

CHAPTER IV

FINDINGS

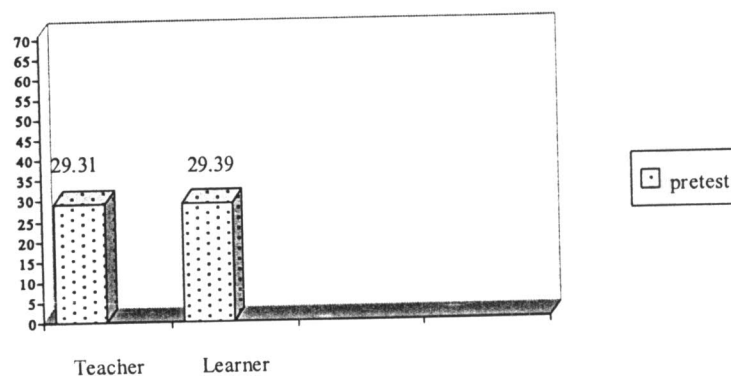
The findings of the study were investigated basically on: 1) modes of FB-RR instruction, 2) levels of students' proficiency, and 3) students' opinions. The chapter was divided into five parts. The first part showed the test result of equivalent groups before the treatment. The second part dealt with the effects of two instructional modes, the teacher-directed FB-RR and the learner-directed FB-RR, on students' scores on the reading proficiency test. This part answered research questions one and two. The third part showed the levels of students' proficiency and the scores on reading proficiency test. This part answered research questions three, four, and five. The fourth part which was related to a level of students' proficiency and scores on the test showed the additional findings apart from the research questions. The fifth part reported students' opinions on two instructional modes in order to answer research question six.

Test of Equivalent Groups

The teacher-directed FB-RR and the learner-directed FB-RR groups were pretested in the first week to evaluate their reading comprehension proficiency before the treatment. The standardized Secondary Level English Proficiency test (SLEP®), form four, section two published by Educational Testing Service (ETS), USA (see Appendix A) was used for the pretest. The two groups consisting of 81 students were allowed 45 minutes to take the test.

The data were analyzed to determine whether the non-difference existed between the two groups by using t-test. The result summarized in Figure 4.1 and Table 4.1 showed the mean scores and t-value of the two groups.

Figure 4.1: Pretest mean scores of the two groups



The results of the pretest of the students revealed that the mean scores on the SLEP® reading comprehension test were 29.31 for the teacher-directed FB-RR group and 29.39 for the learner-directed FB-RR group.

Table 4.1: The pretest score of the teacher-directed and learner-directed groups

Group	N	\bar{X} pretest	S.D.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference
Teacher-directed	45	29.31	5.87					
Learner-directed	36	29.39	4.83					
Pretest: Equal variances assumed				-.064	79	.949	.08	1.21

$p > .05$

The result in Table 4.1 revealed that there was no statistically significant difference between the two means which was accepted for this study because the assumption of homogeneity of the means and variance of the samples was met.

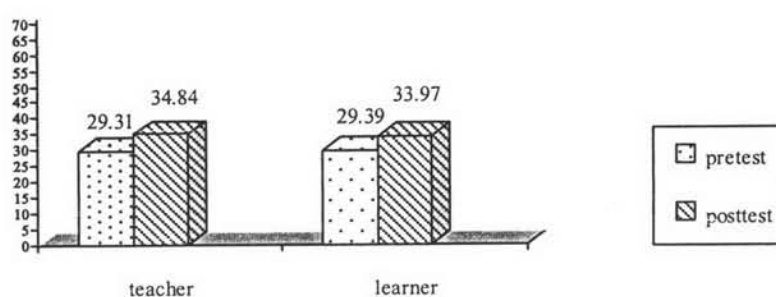
Modes of FB-RR Instruction

Research questions one and two deal with the effects of two instructional modes, the teacher-directed FB-RR and the learner-directed FB-RR, on students' scores on reading comprehension proficiency test. The data from pretest and posttest scores were analyzed within and between groups. The following questions guided the

Research question 1 To what extent does each FB-RR instruction (teacher-directed and learner-directed) improve students' English reading comprehension proficiency?

This research question determined whether the two instructional modes improve students' English reading comprehension proficiency. Figure 4.2 and Table 4.2 show the pretest and posttest mean scores and t-values of the two groups.

Figure 4.2: Pretest and posttest mean scores of the two groups



The results of the pretest and posttest mean scores of the two groups in Figure 4.2 indicated that the posttest mean score ($\bar{x}=34.84$) in the teacher-directed group ($n=45$) was higher than the pretest mean score ($\bar{x}=29.31$). Similarly, the posttest mean score ($\bar{x}=33.97$) in the learner-directed group ($n=36$) was higher than the pretest mean score ($\bar{x}=29.39$).

