

EFL Undergraduate Student's Attitudes toward the Use of GFOS Model to Promote Reading Comprehension Based on Collaborative Learning Approach

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Received May 1, 2024; **Revised** June 15, 2024; **Accepted** August 9, 2024

Abstract

Reading plays a pivotal role in acquiring knowledge, yet it presents difficulties for EFL students, notably in Thailand, where English is taught as a foreign language across all educational tiers. This research delves into EFL students' attitudes toward using the GFOS model to promote reading comprehension. A qualitative research methodology was deemed suitable for this inquiry. 24 Participants were second-year English major at the Faculty of Education, Kamphaeng Phet Rajabhat University, and six individuals were chosen for semi-structured interviews based on their English language proficiency. The result of the study highlights that the GFOS model significantly enhances reading comprehension by promoting collaborative learning and peer interactions. It engages students dynamically, facilitating an exchange of knowledge that creates an optimal learning environment. Furthermore, including culturally and locally relevant content in reading materials allows students to better connect with the texts, improving their understanding. Students respond positively to the GFOS model, recognizing its impact on their learning process. This research is a valuable resource for educators, demonstrating how integrating collaborative activities and relevant materials can boost educational outcomes in reading comprehension.

Keywords: Reading Comprehension; Collaborative Learning; EFL Student

Introduction

Reading has evolved from traditional print to encompass the digital skills necessary for the information age, enabling students to navigate complex materials (Samaraweera, 2023). It equips learners with comprehension, inference, synthesis, and interpretation skills, integrating mental and visual processing vital for engaging with content. While English remains the dominant online language and is a prestigious medium of instruction in countries like Thailand (Boonsuk et al., 2023), the extent of comprehension among EFL students is debated. Reading is an active, conscious knowledge-building process, demanding a cognitive response that includes creating new generalizations and integrating information. However, many EFL learners face challenges that can affect their attitude and proficiency in reading English. According to Lan's (2023) study, 186

sophomores majoring in English at Hanoi University of Industry (HaUI) encountered reading comprehension difficulties. These difficulties are multifaceted and prevalent among students at various educational levels, influenced by various factors. Key challenges include limited vocabulary, which hampers the ability to understand and infer meanings from texts. Students also need help with complex grammatical structures and long sentences, making it difficult to grasp the main ideas and details of the text. Similarly, Balqis's (2022) research reveals that SMP Negeri 16 Banda Aceh students lacked effective reading strategies, such as skimming and scanning, further exacerbating these difficulties. Environmental factors, such as insufficient reading materials and lack of parental support, also significantly impede reading comprehension. Psychological factors that include low interest and motivation to read contribute to students' struggles, as they often find reading tasks boring and challenging. In addition to challenging studies, university students in Thailand have encountered various reading problems, which have significantly impacted their English language learning and comprehension abilities. Chunsuwan et al. (2022) identify that Thai EFL students need help with English structure and vocabulary, affecting their ability to predict meanings in context. Time pressure while completing reading tasks further hinders their ability to elaborate, infer, predict, or summarize content effectively. Additionally, lacking background knowledge makes it difficult for students to link new information with prior knowledge (Perrodin, 2021).

The problem found in the second-year English students at Kamphaeng Phet Rajabhat University (KPRU) was their performance on the CEFR test during the 2022 academic year. 93% of their English language proficiency levels were categorized as Basic Users, while 7% were classified as Independent Users. Upon closer examination of each part of the test, the reading section caused them to obtain the lowest scores. However, their responses to a questionnaire surveying their need for improving reading skills revealed that 68% of the respondents claimed that the unfamiliar texts, such as L1 reading texts found in the test, led to low scores. In terms of teaching and learning management, it was found that teaching reading strategies are the most needed (72%). As the problem was found in students at KPRU, Hamid and Yulianto's (2022) research findings revealed that EFL students' reading abilities must be fostered when they read L1 texts due to their limited linguistic competence. Additionally, their study found that EFL students need help reading L1 texts in unfamiliar contexts primarily because they lack the necessary vocabulary, word recognition, and prior knowledge, which hinders their ability to grasp the meaning and general idea of the text. Zuo, (2011) indicates that reading comprehension is significantly improved when students are familiar with the context of the reading materials, and promoting them to work collaboratively can promote their adequate comprehension. In additional, Putra's (2023) study, students at SMPN 2 Denpasar who were taught using Collaborative Strategic Reading (CSR), which combines whole-class instruction with small cooperative peer learning groups, actively engaged with the text and enhanced their comprehension skills. The study showed that CSR significantly

improves reading comprehension scores, as evidenced by increased post-test scores in multiple research settings.

