Thai EFL Students' Perceptions of Development of English Reading Comprehension on Buddhist Contents through PSQ6R Technique

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[Abstract]

This research aimed to study the Thai EFL students' perception of the development of English reading comprehension on Buddhist contents through PSQ6R technique. The sample included 47 students enrolled in the Dhamma in English course at Nakhon Lampang Buddhist College in the 1st semester of 2020. The samples were selected by the purposive selection method. The instrument for collecting data was a questionnaire. The data analysis was done using descriptive statistics: percentage, mean score, and standard deviation. The research result revealed that the students were strongly satisfied ($\bar{x}$ =4.59) with the development of English reading comprehension of Buddhist content through PSQ6R techniques.

Keywords: Satisfaction; Reading comprehension; PSQ6R technique; Buddhist contents.

Introduction

Reading is recognized as one of the most important skills that anyone can learn. Importantly, UNESCO[1] also supports reading as a basic prerequisite for the success of all people in today's societies, because reading is important for the benefit of every career, gender, and age in the search for knowledge. In addition, reading comprehension or reading skills is one of the main indices of human growth, as the promotion of competitive capacity is based on human capital[2]. For students, reading is a simple learning device, and all course results will also rely on reading. That is, if students have good reading skills, they will be supported attain high academic achievements. Reading is an essential skill, because searching for it is a tool for different sciences. If students have strong reading skills, it also helps in learning from other subjects [3] [4].

In Thailand, English is considered a foreign language. Therefore, students who learn and acquire the English language will be at an advantage compared to those who only learn the native language, which is Thai. Students, from different ages, gender, socio-economic levels, education, among the diverse backgrounds, have found English to be a very difficult language to learn. English can be listened, read, written, spoken, and there are several ways to express the language.

Another explanation why reading skills are unsatisfactory could be boredom, and negative feelings or attitude about learning English. Thai students have been learning English for several years and they still have difficulties reading English, particularly in understanding their reading. To their satisfaction, some students who have been school leavers are unable to perform reading tasks and consider reading a boring activity[5]. There is also a lack of awareness for students

[1] United Nations Educational, Scientific and Cultural Organization (UNESCO), *Convention for Safeguarding of Intangible Cultural Heritage* (Paris: UNESCO, 2003).

[2] United Nations Development Programme, *Human development report* (New York: United Nations, 2011).

[3] Margarita E. Calderon, "Adapting Cooperative Intergrated Reading and Composition to Meet the Needs of Bilingual Students," *The Journal of Educational Issues of Language Minority Students* (1992): 79-104.

[4] Pranom Suratsawadee, *Activities and English material for primary school level* (Bangkok: Chulalongkorn University Press, 1996).

[5] Florence A. Mensah, and Diana A. Koroang, "Teacher support for pupils with reading difficulties in selected regular schools at Akwatia-Eastern region of Ghana," *International Journal of Education and Rearch* 2, (2016): 440.

about how to approach and start reading expository texts. Students are given complicated readings without any understanding of how important and meaningful information can be collected. This inadequacy hinders the ability of students to learn as readers and has a major effect on their ability to read and retain knowledge from their science textbooks[6]. Most scholars believe that reading is a dynamic process that evokes a different experience from reader to reader and text to text. The key factor in understanding this process is the examination of the interaction between the reader and the text[7].

The above problems show some of the reasons why Thai students have had difficulties reading and show a low level of English skills, from kindergarten to university level. This deficiency of Thai students in English reading comprehension has encouraged the researcher to look for ways to improve the situation, by developing a tool that would enable students learning English to have a better reading experience. It will allow them to translate or extract specific meaning from what they've read, and interpret the knowledge in appropriate ways.

Reading comprehension is considered to be among the difficult forms of communication of English. According to Athipati[8], the reading process consists of a reader, the text, and interaction between both. Definition of reading comprehension can be said as a complex process of acquiring knowledge that decodes symbols in order to create or derive some kind of meaning. Reading is a method of language acquisition, interpretation, communication, and of receiving information and ideas from a written source or text. When reading written text, the readers will formulate some kinds of mental process filled with emotions, experiences, feelings, and language cultures that are expressed between the reader and the writer. To gain knowledge from reading, readers will use context clues to analyze the meaning of unfamiliar words and syntax, so they can combine sentence

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[6] Kylie Baier, "The Effects of SQ3R on Fifth Grade Students' Comprehension Levels," *Semantic Scholar*. Accessed October 3, 2012, https://www.semanticscholar.org/paper/The-Effects-of-SQ3R-on-Fifth-Grade-Students%27-Levels-Baier/52a831943515469cc49840501ba7d12b935d3372.