Table 4.2: Means, standard deviations, t-values, and the significance of the teacher-directed and learner-directed groups' scores

Mode	N	\bar{x}	S.D.	t	Sig.
Teacher-directed					
Pretest	45	29.31	5.48	6.769	.000*
Posttest	45	34.84			
Learner-directed					
Pretest	36	29.39	6.04	4.557	.000*
Posttest	36	33.97			

* $p < .05$

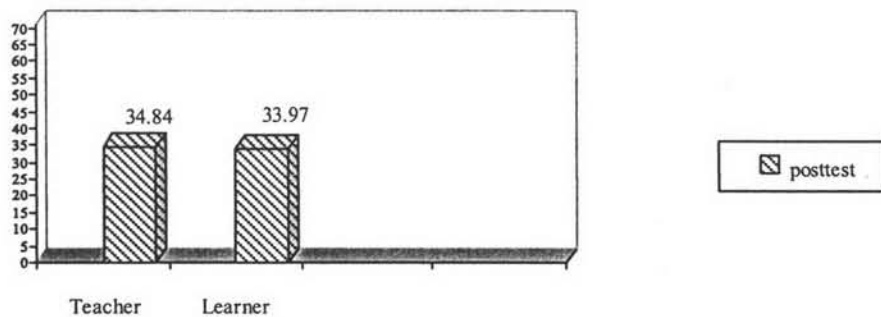
The results from Table 4.2 revealed that there were differences between the pretest and posttest mean scores of the two groups at .05 level ($p < .05$). It could be concluded that both FB-RR instructional modes (teacher-directed and learner-

directed) significantly improved students' English reading comprehension profic 80 due to the instruction which is comprehensive and focuses on both direct and indirect instructions of reading, vocabulary, and writing. This finding supported that the FB-RR instruction is a multilevel and multi-method instruction which promotes students' reading proficiency of the whole class.

Research question 2 To what extent does the teacher-directed FB-RR group differ from the learner-directed FB-RR group in their English reading comprehension proficiency scores?

To determine whether the significant differences between the two groups existed at the posttest, the independent t-test was conducted. Figure 4.3 and Table 4.3 showed the posttest mean scores and a t-value of the two groups.

Figure 4.3: Comparing the posttest mean scores between the teacher-directed and learner-directed groups



The results of the posttest mean scores of the two groups in Figure 4.3 showed that the mean score of the teacher-directed group ($\bar{X}=34.84$) was slightly higher than the learner-directed group ($\bar{X}=33.97$).

Table 4.3: Means, standard deviations, t-value, and the significance between the teacher-directed and learner-directed groups' scores

Mode	N	\bar{X} Posttest	S.D.	t	Sig.
Teacher-directed	45	34.84	5.48	.736	.463
Learner-directed	36	33.97	6.04		

$p > .05$

The results in Table 4.3 indicated that there was no statistically significant difference between the posttest mean scores of the teacher-directed group and the

learner-directed group. It could be concluded that the teacher-directed group did 81 significantly differ from the learner-directed group in their English reading comprehension proficiency ($p > .05$). The finding supported that with whatever mode of FB-RR was used, it had proven to be effective for the whole class. With the teacher-directed mode, the teacher taught reading skills explicitly and practiced students until they achieved the lesson. On the other hand, the teacher in the learner-directed mode provided well-prepared materials for students to learn independently and collaboratively with peers. Thus, both modes promoted students' reading comprehension proficiency.

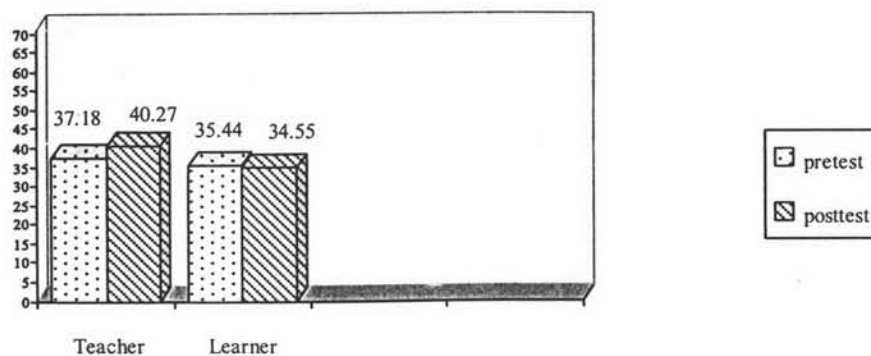
Levels of Students' Proficiency

This part was concerned with the levels of students' proficiency and scores on reading comprehension proficiency test after receiving the FB-RR instruction. The data from pretest and posttest scores were analyzed within and between groups and subgroups. Research questions three, four, and five guided the research study.

Research question 3 To what extent does each FB-RR instructional mode (teacher-directed and learner-directed) improve the English reading comprehension proficiency of the high-proficiency students?

To determine whether the two modes of FB-RR instruction improved the English reading comprehension proficiency of the high-proficiency students, a paired sample test was conducted. Figure 4.4 and Table 4.4 showed the pretest and posttest scores and the t-values of the two subgroups.

Figure 4.4: Pretest and posttest mean scores of the two high-proficiency subgroups



The results of the pretest and posttest of the two high-proficiency subgroups in Figure 4.4 revealed that the posttest mean score of the teacher-directed subgroup ($\bar{X}=40.27$) was slightly higher than the pretest mean score ($\bar{X}=37.18$). In the learner-directed subgroup, however, the posttest mean score ($\bar{X}=34.55$) was slightly lower than the pretest mean score ($\bar{X}=35.44$).

