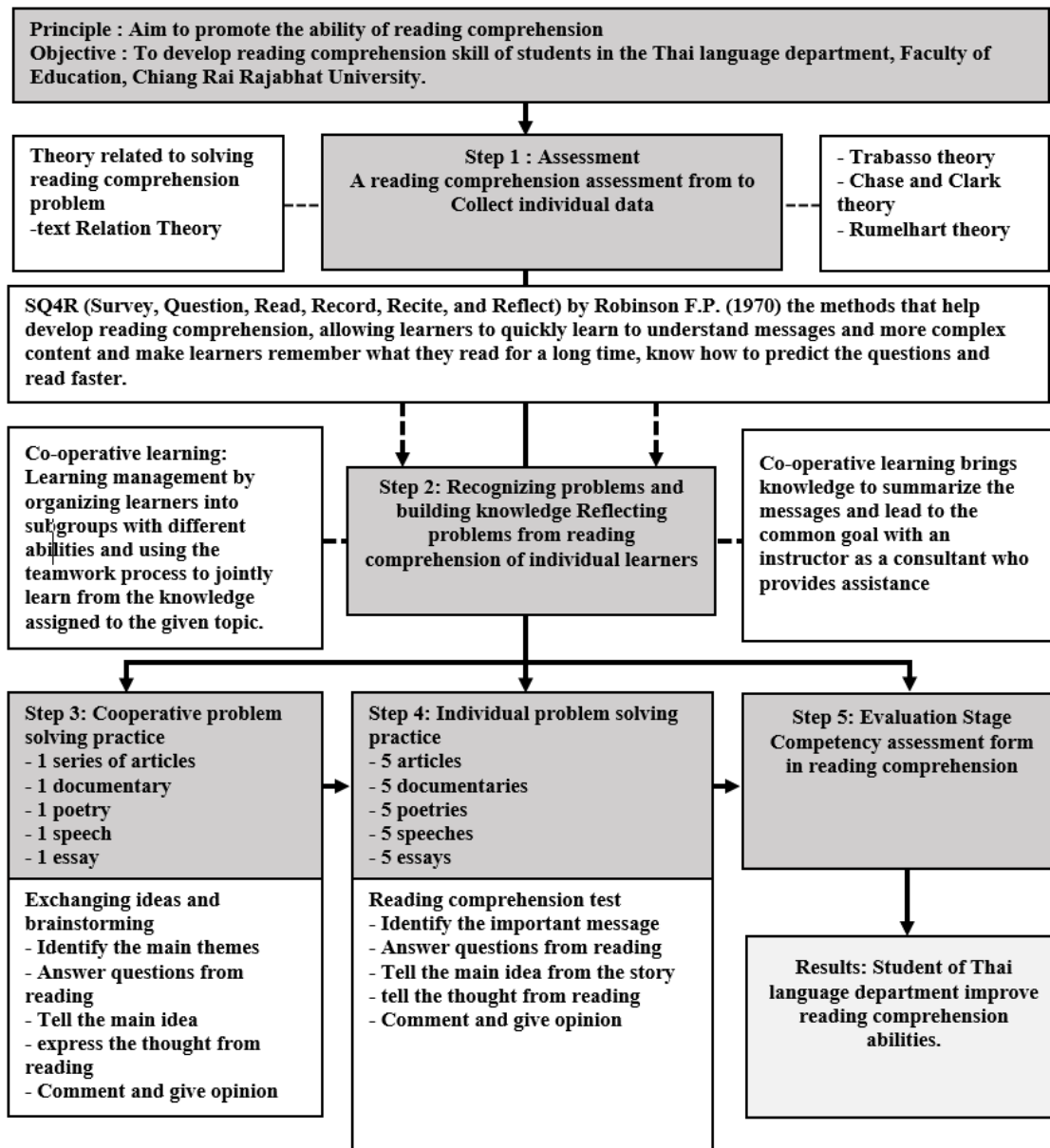*2.3 Research Conceptual Framework*

Figure 1. Conceptual Framework of the Development of the Process to Promote Reading Comprehension of Students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University

The development of the process to promote reading comprehension of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University

2.4 Definitions of Specific Terms

2.4.1 The process of promoting reading comprehension ability refers to reading comprehension practice. It consists of 5 stages of process development: Step 1: Assessment, Step 2: Problem recognition, Step 3: Cooperative reading comprehension practice, Step 4: Individual reading comprehension practice, and Step 5: Evaluation of reading comprehension ability.