Therefore, based on the identified problems and the review of previous studies, it can be seen that using unfamiliar texts unrelated to students' contexts hinders students' reading abilities. Hence, the researchers intend to employ reading materials related to students' contexts and collaborative learning to promote reading comprehension.

In this current research, the researchers employ Collaborative Learning (CL) (Slavin, 1995), Vygotsky's Sociocultural Theory (SCT) (1978), and Literature Circles (LC) (Daniels, 2002) to enhance reading comprehension among EFL university students. Zavaraki et al. (2023) reveal that the Zone of Proximal Development (ZPD) theory significantly enhances collaborative learning effectiveness by leveraging the social context of learning. Reformista (2022) found that collaborative learning improves students' reading comprehension and critical thinking by encouraging active participation and mutual support. Studies on Iranian learners showed that blended collaborative methods outperform individual learning in understanding English texts, highlighting the benefits of peer interaction within their ZPD. Literature Circles promote cooperative learning and critical discourse, improving comprehension and cultural connectedness (Daniels, 2002). Hence, combining SCT, CL, and LC creates a powerful pedagogical approach to promote students' reading comprehension skills. This integrated approach emphasizes social interactions, cooperative learning, and meaningful discussions, enabling students to construct knowledge collectively, develop critical thinking abilities, and foster a love for reading. By incorporating these strategies, the researchers created a dynamic and engaging learning model called GFOS and an environment that supports students' reading comprehension and overall learning outcomes.

According to the previous background studied, the researchers have created the model to promote students' reading comprehension called GFOS. With the employment of students' familiarity context, Collaborative Learning and Literature Circle, the GFOS model stages are referred to the four acronyms GFOS (Grouping, Foreseeing, Obtaining and Summarizing) with collaborative reading activities. Consequently, the GFOS method, rooted in the principles of the Collaborative Learning Approach, aims to promote the reading comprehension of EFL students via a customized support framework. Additionally, using culturally and contextually specific materials could enhance the efficacy of the GFOS model by facilitating deeper comprehension and fostering favorable attitudes among second-year English students at the Faculty of Education, Kamphaeng Phet University.

Research Objective

This study aimed to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension.

Literature Review

Reading comprehension: Reading comprehension involves complex cognitive processes such as decoding, syntactic parsing, and inferencing. Developing these skills early is crucial for academic achievement and critical thinking. Heilman et al. (1990) classify reading comprehension into four levels: literal, interpretative, critical, and creative, aligning with Bloom's hierarchy. Mastery requires sophisticated skills, and proficiency assessments must adapt to diverse abilities. Techniques like cloze procedures, Sentence Verification Techniques (SVTs), and memory-based questions enhance comprehension. Both online (eye-track studies) and offline methods are necessary for accurate assessment through oral/decoding interpretations.

Constructivism Theory: Constructivism theory suggests that people build knowledge through their experiences. Prominent theorists supporting this idea include Vygotsky (1978). Teachers play a crucial role in this approach by guiding learners through self-directed and cooperative learning processes. The concepts of scaffolding and the Zone of Proximal Development (ZPD) are central to Vygotsky's sociocultural theory, which highlight the teacher's role in facilitating learning. From this perspective, reading comprehension is about creating meaning through text interaction and using prior knowledge. The role of ZPD in scaffolding is vital, though interpretations differ.

Collaborative and Constructivism Theory: Constructivism theory suggests that learners gain knowledge through active engagement and hands-on experience, an idea that Vygotsky (1978) supports. Teachers in this model act as facilitators, helping students navigate their learning processes. Collaborative learning emphasizes the benefits of working in groups to enhance motivation, communication, and understanding, particularly in language studies.

Literature Circles: Literature Circles by Daniels (2002) enhances reading comprehension and engagement through student-led discussions and diverse roles like Discussion Director or Illustrator. These Circles cultivate critical literacy skills and independent learning, empowering students to apply these skills beyond the classroom. Our research will explore the effects of a collaborative, immersive Literature Circle environment, utilizing the GFOS model to enhance communication strategies and understanding of texts.

Teaching Reading Process: Tanjung et al. (2022) reveals that pre-reading, while-reading, and post-reading activities positively impacted students' comprehension of narrative text. In the pre-reading activity phase, an English teacher explained to students why they were learning about the text and what key elements it contained so that they could preview the material before diving into it. Throughout the while-reading activity stage, teachers prompted individual readers to pay attention to significant items embedded within a story while making notes based on information gathered throughout their read-throughs. Finally, in the post-reading portion, the teacher presented questions derived from various passages, which required directly answering specific sections outlined previously in their readings.

