



THE EFFECTS OF TASK-BASED LEARNING AND COLLABORATIVE STRATEGIC
READING INSTRUCTION IN ENHANCING READING COMPREHENSION
OF MATTHAYOMSUKSA 2 STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements
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BY

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Title	THE EFFECTS OF TASK-BASED LEARNING AND COLLABORATIVE STRATEGIC READING INSTRUCTION IN ENHANCING READING COMPREHENSION OF MATTHAYOMSUKSA 2 STUDENTS
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The purposes of this study are to explore the effectiveness of Task-Based Learning and Collaborative Strategic Reading on the reading comprehension of Mattayomsuksa Two students. The sample in this study were 14 Mattayomsuksa Two students at Rajini Foundation School in Chachoengsao Province who studied English in the second semester of the 2021 academic year and using enumeration sampling. The methodology of this research was carried out using mainly quantitative methods, but employed a mixed methods approach to data collection. The quantitative methods compared the pretest and post-test of the reading comprehension of the students. The qualitative source of data was used to investigate the issues and instructions for developing reading comprehension were retrieved from the learning logs of the students, interviews, and teacher observation. The results of this study were compared to the mean scores, standard deviations and nonparametric statistics. Then, nonparametric statistics used was the Wilcoxon signed - rank test. The reading comprehension of the scores of the students on the posttest were higher than pretest after using Task-Based Learning and Collaborative Strategic Reading at 0.001 The differences between the pretests and post-tests of the students were analyzed and found to be statistically significant.

Keyword : Task Based Learning Collaborative Strategic Reading

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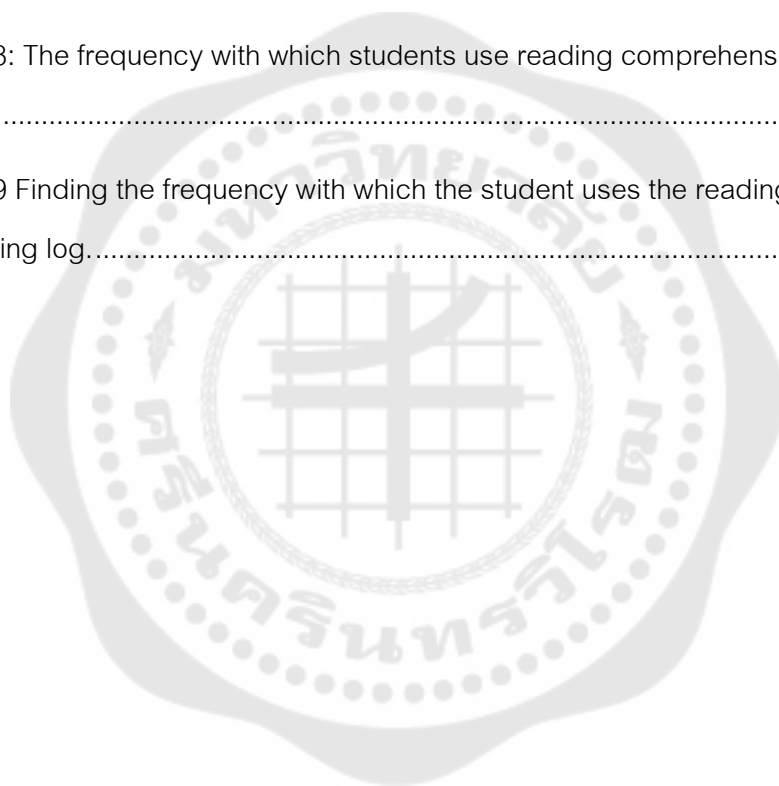
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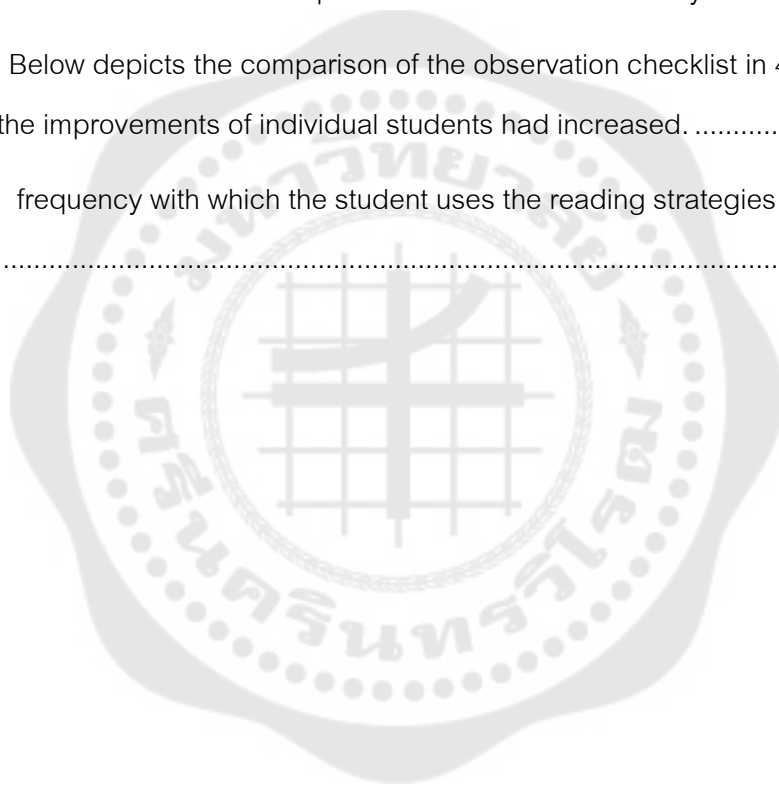
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CHAPTER 1

INTRODUCTION

Background

Reading skills are essential tools for learners throughout their lives. Reading is the foundation of education and the key to understanding. It is beneficial for future cognitive development and life quality. Thus, reading abilities are essential for students of all ages in this present day who teach or study. As a result, building on students' reading skills from the start through reading skills practice, students can learn and write for primary school purposes.

When students begin reading, the primary goal is to improve their ability to comprehend what they are reading as (Pholomani, 2002) states that reading comprehension is a medium for brain growth and problem-solving skills. Moreover, improving reading comprehension skills at the secondary school level can be considered a foundation for developing advanced reading skills, which learners can use to further their education in the future. Thus, skillful reading comprehension is vital for students of school age who need reading comprehension skills to understand.

Since comprehension and interpretation of the materials read can assist in training the brain's work. This refers to (Warathon, 2002), who said that the capacity to read for comprehension is critical for the growth of advanced reading ability. Additionally, the core curriculum of basic education, BE 2551, Substance 1, Language for Communication, as specified in standard 1.1, states that the individual comprehends and interprets stories heard and read in various media and articulated thoughts intellectually. Students must be able to comply with demands, suggestions, and clarifications based on their quality at the end of the third grade. Students must define explanations that are heard and read aloud, including news messages, commercials, and brief verses, correctly reading, defining, and writing various types of non-collective media concerning sentences and the text heard or read. Additionally, students must select/specify a subject, subject matter, details, support, and comment on the subject

heard or read by different sources, including providing justifications and illustrative examples. (Academic and Educational Standards Office, 2008)

The concept of developing learner skills (also known as current educational skills) (The P21 Framework for 21st-Century Learning) is a competence framework that focuses on enabling individuals to gain the skills necessary for lifelong learning. The subjects required to develop those abilities are English, reading, a world language or a primary world language, mathematics, and economics. It is a skill that is incorporated into the essential subjects for people in the twenty-first century that need it as a foundation for self-development in order to learn skills in a variety of fields such as critical thinking and problem solving, creativity and imagination, cross-cultural awareness, collaboration, and leadership, and communications, information, and media literacy. Career development and capability acquisition

As can be seen from the intellectual skills of the twenty-first century, reading and world languages are central subjects that are essential subjects that all must master. As a result, English can be considered an international or global language. Thus, they contribute to developing positive relationships between peoples by understanding the diverse cultures of each race and enabling them to interact adequately and appropriately. (Office of the Commission on Basic Education, 2551) Additionally, proficiency in English is required. As a result, they are being acquainted with further developments and keeping an eye on the developing global situation.

Based on the analysis of 665,310 Mattayom Suksa 3 students' scores of the National Basic Educational Testing (ONET) results of the National Institute of Educational Testing (Public Organization) in English, it was found that the test takers have a national average score of 33.25 points. The subject with the highest average score is Standard 1, English Language for Communication, with an average score of 33.75, followed by Standard 2, Language and Culture, with an average score of 29.55. The results reflect a low mean score. Reading items take 43.75% of the exam; therefore, developing reading skills could help, more or less, increase the overall scores.

The quality of the education system of the participating countries in preparing youth to have the potential for future competitiveness. The PISA (Program for International Students Assessment) was developed under the Organization of Economic Cooperation and Development or OECD. The test takers of PISA are 15-year-old students, considered a compulsory education age. International PISA assessments focus on assessing the student's competence in applying knowledge and skills to solve real-life problems, also known as "Literacy" (Literacy), in three areas: reading, mathematics, and scientific Literacy. Knowing these three areas is essential for life-long learning and a must-have for the population to develop and compete in developing national economies. Thai students achieved an average reading score of 393 (OECD mean 487), a math score of 419 (OECD mean 489), and a science score of 426. (OECD mean of 489). Reading scores of Thai students are the lowest among all three subjects.

By extending a high-quality education system in Thailand, the quality of schooling for students can be raised to an international standard (Ministry of Education, 2020). As a result, the current English teaching style is based on the learner, where the objective is for learners to acquire skills to develop English language ability and skills to facilitate communication by focusing on integrating four skills of language, including listening, speaking, reading, and writing, this technique is consistent with the current English language teaching model, which strongly emphasizes the learners. The focal point and pattern in teaching and learning styles emphasize students' ability to think independently. As a result, students must improve their reading abilities. With an emphasis on the learners' search for knowledge or desire to read more since reading results in learning and knowledge sharing (Liu, 2010), it is consistent with the twenty-first-century principle of competence, which stresses the learner's ability to look for and adequately read information.

Reading skill is an ability needed in a learning process that helps individuals move forward as (Chattiwat, 2000) emphasized the importance of reading as significantly beneficial to learners in seeking knowledge. Students must read textbooks or journals in English to gain a solid and deep understanding of their profession.

Businesspeople and government leaders must also use English as it is a tool that connects them to the rest of the world for getting related information in their fields. Reading allows people to learn about current affairs and events relevant to their everyday lives, leading them to gain experience, knowledge, and a better understanding of the world. It also allows them to learn and know how to develop themselves.

In the context of Thai students to comply with the curriculum; the core of basic education, BE 2551, which requires students to be able to read at a convincing degree of value, it helps to analyze conclusions, interpretations, and express opinions from reading.

Rajini Foundation School is a private school that offers an English program following the Cambridge curriculum. The school, which has been open for two years, offers an English program only at the moment. The school opened in 2019, pushing the importance of enrolling all students in the English program. Subjects taught in English include English, Science, Mathematics, Social Studies, CIVIC, Arts, PE, and Health Education. Although the management of the school has a policy for students to practice all four English language skills by organizing related activities and projects and providing conducive environments to encourage students to develop their English skills regularly, they still did not affect the development of all four English proficiency skills, especially English reading skills. This is a skill-based task that takes place in various subjects. The reading deficiency can be seen in the Mattayomsuksa 1 students' scores in the past academic year from 14 students, who got an average score of 61.25. This average score does not meet the curriculum criterion of 70 points or higher.

After analyzing reading tests, data showed that students made the most errors in vocabulary; Students understood the meaning of the words but could not employ them in sentences properly. Students lack systematic reading comprehension strategies and cannot comprehend papers in that sense. Furthermore, a few students are still unfamiliar with the definitions. Students are unable to interpret the asker's predetermined query. The following table categorizes the scores by exam type:

Comprehension in the literal sense received an average score of 35 percent, and an inferential comprehension score of 26.25 percent, which is less than 60 percent, as defined by the educational institution in the school curriculum for passing the exam without having to retake it. Learners must have a minimum score of 60 percent.

As an English teacher of Mattayomsuksa 1-3, the researcher studied and analyzed the problem and the reasons for the unsuccessful English teaching results and the poor achievement of students in reading comprehension. Based on the experience of teaching students and interviewing the English teacher at Rajini Foundation school, it was found that there are three causes for this problem which are 1) students see reading as decoding letters. They do not try to read to understand the text profoundly or critically interpret or express their opinions about the text, and 2) when asked to share their opinions, students are not confident to express themselves. They are afraid of making mistakes in front of their classmates and teachers. Based on the first cause, a reading approach that enables them to have specific roles would encourage them to reflect on the story and understand the text deeply. According to (Shally Mursalina, 2018), talking about the text students read together will help improve their literacy by enhancing their metacognitive reflection. Talking about what they read and how they read is a must (Richards, 2001); to this end, the researcher has implemented collaborative strategies reading (CSR) to stimulate discussion for deeper understanding. Regarding the second cause, the researcher found that task-based learning (TBL) could promote a communicative environment among students as it helps them to care more about the meaning and less about being correct when they express themselves. As a result, the researcher used CSR and TBL in the current research study to improve the students' reading comprehension.

Collaborative strategies reading developed by Klingner & Vaughn (J. K. Klingner, & Vaughn, S. and Schumm, J.S., 1999) include four steps in the reading process: 1) The Reading Strategy (Preview), 2) Understanding (Clink & Clunk), 3) the gist strategy (Get the Gist) and 4) the wrap-up strategy. This method will help teachers to organize teaching reading comprehension. Apart from the organized way it gives to

the teachers' teaching style, it also positively affects students. Using those four steps in the reading process would encourage students to work together. As a result, it also enhances the teamwork skills of the students as well as the intimacy and friendship among them. It also promotes a sense of responsibility among learners by helping each other read the chapters and find a solution, which would allow students to exchange ideas regarding how to find the correct information in the text.

(Farnaz Masoud Kabir, 2017) studied Iranian students' reading, comprehension, and vocabulary achievements. The findings indicated that a collaborative reading strategy positively affects groups' reading comprehension study and vocabulary learning. The findings would seem helpful to English teachers in deciding whether to choose pair or group work over individual work because it forces participation and provides learners more chances for language usage.

A study by (Thongphao, 2016) in Thailand regarding cooperative reading strategies used a pretest and a posttest to show students' reading comprehension performance. Students' scores averaged 16, equal to 40 %, while the posttest showed that students scored 30.4, equal to 76 % of the performance. As this study showed, using cooperative reading strategies would enhance the students' performance in reading comprehension.

According to the previous studies, the researcher believes collaborative reading strategies are a practical and valuable teaching method. Since this teaching method values students and encourages them to share their views on the topic, it can be used to teach junior high school students reading for comprehension.

Furthermore, the researcher found that Task-Based (TBL) Learning is an important teaching tool to enhance learners' English reading comprehension. This approach would support the learner's thinking skills and learning techniques regarding academic language by providing related exercises or assignments in which learners must do some research to find the answers (D. Willis, and Willis, J., 2007) Task-Based Learning would integrate reading instruction approaches in a variety of ways. It also stresses the preparation of learning activities that will support students in improving

foundational skills essential in reading, such as vocabulary, grammar, synthesis, and reading analysis to find the answer to the reading exercises by themselves. The significant part of work-based Learning and teaching with having an instructor as a guide along is that it would motivate and direct learners to gain experience in using the language in a variety of situations (D. Willis, and Willis, J., 2007)

Suphanee Arsairach (Chaengraj, 2014) studied “Improving English reading achievement through task-based reading activity model.” Four lesson plans were used in this study as research instruments. With extra task-based reading tasks, pre-post reading skill assessments, and a survey of the student's thoughts about the activities. The findings of this study were as the following:

The average formative test score for the four lesson plans and supplemental reading tasks was 77.17 percent, while the average summative test score was 73.04 percent (77.17/73.04), all of which were higher than the predicted criteria (70/70). Also, at the 0.05 level, the student's reading skill after completing the activities was slightly higher than before learning the supplemental reading activities. Furthermore, the students were finally pleased with their plans and reading opportunities.

For the reasons mentioned above, the researcher is interested in conducting a study on reading comprehension development using Task-Based Learning (TBL) and Collaborative Strategic Reading (CSR) for Mattayom Suksa 2 students at Rajini Foundation School Chachoengsao province.

Research question

The research question of the study was:

What effects do Task-Based Learning and collaborative strategic reading have on reading comprehension?

Objective of Study

The objectives of the study were:

To explore the effectiveness of Task-Based Learning and collaborative strategic reading on reading comprehension.

Research Hypotheses

Reading comprehension achievement after using Task-Based Learning and collaborative strategic reading increases significantly.

Significance of the study

This study contributes valuable ideas related to the effects of reading comprehension. This offers advantages to English instructors, language teachers, curriculum developers, parents, and researchers in integrating task-based Learning and collaborative strategic reading in reading comprehension. It also provides some suggestions for teaching reading comprehension skills to young learners. In education, Learning is not about remembering but solving and understanding those problems; they learn by doing. The students learn new skills when participating in collaboration of group or team settings, having the freedom to study, and receiving help from their friends, teachers, or assistants, inside as well as outside of class.

Scope of the Study

This investigation explores the effects of Task-Based Learning and Collaborative Strategic Reading to enhance the students' achievement and satisfaction in reading comprehension. This study will apply to Mattayomsuksa 2 students with fourteen students at Rajini Foundation School, Chacheangsao province, who study English subjects in the first semester of 2021. The study will be conducted over three months, from November 2021 to January 2022, with two hours per week of class time. The research is comprised of a pre- and post-test.

Definition of terms

Following were definitions of the terms used in this research.:

Task-Based Learning (TBL) and **Collaborative Strategic Reading (CSR)** refer to organizing teaching and learning activities that are a process for teaching and learning that integrates task-based learning and CSR, which improves students' reading comprehension ability. When combining these two approaches, the focus is shifted

from teacher to students. Teachers then group students by threes or fours, with each group of students with medium and poor reading ability. The researcher used the following steps adapted from Willis & Willis's (2007)'s TBL and Klingner & Vaughn's (2004)'s CSR.

Step1 (Pre-task)

1. Teacher setting a purpose (TBL)
2. Teacher makes students' groups by mixing students' abilities with 3-4 persons for each group. (TBL,CSR)
3. Implementation of the strategy preview:
 - 3.1. brainstorming: discuss what has already been known or learnt. (CSR)
 - 3.2. predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)

Step 2 (Task Cycle)

1. Complete reading assignments with the Click and Clunk Strategy (CSR)
2. Determine the necessary clunks and fix-up strategies. (CRS)
3. Use the Get the Gist Strategy to identify a reading passage's main ideas (gist). (CRS)
4. Give the gist in one's own words the basic notion of a person, place, or thing, disregarding details. (TBL, CSR)

Step 3 (Post task)

1. Locate answer questions within the text (CSR)
2. Review the knowledge acquired, record it in the learning log, and share it with the group. (TBL)
4. Brainstorm the reading text. (CSR)

5. Write sentences or short passages to summarize the story. (TBL, CRS)

6. Present the summary to classmates. (TBL)

Step 4 Evaluation

1. Considering strategy usage; summarize the group work strategies and invite teacher reflection and commentary. (TBL,CSR)

2. Evaluation of products and outcomes assessed (a) by the teacher and (b) by the student. (TBL,CSR)

Reading comprehension refers to one's ability to understand the printed text, as evident in reading logs and reading text in formative and summative assessments. Reading comprehension also refers to (a) prediction, inference, and contextual clues from titles, subheadings, pictures, and content and (b) recollection of details, main ideas, sequence, and relationship ordeals of characters.

Conceptual Framework

To develop a framework, the researcher combined the learning concepts of two approaches: cooperative learning (Johnson, 2001), experiential learning (Kolb, 2009), and social constructivism (Vygotsky, 1980). Several research theories aid in the development of English reading comprehension. However, based on the problem of the researcher's students, it is necessary to firstly help build their confidence to express their thoughts about what they read. Using an approach that focuses on meaning, not on forms like task-based instruction, would encourage them to feel more relaxed to communicate. Moreover, the problem concerning students not understanding the text deeply could also be solved using cooperative learning. Each concept is essential and contributes to the development of the following reading comprehension skills.

The researcher will develop a learning management model for teaching reading comprehension based on the three principles of the Social Constructivist theory,

particularly the Scaffolding principle. From teachers who will assist and encourage students as they participate in collaborative learning activities. An activity encourages students to work together in consultation to achieve the objectives and also helps to strengthen group collaboration skills among students in accordance with the task-based learning context. The combination of Task-Based Learning (TBL) and Collaborative Strategic Reading (CSR) enables students to use language in real-world contexts and encourages group collaboration to foster analytical thought and create knowledge in learning.



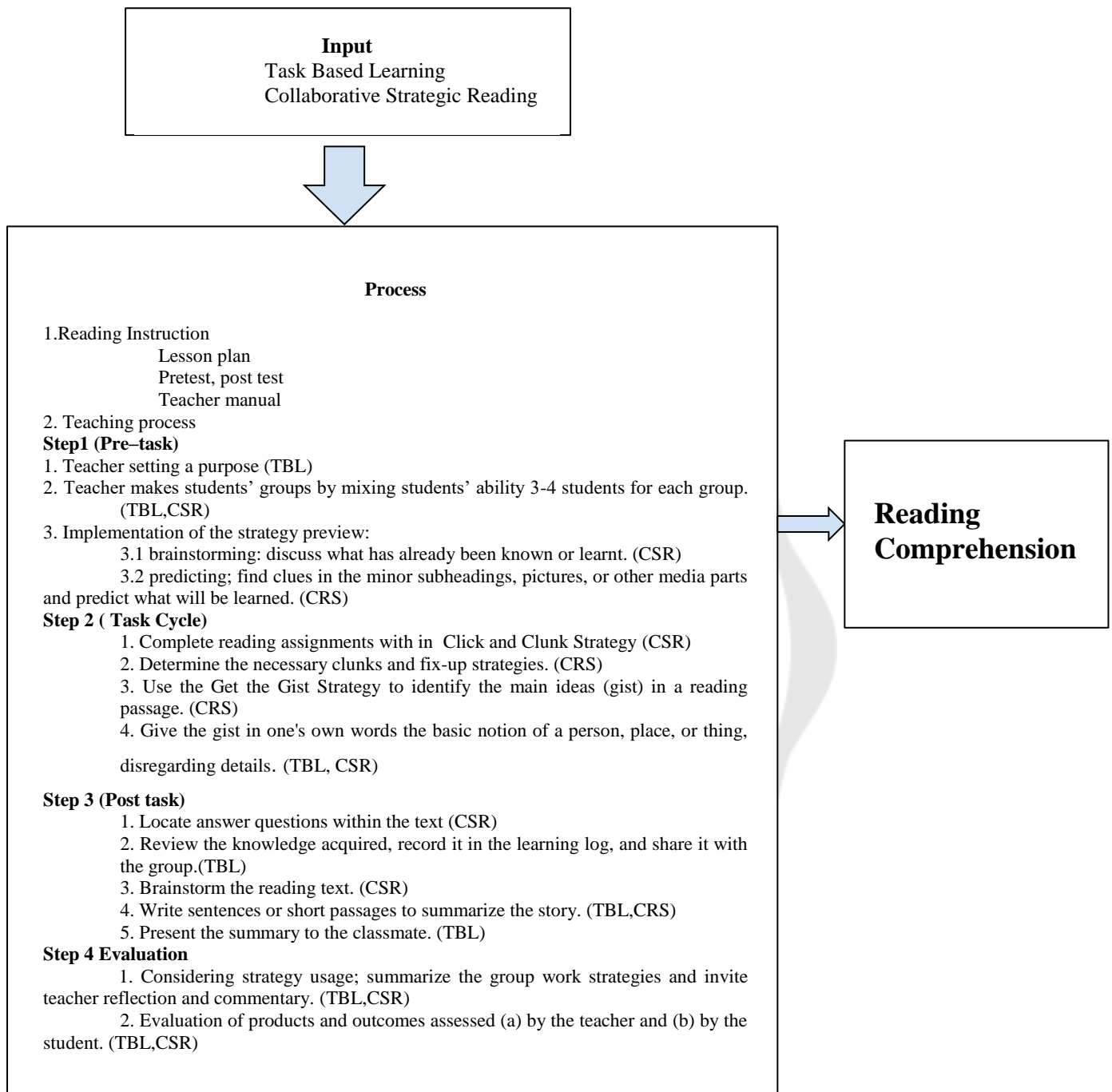


Figure 1 The diagram below illustrates the relationship between the variables of this research.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews literature relevant to the effectiveness of Task-Based Learning (TBL) and Collaborative Strategic Reading (CSR) to better students' reading comprehension. The following is a synthesis of a theoretical framework and related research:

1. Task Based learning
2. Collaborative Strategic Reading
3. Task-Based Learning and Collaborative Strategic Reading
4. Theories and approaches relating to TBL and CSR
5. Reading comprehension
6. Learning concepts based on Bloom's taxonomy theory
7. A Review of Task-Based Learning and Collaborative Strategic Reading

1. Task Based learning

Task-based learning management is a type of Active Learning that connects teaching methods with learning management to provide students with different skills needed for daily living and stresses the value of learning from real-world experience and problem-solving problems in everyday life. Consequently, the researcher has performed additional studies on task-based learning management.

According to (Harmer, 2001), Task-based Learning is a new approach to learning management. This learning method is mainly concerned with the content and progress of the assigned workload or piece of work. Furthermore, it concerns grammar and the correct utilization of language forms. However, with Task-based teaching and learning, the same would be correct. The learner is given the piece individually, reducing the provisions of the language format by completely leaning on their own.

Estaire and Zanón (Estaire, 2003) said there is a fundamental understanding and starting point for this form of learning management, "task," through the target

language. During the workload, the teacher is responsible for inspiring students to complete their desired assignments. After communicating in the target language after completing the work, the teacher will play a part in demonstrating the grammar. As a result, completing the task is the primary goal. Mastering the language to achieve specific tasks is a secondary goal.

Nunan discusses task learning administration as a form of learning management that focuses on the learners' interests. Task learning management stresses using the target language to interact to allocate material better during the task. Use instructional tools, such as setting the location as true to reality as possible. As a result, the learner knows the language and develops new experiences before he can read on his own and use it in everyday life. That is to say, work-based learning management serves an essential purpose. The goal is for students to be able to adapt what they have learned in the classroom in their daily lives. (Nunan, 2004)

According to Willis and Willis (D. Willis, and Willis, J., 2007), the most effective way to teach language is to encourage learners to practice using actual language. It begins in the classroom with tasks such as talking, solving problems, playing games, or other educational activities. This is an experience that requires students to take their vocabulary seriously. Task learning management is a new training approach that differs from previous approaches. This stresses the teacher's ideas and then asks the students to obey. However, task management goes oppositely; it would first encourage children to learn independently; the teacher is only a facilitator and then starts to teach after that.