[7] Nima Farzaneh, and Dariush Nejadansari, "Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension," *Theory and Practice in Language Studies* 2, (2014): 287.

[8] Athipati, "Reading comprehension development: The use of SQ5R technique for Matthayomsuksa 3 students," (M.A. thesis, Mahasarakham University, 2014).

structures with reading vocabulary.

Reading comprehension occurs when the reader separates and combines various types of information from the texts and creates links between new and previously known information[9]. To get a better understanding and learning to achieve an effective reading ability or skill, the students, who are the readers, get training from instructors or teachers of the English language. Teachers should continue to practice the reading model to use with students. These models or methods are used to improve reading comprehension. According to Athipati[10], teachers are required to study reading theory, so they can organize more effective reading programs to assist students to acquire and gain reading comprehension or understanding of the reading materials or textbooks.

Thus, it is of major importance that teachers should be able to find methods and instructional materials that will help students to improve their skills in reading comprehension, especially during this period of rapid development of communication technologies, where reading comprehension is crucial in obtaining vital information. Reading comprehension skills are important in foreign language learning, as well as playing a major role in acquiring knowledge from both new and old text sources. Learners can learn how to decode or translate from what they read by using their new reading skills.

Reading also involves constructing accurate and reasonable meaning from what is read by comparing ideas with what readers have already known, until they can understand clearly[11]. Although students need to have good reading skills in order to acquire knowledge and new information, most students are still poor at reading.

Considering the problems mentioned above, teaching students how to read is a challenge for Thai English teachers. Good reading comprehension is necessary for the problem-solving process, which is an integral part in explaining

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[9] Koda Keiko, "Reading and language learning. Cross linguistic constraints on second language reading development," *Language Learning* 57, (2007): 1-44.

[10] Athipati, "Reading comprehension development: The use of SQ5R technique for Matthayomsuksa 3 students,".

[11] Azam Mohammadi, and Mehran Davarbina, "The effect of cooperative learning techniques on reading comprehension ability of Iranian EFL learners," *International Journal of Social Sciences and Education* 3, (2015): 287-292.

Buddhist ideas in English to other people. Students should be able to draw correct meaning from the passages and express the information in appropriate ways. It is assumed in this research that PSQ6R integrated with the "Dhamma in English" text can give insights into teaching reading comprehension effectively. PSQ6R technique consists of the following steps: Purpose, Survey, Question, Read, Respond, Record, Recite, Review, and Refer.

The PSQ6R technique has been developed from SQ3R, SQ4R, and SQ5R. The SQ3Rand SQ4R techniques are the concept developed by Francis P. Robinson (1970), as cited in Jittikarn, Thanawit, and Kantabhon[12]. Robinson states that teaching reading strategy can help students quickly and well understand the concepts and examine what they are reading effectively. SQ5R was developed by Pauk (1986, cited in Tanomchit[13]), and is considered as an additional learning strategy to help students to know how to read quickly. Using this method, the students can understand and learn by themselves[14].

The researcher has modified previous teaching methods to the PSQ6R model (Purpose, Survey, Question, Read, Respond, Record, Recite, Review, and Refer). This is the model that will be used in this study and it is expected to be a more effective teaching technique which modifies some steps and adds others so as to enhance students' reading comprehension skills significantly. The addition of a "Refer" step provides students with the opportunity to transfer the knowledge that they have acquired by reading to other productive skills such speaking and writing. By practicing their new knowledge while using their presentation skills in a classroom context, it is hoped that students will develop the confidence and fluency necessary to accurately provide the Buddhist teachings they have learned in class to others who use English in daily communications.