Localized Reading Materials for EFL Context: In English language education, one viewpoint emphasizes integrating language with culture through authentic materials reflecting learners' experiences, as Aminullah et al. (2019) argued. Reading is an interactive process where readers merge text information with prior knowledge. Culture in language pedagogy is about cultural awareness and competence, enhancing communication and motivation, and is crucial for effective language learning. Authentic and localized reading materials are advocated, offering exposure to the target language's actual use and adapted content for specific learner needs, respectively. Culturally familiar materials can increase comprehension and student engagement. Balancing authentic materials with culturally relevant content is critical in EFL teaching, helping maintain student interest and enhance learning performance.

In conclusion, reading comprehension involves decoding, sentence construction, and inferencing. It's enhanced by engaging students with material that connects new information to what they already know, utilizing anticipatory and visual skills. A variety of teaching and assessment methods, aligned with Bloom's taxonomy, are necessary for measuring comprehension at all levels. In Thai EFL contexts, integrating technology, contextual learning, and cultural relevance in language education, alongside collaborative strategies, is vital for cultivating language proficiency and critical thinking. Hence, to promote students' reading comprehension with the previous theoretical framework reviewed, the researchers created the GFOS reading model to promote EFL students' reading comprehension. Figure 1 shows the link between related theories and the GFOS model.

