Reading Enhancement Activities of Students in the Rural Areas in Thailand

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Abstract

Reading Thai and English is an essential skill for students in rural areas. This R&D research studies three levels of reading enhancement of upper elementary, junior high school, and vocational certificate students in rural areas of Nakhon Phanom. The sample group consisted of 108 students. Quantitative and qualitative research methods were used. The objectives of the research are to: 1) explore the reading ability of students in both Thai and English, 2) develop activities to promote reading, and 3) test the achievement of reading promotion activities.

The independent variables were the activities intended to enhance student reading ability, namely prayer activities, meditation, drama, speaking, role play, drawing, and exhibition. To include the student variables related to the reading enhancement activities, their reading interests, punctuality, cooperation, and personality were studied. Scores from writing tests, teacher observations of all student reading enhancement activities were collected and analyzed by ANOVA, Scheffé test, and Spearman's Rho. The research found that junior high school students had the highest reading scores. Upper elementary education students had the lowest scores. The relationship between Thai reading and reading English was statistically significant at $p < .01$ while the relationships among the posttest reading scores, prayer and meditation, interest in reading English were not different. Personality of all 3 groups were significantly different at $p < .05$, the junior high school students had the highest personality. Vocational certificate education had a significantly higher personality level than upper elementary education at $p < .05$. The reading scores before studying were significantly related at $p < .01$ to the reading scores after school, punctuality, personality, cooperation, expression and speaking skills. However, prayers, meditation and exhibition had no effect on reading after school. In the poverty-stricken areas of Nakhon Phanom, parents found that reading with activities was interesting, fun and motivating and led their children to strive to increase their ability to keep up with the world.

Keywords: reading in the rural areas, reading enhancement, behaviors and activities supporting reading

Introduction

"Reading Enhancement Activities of Students in the Rural Area in Thailand" is a continuation of research on "Reading Enhancement: A Case Study of Baan Suan Patthana College of Technology" (Wongsothorn, et al. 2018), which found that the students' reading proficiency in Thai and English was moderate, and their course achievements in Thai and English were fair. Their reading proficiency and language achievements in Thai and English significantly inter-correlated at. 01. In addition, proficiency and achievement significantly correlated with love of reading at .05. The study indicated that reading with parental involvement in the extensive reading program was effective. Parents of students who loved reading and of those who did not love reading had significantly different observations towards their children's reading at .01 in all aspects of Four Iddipada, namely interest, diligence, conscientiousness, review, including the fifth value of awareness of reading usefulness, which was added to the Four Iddipada as it represented external motivation towards reading. As the present research was conducted in one of poorest areas of Thailand, activities to promote the poor students' reading with their parents were studied. The "love of reading" among students and their parents had been found to be one of the nation's main reading promotion. In Thailand, there were efforts to create love of reading for Thai children, especially the children in the northeastern region who had less reading than other regions. In Khon Kaen Province reading had been promoted after the findings that Isan people read fewer books than people from other regions. Khon Kaen University organized the Seventh Book Fair to promote reading activities such as Book Buffet to serve the province's role in making Khon Kaen a society of reading as well as a learning society according to clearly defined guidelines (INNnews, 2019).

Rationale and Significance of the Study

In all of the four regions of Thailand, the Thai encyclopedias for youth conceived by Phra Bat Somdet Phra Maha Bhumibol Adulyadej Borommanatthabophit have been established. They are the first encyclopedias published with a total number of 42 volumes, including some being published online. These Thai encyclopedias emphasize current the knowledge, and have been prepared by Thai scholars to give Thai people of all ages the opportunity to read. The content is suitable for three levels of knowledge for upper elementary, secondary, and higher-level readers including adults. Each story begins with the content for upper elementary children, followed by the contents of the secondary school level, and the higher-level version respectively. Different sized letters are used for each level (Saranukromthai, 2011). Furthermore, the centennial Royal Encyclopedia Library to celebrate His Majesty King Rama IX has been established at Baan Suan Patthana College of Technology by the Lions Dusita Club and the collaboration of various sectors. The Library has served as a source of knowledge and inspiration for students and parents in Thai rural areas. The research samples for this study used the Centennial Library as a source of knowledge acquisition.

This research on "Reading Enhancement Activities of Students in the Rural Areas in Thailand" is an attempt to fill the needs of finding ways and means of enhancing reading in the poor rural areas of Thailand.