Table 4.4: Means, standard deviations, t-values, and the significance of the high-proficiency subgroups' scores

High-proficiency subgroup	N	\bar{X}	S.D.	t	Sig.
Teacher-directed	11				
Pretest		37.18	6.39	1.603	.140
Posttest		40.27			
Learner-directed	9				
Pretest		35.44	4.46	.598	.566
Posttest		34.55			

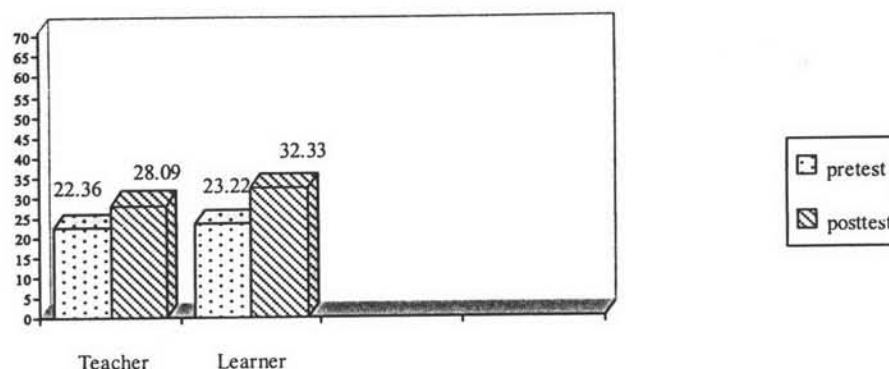
$p > .05$

The results in Table 4.4 indicated that there were no statistically significant differences between the pretest and posttest mean scores of the high-proficiency subgroups in the teacher-directed and learner-directed groups. The findings indicated that each FB-RR instruction (teacher-directed and learner-directed) did not significantly improve the English reading comprehension proficiency of the high-proficiency students. The finding also implied that the FB-RR instruction might not be useful for the high-proficiency students, particularly for those in the learner-directed group. This might be due to the personality of the high-proficiency students who did not like the collaborative learning in this mode. Besides, they did not learn from peers who were reading at a lower level, but they merely learned from the materials. This condition might limit their improvement.

Research question 4 To what extent does each FB-RR instructional mode (teacher-directed and learner-directed) improve the English reading comprehension proficiency of the low-proficiency students?

Paired sample test was used to determine the reading improvement of the two low-proficiency subgroups. Figure 4.5 and Table 4.5 showed the pretest and posttest mean scores and the t-values of the two low-proficiency subgroups.

Figure 4.5: Pretest and posttest mean scores of the two low-proficiency subgroups



The results in Figure 4.5 revealed that the low-proficiency students in the teacher-directed group ($n=11$) earned a higher posttest mean score ($\bar{X}=28.09$) than a pretest mean score ($\bar{X}=22.36$). Similarly, the low-proficiency students in the learner-directed group ($n=9$) earned a higher posttest mean score ($\bar{X}=32.33$) than the pretest mean score ($\bar{X}=23.22$).

Table 4.5: Means, standard deviations, t-values, and the significance of the low-proficiency subgroups' scores

Low-proficiency subgroup	N	\bar{X}	S.D.	t	Sig.
Teacher-directed	11				
Pretest		22.36	4.43	4.289	.002*
Posttest		28.09			
Learner-directed	9				
Pretest		23.22	4.54	6.021	.000*
Posttest		32.33			

* $p < .05$

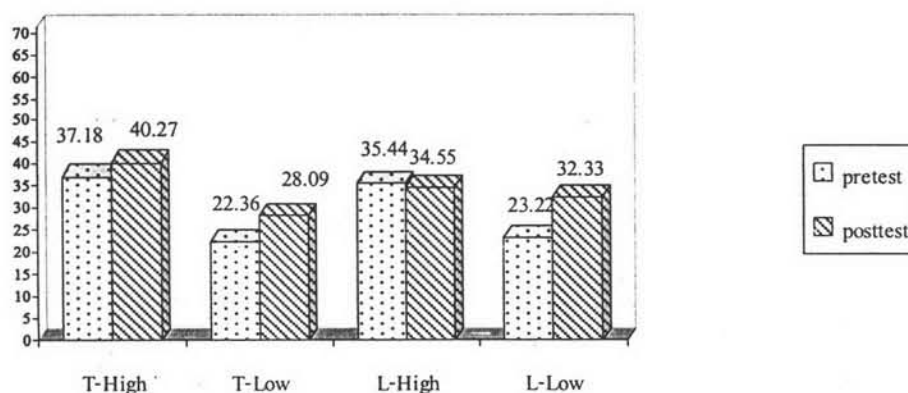
The results from Table 4.5 indicated that there were significant differences between the pretest and posttest mean scores of the low-proficiency subgroups in the teacher-directed and learner-directed groups at the .05 levels ($p < .05$). The findings indicated that both modes of FB-RR instruction significantly improved the English reading comprehension proficiency of the low-proficiency students. The findings implied that the FB-RR instruction was workable for the low-proficiency students because the activities in both modes allowed them to achieve with their high endeavor by either teacher's explicit instruction or learner's collaboration with peers.