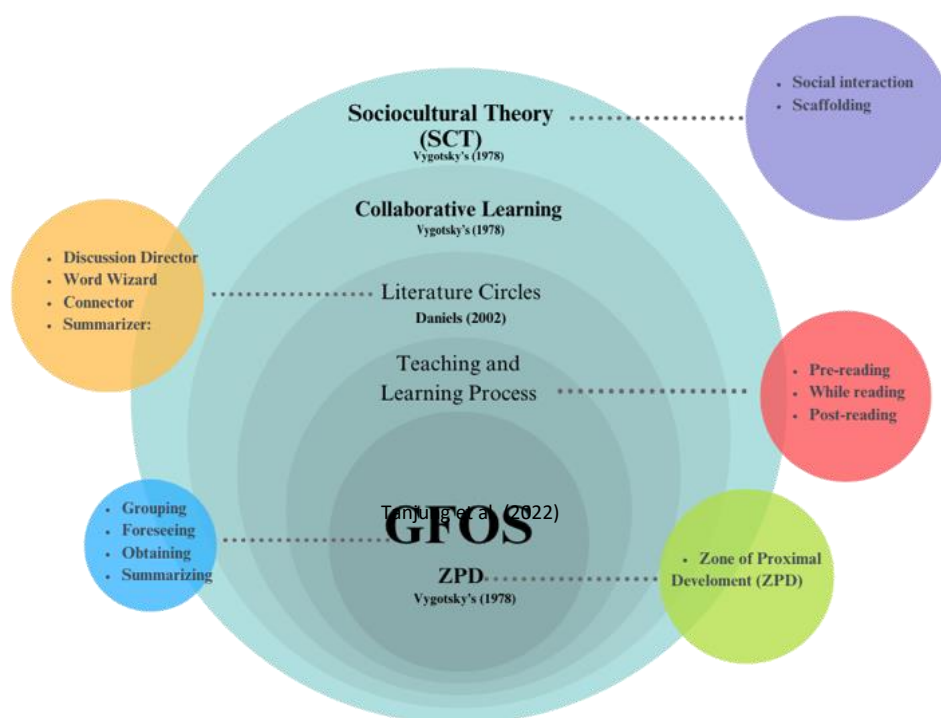


Fig. 1 The Link between Related Theories and The GFOS Model

Conceptual Framework

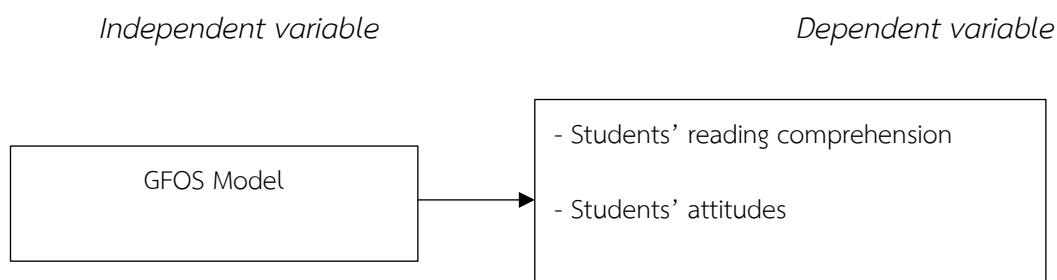


Fig. 2 Research Conceptual Framework

Research Methodology

The study utilized a qualitative research design according to the research objective with a sample of 24 second-year university students, selected through purposive sampling, conducted over nine weeks with weekly 3-hour sessions totaling 27 hours. The experimental group consisted of second-year students due to the researcher's experience teaching English reading, a key component of their curriculum, and their recent TOEIC test results, where 91% were Basic Users and 9% were Independent Users according to CEFR levels. Participants were chosen based on varying English proficiency levels (high, fair, low) to foster collaborative group work (Harianingsih & Jusoh, 2022). Three research instruments were used: (1) Lesson Plans: Developed using the GFOS model (grouping, foreseeing, obtaining, summarizing) and refined by specialists. (2) Reading Achievement Tests (Pretest and Posttest): A 30-question test assessing literal, interpretive, critical, and creative comprehension, administered before and after the instructional period, refined by specialists. (3) Semi-structured Interviews: Collected students' attitudes towards the GFOS model using twelve questions, validated by experts with IOC values ranging from 0.50 to 1.00. The Instructional materials in this study included seven articles from the Bangkok Post by Boyle (2022), chosen for their relevance to contexts familiar to the students, such as lifestyle, culture, and places. These articles were aligned with the CEFR B1 proficiency level.

Research Implementation

The approach is split into teacher-led and peer-led phases in the GFOS Model's teaching and learning process. Initially, the teacher introduces Grouping, Foreseeing, Obtaining, and Summarizing strategies, using Thai and English to ensure clear comprehension. In the pre-reading phase, students are organized into diverse proficiency groups within Literature Circles, taking on specific roles like Discussion Director or Word Wizard to work collaboratively. Foreseeing engages students' prior knowledge and arouses interest in the subject through brainstorming and scanning the text for clues. While reading phase, the Obtaining process involves group discussions to extract the main ideas, guided by students' assigned roles, facilitating detailed understanding and

connection to the text. Post-reading phrase, summarizer encourages students to consolidate their learning by creating questions and summarizing key content. After mastering these steps, students transition to peer-led groups, applying the GFOS strategies with more autonomy as the teacher oversees and provides feedback, culminating in collaborative discussions and reflective feedback sessions to enhance learning outcomes and self-improvement. Figure 3 illustrates the GFOS