Review of Literature

Public Policy Propulsion Project for Reading Culture and the Network for Reading Promotion Parties Program to promote reading culture (SSO) found that the development of children from 0 to 6 years is the most important time when the child's brain development, is ready to learn many skills. Building skills through activities in the learning process will allow the child's brain cells to grow and connect with other cells. Strengthening the connected parts of brain cells, then, is the golden time of learning, and developing important skills for life (TK Park, 2008). The report provided reading statistics for 2015. According to a new survey, 78 percent of the population or 50 million people in Thailand read, with the most avid readers between the ages of 15 and 24. The statistics show that Thais on average read for 66 minutes per day, compared to 37 minutes two years ago. "Judging from these statistics, people should forget the idea that 'Thais only read eight lines a year', because people are actually reading a lot more and the time, they spend reading is only increasing," Wattanachai Winichakul, chief of TK Park's academic department said. Newspapers remain the most popular reading material at 67.3 percent followed by online media/SMS/emails at 51.6 percent, according to the survey. And the time they spend reading is only increasing," Wattanachai Winichakul, chief of TK Park's academic department said. Newspapers remain the most popular reading material at 67.3 percent followed by online media/SMS/emails at 51.6 percent, according to the survey. The top three subjects are news, general knowledge and entertainment. A total of 96.1 percent of the respondents read books and newspapers, while 55 percent choose digital media, reported (Namnar, 2016, March 30).

Report from the survey exploring the reading of Thai people in the digital era by TK Park Public Online Library (TK Park, 2016, April 20) found that the population aged 6 years and over were 48.4 million people who read in 2015. This reading rate was at 77.7 percent, with the decrease in the number of readers from the 2013 survey by 2 million and 3.9 million people who do not read.

This change in the volume of readers might be due to the fact that in the 2013 survey Bangkok was chosen by UNESCO as a World Book Capital with activities and public relations promoting reading widely held.

This survey found the inequality of reading. This phenomenon could be considered from the reading rate of the population living in the municipality and outside the municipality with 82.9 and 73.4 percent respectively or with 9.5% difference illustrating that those in areas with higher socioeconomic background had higher reading rate. For example, the reading rate of people of Bangkok was nearly 25% higher than other regions. The region with the lowest reading rate is the Northeastern region with the reading rate of 73.0%, and the northern region reading rate of 74.3%, or about 3% higher than the northeastern region.

The cause of percentages of reading is not just the economy. It might be due to problems of the lack of media and books, lack of libraries or learning resources, including book quality and contents inconsistent with the economic, cultural and social contexts of that area (TK Park, 2019).

The report provided reading statistics for 2015. The readings increased by an average of 66 minutes per day (in 2013, an average reading of 37 minutes per day) or an increase of 29%. This finding is due to this survey has been defined. "Reading" covered a wide range of

digital media such as social media / SMS / E-mail. Digital reading changed behavior and volume of reading by youth groups aged 15-24 years, which read the most up to 94 minutes per day.

The survey provided information on the reducing popularity of reading books, and printed format. Up to 96% readers prefer to read printed books in books or document formats. In 2013, approximately 3%, or about 55 percent read content from various electronic media such as Social media, websites, e-mail, email, data files, and CDs. Through various types of devices, both PCs, notebooks, smart phones and tablets, and that the popularity of reading new media via wireless devices (mobile devices) would increase.

The report concluded that IT equipment and digital media had some effect on reading by increasing the trend of reading as the convenience and variety of reading media, whether online, digital or print is prominent (TK Park, 2016, April 20).

Regarding the use of libraries and reading resources, the survey of library use found that readers aged 6 and over participated in book borrowing or reading in the library at only 2.9 percent (approximately 6.2 million people, using school libraries the most, approximately 4.3 million people using public libraries / community reading / Learning resources in the community of approximately .7 million people. The survey found that the north and northeast (Same in both regions, 7.7%, which was higher than the national average of 2.9%). The library use is highest, while Bangkok and the central region had a high reading rate but the utilization of the library is very small, only 8.5% and 8.6% respectively. This statistical inverse trend reveals that in areas where there is a small amount of reading provide more access to the library than the area with a high volume of reading.

In conclusion, the north-northeast with poor students and parents at the bottom of the economic rung, reading levels were low; however, the degree of library use was higher than those in other regions.

Another research on promoting reading in rural areas abroad was a qualitative research on reading behavior and library usage of older children living in rural areas in the south-west of Ontario, Canada. The researchers interviewed twenty-seven years old adults aged between fifteen and nineteen years about their practices and reading preferences. Participants included teenagers who were identified as avid readers, moderate or lightweight readers or non-readers. Responding to instructions, the participants were asked to use their own words to explain the role of reading in their life. Four major issues related to reading experience occurred in the analysis: (1) autonomy and independence, (2) habit and comfort, and (3) experience, and knowledge. The research concluded with a discussion of the possible effects of library services for rural and small-town youth. These works greatly contributed to the field of rural librarians and study the reading of rural youth.