For the present study, the researcher intended to examine the students' perceptions on the effectiveness of the PSQ6R technique that facilitated their reading comprehension. Therefore, the results of the current research will be

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[12] Jittikarn Khummasorn, Thanawit Chaiyasuk, and Kantabhon Samdeangdej, "A Critical Reading Development in Matayomsksa 5 Students Using SQ5R Method via Newspapers," *Journal of Humanities and Social Sciences Mahasarakham University* 3, (2016): 40-50.

[13] Tanomchit Sangcharoon, "Reading and Writing Skills Development: The Use of SQ5R Technique," (M.A. Thesis, Prince of Songkhla University, 2010).

[14] Pirada, "Use of PSQ5R to promote English reading ability and analytical thinking among Mathayom Suksa 5 Students," (M.A. thesis, Chiang Mai University, 2014).

used as the evidence to support and further improve the PSQ6R technique for enhancing the students with similar background knowledge of English language to develop their reading comprehension and Buddhist contents.

Objectives

The present study has one objective in order to evidence the students' perceptions of the proposed technique: to investigate the students' perceptions of the development of English reading comprehension on Buddhist contents through PSQ6R technique.

Research methodology

1. Sample

The samples were 47 students enrolled in Dhamma in English course at Nakhon Lampang Buddhist College in the 1st semester of academic year 2020. The samples were selected by the purposive selection method.

2. Research instruments

The research instruments used for collecting data were in-sessional questionnaire and post-sessional constructed by the researcher. The in-sessional questionnaire was used to collect the students' opinion towards after the students finished practicing each English reading activity package comprising five sessions. The in-sessional questionnaire included two parts. The first part contains eight choices for students to rate: interesting, boring, good for me, no use, appropriate, inappropriate, easy, and difficult. The second part is the open-ended questions for the students to express their opinions towards the proposed technique. The post-sessional questionnaire was comprised of three parts. The first part deals with the students' demographic and the second part concerns satisfaction with the development of the of English reading comprehension on Buddhist contents through PSQ6R technique. The second part of the questionnaire adopted Likert's five rating scales[15]. The final part includes the open-ended questions for the students to express their opinions towards the adopted technique. All items of both questionnaires were verified by three experts in the field of EFL.

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[15] Rensis Likert, "A Technique for the Measurement of Attitudes," *Archies of Psychology* 140, (1932): 1-55.

Data collection

The data was collected according to the following procedures.

1. After the students had completed each session, the students were asked to respond to the in-sessional questionnaire.

2. After the implementation of the PSQ6R reading technique, the students participated in the present study were asked to complete the post-sessional questionnaire.

Dana analysis

The data drawn from the in-sessional and post-sessional questionnaire was analyzed quantitatively using frequency, percentage, mean, and standard deviation. The data from the open-ended questions was analyzed qualitatively using content analysis. All the analyzed data were cross checked, interpreted, and presented in the form of table with description and themes together with the explanation.

Results

The results of the present study are divided into two sections as follows. The second section deals with the analysis of data drawn from post-sessional questionnaire.

1. Results from in-sessional questionnaire

The first section involves the presentation for the data analysis taken from in-sessional questionnaire in order to respond to the research objective: To investigate the students' satisfaction with the development of English reading comprehension on Buddhist contents through PSQ6R technique. This section is divided into two subsections: quantitative results from the questionnaire and qualitative results derived from open-ended questions. The subsections are as follows.

1.1 Quantitative results of the questionnaire

This subsection presents the data gained from the in-sessional questionnaire which is the part that required the students to rate their opinions regarding the effectiveness of the five sessions adopting PSQ6R reading technique to

enhance the students' reading comprehension focusing on Buddhist texts. The details of the analyzed data are illustrated in Table 1 below.

Table 1: The students' in-sessional opinions towards practicing English reading activity package by using PSQ6R technique

