

Construction of Lesson Plans Based on SQ5R Learning Management with Reading Based on Songkhla Local Contexts to Enhance Learning Achievement, English Reading Comprehension, and Local Pride of Grade 10 Students

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Abstract

This article was a part of the research entitled of using SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students. The purpose of this research aimed to develop lesson plans using SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students. The research instruments were 1) lesson plans based on SQ5R learning management with reading based on Songkhla local contexts for 5 lesson plans of 2 hours each, total 10 hours, and 2) an assessment form for the appropriateness of the lesson plans by the experts. Data were analyzed using arithmetic mean $\bar{X}$, and standard deviation (SD). The results showed that 1) the appropriateness of the lesson plans by the experts was highly level with the mean of 4.75

Keywords: Lesson Plans, SQ5R Learning Management, Songkhla Local Contexts, Learning Achievement, English Reading Comprehension, Local Pride

Introduction

In the 21st century, English assumes a pivotal role as a global lingua franca utilized extensively in international communication. It serves as the first language for over 360 million individuals and as a second language for more than 750 million people worldwide (Ministry of Education, 2017). Furthermore, English is broadly employed across various sectors, including industry, education, and international commerce, thereby positioning it as an essential instrument for professional development and lifelong learning. Recognizing its significance, the Ministry of Education has mandated English as a core subject from the primary through upper secondary levels to cultivate students' communicative competence (Ministry of Education, 2008).

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Among the four language skills, reading is regarded as a foundational skill, particularly reading for comprehension, which facilitates learners' ability to access information, analyze content, and construct higher-order knowledge (Kreishan & Saidat, 2011; Sriwilai Phonmanee, 2002). Nonetheless, empirical evidence from both research and national assessments—such as the 2023 Ordinary National Educational Test (O-NET)—indicates that Thai students, especially at the upper secondary level, continue to exhibit low performance in English reading comprehension. For instance, students at Navamindarajudis Thaksin School in Songkhla Province attained an average score of merely 20.71. Common challenges include difficulty in identifying main ideas and analyzing textual content. Additionally, students often demonstrate limited understanding and appreciation of their local identity and heritage, as the current curricula predominantly emphasize global content at the expense of local relevance (Songsak Phusieon, 2018). This curricular imbalance undermines students' connection to their community and cultural roots. Therefore, the integration of localized content into the instructional process has been proposed as an effective strategy to enhance learner engagement and contextual understanding (Tomlinson, 1998; Amornrat Naddalong, 2008).

The SQ5R learning management (Survey, Question, Read, Record, Recite, Review, Reflect), conceptualized by Walter Pauk (1984), offers a systematic framework for reading instruction and has been empirically validated as an effective approach for improving reading comprehension (M. Labib Al Halim, 2023). When combined with reading materials that reflect local contexts—such as the history and culture of Songkhla Province—this method can foster deeper cognitive engagement and meaningful learning.

In light of these considerations, the present study seeks to develop instructional plans using SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students.

Objective

To develop lesson plans using SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students

Methodology

1. Sample Group was three experts

2. The Instruments

2.1 Lesson plans based on SQ5R learning management with reading based on Songkhla local contexts for 5 lesson plans of 2 hours each, totaling 10 hours

2.2 Assessment form for the appropriateness of the lesson plans by the experts

3. Instrument Development and Validation

3.1 Construction steps of lesson plans based on SQ5R learning management with reading based on Songkhla local contexts as follows:

3.1.1 To review relevant literature and research studies concerning the development of a lesson plan based on SQ5R learning management with reading based on Songkhla local context

3.1.2 To study the learning indicators, core content, and learning standards of the Foreign Language Learning Area (English subject) for Grade 10 students based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and the school-based curriculum of Navamindarajudis Thaksin School

3.1.3 Construct lesson plans based on SQ5R learning management with reading based on Songkhla local contexts 1 unit in accordance with the content and learning objectives consists of 5 lesson plans of 2 hours each, totaling 10 hours and consisted of the following seven steps:

1) Survey: This step involves previewing the accompanying images and the title of the text, as well as skimming the content to identify key points. It helps students form a general idea and organize their thoughts.

2) Question: In this phase, students generate questions related to the text, which stimulates curiosity and sets a purpose for reading.

3) Read: Students read the text thoroughly to comprehend the content, identify key ideas, and seek answers to the questions previously formulated.

4) Record: This involves taking notes by summarizing the main ideas in the students' own words or using symbols such as underlining key phrases to enhance understanding and retention.

5) Recite: Students summarize the main ideas using their own language. If they are uncertain about any part, they are encouraged to reread for clarification.

6) Review: This step requires students to revisit and consolidate the main points, allowing them to summarize the overall content of the text.

7) Reflect: Students critically analyze and evaluate the text, offering their own opinions and interpretations based on what they have read.

Table 1 The Structure of lesson plans based on SQ5R learning management with reading based on Songkhla local contexts

Plan No.	Unit Name	Topic Title	Hours
1	Exploring Songkhla	Samila Beach	2
2	Exploring Songkhla	Songkhla Old Town	2
3	Exploring Songkhla	Gen Prem Tinsulanonda (Pa prem)	2
4	Exploring Songkhla	Kim Yong Market	2
5	Exploring Songkhla	Chak Phra Festival	2
Total			10

3.1.4 Publish lesson plans based on SQ5R learning management with reading based on Songkhla local contexts by using content in unit 4 Exploring Songkhla according to the elements of writing a lesson plan as follows: 1) standards and indicators, 2) learning objectives, 3) important points/concepts, 4) learning content, 5) work piece/workload, 6), measurement and assessment 7) learning management process and 8) tools/learning material

3.1.5 Determining the quality of the lesson plan by take 5 lesson plans to three experts to check the quality of the lesson plans. According to the evaluation by three experts, the overall quality of the three lesson plans was rated at the highest level, with a mean score of 4.75, indicating a high level of appropriateness.