Academic and research reports, both local and international, regarding the current situation, reading methods of today’s society, both rural and national found that Thai people's reading increased at the average of 66 minutes per day in 2015 and when including reading via other media other than printed media such as online media, digital media, Thai people's reading was probably from 20 to over 60 minutes per day (TK Park, 2016, April 20). In the United Kingdom, there were nearly 5,000 public library locations 60 percent of people holding public 10,000,000,000 library tickets visit about 400 million public libraries every year and

10 million people visit them in public library at least once a week (DCMS, 2004). The size of this activity shows that the public library service is a thriving and dynamic system that succeeds in supporting the hobbies, literature, learning and culture of the population. Many operations within the public library field would confirm this (Goulding, 2016; Boonaree et al., 2017; Rothbauer, 2011).There were reports on increased reading owing to methods of managing reading in rural areas in Thailand and abroad using flexible and dynamic social mechanisms for local activities that children were interested in and enjoyed. Applied reading with an exhibition related to the story read would make reading bright and colorful. Thus, using libraries for other learning purposes than just reading would make the use of the library lively (Conway, 2005).

Research objectives

The objectives of this research were to:

1. Explore the reading ability of students in both Thai and English.
2. Develop activities to promote reading
3. Test the achievement of reading promotion activities

Research Questions

1. Do students with different backgrounds have different reading results?
2. Do students who pray and meditate with different reading concentrations, have different posttest scores?
3. Do students who have different levels of interest in reading stories have different posttest scores?
4. Do students who act in role-playing or short-acting roles that include variables in expression, tone of voice, personality, cooperation, and punctuality have different level of scores of language usage, listening, speaking, reading, writing and posttest scores?
5. Do students interested in organizing and viewing exhibitions related to the lessons have different posttest scores?
6. Is reading promotion by parents involved, interesting, valuable and useful?

Expected Outcome of Research

It was expected that guidelines for developing reading and related activities in both Thai and English for students in rural areas would be reached.

Research Design

This research was quantitative and qualitative research, conducted at Baan Suan Patthana Technology College in Ban Kha Subdistrict, Si Songkhram District Nakhon Phanom Province. The sample groups were 106 upper elementary school students from schools in Si Songkhram District. Nakhon Phanom Province, including Ban Kham Pia School, Ban Kha School, and Ban Pak Yam School. Secondary school samples consisted of students at Ban Kham Pia School and Ban Suan Witthaya High School, and vocational certificate students at Ban Suan Patthana College of Technology.

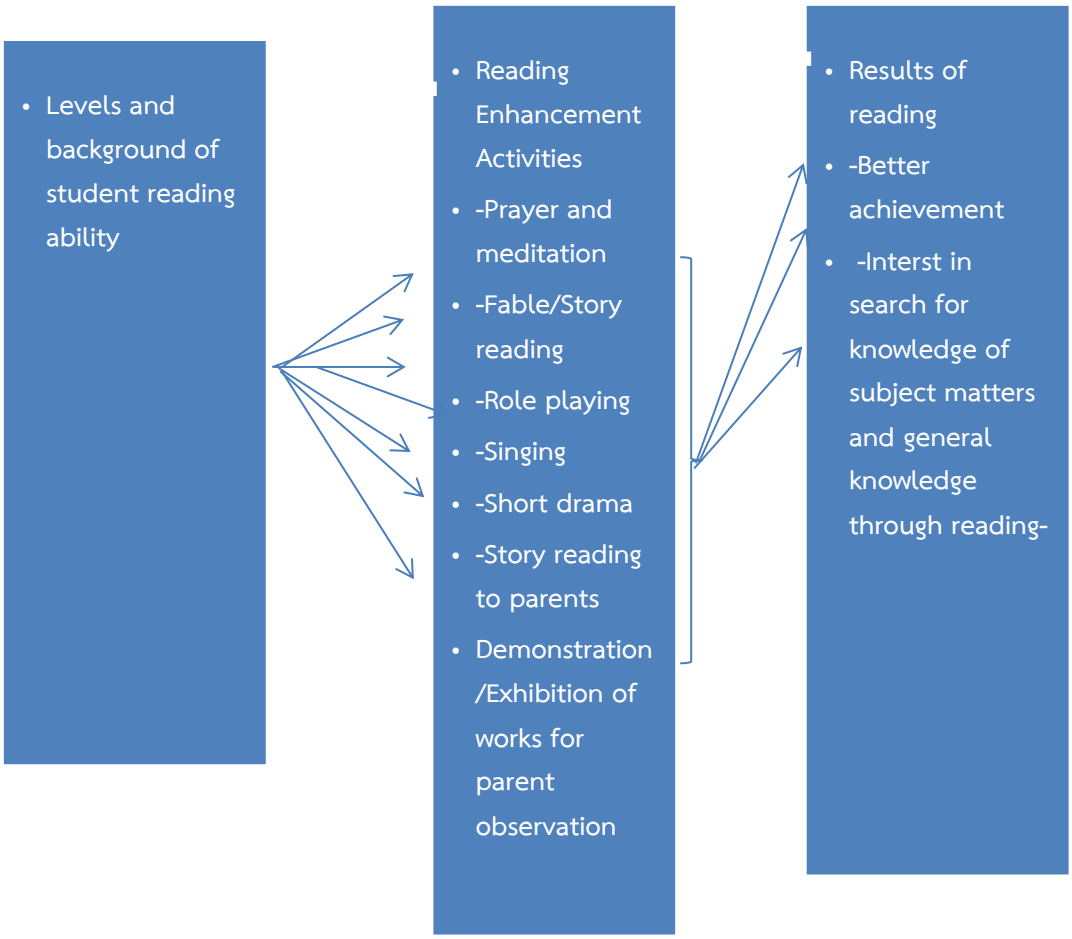
Thai and English language teachers of schools in the research project received 3 training courses on conducting this research. Data collection was between November 2018 and March 2019. To ensure the ethical and moral aspects of the research, students with their