Five Sessions	Students' opinions towards learning English reading activity package using PSQ6R technique							
	Interesting	Boring	Good for me	No Use	Appropriate	Inappropriate	Easy	Difficult
(N=47)								
	(47)	(0)	(47)	(0)	(47)	(0)	(7)	(4)
1. Tiratana (The Triple Gem)	100.00	0.00	100.00	0.00	100.00	0.00	14.89	8.55
2. Cattari Arisaccani (The Four Noble Truths)	(46)	(1)	(46)	(1)	(4)	(3)	(2)	(6)
	97.87	2.12	97.87	2.12	93.61	6.38	4.25	12.76
3. Ariya Atthangika Magga (The Noble Eightfold Path)	(42)	(5)	(45)	(2)	(43)	(4)	(1)	(11)
	89.36	10.63	95.74	4.25	91.48	8.51	2.12	23.40
4. Pancasila (The Five Precepts)	(47)	(0)	(47)	(0)	(47)	(0)	(9)	(3)
	100.00	0.00	100.00	0.00	100.00	0.00	19.14	6.38
5. Gharavasa Dhamma (Virtures for a Good Household Life)	(47)	(0)	(47)	(0)	(47)	(0)	(2)	(3)
	100.00	0.00	100.00	0.00	100.00	0.00	4.25	6.38
Average Percentage	97.45	3.19	98.72	1.27	97.02	22.98	8.93	11.49

According to Table 1, the students rated the reading activity package containing five sessions as Interesting (97.45%), Good for me (98.72%), and Appropriate (97.02%). However, some students rated the package as Inappropriate (22.98%), Difficult (11.49%), Easy (8.93%), Boring (3.19%), and No use

(1.27%) respectively.

When considering each session, the sessions with highest percentage of being Interesting, Good for me, and Appropriate are Session one, Tiratana (The Triple Gem); Session four, Pancasila (The Five Precepts); and Session five, Gharavasa Dhamma (Virtures for a Good Household Life), as the students perceived that these sessions are Interesting (100.00%), Good for me (100.00%), and Appropriate (100.00%). The session with the highest percentage of being easy is Session four: Pancasila (The Five Precepts), (19.14%), and followed by Session 1: Tiratana (The Triple Gem), (14.89). However, there are two sessions with the highest percentage of being difficult: Session three: Ariya Atthangika Magga (The Noble Eightfold Path), (23.40%), and Session two: Cattari Arisaccani (The Four Noble Truths), (12.76%).

1.2 Qualitative results from open-ended questions

This subsection reveals the results analyzed from the students' written responses to open-ended questions and the results of which are presented in the following themes.

1. The majority of the students reported that they were happy, enjoyed learning, and felt good due to a variety of activities that the PSQ6R offered and the PSQ6R activities are easy to follow. For example, two students stated:

"I feel good and enjoy learning English based on a variety of activities that are easy to follow and require continuous training." (Student 3, Questionnaire1, 08/31/2020, session 1)

"It is a very good reading activity that makes me happy every time I read it. Each chapter is composed of Buddhist vocabulary in Pali and English Language mixed with deep meaning which is The Buddhist doctrine is beautiful and unique, unlike any other doctrine." (Student 17, Questionnaire1, 08/31/2020, English activity package 3)

2. Most students believed that they could organize their reading order more systematically because of the steps of PSQ6R reading technique. One student commented:

"I have organized my reading order more systematically while practic-

ing English reading activities. PSQ6R is a complex practice in the curriculum that allows students enjoy learning about reading, such as the five precepts, which is studying the principles that Buddhists must know and be mindful of using the five precepts in daily life and live peacefully with society." (Student 9, Questionnaire1, 08/31/2020, English activity package 3).

3. Several students commented that the PSQ6R reading technique is systematic reading activity which contains easy lessons. For example, one student said:

"Learning to read is a very systematic reading activity, making reading in a lesson quite easy for many learners and practicing reading activities in accordance with the steps of PSQ6R is regarded as a reading activity that allows readers to enjoy reading systematically, allowing students to read English Dharma books and transfer knowledge to those who are interested." (Student 25, Questionnaire1, 08/31/2020, English activity package 1).

4. A large number of students felt that learning to read using PSQ6R technique helped them to understand more vocabulary related to Buddhist contents, explain Dhamma in English, and remember many Buddhist vocabulary. Two students reported:

"Learning to read is helping me to understand more vocabularies meaning and explanation of Dhamma in English. It helps me remember many Buddhist words that I had never known before. Memorizing the words, you must know or understand the meaning of the words that correspond to the English language without distortion." (Student 33, Questionnaire 3, 08/31/2020, English activity package 1).

"The PSQ6R reading practice has special techniques that help me memorize words and explain Buddhist meanings and lead to incredible development of speaking or conversation." (Student 15, Questionnaire 3, 08/31/2020, English activity package 1).