Research question 5 To what extent do the two instructional modes improve the English reading comprehension proficiency of students in both proficiency levels (high and low proficiencies)?

From the research question five, there were two following subquestions to be answered. First, to what extent does the teacher-directed FB-RR improve the English reading comprehension proficiency of students in both proficiency levels? And second, to what extent does the learner-directed FB-RR improve the English reading comprehension proficiency of students in both proficiency levels?

Paired sample test was used to determine the reading improvement of all proficiency subgroups in the teacher-directed and learner-directed groups. The pretest and posttest mean scores and t-values of the high and low-proficiency subgroups in the teacher-directed and learner-directed groups were shown in Figure 4.6 and Table 4.6 below.

Figure 4.6: Pretest and posttest mean scores of two proficiency subgroups in the teacher-directed and learner-directed groups



The results of the pretest and posttest mean scores of all proficiency subgroups in the teacher-directed and learner-directed groups showed that the high-proficiency teacher-directed subgroup ($n=11$) earned a higher posttest score ($\bar{x}=40.27$) than a pretest score ($\bar{x}=37.18$) on the parallel test. Similarly, the low-proficiency subgroup ($n=11$) earned a higher posttest score ($\bar{x}=28.09$) than the pretest score ($\bar{x}=22.36$) on the same measures.

For the learner-directed group, the high-proficiency subgroup (n=9) earned a lower posttest score (\bar{X} =34.55) than a pretest score (\bar{X} =35.44) on the parallel test. On the contrary, the low-proficiency subgroup (n=9) earned a higher posttest score (\bar{X} =32.33) than the pretest score (\bar{X} =23.22) on the same measures.

Table 4.6: Means, standard deviations, t-values, and the significance of the teacher-directed and learner-directed groups' scores (high and low-proficiency subgroups)

Mode	Proficiency subgroup	N	\bar{X}	S.D.	t	Sig.
Teacher-directed	High proficiency	11				
	pretest		37.18	6.39	1.603	.140
	posttest	40.27				
	Low proficiency	11				
pretest	22.36		4.43	4.289	.002*	
posttest	28.09					
Learner-directed	High proficiency	9				
	Pretest		35.44	4.46	.598	.566
	posttest	34.55				
	Low proficiency	9				
Pretest	23.22		4.54	6.021	.000**	
Posttest	32.33					

*p< .05

The results from Table 4.6 indicated that there was no statistically significant difference between the pretest and posttest mean scores of the high-proficiency subgroup in the teacher-directed group. On the other hand, in the low-proficiency subgroup, the pretest and posttest mean scores was statistically significant different at the .05 level (p< .05).

For the learner-directed group, there was no statistically significant difference between the pretest and posttest mean scores of the high-proficiency subgroup. On the contrary, in the low-proficiency subgroup, the pretest and posttest mean scores were also statistically significant different at the .05 level (p< .05).

The findings indicated that both modes of FB-RR instruction significantly improved the English reading comprehension proficiency of the low-proficiency subgroups. They also reviewed that the high-proficiency subgroup in the learner-directed group did not improve their reading proficiency. They did not perform well in the pair and group works. They did not learn from peers who were reading at a lower level, but they merely learned from the materials. This condition might limit their sources of knowledge and their reading skill practice.

Concerning the low-proficiency subgroups, these students in the learner-directed group improved their reading proficiency better than in the teacher-directed group. The significant improvement was due to the learner-directed mode which provided opportunity for students to read independently and collaboratively. Moreover, they learned a lot from peers who were reading at a higher level.

Additional Findings

Findings from the intermediate-proficiency subgroups' scores

Additional findings could be found among the intermediate-proficiency subgroups in both the teacher-directed (n=45) and learner-directed (n=36) groups. The intermediate-proficiency participants referred to the 50% of the whole participants. The researcher would like to know to what extent each mode of FB-RR instruction (teacher-directed and learner-directed) improve the English reading comprehension proficiency of the intermediate-proficiency students. The pretest and posttest mean scores and the paired sample test were used to determine the reading improvement of the two intermediate-proficiency subgroups in the teacher-directed and learner-directed groups. T-values of the two intermediate-proficiency subgroups were shown in Figure 4.7 and Table 4.7.

Figure 4.7: Pretest and posttest mean scores of the two intermediate-proficiency subgroups

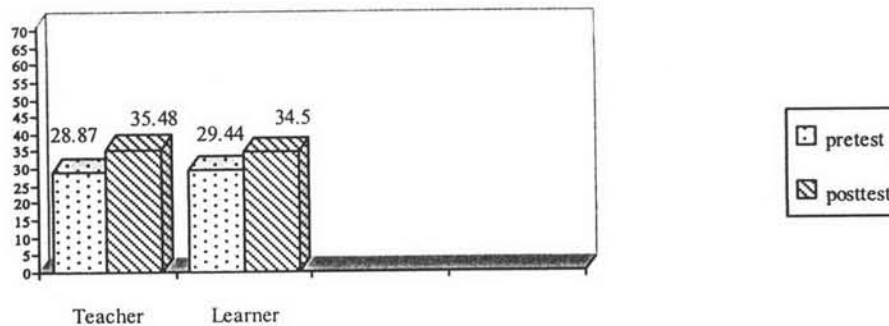


Figure 4.7 showed the mean scores of the intermediate-proficiency subgroup in the teacher-directed group (n=23) with a higher posttest score ($\bar{x}=35.48$) than the pretest score ($\bar{x}=28.87$). Similarly, the posttest mean score ($\bar{x}=34.50$) of those in the learner-directed group (n=18) was also higher than the pretest mean score ($\bar{x}=29.44$).