parents' consent signed their names every day confirming their agreement to participate in the research project.

Aesop's Fables series and Thai Royal Encyclopaedia which taught analytical and critical thinking, and living a good life engaged student in activities consistent with the subjects being read, such as ceramics, beautiful fish, fruit preservation, with prayers and meditation activities before studying each day. There were exhibitions on the reading subjects. Activities included singing and role playing with periodic evaluations for all activities by teachers.

This reading enhancement had parents involved by giving books to students to read with parents or read to parents continuously. This process was found to be fruitful according to the research findings on "Reading Enhancement: A Case Study of Baan Suan Patthana College of Technology" (Wongsothorn, et al., 2018).

Conceptual framework



The independent variables consisted of the following:

1. Fundamentals of student reading

2. Activities to promote reading, including prayers, meditation, reading stories, role playing, singing, and performing short dramas, reading stories to parents, and completing an exhibition for parents to see.

The dependent variables consisted of the students' reading results comprising improved grades, interest in learning, search for knowledge in subjects, and general knowledge gained from reading.

Research Samples

The sample groups of 106 consisted of 39 upper elementary students, 46 junior high school students, and 21 vocational certificate students. Their parents were participants in the research. They are shown in Table 1.

Table 1: Research Samples

Educational Level	Nos. of Students and Parents
Upper elementary	39
Junior high school	46
Vocational certificate	21
Total	106

Research Procedure

The research had the following steps:

1. Teacher Training

The training took place at a college or school in a research project for Thai and English teachers as shown in Table 2:

Table 2: Schools, Level/Subject, and Number of Teachers

School	Level/Subject	Number of teachers
Ban Kham Pia	Upper Elementary Thai and English	2
	Junior High School Thai and English	2
Ban Pak Yarm	Upper Elementary Thai and English	2
Ban Suan Witthaya School	Junior High school Thai and English	2
Ban Suan Patthana College of Technology	Vocational Certificate Education	4
	Total	12

The 12 teachers from the 4 rural schools also acted as research assistants to:

1.1 identify and check students' attendance

1.2 hold orientation for student participants

2. Instrumentation

The testing instruments were:

2.1 Pretest and posttest of Thai and English on Aesop's Fables, reading ability and critical thinking, and the summary of the moral of the stories.

2.2 Behavior observation form for Thai and English language skills while performing activities using the scoring criteria 4 = Very good; 3 = Good; 2 = Fair; and 1 = Need improvement. Teachers were the raters using Reading Assessment Criteria of 1-4 measuring for clarity, fluency and accuracy: 4 = Very good; 3 = Good; 2 = Fair; and 1 = Need improvement.

2.3 Teacher rating for exhibition using the criteria of 1-4 to measure completeness, creativity, and orderliness (Kuiken & Vedder, 2014).

2.4 Pretests and posttests for both Thai-English reading ability measured by word completion, multiple choice, and making oral summaries in Thai and English in 1-2 sentences (Bachman & Palmer, 2010).