2.4.2. Students of Thai language department refers to the 1st year students of the Thai language department, Faculty of Education, Chiang Rai Rajabhat University in the 2020 academic year, whose reading scores in the entrance examinations for further studies are lower than the standard criteria of 80 percent.

2.4.3. Reading comprehension refers to the ability to read and identify the main message of reading in four elements: (1) Answering questions from the story, (2) Identifying the main idea from the story, (3) expressing the thought from reading, and (4) Giving opinions from reading

2.4.4. Efficiency according to the criteria refers to the process competency that drives students to achieve the standard of 80/80 in a test of reading comprehension during and after using the process. The first 80 represents the average of 80 percent of the score from the reading comprehension test during the process, while the last 80 refers to the average of 80 percent of the score of the test after the process.

3. Results

3.1 Creating a Process for Promoting Reading Comprehension Ability

Development of the process to promote reading comprehension of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University consisted of 5 stages (Figure 2)
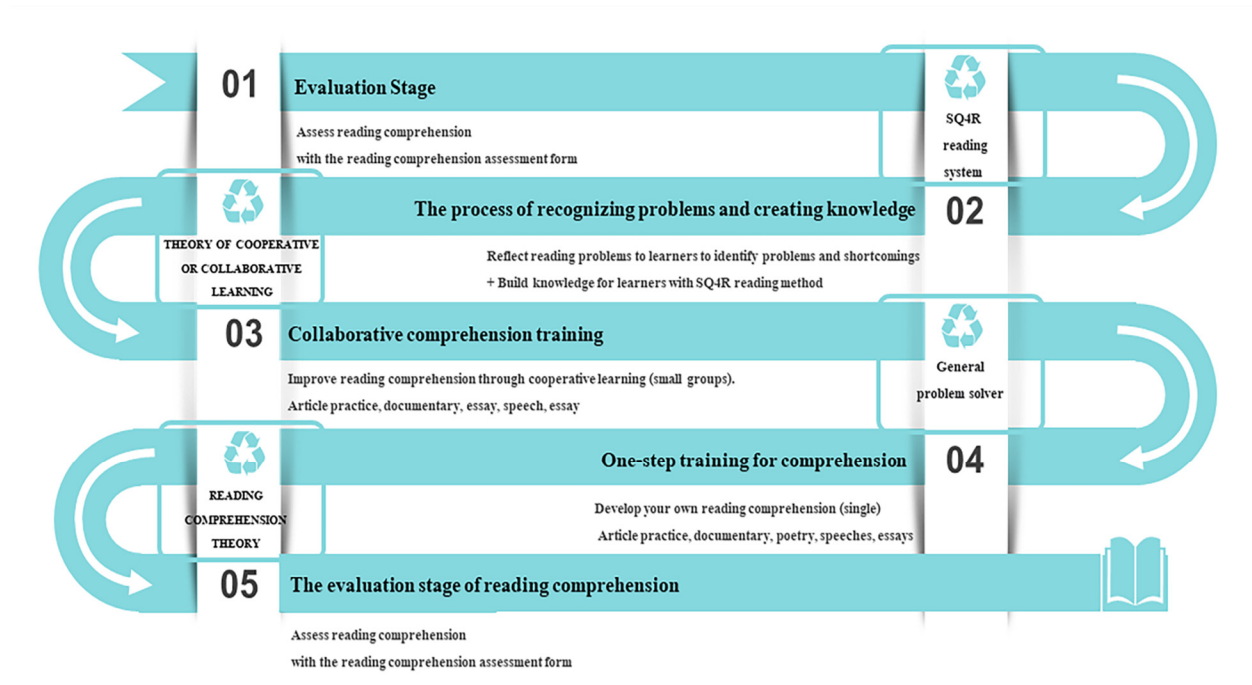

Figure 2. The Process to Promote Reading Comprehension of Students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University

Step 1 The evaluation stage refers to reading comprehension assessment for proficiency prior to training. The tool used consisted of reading comprehension assessment form.

Step 2 The stage of problem recognition and knowledge building refers to reflecting on reading comprehension difficulties of individual learners in order to identify reading comprehension problems. The SQ4R method for

reading comprehension was comprised of 6 steps, including (1) Survey: allowing students to read briefly and explore the main idea, (2) Question: asking questions related to the main idea, (3) Read: reading the chapters to find answers in detail, (4) Record: writing down information and key points of the story, (5) Recite: giving students the opportunity to tell the stories, and (6) Reflect: writing opinions about the story. This step required reading comprehension proficiency recording form.