Table 4.7: Means, standard deviations, t-values, and the significance of the intermediate-proficiency subgroups' scores

Intermediate proficiency	N	\bar{X}	S.D.	t	Sig.
Teacher-directed	23				
Pretest		28.87	5.33	5.944	.000*
Posttest		35.48			
Learner-directed	18				
Pretest		29.44	5.38	3.983	.001*
Posttest		34.50			

* $p < .05$

The results revealed that the posttest mean scores of the two intermediate-proficiency subgroups in both teacher-directed and learner-directed groups were statistically higher than the pretest mean scores at the .05 level ($p < .05$). The findings indicated that each FB-RR instruction (teacher-directed and learner-directed)

significantly improved the English reading comprehension proficiency of the intermediate-proficiency students. This might be due to the activities in both modes which allowed students to achieve with their high endeavor by either teacher's explicit instruction or learner's collaboration with peers. Furthermore, these students had the opportunity to learn from peers who were reading at a higher level and to coach or teach their peers who were reading at a lower level. The roles of learner and teacher might enhance their reading proficiency.

Students' Opinions

On the use of FB-RR to survey students' opinions on the two instructional modes, the data from FB-RR questionnaires, FB-RR learning logs, and FB-RR observations were analyzed quantitatively and qualitatively.

Data from the FB-RR questionnaires were analyzed using the percentage. The level of agreement was rated using five-point Likert Scale on which '1' indicated '*strongly disagree*' and '5' indicated '*strongly agree*' to the instruction. The questionnaire for the teacher-directed group ($n=45$) consisted of 20 items. The questionnaire for the learner-directed group ($n=36$) consisted of 23 items. The questions were grouped together in four blocks. Every item and direction were printed in Thai.

FB-RR learning logs were administered in weeks two, four, and seven. To obtain the data, students' opinions on both instructional modes were summarized. The questions addressed the block students did best, the block which helped them learn a lot, the problem they found, and other comments. The learning logs consisted of five open-ended questions for the teacher-directed group and six open-ended questions for the learner-directed group. Every question was printed in Thai.

The FB-RR observation forms were rated by the teacher. Data from the observations were analyzed using mean of four grade levels. The degree of satisfaction was indicated to rate the overall satisfaction with students' behavior during the treatment in two classes in weeks one, four, seven, and ten. The observation form had one to four on a scale, with a '4' rating indicating the highest degree of satisfaction and a '1' rating, indicating the lowest degree of satisfaction.

The forms consisted of 17 items for the teacher-directed group and 23 items for the learner-directed group. The items were grouped together in four blocks.

Research question 6 What are the opinions of students in the teacher-directed FB-RR group and in the learner-directed FB-RR group on the instruction?

Before presenting the students' opinions on Working with Words block, Guided Reading block, Self-Selected Reading block, and Writing block, the data from the questionnaires, learning logs, and observations were reported in sequences as follows.

Table 4.8: Percentage of the students' opinions in the teacher-directed and learner-directed groups' questionnaires

Levels of attitudes	Working with Words		Guided Reading		Self-Selected Reading		Writing	
	Teacher	Learner	Teacher	Learner	Teacher	Learner	Teacher	Learner
5	19.20	15.63	5.60	11.88	18.40	11.46	13.60	13.02
4	45.60	47.92	48.00	47.50	43.20	51.56	34.40	52.08
3	32.00	33.85	43.20	38.75	32.80	35.42	43.20	32.29
2	3.20	2.60	3.20	1.87	5.60	1.56	8.00	2.60
1	-	-	-	-	-	-	0.80	-

Note: N = 36, 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree

Table 4.9: Number of students' opinions on the teacher-directed FB-RR from the learning logs

Week 2											
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	GR +W	SSR +W	SSR +WW	EB	NS
1. I did best in....	9	13	2	-	2	-	1	1	-	6	1
2. The block that helped me learn a lot was ...	4	13	5	1	3	4	-	-	1	4	-
4. I had some problems in the	2	7	12	7	2	-	2	2	-	-	1
N	35										
Week 4											
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	GR +W	SSR +W	SSR +WW	EB	NS
1. I did best in....	13	11	8	-	-	-	-	-	-	8	-
2. The block that helped me learn a lot was ...	13	10	2	-	-	-	-	-	-	15	-
4. I had some problems in the	12	11	10	2	-	-	-	-	-	-	5
N	40										
Week 7											
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	GR +W	SSR +W	SSR +WW	EB	NS
1. I did best in....	11	9	8	-	-	3	-	-	-	1	-
2. The block that helped me learn a lot was ...	10	13	7	-	-	2	-	-	-	-	-
4. I had some problems in the	12	9	6	2	-	-	-	-	-	-	3
N	32										