5. Most students reported that they could apply knowledge gained from practice reading comprehension based on PSQ6R to other skills or contexts such as speaking skills or conversation skills with foreigners visiting Thai temples. As three students put it:

"I had the opportunity to use the English Dhamma that I learned in a classroom with a foreign friend from Canada. I felt that he understood what I was trying to say and was quite interested in Buddhist doctrine." (Student 12, Questionnaire1, 08/31/2020, English activity package 3)

"I can use the concepts or doctrines of Buddhism from today's classes to propagate or deal with future expats who will visit the temple with greater confidence." (Student 45, Questionnaire 3, 08/31/2020, English activity package 1).

"The PSQ6R reading practice has special techniques that help me memorize words and explain Buddhist meanings and lead to incredible development of speaking or conversation." (Student 15, Questionnaire 3, 08/31/2020, English activity package 1).

Overall, the results taken from the in-sessional suggested that the students who were in the present study find the PSQ6R method or technique to be effective and enjoyable to use as a strategy to enhance and improve their reading comprehension. In addition, the students had positive views about the effectiveness of PSQ6R technique and the students reported that they were satisfied with the gaining of knowledge and skills to read effectively in English.

2. Results from post-sessional questionnaire

This section presents the results taken from the post-sessional questionnaire which required the students' responses after the implementation of PSQ6R technique. In order to show the students' satisfaction with the instruction to develop reading comprehension through the PSQ6R technique, a questionnaire was employed in which students were asked to respond to a five-point Likert rating scale ranging from "1" (Strongly Unsatisfied) to a "5" (Strongly Satisfied) based on the following aspects.

1) Satisfaction with the content of the reading texts

2) Satisfaction with the teaching and learning activities

3) Satisfaction with the assessment

4) Satisfaction with the group work

5) Satisfaction with the use of the benefits

The following table indicates the overall satisfaction of those being studied regarding the usage of the PSQ6R method.

Table 2: Students' overall satisfactions with five aspects of PSQ6R technique

No.	Evaluation List	Satisfaction's Level		
		$\overline{X}$	S.D.	Results
1	Content of the reading texts	4.67	0.47	Strongly satisfied
2	Teaching and learning activities	4.54	0.49	Strongly satisfied
3	Assessment	4.51	0.44	Strongly satisfied
4	Group work	4.52	0.44	Strongly satisfied
5	The use of the benefits	4.75	0.47	Strongly satisfied
	The Overall average	4.59	0.46	Strongly satisfied

Table 2 provides an overview of the students' satisfaction with the five aspects of the PSQ6R technique. As can be seen from the table, the students' overall satisfaction is at a strongly satisfied level ($\overline{x}$ =4.59). For descending order of the average mean scores, it was found that Item 5 (The use of the benefits), has the highest average mean scores ($\overline{x}$ =4.75), followed by Item 1 (Content of the reading texts), ($\overline{x}$ =4.67), Item 2 (Teaching and learning activities), ($\overline{x}$ =4.54). Item 4 (Group work), (=4.52). However, Item 3 (Assessment) received the lowest average mean scores), ($\overline{x}$ =4.51).

It can be concluded that evaluation list indicated that those who have been studied and tested are strongly satisfied with the overall study. From the content of the reading to the assessment, the students claimed that they are strongly satisfied with the outcomes and improvements of their reading abilities and performance.

Table 3: Students' Satisfactions with the contents of the reading texts

No.	Evaluation List	Satisfaction's Level		
		$\overline{X}$	S.D	Results
1	Reading text is very interesting.	4.74	0.44	Strongly Satisfied
2	The language of reading text is appropriate to learner's ability.	4.68	0.47	Strongly Satisfied
3	The contents of the reading text are enjoyable and useful in everyday life.	4.64	0.53	Strongly satisfied
4	The content and process of PSQ6R are appropriate for the learner's level.	4.64	0.49	Strongly satisfied
	The Overall average	4.67	0.48	Strongly satisfied

According to the results in Table 3, the students' overall satisfaction with the contents of the reading texts was at a strongly satisfied level ($\bar{x}$ = 4.67). For descending order of the average mean scores, it was found that Item 1 (Reading text is very interesting.) has the highest average mean scores ($\bar{x}$ = 4.74), followed by Item 2 (The language of the reading text is appropriate to learners' ability.), ($\bar{x}$ = 4.68); Item 3 (The contents of the reading texts are enjoyable and useful in everyday life.), and Item 4 (The content and process of PSQ6R are appropriate for learner's level.), ($\bar{x}$ = 4.64) respectively.