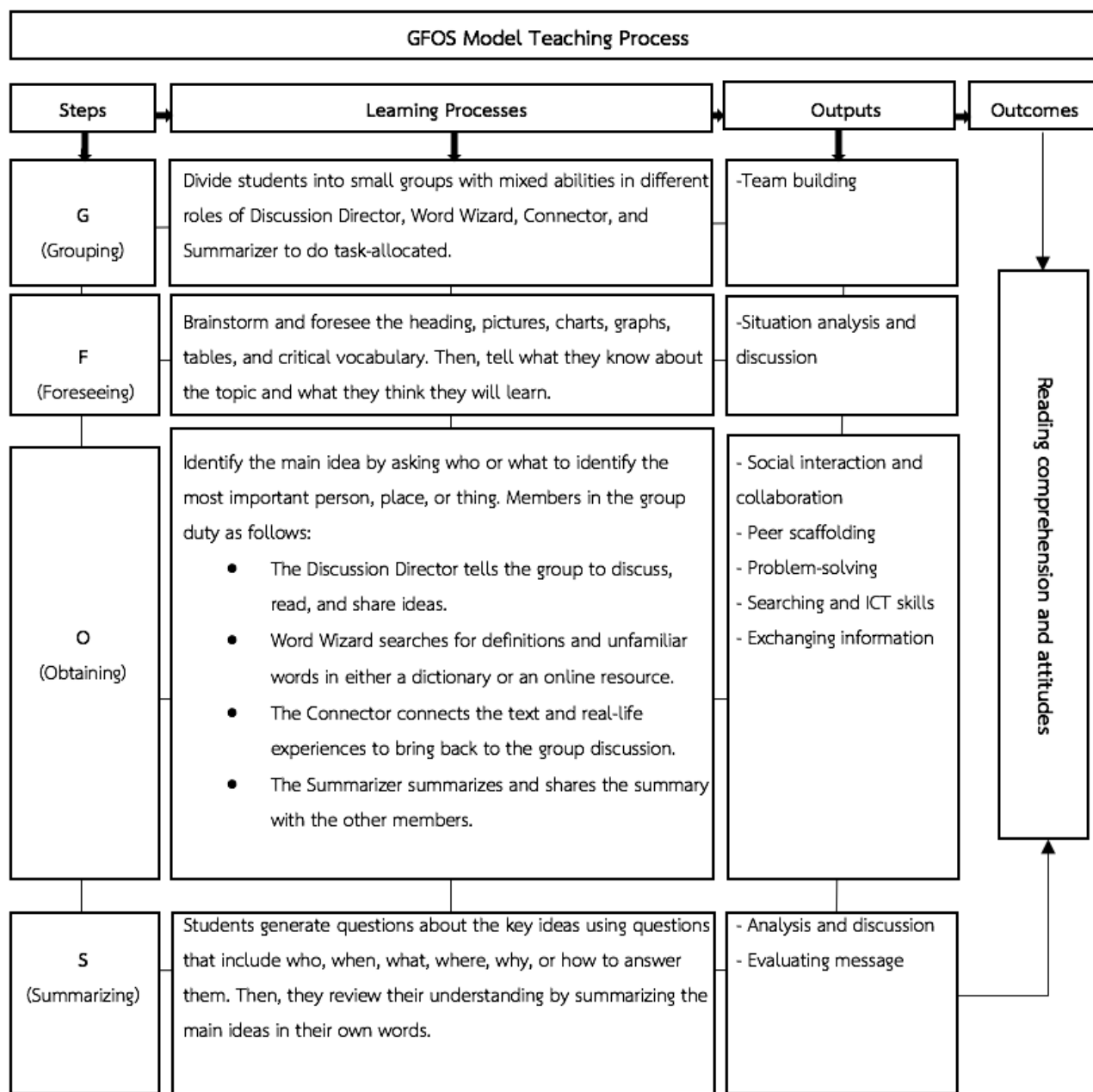


Fig. 3 The Teaching Process of the GFOS Model

Data Collection

The data collection for the study was meticulously planned to assess the students' reading comprehension abilities and attitudes. It started with informing the participants about the study's objectives and obtaining their consent through signed forms. The GFOS model was implemented

the researchers over nine weeks at KPRU, Thailand, during the second semester of 2023, and this period included seven instructional units, with orientation sessions for the pretest and posttest in the first and final weeks, respectively. In the first week, students took a pretest, followed by engagement with the GFOS teaching model. Each of the seven units consisted of 3 hours of weekly instruction, with assessments at the end of each unit to monitor progress. The study concluded with a posttest and semi-structured interview in the final session, and the results were statistically analyzed and compared with the pretest scores to evaluate the impact of the instruction on the student's reading comprehension and content analysis. To operate the interview, each session was audio recorded with the participant's permission, conducted in Thai, and translated into English. The researcher planned to conduct face-to-face interviews with the students to gain a deeper understanding. The interview process involved scheduling appointments to meet with the students, clearly stating the objectives, and conducting the interviews using specific questions with the students' permission to record the conversation. The data gathered from the interviews were used to generate ideas, and each semi-structured interview lasted around 20 minutes. These interviews aimed to evaluate the effectiveness of teaching using the GFOS model in promoting EFL students' reading comprehension, specifically focusing on the strategies of surveying, foreseeing, obtaining, and summarizing. Before the interviews, the researcher provided information to the six EFL undergraduate students regarding the purpose, duration, topics, and scheduled time and date of the interviews. An audio recording was also employed to ensure data preservation. The content validity of the instruments was assessed using the item-objective congruence index (IOC).

Data Analysis

According to the research objective, content analysis was used to locate qualitative data from the descriptive data obtained through semi-structured interviews. The primary reason for choosing content analysis for these interviews was to answer the research question: "What are the attitudes of EFL students toward using the GFOS model on reading comprehension?" The interview's qualitative data were read, reread, and coded. Coding categorizes unstructured data into meaningful groups. The researcher reorganized the data into more precise categories as the coding proceeded. The complete set of data was coded using the final list of codes.

Results

The result outlines students' attitudes towards the GFOS model, collected through interviews focusing on various aspects of the model and its implementation. The information is presented in four parts: 1) GFOS steps, 2) Comprehension level, 3) Suggestions for improvement, and 4) Texts related to the Thai context.

1. Students' Attitudes Toward the GFOS Model Teaching Process

During the implementation of the GFOS model, students responded positively across its four phases. Grouping brought together students of different English proficiencies, creating a balanced and supportive learning environment that favored collaborative success over individual competition. The foreseeing step utilized students' prior experiences to deepen their understanding, effectively bridging old and new knowledge, which is in line with constructivist theory. In the obtaining phase, students engaged in role-specific tasks that enhanced comprehension through collaboration, allowing for efficient learning and diverse insights. Lastly, summarizing helped students distill the essence of the text collectively, making the review process both succinct and comprehensive. As can be seen from the H2 and F2 students.