Long (Long, 2015) states that task-based learning starts with a needs analysis of the students before choosing the suitable task for each group of learners. In other words, tasks students perform in the class should be carefully selected by the teacher to ensure they are all related to the students' needs in real-world situations. He also states that the students should do tasks in a way that does not require much consciousness. They should be done like when they, for example, brushing their teeth, preparing breakfast, lunch, or other daily tasks. To that end, students should not be framed to use specific language structures but to select any structures freely to finish the task.

In conclusion, task-based learning can be described as a learning activity covering all the learners' needs. It encourages students to work independently. Teachers place a premium on the patterns of activities occurring in the natural world and daily life. The teacher diminishes the coaching position to fill in the gaps in learners' understanding, the primary goal of task-based learning is to complete the assigned workload in the target language and reduce the rigidity of the language's layout.

1.1 Definition of task

In the literature, numerous scholars and authors have defined the term 'task' from various perspectives. Following is the transition from the generalized to the term's most detailed definition "task."

Breen (Breen, 1987b) is a work plan to promote language learning from simple levels to more complicated activities, such as problem-solving, decision-making, etc.

Prabhu (Prabhu, 1987) The term "Task" refers to the tasks critical to the job's performance. The instructor offered only the details necessary to complete the job task. Facilitation of tasks is the instructor's responsibility. Moreover, he will resume his task until the workload is completed.

Carter and Nunan (2001) refer to communication during the completion of an assignment or piece of work as a task for which the learner uses the target language of communication.

Willis(J. Willis, 2000) Task means an activity or work that uses target language to communicate during the completion of that activity or work. Similar to (Ellis, 2003) and (Cameron, 2005), who refers to a work schedule on which students can learn. The language in which the mission must be completed. The task assessment would place a premium on the content's quality and suitability. The task's primary goal is to instill trust in the learner to use the target English in daily situations such as reading the bus schedule. After that, students will incorporate it into their daily lives. The medium used to educate should be one that is popular in everyday life

Nunan (Nunan, 2004) Task is a term that refers to a piece of work that demonstrates how much the learner comprehends the class. They may build a reasonable workpiece or workload for the purpose if there is understanding. Reduce the physical demands of teaching grammar And place a greater emphasis on the content's significance

Table 1 Summarize the definition of task

Author	Highlighted point	Author's Definition of Task
Breen (1987b)	Task plan and activity	The learning activities are based on the task objectives and plans.
Prabhu (1987)	Activity	There is a requirement for learners to finish their assigned job freely using whatever ways they can.
Willis (2000) Nunan and Carter (2001)	Communication while performing tasks	Require target-language communication in order to complete the task.
Ellis (2003)	Task plan	Requires learners to complete assignments as planned in the target language.
Nunan (2004).	Focus on meaning	The importance of grammar and language structure is reduced while placing a higher premium on the content's value.
Cameron (2005)	Classroom activities concerning real life	Tasks must be applied to real-world circumstances encountered in everyday life.

From the study and research of the definition of “Task” by eight authors, it can be concluded that the task can be a work activity, work plan, or workpiece that aims at the learner to use the target language in communication during the task. Learners are free and open to thinking about finding ways to accomplish their tasks. It reduces the role of teaching grammar but focuses on the meaning of the content to be conveyed more to apply the knowledge from the workload in the classroom to be practical in daily life.

According to this definition, the researcher defines the “task” in the English reading activity as activities that encourage learners to embrace and communicate in the language in order to facilitate the understanding of the students while practicing reading skills from that task by implementing or solving problems to achieve language learning goals.

1.2 Task components

The researcher investigated the components of task learning management to improve task learning management effectiveness and make the most of the learners. The following elements must be adapted and specified under this research:

Ellis (2003) identified the following elements of task-based learning management:

1. Goals are the general purpose of the task, such as practicing describing things so that students can use relative clauses or more.
2. Input (Inputs) provides information related to the students' workload.
3. Conditions are how the teacher presents information, such as a separate presentation with holistic content.
4. Procedures are carrying out work tasks such as doing as a group in pairs.
5. Predicted outcomes:
 - 5.1 From the workpiece (Products) is a prediction of the workpiece that will be done when the workload is completed.

5.2 From the process (Processes) is to predict the nature of the language. The learning process is linked to the task-based.

Nunan (2004) Shown below are five task-based learning:

1. It is the instruction that focuses on communication by user interaction with the target language
2. Use authentic teaching materials when learning in the classroom.
3. Create opportunities for students to do activities focusing on both languages and the learning process.
4. Let learners use their personal experiences to participate in learning in the classroom.
5. Use work-based learning management activities and connect the knowledge of the classroom language used in conjunction with the language outside the classroom.
6. It is a task that focuses on language for communication.

To summarize, task teaching management is a teaching and learning management that focuses on the task. The task that is the subject of the work allows students to use language for conversation and exercise task-related abilities, whether by intervention or problem-solving, can gain success in mastering the target language.

1.3 Classifications of tasks

Task-related tasks come in a variety of forms. When organizing learning tasks following the task-based, there is a focus on communication learning. Applying language in daily life is more critical than learning a grammar-focused language. This has resulted in people categorizing Task-based learning into the following types:

(Prabhu, 1987) classified the task into knowledge sharing operations, information processing activities, and information processing activities. Activities for sharing ideas and providing new knowledge include the following:

1. A knowledge-sharing exercise (information - gap task) is a task through which students interact and exchange information through the usage of words.

For their group members or in the school, this results in the transmission of knowledge from one individual to another.

2. An exercise to present new information (reasoning - gap task) requires students to consider, evaluate, deduce, diagnose, reason, or use personal beliefs while presenting new information, requiring students to reschedule their classes by defining the period and course. In addition, they can have arguments for arranging accordingly.

3. An opinion-gap role task is where learners exchange their views. That occurs with tales, themes, or significant events in society through voicing feelings, views, or reactions toward a story or circumstance presented by the instructor.

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Willis (2007) offers the following activities in task-based Learning:

1. Listing activities are activities that focus on students practicing separating information into a list or mind map in which students will have to inquire and exchange information with the opponent to obtain the entire information in the list of other parties

2. Ordering and Sorting activities consist of 4 sub-categories as follows:

2.1 Chronological order of events in chronological order of occurrence.

2.2 Sorting by valuation or by scoring criteria.

2.3 classification grouping according to specific categories.

2.4 Independent classification.

3. Comparing activity is an activity in which data from various sources is paired to find connections and compare them for similarities and differences.

4. Problem-Solving Activity is an activity that focuses on problem-solving skills using analytical thinking and reasoning; the introduced problems may be real problems. Problems with a chain effect are where learners must assess the situation,

compare various information, and fix the problem. Often, the facts are investigated, and an investigation into the source of the problem is in this activity.

5. Sharing personal experiences is an activity that focuses on students sharing experiences freely. The aim is to discuss informal social stories.

6. Creative Tasks, also known as project activities. This requires learners to act in pairs or groups without a fixed format. During the construction of the project, the above five activities may be included to complete the project

Richards (Richards, 2001) identified five different workload management strategies for teaching and Learning:

1. The jigsaw challenge enables students to share knowledge. To complete a partnership with another, such as Each community of learners receives exclusive storytelling material. Students must share their tales with other individuals by following the story's chronology.

2. The information exchange workload (also known as the information - gap task) is a type of workload operation that requires learners to share information between persons or classes. To obtain various databases, learners must collaborate to request and supply details necessary to complete the assignment.

3. A problem-solving task (problem-solving task) is a workload operation that requires learners to generate a solution to a problem based on a defined condition and a collection of facts.

4. A decision-making assignment is a workload exercise that requires students to think in order to make choices about a topic or issue that the instructor has assigned, and in which students must justify their reasoning.

5. Opinion exchange assignments are a type of workload operation in which students exchange viewpoints. Discuss a variety of subjects collectively and do not need the presence of an idea to contrast with others.

In summary, the activity patterns utilized by the task-based learning management system Three researchers found the beginning characteristics of the activity. The procedure is straightforward, uncomplicated, and does not require multiple

skills at once; there is no need for thought or decision-making. After that, the activities proposed by each scholar will become progressively more challenging, culminating in the activities proposed by the last scholar, which are the most challenging. Some tasks require multiple skills simultaneously; for instance, Willis (2000) and Richards (2001) suggest that problem-solving is an activity that requires critical thinking and reasoning. While receiving the information, it is essential to comprehend the problem's origin and decide which approach to take to solve it. The three scholars in each type of activity tend to encourage group or pair collaboration.

1.4 Framework for Task-Based Learning (TBL)

The framework of TBL defines guiding levels for implementing TBL teachings. According to Ellis (2003), the development of a lesson plan based on tasks requires taking into account the phases or elements of a lesson that has a task as its primary part. Several variations have been suggested

Prabhu (1987) divides task-based instruction within two stages: 1) Pre task: to shown and define the task to determine the degree of difficulty for certain individuals, to adapt the primary task as needed, and, most importantly, to emphasize the importance of the assignment to “enable the task-related vocabulary to come into action.” (2) Mission; the task itself will be carried out by pupils, with the task result serving as the primary objective for the learners.

According to (J. Willis, 2000)Willis (2000), the phases involved in task-based instruction can be organized as follows: Pre-task: The teacher introduces the subject and task to the class, illustrates critical terms and expressions, and assists students in comprehending and preparing for the task. Students can watch a video of someone else doing a similar role. It includes two sub-steps: Students examine and analyze specific aspects of a published document or copy, and 2) Practice: The teacher stresses the application of newly found concepts, phrases, and trends during or after the study. Three sub-steps must be followed throughout the task cycle, namely 1) Tasks must be completed by students in pairs or groups under the direction of the

instructor, and 2) Planning: Students speculate and investigate how to show their mission results, as well as what they decided or learned to the class. 3) Report: Students show their findings with unique styles or share written papers and compare them.

Ellis (2003) concluded three steps corresponding to the sequence of a task-based lesson:

1) Pre task refers to numerous activities in which instructors and students may participate in before starting a task. Conversely, This technique may be carried out in one of the following four ways: (1) assisting similar students in completing a task to the one they would execute during the lesson's task phases; (2) requiring students to follow a model for performing a task; (3) including learners in non-work tasks in order to prepare them for the task as well as (4) strategic preparation prior to executing the primary task.

2) During task focuses on the current activity and offers many learning options including whether or not students are expected to work within time constraints. There are two fundamental types of procedural alternatives: (1) Prior to the completion of a job, there are decisions that may be made on how the work can be accomplished successfully and therefore prepared for by the instructor; and (2) process options, including online decisions made by the students and the teachers on how to finish the assignment.

3) Post-task entails protocols for monitoring task results. There are numerous options for three primary pedagogical objectives: (1) in order to allow the process to be performed again, (2) to induce a concentration on methodical task performance; (3) to urge an emphasis on the type, particularly those forms that presented difficulties for the students during task completion.

According to Willis and Willis (2013), a lesson based on tasks is unlikely to include a specific task but rather a series of related tasks. The teacher-led presentation is regarded as a separate task. A series of tasks presented in a predetermined order enables students to navigate events and negotiate definitions successfully. They are

completed prior to the primary task. The activities assist learners in preparing for the next level by priming them. This method allows students to search their input for language that may be useful for future output. It is alluded to as 'assisting with assignments.' According to Willis and Willis, facilitating tasks is an essential component of the task series because they "prime" and "prepare" students for the objective or classroom task. Class discussion is the subsequent activity that contributes to the reading assignment. However, it is essential to focus on the context at all times constantly. Regarding the conclusion, the type focus phase provides three purposes. It tends to help students make sense of previously acquired language. It highlights practical ways for future learning, and it motivates students.

According to Willis and Willis (2013), the series of activities may be classified as follows: 1) Initiation, 2) Preparing, 3) Task-specific attention, with 4) Form-specific attention. Though some researchers have suggested additional task sequences or TBL frameworks, existing and frameworks generally accepted are given above. The table shown below summarizes the constituents of the frameworks for the proposed of task-based learning with academics and task-based learning method utilized for the purpose of this investigation.

Table 2 The Task-based Learning Framework Synthesis

Author	TBL	TBL Framework Synthesis
Prabhu (1987)	<p>1. to introduce and explain the task, determine its complexity regarding the students in question, change the primary task as required, and, perhaps most vocabulary significantly, "enable the task-related to come into action."</p> <p>2. Mission; the task itself will be carried out by students, with the task result as the primary objective that preoccupied the students.</p>	<p>1.Pre-task; prepare students before-reading strategy to describe and illustrate the task.</p> <p>2 On during the task, The teacher provides guided practice and encourages the use of new reading</p>

Willis (1996)	1. Pre-task; topic and task introduction The instructor emphasizes the topic during class discussion. valid words and phrases and helping students comprehend work instructions and	strategies.
	Preparation. Students can listen to a recording of another person performing a comparable task. 2. Task Cycle Task, The task requires that students work in pairs or small groups to finish it. The teacher tries to focus from afar.	3. Post-task; Students develop questions from the text, Reviewing what they would have learnt and recording it in their
Willis (1998)	Planning: Students prepare to report (orally or in writing) to explain to the class how students completed the assignment, what students decided, or what students learned. Others compare and contrast their written reports while presenting their findings to the class. Students can now focus on language while listening to a recording of someone performing a similar activity and comparing their tasks. Students analyze and discuss particular facets of their assigned text or transcript. The teacher conducts practice with newly found words, phrases, and patterns during or after the study.	learning logs, and discuss them with the class using the Wrap Up Strategy.
Ellis 2003	1. Pre task, This phase could also apply completed inside each 4 alternative steps: 1) During task phases, instructors assist students in executing a similar job that they will perform	

	<p>throughout the lesson. 2) by requiring students to observe a replica of the task being performed, 3) by engaging students while non-task actions that train for them to complete the task, 4) by setting up the main task</p>	
	<p>strategically. 2. During task: There are essentially 2 different types. (1) 'task output options' Prior to the completion of the work, the instructor may arrange for decisions that can be made on how the task should be accomplished; and (2) 'process options' incorporating online instructor and student decision-making over how the job should be accomplished while the activity is being completed. Post-task; entails procedures for monitoring the performance of the task. Several possibilities are using three primary educational objectives: 1) to offer a chance for the task to be performed again, 2) to promote consideration of how the work was accomplished, and 3) to urge learners to focus on form, especially those forms that posed difficulties during task execution.</p>	
<p>Willis and Willis (2013)</p>	<p>1. Priming You may prepare by discussing thoughts, students' knowledge and vocabulary for the lesson are enhanced. 2. Preparation</p>	

	<p>students create a list of organize forthcoming tasks.</p> <p>3. Target task The instructor organizes a series of activities with distinct qualities and objectives for students to complete.</p> <p>4. Focus on form Specific forms to generate and control are emphasized, described, and performed.</p> <p>5. Evaluation Engage students in-class conversations and assess their responses after each session to collect qualitative data for lesson improvement</p>	
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Form 2 is the synthesis of the Task-based Learning Framework, and the researcher will apply this framework in the lesson plans as follow:

1. Pre-task before reading strategy, present and demonstrate the task, and students are prepared for their duties in mixed-ability groups.
2. By having students complete reading tasks, the teacher gives guided practice and develops reading methods during the activity.
3. Post task: learners utilize the Wrap Up Strategy to develop questions based on the reading, review the acquired knowledge, record and share them in their learning logs.

While task-based learning relates directly to the development of the students' communication or their language output, reading comprehension should not be viewed as a receptive skill student need to practice only by reading. Forcing output, as (Nadia Ben Amer, 2020) mentioned, could help students to comprehend deeply what they are reading. Reading was not only the process of decoding text. It also involves expressing the students' thoughts by discussing them with their peers to encourage

deeper understanding and critical thinking. Communicative skill development from task-based learning was the added benefit the students will also receive.

Numerous academics have studied task-based learning. The studies discovered that the steps Cameron (2005), Ellis (2003), Willis (2000), and Prabhu (1987) each identified three significant steps with sub-steps that are straightforward and easy to implement. Cameron (2005), Ellis (2003), Prabhu (1987), and Willis (2000)'s steps are consistent with the development of English reading comprehension skills. Consequently, a task-based learning step process planned by the researcher utilized the ideas of each scholar to develop lesson plans and lessons to solve students' problems with reading comprehension and also to cater to students with varying levels of learning ability and concentration, as well as varying levels of basic knowledge so that learners can Utilize language as a tool to achieve students' goals.

2. (CSR) Collaborative Strategic Reading

CSR Strategies or Collaborative Strategic Reading was a reading strategy to enhance reading comprehension. It was invented by Janette K. Klingner, a professor at the University of Miami, the United States, and the University of Texas, the United States of America. Professor Sharon Vaughn Klingner et al. (Vaughn, 2002) cite cooperative reading strategies. CSR is a reading comprehension strategy which emphasizes cooperation in the exchange of reading ideas and is student-centered.

Bryant et al. (Bryant, 2001) declared that Collaborative Strategic Reading is a technique for improving reading comprehension that enables students to employ effective reading strategies while engaging in reading activities, emphasizing collaborating and exchanging ideas while reading. It is a method for teaching reading comprehension that combines role-based teaching with cooperative learning by having students adopt reading strategies such as exploring the text. Bryant's technique is consistent with Bremer et al. (2002) assertion that "cooperative reading strategies" are more effective than independent reading strategies.

In conclusion, Collaborative Strategic Reading was a pedagogical strategy that encouraged students to read together focuses on developing reading comprehension skills. It emphasizes cooperation in working in groups to exchange ideas and mix learners' abilities within the group by having students explore all the readings briefly, divide the reading into sections to gather vocabulary and capture the essence after reading all of them, and summarize and review the entire chapter. In every step of reading, students will discuss and exchange ideas within the group to conclude the content that the learners read on their own.

2.1 Importance of Collaborative Strategic Reading

The cooperative reading strategy was created to assist students with their reading difficulties. The objective is to provide students with clear, step-by-step strategies for reading comprehension. A notable mention is made as well as the advantages of collaborative reading strategies, which students can use when reading independently.

Bryant and others (2001) emphasized the significance of collaborative reading strategies. It works exceptionally well for a diverse range of students. In addition to aiding in the development of reading comprehension skills, the students' varying skill levels also allow for a variety of reading comprehension strategies to be implemented following (Clapper, 2002); asserted that collaborative reading strategies fostered the development of teamwork skills. It also promotes the growth of interpersonal competence. It is an effective strategy for fostering reading comprehension among students, particularly those with reading and teaching difficulties. Bremer et al. (2002) also stated that cooperative reading strategies should be implemented in secondary schools. It is a strategy that improves students' reading comprehension skills. This can be effective for classes with varying levels of proficiency. Activities designed based on CSR are the teaching and learning activities that enable students to practice reading skills while exchanging ideas and comprehending the reading's content. It also provides students with a deeper understanding of group work skills. Vaughn (2002) also

emphasized the significance of cooperative reading strategies. It is a method for enhancing students' reading comprehension of all skill levels. Teachers can employ the strategies effectively in the classroom because it makes reading activities enjoyable for students. After all, students can share their knowledge. The students will also recognize this strategy's utility in reading the content of other subjects.

Reading was concluded to be significant. Collaborative Strategic Reading (CSR) was a crucial strategy that helped develop content teaching for teachers. Students acquire expertise in working with others to comprehend reading to improve vocabulary, which is helpful for students of all levels and abilities.

2.2. Components of Collaborative Strategic Reading

The following are the main components or strategies of Collaborative Strategic Reading as defined by (J. K. Klingner, & Vaughn, S. and Schumm, J.S. , 1998)

1. Prediction (Preview)
2. Known and unknown words (Click & Clunk)
3. Understand the point (Get the Gist)
4. Summary of issues (Wrap Up)

Collaborative Strategic Reading emphasizes a learner-centered solid approach, and the teacher's role is a facilitator. For this reason, teachers must explain each step to students so they know exactly what they are doing and can do it mostly independently. The details of each reading strategy are as follows.

1. Preview or prediction strategy. Before starting reading the whole text, this step intends to activate the prior knowledge and link it to the newly read knowledge the students are about to acquire.

2. Known and unknown words or Click & Clunk. Learners use this strategy while reading the text. The goal of this reading strategy is for the learners to assess their reading comprehension. Students divide vocabulary words into two categories: words that they know the meaning of (Click) and words that they do not know the meaning of (Clunk). Each group member will receive a word card to write

down unknown words (Clunk chart). After all, members have their known and unknown words list ready; they share, exchange, and learn the chart with their group members. After sharing, the words that nobody in the group knows the meaning (Clunk) will be brought up for the group to try to come up with meanings together by using other reading strategies to help, such as reading again, using context to help find meaning, guess the meaning using prefix suffix, or finally, find a dictionary definition. At this time, they will help each other to consult in groups while the teacher gives some advice.

3. Get the Gist. Students use this strategy to understand each paragraph's reading and critical ideas. The goal of doing this step is to allow learners to tell stories that are read in their own words to confirm that the learner understands what is actually read. Here the teacher wants students to identify the story's main idea and details of who, what, where, and how.

4. Wrap Up. The students use this strategy to summarize the main idea by asking and answering about the reading to check how much they understand the critical idea. The teacher might, for example, ask what question the students would ask if they were the teacher. Learners will ask how and other questions. These questions may be questions that measure comprehension at three levels, namely the level of reading letters, level of comprehension, and the level of critical understanding

2.3. The benefits of Collaborative Strategic Reading

Advantages of Collaborative Strategic Reading are explained as follows: (as found in Klingner & Vaughn, 1998)

1. Teaching activities that allow students to practice reading and exchange opinions. It encourages students to grasp the overall reading comprehension.

2. Write unknown words that do not know the meaning in the learning log, then a group discussion to identify the meaning of words. It helps with understanding new words.

3. Working in groups to share ideas contributes to developing interpersonal skills.

4. Brainstorming and bringing together the information gathered to assess the most appropriate answer is encouraged to help each other. Analyze and make decisions, thereby helping to improve reading content better.

Furthermore, Klingner's (1997) and Vaughn (1998)'s research studies results confirm that Collaborative Strategic Reading was beneficial. Their experimental research implementation of Collaborative Strategic Reading with students studying English as a second language indicates that students who were instructed using Collaborative Strategic Reading have a higher reading comprehension score regarding their understanding of contents and vocabulary.

Consequently, the core principle of collaborative reading strategies is encouraging students to use practiced reading strategies to help them grasp what they are reading. A variety of reading programs is intended for students in mixed-ability classes or with mixed, strong, medium, and low reading abilities. It is imperative that everybody cooperates and takes responsibility for their tasks for the same goal, group success.

2.4 Teaching process using cooperative reading strategies

Klingner and Vaughn (1999) divided their collaborative reading strategy instruction into two parts.

Part 1 is the preparation before teaching.

1. Teachers advocate the use of guided reading techniques. This study's reading techniques review previous background knowledge and experiences on a subject to connect them with the new information. It is essential to know how to use these techniques in the following order:

Step 1: The teacher assesses the learners' previous comprehension and familiarity with reading practices to develop an understanding of the learner's basics.

Step 2: Teacher explains reading strategies in easy-to-understand language. With details as follows:

- 1) Terms and concepts or meanings of reading techniques.
- 2) The meaning or gain of reading techniques.
- 3) Putting reading tactics into action.
- 4) Options and explanations for using reading techniques.

Step 3: The teacher shows how to use different reading techniques.

Step 4: Students learn reading techniques with the assistance of an instructor.

Step 5: Teachers and students go through what they have experienced again.

2. Teachers divide learners into small groups according to their preferences and skills. Group students with various skill levels in one group; there are approximately 5-6 students of varying ability: strong, medium, and poor. A community member is given a detailed description of his or her assigned tasks to interpret and understand responsibilities.

Part 2 The beginning of reading using cooperative reading strategies includes the following steps.

Step 1: Before reading,

1) Brainstorm: Students can do a quick reading by looking at the title or picture. Get a teacher to construct the framework to associate old wisdom with the content about to be read. Teachers use questions to inspire students to evoke their initial information.

2) Students can use prior experience to anticipate or predict what they will read using their background knowledge or experiences. The teacher is only an analyst who allows the students to share their views.

Step 2: Step while reading

1) Understanding the material and challenging words (Click and clunk): Learners can read a short reading and mark the bits they do not understand, then explore the context of the term or text in a community setting. If students cannot

reach a definitive decision, learners can seek advice from a nearby classmate or teacher.

2) Reading for gist (Get the gist) Students can closely read the text and find the gist. They then share the gist in their native language and debate in small groups to ascertain the group's consensus.

Part 3 learners will report details from the activity in the learning log table during the three reading parts listed. (Collaborative strategic reading learning log). The table was taken from KWL charts by Klingner. This table would also aid teachers in measuring students' comprehension. The table is divided into six sections:

Section 1 documents the learners' previous knowledge or interactions with the reading portion.

Section 2 keeps track of forecasts or guesses regarding the story read.

Section 3 is for writing down tricky words or text, incorporating the significance of the group's findings.

Section 4 contains a rundown of the chapter read.

Section 5 is used to keep track of student-created questions and answers.

Section 6 is where learners document the core of what they have heard.

Table 3 The learning log table

CRS Learning log

The Topic for today is

Date

Before Reading

What the topic that I know already. <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div>	What I anticipate I shall learn <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div>
--	--

During Reading

Click & Clunk <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div>	Get the Gist <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div>
--	---

After Reading

Question on the passage's important concepts <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">5</div>	What I learned. <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">6</div>
---	--

2.5 The positions of teachers and learners

1. Teachers' position

The teacher will play an essential role in teaching reading using cooperative reading strategies in the beginning. The teacher explains and demonstrates how to use strategies. He or she is just a facilitator in the class to provide counseling and possibly assistance if needed.

2. Students' position

In groups of 4-5, students of mixed abilities were assigned different roles and duties, including the group's leader, the vocabulary expert, the gist expert, the coordinator (optional), the announcer, and the timekeeper (optional). The leader understands the whole process of the task. The vocabulary expert must gather the vocabulary words that other group members do not know and encourage them to share when they may know, but others do not. The gist expert asks the group members to share what each of them thinks the gist is. The coordinator reminds the leader of the steps they are and should be. The announcer acts as the meeting host who delegates the chance to all members to speak equally. Finally, the timekeeper reminds the groups how much time they have.

All students will be assigned different duties within a group of responsibilities, including:

2.1 The group leader's primary responsibilities include ensuring that the reading follows the specified procedures. It is, therefore, the arbiter of any conflicts that might occur. It is therefore essential to supervise the participants in order for them to work with the party.