Table 4: Students' Satisfactions with teaching and learning activities

No.	Evaluation List	Satisfaction's level		
		$\bar{x}$	SD.	Results
5	Directions for each activity are clear.	4.72	0.45	Strongly Satisfied
6	Duration of activities is appropriate.	4.49	0.51	Satisfied
7	Teaching and learning steps			
	A: (P, S & Q) (Pre-Reading)			
	Pre-reading activities encourage learners to continue doing other subsequent.	4.62	0.53	Strongly Satisfied
8	Pre-reading activities allow learners to link existing knowledge with the content they are reading.	4.64	0.53	Strongly Satisfied
9	B: (R1) (while-reading)			
	Reading activities help readers understand the content of the reading.	4.70	0.46	Strongly Satisfied
10	Reading activities help learners understand critical reading methods.	4.38	0.49	Satisfied
11	C: (R2, R3, R4, R5, R6) (Post-Reading) Post-reading activities allow learners to transfer readable data to other formats.	4.43	0.50	Satisfied
12	After reading activities, learners can express their opinion about reading.	4.40	0.50	Satisfied
	The Overall average	4.54	0.49	Strongly Satisfied

According to the results in Table 4, the students' overall satisfaction with teaching and learning activities was at a strongly satisfied level ($\bar{x}$ = 4.54). For descending order of the average mean scores, it was found that Item 5 (Directions for each activity are clear.) has the highest average mean scores ($\bar{x}$ = 4.72), followed by Item 9 (Reading activities help readers understand the content of the reading text.), ($\bar{x}$ = 4.70); and Item 8 (Pre-reading activities allow learners to link existing knowledge with the content they are reading.), ($\bar{x}$ = 4.64). However, Item 10 (Reading

activities help learners understand critical reading methods.), gained the lowest average mean scores ($\bar{x}$ = 4.38).

Table 5: Students' Satisfactions with Assessment

No.	Evaluation List	Satisfaction's Level		
		$\bar{X}$	SD.	Results
13	The assessment is appropriate and consistent with what is being taught.	4.66	0.48	Strongly Satisfied
14	The evaluation results make the learner clear in the systematic reading process.	4.74	0.44	Strongly Satisfied
15	The assessment helps students to have a better accurate knowledge and understanding of the English reading comprehension.	4.72	0.45	Strongly Satisfied
16	The results of the assessment allow the learners to correct and improve their work.	4.77	0.43	Strongly Satisfied
	The Overall Average	4.72	0.45	Strongly Satisfied

According to the results in Table 5, the students' overall satisfaction with assessment was at a strongly satisfied level($\bar{x}$ =4.72). For descending order of the average mean scores, it was found that Item 16 (the results of the assessment allow the learners to correct and improve their work.), has the highest average mean scores ($\bar{x}$ =4.77), followed by Item 14 (The evaluation results make the learner clear in the systematic reading process.), ($\bar{x}$ =4.74); Item 15 (The assessment helps students to have a better accurate knowledge and understanding of the English reading comprehension.), ($\bar{x}$ =4.72); and Item 13 (The assessment is appropriate and consistent with what is being taught.), ($\bar{x}$ =4.66) respectively.

Table 6: Students' Satisfactions with group work

No.	Evaluation List	Satisfaction's Level		
		$\bar{X}$	SD.	Results
17	Learners participate in group work.	4.68	0.47	Strongly Satisfied
18	The learners interact well with their peers.	4.74	0.44	Strongly Satisfied
19	Learners can benefit from working as a group.	4.79	0.41	Strongly Satisfied
20	Learners can reinforce good attitudes toward learning English for reading comprehension.	4.70	0.46	Strongly Satisfied
	The Overall average	4.72	0.44	Strongly Satisfied

According to the results in Table 6, the students' overall satisfaction with group work was at a strongly satisfied level ($\bar{x}$ =4.72). For descending order of the average mean scores, it was found that Item 19 (Learners can benefit from working as a group.), ($\bar{x}$ =4.79), followed by Item18 (The learners interact well with their peers.), ($\bar{x}$ =4.74). Item 20 (Learners can reinforce good attitudes toward learning English for reading comprehension.), ($\bar{x}$ =4.70); and Item 17 (Learners participate in group work.), ($\bar{x}$ =4.68) respectively.