"I think it promotes teamwork because activities like GFOS involve group work, which is already good and fosters collaboration. However, now it adds additional responsibilities for each person in the group. It's like saying, 'You have to do this task.' This duty implies that we will be helping each other significantly.

When we collaborate, it enhances the overall activity." (H2 student)

"I think..Umm..I think the GFOS model has positively impacted my comprehension across levels.

It provided a structured approach, enhancing my understanding of texts and fostering critical thinking."

(F2 student)

According to the interviews with the H2 and F2 students, students have positive attitudes toward the GFOS model, which improves reading comprehension and teamwork by assigning particular responsibilities and encouraging students to collaborate and support one another. It instills a sense of responsibility, which improves group achievement and deepens individual understanding of texts.

2. Comprehension Level

In comprehension level result, the researcher studied and adapted from Heilman et al., (1990) to classify comprehension abilities as literal, interpretative, critical, and creative. The discussions of comprehension level are as follows:

The GFOS model has been recognized for its effectiveness across different levels of comprehension among students. At the literal level, it enhances vocabulary, grammar, and summarization skills within a collaborative framework, with roles like "word wizard" being instrumental in vocabulary development. At the interpretative level, it merges prior knowledge with new insights, making abstract concepts, such as those in politics, more comprehensible and tangible. At the critical level, it encourages thoughtful analysis and group reflection, aligning individual and collective understandings with educational goals. At the creative level, it enables students to relate content to their lives, fostering original thought while remaining faithful to the text. The model supports a structured, collaborative approach that improves comprehension,

though it faces challenges like diverse student backgrounds and the necessity of adapting to different roles. Addressing these challenges involves engaging in role assignments and peer support to facilitate appropriate adaptation. As can be seen from the L2 and H1 students.

“GFOS has improved my basic comprehension, and through discussions, I've gained a deeper understanding, especially in areas where I initially struggled.”
(L2 student)

“I think it encourages us to understand the deeper meaning of the text, such as identifying the writer's tone, purpose, and attitude.” (H1 student)

In summary, the GFOS model has significantly improved students' essential reading skills, enabling them to detect better the tone, purpose, and attitude of a writer in texts. It has proved highly useful for students struggling in these areas by overcoming obstacles and enhancing their comprehension abilities.

3. Suggestions for Improvement

The recommendations for betterment centered on reinforcing group dynamics and communication with emphasis on those not acquainted, to ensure efficient collaboration. The necessity of defining clear roles along with successful communication was highlighted, alongside suggestions regarding activities promoting team bonding as well as exercises fostering openness in communication amongst the members unfamiliar to one another. As can be seen from the L1 student's interview.

"For me, I'd like to suggest an improvement in the Grouping aspect. When working together with people who are not familiar with each other, it seems like they may not be comfortable enough to communicate or seek advice. For example, being a connector is crucial, and if someone is not connecting, it can affect the collaboration. I recommend refining this part as working as a group requires seamless cooperation in all aspects, and adjustments should be made in this regard." (L1 student)

According to the interview, students recognize a need to improve group dynamics to foster comfort and communication, particularly among unfamiliar members, which is essential for effective teamwork. The role of connectors is deemed crucial, as they are vital to linking different parts of the group and facilitating the flow of ideas. A recommendation is to refine these dynamics for seamless cooperation, indicating a pursuit of obstacle-free collaboration and a more unified group work experience.

4. Texts Related to Thai Contexts

The students generally express that texts related to the Thai context significantly improve their understanding. They feel that the familiarity with their culture and societal nuances enriches their comprehension of the content. This familiarity allows them to grasp the texts' context, vocabulary, and underlying messages more intuitively. They appreciate that this approach makes learning more immediate and relevant, as it ties in with their pre-existing knowledge and shared

experiences. Students recognize their advantage when engaging with material steeped in their cultural context instead of foreign or universal content, indicating a belief that learning is more effective when it is relatable and grounded in familiar experiences. For instance, as can be seen from the L2 and F1 students.