Step 3 The stage of cooperative practice for reading comprehension refers to the practice series to develop reading comprehension ability through cooperative learning. The tools used for practice consisted of articles, documentaries, poetries, speeches essays.

Step 4 The individual practice stage to develop reading comprehension ability. The tools consisted of Reading comprehension practice exercises in the forms of 5 set of articles, documentaries, poetries, speeches and essays.

Step 5 The evaluation stage for reading comprehension abilty. The test was conducted, using an assessment form for reading comprehension after reading comprehension practice.

The process to promote reading comprehension through five practice forms was found to have an average (E1) efficiency of 84.34%, which was higher than the 80% standard. The average score after the process (E2) was 10.50, representing 87.49% (Table 1).

Table 1. Effectiveness of the Process to Improve Reading Comprehension Abilities of Students in the Thai Language Program, Faculty of Education, Rajabhat University

No. of students	average efficiency between the process (E1)	average efficiency after the process (E1)	Effectiveness score
10	84.34	87.49	84.34/87.49

Prior the reading to promote reading comprehension, the average score was 6.20 (SD = 1.08) or 51.66%, and the average score after the process was 10.32 (SD = 1.10), or 85.99%, indicating that students increased their reading comprehension abilityies (Table 2).

Table 2. The Results after Using the Process

Evaluation period	N	Total score	M	SD	t
Priorthe process	25	12	6.20	1.08	**9.12
After the process	25	12	10.32	1.10	

**the 0.01 level of significance

Table 3. The Results of Students' Satisfaction with the Use of the Process

No.	Process Detail	SD	M	level
		Evaluation score		
1	The process to recognize one's own reading deficiencies.	0.42	4.58	highest
2	The process to properly understand the main idea.	0.47	4.42	high
3	The process to answer questions from reading	0.63	4.42	high
4	The process to completely understand the message of the story.	0.57	4.45	high
5	The process to convey insights from the story	0.42	4.45	high
6	The process to give opinions after reading	0.65	4.48	high
7	The steps in the process makes it easy to promote reading comprehension.	0.38	4.39	High
8	The process has a test that enables development of reading comprehension ability.	0.53	4.52	highest
9	The process has appropriate reading comprehension exercises.	0.34	4.35	high
10	The process is considered to be good to promote reading comprehension ability.	0.54	4.39	high
	Average score	0.50	4.44	high

Students' satisfaction with the process was equivalent to a high level of 4.44. Separately by items, it appeared that the two aspects with average scores at the highest level, resulted from the process of enhancing reading comprehension, were creating students' awareness of their own reading deficiencies (4.58) and improvement of reading comprehension ability (4.52) as shown in Table 3.

4. Discussion

4.1 The Process to Promote Reading Comprehension Abilities of Students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University

The process to promoting reading comprehension of students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University had the efficiency (E1/E2) equal to 84.34 / 87.49, which was higher than the standard criteria. This was due to the effects of empirical problem analysis of the method (Punch,1998) Based on the scores of the entrance examination of Thai language program students in the academic year 2020, it was found that reading comprehension deficiency was the main problem that affected the test scores. Reading comprehension is the basis of reading, therefore failure to comprehend the main idea will result in further problems in reading at a higher level. Consistent with a study from Day & Bamford (1998), it was found that lacking reading comprehension ability served as a fundamental problem that affected all forms of reading. This is also consistent with the work of Munsethawit (2002), stating that the key of all reading types is reading comprehension. Without comprehension, ones will not completely understand what they read, leading to disadvantages and inaccessibility of the purpose and essence of the content. Therefore, it is impossible to interpret, analyze and comment after reading. The process to promote reading comprehension of students in the Thai language program was considered effective because process was systematic with a step by step guide. The process was easy to understand and allowed students to practice on their own, starting from the easy to the hard steps. The process started with brief reading to assess comprehension of the main point of the story. Then, students were trained cooperatively and individually. The final step was content analysis and commenting, which enabled students to improve their reading comprehension abilities (Sukcharoen, 2018). Knowledge from research and theories related to learning, teaching, reading comprehension and psychology was used to analyze the advantages, disadvantages in order to evaluate and conduct the appropriate approach aiming at enhancing reading comprehension abilities. The process ws developed in a step-by-step manner. The content was analyzed to construct reading comprehension exercises, which were assessed by experts for improvement according to suggestions. In addition, the process was assessed by students to find the defects. Finally, the completed process was launched to promote reading comprehension abilities of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University. The process was comprised of 5 steps of development: Step 1 Assessment, Step 2 Problem Recognition and building knowledge, step 3 Collaborative reading comprehension practice, step 4 Individual reading comprehension practice, and step 5 Evaluating reading comprehension abilities.