2.2 Clunk Expert will guide the debate on the unknown words and ensure that all participants join. This person will encourage everyone to share their unknown words without feeling that anyone's unknown words are too easy and embarrassing.

2.3 Gist Experts lead the discussion on the gist that each member can find and try to summarize the group's opinion.

2.4 **Announcer** will supervise and encourage all members to act as well as be a coordinator with other groups and teachers

2.5 **Timekeeper** will monitor the time spent on each activity to avoid exceeding the time limit.

2.6 **Scorekeeper** is someone who maintains track of a member of the group's score; for example, if a participant makes comments, shares ideas, or asks questions, he or she receives 1 point, and the contributor will report this score at the end of the activity.

The research (Millis, 1998) has shown that providing students with positions within their groups can reduce the role of one dominant member. All members, therefore, will have an equal chance to say something. Moreover, the fact that all members take turns having different roles provides students with the chance to practice being a leader and followers, which are essential for all learners to practice being both.

2.6 Framework for Strategic Collaborative Reading

This study's Synthesis of Collaborative Strategic Reading Framework is summarized in the table below.

Table 4 The Collaborative Strategic Reading (CSR) Framework Synthesis.

Author	Framework of CRS	Synthesis Framework Of CSR
Klingner et al., 1998;	To teach CSR, the instructor first models the strategies for the whole class and then explains	The Collaborative Strategic Reading
Klingner, Vaughn, Schumm,& Bryant, 2001	how to utilize them using the think-aloud approach. The teacher instructs students on why and how to apply the techniques, and direct practice is used to facilitate their application. Students work cooperatively in mixed-ability communities until they are familiar with the	The framework used in this study is divided into three stages: a) Before reading, the instructor provides

	<p>strategies. Each student plays a particular position that makes the community work, such as a leader, an expert in one of the strategies, or a timekeeper. CSR lesson supplies contain cue sheets and cue cards.</p>	<p>feedback 1) CSR were what they signify, how and when to use them, and the advantages of these strategies.</p>
<p>Klingner et al, Vaughn, 1998; Schumm,& Bryant,</p>	<p>Cards for the techniques Students maintain learning diaries in which they document their progress in learning. The CSR framework can be divided into three significant levels: before the reading Preview: Students utilize the text's visual cues, including the title, illustrations, headings, and subheadings.</p>	<p>2) The teacher demonstrates and educates techniques.</p>
	<p>During reading, Click and Clunk: This strategy is used by students to monitor reading comprehension. When they cannot comprehend a word, They Utilize corrective tactics to understand the meanings of words. Brainstorm what they already understood about the topic and forecast what they anticipate learning from the reading for the day.</p>	<p>The teacher shows</p> <p>(1) the strategies used by the whole class.</p> <p>(3) The teacher organizes groupings of varying ability and assigns each student a task-specific role.</p> <p>(4) The instructor may select 3-6 students for The first session's demonstration group</p>

Author	Framework of CRS	Synthesis Framework Of CSR
	<p>Get the Gist: Students synthesize the passage's features while reading and rewrite the main idea (gist) in their own words.</p> <p>After reading</p> <p>Wrap-up: After reading, students may discuss the major topics and ask questions.</p>	<p>to demonstrate how each function in a group may fulfill its assigned responsibility. (5) Students implement Preview Strategy; (a) brainstorming; (b) discussing what you already know, and (a) making predictions; Find hints in the title, subheadings, images, and make predictions.</p>
	<p>In order to assess if students and their classmates grasped the chapter, students practice utilizing question openers and acting as teachers by responding to critical comprehension questions. They are encouraged to pose multiple questions for debate.</p>	<p>What will be learned? a) Guided practice and the development of reading and thinking strategies during reading;</p>
<p>Klinger J. K., Vaughn, S., 1999/</p>	<p>Purpose</p> <p>Students' reading and conceptual comprehension will increase to enhance their involvement. Following are the aims of each strategy:</p>	<p>(1) Use the Click and Clunk strategy to complete reading assignments. The instructor illustrates the difference between a click and a clunk and requests</p>

<p>Vaughn, S., Klinger, J. K. & NSW DET,n.d., Bryant, L., 2001;</p>	<p>Strategy 1: Preview and predict Before reading each part, students evaluate the whole chapter.</p>	<p>that students report any clunks. (2) Determine the required clunks and repair techniques (3) Implement Strategy for locating the essential ideas (gist) in the reading text (4) Restate the gist in one's own words The basic notion of a person, place, or thing, disregarding details. a) Apply following reading Conclude Strategy with; (1) Locate answering questions within the reading material; utilize WH questions to develop reading-related questions and write. Include it in your students' learning logs. Other students must attempt to provide responses. If a question could not be answered, it is likely inappropriate and should be clarified.. Learners must use</p>
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Author	Framework of CRS	Synthesis Framework Of CSR
	<p>The aim of preparing is for students to - get as much knowledge about the passage as quickly as feasible; (1-3minutes) - utilize this past information to create forecasts on what they will learn.</p> <p>A preview piques students' fascination with subject and immediately engages those in productive reading.</p> <p>Click and clunk (self-monitoring, repair strategy) As they read, Students navigate the material by clicking and clacking through each segment. The intent behind clicking and clunking would be to help students monitor their comprehension skills and detect when they are having trouble comprehending. The term 'clicks' refers to text comprehensible to the reader; understanding as the reader observes, everything falls into position. moves quickly employing text. 'Clunks' lead to result in failures in understanding for instance, when students cannot comprehend a sentence's meaning, this is referred to as a "clunk." 3rd strategy: Obtain the main idea or the gist. Students develop their ability to "get the gist" by selecting an essential notion of a passage (usually a paragraph). The aim of</p>	<p>questions requiring higher-order thinking instead of straightforward literal inquiries. (2) Review the knowledge acquired; in their learning logs, students record the most significant concept they have acquired, which they then discuss in turn. With the whole class, they are discussing their most significant concepts.</p> <p>d) Evaluation</p> <ol style="list-style-type: none"> 1. Reflecting strategy use; The instructor summarizes the tactics employed in group projects and reflects on their effectiveness. 2. Evaluation/scoring of products/outcomes from the teacher and self-evaluation.

	<p>"getting the gist" is for students to - re-state the most</p>	
	<p>important point in their own words as evidence that they have comprehended the material. This strategy can aid students in retaining and comprehending their knowledge.</p> <p>Strategy 4: Wrap up (summarize the reading and generate questions)</p> <p>Students learn to conclude by generating questions and answers regarding their knowledge and studying relevant concepts. The objectives of the summary which the students:- complete the summary of the passage - increase their comprehension, knowledge, and memorization of what was read. After reading a piece, students produce queries that inquire about its most salient details.</p> <p>Steps of Teaching</p> <p>1) Explain the objective about the lesson</p>	
	<p>Teacher describes the methodology, its significance, and the benefits of this method.</p> <p>2) Frame and instruct strategy</p> <p>Teacher picks four to six pupils to create a group.</p>	

From the synthesis framework of the CSR, the researcher will apply this framework in the lesson plan following the Framework for collaborative strategic reading utilized in this research which is divided into three stages: a) Before reading, the instructor provides feedback on the strategies 1) What they signify, when and how to utilize them, and the benefits of the CSR techniques. 2) The CSR showed and instructs strategies by the teacher; The teacher explains; a) The teacher explains the strategies to everyone in the class and thinks aloud. b) The teacher establishes mixed-ability groups and assigns each student a task-specific responsibility. c) The teacher may select The first session's demonstration group will consist of 3 to 6 students to demonstrate how each position may be carried out for the specified task in a group. d) Students apply the essentials (The primary assumption about a person, location, or object, excluding specifics)

Preview Strategy; (a) brainstorming; a discussion of previously known and (b) prediction; Lookup the title for hints, subheadings, images, etc., and guess what will be covered. a) Through guided practice and the development of reading and thinking skills; (1) Perform group reading assignments using the

Click and Clunk Strategy. Teacher describes the distinction from a click to a clunk and requests that students describe any clunking sounds they may have heard. (2) Determine clunks & Fix-Up solutions to explain challenges. (3) Establish the

Get the gist Strategy to describe the central idea (essence) of material that was just read. (4) Use your own language the a) After reading the Implement, use your own language when:

Wrap Up Strategy by; a) Create and give answers based on the text; utilize WH questions to generate reading-related questions and record them in student learning logs. Students should make an effort to react. If a question could not be answered, it may not be a good one and should be clarified. Instead of plain literal queries, students are encouraged to ask questions demanding higher-order thought. b) Review what was taught; have students record the most fundamental idea. They then

take turns sharing what they have learnt in their learning journals. and debating what they perceive to be the greatest concepts with the whole class.

Evaluation (a) Reflecting on strategy usage; summarizing the strategies used within group work, and reflecting on ways to improve. (b) Assessment of products/results by the teacher and self-evaluation.

Collaborative Strategic Reading Pattern This teaching style was introduced by Klingner and Vaughn (2004). This method is intended to teach reading, increase vocabulary and focus on cooperative learning applied to children with a wide range of reading abilities, including high, medium, and low reading abilities, working together in groups. Each group is about 4-5 people. This teaching style has its strengths. Learners must assist everyone in the group work, and they will feel successful with the group once the work is done.

The researchers are confident that this model solves problems. Students have different levels of learning abilities, concentration, the lack of skills in correct reading strategies and thinking methods and learners generally lack reading comprehension skills, which is caused by the lack of learning suitable methods. or reading techniques and help improve content teaching, develop skills in working with others, promote understanding to promote vocabulary teaching

3. Task-Based Learning and Collaborative Strategic Reading

Task-Based Learning and Collaborative Strategic Reading is the organizing of teaching and learning activities that is a process for managing learning that integrates task-based learning and collaborative strategic reading to enhance students' reading comprehension. A community learning environment enhances task-based learning and allows students to take on the role of a reading leader rather than the teacher. This is how learning experiences are organized. By encouraging the teacher to divide the class, students were divided into classes of three to four, with each group consisting of students with medium and poor reading ability. In the same group, the teacher begins by demonstrating to students how to learn.

Along with demonstrating a mode of thinking to ensure students comprehend literacy interventions clearly, each student is then asked to switch roles from learner to teacher-led reading. By reversing their positions within their groups, each member turns to read aloud, circulating throughout the audience. Students carry out the teacher's step-by-step reading to demonstrate how to brainstorm reading comprehension techniques. They then summarize with a short note, present it to classmates, and do a self-assessment. A learning experience can be organized in the following five steps:

Step1 (Pre-task)

1. Teacher setting a purpose (TBL)
2. Teacher makes students' groups by mixing students' abilities with 3-4 persons for each group. (TBL,CSR)
3. Implementation of the strategy preview:
 - 3.1. brainstorming: discuss what has already been known or learnt. (CSR)
 - 3.2. predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)

Step 2 (Task Cycle)

1. Complete reading assignments with the Click and Clunk Strategy (CSR)
2. Determine the necessary clunks and fix-up strategies. (CRS)
3. Use the Get the Gist Strategy to identify a reading passage's main ideas (gist). (CRS)
4. Give the gist in one's own words the basic notion of a person, place, or thing, disregarding details. (TBL, CSR)

Step 3 (Post task)

1. Locate answer questions within the text (CSR)
2. Review the knowledge acquired, record it in the learning log, and share it with the group. (TBL)

4. Brainstorm the reading text. (CSR)
5. Write sentences or short passages to summarize the story. (TBL, CRS)
6. Present the summary to classmates. (TBL)

Step 4 Evaluation

1. Considering strategy usage; summarize the group work strategies and invite teacher reflection and commentary. (TBL,CSR)
2. Evaluation of products and outcomes assessed (a) by the teacher and (b) by the student. (TBL,CSR)

This section concludes by describing the theoretical framework, Collaborative Strategic Reading Task-based learning, Reading Comprehension Strategies Instruction, under which this research is placed, and other relevant theories. Consideration was given to perceptual and methodological problems in language learning techniques, as were prior research on CSR and TBL, distinctions between competent and less-skilled readers, variables that may influence reading strategy training, and the techniques included in the present study.

The table below illustrates the relationship between TBL and CRS.

Table 5: The synthesis of the TBL and CSR Model

The synthesis of Task-Based Learning and Collaborative Strategic Reading		
Task-Based Learning	Collaborative Strategic Reading	TBL integrated with CRS
1. Pre-task; prepare students before-reading strategy to describe and illustrate the task. 2 The teacher gives guided practice during task and	The CSR Framework used in this research consists of four phases. Phase1 Before reading 1. The educational strategies was covered by teacher.	Step1 (Pre-task) 1 Teacher setting a purpose (TBL) 2 Teacher makes students' groups by mixing students'

<p>encourages the development of new reading strategies.</p> <p>3. Post task</p> <p>1. The Student develop book-related questions using the Wrap Up Strategy and assess their knowledge and then note and discuss them in their learning logs.</p> <p>2. To inspire students to develop innovative solutions, the instructor and students debate the good and bad aspects of textual concepts. Students generate ideas about the reading material. The groups summarize or compose phrases or a brief paragraph to explain modifications to the provided answers then show them to the classroom</p> <p>4. Evaluation;</p> <p>1. Students should reflect on their strategies, and the teacher should consider ways to improve.</p> <p>2. Students' solutions/products/outcomes</p>	<p>(CSR: preview, click and clunk, get the point, and conclude. Clarify the relevance of the tactics, how and when to utilize them, and their advantages.</p> <p>2. The teacher demonstrates and teaches strategies the methods are presented to the teacher demonstrates to the whole class and thinks out loud.</p> <p>3. The teacher places students into mixed-ability groups and gives each student a distinct task-related duty. In the first session, the instructor may choose four to six pupils to act as a demonstration group to illustrate how each position may be performed for the prescribed assignment.</p> <p>4. The Preview Strategy was utilized by Students; (1) brainstorming, elaborating on something they already know, and (2) forecasting,</p>	<p>ability 3-4 students for each group. (TBL,CSR)</p> <p>3 Implementation of the strategy preview:</p> <p>3.1. brainstorming: discuss what has already been known or learnt. (CSR)</p> <p>3.2 predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)</p> <p>Step 2 (Task Cycle)</p> <p>1 Complete reading assignments with the Click and Clunk Strategy (CSR)</p> <p>2 Determine the necessary clunks and fix-up strategies. (CRS)</p> <p>3 Use the Get the</p>
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<p>are assessed or evaluated by (a) the teacher and (b) self-evaluation.</p>	<p>locating Title and subheadings provide hints, illustrations, guessing what will be discovered.</p> <p>Phase 2 During reading Through supervised practice and the development of reading and cognitive capabilities;</p> <p>1. Utilizing the Click and Clunk strategy, complete group reading assignments. The teacher shows the distinction between a click and a clunk, and then suggests that students record any occurrences of clunks.</p> <p>2. Determine the clunks and Fix-Up techniques required to explain the problem.</p> <p>3. Utilize the Strategy to Get the Gist determine the central concept or gist of material you have just read.</p> <p>4. Describe the gist of the person, location, or item in your own words, leaving out specifics.</p>	<p>Gist Strategy to identify a reading passage's main ideas (gist). (CRS)</p> <p>4 Give the gist in one's own words the basic notion of a person, place, or thing, disregarding details (TBL, CSR)</p> <p>Step 3 (Post task)</p> <p>1 Locate answer questions within the text (CSR)</p> <p>2 Review the knowledge acquired, record it in the learning log, and share it with the group. (TBL)</p> <p>4 Brainstorm the reading text. (CSR)</p> <p>5 Write sentences or short passages to summarize the story. (TBL, CRS)</p> <p>3.6 Present the summary to the</p>
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	<p>Phase 3 Implement Wrap-Up Strategy after a thorough reading; (a) Create and answer questions depending on the reading material; utilize WH questions to develop reading-related questions and record them in students' learning logs. The questions should be answered by other students. If a question cannot be answered, it may indicate that it is inadequate and requires explanation. Students are encouraged to employ questions that require higher-order thinking as opposed to straightforward literal inquiries.</p> <p>(b) Students write the fundamental concept they their learning logs, then take turns sharing what they presenting and debating what they think to be their greatest ideas with the whole class.</p>	<p>classmate. (TBL)</p> <p>Step 4 Evaluation</p> <p>4.1 Considering strategy usage; summarize the group work strategies and invite teacher reflection and commentary. (TBL,CSR)</p> <p>4.2 Evaluation of products and outcomes assessed (a) by the teacher and (b) by the student. (TBL,CSR)</p>
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	<p>Phase 4 Evaluation</p> <p>1. Reflecting on the usage of strategies; a summary of the strategies used in group work, with the instructor reflecting for improvement.</p> <p>(2) Teacher evaluation/scoring of products/outcomes and student self-evaluation.</p>	
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3.1 Task-Based Learning and Collaborative Strategic Reading

Constructivist Theory is the theory of knowledge creation that focuses on studying external factors but later transformed into internal stimuli, cognitive processes that promote learning, and cognition from the research findings that internal factors and prior knowledge contribute to meaningful learning, helping to develop and enhance learners' understanding of the concepts of the theory. Constructivism has different names: creative knowledge, widespread knowledge creation, or knowledge creation (Learning Process Development Project, 2001).

Anucha Somabutr (2013) said that the Constructivist Theory believes that learning or knowledge creation is a process by which the learner is the creator of the learner's internal knowledge. By bringing environmental experiences or new information to connect with existing experiences to create their understanding, known as a Cognitive structure or Schema, which means knowledge, which not only remembers information but also brings experience. Pre-existing knowledge of cognition to make one's meaning is the knowledge one has about that thing, but people may create different meanings because of different groups of prior experiences.

The constructivism group believed that studying is a procedure of creation instead of knowledge acquisition, so the goal of teaching and learning is to support the creation rather than the effort to transfer knowledge. Constructivism will focus on creating new knowledge appropriately for each individual and believe that the environment is essential in creating real meaning (Duffy and Cunningham, 1996).

Methods used in teaching and learning: There is an essential principle in learning, students focus on creating knowledge, known as active construction, not passive reception, which is receiving information or information and trying to remember only the concept of constructivism. Different concepts exist about the formation of knowledge or learning, as a fundamental concept emerged from the report of Swiss psychologist and educator Jean Piaget, a developmental psychologist, and the Russian Lev Vygotsky, who are divided into two groups: Cognitive constructivism and Social constructivism

1. Cognitive constructivism This group believes that Cognitive constructivism is a theory of cognitivism that is rooted in the theory of the Swiss psychologist Piaget. With a focus on Ages and Ages, Piaget found the children's answers fascinating, mainly the young children's answers because they often give wrong answers, but when analyzing those wrong answers, Piaget found that young Responses of younger children were distinct from those of older children. Piaget believed that people were born ready to interact with their environment and have underlying tendencies. There are two types of inborn: organization and adaptation (Surang Kowtrakul: 2002), (organization) refers to organizing and integrating various internal processes into a continuous system. It is organized and constantly changing as it interacts with the environment. Piaget's mechanism of cognitive development, known as equilibrium, is the balance of the cognitive structure with the environment, that is, the child's interaction with the world, which is not the same as what he or she thought. For example, adults may use the term cat when referring to animals. However, kids might assume it is a dog. Piaget says it is not the same between the natural world and the one thought initially called disequilibrium, and he says it is suitable for children because it

will encourage their development. Two processes in equilibration alter the child's cognition, which is a way to understand and reorganize knowledge. It can be seen that Piaget's theory focuses on thinking and understanding human cognitive development as the inward and outward processes that develop competence, growth, and the application of abilities that children have according to the condition of maturity applied in various situations or missions. This critical concept is beneficial for education.

2. Social constructivism This group believes in Lev Vygotsky's theory, a learning theory that studies cognitive development like Piaget, but with a slight difference in his focus on interactions from

outward will cause development inside while the theory of Piaget is the study of internal human maturity, age, and developmental stages affect its application to external situations, in other words, from inside to out. Vygotsky's theory is somewhat more restrictive than Piaget's, but his methods and critical ideas are much more recognized in three areas of intellectual development:

1. Internalization is the absorption or application of knowledge in that context. Through self-observation, Vygotsky believes that thought and language are closely related to children's language development, and language skills will help develop their thinking. Children start to understand what adults are saying well and learn from the conversation they do not understand.

2 The Proximal Development Zone The Zone of Proximal Development, or ZPD, is Vygotsky's second idea, which is a range between two things, where one is the extent to which a child can independently do on his own, the other that the child can do with support. What would a child normally do by observing? It will be based on the previous experiences they have. Beyond interaction experiences, Vygotsky suggested the boundary between what can be done manually and what can be done through guidance. Such differences resulted in benefiting educators; Vygotsky's research has shown that some children can learn new things independently without an adult's help, while some children cannot learn new things independently. Nevertheless, with little help, adults can do it, but some children will not be able to learn

even with help; Vygotsky explains that each child of the same age has a different ZPD. Some children are above the zone of proximal growth, some are between, and some are below. For example, in testing two 5-year-olds by answering questions, it appeared that the two children answered the same problem. Subjects often concluded that two children answered the problem of a 7-year-old child who was helped. For example, explaining or pointing out that one child answered and the other did not show that the child who did not answer was below ZPD. Vygotsky called helping children to learn to scaffold.

3. Scaffolding is an important technique that will stimulate the development of the learner and help the learner succeed. Scaffolding facilitates learners to build knowledge more efficiently. In particular, children who are unable to learn independently rely on Vygotsky's concept of ZPD, which defines scaffolding as a teaching strategy that helps build knowledge of the construction site. This strategy is the participation of the learners as well. Teachers will support and help learners build their knowledge and understanding. Vygotsky supports Instruction Scaffolding, a teaching technique from which he believed adults socially shaped and guided Children's learning.

Hope Heartman (2002). Constructivism is as follows:

1) It is a learning and active process that can occur in each individual.

2) Learners will build different knowledge by themselves by combining new information with existing information or knowledge or previous experience to create meaning in their learning.

3) Different people's knowledge and beliefs will depend on the context. Traditional background and learner experience will be used as a basic concept for decision making, creating new knowledge and concepts, also known as learning.

Bednar et al. (1995) had the concept of Guidelines for organizing learning activities based on the concept of Constructivism as follows:

1) Learning construction is when learners will create different knowledge themselves from experience by using the newly acquired information combined with existing information or knowledge to create meaning in their learning.

2) Learning is the result of creating meaning from individual experiences.

3) Learning arises from Active learning. Let learners build their understanding from what they have learned based on experience.

4) Learning caused by Collaborative learning is learning that comes from a variety of concepts. The development of concepts is derived from the sharing of diverse ideas within the working group. It also changes the creation of the Knowledge Representation concept. In other words, learners must modify their knowledge structure when learning is exchanged through consultations, discussions, and diverse opinions and create a new meaning for themselves.

5) Situated learning should take place in actual conditions. or must be appropriate or reflect the context of actual conditions will lead to linking knowledge to use in daily life

from the concept of Cognitive constructivism and social constructivism, aforementioned the researcher can summarize as

The important things are as follows:

1) the intellectual structure of a person is built on experience to solve problems encountered and can be used as a base to solve problems in other situations

2) Learners create knowledge in different ways based on their experiences and

The starting point is the existing cognitive structure, including interests and motivations.

3) Teachers are responsible for organizing learning materials, including learning innovation for learners to expand their intellectual structure

From this concept, the researcher has chosen to apply both concepts of Constructivism, Cognitive and Social constructivism as a guideline for developing

English reading learners by using the compensation model. Cognitive strategies are strategies in which learners build their knowledge and solve problems reading a second language from their mother tongue by themselves, together with the social concept section and constructivism. There is a process of learning activities that are characterized by 1. Learning is constructed by learners themselves from experiences using newly acquired information combined with existing knowledge and experiences to create meaning in their learning. 2. Learning comes from interpretation according to each person's experience. 3. Active learning allows learners to make sense of what they are learning based on their experiences. 4. Collaborative learning is the development of the student's conceptualization through the sharing of diverse ideas and the transformation of new knowledge and concepts in the brain. In this regard, while exchanging knowledge and presenting each other's opinions, the learners modify their knowledge while creating new knowledge. 5. Situated learning should take place in a natural context and must be appropriate or reflect the context of the actual situation, leading to a linking of knowledge to everyday life in line with Task-Based Learning and Collaborative Strategic Reading, which is said to be organized learning. In teaching, in which learners are involved in achieving goals that require the use of language, the use of language here is to achieve the goal by understanding the input language and producing language productivity, for example, by interaction. with others in real-life situations through the use of language, which will enable the learner to achieve more goals

4. Theories and approaches relating to TBL and CSR

4.1 Experiential learning

Experiential learning is essential to task-based learning (TBL); it helps students develop a sense of learning by doing. The process of intellectual growth involves learners engaging in and reflecting on the sequential steps involved in tasks, which leads to better performance. This guide focuses on the learner's direct experience as a starting point for learning. The technique emphasizes learners' active

participation, and the phrase "learning by doing" describes the dynamic, experiential aspect of the process.

A "transmission" approach to education, in which the pupil passively takes in knowledge from the teacher, contrasts with this. Experiential learning has been influenced by several academic disciplines, such as humanistic education, social psychology, cognitive theory, and developmental education. The psychologist David Kolb, who argued for the union of movement action and reflection, was the one who integrated different strands and related thoughts.

The most practical application of experiential studying to language education is the model made by (Kohonen, 1992). According to his theory (Kolb, 1984), college students construct on what they already recognize and can carry out with the aid of incorporating new facts and abilities. They begin with making some experience directly and going through the process of transformation and reflection further than their immediate experience. His model is perceived to be a theoretical blueprint for TBLT.

4.2 Collaborative learning

The term "collaborative learning" refers to a concept of teaching and learning to encourage students to obtain hands-on experience. They study and conduct tasks in order to obtain the outcomes they want. Cooperative is an essential method of meaningful teaching and learning. This interactive learning management system.

According to Johnson and Johnson (1991), Learning is cooperative, and when students of various classes are in a community, students can do all they can to encourage one another to achieve.

Slavin (Slavin, 1995) described Cooperative Learning as a teaching method that divides students into small groups and is used over several subjects and grades. The community generally consists of four participants of differing abilities: one strong student, two medium students, and one young student who may learn and work on group tasks. Students can only thrive if any of their party members succeed. Members will earn prizes together if the party follows the defined criterion. Achieve

popular objectives As a consequence, requiring students to support one another is an intelligent concept.

Cooperative Learning, according to (Srinuan, 2000), is the organization of learning events that rely on community learning. Concentrate on one's role in helping the team succeed and practice social skills with a particular person.