Table 7: Students' Satisfactions with the use of the benefits

No.	Evaluation List	Satisfaction's Level		
		$\bar{X}$	SD.	Results
21	It's useful to understand the content of English reading comprehension.	4.68	0.63	Strongly Satisfied
22	It encourages confidence and reading comprehension skills in reading English for better understanding.	4.79	0.41	Strongly Satisfied
23	It makes the learners more eager to improve their reading skills and to apply the reading skills to other reading subjects.	4.74	0.49	Strongly Satisfied
24	It enables the learners to use their reading skills to help others who are interested in reading English effectively.	4.83	0.38	Strongly Satisfied
	The Overall average	4.76	0.47	Strongly Satisfied

According to the results in Table 7, the students' overall satisfaction with the use of the benefits was at a strongly satisfied level ($\bar{x}$ =4.76). For descending order of the average mean scores, it was found that Item 24 (It enables the learners to use their reading skills to help others who are interested in reading English effectively.) has the highest average mean scores ($\bar{x}$ =4.83), followed by Item 22 (It encourage confidence and reading comprehension skills in reading English for better understanding.), ($\bar{x}$ =4.79); and Item 23 (It makes the learners more eager to improve their reading skills and to apply the reading skills to other reading subjects.), ($\bar{x}$ =4.74) respectively. However, Item 21 (It is useful to understand the content of English reading comprehension.) has the lowest average mean score ($\bar{x}$ =4.68).

In summary, it can be concluded that evaluation list indicated that those who have been studied and tested are strongly satisfied with the overall study. From the aspect of content of the reading to the use of the benefits, the students claimed that they are strongly satisfied with the outcomes and improvements of their reading abilities and performance.

Discussion

This section deals with the discussion of the main results of the present study and the details of the discussion are as follows.

The important results of this study indicate that the students strongly satisfied with the development of English reading comprehension on Buddhist contents through PSQ6R technique as observed from the results of in-sessional and post-sessional questionnaires. A possible explanation might be that the PSQ6R technique contains nine vital steps that facilitated the students to meet the needs of reading comprehension. For example, PSQ6R technique refers to Purpose (S), Survey (S), Question (Q), Read (R1), Respond (R2), Record (R3), Recite (R4), Review (R5), and Refer (R6). These steps provided the students with the opportunities to work the Buddhist reading meaningfully. As can be seen from the students' comments after each session, the students enjoyed doing the activities, were happy and felt good because there were variety of activities and they felt that activities were easy for them. This is might be due to the nine steps of the PSQ6R technique that the students had completed from the present study.

Furthermore, the students claimed that the PSQ6R technique assisted them to understand the vocabulary and reading contents which were directly related to their background knowledge as the students of the Buddhist College. What is surprising is that the students reported that they could apply the knowledge gained from undertaking the PSQ6R activities to their daily life. For example, they could be able to explain the Buddhist contents to their foreign friends in English confidently. This might be due to the refer step that offered the students chances to transfer the knowledge from reading text to speaking skills. Most importantly, the students claimed that the PSQ6R technique guided them to order their reading order systematically. It seems here that the PSQ6R technique could be the effective technique that supported the

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students to develop their reading comprehension. Finally, these results corroborate the findings of a great deal of the previous work of Chooklinhorm and Ruamsuk[16], Sangcharoon[17], Kosashunhanan, Chaturanon and Suratreungchai[18], and Sayasen[19] who found that the students had positive attitudes towards the adoption of SQ4R and SQ5R to develop their reading comprehension.

Suggestion

In order to prove the effectiveness of the PSQ6R technique in developing the students' reading comprehension, further research should be undertaken to investigate the use of PSQ6R technique to enhance reading comprehension and reading motivation. Interestingly, PSQ6R technique should be utilized to develop the students' ability of reading comprehension and critical thinking.

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