4.2 Students in Thai language Department, Faculty of Education, Chiang Rai Rajabhat University Increased Their Abilities Toward Reading Comprehension

The reading comprehension ability of students were scored higher, compared to prior to using the process, which had the average score of 6.20 (SD = 1.08), or 51.66%. The average post-process score was 10.32 (SD =1.10), or 85.99%. This was caused by the reading comprehension process that contained clearly defined hierarchical structure with easy steps for skill development and it provided direct solutions to problems of reading comprehension. When students were asked to find answers, it allowed them to focus on reading comprehension within the specified scope. This was consistent with the work of Maw & Maw (1964), who stated that teachers could encourage students to explore and experiment. Experiences could provided challengs to studentsas well. More curiousity led to more motivation to search for answers. By using knowledge assessment theory (Berry, 2008), it allowed students to assess their own knowledge. Combined with the theory of reflection (Deese and Hulse, 1967), students could reflect upon their language difficulties. The theory of collaborative learning (Balkcom, 1992; Slavin, Robert E, 1995 and Abuseileek, 2007) was also integrated into problem-solving practice. This was consistent with the research conducted by Mccullough (1957) that also used a collaborative learning approach to improve reading comprehension. Based on chronology and summation, the method linked collaborative learning to research, resulting in having better reading comprehension skills at all levels. It was also consistent with the research by Williams (1988) that examined the effect of cooperative learning on academic achievement and attitudes towards mathematics among Alabama high school students. It was found that the academic achievement was higher compared to students who received normal teaching. Although the method was used to improve mathematics teaching, it showed that collaborative learning served as a good method that focused on improving learning outcomes and could be applied to all subjects,

depending on how to design, place and intervene the cooperative learning approach to learning stage. This was consistent with the work of Holguin (1997) who used a cooperative learning approach to improve learning English as a second language among grade 3 students, the results showed that the experimental group's score after learning was higher than before.

In addition, in the process of enhancing reading comprehension, exercises were also used as development tools. The theory of self-development (Ernest & Newell, 1969 and Newell & Simon, 1972) was applied as a guideline to create exercises for students to practice reading comprehension by themselves. Because of the use of exercises, the process was well developed and had clear training goals. Consistent with the research by Ballard (1989) that used a narrative exercise to teach reading comprehension to students, it was found that the experimental group who received the exercise had better scores compared to the control group because students were allowed to use the exercises periodically, leading to a continuity of development. It showed that using practice exercises during classes could help learners develop higher skills. This was in consistent with the research by Gay & Gallagher (2003), showing that students who did the exercises while studying had higher learning achievements. It was also consistent with the research of Chen (2003) that used exercises in the teaching stage. It was found that using exercises helped students to understand the content better and improve reading achievement due to the use of a stimulating exercise that built knowledge base and made students realized the studying content and experiences.

For the problem recognition and knowledge building stage of the reading comprehension process created by the researchers, the SQ4R reading process was used to take learners step-by-step continuously, starting with 1) Survey (S) for speed reading, 2) Question (Q) for questioning, 3) Read (R) for thorough reading, 4) Record (R) for memorization, 5) Recite (R), the final step for students to analyze, and 6) Reflect (R) for reviewing, analyzing and commenting, consistently with the research using the SQ4R teaching method (Swennumson, 1993) to practice reading among college students of adult education. It was found that the algorithm could increase abilities toward reading of all groups of students. In addition, the SQ4R technique was used to determine the student's academic achievement prior to learning (Nurmiasih, 2012). The results appeared that it had a profound effect on reading ability of grade 2 students. It was further noted that the use of SQ4R reading instruction process could be applied to learners of all levels and ages for consistent development. In addition, teaching management with the SQ4R technique was used to organize reading comprehension activities that affected learning achievement (Hasibuan, 2010), resulting in better reading ability improvement of students than normal teaching. In Thailand, the SQ4R teaching method was used to compare the results of learning to read English of students in Grade 5. The results showed that students, whose English reading outcomes were higher than students who received conventional learning management, used the SQ4R learning technique to improve reading comprehension (Boosamsai, 2016). It was found that reading comprehension skills post-learning were higher than before.