According to (al, 2002), cooperative learning is one approach that encourages learners to participate in their Learning. The core idea is that students operate in classes with the understanding that "the success of any participants in the success of the community."

From the definition of cooperative Learning given above, A student-centered educational practice called cooperative learning divides students of various academic levels into small groups for co-learning. Students can achieve their learning goals only when other group members have achieved the same goal. It is usual for different views to occur aside from accepting people's opinions, and they help each other.

4.2.1 Components of Collaborative Strategic Reading

The main components of Collective Learning defined by Johnson and Johnson (1993) are the following.

1. A positive interdependence ensures that all party participants accept the act of the content is incorporated with newspapers, media, and knowledge in the content. All get what learners desire. Group members find that learners succeed only because other group members achieve achievement. Both staff would be fairly paid. Provide varying types of rewards for donors to the formal and informal classes. Thus, if anyone helped each other to reach a goal of 90%, everyone received five bonus points as a reward.

2. Collaboration encourages human communication (Face-to-Face interaction) the seminar aimed to provide an environment for interaction and transmission of information. Community participants need to listen to others while in a

communication network; hence, there needs to be the sharing of knowledge that affords participants different possibilities to conceive of proposals most suitable.

3. Individual accountability and accountability are the respective duties of each member. We must understand. An individual portion of the population In order to bring about the goal group's progress, with the help and assistance of each other, any member of the community is prepared to be checked.

4. The interpersonal and community communications aspects of social intelligence (Interpersonal and small group skills) Interpersonal knowledge and small community job skills can be practiced first. Communication abilities can be strengthened. People need these skills for their workgroups to be competitive. The need for confidence, the needs of others, decisions, and overcoming problems are all skills that need to be mastered as a part of practical leadership opportunities that would empower students such that students work productively. Efficiency, and in 1991, Johnson and Johnson added one more element of collaborative Learning:

5. Community phase specifies the methods or strategies that allow groups to work more quickly. Both participants must realize what their role is supposed to achieve and develop and implement a strategy as one. Implementing the program is critical so learners can evaluate and develop the work.

The five collaborative learning components for collaborative Learning to succeed are when students are connected when applying the targets that the community has set and the ability of the community participants to recognize and put these small-group mechanisms to use.

4.2.2 The benefits of CSR

The benefits of collaborative reading strategies are described below: (as found in Klingner & Vaughn, 1998)

1. Encourages students to grasp the overall reading comprehension
2. Helps with understanding new words.

3. Collaborating with someone allows you to maximize your job chances.

4. Upgrade our content learning abilities

Furthermore, Klingner's results (1997), Klingner and Vaughn (1998) Klingner, Vaughn, and (Schumm, 2006) agree that mutual reading methods are beneficial. Since experimenting with collective reading strategies on students studying English as a second language, the study's findings indicate that students instructed using mutual reading strategies have a higher reading comprehension performance by improving their content and vocabulary.

Waraporn Promin (Phom-in, 2018) compares the ability of students to read English before and after learning with collaborative strategic reading and study group working behavior. The research sample consists of 30 students from Tokpromwittayakarn School, Changwat Chanthaburi, who studied during the 2018 academic year second semester. The study's findings were that the post-test scores of Mattayomsuksa 5 studying Collaborative Strategic Reading were significantly higher at the .05 level than the pretest.

A variety of reading programs is intended for students in mixed-ability classes or with mixed, strong, medium, and low reading abilities. Consequently, the core principle of collaborative reading strategies would be to encourage students to practice reading strategies to aid them in grasping what they are reading. It is imperative that everybody cooperates and takes responsibility for their tasks. This is for the same goal: Group success.

4.3 Social constructivism

According to Vygotsky, learners develop in a structured society; therefore, appropriate technology should connect rather than separate learners from others. Teachers based on the constructivism of group concepts should create an environment for learning in which students are encouraged to engage in activities that stimulate and facilitate learning, rather than teachers participating in learning activities alongside students. Teachers should not only observe students but also provide guidance when

students encounter problems. Encourage students to collaborate in group learning activities and to pose questions regarding the lesson's content to devise a solution that, in another way, challenges the learner's ability. This is regarded as the basis of real-life situations facilitating students' interest in and satisfaction with their work. In light of this, the teacher will encourage students to acquire knowledge of cognitive development and learning strategies that align with the concept. The social constructivism of Vygotsky allows for modifying activities that do not require the same activities. The following are three social constructivism-based principles that teachers can implement in the classroom:

- 1.1) Social development and learning, including collaborative activity
- 1.2) Instructors should take into account the fundamentals of each learner with a Zone of proximal development, which means that learners will be able to learn independently without an instructor's assistance. They cannot learn independently, so these learners need help, called scaffolding.
- 1.3). Learning management in educational institutions should occur in an authentic setting appropriate to the learner and should not be managed separately from outside-the-classroom real-world experience. There should be a connection between the student's classroom experience and the project.

5. Reading comprehension

In reading, the most crucial goal is to understand what is being read. The basic procedures for understanding different stories may be considered entwined as being contained in the following: numerals, letters, hieroglyphics, cursive, or different abstract figures essentially hidden in numerals, letters, cursive, in the glyph, or any of these. If readers appreciate the stories they have heard, their appreciation will significantly help in their learning, but it will also serve as a valuable introduction to more sophisticated texts. In studies reviewed by experts, there are several definitions and explanations for reading comprehension as follows:

Reading comprehension is a destination for all forms of reading by the Department of Academics (Affairs, 1999). It remains known that each reader's reading skill differs according to their expertise in offering guidance. All need to be able to read, and if they have the skill to understand, remain mindful of the critical data, and be willing to compose a synopsis, they will be more successful readers.

Reading Comprehension is deciphering a word's meaning if the reader cannot understand and assess the meaning of the word. Unquestionably one does not come to understand. Therefore, understanding terms and how they are used is important. This must be through thinking, analysis, and synthesis during reading and an experience with what to read. (Schumm, 2006)

Reading comprehension is a reception from the author. The brain is processed according to the thoughts and experiences of the reader's capital. People who are very knowledgeable about the subject they are reading would be able to understand it more easily and quickly than those with no background information. In addition, reading comprehension is impacted by the structure of the content, which has different patterns. It depends on the primary purpose of the author or messenger. (Caldwel, 2008)

Willis(2008) states that reading comprehension involves reading, memorizing vocabulary, and all story sentences through decoding by brain mechanisms. One does not come to understand if the reader cannot correlate words, sentences, and entire pages.

Reading comprehension is the reader's capacity to understand a summary and clarification of the subject read accurately. It tests such messages based on previous awareness and the reader's judgment. (Munlaong, 2018)

The ultimate aim of reading is to make reading successful. Understanding is vital for reading capacity. According to (Phom-in, 2018), reading comprehension is the capacity to grasp both the literal and symbolic levels. The interaction between the textual read and the reader's initial understanding or perception is primarily established, resulting in the creation of new knowledge. Furthermore, readers can carry experience gained through reading comprehension to boost their own and society's quality of life.

To summarize, reading comprehension is a perceptual mechanism defined by writings or symbols communicated to the reader by the speaker. The reader must use language abilities to decode sense, understand, and grasp the relevance. Tell me what the author's goal is and will outline the tale that has been read dependent on comprehension by comparing their awareness to previous experiences.

6. Reading comprehension assessment based on Bloom's taxonomy theory

This study's purpose was to analyze the development of students' reading comprehension skills through the framework of Task-Based Learning and collaborative strategic reading. Therefore, the researcher applied Bloom's taxonomy or taxonomy of objective educational objective concept, revised by Anderson and Krathwohl in 2001, which aimed to measure reading comprehension after using TBL and CSR. The theory will be applied to design the pre-test and post-test so the score of the students' development can be looked at to identify which areas are where TBL and CSR have the highest impact. In other words, each test item will reflect which Bloom's taxonomy stage or stages were most developed using TBL and CSR.

Bloom's taxonomy, or Taxonomy of educational objective, by Bloom (1959), cited in(Limsiratong, 2021), is used to ensure that the students achieve their learning goal or objectives reflected in their behavior and performance. The following three components are intended to improve learners:

1. The cognitive domain is the learning outcome of the brain's ability to encompass behavioral categories, memory, comprehension, application, analysis, synthesis, and evaluation.

2. Affective domain is the result of learning that changes in feelings, including behaviors, types of feelings, interests, attitudes, assessments, and values.

3. Psychomotor domain is the result of learning that is practical ability. It includes a type of movement, action, performance, and skills and expertise

Bloom's Revised Taxonomy (2001) Bloom's Taxonomy Revised (2001) was initiated from an improvement in the concept of categorization of learning. By two educators, Anderson and Krathwohl (Anderson, 2001), the objectives were revised into two dimensions: the nature of knowledge. There are six stages of cognitive learning. The differences between the concepts of Bloom (1956) and the ideas of Anderson and Krathwohl (2001) are 1) adding more characteristics of each stage to help teachers define learning objectives easier and more clearly, 2) changing the morphology of nouns to verbs, 3) the first step has been changed from “knowledge” to “remember,” the fifth step has been changed from “synthesize” to “evaluate,” and Step 6, has been changed from “evaluate” to “creative.” Those changes are shown in the following figure.

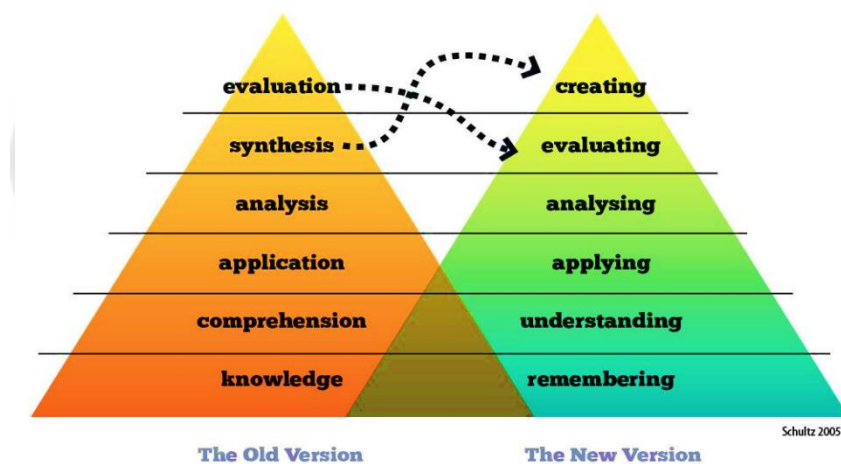


Figure 2 Bloom's Taxonomy Revised

References:https://sirikanya926.files.wordpress.com/2014/01/blooms_old_new.jpg

The Cognitive domain has six levels of learning objectives to guarantee that instruction stimulates and develops higher-order thinking abilities in students:

1. Remembering is a fundamental level of learning that emphasizes the process of acquiring or extracting knowledge, retrieving, and remembering from the long-term memory to determine the learning so the teacher can design the lesson that develops the students based on where they are.

2. Understanding is the process of creating meaningful knowledge from the media by explaining, speaking, writing, discriminating, comparing, classifying, or an explanation that will lead to an understanding of what is being learned. Students in this stage should understand and define the meaning of what is learned in writing.

3. Applying is the application of knowledge and understanding to be used helpfully with a step-by-step process or method

4. Analysis is the process of conducting various parts of learning to be assembled into a new structure by breaking it down into smaller parts and identifying how they relate to other parts, considering the overall structure of what has been learned.

5. Evaluating is judging, choosing, and checking what has been learned in their context that is measurable. Learners should be able to judge what is right or wrong based on conditions and standards that can be checked based on definite reasons and criteria.

6. Creating is the highest level of learning to get the elements of what was learned. With synthesis, learners link what is learned or create the knowledge structure through planning and proper production.

Examples are presented in table 6 (Paruang, 2018)

Table 6 Objectives of the study aim to develop learning behaviors of learners in the cognitive domain

Level	Meaning	Behavior	Verbs indicating action
Remembering	The ability to remember the knowledge that has been learned	Can describe the formula for achieving self-assurance	Definition, match, match, select, classify, attribute, name, list, relationship, etc.
Understanding	The ability to translate, expand, and comprehend acquired knowledge	Why is $T + E$ equal to O	Interpret, revise, show, illustrate, explain, reference, interpret, summarize, report, describe, define scope, etc.
Applying	The ability to use what has been learned as a raw material creates something new.	Able to create aptitude test	Apply, Rework, Solve, Group, Apply, Select, Outline, Practice, Calculate, etc.
Analyzing	The ability to break knowledge into parts and understand how they relate to each other.	Able to tell the character's attributes.	Classify, group, compare, summarize, tell the difference, explain, analyze, split, test, explore, ask questions, examine, discuss, etc.

Level	Meaning	Behavior	Verbs indicating action
Evaluating	The ability to combine different knowledge or experiences to be something new	Able to compose poems	Design, planning, problem-solving, production, formulation creation, etc.
Creating	The ability to judge values rationally	Is the character's behavior appropriate for the situation?	Set a price, judge a value, consider, summarize, evaluate, weigh, criterion, compare, correct, improve, and rate.

Table 7 Objectives of the study aim to develop learning behaviors of learners in the Affective domain

Level	Meaning	Behavior	Verbs indicating action
Receive	have a deep interest in the stimulus	student intention Instruction in safety	Accepting, choosing, asking, listening, paying attention, etc.
Respond	engagement in organized activities.	Students play games as part of the training.	Encouraging, telling, supporting, volunteering, telling stories, helping, etc.
Value	Appreciate what you do, feel grateful, and have a positive attitude towards it.	Students recognize the value of safety	Choose, share, support, appreciate, appreciate, join in the fun, etc.

Level	Meaning	Behavior	Verbs indicating action
Organize	Differentiating values, resolving conflicts between what is happening and what is inside, and creating a philosophy or goal for yourself.	when students are in dangerous situations can use the knowledge and skills that have been trained trained	Prevention, summary, relationship, ranking, systematization, etc.
Characterize	making it a feature of life	Students are the ones who are careful about their safety at all times.	Classification, conduct, integrity, practice, inspection, etc.

Table 8 Objectives of the study aim to develop learning behaviors of learners in the Psychomotor domain

Level	Meaning	Behavior	Verbs indicating action
Imitation	able to observe and follow	Observe the bicycle ride and replicate it.	observing, following, etc.
Manipulation	Focus on skills that can be performed	practice cycling	action, practice, etc.
Precision	Emphasize correct behavior and control and reduce mistakes.	Having the ability to ride a balance bike without falling.	practice, correct skills, etc.
Articulation	Emphasis is placed on learning how to properly follow the steps.	Able to get on a bike, ride a bike and stop the bike in the right way.	following the correct procedures, etc.

Level	Meaning	Behavior	Verbs indicating action
Naturalization	Automated routine behaviors until it becomes natural	can ride a bicycle and stop it without incident	recurring behavior, individual characteristics, etc.

Therefore, the Taxonomy of educational objectives outlines the learning processes and phases from the initial level of learning attainment to the ultimate level. Each stage requires different learning objectives, activities, and assessments. This concept also led to the measurement and evaluation of Bloom's Manual Taxonomy of Educational Objectives, which assessed three domains: the Cognitive Domain, which includes the assessment of knowledge; the assessment of comprehension; and the assessment of the Affective Domain and the Psychomotor scientific processes. Observational interviews are typically used to evaluate the domain and authenticity of a candidate. However, self-reports using records from interested parties in this study were utilized to test the development of the second-grade students' reading comprehension after practicing each section's Task-Based Learning and Collaborative Strategic Reading processes.

The researcher has applied the learning level based on the Cognitive domain (Bloom's Taxonomy Revised 2001) or behaviors related to intelligence, thoughts, and the ability to think critically about various stories, which are at four levels: Remembering, Understanding, Applying, and Analyzing. The researcher used these components to build a pre-test and post-test to assess the students' post-class learning results. The researchers will also use these four stages to identify the areas where TBL and CSR work best based on the test items that students had the best improvement, which will be discussed in the last chapter.

7. A Review of Task-Based Learning and Collaborative Strategic Reading.

Task-Based Learning (TBL)

Sin wang Chong (Sin Wang Chong, 2020) In the last ten to fifteen years, he began researching the possibility of synthesizing task-based language teaching (TBLT) with computer-assisted language learning (CALL) research (CALL). His work employs an approach to aggregate the data of sixteen technology-based TBLT studies published between 2002 and 2017 in both second and foreign language environments.

Saranraj (Saranraj L, 2020) conducted a study on TBL and second language learning. This research explores students' interest in task-based learning among rural engineering students in private technical institutions. In this study, a convenient sampling technique was used. The data for this research was gathered through classroom observation methods from sixty-one first-year engineering students, regardless of all domains. The findings of this study have shown that task-based language learning is one of the most effective alternatives for effective L2 learning. In addition, the alternative method promotes learners' autonomy and creates interest in second-language learning through various classroom activities.

Another study on TBL by Nadia Ben Amer (2020) The purpose of this research was to determine if task-based learning enhances oral English communication skills by evaluating test score data, video recordings, and research journals. The study highlighted the impacts of a task-based learning technique on lower secondary school students' oral English communication abilities. The outcomes have resulted in greater student independence, adaptation to work-based learning, and the provision of student assistance and views of relevance to the real world. Similar studies might be undertaken at the secondary level to examine the efficiency of task-based learning in enhancing students' oral communication abilities in English, according to the findings.

Sun Wenfang (SUN WENFANG, 2016)'s study investigated whether a task-based learning approach improves oral English communication skills. The study's findings revealed the effects of a task-based learning approach on oral English communications skills of lower secondary school students by analyzing test score data, video recordings, and research journals. Results have increased student independence,

adapted to work-based learning, and provided student support and perceptions of real-world relevance. Findings suggested that similar research could be conducted at the secondary stage to investigate the effectiveness of task-based learning in developing student oral communication skills in English.

Andrew Lee Sweeney (Andrew Lee Sweeney, 2017) conducted a study entitled "Using Task-Based Learning Approach and Drama to Improve Communicative Competence for Students at Pibulsongkram Rajabhat University." Communicative competence is a linguistic term, first branded by Dell Hymes, used to assess the ability of a person to use a language. At the tertiary level in Asia, task-based learning is an ad hoc student-centered instructional approach. The purpose of his study is to evaluate the impact of task-based learning and theatre on student communication abilities, as well as student views of learning English via task-based learning and drama. Students had eight weeks of drama lessons under the task-based framework and were evaluated under the heading questionnaires and interviews. The findings have shown that students' communication skills have significantly increased, and positive perceptions have been achieved through task-based learning with drama. The study's results provide theoretical and practical information and approaches to research and teaching approaches to researchers and teachers.

Encourage students to utilize English regardless of grammar, including the use of task-based learning for communication, which is appropriate for language acquisition in everyday situations as well as lifelong learning. There are still limited research studies on the management of work-based teaching and learning and the teaching of reading comprehension. From studies, it can be concluded that workload activities can enhance the acquisition of all English language skills required to comprehend the target language among learners. This is why the researcher wishes to investigate the application of task-based instructional management to develop English reading comprehension instruction.

Collaborative Strategic Reading (CSR)

Masoud Farnaz Kabir (Farnaz Masoud Kabir, 2017) did The purpose of this research is to investigate the impact collaborative strategic reading has on the academic performance of Iranian EFL students. According to the authors, the findings may assist instructors who advocate for partner or community work because it encourages involvement and offers more chances for language usage. The research used an authentic experimental design to evaluate students' reading comprehension and vocabulary acquisition differences. The data were evaluated using descriptive and inferential statistics, and the findings suggest that offering collective strategic reading improved the comprehension and vocabulary learning of the research group.

Kaitlyn Mathews (Kaitlyn Mathews, 2018)'s action research study investigated the impact of literacy intervention, Collaborative Strategic Reading (CSR), on students' comprehension of the issue of social studies in secondary schools in East Tennessee. The study found that while CSR does not significantly impact student reading comprehension, the sample group comprehension scores increased slightly. The students mainly shared positive CSR perceptions. The resulting Action Plan includes increasing the use and evaluation of collaborative literacy education strategies.

Shally Mursalina (Shally Mursalina, 2018) showed that students' use of Collaborative Strategic Reading to teach reading was investigated. The whole population consisted of ninth-grade MTsN 5 Aceh Utara students. Following therapy, the research demonstrated an improvement in student reading performance. CSR might give kids advantages that enhance their self-esteem while working in groups. Therefore, CSR affects enhancing student reading success in reading instruction. The author collected data using a pre-test, treatment, and post-test. According to the study, the mean pre-test score was 60, while the post-test score was 64.44.

Waraporn Promin (Phom-in, 2018)'s research on the development of English reading comprehension for Matthayomsuksa 5 through collaborative strategic reading compares the ability of students to read English before and after learning with

collaborative strategic reading and study group working behavior. The research sample consists of 30 students from Tokpromwittayakarn School, Changwat Chanthaburi, who studied during the 2018 academic year second semester. The findings of The study's findings were as follows: The post-test scores of Mattayomsuksa 5 studying collaborative strategic reading English readings were significantly higher at the .05 level than the pre-test.

Sangnapa Jaiyen (Jaiyen, 2019)'s study on the development of the Collaborative Strategic Collection of 1st-year students in the lower secondary school level to understand and question capacity. In the academic year 2019 in Maethapattanasuksa School, Maetha District, Lampang Province, there were 26 first-year students studying undergraduate. Eight learning management plans were part of the research instruments, an achievement test of reading comprehension and a QAR questioning ability test. The average for each student was 30.08 or 75.19 percent, and the average for the students was 30.83 or 77.07 percent, according to the criteria set in school.

Sudarat Thongphao (Thongphao, 2016) aims to examine and compare students' English reading comprehension abilities utilizing Collaborative Strategic Reading. The sample consisted of 35 students from Nonghuakhupuangprachanukhror School who, using random cluster sampling, studied in the second semester of 2016. The results were as follows: Students' pre-test and post-test average reading comprehension skills were 16.00 or 40.00 percent and 30.40 or 76.40 percent, respectively. The student's post-test score was higher than 70 percent.

From an analysis of related research, it can be concluded that CSR can be implemented at all levels of education. By incorporating CSR into the reading instruction of all levels of students, it is possible to increase their level of reading comprehension. Possess a positive attitude toward study and group work

Task-Based Learning (TBL) and Collaborative Strategic Reading (CSR)

Richavee Chatviriyawong (Richavee CHATVIRIYAWONG, 2017)'s A Study Students indicate that the model's efficiency was 83.03/ 82.90, fulfilling the 80/80 criterion. After applying the Reading teaching model, the pupils' use of various reading comprehension techniques was at its maximum. The experts confirmed that the model was consistent with the logic and probability of the theories to the most significant degree. Business English students from Rayong Technical College did the research. The study was conducted over 18 weeks, for a total of 54 hours, Using eight lesson plan units, activities, and a handbook for educators. The findings were much higher than the pre-test scores, subsequently, the students' ability for creative thinking implementing Model for Reading Instruction met the established criterion (70 percent) at an acceptable level of 5. The Reading teaching model was more effective and efficient than any other approach. The researchers found that the paradigm for teaching reading comprehension is more successful than other methods.

Abbas Ali Zarei (Abbas Ali Zare, 2014) investigated The comparative impact of pre-task activities based on three instructional frameworks on L2 reading comprehension and vocabulary knowledge and recall. The research examined 108 Iranian EFL students enrolled at a private language institution in Karaj. There were no statistically significant differences between the experimental groups. The findings showed that the CSR group did improve their reading comprehension than the other groups. There were no significant differences between the PALS and SRE groups regarding language recognition. The research was published in the Psychological and Personality Science journal.

CHAPTER 3

METHODOLOGY

This chapter's objective is to describe the research methods used in this study. It starts with a discussion of the research design, population and sample, scope of the study, research instruments, data collection, and analysis.

1. Research Design

This study used a quasi-experimental approach using a pretest and posttest experimental paradigm for a single group. This research methodology uses mainly quantitative methods but employs a mixed-method in data collection. It is composed of quantitative methods used to compare the pretest and post-test of the students' reading comprehension. A qualitative data source was used for confirmatory purposes and to find out other issues and instructions for developing reading comprehension not covered in the quantitative data. The qualitative research tools included students' learning logs, interviews, and teacher observations.

1.1. Quantitative source of data

This study was one group of experimental research aiming at studying the effectiveness of Task-Based Learning and Collaborative Strategic Reading to enhance the students' achievement in reading comprehension, as shown in Table 9.

Table 9 : This research is Pre-experimental Design using a one-group experimental model pretest-posttest design (Un-aromayet., 2013)

Pre-test	Treatment	Post-test
O1	X	O2

O1 is the pre-test that measures the students' achievement before using Task-Based Learning and Collaborative Strategic Reading.

X is the Task-Based Learning and Collaborative Strategic Reading used in the course.

O2 is the post-test, which measures the students' achievement after using Task-Based Learning and Collaborative Strategic Reading.

1.2 Qualitative source of data

Qualitative data were used to confirm and investigate issues and instructions not covered in the quantitative data for developing reading comprehension in Mattayomsuksa 2 students.

1. Students' learning log using Task-Based Learning and Collaborative Strategic Reading in class.

2. Interview: teacher interviews students about their reading comprehension three times (1) before using TBL+CSR (2) while using TBL+CSR (3) after using TBL+CSR the question.

3. Observation: teacher observes students' development in reading comprehension during the research.

2. Population and Sample

The population of this research was 14 Matthayomsunka 2 students from Rajini Foundation School academic year 2021 using the enumeration sampling. The purposes of using this sampling method were a) there was a limitation with regards to the entirety of the population, hence using the entire population as a sample would be appropriate, and b) the reading ability of the students is within the bounds of the Transfer Stage proposed by Fries (1965) thereby making them the appropriate beneficiary of the effects of this study, c) the participants have limited language exposure and might not be able to come up with adequate productive skills in order to measure any effects of the intervention. Hence, passive skill development as an intervention would be the most

appropriate departure point for their quest in language learning, and d) the characteristics of the participants of this research have greater similarities with other schools with the same year and level of students meaning the effects of this study under this condition can be replicated to other schools.

3. Scope of the Study

This research investigates the effects of Task-Based Learning and Collaborative Strategic Reading to enhance the students' achievement in reading comprehension. This study was applied to Mattayomsuksa 2 students with fourteen students at Rajini Foundation School, Chacheangsao province, who studied English subjects in the first semester of 2021. The study was conducted over three months, from November 2021 to January 2022, with two hours per week of class time. There were a pre-test and a post-test administered throughout period of the research.