“I think it does help because reading texts about the context of Thailand has shown me that Thailand has more to offer than I thought. It includes stories about things around me that I already knew to some extent. When I read these texts, it's like I gain additional knowledge, which also enhances my own understanding.” For example, the matter of drawing or designing satirical media about the government's actions during COVID-19 has made me aware of artists who have created works that I was previously unaware of. By reading and understanding the texts, I can analyze the stories and come up with conclusions.” (L2 Student)

“Using texts related to the Thai context really helps us understand the texts better because the stories or topics that we are reading about are close to us. We might have already heard about them or have some information on them, which makes it easier to understand and interpret the texts and the vocabulary in them, leading to a deeper comprehension of the texts.” (F1 Student)

The L2 and F1 students expressed that reading about familiar topics with cultural resonance can enhance their existing knowledge while stimulating the discovery of fresh information. These materials serve as cognitive anchors, providing a foundation of known experiences from which learners can confidently delve into new concepts.

Discussion

The outcomes across various proficiency levels are linked to the active participation of students in the GFOS model (Grouping, Foreseeing, Obtaining, Summarizing) to promote their own reading comprehension.

At the Grouping step, students appreciated the mixed-ability teams for enhancing comprehension, as supported by studies like Nengah et al. (2019), which confirm the benefits of collaborative learning. This approach, underpinned by structured techniques, systematically

improves understanding and retention, aligning with the GFOS method's objectives to optimize academic outcomes and teamwork.

The Foreseeing step, students appreciate this step for its role in reducing anxiety, sparking interest, and enhancing engagement and comprehension. This phase prepares learners for the material they encounter, similar to the Obtaining stage. Research by Besonia et al. (2023) on character-driven strategies underscores the value of collaboration in fostering positive attitudes and engagement, contributing to the overall effectiveness of the GFOS model in enhancing student outcomes and readiness.

The Obtaining step is commended for its effectiveness in breaking down text and fostering active engagement and responsibility. The role-based activities, a key component of the GFOS model, focus group efforts on critical ideas, maintaining an orderly path to comprehension. Study by (Teferra, 2022) affirms the efficacy of role-based instructional strategies in boosting reading comprehension. This approach resonates with sociocultural theory, validating the importance of collaboration and inclusivity for positive learning outcomes within the GFOS framework.

The Summarizing step is well-regarded for bolstering comprehension and articulating critical points. Research by Avivah et al. (2022) underlines the value of summarization in improving reading comprehension. These techniques benefit students with intellectual challenges, enhancing their comprehension, oral recapitulation, memory, and information organization, affirming the importance of the summarizing phase in the GFOS model.

At the literal level, GFOS aids students in employing strategies like analyzing sentences, focusing on facts, and remembering specific details to understand text on a surface level. Mastery of vocabulary and grammar is crucial for accurate comprehension. Studies by Avivah et al. (2022) show that these techniques correlate with higher achievement in reading comprehension among Thai EFL learners. In addition, the interpretative level, the GFOS model promotes a deeper understanding of subtleties through group discussions, enhancing literal and interpretative skills. At the critical level, the GFOS model endows students with deep analysis, evaluation, and reflective questioning skills, fostering a multidimensional reading strategy.

Including local contexts in reading materials significantly improves students' comprehension skills, as shown by the GFOS model and studies like Besonia et al. (2023). This approach, which allows students to relate personally to the content, helps with understanding and retention. It activates higher-order cognitive abilities such as critical thinking and analytical reasoning. Vygotsky's study highlights that societal and cultural factors influence learning. Focusing on learners' prior knowledge enables them to process intricate concepts more efficiently, emphasizing a personalized instruction strategy grounded in relevant culture.

Limitation of the Study

Based on the findings of the research, the study's limitations are summarized into three key areas.

1. Consistently repeating the same GFOS tasks could cause student disengagement. Future studies should explore adding varied and interactive activities within the GFOS model to maintain engagement and potentially enhance assessment performance.

2. Limiting reading materials to the Thai context may not adequately prepare students for standardized English tests. It's important to balance local content with international materials across various genres and complexities to better equip learners. Future research should consider integrating a wider range of global contexts into learning resources.

3. Grouping students with varied skill levels might hinder some learners' success. Future research should assess how group composition influences outcomes, explore the best mix of abilities for groups, improve collaborative methods, and support students who struggle in diverse skill settings.

Conclusion

The study on student attitudes toward the GFOS model, promoting students' reading comprehension based on collaborative learning, shows that the GFOS model has proven to be a powerful tool in advancing students' reading comprehension through collaborative learning. The structure and strategy of the model are well-aligned with established educational practices and research, emphasizing the importance of targeted instructional methods. The interview also revealed that the collaborative nature, rooted in social cognitive theory, facilitates a supportive learning environment where peer interaction is pivotal. Moreover, incorporating culturally relevant texts has notably improved student comprehension. Despite these strengths, the interviewing information revealed a need for continued research to address the GFOS model's potential challenges, such as task variety, material diversity, group dynamics, and unbiased feedback mechanisms. These areas are crucial for refining the model to maximize its educational efficacy and relevance in diverse learning contexts.