2.5 Interview form for parent evaluation of student reading activities.

2.6 Research tool standardization

2.6.1 Behavioral measurement tool (teacher evaluation) is an observation form for expression, tone, personality, cooperation, and punctuality. The teachers in the schools and colleges in the research project tried to use the tools with their group of students at the level of 5 before practicing. It was found that the teachers had no problems with evaluation criteria. And the evaluation results of 2 evaluator teachers were consistent with reliability = r0 .92

2.6.2 The pretest and posttest tests had been validated by 3 language teachers and tested using 20 students who were not included in the research. It was found that the difficulty level was appropriate (.56) and the discrimination power was not negative (.21). The relationship between students' Thai and English scores was statistically significant at $p < .05$

2.6.3 Interview guidelines and questions in open-ended interviews were tried on 5 parents for language clarity and understanding of instructions. Then 12 teachers interviewed the 106 parents.

3. Data Collection

The data were collected during the period of 2 months between 1 November and 31 December 2018. The activities consisted of pretesting, posttesting, prayers and meditation, reading stories and Encyclopaedia on related topics, namely ceramics, ornamental fish culture, bananas, Aesop's fables in Thai and English, fairy tales, both in the school and at home to their parents, role playing, singing, performing short dramas, drawing, board exhibition, reading to,, practicing enameling home-made pottery, food preservation by drying fish and bananas, reviewing and evaluating the projects with the teachers.

4. Statistics and testing

The statistics used consisted of:

4.1 Average $\bar{x}$ and standard deviation (S.D.)

4.2 Amount of activity classified by number of times and percentage of participation in each activity.

4.3 Using the ANOVA variance analysis

4.4 Observation using 4 scoring criteria

4 = Very good; 3 = Good; 2 = Fair; 1 = should improve

4.5 Analysis of correlation values for Thai and English posttest reading scores with various student variables using Pearson's rho correlation values.

4.6 Interviews with sample groups regarding parents' participation in their reading with the use of content analysis of the areas of their children interest.

Research results

Results of the research were presented according to the six research questions and illustrated the fulfillment of the three research objectives.

Question 1: What are the reading achievements of Thai students from different levels in the rural areas after using reading promotion activities?

Table 3: Average Scores, Standard Deviation of Pretest and Posttest Scores of 3 Levels of Students

		N	Mean	Std. Deviation	Minimum	Maximum
PRETEST	Upper Elementary	39	7.9744	2.89952	2.50	14.50
	Junior High	46	13.4457	4.55489	3.00	22.00
	Vocational Certificate	21	11.9286	3.41059	4.00	18.00
	Total	106	11.1321	4.50835	2.50	22.00
POSTTEST	Upper Elementary	40	11.9000	4.41181	3.00	19.50
	Junior High	35	17.6571	4.54515	3.00	25.00
	Vocational Certificate	21	15.4048	3.59729	8.00	20.00
	Total	96*	14.7656	4.97359	3.00	25.00

*Two students were absent at the posttest due to other class requirements.

Table 3 showed that the group of upper elementary school students had the lowest pretest and posttest mean scores. Vocational certificate students had the pretest scores of 11.928 and the posttest average scores of 15.405 while junior high school students' pretest average was 13.445 and a posttest average of 17.657. It is worth noting that junior high school students had the highest pretest and posttest scores of 22.000 and 25.000, followed by vocational certificate students with a pretest score of 18.000 and posttest score of 20.000. Upper elementary students had the highest posttest score of 14.500 and the posttest score of 25.000. It could be concluded that junior high school students had the highest scores, higher than vocational certificate students and upper elementary school students. In conclusion, in the context of Ban Suan Wittaya School, Ban Kha School Ban Kham Pia School, and Ban Pak Yam School in the rural northeast region of Thailand, the ability of students did not depend on educational level, but would consist of basic knowledge of students.

Table 4: ANOVA of the Differences in Reading Pretest and Reading Posttest Scores of the 3 Levels of Students

		Sum of Squares	df	Mean Square	F	Sig.
PRETEST	Between Groups	648.420	2	324.210	22.476	.000
	Within Groups	1485.731	103	14.425		
	Total	2134.151	105			
POSTTEST	Between Groups	629.681	2	314.841	17.020	.000
	Within Groups	1720.295	93	18.498		
	Total	2349.977	95			

Table 4 showed that pretest and posttest scores for Thai and English reading of upper elementary school students, junior high school students and vocational certificate students were significantly different at $p < .05$.

