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Conference Proceedings

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
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- Social Sciences
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DEVELOPMENT OF ANALYTICAL READING BASED ON THE TRANSACTIONAL STRATEGIES INSTRUCTION

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ABSTRACT

The article reports on the results of specific research, which focused on develop an instructional model based on the transactional strategies for enhancing analytical reading of University students; and evaluate the efficiency of the instructional model. The research procedure was divided into phases; 1) development of an instructional model based on real problem; and 2) effectiveness evaluation of an instructional model through implementation with the subjects who were thirty University students, Suan Sunandha Rajabhat University, Thailand. The duration of experiment was one semester. The research instrument were analytical reading test. The data were analyzed by using T-test dependent.

The research result show that:

1) the teaching stage, consisting of 4 substages which were 1. Describing strategies for reading issue from daily life 2. using a reading strategies 3. interchanging knowledge 4. concluding idea.

2) The effectiveness of the instructional strategies model after implementation, it was found they; The subjects had the average score of analytical reading higher than the criterion score set at 70 percent and higher than before the experiment at .01 level of significance in all components.

Keywords--Analytical reading , Transactional strategies

INTRODUCTION

The reading was also an important factor in society development. It is a component of educational quality measurement that was the potential indicator for economic development. Reading is a complex behavior and an impressive achievement, as demonstrated by a century of research.

In year 2015, Thailand was evaluated the analytical reading of Thai students at lower score than the international average 49 (O-NET, 2015: 15) meant the students were basic level of analytical reading proficiency that could read and describe content when they were obviously direct meaning and citing summation or contrast or linkage to the low of existing knowledge. They were evaluated and analyzed as basic level.

The comparison between year 2013 and 2014 were emphasized to analytical reading. Its competency was inclining down and 43 percentages of students were below basic of analytical reading. Seeing regional scores were found that the students in Central, Lower Northeastern, Southern and Lower Northern were average of analytical reading at low level (O-NET, 2015: 61). The Conclusion of knowledge and reading skill of students changed the direction to be unsatisfactory, because the total of low reading students were marginal increased

Therefore, the Department of Thai language would encourage collage students to have analytical reading. According to it was a knowledge and understanding skills then using in daily life, reflecting and giving the suggestion in contents with engagement in its for targets approach of each people. To develop knowledge and self-competency and social contribution (OECD, 2013; 61; OECD, 2010: 37), the learners of University used reading to learn in their objectives with complex stories and specific interesting stories to encourage literacy in own academic contents (Lee and Spratley, 2010).

The result of study from concepts, theories, principles of literature reviews and researches related to analytical reading enhancement showed that the theories might be able to utilize in fundamental schooling

development so as to encourage analytical reading for the learners in University based on the transactional strategies instruction.

Therefore, the aim of this study is formulated as follows:

The purposes of this study were to, develop an instructional model based on transactional strategies instruction for enhancing analytical reading of undergraduate students; and evaluate the efficiency of the developed instructional model.

LITERATURE

1. Analytical reading

The Basic Education Core Curriculum B.E. 2551 has specified the indicators of reading, analytical thinking and writing for students as follows: (1) Selective reading of the desired media for finding the purpose of data. Understanding and adapting well from what has been read (2) Identify the essentials and support or argue topics (3) Analyze, criticize, reason, reliability, sequencing and probability from the reading (4) summarize knowledge and gain insights from what has been read and (5) Summarize, debate, explain, express opinions, argue, support, persuade by writing in various kinds such as mapping ideas.

Educators (OECD, 2010: 37; 2012: 61) definition of analytical reading, each part of the definition is explained further:

1. Understanding refers to the ability to gain meaning from what is read. This can include the meaning of words or it can be more complex in identifying the underlying theme of a narrative.

2. Using relates to the notions of application and function (i.e. applying what has been read to an immediate task or goal, or using what is read to reinforce or change beliefs).

3. Reflecting on emphasises the notion that reading is interactive, where readers make connections with their own thoughts and experiences when engaging with a text.