Explicit Knowledge Gained from the research

The new explicit knowledge gained from the study can be categorized into three aspects shows that the GFOS model has enhanced reading comprehension, as proven by students' interviews, and aligns with best educational practices. It has also increased student engagement and creativity, supported by a collaborative learning setting emphasizing peer support. However, future enhancements are needed to address issues like task monotony, the need for varied reading materials, group dynamics, and ensuring unbiased feedback to fully optimize the model's educational effectiveness as shown in Fig. 4

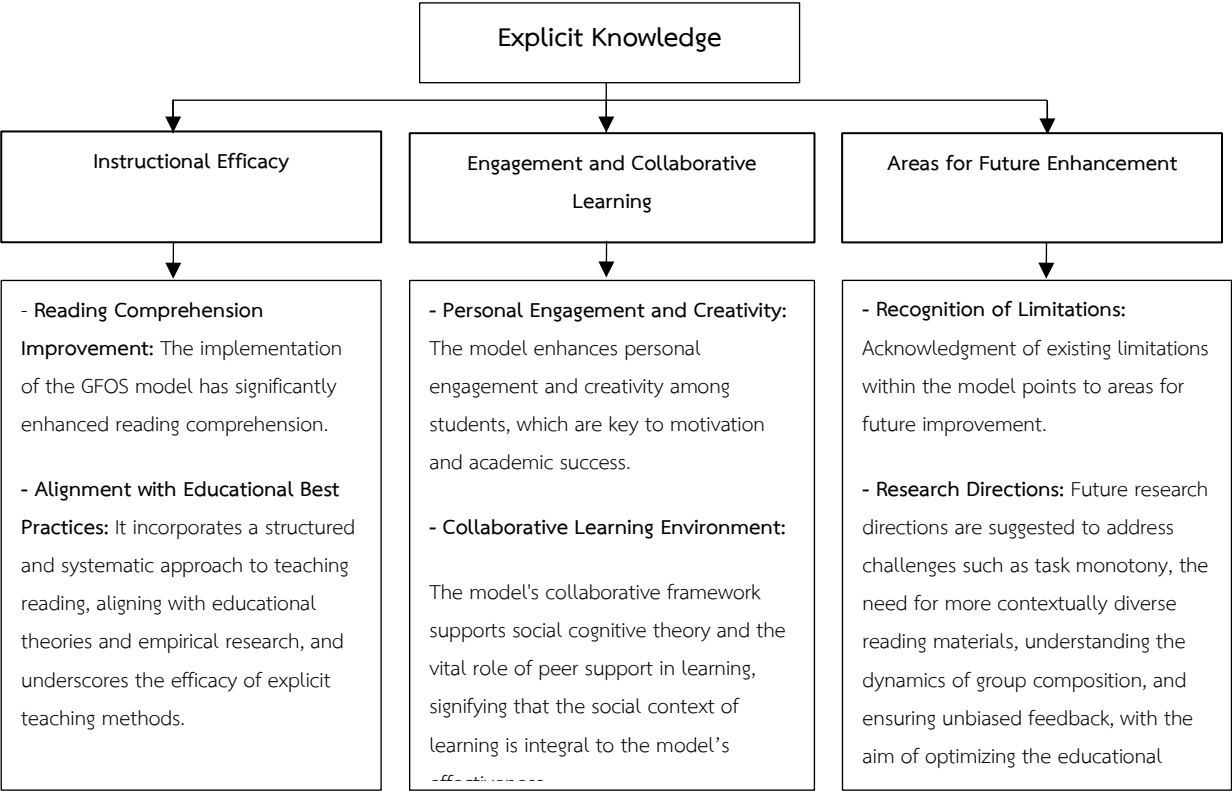


Figure 4: The New Explicit Knowledge Gained from the Study

Recommendation of Further Research

1. Longitudinal studies should examine the impact of the GFOS model on students' reading comprehension abilities over an extended period. This will enable researchers to determine if the positive outcomes observed in the short term persist, thereby offering valuable insights into the long-term effectiveness of this approach.
2. By conducting a comprehensive study on how different models, including the GFOS model, affect the comprehension skills of students at varying proficiency levels, educators can directly identify the most effective methods for specific contexts, thereby enhancing the practicality and relevance of this research.
3. Exploring how cultural elements influence the efficacy of the GFOS model—by studying their effect on students' attitudes toward collaborative learning, structured guidance, and varied comprehension abilities—will help educators gain a more comprehensive understanding of when and how to implement this model effectively.

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