Table 5: Scheffé Test of Variance of the Reading Thai and Reading English Scores of the 3 Levels of Students

Dependent Variable		(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRETEST	Scheffé	Upper Elementary	Junior High	-5.4713(*)	.82670	.000	-7.5246	-3.4179
			Voc.Cert.	-3.9542(*)	1.02798	.001	-6.5075	-1.4009
		Secondary	Upper Elementary	5.4713(*)	.82670	.000	3.4179	7.5246
			Voc.Cert.	1.5171	1.00023	.321	-.9673	4.0014
		Vocational Certificate	Upper Elementary	3.9542(*)	1.02798	.001	1.4009	6.5075
			Secondary	-1.5171	1.00023	.321	-4.0014	.9673
	LSD	Upper Elementary	Secondary	-5.4713(*)	.82670	.000	-7.1109	-3.8317
			Voc.Cert.	-3.9542(*)	1.02798	.000	-5.9930	-1.9155
		Secondary	Upper Elementary	5.4713(*)	.82670	.000	3.8317	7.1109
			Voc.Cert.	1.5171	1.00023	.132	-.4666	3.5008
		Vocational Certificate	Elementary	3.9542(*)	1.02798	.000	1.9155	5.9930
			Junior High	-1.5171	1.00023	.132	-3.5008	.4666

* The mean difference is significant at the .05 level.

Table 5: Scheffé Test of Variance of the Reading Thai and Reading English Scores of the 3 Levels of Students (Cont'd.)

Dependent Variable		(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
POSTTEST	Scheffé	Upper Elementary	Junior High	-5.7571(*)	.99547	.000	-8.2336	-3.2807
			Voc. Cert.	-3.5048(*)	1.15900	.013	-6.3880	-.6215
		Secondary	Upper Elementary	5.7571(*)	.99547	.000	3.2807	8.2336
			Voc.Cert.	2.2524	1.18716	.171	-.7009	5.2057
		Vocational Certificate	Elementary	3.5048(*)	1.15900	.013	.6215	6.3880
			Secondary	-2.2524	1.18716	.171	-5.2057	.7009
	LSD	Upper Elementary	Secondary	-5.7571(*)	.99547	.000	-7.7339	-3.7803
			Voc.Cert.	-3.5048(*)	1.15900	.003	-5.8063	-1.2032
		Junior High	Upper Elementary	5.7571(*)	.99547	.000	3.7803	7.7339
			Voc.Cert.	2.2524	1.18716	.061	-.1051	4.6099
		Vocational	Upper Elementary	3.5048(*)	1.15900	.003	1.2032	5.8063
			Junior High	-2.2524	1.18716	.061	-4.6099	.1051

* The mean difference is significant at the .05 level.

When Scheffé test of variance was conducted on Thai and English reading scores of upper elementary school sample group, junior high school group, and vocational certificate group, it was found that reading scores of all three levels of students were significantly different at $p < .05$, and the upper elementary school students had lower scores than junior high school students and vocational certificate students with significant difference at $p < .05$.

Table 6 presented the Pearson's rho correlations of the Thai reading scores, the English reading scores, and the Posttest score.

ANOVA and Scheffé test analyses revealed that all the 3 groups of students improved with the mean scores of the posttests significantly higher than the pretest.

Table 6: Correlations among the Thai Reading scores, the English Reading scores, and the Posttest scores

		POSTTEST	Total Thai AESOP	Total English Aesop
POSTTEST	Pearson Correlation	1	.104	.104
	Sig. (2-tailed)	.	.314	.314

	Sum of Squares and Cross-products	2349.977	14.391	14.391
	Covariance	24.737	.151	.151
	N	96	96	96
Total Thai Aesop	Pearson Correlation	.104	1	1.000(**)
	Sig. (2-tailed)	.314	.	.
	Sum of Squares and Cross-products	14.391	118.224	118.224
	Covariance	.151	1.115	1.115
	N	96	107	107
Total English Aesop	Pearson Correlation	.104	1.000(**)	1
	Sig. (2-tailed)	.314	.	.
	Sum of Squares and Cross-products	14.391	118.224	118.224
	Covariance	.151	1.115	1.115
	N	96	107	107

The Pearson rho correlations between Thai reading results and English reading results from posttest scores of all 3 groups of students were significant at $p < .01$ (2-tailed).

Question 2: Do students who pray and meditate have different reading concentrations? And have different reading results or not?

Independent variables were the observation scores of teachers of student intention.

Table 6 showed that Pearson's rho correlations among reading Thai and English Aesop's fables and the posttest scores were significant at $p<.01$ (2-tailed).