In order to achieve one's goals, to develop one's knowledge and potential, and to participate in society – this statement is intended to capture the full scope of situations in which analytical reading plays a role. To achieve one's goals and to develop one's knowledge and potential refers to the idea that analytical reading enables the fulfilment of individual aspirations. The word participate is used because it implies that analytical reading allows people to contribute to society as well as to meet their own needs. (OECD, 2010: 37; 2012: 61)

Therefore analytical reading development for the learners, teachers needed to focus on the development of the learners in reading skill for understanding and reflecting resulted to the objective of learners and good reader (Guthrie, 2000 cited in Loera, 2006)

2. Transactional strategies instruction

Transactional strategies instruction : TSI developed by Michael Pressley (Pressley et al., 1992) Strategy teaching typically occurs daily in these schools as part of group instruction. It is long term and complex since students are taught to coordinate traditional memory and comprehension strategies with interpretive processes. Consistent with both reader response theories and psychological theories, we refer to this approach as transactional strategies instruction Student and teacher transactions with text are the heart of this form of instruction, with classroom discourse consisting of teachers providing support and guidance to students as they attempt to use strategies to learn content. (Pressley et al., 1992: 513). Transactional strategies instruction reflects Rosenblatt's point of view. Teachers who provide this instruction often use background knowledge activation as an opportunity for students to share how elements of the text remind them of events in their own lives. (Pressley et al., 1992: 525; Brown, 2008: 539; Almasi and Fullerton, 2012: 32-33). TSI is an instructional for teaching a small set of research-based strategies within the context of collaborative text discussions. Responsibility for using strategies to construct meaning is shared among all group members. It is a flexible

framework; TSI can be introduced in whole-class, small group, or one-on-one formats and can be practiced in teacher-guided or student-managed settings.

Transactional strategies instruction can improve student comprehension, and it can be implemented across various reading events in the school day and applied to different text types. Teachers draw upon a small repertoire of very powerful strategies to help students derive meaning from text. Children may be taught to: 1) make predictions about content 2) relate the text to prior knowledge 3) ask questions about the information 4) seek clarification when the meaning is unclear 5) visualize the meaning and 6) summarize along the way.

Children can use TSI for a variety of text types. In several instructional settings, including reading groups that focus on high-quality literature. When a child has difficulty decoding a word, the teacher prompts the child to choose one or two of several fix-up strategies that have been taught, such as: Sound out the word, Look for context clues, Reread and Skip the word. (Pressley et al., 1992: 257)

METHODOLOGY

This study was a research and development. The purposes of this study were to, develop an instructional model based on Transactional strategies instruction for enhancing reading literacy on University students, Suan Sunandha Rajabhat University, Thailand; and evaluate the efficiency of the instructional model. The selected participant of 2nd semester 2016 was 30 college students 3th year in Bachelor Degree from Faculty of Education.

The research procedure was divided into phases; 1) development of an instructional model based on real problem; and 2) effectiveness evaluation of an instructional model through implementation with the subjects who were thirty University students. They learn Reading subject .

The information of research was reading content in the category of Thai literacy for University students that was concerned with non-fiction, fiction. Their reading contents were from interesting and requirement of the learners contained in the Education Program. The duration of experiment was one semester 16 weeks in 2016. The research instrument were analytical reading test apply from Sathaphong, Wongsuwan Kongpow and Makanong (2016). Analytical reading test data provided information on a number of factors measuring various elements of the educational context influencing reading achievement. These constructs refer to characteristics of schools, teachers, and students.

The data were analyzed by using T-test dependent and descriptive statistic: Frequency, Percentage, Mean, Maximum value, Mode, Standard Deviation and judged value of mean were examined to describe students' analytical reading ability

RESULTS AND DISCUSSION

The instructional model based on the transactional strategies instruction had 4 teaching stages which were:

1. Describing strategies for reading issue from daily life
2. using a reading strategies
3. interchanging knowledge
4. concluding idea.