All research data reflected the quality of the SQ4R teaching process that increased learner's reading comprehension ability. However, it was further noted from that the process design was very important as the methods and techniques in creating the process had to depend on the basis and needs of the sample group as some steps might not be suitable for the exact age and ability of the learners. Therefore, learners must be analyzed thoroughly.

4.3 The Satisfaction Score of Students in the Thai Language Department, Faculty of Education, Chiang Rai Rajabhat University with the Process to Promote Their Reading Comprehension Abilities Was at a High Level

The satisfaction score of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University with the process to promote their reading comprehension abilities was at a high level. The average total score was 4.44 with the standard deviation of 0.50. Development of reading comprehension through the "process" connected all activities. It aimed to solve problems in reading comprehension, in which every step was systematically interrelated. Different steps in the process affected others and it had to be considered. As a result, the process of promoting reading comprehension allowed students to recognize their own reading deficiencies (Berry, 2008). It was a process that educated how to grasp the correct meaning. The training sequence made it easier to for development and required the content of reading practice suitable for the learning level in forms of articles, documentaries, poetries, speeches and essays. This process contained reading comprehension exercises appropriate to student's level as well. Students could have a better understanding of the learning content, develop their abilities for effective reading comprehension with clear reading goals. Students could also apply the reading process to everyday life and other subjects. This was consistent with the research of Chatputthichai (2016), stating that the effect of teaching methods that used the process for achievement of reading English. The samples were secondary school students of Sa Katiam Wittayakom Sangworajetpraphakomupatham School, Nakhon Pathom Province. It was found that students had a step-by-step approach to reading which enabled them to summarize the main idea via a

graphic schematic diagram to help understand the content faster and easier and could remember for a long time. According to to the research from BooSamsai (2016), learcning management for reading comprehension should contain a clear teaching process, allowing students to practice and gain knowledge from their reading comprehension lessons and applied the abilities to other types of contents such as general books, news, magazines, journals, etc. It was consistent with the research by Sribualuang (2015), using the process to improve analytical reading ability of Grade 8 students caused them to have high level of satisfactions with the thinking process. It was also corresponding with the research by Kaewkam (2014) who studied the comparison of reading comprehension achievements of Grade 7 students who received a normal teaching methodology. The students' opinions on learning management were at a high level. This was in line with the work of SSukcharoen (2018), stating that learning management with a clear and systematic learning process caused students to develop better reading abilities. Although students' reading comprehension abilities were improved and their satisfaction with the process was at a high level, it was found that they might not be able to express their feeling in some aspects. Moreover, they felt that competition affected their actual ability.

4.4 Recommendations for Applying the Research Results

4.4.1 To use the process of promoting reading comprehension, users should study the steps of the process in detail to understand properly and effectively develop reading comprehension ability.

4.4.2 To use the process to promote reading comprehension, it is essential that the teacher has knowledge of reading comprehension practice to be able to answer learners' questions and resolve obstacles in a situation.

4.4.3 To use the process to promote reading comprehension, the steps may need to be adjust in the process or exercises to be consistent and appropriate to the condition of learners for good development results

4.5 Recommendations for Further Research

4.5.1 The process of promoting reading comprehension should be implemented to develop reading comprehension of learners at other levels by adjusting the content of reading comprehension exercises to suit the level of learners.

4.5.2 The process of promoting reading comprehension should be applied to be able to develop or solve problems occurred during reading for interpretation, analytical reading or other types of reading, both Thai and foreign languages.

4.5.3 The process of promoting reading comprehension should be applied in literary reading.

5. Conclusion

In summary, the process was created to efficiently promote reading comprehension skills of students in the Thai language department, Faculty of Education, Chiang Rai Rajabhat University. It consisted of 5 stages of development including the stage of assessment, problem recognition and knowledge creation, collaborative training, individual training for reading comprehension and evaluation of reading comprehension ability. The findings indicated that the process was effective to develop the reading comprehension abilities of students in the Thai language to achieve higher levels. This positively influenced other types of reading to be more effective as well. Therefore, the process of enhancing reading comprehension should be further developed in details in order to adapt and apply to suit different target groups, problem conditions, and skill levels of learners for the maximum advantage through the process.

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