Question 2: Do students who pray and meditate with different reading concentrations, have different posttest scores?

ANOVA results revealed that the difference in the sum of prayers and meditation with posttest reading scores were not different. This might be due to the fact that the teacher observation scores on these aspects were not different as most students received the score of 4 because they were equally attentive in performing these activities.

Question 3: Do students with different level of interest in reading differ in their reading posttest scores?

Table 7: ANOVA of Difference in Reading Thai AESOP's Fables and the Students' Interest

			Sum of Squares	df	Mean Square	F	Sig.
Sum Thai Aesop's Reading & POSTTEST	Between Groups	(Combined)	2.934	32	.092	1.106	.359
	Within Groups		5.222	63	.083		
	Total		8.156	95			

Table 8: ANOVA of Difference in Reading English AESOP's Fables and the Students' Interest

			Sum of Squares	df	Mean Square	F	Sig.
Sum English Aesop's Reading& POSTTEST	Between Groups	(Combined)	2.934	32	.092	1.106	.359
	Within Groups		5.222	63	.083		
	Total		8.156	95			

Tables 7 and 8 showed that the variances of interest in reading the Thai and the English Aesop's fables and the posttest scores were not different. It could be concluded that the students were equally interested in reading the Aesop's fables in Thai and in English as measured by the teacher rating criteria of 1-4 from "should improve," "fair", "good", and "very good".

Question 4: Do students who act in role-playing or short-acting that include variables in expression, tone of voice, personality, cooperation, punctuality have different level of scores of language usage, listening, speaking, reading, writing and posttest scores?

Table 9: Analysis of Variance (ANOVA) of Role Play or Short Dramas and Reading Posttest scores of the Upper Elementary School Students, Junior high school Students, and Vocational Certificate Students

			Sum of Squares	df	Mean Square	F	Sig.
Expression * Posttest	Between Groups	(Combined)	17.151	32	.536	1.294	.189
	Within Groups		26.089	63	.414		
	Total		43.240	95			

			Sum of Squares	df	Mean Square	F	Sig.
Tone of voice * POSTTEST	Between Groups	(Combined)	17.006	32	.531	1.748	.029
	Within Groups		19.150	63	.304		
	Total		36.156	95			
Personality * POSTTEST	Between Groups	(Combined)	21.133	32	.660	1.820	.022
	Within Groups		22.867	63	.363		
	Total		44.000	95			
Cooperation * POSTTEST	Between Groups	(Combined)	12.828	32	.401	1.365	.145
	Within Groups		18.506	63	.294		
	Total		31.333	95			
Punctuality * POSTTEST	Between Groups	(Combined)	9.469	32	.296	1.382	.136
	Within Groups		13.489	63	.214		
	Total		22.958	95			
Sum score * POSTTEST	Between Groups	(Combined)	263.469	32	8.233	1.780	.026
	Within Groups		291.489	63	4.627		
	Total		554.958	95			

Analysis of variance of the sample groups consisting of posttest scores for expression, tone of voice, personality, cooperation, and punctuality were not significantly different while tone of voice, personality, and sum score for posttest were significantly different at <.05. This finding might be due to the fact that the behavioral measurement variables in the role play or short drama in the tone of voice, personality and total behavior were characteristics of the students themselves while expressions, cooperation, and punctuality were social variables and teacher rated.

Further data analysis of the ANOVA results by Scheffé test found that the personality of students in upper elementary, junior high school, and vocational certificate level were statistically different at $p < .05$ with junior high school group having the highest average personality score. The vocational certificate level had a higher personality mean score than upper elementary level. In the aspect of behavior, it was found that junior high school had the highest sum behavior score and lower vocational certificate level which were statistically significant at $p < .05$. Posttest score of the junior high school students was significantly higher than vocational certificate level and upper elementary school at $p < .05$. The posttest score of

junior high school students was significantly higher than the scores of vocational certificate level and upper elementary school students<.05.

It could be concluded that the reading score rated by teachers was the only language skill variable related to the posttest and also were the variables of expression, punctuality, personality and cooperation. This might be because the posttest test was a reading test which was the paper-pencil integrated reading skill test of students to relate to the teacher rated posttest. On the other hand, the listening skill was not related to the posttest bit to the learner variables of punctuality, expression, personality, and cooperation, and so was speaking which was not related to posttest but significantly at p <.0 1 to the same learner variables as the listening skill at p <.0 1 . It might be concluded that listening - speaking skills or oral communication skills were related to the characteristics of learners in the same way. Regarding the variables of completeness, creativity, and the orderliness of the work the interrelationships were a statistically significant at p <.01but were not correlated with posttest scores.