4. Research Instruments

4.1 Research Instruments of Quantitative Data

The quantitative research instruments used in the effects of Task-Based Learning and Collaborative Strategic Reading to enhance the Students' Reading Comprehension of Matthayomsuksa 2 Students at Rajini Foundation School. The details of the research instruments were described following:

4.1.1 Task-Based Learning and Collaborative Strategic Reading would be used to create an instructional model for reading with tasks and lesson plans, pretest-posttest, teacher guide.

1. Synthesize the associated analysis theories, principles, and research on TBL and CRS to enhancing the students' achievement and satisfaction in reading comprehension

2. Identify the necessary goals and conclusion of Task-Based Learning and Collaborative Strategic Reading to enhance the Student's Reading Comprehension. The components of the model are the following four steps:

Step1 (Pre-task)

1. Teacher setting a purpose (TBL)
2. Teacher makes students' groups by mixing students' abilities with 3-4 persons for each group. (TBL,CSR)
3. Implementation of the strategy preview:
 - 3.1. brainstorming: discuss what has already been known or learnt. (CSR)
 - 3.2. predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)

Step 2 (Task Cycle)

1. Complete reading assignments with the Click and Clunk Strategy (CSR)
2. Determine the necessary clunks and fix-up strategies. (CRS)
3. Use the Get the Gist Strategy to identify a reading passage's main ideas (gist). (CRS)
4. Give the gist in one's own words the basic notion of a person, place, or thing, disregarding details. (TBL, CSR)

Step 3 (Post task)

1. Locate answer questions within the text (CSR)
2. Review the knowledge acquired, record it in the learning log, and share it with the group. (TBL)
4. Brainstorm the reading text. (CSR)
5. Write sentences or short passages to summarize the story. (TBL, CRS)
6. Present the summary to classmates. (TBL)

Step 4 Evaluation

1. Considering strategy usage; summarize the group work strategies and invite teacher reflection and commentary. (TBL,CSR)

2. Evaluation of products and outcomes assessed (a) by the teacher and (b) by the student. (TBL,CSR)

1. **Model For the Reading instruction** with lesson plans, Task-Based Learning, and Collaborative Strategic Reading to enhance the student's Reading Comprehension with multiple strategies consisting of four units of three hours per unit. There were topics of learning objectives, contents, activities of learning, materials, and assessments. The lesson plan was applied through this research in the following steps:

1. Analyses the academic standard, learning aims, course description, contents in the study of English within the Core Curriculum for Basic Education in 2008

2. Create and analyze instructional steps, reading lesson activities, and curriculum through Task-Based Learning and Collaborative Strategic Reading

3. Choose topics and contents related to the course of English under the Basic Education Core Curriculum.

3.1 The researcher has studied and researched interesting readings in Thailand and abroad. After that, a list of 21 reading topics and synopsis has been compiled as follows:(1) Run, Terry, run (2) Teuila Festival (3) Tomatina (4) Baby elephants (5) The young riders (6) Unusual Aussie (7) The future of school (8) Millau Viaduct (9) Crime does not pay (10) Basketball (11) Laughter (12) The giant panda (13) A special circus (14) Record breakers (15) Racetrack pioneer (16) Oil spill disaster (17) Pinatas (18) Dolphin rescue (19) Elephant talk (20) Crocodile blood (21) A wise decision.

3.2 The researcher used 21 reading topics and asked the students to choose the topic that they would like to study using the needs analysis questionnaire. Then select the top four topics students would like to study the most. The researcher analyzes the reading difficulty of the topic according to the learner's level

using the theory of Fry (Fry, 1977: 239-243 cited in Jantrakarn Janya, 2016) by randomly reading chapters in English textbooks of students in Mattayom Suksa 2 to analyze the difficulty of 100 words from 3 stories which were randomly selected to be used as criteria for selecting reading chapters to suit the learner's level. The results of the analysis were as follows:

Table 10 shows the analysis and difficulty of the reading text in the textbook Mattayom Suksa 2 (Cambridge global English 2).

Items	Statement	Syllables	Sentence	Level
1	The Nile	148	7.7	5
2	Titanic	152	7.2	5
3	Richard Turere: inventor	143	7.9	5
Average		148	7.6	5

From table 9 above, data shows the difficulty of reading text Cambridge global English 2 by sampling 100-word readings from 3 different paragraphs. The average number of syllables was 148, and the average number of sentences was 7.6, compared to the position in Frye's graph for readability, grade levels at level 5.

Then take the readings selected by the students and adjust them accordingly. Reading data was used to analyze the difficulty equal to the textbook. There is a level of difficulty in reading chapters at level 5, which can be summarized as follows.

Table 11 shows the analysis of the difficulty of the reading text.

Items	Statement	Syllables	Sentence	Level
1	A Special Circus	135	7.6	5
2	Dolphin rescue	140	7.4	5
3	The future of school	135	7.4	5
4	Millau Viaduct	141	7.1	5

4. Write a lesson plan from the component of the model 4 step of Task-Based Learning and Collaborative Strategic to enhance the students' achievement and satisfaction in reading comprehension.

Unit 0: Introduction

Unit 1: A Special Circus

Unit 2: Dolphin rescue

Unit 3: The future of school

Unit 4: Millau Viaduct

Table 12 The Scope of Task-Based Learning and Collaborative Strategic Reading

week	Duration	Activity	Intervention	Language Focus
1	50 mins	Orientation	-	-
2-4	150 mins	A Special Circus	Step1 (Pre-Task) 1. Teachers setting a purpose (TBL)	Vocabulary: Vocabulary about circus :

			<p>2. Teachers make student groups with mixed ability students in groups of 3-4 students. (TBL, CSR)</p> <p>3 Implement the preview strategy:</p> <p>1 brainstorming; Discussion of what has previously been learned or understood. (CSR)</p> <ul style="list-style-type: none"> - The teacher shows a picture of the circus and then asks the question below: “What do you already know about this topic(A Special Circus)?” <p>2 predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)</p> <ul style="list-style-type: none"> - Teacher shows some part of the clip about the circus and then asks the question below: - What do you think we are going to read and learn when reading the passage? 	<p>perform, circus, unusual circus, cage, trick, Language Focus: Share ideas about the passage with their classmate. Reading: Read the passage given. Writing: Write a summary of the passage by using their own words. Function: Reading skill</p>
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			<p>Step 2 (Task Cycle)</p> <p>1. Complete reading assignments using Click and Clunk Strategy (CSR)</p> <ul style="list-style-type: none"> - Students start use the position cards and follow the script and speak with their group: Leader, Clunk Expert, Gist Experts, Announcer - Students write the vocabulary that they don't know in learning log and share it with their group and write the meaning in learning log <p>2. Determine the necessary clunks and fix-up strategies . (CSR)</p> <ul style="list-style-type: none"> - Each group's fix-up techniques and learning log notes <p>Note: fix-up strategies</p> <p>a. Reread text and seek for crucial concepts to aid comprehension.</p>	
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			<p>b. Reread the paragraphs before and following for hints.</p> <p>c. Check the word for a prefix, root term, or suffix.</p> <p>d. Separate the term and search for smaller words.</p> <p>3. Use the Get the Gist Strategy to identify the main ideas (gist) in a reading passage (CSR).</p> <ul style="list-style-type: none"> - Students write their own main idea. <p>4 Give the gist in one's own words the basic notion of a person, place, or thing, disregarding details. (TBL, CSR)</p> <p>Step 3 (Post task)</p> <p>1. Locate answer questions within the text (CSR).</p> <ul style="list-style-type: none"> - Students write the questions (what, where, when, why, how) in the learning log on their own, then 	
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			<p>2. Review the knowledge acquired, record it in the learning log, and share it with the group. (TBL)</p> <ul style="list-style-type: none">- share with a groupmate and find the answer of the groupmate's question. <p>3. Brainstorm the reading text . (CSR)</p> <ul style="list-style-type: none">- Discuss the answer of the groupmate question.- Discussion about the reading story. <p>4. Write sentences or short passages to summarize the story.(TBL,CRS)</p> <ul style="list-style-type: none">- Write the summary of the reading story by their own.- share with their group and choose the best one to present in front of the classroom. <p>5. Present the summary to classmates. (TBL)</p> <ul style="list-style-type: none">- share the summary with classmates	
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			<p>Step 4 Evaluation</p> <p>1. Considering strategy usage: summarize the group work strategies and invite teacher reflection and commentary . (TBL, CSR)</p> <p>2 . Evaluation of products/outcomes by the teacher and self-evaluation</p>	
5-7	150 mins	Dolphin rescue	<p>Step1 (Pre-Task)</p> <p>1. Teachers setting a purpose (TBL)</p> <p>2. Teachers make student groups with mixed ability students in groups of 3-4 students. (TBL,CSR)</p> <ul style="list-style-type: none"> - the same group with activity 1 <p>3 Implement the preview strategy:</p> <p>1 brainstorming; Discussion of what has previously been learned or understood. (CSR)</p> <ul style="list-style-type: none"> - Teacher shows a picture of the dolphin and then asks the question below: “What do you already know about this 	<p>Vocabulary:</p> <p>Vocabulary about water rescue: notice, attack suddenly, storm rescue, sink bleed, chase away alive</p> <p>Language</p> <p>Focus:</p> <p>Speaking: share ideas about</p>

			<p>topic(Dolphin rescue)?”</p> <p>2 Predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)</p> <ul style="list-style-type: none"> - The teacher shows some part of the clip video about the dolphin rescue and then asks the question below: - What do you think we are going to read and learn when reading the passage? <p>**Step 2 (Task Cycle), Step 3 (Post task), Step 4 Evaluation follow the step from activity 1</p>	<p>the passage with their classmate.</p> <p>Reading: Read the passage given.</p> <p>Writing: Write a summary of the passage by using their own words.</p> <p>Function: Reading skill</p>
8-10	150 mins	The future of school	<p>Step1 (Pre-Task)</p> <ol style="list-style-type: none"> 1. Teachers setting a purpose (TBL) 2. Teachers make student groups with mixed ability students in groups of 3-4 students. (TBL,CSR) <ul style="list-style-type: none"> - the same group with activities 1 -2 but change the position. 	<p>Vocabulary: Vocabulary about the future of school: cities, town, outback, education, satellite, laptop,</p>

			<p>3 Implement the preview strategy:</p> <p>1 brainstorming; Discussion of what has previously been learned or understood (CSR)</p> <ul style="list-style-type: none"> - The teacher shows a picture of the future after school, such as a job, or higher education, then asks the question below: "What do you already know about this topic(The future of school)?" <p>2 predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)</p> <ul style="list-style-type: none"> - The teacher shows some part of the clip or short interview about the future of school and then asks the question below: - What do you think we are going to read and learn when reading the passage? <p>**Step 2 (Task Cycle), Step 3 (Post task), Step 4 Evaluation follow the step form activity 1</p>	<p>interactive,</p> <p>Language</p> <p>Focus:</p> <p>Speaking:</p> <p>share an idea about the passage with their classmate.</p> <p>Reading: Read the passage given.</p> <p>Writing: Write a summary of the passage by using their own words.</p> <p>Function:</p> <p>Reading skill</p>
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11-13	150 mins	Millau Viaduct	<p>Step1 (Pre–Task)</p> <p>1. Teachers setting a purpose (TBL)</p> <p>2. Teachers make student groups with mixed ability students in groups of 3-4 students. (TBL, CSR)</p> <ul style="list-style-type: none"> - the same group with activities 1 -3 but change the position. <p>3 Implement the preview strategy:</p> <p>1 brainstorming; Discussion of what has previously been learned or understood (CSR)</p> <ul style="list-style-type: none"> - The teacher shows the word “Millau Viaduct” and then asks the question below: “What do you already know about this topic(Millau Viaduct)?” <p>2 predicting; find clues in the minor subheadings, pictures, or other media parts and predict what will be learned. (CRS)</p> <ul style="list-style-type: none"> - The teacher shows the picture of the Millau 	<p>Vocabulary: Vocabulary about Millau Viaduct; bridge, python, unusual, valley, passengers</p> <p>Language Focus:</p> <p>Speaking: share an idea about the passage with their classmate.</p> <p>Reading: Read the passage given.</p> <p>Writing: Write a summary of the passage by using their own words.</p> <p>Function:</p>
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			<p>Viaduct and then asks the question below:</p> <ul style="list-style-type: none"> - What do you think we will read and learn when reading the passage? <p>**Step 2 (Task Cycle), Step 3 (Post task), Step 4 Evaluation follow the step from activity 1</p>	Reading skill
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2. Pre-test and Post-test

A pretest was conducted before teaching using Task-Based Learning and Collaborative Strategic Reading. The pre-test was used to obtain students' reading comprehension scores as a benchmark comparison point for the post-test and the effects of the intervention. The pre-test comprises a literal comprehension test and an inferential comprehension test. The pre-test consists of multiple-choice items. The researcher uses multiple choice because the said exam items construction is one of the widely accepted methods of testing reading comprehension. Moreover, it is easy to administer and can be graded quickly with extensive accuracy and acceptability. Both the pre-test and post-test were identical items, but the post-test items were reshuffled to avoid the participants' answer memorization and items familiarization. The following were the sequences in the creation of the pretest and post-test:

1. Plan the test. Revise the objective learning of reading comprehension under the Basic Education Core Curriculum A.D. 2008

2. Design the pre-test and post-test to cover all learning aims with multiple-choice items. Submit test to three experts validated to evaluate IOC. Pre-test and post-test validity was determined higher than 0.50, which is acceptable. Form the analyze

Average of the validity of the pre-test and post-test at 0.67-1.00 (as evidenced in the appendix)

3. Test with students similar to the sampling. Examining the test's discrimination and difficulty, the score was calculated using the SPSS software; items with a difficulty score between 0.20 and 0.80 and a discrimination score of more than 0.20 were considered to be discriminatory and will be selected with the difficulty of the test at 0.43-0.77 (as evidenced in the appendix).

4. The selected test items were analyzed for reliability with Kuder and Richardson's KR-20 formula. Statistical Reliability was 0.802 (as evidenced in the appendix).

4.2 Research Instruments of Qualitative Data

The instruments of qualitative data used in the effects of Task-Based Learning and Collaborative Strategic Reading to enhance the student's skills in Reading Comprehension of Matthayomsuksa 2 Students at Rajini Foundation School. The following describes the specifics of the research instruments:

The learning log pertains to a note written by the students to record what they have learned in the activities. Students accomplished this task while using Task-Based Learning and Collaborative Strategic Reading in class, consisting of 4 units each for 3 hours.

Interview: The researcher interviews students about their reading comprehension. Research is conducted using Non-Structured interviews (Kerlinger and Lee, 2000: 693) Non-Structured interviews are interviews that use only broadly defined issues or topics, but the sub-points are added during the discussion. The interviewer can change depending on the situation. There is no fixed order of questions. Teachers do not have to ask everyone the same questions. This makes it more flexible and open than the structured interview. This results in diverse and profound information for consideration for data analysis; this is suitable for interviewers with much experience and expertise in collecting data and data analysis. The researcher interviewed students

three times (1) before using TBL+CSR (2) during using TBL+CSR (3) after using TBL+CSR the question.

Observation: The instrument used in observing the students was the reading comprehension observation form. Said tool was based on a standard CSR observation checklist. The teacher used the said checklist to observe students' development in reading comprehension during the research.

The qualitative data obtained from the learning log and interview will be examined to see whether the metacognitive skills students received from using CSR would affect the increase of their cognitive skills.

5. Data collection

This study was conducted six weeks after the students, and their parents signed the consent forms. The students were asked to complete the pretest in the first week. Before the pretest, the researcher interviewed students about their background in reading comprehension, and the students studied English reading by lesson plans based TBL and CSR. After the instruction, the researcher observed students' reading comprehension development and interviewed them about the students' reading comprehension improvement. After that, the students completed the post-test of English reading comprehension and were interviewed about their development in reading comprehension. The duration of data collection took 12 periods in semester two of the academic year 2021. There are 50 minutes per period and two periods per week. It will take about six weeks

6. Data analysis

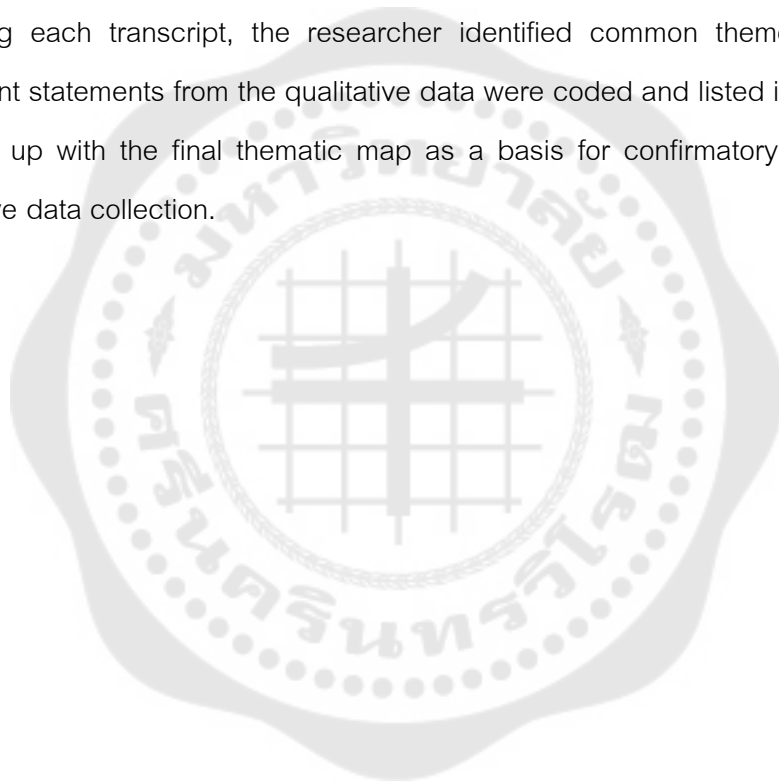
Quantitative Data Analysis

The data from the pretest and post-test of the English reading comprehension will be analyzed by mean scores, standard deviations, and nonparametric statistics. Nonparametric Statistics use the Wilcoxon signed-rank test to discover whether there are any disparities between the mean scores of pretest and post-test. The analysis of covariance employed to study whether there are any

differences in the effects of Task-Based Learning and Collaborative Strategic Reading to enhance students' reading comprehension will be analyzed by mean and standard deviation.

Qualitative Data Analysis

The analysis used in the qualitative data of this research was Colaizzi's method (transcribing, coding, and theming the data). In this method, patterns, themes, and categories of analysis were classified based on the proposition of (Patton, 1990). Analyzing each transcript, the researcher identified common themes and patterns. Significant statements from the qualitative data were coded and listed in a coding matrix to come up with the final thematic map as a basis for confirmatory purposes of the qualitative data collection.



CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the results of the study. The research findings from the quantitative phase of the study were the primary basis for addressing the research question, and the qualitative analysis was used for confirmatory purposes.

The research questions posed in Chapter 1 were presented as follows:

What effects do Task-Based learning and collaborative strategic reading have on reading comprehension?

Thus, to present the findings of the effects of Task-Based learning and collaborative strategic reading on reading comprehension, the results of this research were divided into three parts. the study's research questions. The following were the specifics of the findings:

Part 1 Results of students' reading comprehension performance before and after studying with Task-Based Learning and Collaborative Strategic Reading.

Part 2 Result of students' Reading comprehension assessment based on Bloom's taxonomy theory Comparative analysis of the pre- and post-test after study with Task-Based Learning and Collaborative Strategic reading.

Part 3 Results of qualitative investigation issues and instruction for the development of reading comprehension retrieved from learning log, interview, and observation form.

Part 1: Result of the reading comprehension of students achievement by comparing pre- and post-test after using TBL and CRS intervention.

The results of reading comprehension performance were measured by presenting the mean scores and standard deviations and the result of a Wilcoxon signed-rank test.

Table 13 The comparison of pre-test and post-test after using Task-Based Learning and Collaborative Strategic reading

Students	Score				Difference
	Pre-test	%	Post-test	%	
1	12	30	29	72.5	17
2	27	67.5	33	82.5	6
3	20	50	27	67.5	7
4	22	55	27	67.5	5
5	11	27.5	19	47.5	8
6	17	42.5	22	55	5
7	23	57.5	30	75	7
8	18	45	24	60	6
9	17	42.5	25	62.5	8
10	30	75	35	87.5	5
11	14	35	21	52.5	7

Students	Score				Difference
	Pre-test	%	Post-test	%	
12	16	40	23	57.5	7
13	29	72.5	31	77.5	2
14	25	62.5	30	75	5

Then, identical tests were given a post-test addressing the same primary target population in means to gather data after administration of TBL and CSR. As shown in Table 12, the pre-test was provided to all 14 samples. The lowest score for the pre-test is 11 points, and the least score for the post-test was 22 points. The highest score for the pre-test is 30 points, and the highest score for the post-test was 35 points. The least difference in points was 2 points, and the highest difference from the post-test was 17 points.

Pretest and Posttest

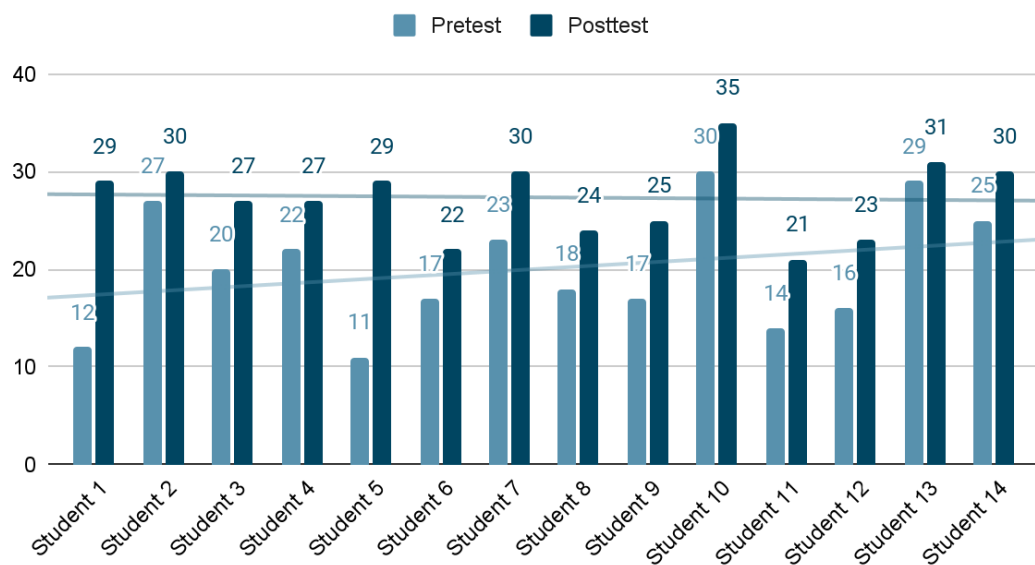


Figure 3 Illustrates the direct comparison of both scores of every student.

Figure 3 shows that all study participants showed an average increase in their post-test compared to the pretest of around 17%. The highest increase was student number 5, 20%, while the lowest was student number 13, 5%.

Her research into the advantages of real materials for students. Similar to the findings of Richavee Chatviriyawong (2017). It was discovered that when students were treated with TBL and CSR, their reading scores improved. The organizing teaching and learning activities included the concept of CSR in addition to the task-based approach. According to Klingner and Vaughn (2000), CSR was an instructional package practice meant to help students of diverse aptitudes learn and apply comprehension skills for usage with informative texts. CSR aims to promote reading comprehension and conceptual learning to optimize students' participation by modeling and encouraging students' ability to employ comprehension methods while cooperating.

Table 14 shows the comparison of the post-test and pre-test after and the result of the Wilcoxon signed-rank test.

Test	Total Score	Mean	S.D.	%	Z- Score	P
Before	40	18.50	4.65	46.25	-3.306	0.001
After	40	27.93	4.44	69.82		

***p<0.05

Considering the data in Table 10, the general descriptive data on the effectiveness of the participants on the pre-test and post-test are shown in table 10 above. The mean score of the pre-test and post-test were analyzed using a Wilcoxon signed ranks test. The pre-test mean score was 18.50, S.D.=4.65. The mean of the post-test was 27.93, S.D = 4.44. The results demonstrated that the student's English comprehension skills improved after using Task-Based Learning and Collaborative Strategic reading at a Significant statistically 0.001. This indicated that the average post-test results were significantly higher than the pre-test. The pre- and post-test differences were statistically significant at the level of ($p < 0.05$), according to research hypothesis no. 1.

From the results of data analysis on English reading comprehension skills, it was found that the English reading comprehension skills of learners who were taught by the TBL and CSR model improved their English reading comprehension skills scores of the mean score on the post-test was 27.93, which was higher than the mean score of the pre-study test of 18.50 comprehension achievement after using Task-Based Learning and collaborative strategic reading increases significantly, possibly because learners are learning through a systematic and effective teaching style, possibly at every stage of learning. The learners performed tasks that strengthened group collaboration skills. The students practiced reading skills through a work-based learning process, which trained students to communicate within groups, regardless of grammatical grammar. Thus, language allows learners with weak learning backgrounds to use simple sentences to communicate with peers in a group, and this results in greater confidence in using the language when learners share learning from internal topics. The group then gives the learners a deeper understanding of the subject, and every step of the learning process is complemented by the learning which helps the learner to succeed through the interaction between the teacher and the learner. Study and between learners throughout the teaching process at each step of the research. While task-based learning relates directly to the development of the students' communication skills or their language output, reading comprehension should not be viewed as a receptive skill students need

to practice only by reading. Forcing output, as Nadia Ben Amer (2020) mentioned, can help students deeply comprehend what they are reading. The process of decoding the text is also involved, expressing the students' thoughts by discussing with their peers to encourage deeper understanding and critical thinking. Communicative skill development from the use of task-based learning, therefore, the added benefit the students will also receive. And for students to understand the principles of reading comprehension and practice reading systematically, the instructor will have the students do the activity in small groups of 3-4 people.

Therefore, based on these results and allied literature that supported the findings, the effects of using Task-Based Learning and Collaborative Strategic reading can improve knowledge in reading, as attested by the pretest and post-test results

Part 2: Result of students' Reading comprehension assessment based on Bloom's taxonomy theory comparative analysis of the pre- and post-test after study with Task-Based Learning and Collaborative Strategic reading

This section provides the results of Task-Based Learning and Collaborative Strategic reading to enhance the students' reading comprehension. The study was applied to fourteen Mattayomsuksa 2 students at Rajini Foundation School who study English during the second semester of academic year 2021.

In this stage, all 14 samples were given a pretest. Then, following treatment, The same examination was delivered to the same group as a posttest to collect data. with TBL+CSR. In table 15, researchers compared reading comprehension skills before and after applying the TBL+CSR.