Note: WW = Working with Words Block, GR = Guided Reading Block, W = Writing Block, SSR = Self-Selected Reading Block, EB = Every block, NS = Not Specified

Table 4.10: Number of students' opinions on the learner-directed FB-RR from the learning logs

Week 2									
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	SSR +WW	EB	NS
1. Specify the first block you studied.	3	19	12	1	-	-	-	-	1
2. I did best in...	2	13	13	1	-	3	-	4	-
3. The block that helped me learn a lot was ...	11	12	8	-	-	2	-	1	2
5. I had some problems in the	5	7	7	16	-	-	-	1	-
N	36								
Week 4									
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	SSR +WW	EB	NS
1. Specify the first block you studied.	9	16	9	-	-	-	-	-	-
2. I did best in...	8	7	10	-	-	-	-	9	-
3. The block that helped me learn a lot was ...	9	9	3	-	1	3	2	7	-
5. I had some problems in the	6	10	5	3	-	-	-	-	10
N	34								
Week 7									
Questions	WW	GR	SSR	W	GR+ SSR	WW+ GR	SSR +WW	EB	NS
1. Specify the first block you studied.	13	10	10	-	-	-	-	-	-
2. I did best in...	8	9	5	-	-	-	-	11	-
3. The block that helped me learn a lot was ...	6	5	7	-	-	7	-	8	-
5. I had some problems in the	7	6	6	4	-	-	-	-	10
N	33								

Note: WW = Working with Words Block, GR = Guided Reading Block, W = Writing Block, SSR = Self-Selected Reading Block, EB = Every block, NS = Not Specified

Table 4.11: Mean of the teacher-directed FB-RR's observations

Guided Reading	Week 1	Week 4	Week 7	Week 10
1. Before reading, students share something relevant on task from the background.	3	3	3	3
2. During reading, students move quickly into an activity.	3	3	4	4
3. Students read during the time allotted.	2	3	3	4
4. After reading, the activity helps students learn and think.	2	3	3	3
<i>Section average</i>	<i>2.50</i>	<i>3.00</i>	<i>3.25</i>	<i>3.50</i>
Self-Selected Reading				
5. There are a wide variety of materials.	4	4	4	4
6. Students have sufficient materials.	4	4	4	4
7. The materials are in different levels.	4	4	4	4
8. Students record their reading speed.	2	2	3	3
9. Students move into their reading quickly.	3	3	3	4
10. Students stay engaged in the activity.	3	3	4	4
<i>Section average</i>	<i>3.33</i>	<i>3.33</i>	<i>3.66</i>	<i>3.83</i>
Working with Words				
11. Students pay attention to words on the displayed word wall.	1	3	1	4
12. Students enjoy a daily practice of chanting and writing words.	1	3	1	3
13. Students spell words correctly in the assignment.	2	2	3	3
14. Students stay engaged in words transfer activity.	2	3	4	3
<i>Section average</i>	<i>1.50</i>	<i>2.75</i>	<i>2.25</i>	<i>3.25</i>
Writing				
15. Students gather together for a mini-lesson.	3	3	3	3
16. Students settle into writing quickly during writing.	2	2	3	3
17. Students are at different stages of the writing process-completing first draft, adding on, revising, editing, and publishing.	2	2	3	3
<i>Section average</i>	<i>2.33</i>	<i>2.33</i>	<i>3.00</i>	<i>3.00</i>

Note: 4 = Outstanding, 3 = Satisfactory, 2 = Need Improvement, 1 = Not Observed

Table 4.12: Mean of the learner-directed FB-RR's observations

Guided Reading	Week 1	Week 4	Week 7	Week 10
1. Before reading, students make use of materials in building prior knowledge.	2	3	3	3
2. During reading, students move quickly into an activity.	3	4	3	4
3. After reading, the activity helps students learn and think.	3	4	3	4
4. Students spend time according to the directions.	2	3	3	4
5. Overall, students understand the directions.	2	4	4	4
<i>Section average</i>	<i>2.40</i>	<i>3.60</i>	<i>3.20</i>	<i>3.80</i>
Self-Selected Reading				
6. Students have available a wide variety of materials of different types and on different levels.	4	4	4	4
7. Students concentrate on directions.	3	3	3	3
8. Students move into their reading quickly.	4	4	4	4
9. Students stay engaged in the activity.	3	4	4	4
10. Students enjoy rereadings and record their reading speed.	2	2	3	2
11. Students spend time according to the directions.	3	3	3	3
12. Overall, students understand the directions and steps in worksheet.	3	4	4	4
<i>Section average</i>	<i>3.14</i>	<i>3.43</i>	<i>3.57</i>	<i>3.43</i>
Working with Words				
13. Students look up words in dictionaries.	4	4	4	4
14. Students enjoy a daily practice of writing words.	2	3	3	3
15. Students spell words correctly in the assignment.	1	2	3	2
16. Students stay engaged in the words transfer activity.	2	3	3	3
17. Students spend time according to the directions.	3	3	4	4
18. Overall, students understand the directions and steps in worksheets.	3	3	4	4
<i>Section average</i>	<i>2.50</i>	<i>3.00</i>	<i>3.50</i>	<i>3.33</i>
Writing				
19. Students gather together for a mini-lesson.	2	3	3	3
20. Students settle into writing quickly during writing.	2	2	2	3
21. Students are at different stages of the writing process-completing first draft, adding on, revising, editing, and publishing.	2	2	3	3
22. Students spend time according to the directions.	2	2	3	3
23. Overall, students understand the directions and steps in worksheets.	3	3	3	3
<i>Section average</i>	<i>2.20</i>	<i>2.40</i>	<i>2.80</i>	<i>3.00</i>