Part 1 Quality Inspection of schooling by experiment

The results of schooling model to experiment with University students, Suan Sunandha Rajabhat University total 30 students, they were as similar as the sample group in first semester year 2016 as following;

1. First experiment was found that the learners could not reflect ideas from reading contents and explain its content to apply reasonably. The researchers demonstrated conceptual reflection samples and brought ideas from reading contents to apply with the learners by using the technical questions so as to encourage the learners to think and make reasonable decision for some information properly.

2. Second experiment was found that the learners could reflect the ideas from reading contents. Nevertheless, the process of knowledge relaying, various learners could not bring the knowledge from reading contents to use appropriately. The researchers used a teaching by rising up the sample situations related to the reading contents and asking learners to analyze the issues with suggestion.

The result of teaching experiment was taken to enhance reading management plan of sample group.

Part 2 The effectiveness of the instructional model based on the transactional strategies instruction

Table 1

The comparison result of average score in analytical reading against the sample before and after the experiment (N = 30)

reading literacy	Pre test		Post test		D	t	p
	\bar{X}	S.D.	\bar{X}	S.D.			
score 100	52.30	5.070	76.97	6.012	24.67	14.962	.000*

significant difference *p < .01

As table 1 found that after experiment of the sample group had overall analytical reading higher than criterion 70 percentages and higher than before the experiment at .01 level of significant. Score of before experiment at 52.30 percentages and score of after experiment was increased at 76.97 percentages.

Table 2

The comparison result of average score in analytical reading against before and after the experiment categorized by component (N = 30)

reading literacy	Pre test		Post test		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
1. understanding (8)	5.17	0.802	6.80	0.761	6.515	.000*
2. interpreting (7)	5.00	0.664	6.07	0.365	4.765	.000*
3. reflecting (8)	5.53	1.289	6.33	1.028	1.851	.074
4. using (7)	4.70	0.890	5.77	0.430	4.567	.000*
Analytical reading (30)	20.40	2.733	24.97	1.497	6.202	.000*

significant difference *p < .01

As table 2 found that after the experiment to the sample group had overall analytical reading higher than criteria at .01 levels. The average score of understanding, interpreting, and using were higher than before the experiment at .01 level of significant. The reflection of sample group had score higher than before the experiment, but not different at 0.01 level of significant.

The research of transactional strategies instruction found that reading guidance assisted the learners understanding of what they read including used the knowledge and relayed its correctly on objective. (Antonacci, O'Callaghan and Berkowitz, 2015). TSI makes proficient readers. In investigations spanning

several decades, researchers studied skilled reading to learn more about interpretive thinking and strategic actions. From this research, two models of expert reading emerged (Pressley & Afflerbach, 1995) and the Good Strategy User Model (Almasi, 2003). Both theories depict the knowledge and strategic resources that capable readers rely upon when reading. According to these models, good readers tap their academic and nonacademic knowledge, monitor their comprehension.

Meanwhile transactional strategies instruction assisted all learners having motivation with reading habit, and interpreting. (Ari Sanhachawi, 1997 : 36; Jesson and Lacey, 2011: 31; Prasansaph, 2015). The results of research in transactional strategies instruction assisted enhancement of reading for understanding. Students, who practiced on that instructional, could understand and penetrate the main point of the contents. Moreover they could link and well relay on the reading (Gutkind, 2012). The Literacy Management strategies assisted enhancement the reading for understanding, attitude and motivation for University students. (Alharbi, 2008).

CONCLUSIONS AND FUTURE WORK

The population of this study was 30 students from University students. Findings were average score of analytical reading higher than the criterion score set at 70 percent and higher than before the experiment at .01 level of significance in all components. The teaching stage were 1. Describing strategies for reading issue from daily life 2. using a reading strategies 3. interchanging knowledge 4. concluding idea. Students who were participant, provided activities and enjoyable learning. Students had reading skills performed best on the analytical reading test.

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