3.2 Construction the assessment form for the appropriateness of the lesson plans by the experts as follows:

3.2.1 To study related literature and research on the assessment model of lesson plans using SQ5R learning management with reading based on Songkhla local contexts.

3.2.2 To construct assessment form for the appropriateness of the lesson plans by the experts according to the elements of writing an assessment form as follows: 1) learning objectives 2) learning content 3) learning management process 4) learning materials and resources and 5) assessment and evaluation.

3.2.3 The proposal was submitted to three experts, consisting of two experts in English language and one expert in curriculum and instruction, to verify the content validity of the components of the lesson plans by evaluating their appropriateness. According to the data analysis, the lesson plan evaluation form used in this study demonstrated a content validity index (CVI) of 1.00.

4. Data Analysis

4.1 arithmetic mean $\bar{X}$

4.2 standard deviation (SD)

Results

1. Lesson plans using SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students from 3 experts revealed that the appropriateness of the lesson plans was at the highest level with the mean of 4.75 as show in table below:

Table 2 The appropriateness of the lesson plans based on SQ5R learning management with reading based on Songkhla local contexts by the experts

The elements of the lesson plans	$\bar{X}$	SD	Results
Learning Objectives			
1. Consistent with the learning content.	4.67	0.58	Highest
2. The language used is clear and easy to understand.	4.67	0.58	Highest
3. Specifies behaviors that can be measured and evaluated.	4.67	0.58	Highest
Total	4.67	0.58	Highest

Table 2 (continued)

The elements of the lesson plans	$\bar{X}$	SD	Results
Learning Content			
4. Consistent with the learning objectives.	5.00	0.00	Highest
5. Appropriate for the students' grade level.	5.00	0.00	Highest
6. Interesting and beneficial to the learners.	5.00	0.00	Highest
7. The content reflects the storyline.	4.67	0.58	Highest
Total	4.92	0.15	Highest
Learning Management Process			
8. Consistent with the learning objectives.	4.67	0.58	Highest
9. Consistent with the learning content.	4.67	0.58	Highest
10. Appropriate for the time allocated for the activity.	5.00	0.00	Highest
11. Learners actively participate in the activity.	4.33	1.13	Highest
12. The activity design reflects the SQ5R learning management with reading based on Songkhla local contexts.	4.67	0.58	Highest
Total	4.67	0.57	Highest
Learning Materials and Resources			
13. Aligned with both the learning content and learning activities.	4.67	0.58	Highest
14. Suitable for the students' grade level and interests	4.67	0.58	Highest
Total	4.67	0.58	Highest
Assessment and Evaluation			
15. Consistent with the learning objectives.	4.67	0.58	Highest
16. Consistent with the learning content.	4.67	0.58	Highest
17. The specified assessments are measurable.	5.00	0.00	Highest
18. The assessment tools used are appropriate.	4.67	0.58	Highest
Total	4.75	0.44	Highest
Total	4.75	0.48	Highest

From table 2, showed that the elements of lesson plans based on SQ5R learning management with reading based on Songkhla local contexts in 5 fields include learning objectives, learning content, learning management process, learning materials and resources, and assessment and evaluation was at the highest level with the mean of 4.75

Table 3 The summary of appropriateness evaluation of lesson plans based on SQ5R learning management with reading based on Songkhla local contexts

Topics \ Lesson plans	$\bar{X}$	SD	Interpret results
1. Samila Beach	4.75	0.48	Highest
2. Songkhla Old Town	4.75	0.48	Highest
3. Gen Prem Tinsulanonda (Pa prem)	4.75	0.48	Highest
4. Kim Yong Market	4.75	0.48	Highest
5. Chak Phra Festival	4.75	0.48	Highest
Total	23.75	2.40	
Average	4.75	0.48	Highest

From table 3, showed that lesson plans based on SQ5R learning management with reading based on Songkhla local contexts of 5 lesson plans was at the highest level with the mean of 4.75

Conclusion and Discussion

The research found that the SQ5R learning management with reading based on Songkhla local contexts to enhance learning achievement, English reading comprehension, and local pride of grade 10 students, with an average score of 4.75 and a standard deviation of 0.48. This reflects the high quality of the lesson plans in promoting effective learning. The plans consisted of five lessons: Samila Beach, Songkhla Old Town, Gen Prem Tinsulanonda (Pa Prem), Kim Yong Market, and Chak Phra Festival. Each plan was evaluated across five components: learning objectives, learning content, learning management process, learning materials and resources, and assessment and evaluation. The success of these plans can be attributed to the structured steps of the SQ5R learning management: (1) Survey – students preview images, titles, and skim the text to identify key ideas and organize their thoughts; (2) Question – they generate questions about the text to stimulate curiosity; (3) Read – they read in detail to understand the content and find answers; (4) Record – they take brief notes or underline key points; (5) Recite – they summarize the content in their own words and revisit unclear sections if needed; (6) Review – they review and summarize the overall content; and (7) Reflect – they analyze and express opinions on the text. These steps helped foster active learning, comprehension, and deeper engagement with local content.

Recommendations

1. Recommendations for applying research results

1.1. Since each student has different reading abilities and thinking skills, teachers should consider the diversity of learners and adapt the learning process to suit the classroom context. For example, if students have difficulty in formulating questions, time should be allocated to practice question-asking together or organize group activities to allow students to exchange



ideas and learn from one another. This approach will help ensure that the SQ5R learning model is effective and truly accessible to all students.

2. Recommendations for future research

2.1 It is recommended to conduct comparative research between the SQ5R learning management and other learning approaches to create and develop a variety of innovations in teaching and learning.

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