Note: 4 = Outstanding, 3 = Satisfactory, 2 = Need Improvement, 1 = Not Observed

1. Students' opinions on Working with Words block

Data from the questionnaires in Table 4.8 showed that among the four blocks, most students in the teacher-directed group (n=45) had positive opinions on Working with Words block. When looking at the positive levels, 19.20% of them *strongly agree* and 45.60% *agree* to the block. Similarly, most students in the learner-directed group (n=36) also had positive opinions on this block. They exhibited 15.63% of *strongly agree* and 47.92% of *agree* to the block. Comparing students' opinions between the two groups, the teacher-directed group had a similar degree of positive opinions (64.80%) to the learner-directed group (63.55%). Students in both groups agreed that they paid attention to the Word Wall words on the board, enjoyed the daily practice of chanting and writing words, spelled words correctly in the assignment, and stayed engaged in the word activity. They also confirmed that the word activity helped improve their reading skills. In addition, the learner-directed group also noted that they spent time according to the directions.

The students in the teacher-directed group also reported in their learning logs (see Table 4.9) that they did best in this block in week four (n=13), and week seven (n=11). Additionally, most students in the learner-directed group learn a lot from this block in week two and four. In week seven, most students (n=13) started their lesson with this block (see Table 4.10).

The data from the observations (see Tables 4.11 and 4.12) revealed that students in the teacher-directed and learner-directed groups needed more support in word spelling in week one and four. The rating '1' indicated that the activity (Word Wall) in weeks one and seven was not used. In weeks seven and ten, they showed an improvement in this block. Students were outstanding in making word walls. They enjoyed a daily practice of chanting and writing words. Moreover, they spelled words correctly and stayed engaged in word transfer activity at a satisfactory level. Students in the learner-directed group also showed an outstanding use of dictionaries since the first week. In weeks seven and ten, they exhibited an outstanding improvement in spending time and following the directions in the worksheets.

The problems in Working with Words blocks were also found from the learning logs. In week four, most students (n=12) found that they had limited vocabulary. Similarly, in week seven most students (n=12) also complained that there were a lot of new words and they could not find some words from their dictionaries. The reading passage taken from the newspaper in week seven might be too difficult for students.

2. Students' opinions on Guided Reading block

Data from the questionnaires in Table 4.8 indicated that the students in the teacher-directed group had positive opinions on Guided Reading block. The positive levels of *strongly agree* and *agree* were 5.60% and 48.00% respectively. Students in learner-directed group (n=36) had similar opinions. They exhibited 11.88% of *strongly agree* and 47.50% of *agree* to the block. Comparing students' opinions between two groups, the learner-directed group had more positive opinions (59.38%) than the teacher-directed group (53.60%).

Moreover, the opinions in Table 4.8 showed that students in both groups agreed that they shared their background knowledge before reading. They moved quickly into the activity and knew what was expected. They spent time according to the directions and tried to do post-reading exercise. They also noted that the activity helped them learn and think.

Considering the data from the FB-RR learning logs (see Table 4.9), 11 of 40 students in the teacher-directed group noted that they did best in Guided Reading block in week two. Students also noted that this block helped them learn a lot in week two (n=13) and week seven (n=13). In Table 4.10, most students in the learner-directed group started the lesson with Guided Reading block in week two (n=19) and week four (n=16). In addition, most students reported that this block helped them learn more in week two (n=12) and week four (n=9).

The observations in Tables 4.11 and 4.12 also revealed that students in both groups shared their background knowledge at a satisfactory level. They managed time appropriately. During the activities, students in the teacher-directed group moved into reading quickly and that performance increased outstandingly in weeks seven and ten. For the learner-directed group, the performance was outstanding in weeks four and ten, depending on students' interest to the lessons. Moreover, both groups did exercise and engaged in the post-reading activities at a satisfactory level. Overall, the learner-directed group understood the directions in the worksheets, even though they showed some confusion in the early weeks.

The problems in Guided Reading were also found from students' learning logs. In week four, students in the teacher-directed group reported that they did not comprehend what they were reading. Moreover, they spent too long time reading the whole passage. Likewise, students in the learner-directed group noted that they read at a slow rate. They were not able to translate the text, had limited vocabulary, and were not fluent in using context clues.