Table 15 The comparison of reading comprehension assessment results based on Bloom's taxonomy theory before and after using Task-Based learning and Collaborative Strategic reading

Bloom's Taxonomy (Skill Level)	test	\bar{x}	S.D.	T-test	Sig.
Remembering	before	4.29	1.49	-11.74	0.00
	after	6.93	1.20		
Understanding	before	3.79	1.18	-9.91	0.00
	after	8.29	1.65		
Applying	before	3.00	1.10	-6.00	0.00
	after	4.71	0.99		
Analyzing	before	6.93	1.90	-6.10	0.00
	after	7.93	2.33		

***p<0.05

Table 15 compares reading comprehension assessments based on Bloom's taxonomy theory. The results show that (1) remembering score before the intervention was $\bar{x} = 4.29$, S.D. = 1.49) and after the intervention was $\bar{x} = 6.93$, S.D. = 1.20). The result after the intervention was higher than before at ($\bar{x} = 2.64$). (2) Understanding score before the intervention was $\bar{x} = 3.79$, S.D. = 1.18) while after the intervention was $\bar{x} = 8.29$, S.D. = 1.65). The score after the intervention was higher than before at ($\bar{x} = 4.5$). (3) Applying score before the intervention was $\bar{x} = 3.00$, S.D. = 1.10) and after was $\bar{x} = 4.71$, S.D. = 0.99). The score after the intervention was higher than before at ($\bar{x} = 1.71$). Finally, (4) analyzing score before the intervention was $\bar{x} = 6.93$, S.D. = 1.90) and after was $\bar{x} = 1.93$, S.D. = 2.33). The score after the intervention was higher than before the intervention at ($\bar{x} = 1.00$).

The findings demonstrated that the student's English comprehension is reading skills improved after utilizing Task-Based learning and Collaborative Strategic reading, statistical significance at 0.05. This indicated that the mean score on the posttest was considerably higher than the mean pretest score. According to study hypothesis no. 1, the differences between the pre-and post-tests were statistically significant at a p-value of 0.05.

Moreover, the results of the test after using Task-Based learning and Collaborative Strategic reading were expressed as a percentage of the mean score compared to the total score of one hundred percent, and table 15 also details the rating of each reading ability.

Table 16 The results of a test of reading comprehension in percentage and rank based on Bloom's taxonomy theory after using Task-Based learning and Collaborative Strategic Reading.

Bloom's Taxonomy (Skill Level)	Total of Students	Test Items	\bar{x}	S.D.	%	Rank
Remembering	14	11	6.93	1.20	63	4
Understanding	14	13	8.29	1.65	63.7	3
Applying	14	7	4.71	0.99	67.2	2
Analyzing	14	9	7.93	2.33	88.1	1

It is shown in Table 16 that in consideration of each thinking level based on Bloom's taxonomy theory, it was found that the first rank thinking skill was "Analyzing" (88.1%) based on average score for 7.93 out of 9. The second rank was "Applying" (67.2%) based on average score for 4.71 out of 7. The third rank was "Understanding" (63.7%) based on average score for 8.29 out of 13. The fourth rank was "Remembering" (63%) based on average score for 6.93 out of 11.

Similar to the findings of Melike (2008), task-based learning improves the critical thinking skills of 6th-grade students. According to Maedeh Karimabadi (2015) said the research found that CSR education enhanced students' critical reading

Part 3 Results of qualitative research to investigate issues and instruction for developing reading comprehension using a learning log, interviews, and self-report questionnaires.

3.1 Result of the use of Task-Based Learning and Collaborative Strategic Reading. The investigation was conducted to collect qualitative information from the sample population before and after treatment to encourage the application of reading

strategies by students throughout the reading process using a learning log, a self-reflection report, and three interviews. The three interviews include (1) before using TBL+CSR, (2) during using TBL+CSR (3) after using TBL+CSR. This part presents the findings of the research and the instructional strategies for improving reading comprehension.

3.1.1 The researcher conducted three interviews with all of the student participants selected randomly. The researcher asked them overarching questions about their feelings about the English subject and their perspectives on Task-Based Learning and Collaborative Strategic Reading. The interview questions featured open-ended inquiries that encouraged students to express their thoughts and enabled them to elaborate freely. After school, students were questioned individually using an online tool (Zoom). The interview lasted an average of ten minutes. Before the start of the interview, students were told that the audio recording would be discarded after recording the interview for transcription and analysis.

Methodology for qualitative data analysis consisted of first creating a textual transcription of every recorded interview. The researcher used an online program (Zoom) to record the video and save it to the researcher's computer.

The qualitative results. Thematic analysis of student-participant interviews revealed two major themes: Students' answers to Task-Based Learning and Collaborative Strategic Reading were influenced by: 1) their feelings about the English subject; and 2) group dynamics. The analysis of each topic, the qualitative evidence for each theme, and the significance of each theme in the context of Task-Based Learning and Collaborative Strategic Reading.

The interviews before using TBL+CSR, while using TBL+CSR, and after using TBL+CSR were transcribed as follows;

Student (No. 1)

Before using Task-Based Learning and Collaborative Strategic reading, "I love English, but reading comprehension is complicated for me because I cannot understand all of the text I read, and I don't like to work with groupmates."

While using Task-Based Learning and Collaborative Strategic Reading, "I think I should change my mind about collaborative work because when using Task-Based Learning and Collaborative Strategic reading, we can choose the position, and I like the cards for each position. It helps us a lot when we work in groups, but I think I still don't understand the text well. I always ask my group mates about vocabulary that I don't know".

After using Task-Based Learning and Collaborative Strategic Reading, "I understand the reading passage better than before; I can use many reading comprehension strategies.

Student (No. 2)

Before using Task-Based Learning and Collaborative Strategic reading, "I like speaking English, but I don't like reading because there are many vocabulary words that I don't know. I always open the dictionary while I read passages; that makes me feel bad. I like to work with group mates.

While using Task-Based Learning and Collaborative Strategic Reading, "I think I am very poor in the summarizing part. I know because I don't know vocabulary well, which makes me unable to write long sentences. I like the brainstorming part; we can share our opinion, and it relates to the passage that we read.

After using Task-Based Learning and Collaborative Strategic Reading, "I think I know the tips about finding the meaning of words that I don't know, and that is very important while we do the reading comprehension exam. I like to ask questions after I read; it helps me understand stories well, but I am still poor at summarizing because I don't know the vocabulary.

Student (No. 3)

Before using Task-Based Learning and Collaborative Strategic Reading, "I am good at reading because, in my free time, I always read English story tales. I don't like to work with a group because when I work with a group, nobody helps me.

While using Task-Based Learning and Collaborative Strategic Reading, "I like to ask questions that help me check myself about my understanding of the story. I don't understand how to find the words that I don't know the meaning of.

After using Task-Based Learning and Collaborative Strategic Reading, "I think I would like to work with a groupmate in Collaborative Strategic Reading because there are cards for every position, and we can follow the steps that the teacher issues; it makes us work faster and understand every part of the learning log clearly. The important thing is that after we finish group work, we present a summary of the story in front of the class. I am always excited about the presentations".

Student (No. 4)

Before using Task-Based Learning and Collaborative Strategic Reading, "My English skills in every part are poor. I don't like reading because I don't understand the story or the passage without the picture, and I like to work with a groupmate".

While using Task-Based Learning and Collaborative Strategic Reading, "It is very difficult for me in the writing part such as writing the main idea and summarizing the passage which I cannot do well. I like to study collaboratively because It helps me understand the passage a lot; my groupmates always explain each step in the learning log, which makes me understand well".

After using Task-Based Learning and Collaborative Strategic Reading, "I am very proud of myself; this is the first time that I can summarize the story on my own. I love to work with my groupmates; they help me with every step. Collaboration helps us work within our position and follow the position card well, making us know the position and help each other.

Student (No. 5)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at reading because I can understand well when I read English stories. I can work with a group, but we have to talk about the position before we work.

While using Task-Based Learning and Collaborative Strategic Reading, "I don't have the vocabulary in my mind. I cannot write the main idea or summarize my own sentence. I always find many vocabularies that I don't know, and I always ask my group mate and use the fix-up strategy.

After using Task-Based Learning and Collaborative Strategic Reading, "Before I thought I was good at reading, but now I know I am not good, but after I practice, I know about the steps that can help me with reading comprehension. After reading, I like to ask questions. It can help me understand the passage clearly, and I love to work with a group because we can help and share our ideas.

Student (No. 6)

Before using Task-Based Learning and Collaborative Strategic Reading, "I like speaking because I like to speak with friends and teachers. I don't like reading because I am lax on vocabulary."

While using Task-Based Learning and Collaborative Strategic Reading, "It is very difficult for me to summarize and make questions, but my group mates always help me. I like to work with a groupmate because of the position cards, and every time, we can choose the position that we need to be in. I think this activity is not only for reading skills but practicing speaking skills also.

After using Task-Based Learning and Collaborative Strategic Reading, "I think the fix-up strategies are very useful because they can break words apart or look for prefixes and suffixes that help me understand vocabulary without using a dictionary.

Student (No. 7)

Before using Task-Based Learning and Collaborative Strategic Reading, "I am good with reading skills. I like to read English books, and I can work with a groupmate or alone.

When using Task-Based Learning and Collaborative Strategic Reading, "I love the evaluation part after activities that help me know how to improve from the teacher's suggestions.

After using Task-Based Learning and Collaborative Strategic Reading, "I never learned like this activity before; and now I like it. This activity not only improves reading skills but improves speaking and writing skills also. I love to work with groupmates while reading because it can help me with unclear parts.

Student (No. 8)

Before using Task-Based Learning and Collaborative Strategic Reading, "I didn't like speaking English, but I was not good at that. I didn't like to work with a group because I didn't like to talk.

While using Task-Based Learning and Collaborative Strategic Reading, "I think I like the Click and Clunk part. We don't use a dictionary. We use the fix-up strategy to share the vocabulary that we know and don't know in groups and use the fix-up strategy.

After using Task-Based Learning and Collaborative Strategic Reading, "I think working with a groupmate is good because we can do our work well, we always share our ideas. I like the evaluation part, and I know which skill or part I need to improve myself.

Student (No. 9)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at reading because I can do the reading part in the exam well. About group work, I can work with them.

While using Task-Based Learning and Collaborative Strategic Reading, "I think using the question and fix-up strategy part helps me a lot to understand the passage more clearly, but I don't like summarizing because I cannot do it well.

After using Task-Based Learning and Collaborative Strategic Reading, "I like to work with a group because we can share our ideas and help each other to understand difficult parts. I like the part where we share our summarizing with classmates, and the teacher helps us reflect on our work to improve next time.

Student (No. 10)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at speaking, but I don't like writing because I don't have ideas to write about. I don't like to work with a group because it takes a long time to finish work, and I don't like it."

While using Task-Based Learning and Collaborative Strategic Reading, "I think the fix-up strategy and making questions are very useful for me because I cannot use a dictionary when I do the reading part in exams."

After using Task-Based Learning and Collaborative Strategic Reading, "Collaborative activities are very good because the teacher has the position card or clue card for us. These cards help us know about the position, and the sentence we should speak with a groupmate about makes us clear about the reading and doesn't waste time when working with a group. About the steps in the learning log, I love the summarizing part and making the questions that help us understand the passage clearly.

Student (No. 11)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am not good at English. I am lax in every part. I love to work with a group because we can help each other.

While using Task-Based Learning and Collaborative Strategic Reading, "It is very difficult for me because I don't know the vocabulary. I cannot write a summary on my own, but my groupmate always helps me.

After using Task-Based Learning and Collaborative Strategic Reading, "I think I did not improve much in my reading comprehension because I don't know the

easy words that make me not understand the passage, but I like Click and Clunk and the fix-up strategy part that makes me know how to find the meaning of vocabulary that I don't know.

Student (No. 12)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at the reading part because I always read English books. I like to work with a groupmate."

While using Task-Based Learning and Collaborative Strategic Reading, "I cannot summarize in my own words well because I don't have ideas how to do it and I don't know the steps I should use to write, but my groupmates try to explain and help me."

After using Task-Based Learning and Collaborative Strategic Reading, "I like these activities, I like to work with groups where we can share every idea, and I like the fix-up strategy; it can help me in my reading exam."

Student (No. 13)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at reading English because my teacher at my old school taught me before. I don't like to work with a group; I think it takes a long time to work that way."

While using Task-Based Learning and Collaborative Strategic Reading, "This activity is very different from what I used to study before. I like the evaluation part that makes me know how to improve myself from teacher and classmate".

After using Task-Based Learning and Collaborative Strategic Reading, "I love to work with groupmates; I can share the vocabulary that I don't know. It doesn't take long because the teacher has a step and a clue card for us. We know the position that we are in and make everything run fast step by step".

Student (No. 14)

Before using Task-Based Learning and Collaborative Strategic Reading, "I think I am good at the reading part in English. I love to read English storybooks. I love to work with a groupmate".

While using Task-Based Learning and Collaborative Strategic Reading, "I think I like previews because It enhances my comprehension of what we are about to read and discuss with groupmates.

After using Task-Based Learning and Collaborative Strategic Reading, "I like to make questions and summarize different parts. It helps me visualize the passage that I read.

In conclusion, after the researcher read the learning log of the students, the summary of the students' comments is as follows:

Step 1 (Pre-task) Before reading: preview; They like previews because it helps them get a deeper understanding of what they will read and share their background knowledge about the passage with their groupmate.

Step 2 (Task cycle) While reading: The click and Clunk Strategy, They like the Click and Clunk part; they share the vocabulary that they know and don't know in the group and apply the fix-up strategy. Almost all the students think this part is very difficult because they don't know much vocabulary, making it difficult for them to write in their own words. They don't use a dictionary, and they can apply the Get the Gist (Main idea) skill for the reading comprehension exam

Step 3 (Post task) After reading: Wrap up; they like making questions about the main idea and summarizing the passage using their own words. It makes them understand more clearly, but some students don't like summarizing the passage because they don't know enough vocabulary, and some students don't understand how to write clearly.

Step 4 (Evaluation); They like the evaluation part and know which skill or part they need to improve by themselves after the teacher reflects on the improvement.

The researcher applied the organizing teaching and learning activities via Reading Instructional Model of TBL integrating with CSR of Richavee Chatviriyawong (2017). There is a four-step process; (1) Step 1 (pre-task) before reading, the researcher sets a purpose and creates students, groups by mixed ability with 3-4 students for each group. Students brainstorm and discuss what they already know or have learned. Students guess and identify clues in the subheadings, images, and subheadings to forecast what will be studied. This section conformed to the idea of prior knowledge (schema) and was supported by the discovery of Papitchaya Andon (2017) employs activating schema as one of the tactics she employs to help students improve their reading skills and practices. During modeling, the teacher elicits vocabulary or any other Important idea for reading the material so students could recall what they already know. It is vital to have prior knowledge to remember information from a text. Knowledge activation prior to reading assists kids in becoming prepared to read and receptive to new information. It helps kids focus and encourages them to read for a purpose. Before reading, kids can take ownership of their reading experiences by having a goal and an interest in the topic.

(2) Step 2 (Task Cycle) when students have acquired the skills to utilize each CSR technique, and this is their chance to apply them when reading the text's conclusion lines. Groups of students are held responsible for one another and for the objectives. Thus, one student's achievement aids the success of other pupils. While completing assignments to practice each method, students work cooperatively to complete the assigned tasks. This is congruent with the task-based approach notion, which states that the lesson ought to be organized in an effort to accomplish a specific objective to achieve a benefit or a larger objective. Students performed reading activities using the Click & Clunk Strategy, detected clunks & fix-up strategies to explain difficulties, and determined the most significant topic in the reading material and explained it in their own words (The core notion about a person, location, or object, excluding specifics)

(3) Step 3 (Post task) After reading, This phase requires students to develop and answer questions from the material, reflect on what they had learned, record their thoughts in a learning log, discuss their findings with a groupmate, and brainstorm on the reading text, rite sentences or short passage to summarize the story, present the summary to classmates. In addition to increasing their creative thinking and interpersonal communication abilities, students enhance their knowledge and ability to formulate effective inquiries, summarize, infer, and deliver a presentation. This function is compatible with a variety of theories, including Chomsky's assertion both first- and second-language learners need a substantial quantity contextualization relevant information to acquire language, and learners who participate in real, face-to-face conversation acquire language more rapidly and effectively than those who are simply exposed to structure-focused activities. (Shrum & Glisan 20).

Additionally, This stage is mostly based on the Task-Based methodology, which aligns with Prabhu's (1987) view, which places a greater emphasis on an item of labor or activity having a particular aim or a conclusion derived from the information by some process of thinking learned in an educational program.

Moreover, This approach was backed by studies by Nahavandi Naemeh (2012), who found the effect of task-based cycles on the reading comprehension of Iranian Elementary EFL students. Similarly, Pornnapat's (2020) study asserted that task-based reading strategies could help students improve their reading comprehension.

(4) Step 4 Evaluation; During this step. In each lesson. The researcher reflects for improvement and analyzes products/outcomes via (a) the teacher and (a) a self-reflection report. Five times, the researcher required students to complete a self-reflection report. (1) before practicing with Task-Based Learning and Collaborative Strategic Reading, the teacher corrected the data about students' knowledge in this part. (2-5) while studying with TBL and CSR, the last part used in the assessment in each lesson. Firstly, Following completing the first step's activities, the researcher assigns students to read the text, after which they complete the TBL+CSR learning log's phases. Then, the researcher observes their improvement in their reading

comprehension. After students finished each step and their tasks, the researcher took them to evaluate themselves on the self-reflection report.

As a result, measuring and assessing the model emphasizes the results of practice, group work, and reading comprehension presentations. As a result, the focus is on communicating and understanding the pupils' reading abilities more than just a grammatical framework. As a result, students feel confident in presenting their reading comprehension, and teachers can assess students' development. This is consistent with the idea of a more accurate reading comprehension assessment.

3.1.2 Observing the Action: Observation checklists are used by the researcher to document the development of each stage of learning. They are used to document the engagement of pupils in reading instruction and learning activities. In addition, observation checklists are utilized to document the teacher's actions that indicate the strategy's application throughout reading instruction. In this instance, the researcher used the students' replies throughout the teaching and learning process to complete the observation checklists.

Table 17 Observation Checklist

Students' No.	Lesson 1					Lesson 2					Lesson 3					Lesson 4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1		✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3					✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
4	✓			✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Students' No.	Lesson 1					Lesson 2					Lesson 3					Lesson 4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	1	6	9	1	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2			0		2	0	1	2	4	4	3	4	4	4	4	4	4	4	4

Notes: Below are the guidelines for using the checklist:

1: Before reading, students engaged in brainstorming and prediction exercises.

2: Making a few questions connected to the subjects

3: Carefully read the story

4: Group work participation

5: Written an independent summary or passage.

The following table demonstrates the students' engagement in the teaching and learning of reading via the use of Task-Based Learning and Collaborative Strategic Reading. The researcher noted the state on the checklist. Before reading, the student participated in brainstorming exercises and made predictions as part of their active engagement in the teaching and learning of reading by utilizing Task-Based Learning and Collaborative Strategic Reading. They were asking a few questions pertinent to the topics and carefully reading the text. They participated in group work. They have written an independent summary or passage. They must observe at least four of the indications listed on the checklist.

In every lesson, the researcher observes students individually using the Observation Checklist. Lesson 1 was the first time students studied collaboratively and strategically through Ask-based Learning and Collaborative Strategic Reading. They lack a clear understanding of the process, some students dislike working in groups, and a few lack English proficiency, preventing them from creating their own questions and summaries or passages. Twelve students were involved in brainstorming activities and predicting activities before reading. Six students asked some questions about the topic. Nine students read the text carefully, ten participated in groups, and nine wrote a summary of the passage in their own words. Lesson 2 was better than lesson 1. Students understood the process and how to follow the learning log and understood the position themselves following the clue cards. Twelve students were involved in brainstorming activities and predicting activities before reading. Ten students were making some questions on the topic.

Eleven students read the text carefully, and 12 students participated in groups. And 14 students wrote a summary of the passage in their own sentences. Lesson 3 was one student who could not create questions because her English skills were too low. Fourteen students were involved in brainstorming activities and predicting activities before reading. Thirteen students asked some questions related to the topic. Fourteen students read the text carefully, and 14 students participated in groups. And 14 students wrote a summary of the passage in their own sentences. Lesson 4 was the

flow lesson where every student understood the process and the important thing: work in a group that made them improve their reading skills. Fourteen students were involved in brainstorming activities and predicting activities before reading. Fourteen students asked some questions related to the topic. Fourteen students read the text carefully, and 14 students participated in groups. And 14 students wrote a summary of the passage in their own sentences.

the comparison of the Observation Checklist in 4 lessons.

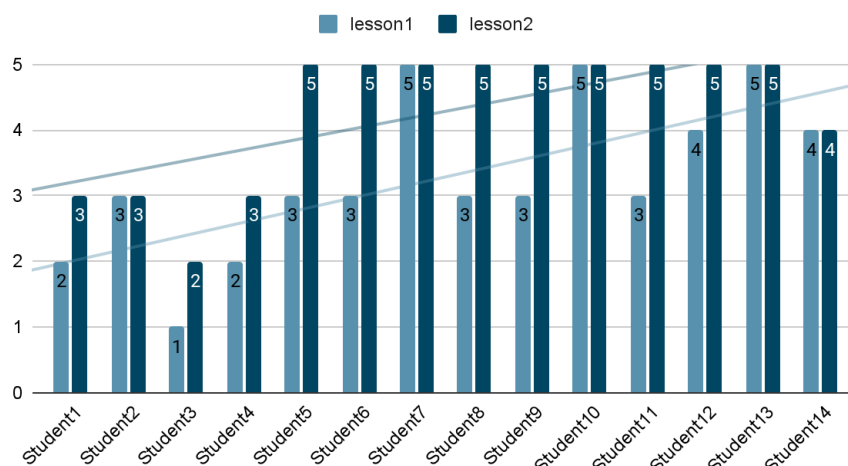


Figure 4 Below depicts the comparison of the observation checklist in 4 lessons. It showed the improvements of individual students had increased.

Figure 4: The comparison of the observation checklist in 4 lessons. It showed the improvements of individual students had increased.

The results of students' use of reading comprehension strategies

This part covers the findings of the self-report questionnaire administered after each unit to students using reading comprehension methods. The purpose of the self-report questionnaires was to determine the often-reading

comprehension is shown methods used with students during reading processing. The results were seen below.

Table 18: The frequency with which students use reading comprehension strategies.

Declaration	Treatmen t	Results			
		X	S.D.	%	Level
Strategy Preview					
Before reading, I participated in a brainstorming session.	Before	1.21	0.42	40.3	Low
	After	3.00	0.00	100	High
Before reading, I participated in a prediction activity.	Before	1.21	0.57	40.3	Low
	After	2.86	0.36	95.3 3	High
Before reading, I consider the cover, topic, and title.	Before	1.43	0.64	47.6 6	Low
	After	2.71	0.46	90.3 3	High
I consider my prior knowledge of the topic.	Before	1.50	0.51	50	Low
	After	2.71	0.46	90.3 3	High
As I read, I adjust my predictions based on what I am learning.	Before	1.64	0.49	54.6 6	Low
	After	2.64	0.49	88	High

Declaration	Treatment	Results			
		X	S.D.	%	Level
Strategy CLICK and CLUNK					
I pause to ensure that I am comprehending what I am reading.	Before	2.00	0.78	66.66	Medium
	After	2.64	0.49	88	High
CLUNK was identified.	Before	1.14	0.36	38	Low
	After	2.50	0.51	83	High
I scanned the passage containing the Clunk and searched for crucial concepts to assist me in determining new words.	Before	1.79	0.69	59.66	Medium
	After	2.64	0.49	88	High
Using context clues, I reread and determined the meaning of unknown words.	Before	1.64	0.74	54.66	Low
	After	2.93	0.26	97.66	High
I dismantled words and looked for recognized word parts such as prefixes, suffixes, root words, and smaller words.	Before	1.43	0.64	47.66	Low
	After	2.79	0.42	93	High
I sought a similar word that makes sense or searched the word up in a dictionary.	Before	1.79	0.80	59.66	Medium
	After	2.86	0.36	95.33	High

Declaration	Treatment	Results			
		X	S.D.	%	Level
Get the Gist Strategy					
I have identified the Gist or Get essential idea.	Before	1.71	0.61	57	Medium
	After	2.93	0.26	97.6 6	High
I identified the supporting details.	Before	1.29	0.46	43	Low
	After	2.86	0.36	95.3 3	High
I wrote down the main idea in less than ten words.	Before	1.43	0.64	47.6 6	Low
	After	2.73	0.42	91	High
Wrap Up Strategy					
I generated questions.	Before	1.57	0.64	52.3	Low
	After	2.86	0.36	95.3 3	High
The passage was summarized by me.	Before	1.64	0.63	54.6 6	Low
	After	2.86	0.36	95.3	High

Table 18 Students' utilization of reading comprehension strategies after using Task-Based Learning and Collaborative Strategic Reading was at a High level overall. It was determined that students reported employing sixteen high-level strategies for each item.

In this study, the following criteria were used to interpret the mean reading comprehension strategy usage by students towards learning after using TBL and CSR:

2.34 – 3.00 High level

1.67 – 2.33 Medium level

1.00 – 1.66 Low level

Table 19 Finding the frequency with which the student uses the reading strategies in the learning log.

Step of TBL+CSR	%	Rank
Step 1 (Pre-Task) Before reading		
1. Brainstorm: Activate previous knowledge	100	1
0. Prediction	95.33	3
Step 2 (Task Cycle) During reading		
0. Fix up strategy	58.33	4
0. Identifying main idea	97.66	2
Step 3 (Post task) After reading		
0. Make question	95.33	3
0. Summarizing	95.33	3

Table 19 explains the reading comprehension strategies used in each step of using TBL and CSR after the treatment. It was found that Brainstorm: The most common strategy used by students was activated prior Knowledge, followed by Identifying the main idea, making Predictions, Making Questions, Summarizing, and the last was the Fixup strategy.