Question 5: Do students who are interested in organizing and viewing exhibitions related to the lesson have different posttest scores?

Table 10: ANOVA of Scores from Organizing and Viewing Exhibitions and Posttest Scores in organizing and viewing exhibitions related to the lesson with different posttest scores?

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Sum exhibition score * POSTTEST	Between Groups	(Combined)	4.080	32	.127	1.089	.378
	Within Groups		7.378	63	.117		
	Total		11.458	95			

The variance of organizing and viewing exhibitions and reading posttest scores were not significantly different. This might be because the exhibition activities that the sample participated in organizing and visiting were to create learning enjoyment which would take longer than the research duration and would very likely result in better grades.

Question 6: Is reading promotion by parents involved, interesting, valuable, and useful?

Students agreed that this method of reading promotion helped increase their interest in reading because the stories were fun and creative teaching folk experiments such as making dried bananas, raising beautiful fish which they could read more from the Royal Encyclopedia for Thai Students of King Rama IX the Great. From parent interviews, it was found that participating in these fun and supporting reading activities helped them to get to know their children's development as well as having fun and interesting reading and chatting at home. Students and parents wanted to improve themselves in reading. They wanted to read

compelling fables with fun and entertaining insights by using characters, both humans and animals and stories with life philosophy. Parents agreed that the reading with supporting fun, lively, cheerful, engaging stories helped create interest in reading. Parents said that the problems in organizing these reading enhancement activities concerned learner attention and interest. Students must train themselves to be disciplined and do well in reading. Parents said that reading enhancement program greatly increased their children's language ability and ability to keep up with the world.

Discussions

The results of the research pointed to the benefits and importance of participation in reading enhancement activities by involving students and parents were congruent with the results of the previous research on Reading Enhancement: a case study of Ban Suan Patthana College of Technology (Wongsothorn et al., 2018). The allocation of funds to the area was necessary for the development of education for people. In Thailand, it was found that people in the northeast region having their own culture for a long time as traditions that they firmly adhered to, even if they were very poor. National Economic and Social Development Board (NESDB) in collaboration with UNICEF Thailand published a recent study of the Child Multidimensional Poverty Index (Child MPI), with support from the University of Oxford, by the Human Resources Development and Poverty Reduction Program. Survey of the situation of children and women in Thailand in 2015-2016 using data from the National Statistical Office and interviews of 28,562 households nationwide led to guidelines for children having the multi-dimensional poverty index, including education, health, living standards and child welfare at a severe level. The education dimension had the highest poverty, 47%, followed by health, 30%, child welfare, 18% and living standards of 10%, respectively, with the MPI (Multiple poverty indices) of rural areas high in many dimensions of poverty and the degree of poverty. In addition, the research found that the Child-MPI values of the northeastern region were highest at 0.088, followed by Northern region 0.084, Southern region 0.072 (Pattani had the highest Child-MPI value in the country which was 0.141), Central region 0.060, and Bangkok 0.054 respectively. It was clear that in the northeastern region the child-MPI index was highest. In researching each province in the northeast, Nakhon Phanom had the highest poverty index of 0.120, with Kalasin 0.132, Yasothon 0.079, Sisaket 0.076 and Buriram 0.065. A majority of the poor were classified into the dimension of education. Representatives of UNICEF Thailand suggested that Thailand and countries around the world should work together. Have "investment in children": which will provide the highest return. This investment proved to be a true development of life. The government needed to take action.

Limitations

Data collection was mainly by tests and teacher observations and rating of student individual records of performance. Tools for data collection such as videotaping, digital cameras were not included.

Conclusions

"Investing in children" will create a foundation for the country such as finance, media, personnel, and places for children to study. Publication of books and reading materials that are safe and useful in terms of morality, ethics, culture, security, creative development for young people who will be an important force in the development of the country in the future should continue to increase (Supakorn et al., 2019).

This research found that promoting reading by organizing activities to involve the learners such as prayer, meditation, role playing and fable, speaking, reading and writing were related to students' posttest scores. Reading with parents was found to be interesting, valuable and on par with development in the world arena.

Implications

Research on language skills of rural students of various ages promoted by training materials and studying all language skills in age-based contextual communication and interest should help improve the relationship between the MPI (Multiple Poverty Index) and exposure capabilities and ability to send language messages through communication by appropriate gestures. Research on social awareness, which is pragmatic communicative ability, and life skill basic necessity of rural learners, to mature and be prepared for growth and knowledge, is called for.

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