3. Students' opinions on Self-Selected Reading block

Data from the questionnaires in Table 4.8 showed that among four blocks, students in the teacher-directed group (n=45) had the most positive opinions on Self-Selected Reading block. When looking at the positive levels, they exhibited 18.4 of *strongly agree* and 43.20 % of *agree* to the block. Similarly, students in the learner-directed group (n=36) also had the most positive opinions on this block. They exhibited 11.46% of *strongly agree* and 51.56% of *agree* to the block. Comparing students' opinions between the two groups, the teacher-directed group had a similar degree of positive opinions (61.60%) to the learner-directed group (63.02%).

In the questionnaires in Table 4.8, students in both groups also agreed that they enjoyed rereadings and recorded their reading speed. They moved into reading quickly and concentrated on reading. They accepted that there was a wide variety of materials of different types and on different levels, and the post-reading exercise helped them understand the reading better. In addition, students in the learner-directed group noted that they spent time according to the directions.

Regarding the learning logs in Table 4.10, most students in the learner-directed group reported in their learning log that they did best in this block in week two (n=13) and week four (n=10).

The results from the observations in Table 4.11 revealed that the students in the teacher-directed mode moved into their reading, knew what to do, stayed engaged satisfactorily in weeks one and four, and became outstanding in weeks seven and ten. In Table 4.12, students in the learner-directed mode also moved into their reading, knew what to do, and stayed engaged satisfactorily in weeks one, four, and ten and became outstanding in week seven. They accepted that the reading materials were available for them and they were able to manage time appropriately. However, some students neglected to strictly record their reading rate.

Considering the problems in Self-Selected Reading block, 12 of 35 students in the teacher-directed group reported that they had limited words, they were not able to concentrate on the directions in worksheets, and there was inadequate time to read.

4. Students' opinions on Writing block

In Table 4.8, data from the questionnaires showed that among four blocks, the Writing block received a relatively low positive opinion. When looking at the positive levels, they exhibited 13.60% of *strongly agree* and 34.40 % of *agree* to the block. On the other hand, students in the learner-directed group (n=36) had more positive opinions on this block. They exhibited 13.02% of *strongly agree* and 52.08% of *agree*

to the block. Comparing students' opinions between the two groups, the learner- 96 directed group showed more positive opinions (65.10%) than the teacher-directed group (48.00%).

Considering the components in the questionnaires in Table 4.8, students in both groups agreed that they enjoyed the mini-lesson, engaged in writing and knew what was expected during writing, engaged in completing first draft, revised and edited their writing, and were willing to share their writing with peers. Moreover, the learner-directed group agreed that they spent time according to the directions.

In Tables 4.11 and 4.12, the observations revealed that the students in both modes had a degree of *need improvement* in weeks one and four, and showed a degree of *satisfactory* in weeks seven and ten when working in Writing block. They needed more improvement in motivation, writing process, and time allocation, but in week ten they showed more improvement. However, the students in both modes had the same problem in sentence structure. They found it difficult to compose a sentence. In the learner-directed mode, students had problems in word spelling and following the direction.

In conclusion, students in the teacher-directed FB-RR group had the most positive opinions on Self-Selected Reading and Working with Words blocks, while the students in the learner-directed FB-RR group had positive opinions on every block after the instruction. The blocks they had the most positive opinions were Self-Selected Reading and Writing respectively. The teacher-directed group had rather equally positive opinions on the Working with Words block to the learner-directed group. The learner-directed group had more positive opinions on the Guided Reading block than the teacher-directed group. The teacher-directed group had rather equally positive opinions on the Self-Selected Reading block to the learner-directed group. Finally, the learner-directed group gained much more positive opinions on Writing block than the teacher-directed group.

Summary

This chapter presented the findings under three main aspects: the modes of FB-RR instruction, the levels of students' proficiency, and the students' opinions on the instruction.

According to the different modes of FB-RR instruction, hypothesis one was accepted because the statistical value showed the significant differences of mean scores in both groups. However, hypothesis two was rejected because there was no significant difference in mean scores between the two modes. In other words, the teacher-directed FB-RR mode was not different from the learner-directed FB-RR mode in improving students' reading comprehension proficiency.

Regarding the levels of students' proficiency, hypothesis three was rejected because the high-proficiency students showed no improvement on test after the instruction. On the contrary, hypothesis four was accepted because the low-proficiency students showed significant improvement on test after the instruction. Hypothesis five was partly accepted in terms of the significant difference of mean scores in low-proficiency students. In addition, the analysis of scores on test among the intermediate-proficiency subgroups also showed significant differences of the mean scores in their reading comprehension proficiency after receiving the FB-RR instruction.

Considering the students' opinions on the FB-RR instruction, the analysis showed positive degrees of satisfaction to the two FB-RR modes. Findings from the questionnaires indicated that the students in the teacher-directed FB-RR group had the most positive opinions on the Self-Selected Reading and Working with Words blocks. In addition, students in the learner-directed FB-RR group had positive opinions on every block. Other findings from the FB-RR learning logs and FB-RR observations also showed positive opinions and some useful comments for the instruction. As a result, hypothesis six was accepted.

The findings of this study indicated a correlation between the students' opinions and the students' proficiency improvement. Overall students in both teacher-directed and learner-directed groups significantly improved their English reading comprehension proficiency. These students also reported their positive opinions on the instruction. Particularly, the students in the learner-directed mode showed the outstanding positive opinions.