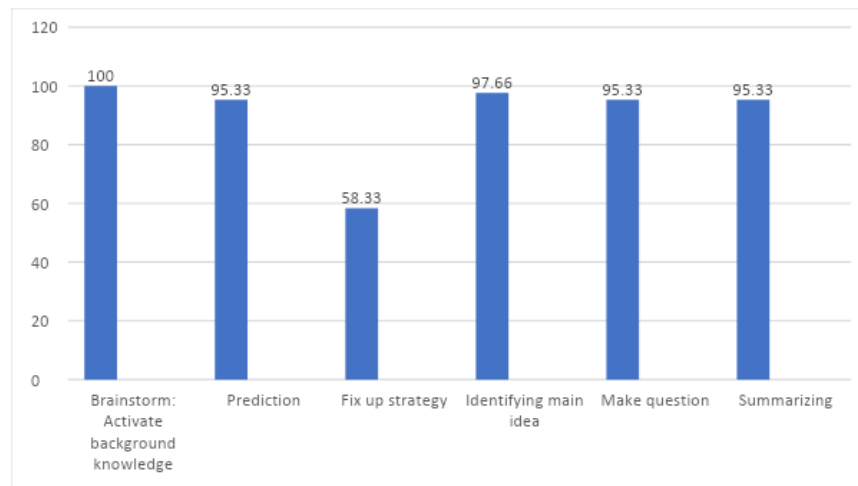


Figure 5 frequency with which the student uses the reading strategies in the learning log.

Figure 5 shows the frequency with which the student uses the reading strategies in the learning log. The most frequently used strategy was brainstorming: Activating background knowledge (100%) was the most frequently used by students because students shared their opinion about what they knew in the story. The second was Identifying the main idea (95.33%), and the third was Identifying the main idea, Prediction, Make Questions, and Summarizing (95.33%).

The last was the fix-up strategy at (58.33). In addition, the development of reading comprehension of Matthayomsuksa 2 Students at Rajini Foundation using Task-Based Learning and Collaborative Strategic Reading compared strategies for reading comprehension before and after study. The students study from the questionnaire and learning log. In the sample group, it was found that the frequency of using the strategy from the survey was the word structure separation strategy (Clunk: Look for a Prefix, Suffix, or Root word by disassembling the word), with a mean result of 93%, and a Clink reading strategy at a high level as well. The average result is 83% as well as detailed above. It can be seen that the use of strategies from the survey is a survey of the frequency of using various strategies. Before and after using Task-Based Learning and Collaborative Strategic Reading compared strategies, and on the other

hand, the researcher used the learning log to analyze the frequency of using the strategy reading comprehension while teaching and using strategies compared to surveys showed very similar results. Scores on the reading strategy of the sample group after learning are higher than before; it indicates that learners can use strategies. They have improved reading comprehension during the lesson with the pattern. The researcher demonstrated it as a model in using English reading strategies and practice using multiple strategies step by step through teaching reading using content, and data types, focusing on students to express concepts from reading comprehension in English.

Moreover, the researcher found that from the learning notes for reading by using the assigned task, students reflect on key reading strategies in work, such as Predicting Strategy, Questioning the Author, Read the sentence again containing the clunk as well as the preceding and following lines for suggestions, guessing word meanings from context (Clunk: Consider what makes sense when you the phrase should be reread with the clunk and search for essential elements to assist you to investigate the word), Separating the word structure (Clunk: Consider a word's Prefix, Suffix, or Root. by disassembling the term), splitting compound words. to get a single word meaning (Clunk: Deconstruct the word and Look for smaller terms that you already know), summarize each point and essential ideas of the story (Get to the Gist), review and summarize the reading (Wrap up), etc, and analyze the results. Explore the use of strategies after class with a pattern using Task-Based Learning and Collaborative Strategic Reading compared strategies found that the students were able to use those strategies, writing a learning log of the reading strategy in the portfolio found that the group of learners wrote a note of every strategy because the researcher has already designed a strategy log form in the Learning Log of reading activities. Therefore, learners do not forget to record in the reading practice.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This chapter describes the summary, conclusions, and recommendations for the efficacy of Task-Based Learning (TBL) and Collaborative Strategic Reading (CSR) to enhance students' reading comprehension.

The research questions were:

What effects do Task-Based Learning and Collaborative Strategic Reading have on reading comprehension?

Research Hypotheses

Achievement of reading comprehension after the use of Task-Based Learning and collaborative strategic reading increase significantly.

1. Summary of the research

1.1 Significance of the Study

This study contributes valuable ideas related to the effects of reading comprehension. This offers advantages to English instructors, language teachers, curriculum developers, parents, and researchers in integrating task-based Learning and collaborative strategic reading in reading comprehension. It also provides some suggestions for teaching reading comprehension skills to young learners. In education, Learning is not about remembering but about solving and understanding those problems; they learn by doing. The students learn new skills when participating in collaboration of group or team settings, having the freedom to study, and receiving help from their friends, teachers, or assistants, inside as well as outside of class.

1.2 Population, Sample Group, and Other Participants

The population of this research consists of 14 Matthayom Sunka 2 students from Rajini Foundation School studying in the academic year 2021. All 14 students were used in this study.

1.3 Research Methodology

This research methodology is mainly quantitative but employs a mixed-method in data collection. It is composed of a quantitative source of data used to compare pretest and post-test of the students' reading comprehension. A qualitative data source was used to investigate issues and instructions for developing reading comprehension retrieved from the students' learning log, interviews, and teacher's observation.

1.4 Research Instruments

The instruments of a quantitative source of data include a pre-test and post-test. The qualitative data source instruments used a learning log, three rounds of interviews, and observations.

1.5 Data collection and data analysis

This research took six weeks after students and their parents had completed permission papers. In the first week, students were required to complete the pre-test. Before the pre-test, the researcher interviewed students about 1) their feelings toward the English subject; and 2) group dynamics. The students studied English reading using the lesson plans designed based on TBL and CSR. After the instruction, the researcher observed students' development in every lesson using observation checklists: 1) students participated in a brainstorming session and participated in a prediction activity before reading, 2) Students produced topic-related questions, 3) Students attentively read the text, 4) students participate in groups, 5) students write a summary of the passage using their own words. There was also an interview with students while using Task-Based Learning and Collaborative Strategic. The students completed a post-test of English reading comprehension and were interviewed after using Task-Based Learning and Collaborative Strategic. After that, the researcher gave

questionnaires to students about their satisfaction with the study with Task-based Learning and Collaborative Strategic Reading. The duration of data collection was 12 periods. It took place in semester 2 of the academic year 2021. Each period lasts 50 minutes, two periods per week, six weeks in total.

The results from the English reading comprehension pre-and post-tests were analyzed using the mean score, standard deviations, and nonparametric statistics. Nonparametric Statistics used the Wilcoxon signed-rank test to assess whether the pre-and post-test mean scores were significantly different. Analysis of covariance was used to see whether there were differences in the effects of Task-Based Learning and Collaborative Strategic Reading to enhance students' reading comprehension were analyzed by mean and standard deviation.

2. Conclusion of the Main Findings

The conclusion was explicable in relation to the research questions. Qualitative and quantitative sources of data were collected to answer the research questions.

2.1 Conclusion from the results of students' reading comprehension performance before and after studying with Task-Based Learning and Collaborative Strategic Reading.

This study may enhance the reading comprehension of students. Post-test reading comprehension scores for the student were higher than pre-test scores after using TBL+CSR strategies at 0.001. The differences between the pretests and post-tests of the students were analyzed and found to be statistically significant.

2.2 Conclusion for the result of students' Reading comprehension assessment based on Bloom's taxonomy theory comparative analysis of the pre- and post-test after study with Task-Based Learning and Collaborative Strategic reading

From the rank based on Bloom's taxonomy theory, it was found that the first rank ability was "Analyzing" (88.1%) having an average score of 7.93 out of 9. The second rank was "Applying" (67.2%) having an average score of 4.71 out of 7. The third rank was "Understanding" (63.7%) having an average score of 8.29 out of 13. The fourth

rank was “Remembering” (63%) having an average score of 6.93 out of 11. The first rank thinking skill was “Analyzing” that means after student practice with TBL+CSR. After their practice with TBL+CSR, they can improve their thinking skills under Bloom's taxonomy level. They can understand the text deeply or critically interpret text.

2.3 Conclusion from the results of qualitative investigation issues and instruction for the development of reading comprehension retrieved from learning log, interview, and observation form.

The researcher conducted three interviews with randomly selected student participants. The interviews revealed two major themes: Students' answers to Task-Based Learning and Collaborative Strategic Reading were influenced by: 1) their feelings about the English subject; and 2) group dynamics. Based on the discussion of each theme, The first interview revealed that many students dislike working in groups because they believe it takes too much time, that group members converse excessively, and that group work is never completed on time. Following that, they enjoyed working in groups because the TBL and CSR process included hint cards for each position's assigned task. TBL helped students express themselves when they communicated with groupmate. Students did not need to focus on grammar. This point could help students who do not have good skills to share their opinion in a group. CRS helped students who were not confident to express themselves by the position card, which had dialogue for each position, forcing everyone to speak.

3. Recommendations

3.1. Task-Based Learning and Collaborative Strategic Reading use Mattayom sukسا1 and Mattayom sukسا 3 about in reading because there are similar standards and indicators.

3.2. Teachers can add more tasks for students to practice higher thinking skills: Evaluating skills, Creating skills such as taking students to create a new story on their own.

3.3 Task-Based Learning and Collaborative Strategic Reading can be applied with other skills or other subjects such as, with several levels, such as Thai language subjects, social subjects, and history subjects

4. Recommendations for Further Studies

1.Task-Based Learning and Collaborative Strategic Reading could be implemented, with an emphasis on another productive skill, such as skill in writing, to determine if the intervention could improve writing skills of students.

2.Teachers and researchers may consider applying this experiment to Matayom 1 and Matayom 3 because their level is, by and far, within the range of the sample of this study.

3.Researchers and teachers may explore other skills to improve using the methods in this experiment. Speaking and writing skills would be appropriate if done in a group; hence, it is worth endeavoring using this study.

4. Due to the limitation of this study regarding the number of samples, another study should be conducted on bigger samples

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Appendix



Appendix A
List of Experts

Appendix A
List of Experts

1. Assoc. Prof. Penpimol Premaswad

Experience and Position:

1. English Department Head
2. Director of Business English Communication (BEC--International Program)
3. Deputy Dean for Administration Affairs Faculty of Liberal Arts, Thammasat University

2. Assoc. Prof. Yupin Pokthitiyuk

Experience and Position:

1. English Department Head
2. Director of British and American Studies (BAS—International Program)
3. Deputy Dean for Student Affairs Faculty of Liberal Arts, Thammasat University

3. Dr. Pleanpak Tednoi

Experience and Position:

1. English language and social subjects in English department more than 20 years
2. Director of Rajini Foundation School



Appendix B
Research tools

Appendix B
Research tools

- Pre- test, Post – test
- Lesson Plan
- Learning log
- Self - report questionnaire
- Students' Satisfaction questionnaire
- A needs analysis questionnaire for Study The Effects of Task



Pre-test and Post – test

Pre-test and Post – test evaluate understanding in English comprehension before using task- based learning and collaborative strategic reading.

Table of test specifications

Objectives	Bloom's Taxonomy (Skill Level)	Text form	No. of items	Scoring
1. To tell the meaning of words in context.	Remembering	Articles, book and	3,14,22,28,40	0-1
2. To identify topic sentence in the paragraph.	Analyzing	the document from	25,32,34	0-1
3. To identify the main idea of the paragraph.	Analyzing	websites	10,12,18,21,24,33	0-1
4. To identify supporting details in the paragraph.	Applying		1,7,13,27,35,37,39	0-1
5. To identify pronoun references.	Remembering		2,5,17,19,29,38	0-1
6. To find and indicate specific information in the passage	Understanding		8,9,11,15,16,23,30,31,36	0-1
7. To give factual details in the passage	Understanding		4,6,20,26	0-1

Pre-test and Post – test

Pre-test and Post – test evaluate understanding in English comprehension before using task- based learning and collaborative strategic reading.

Instructions:

1. This is a multiple-choice test. A total of 40 questions. You will have 50 minutes to complete the test.
2. Each question has 4 answer choices, A, B, C or D. You must mark your choice in pen on your answer sheet. Although you may make notes on this test book, only answer marked on the answer sheet can be scored.
3. Mark only one answer per question—if you mark more than one answer for a question it will automatically be scored as wrong.

Pre-test and Post – test

Directions: Choose the appropriate correction from the choices a, b, c or d.

Passage 1 (Question1-2)

Many people think that the typical North American diet consists of fast food-hamburgers, hot dogs, French fries, pizza, fried chicken, and so on. It also includes convenience foods, usually frozen or canned, and junk food – candy, cookies, potato chips, and other things without much nutritional value.

1.. How are candy, cookies, potato chips similar? (To identify supporting detail in the paragraph.)

- a. They do not take time to cook.
- b. They are all fast food.
- c. They do not have much nutrition.
- d. They are frozen food.

2. What does the highlighted word “It” (line2) refer to ? (To identify pronoun references.)

- a. fast food
- b. convenience food
- c. frozen and canned food
- d. typical North American diet

Passage 2 (Question3-4)

My daughter is in the cast of a theatre restaurant that performs mystery plays. While the shows are quite entertaining, the food leaves a lot to be desired. Near the end of the play, each member of the audience submits a form, answering the question, “who do you think the murderer is and why?” It must be the cook, “wrote one patron. “He tried to poison the rest of us too”.

3. The expression “in the cast of” means..... (To tell the meaning of words in context.)

- a. serving food at
- b. wearing a uniform for
- c. one of the performers in
- d. the manager of 10

4. Before the end of the performance, the audience is asked to..... (To understanding the details)

- a. criticize the acting
- b. recommend improvements
- c. evaluate the food's quality
- d. guess who the murder is

5. The phrase "the rest of us" refers to..... (To tell the meaning of words in context.)

- a. the actors
- b. other cooks
- c. the audience
- d. restaurant employees

Passage 3 (Question 6-9)

A forest is a living community of plants in which trees are the dominant species. From a distance , the forest appears to be just big trees. As we come nearer , however , we see other plants – medium – sized trees and shrubs , vines , herbs , wild flowers , and mosses also sprawling over the forest floor.

There are some other life forms in the forest community as well. Birds sing from treetops , frogs peep on the ground , and grouses drum on fallen logs. Some creatures can be seen but not heard : a snake slithers for cover , caterpillars devour a leaf , and spiders wait on webs that glisten in the sunshine. Plants and animals compete for living space , both above and below the surface of the ground. It is the joint activity of all living things of the forest as they live , grow , reproduce , and die – that makes for soil improvement.

6. The majority of the living things in the forest are

(To fine and indicate information in the passage)

- a. animals
- b. Mosses
- c. trees
- d. Species

7. Which of the following is not “giant”? (To identify the words reference in the context)

- a. Mosses
- b. Teaks
- c. Mango trees
- d. Oak trees

8. What are outstanding from a distance? (To fine and indicate information in the passage)

- a. The forest community.
- b. Only big trees.
- c. Some young trees.
- d. Fallen logs.

9. What are the sounds and actions made by animals?

(To fine and indicate information in the passage)

- a. Singing , drumming , slithering , and devour.
- b. Above , also , singing and going.
- c. Young , tiny fallen , and webs.
- d. Vine , live , some , and seen

Passage 4 (Question 10-11)

Teens love mobiles and most have one. Is this a good thing? Mobiles are useful in case of an emergency. You can easily contact family members when you need *them*. They also help communication. You can also send text messages or chat wherever you are.

On the other hand, mobiles can be *costly*. If you talk a lot on your mobile, you'll have to pay a huge phone bill. They can also easily distract you. You can spend hours playing games and *neglect* your homework.

Mobile phones are very useful especially in emergency situations. However, teens need to learn to use them sensibly.

10. What is main topic of the first paragraph? (To identify topic sentence in the paragraph.)

- a. Sending text messages via mobiles
- b. Using mobiles in an emergency case
- c. The benefits of mobile phones
- d. The problems with mobile phones

11. The writer advises teens to (To understanding the details)

- a. contact their family members via mobiles
- b. pay the phone bill themselves
- c. stop playing games and do homework
- d. be more careful when using them

Passage 5 (Question 12-14)

Covering your mouth when you sneezing! That's what most children are taught. In fact, most people try to hold back the rush of air when they sneeze. It's the polite thing to do, but it's not the safe thing to do. A sneeze means the body is trying to force something harmful out. If you have a cold, your body is trying to force germs out through the nose. In a sneeze, air leaves the nose with great speed and force. That's why it's dangerous to

hold a sneeze in. The air will be forced out into the sinuses and ears. The germs can infect the eardrums. It's true that sneezing can spread germs to other people. But even covering your nose with a handkerchief can't stop that. Germs are so tiny that they go through the cloth.

12. What is the main idea of the passage? (To identify the main idea of the paragraph.)

- a. Holding in a sneeze is polite, and it's good for health.
- b. Sneezing is what most children are often taught to do.
- c. Holding in a sneeze is polite, but it's not good for health.
- d. Sneezing is a rush of air out through the nose and mouth.

13. Which is **NOT** mentioned in the passage? (To identify supporting detail in the paragraph.)

- a. Why holding in a sneeze is dangerous
- b. How sneezing spreads germs to people
- c. Why kids are taught to hold in a sneeze
- d. How adults try to avoid holding in a sneeze

14. Why does covering your nose with a handkerchief still lead to spreading germs? (To understanding the details)

- a. Germs are powerful.
- b. Germs are very small.
- c. The air leaves rapidly.
- d. The cloth is very small.

Passage 6 (Question 15-16)

Like its relative the whale, the dolphin is not a fish but a mammal. A dolphin is warm blooded and feeds its young on the mother's milk. It breathes air through a "blowhole" in the top of its head. The blowhole is the first part of the dolphin to break through the surface as the animal rises from the deep.

Dolphins have torpedo-shaped bodies and smooth, rubbery skin. A strong tail sends the dolphin cruising through the water at speeds up to 25 miles an hour. Dolphins often race with boats. **They** may come alongside and then rush forward to the bows. There they take their place in front of the boats. They may hold this spot for several minutes, as if daring the captain to race.

15. Which is **TRUE** about a dolphin? (To identify the words reference in the context)

- a. It is slower than a boat.
- b. It has a blowhole to breath.
- c. It cruises through the water by strong fins.
- d. It is a fish, but feeds its young on the mother's milk.

16. Which part of the dolphins help them swim well? (To identify supporting detail in the paragraph.)

- a. rubbery skin
- b. a strong tail
- c. smooth skin
- d. torpedo-shaped body

17. What does "**They**" in paragraph 2 refer to? (To identify pronoun references.)

- a. bows
- b. boats
- c. dolphins
- d. torpedo-shaped bodies

Passage 7 (Question 18-21)

Honolulu will soon ban people from walking across the road while using mobile phones. The new law starts in October. **It** says no one can cross a street or road while looking at mobile phones, tablets and digital cameras. There is a \$15-\$35 fine. People who break

the law for a second time will get a \$99 fine. Honolulu's mayor said the law because there were many injuries and deaths when pedestrians use mobile devices.

People who text while walking are called phone zombies. The ban is so people know more about the dangers of texting while walking. The mayor said there were too many accidents in Honolulu. He added that if people had more common sense, he would not have to pass this law. Another lawmaker said we have a lot of technology today but we forget about staying safe. The new law is like one that bans texting while driving.

18. Which is the main problem in Honolulu? (To identify the main idea of the paragraph.)
- There were many people use a lot of technology.
 - There were so many people who didn't pay the fine.
 - There were so many accidents and injuries on the road.
 - People break the law and stop using the mobile phone devices.
19. What does the word "It" in line 2 refer to? (To identify pronoun references.)
- phone
 - new law
 - Honolulu
 - walking road
20. Which is **NOT** true? (To understanding the details)
- The new law will begin after September.
 - The person who texts while walking is in danger.
 - The people have to pay the fine for breaking the law.
 - The legal action is to look at mobile devices while crossing the road.

21. Which is the best headline for this news? (To identify topic sentence in the paragraph.)

- a. Safety First
- b. The Pedestrians
- c. Phone Zombies
- d. The New Coming Law

Passage 8 (Question 22-24)

Do you skip breakfast? Millions of Americans do and if you are one of them, you are putting and crabby by the middle of the morning.

Why is that? First, when you wake up, you have not eaten for about eight hours. Your body's fuel, called glucose, is low. Eating breakfast raises the level of glucose in your brain.

Your brain requires a constant flow of glucose in order to do mental work. So eating breakfast will give you a mental edge at school.

What if you don't have enough time for breakfast or if you are not hungry when you wake up? Having something for breakfast is better than nothing. Drink some milk or juice. Then catch a nutritious snack later on in the morning. Yogurt, dry cereal, cheeses or fruit are good choices.

What if you don't like breakfast food? Then eat healthy foods you do like. Even cold pizza or fruit smoothie can power your morning. Any way you look at it. There's no reason to skip this important meal.

22. What is the body's fuel? (To tell the meaning of words in context.)

- a. fat
- b. water
- c. glucose
- d. breakfast

23. What **shouldn't** you do if you don't have enough time for breakfast? (To identify supporting detail in the paragraph.)
- a. eat nothing
 - b. eat some fruit
 - c. drink some juice
 - d. catch a nutritious snack
24. What is the main idea of this passage? (To identify the main idea of the paragraph.)
- a. Healthy food is important.
 - b. The function of glucose is important.
 - c. Breakfast is the most important meal in a day.
 - d. The level of glucose is raised by eating breakfast.

Passage 9 (Question 25-26)

The Chinese New Year is celebrated between January and February. New Year's Day food is usually made of vegetables because it is bad luck to kill or eat animals. Children get a red packet or an envelope. This normally contains money! Fireworks displays are all around the country and dragon dances take place in streets.

25. What is the topic of the passage? (To identify topic sentence in the paragraph.)
- a. Chinese Customs
 - b. Chinese way of living
 - c. The Chinese New Year
 - d. Food in New Year's Day in China
26. Which is prohibited? (To identify supporting detail in the paragraph.)
- a. public dragon dance show
 - b. holding firework displays
 - c. killing or eating animals
 - d. giving some money

Passage 10 (Question 27-28)

The continent of America took its name from the Italian explorer Amerigo Vespucci who explored South America in the 15th **century**, after Columbus's famous journey there.

27. We learn from the passage that _____. (To find and indicate information in the passage)

- a. Columbus discovered America
- b. Columbus took a journey there
- c. Vespucci explored South America
- d. the continent of America is named after Amerigo Vespucci

28. What does the word 'century' mean? (To identify the word's reference in the context)

- a. one hundred years
- b. a long time
- c. ten years
- d. a few years

Passage 11 (Question 29-31)

Nobody knows exactly when the Olympics Games began, but historians think that the first games were in 776BC. Athletes from all over Greece came to compete in a town called Olympia. There was only one event. **It** was a running race called the 'stade'. The first Olympic champion was Coroebus of Elis. He was a cook.

29. The word "It" refers to _____. (To identify pronoun references.)

- a. Olympia
- b. Olympics
- c. one event
- d. a town

30. Where did the first game take place? (To find and indicate information in the passage)

- a. Athens
- b. Roman
- c. Greece
- d. Italy

31. What was the first game competition? (To identify supporting detail in the paragraph.)

- a. football
- b. running
- c. volleyball
- d. Swimming

Passage 12 (Question 32)

Air pollution is gathered in clouds and when it reacts with the oxygen and water in the atmosphere it becomes acid. The winds carry the polluted clouds long distances. When it rains, this pollution falls on trees, houses, buildings, cars, clothes, everywhere !!! This called acid rain.

32. Which is the topic? (To identify topic sentence in the paragraph.)

- a. The pollution
- b. The solutions
- c. The air pollution and acid rain
- d. The water and soil pollution

Passage 13 (Question 33)

Do you want to do something interesting? Go to a museum this weekend. If you go to a museum you will learn something from the treasure of the past. Walk up and down and look at the pictures and the statues. You will begin to understand how people through history have thought and felt forget what modern life is like and stand among the

exhibits. You will be in the middle of history and feel what it was like to live in another time.

33. What is the main idea of this passage? (To identify the main idea of the paragraph.)
- History is not like the modern world.
 - It is interesting to go to museum at weekends.
 - Museums help us understand people in the past.
 - Look at the treasures from the past, the painting, and statues.

Read the following piece of news and choose the best answer.

Passage 14 (Question 34-38)

Trat - An unusual plant gave off a stink in a village

In Trat when it bloomed. The unpleasant smell was similar to rotting meat. The plant, which was unknown to villagers, was found in the garden of a house belonging to Srinual Sai-oy in Trat's Mueang district.

A report said the multicolored flower had died, but it's very bad smell stayed and it was attracting flies.

The plant has a bud and is expected to develop into a flower soon.

Mrs. Srinual said she smelled an awful odor around her home on Saturday night. When she saw the plant, its flower was in full bloom.

34. What is the best headline for this piece of news? (To identify topic sentence in the paragraph.)
- A stink strange plant in Trat.
 - Awful odor in Mueang district.
 - Multicolored flower in full bloom.
 - Unknown tree at a villager's house.

35. What does the writer compare the smell of flower to? (To identify supporting detail in the paragraph.)

- a. an unpleasant villager
- b. a developed bud
- c. attractive flies
- d. rotting meat

36. Which is true about this plant? (To find and indicate information in the passage)

- a. Its flower has many colors.
- b. People enjoy its smell.
- c. Villagers know it well.
- d. It blooms all days.

37. Which one **does NOT** belong to the group? (To understand the details)

- a. an unpleasant smell
- b. a rotted smell
- c. an awful odor
- d. a bloom

38. What does "it" (line 6) refer to? (To identify pronoun references.)

- a. a multicolored flower
- b. a bad smell
- c. a plant
- d. a fly

Passage 15 (Question 39-40)

Poor hungry boys met a gentleman. He allowed them to carry home two bags for him, and he would give them a little money. When they arrived at his house, he gave them each a coin. He thought that it was a ten-paisa piece. But in the darkness, he had given them each half a rupee. He did not know that he made a mistake that night, but the boys did.

As soon as they reached a food shop, the first boy said, "Look! The silly old man has given me a half rupee instead of a ten-paisa piece!" The other boy then looked at his coin and found that he had also received a rupee. "You do not think that the gentleman really meant to give us these, do you?" he asked. "No, he made a mistake in the dark, of course," replied the first boy, "and when he finds it out he won't find us."

The other boy, who was honest, said "Doing that is like a thief". His friends replied that they would rather be a thief than a fool, and then they began to spend the money. However, the honest boy did not use his and went to the gentleman's house to return it. This so pleased the man that he told him to keep it, and gave him another. He then told the police to catch the other boys.

Adapted from www.bubblews.com/.../3040632-honesty-is-the-best-best-the-policy

39. Why did the boy return the money to the gentleman? (To identify supporting detail in the paragraph.)

- a. The gentleman asked him.
- b. He did not want to be a thief.
- c. He bought the gentleman something.
- d. He borrowed the money from the gentleman.

