

ABSTRACT

Thesis Title : The Effect of Reading and Understanding Essays on Students' Valuing of Empathy in Basic English II Students in Assumption University (ABAC)

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The purposes of the study were to 1) measure the student's valuing of empathy and 2) determine if reading and understanding essays have a positive effect on students' valuing of empathy. The population was students in Basic English II in Assumption University. The simple random sampling technique was employed to draw samples from the population.

The research design was Quasi Experimental with Pre-test and Post-test. The Independent variable was the reading and understanding of essays and the Dependent variable was Valuing of Empathy. Tests were the Instruments used. The students read 3 essays about people who need help, poor people, and people of different nationality for 40 minutes each within 2 weeks. Direct Instruction and Inquiry Method were then used to explain the essays to enable the students to translate the words, phrases and the various representational devices used within 25 minutes for each of the essays. The students then took the tests under Interpretation level based

on the Taxonomy of Educational Objectives: Cognitive Domain (Bloom et al, 1956) within 25 minutes, within the period of 2 weeks. For Valuing of empathy, the students took the Pre and Post-tests within 30 minutes in the first and in the last day of the experiment. The test was constructed and classified on the three levels of Valuing: Acceptance of Value, Preference for a Value and Commitment based on The Taxonomy of Educational Objectives: Affective Domain (Krathwohl et al, 1973). The students participating in the experiment were screened in order to be qualified for the data analysis. Eighteen students from both groups, the Experimental and Control were qualified. The t-test was used for the hypothesis testing. The Paired Samples Correlation of the Pre and post-tests of the two groups were analyzed. Frequencies were used for the Comments of the students.

The following are the conclusions based on the findings of the Hypothesis testing. In the Experimental group, there was a significant difference between the means of the Pre and Post-test for Preference for a Value. But there was no significant difference for the two other levels of Valuing and the Total, the Null Hypothesis was not rejected for those levels. In the Control group, there was no significant difference between the means of the Pre and Post-test in all the three levels and the Total.

In the Paired Samples Correlation for the Experimental group, the Pre and the Post-test scores showed significant Correlation on Acceptance of a Value, Preference for a Value, levels and the Total except on the level of Commitment. For the Paired Samples Correlation for the Control group the opposite was observed.

More students from the Experimental group responded willingly when asked to give comments about the experiment compared to the students from the Control

group. The descriptive analysis, based on the three levels of valuing, of the comments made by the students from the Experimental group and Control group supports the findings of the Hypothesis testing and Paired Samples Correlation.

In consideration of the findings and limitations of the present research the following are the recommendations. For the extension of the findings, further research is needed on how long the span of time students have to be exposed to readings and how many essays have to be read in order for effects to occur and not occur significantly. In addition, further research is needed to study the interrelationship of the three levels of valuing. Future research should study further whether being confronted alone by issues about people who need help, poor people and people of different nationality promotes commitment to empathy. More time should be given for the writing of comments. The extensive use of either the Direct Method or Inquiry Method of teaching could lead to meaningful results, however implications of such change should be considered.