40. What does "another" in line 14 mean? (To tell the meaning of words in context.)

- a. a parcel
- b. a thief
- c. money
- d. the boy

Answer

Item	Answer	Item	Answer	Item	Answer
1	C	16	B	31	b
2	D	17	C	32	C
3	C	18	C	33	C
4	D	19	B	34	A
5	C	20	D	35	D
6	C	21	D	36	A
7	A	22	C	37	D
8	B	23	A	38	B
9	A	24	C	39	B
10	C	25	C	40	C
11	D	26	C		
12	C	27	D		
13	D	28	A		
14	B	29	C		
15	B	30	C		

Table of Test Specification

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
1	To identify supporting detail in the paragraph.	1.1.4	Applying	Reading: Passage 1 1.. How are candy, cookies, potato chips similar? a. They do not take time to cook. b. They are all fast food. *c. They do not have much nutrition. d. They are frozen food.
2	To identify pronoun references	1.1.4	remembering	Reading: Passage 1 2. What does the highlighted word "It" (line2) refer to ? a. fast food b. convenience food c. frozen and canned food *d. typical North American diet
3	To tell the meaning of words in context.	1.1.4	remembering	Reading: Passage 2 3. The expression "in the cast of" means..... a. serving food at b. wearing a uniform for *c. one of the performers in d. the manager of 10

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
4	To give factual details in the passage	1.1.4	understanding	Reading: Passage 2 4. Before the end of the performance, the audience is asked to..... a. criticize the acting b. recommend improvements c. evaluate the food's quality *d. guess who the murder is
5	To identify pronoun references.	1.1.4	remembering	Reading: Passage 2 5. The phrase "the rest of us" refers to..... a. the actors b. other cooks *c. the audience d. restaurant employees
6	To give factual details in the passage	1.1.4	understanding	Reading: Passage 3 6. The majority of the living things in the forest are a. animals b. Mosses *c. trees d. Species
7	To identify supporting details in the paragraph.	1.1.4	Applying	Reading: Passage 3 7. Which of the following is not "giant"? *a. Mosses b. Teaks c. Mango trees d. Oak trees

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
8	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 3 8. What are outstanding from a distance? a. The forest community. *b. Only big trees. c. Some young trees. d. Fallen logs.
9	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 3 9. What are the sounds and actions made by animals? *a. Singing , drumming , slithering , and devour. b. Above , also , singing and going. c. Young , tiny fallen , and webs. d. Vine , live , some , and seen
10	To identify the main idea of the paragraph	1.1.4	Analyzing	Reading: Passage 4 10. What is main topic of the first paragraph? a. Sending text messages via mobiles b. Using mobiles in an emergency case *c. The benefits of mobile phones d. The problems with mobile phones

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
11	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 4 11. The writer advises teens to a. contact their family members via mobiles b. pay the phone bill themselves c. stop playing games and do homework *d. be more careful when using them
12	To identify the main idea of the paragraph.	1.1.4	Analyzing	Reading: Passage 5 12. What is the main idea of the passage? a. Holding in a sneeze is polite, and it's good for health. b. Sneezing is what most children are often taught to do. *c. Holding in a sneeze is polite, but it's not good for health. d. Sneezing is a rush of air out through the nose and mouth.

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
13	To identify supporting details in the paragraph	1.1.4	Applying	Reading: Passage 5 13. Which is NOT mentioned in the passage? a. Why holding in a sneeze is dangerous b. How sneezing spreads germs to people c. Why kids are taught to hold in a sneeze *d. How adults try to avoid holding in a sneeze
14	To tell the meaning of words in context.	1.1.4	remembering	Reading: Passage 5 14. Why does covering your nose with a handkerchief still lead to spreading germs? a. Germs are powerful. *b. Germs are very small. c. The air leaves rapidly. d. The cloth is very small.
15	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 6 15. Which is TRUE about a dolphin? a. It is slower than a boat. *b. It has a blowhole to breath. c. It cruises through the water by strong fins. d. It is a fish, but feeds its young on the mother's milk.

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
16	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 6 16. Which part of the dolphins help them swim well? a. rubbery skin *b. a strong tail c. smooth skin d. torpedo-shaped body
17	To identify pronoun references.	1.1.4	remembering	Reading: Passage 6 17. What does "They" in paragraph 2 refer to? a. bows b. boats *c. dolphins d. torpedo-shaped bodies
18	To identify the main idea of the paragraph.	1.3.2	Analyzing	Reading: Passage 7 18. Which is the main problem in Honolulu? a. There were many people use a lot of technology. b. There were so many people who didn't pay the fine. *c. There were so many accidents and injuries on the road. d. People break the law and stop using the mobile phone devices.

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
19	To identify pronoun references.	1.1.4	remembering	Reading: Passage 7 19. What does the word "It" in line 2 refer to? a. phone *b. new law c. Honolulu d. walking road
20	To give factual details in the passage	1.1.4	Analyzing	Reading: Passage 8 20. Which is NOT true? a. The new law will begin after September. b. The person who texts while walking is in danger. c. The people have to pay the fine for breaking the law. *d. The legal action is to look at mobile devices while crossing the road.
21	To identify the main idea of the paragraph.	1.1.4	Analyzing	Reading: Passage 8 21. Which is the best headline for this news? a. Safety First b. The Pedestrians c. Phone Zombies *d. The New Coming Law
22	To tell the meaning of words in context.	1.1.4	remembering	Reading: Passage 9 22. What is the body's fuel? a. fat b. water *c. glucose d. breakfast

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
23	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 9 23. What shouldn't you do if you don't have enough time for breakfast? *a. eat nothing b. eat some fruit c. drink some juice d. catch a nutritious snack
24	To identify the main idea of the paragraph.	1.3.2	Analyzing	Reading: Passage 9 24. What is the main idea of this passage? a. Healthy food is important. b. The function of glucose is important. *c. Breakfast is the most important meal in a day. d. The level of glucose is raised by eating breakfast.
25	To identify topic sentence in the paragraph.	1.1.4	Analyzing	Reading: Passage 10 25. What is the topic of the passage? a. Chinese Customs b. Chinese way of living *c. The Chinese New Year d. Food in New Year's Day in China

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
26	To give factual details in the passage	1.1.4	understanding	Reading: Passage 10 26. Which is prohibited? a. public dragon dance show b. holding firework displays *c. killing or eating animals d. giving some money
27	To identify supporting details in the paragraph.	1.1.4	Applying	Reading: Passage 11 27. We learn from the passage that _____. a. Columbus discovered America b. Columbus took a journey there c. Vespucci explored South America *d. the continent of America is named after Amerigo Vespucci
28	To tell the meaning of words in context.	1.1.4	Remembering	Reading: Passage 11 28. What does the word 'century' mean? *a. one hundred years b. a long time c. ten years d. a few years

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
29	To identify pronoun references.	1.1.4	understanding	Reading: Passage 12 29. The word "It" refers to_____. a. Olympia b. Olympics *c. one event d. a town
30	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 12 30. Where did the first game take place? a. Athens b. Roman *c. Greece d. Italy
31	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 12 31. What was the first game competition? a. football *b. running c. volleyball d. Swimming
32	To identify topic sentence in the paragraph.	1.1.4	Analyzing	Reading: Passage 13 32. Which is the topic? a. The pollution b. The solutions *c. The air pollution and acid rain d. The water and soil pollution

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
33	To identify the main idea of the paragraph.	1.1.4	Analyzing	Reading: Passage 14 33. What is the main idea of this passage? a. History is not like the modern world. b. It is interesting to go to museum at weekends. *c. Museums help us understand people in the past. d. Look at the treasures from the past, the painting, and statues.
34	To identify topic sentence in the paragraph.	1.1.4	Analyzing	Reading: Passage 15 34. What is the best headline for this piece of news? *a. A stink strange plant in Trat. b. Awful odor in Mueang district. c. Multicolored flower in full bloom. d. Unknown tree at a villager's house.

Items	Language skill/Focus	Strand/Standard/Indicators	Bloom's Taxonomy (Skill Level)	Test Details
35	To identify supporting details in the paragraph.	1.1.4	Applying	Reading: Passage 15 35. What does the writer compare the smell of flower to? a. an unpleasant villager b. a developed bud c. attractive flies *d. rotting meat
36	To find and indicate specific information in the passage	1.1.4	understanding	Reading: Passage 15 36. Which is true about this plant? *a. Its flower has many colors. b. People enjoy its smell. c. Villagers know it well. d. It blooms all days.
37	To identify supporting details in the paragraph.	1.1.4	Applying	Reading: Passage 15 37. Which one does NOT belong to the group? a. an unpleasant smell b. a rotted smell c. an awful odor *d. a bloom

Items	Language skill/Focus	Strand/Standard/ Indicators	Bloom's Taxonomy (Skill Level)	Test Details
38	To identify pronoun references.	1.1.4	remembering	Reading: Passage 15 38. What does "it" (line 6) refer to? a. a multicolored flower *b. a bad smell c. a plant d. a fly
39	To identify supporting details in the paragraph.	1.1.4	Applying	Reading: Passage 16 39. Why did the boy return the money to the gentleman? a. The gentleman asked him. *b. He did not want to be a thief. c. He bought the gentleman something. d. He borrowed the money from the gentleman.
40	To tell the meaning of words in context.	1.1.4	Remembering	Reading: Passage 16 40. What does "another" in line 14 mean? a. a parcel b. a thief *c. money d. the boy

Lesson Plan 1

Topic : The special circus

Course: English

Class: Matayomsuksa 2

Time: 3 Periods

Date:

Instructor: Teacher Thanachira Chaiwong

Terminal Objective : Students should be able to do the step of Task-Based Learning and Collaborative Strategic Reading

Enabling Objective : Students should be able to

1. Write out their previous knowledge from the passage given.
2. Write out their prediction about the passages given.
3. Tell the meaning of the new words by using the fix-up strategies.
4. Tell the main idea of the passage by using their own words.
5. Make and answer the question after reading.
6. Write a summary of the passage by using their own words.

Expected Behavior: Students should be able to

1. Enthusiastic when doing tasks.
2. Work cooperatively while working with others.

Language Focus

Vocabulary: Vocabulary about circus : perform, circus, unusual circus, cage, trick,

Language Focus:

Speaking : share idea about the passage with their classmate.

Reading: Read the passage given.

Writing: Write a summary of the passage by using their own words.

Step of teaching	Teacher's Notes	Teacher's activities	Students' activities
Step2 (Task Cycle) Click and Clunk	<p>teacher. what have already learned or known.</p> <p>7. Ask students in each group to share their information to class orally.</p> <p>B. predict</p> <p>8. Distribute text "The special circus" to students.</p> <p>9. Ask students in each group to share their predicted information of the passage with the class.</p> <p>Click and Clunk</p> <p>10. assigns students to read the given passage and describes Click and clunk to students by using learning log.</p> <p>11. teacher explain about how to guess the meaning of the word by using the steps of fix-up strategies. (use learning log)</p> <p>Fix-up strategy:</p> <ul style="list-style-type: none"> -Reread the sentence and look for the key ideas to help students understand the word. - Reread the sentences before and after looking for clues. - Look for a prefix and suffix in the word. 	<p>-write the discuss about what have you already learned or know in learning log</p> <ul style="list-style-type: none"> - Each group present the information to your friends. "what you have already know about the topic?" -Before we read this passage. We look at the picture and the title that remind we of our old knowledge. Now, from the picture and the title "Can you predict what we are going to read and learn when reading the passage?" <p>-Click mean you understand the word or the passage already.</p> <p>-Clunk is mean the difficult word you don't know or don't understand. Please write it down on your learning log.</p> <ul style="list-style-type: none"> - You have the clunk already. Now, I would like you share in the groupmate. - Every group have Clunk already. Then, I will show you how to fix-up it (Follow the fix-up strategies) 	<p>-student write what have they already learned or know in learning log</p> <ul style="list-style-type: none"> -student present the information -Students listen to the teacher <p>-Students listen to the teacher</p> <p>-Student write the difficult word you don't know or don't understand</p> <ul style="list-style-type: none"> -Students share clunk with the groupmate. -Students listen to the teacher

Step of teaching	Teacher's Notes	Teacher's activities	Students' activities
	<p>- Break the word apart and look for smaller word.</p> <p>If students don't understand or have clunks, use the following fix-up strategies.</p> <p>12. Ask each student to read the next paragraph of the passage individually, and while reading each paragraph, write the clunk part in the learning log.</p> <p>Get the Gist</p> <p>13. Explain how to find the main idea to students.</p> <p>14. Ask each student to identify the most important idea in each paragraph, and restate them in their own words, and then write down in the learning log</p> <p>15. Ask students in each group to share and discuss with the members about the important ideas just the first paragraph.</p> <p>16. Teacher and student discuss the main idea.</p>	<p>-I will explain you how to find the main idea. The main ideas are often found:</p> <ul style="list-style-type: none"> -at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. -in the concluding sentences of the paragraph. The main idea can be expresses as a summation in the next paragraph. -please write the main idea of that paragraph in your own words -Please discuss to find the best main idea for you own group. -Please summarize the main idea on your learning log 	<p>-Students listen to the teacher</p> <p>-Students find main idea</p> <p>-Student discuss to find the best main idea for you own group.</p> <p>-Students summarize the main idea on learning log</p>

Step of teaching	Teacher's Notes	Teacher's activities	Students' activities
Step 3 (Post task)	<p>17. Ask student generate question and answer questions from the passage.</p> <p>18. Review what was learned, and write sentences or short passage to summarize story in the learning log</p> <p>19. Present the summarize to classmate.</p> <p>20. exercise student individually with the comprehension test.</p>	<p>-Now, let's think of some questions to check you understand what you read. Everyone write your questions in your learning log. Remember to start with question.</p> <p>-Please write sentences or short passage to summarize story by your own word.</p> <p>-I will random some student to present the summarize</p> <p>-please do the exercise.</p>	<p>- Students generate and answer questions from the passage and write it down on the learning log.</p> <p>- Students write sentences or short passage to summarize story by their own word.</p> <p>-Some of student present the summarize.</p> <p>-Students do the exercise.</p>
Step 4 (Evaluation)	<p>Reflecting strategy</p> <p>21. Summarize the strategies used in group work and teacher reflect for improvement.</p> <p>Evaluating products/ outcomes by</p> <p>-teacher</p> <p>-self-assessment</p>	<p>-I would like you to Summarize the strategies used in group work "How do we use the strategies?" "When do we use it"</p> <p>-Please do the self assessment</p>	<p>- Summarize the strategies used in group work "How do we use the strategies?" "When do we use it"</p> <p>- do the self assessment</p>

Reflection

Task-Based Learning and Collaborative Strategic Reading Learning Log

Name _____ No. _____ Class _____ Date _____

Reading Topic _____

Step 1 (Pre-Task)

Before Reading: Preview

1. Brainstorm: What do you already know about this topic?

.....

2. Predict: What do you think we are going to read and learn when reading the passage?

.....

Step 2 (Task Cycle)

During reading: Click and Clunk Strategy

Paragraph 1

Clunks		Fix-up Strategies			
Vocabulary	Meaning	1	2	3	4

Paragraph 2

Clunks		Fix-up Strategies			
Vocabulary	Meaning	1	2	3	4

Paragraph 3

Clunks		Fix-up Strategies			
Vocabulary	Meaning	1	2	3	4

Paragraph 4

Clunks		Fix-up Strategies			
Vocabulary	Meaning	1	2	3	4

Note: fix-up strategies

1. Reread the sentence and look for key ideas to help you understand.
2. Reread the sentences before and after looking for clues.
3. Look for a prefix, root word, or suffix in the word.
4. Break the word apart and look for smaller words.

Get the gist (Main idea)

Step 3 (Post task)

After reading : Wrap up

Make questions about main ideas. (Use Who, What, Where, Why, How)

Review

Write something important that you have learned.

Step 4 Evaluation

Task-Based Learning and Collaborative Strategic Reading Evaluation

Self-report questionnaire

Name _____ Date _____

Reading Topic _____

Instruction: select 1 / 2 / 3 for each item. 1 means I rarely use the strategy. 2 means I sometimes use the strategy. 3 means I always use the strategy.

My reading strategies self-assessment checklist	rarely 1	Sometimes 2	Always 3
Preview Strategy			
I involved in brainstorming activity before reading (ฉันร่วมกิจกรรมระดมสมองก่อนอ่าน)			
I involved in predicting activity before reading (ฉันร่วมกิจกรรมการคาดเดาก่อนอ่าน)			
I think about the cover, title and topic before reading. (ฉันคิดถึงเกี่ยวกับส่วนประกอบ ชื่อเรื่อง หัวเรื่อง ก่อนการอ่าน)			
I think about what I already knew about the topic. (ฉันคิดถึงเกี่ยวกับสิ่งที่เคยรู้มาแล้วเกี่ยวกับเนื้อเรื่องก่อนอ่าน)			
I predict what will happen and adjust my predictions as I read. (ฉันคาดการณ์ว่าจะเกิดอะไรขึ้น และปรับการคาดการณ์ตามที่คุณอ่าน)			
CLICK and CLUNK Strategy			
I stop and check to see if I understand what I'm reading. (ฉันหยุดและตรวจสอบเพื่อดูว่าคุณเข้าใจสิ่งที่อ่านกำลังอ่านหรือไม่)			
I identified CLUNK. (ฉันสามารถบอกคำที่คุณไม่รู้ความหมาย)			
I reread the sentence with the Clunk and look for key ideas to help me figure out the word (ฉันอ่านประโยคด้วย คำที่ไม่รู้ความหมาย แล้วมองหาความคิดที่จะช่วยให้คุณคิดออก)			
I reread and discover the meaning of unfamiliar words by using context clues. (ฉันอ่านซ้ำและค้นพบความหมายของคำที่ไม่คุ้นเคยโดยใช้บริบท)			
I Break word apart and look for word parts (prefixes, suffixes, root words) or smaller words I know. (ฉันแยกคำและมองหาส่วนของคำ (คำนำหน้า คำต่อท้าย คำรากศัพท์) หรือคำที่เล็กกว่าที่คุณรู้จัก)			
I Look for a cognate that makes sense or use a dictionary to find out the meaning. (ฉันมองหาคำที่สัมพันธ์กันหรือใช้พจนานุกรมเพื่อค้นหาความหมาย)			
Get the Gist Strategy			
I identify the gist or getting the main idea (ฉันระบุใจความสำคัญของเนื้อเรื่อง)			
I identify the supporting details (ฉันระบุส่วนประโยคสนับสนุน)			
I wrote down gist in less than 10 words. (ฉันเขียนส่วนใจความสำคัญน้อยกว่า 10 คำ)			
Wrap Up Strategy			
I generated questions (ฉันสามารถสร้างคำถามได้)			
I wrote a summary or the passage. (ฉันเขียนสรุปความได้)			

Item	Statement	Level				
		5	4	3	2	1
1.4	The suitability of the layout of letters and images.					
2.	The learning activities					
2.1	Learning activities encourage students to exchange knowledge and ideas and Collaborative					
2.2	The learning activities (Task-Based Learning and Collaborative Strategic Reading) are appropriate for the content.					
2.3	Students develop a better understanding of reading in English for comprehension by learning activities.					
2.4	The duration of teaching and learning programs is appropriate.					
3.	Benefits of learning activity.					
3.1	Learning activities and lessons, students develop the ability to read English to understand higher.					
3.2	The learners are satisfied with the article reading part of the reading comprehension.					

Part 3: Open-ended opinions and suggestions

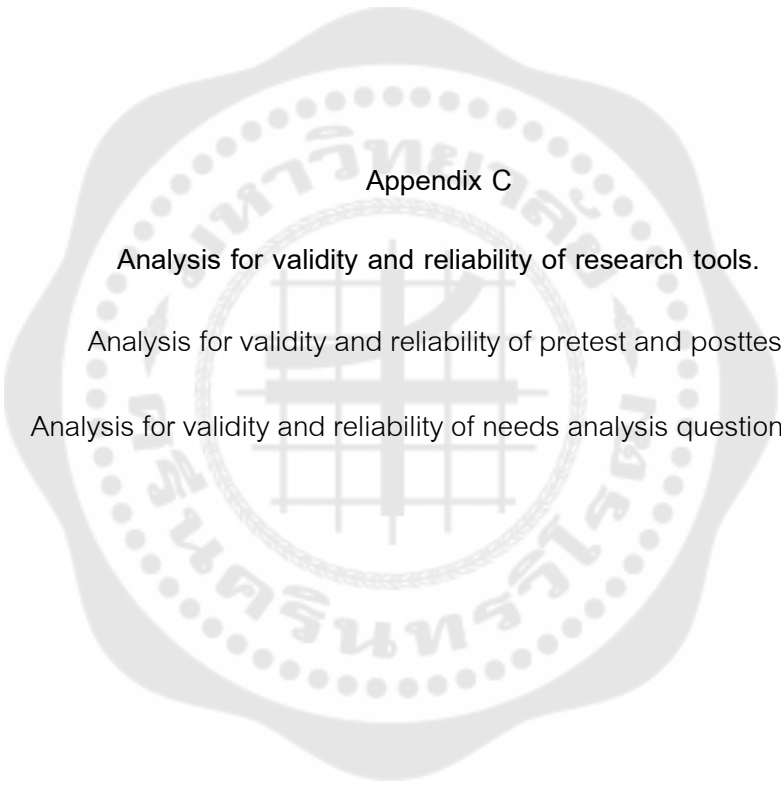
A needs analysis questionnaire for Study The Effects of Task-Based Learning and Collaborative Strategic Reading to enhance the Students in Reading Comprehension of Matthayomsuksa 2 Students at Rajini Foundation School

Item	Statement	Level				
		5	4	3	2	1
Topics of interests in learning English of learners						
2.	Teuila Festival Party time in Samoa! Find out what the people of Samoa do for fun in this story.					
3.	Tomatina The people of Bunol in Spain know that tomatoes are not just good for eating. Find out what they do with them in this story.					
4.	Baby elephants African elephants look after their babies very carefully. Find out more about baby elephants in this story.					
5.	The young riders Mongolian children love to ride horses. Read about an exciting children's' horse race in this story.					
6.	Unusual Aussie Australia is home to some unusual animals. Read about on of them in this story.					
7.	Sharks Kenny Turk was surfing in Australia when he was attacked by a shark. Read all about the dangerous animals in this story.					
8.	Skateboarding In the 1960s surfers in California built the first skateboard ramps. Discover more about skateboarding in this story.					
9.	Crime does not pay. Read about a very unlucky robber from Rio de Janeiro in this story.					
10.	Basketball Massachusetts is the birthplace of the basketball. Read about the history of the sport in this story.					

Item	Statement	Level				
		5	4	3	2	1
Topics of interests in learning English of learners						
11.	<p>Laughter</p> <p>Why are the people of Mumbai in India laughing so much? Read this story to find out.</p>					
12.	<p>The giant panda</p> <p>China is home to giant panda. The panda is one of the world's most endangered species. Find out more about the giant panda in this story.</p>					
13.	<p>A special circus</p> <p>Read about the lucky Australian children who go to circus school in this story.</p>					
14.	<p>Record breakers</p> <p>Africa is home to lots of amazing animals. Read about some of them in this story.</p>					
15.	<p>Racetrack pioneer</p> <p>Janet Guthrie was one of the first women racing car driver in the world. She drove in the famous Indianapolis 500 race. Read about her success in this story.</p>					
16.	<p>Oil spill disaster</p> <p>An explosion on Deepwater Horizon, a big oil rig in the Gulf of Mexico, beaches were polluted and thousands of birds died. Find out more about this environmental disaster in this story.</p>					
17.	<p>Pinatas</p> <p>In Mexico, people have fun making paper animals filled with sweets. Read about this custom in this story.</p>					
18.	<p>Dolphin rescue</p> <p>When a shark attacked Martin Richardson in the sea near Egypt, dolphins came and chased the shark away. Read how Martin was save in this story.</p>					

Item	Statement	Level				
		5	4	3	2	1
Topics of interests in learning English of learners						
19.	Elephant talk Elephants communicate with each other using sounds that people cannot hear. Find out how a scientist made this discovery in this story.					
20.	Crocodile blood Crocodile blood may help stop people getting sick. Find out how in this story.					
21.	A wise decision Tony Bullimore was sailing around the world when he got into trouble in very bad weather. This story tells how he was rescued.					

Part 3: Open-ended opinions and suggestions



Appendix C

Analysis for validity and reliability of research tools.

Analysis for validity and reliability of pretest and posttest

Analysis for validity and reliability of needs analysis questionnaire

Analysis for validity and reliability of pretest and posttest

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded ^a	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.802	40

Item Statistics

	Mean	Std. Deviation	N
Item1	.70	.466	30
Item2	.60	.498	30
Item3	.63	.490	30
Item4	.63	.490	30
Item5	.67	.479	30
Item6	.60	.498	30
Item7	.63	.490	30
Item8	.53	.507	30
Item9	.63	.490	30
Item10	.60	.498	30
Item11	.50	.509	30
Item12	.50	.509	30
Item13	.57	.504	30
Item14	.63	.490	30
Item15	.57	.504	30
Item16	.53	.507	30
Item17	.67	.479	30
Item18	.53	.507	30
Item19	.57	.504	30
Item20	.43	.504	30
Item21	.63	.490	30
Item22	.57	.504	30
Item23	.53	.507	30
Item24	.70	.466	30
Item25	.77	.430	30
Item26	.70	.466	30
Item27	.50	.509	30
Item28	.57	.504	30
Item29	.47	.507	30



Item30	.67	.479	30
Item31	.50	.509	30
Item32	.63	.490	30
Item33	.60	.498	30
Item34	.70	.466	30
Item35	.57	.504	30
Item36	.60	.498	30
Item37	.57	.504	30
Item38	.50	.509	30
Item39	.73	.450	30
Item40	.57	.504	30

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	14 ^b	7.50	105.00
	Ties	0 ^c		
	Total	14		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^a

	Posttest - Pretest
Z	3.306 ^b
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Analysis for Reading comprehension assessment based on Bloom's taxonomy theory comparison

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	before Remenbering	4.29	14	1.490	.398
	aftter Remembering	6.93	14	1.207	.322
Pair 2	before Analyzing	3.79	14	1.188	.318
	after Analyzing	6.57	14	1.651	.441
Pair 3	before Applying	3.00	14	1.109	.296
	after Applying	4.71	14	.994	.266
Pair 4	before Understand	6.93	14	1.900	.508
	after Understand	9.93	14	2.336	.624

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before Remenbering & aftter Remembering	14	.825	.000
Pair 2 before Analyzing & after Analyzing	14	.773	.001
Pair 3 before Applying & after Applying	14	.488	.077
Pair 4 before Understand & after Understand	14	.640	.014

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