The Development of an Activity Model to Encourage Reading Habit Focusing on Coaching for Senior High School Students

Naowarat Vilavan[1], Panadda Yuankrathok[2], Ariyabhorn Kuroda[3]

Abstract

This current research is research on the development of an activity model to encourage reading habits focusing on coaching for senior high school students. It aims to: 1) study the effectiveness of the reading habit promotion activity model that emphasizes coaching for high school students in terms of reading habit, 2) study the effectiveness of the reading habit promotion activity model with emphasis on coaching for high school students in terms of satisfaction. Qualitative research methods were used, including document and field data collection was 1) synthesizing basic information to determine the format of the activity to promote reading habits that emphasize coaching from documents and related research, 2) designing and finding the effectiveness of the format of the activity to promote reading habits that emphasize coaching from the appropriateness assessment using a 5-level rating scale assessment form from experts, 3) using the draft format to test the activity (try out) with the target group of 20 high school students, and 4) using the format to organize activities and finding the effectiveness of the format of the activity to promote reading habits that emphasize coaching from the target group of 20 high school students. The findings showed that The developed reading habit promotion activity model with an emphasis on coaching for high school students has 7 components: 1) the basic concept and theory of the activity model, 2) the objective of the activity model, 3) the activity content, 4) the activity process, 5) the social system and the response principle, 6) the support system or environment, and 7) the results for the learners. There are 5 steps in organizing the activity: 1) analyzing the basic data of each coach, 2) setting goals and action plans, 3) implementing the coaching process, 4) debriefing and developing the process, and 5) giving rewards to the learners. The effectiveness of the reading habit promotion activity model with an emphasis on coaching for high school students is at the most appropriate level ($\bar{x}$=4.94,S.D.=0.10). The effectiveness of the reading habit promotion activity model that emphasizes coaching for high school students was found to be that all students passed the reading habit assessment criteria at the highest level ($\bar{x}$=4.64,S.D.=0.11) at 91.00 percent. The satisfaction of students, teachers, and parents with the format of the activity was at the highest level overall ($\bar{x}$=4.64,S.D.=0.02), the percentage was 92.80, indicating that the developed reading promotion activity format can promote reading habits.

Keywords: *Activity Model, Encourage Reading Habit, Coaching, Mentoring.*

Introduction

Reading is an important factor in the development of humanity in all dimensions because reading is an important tool for seeking knowledge that is available everywhere and can be searched at any time. Every country around the world is aware of the importance of reading and therefore has various policies to promote reading skills, as the Office for National Education Standards and Quality Assessment (ONESQA, 2014) has emphasized that reading and having a habit of loving to read are very important for learning and for self-development throughout life. As the saying goes, "Even though the world has entered the era of media integration," reading is still an important skill behind the learning process and nurturing people into complete and whole persons, and it is something that creates the potential to understand complex things.

With such importance of reading, the promotion of reading has become a national agenda. Various relevant agencies have set policies, strategies and guidelines for promoting reading. In particular, the Ministry of Education has included reading in the Thai Basic Education Core Curriculum in 2008 (Ministry of Education, 2017). Implementing the reading policy to drive the learning management process in every subject group, especially in the Thai language subject group, by using the reading process to create knowledge and ideas to be used in decision-making, problem-solving, and creating visions for life and a habit of loving to read in the future In addition, it is required that learners have the results of the assessment

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[1] Ph.D. Student. Faculty of Education, Khon Kaen University, Thailand, Email: naowaratv@kkumail.com

[2] Ph.D. Faculty of Education, Khon Kaen University, Thailand, Email: panyua@kku.ac.th, (Corresponding Author)

[3] Ph.D. Faculty of Education, Khon Kaen University, Thailand, Email: ariyaporn@kku.ac.th

of their ability to read, analyze, and write according to the criteria set by the educational institution. Therefore, they will have the right to advance to and graduate from each level of education. Therefore, educational institutions should organize activities to promote reading for all learners to promote the creation of knowledge, ideas, and sustainable living.

For students to develop a reading habit, internal and external motivations are needed as stimuli. In developing the form of organizing activities to promote reading habits in this study, the focus will be on internal motivation by using the existing reading promotion activities of the school as external motivations. This will help students develop a habit of reading according to the objectives. If we consider it, organizing good and appropriate activities to promote reading habits must instill and encourage students to be interested in reading books until it becomes a habit. This is done by creating awareness of the importance of reading is necessary for life, providing knowledge and correct reading guidelines, as well as giving freedom to think and practicing by themselves. Another important thing is having a caregiver to encourage and give advice and closely monitor each individual because every human being is different. Reading is a skill that takes time to practice. Therefore, creating a habit is creating a good attitude and requires a sufficient amount of time to cultivate. Thus, having a caregiver to facilitate and give advice is very important. The characteristics of the teacher who acts as a facilitator and guides learning are called "coaches" (Wicharn Panich, 2012).

Coaching has been included as part of the 20-year national strategy framework (2018-2037) regarding changing the "role of teachers" to become modern teachers by adjusting the role from "teacher" to "coach" to develop and strengthen human potential. This is consistent with Eric Jensen's (2000) statement that the coaching process is a method that is accepted as being able to help learning and development occur and be more effective. In addition, Wichai Wongyai (2019) also said that coaching is a skill training for learners by emphasizing the use of their own learning methods. It is a form of personalized learning that emphasizes guiding learners to develop themselves in a way that is consistent with the nature and ability level of the learners in the right direction, resulting in learning to the fullest potential. Coaching is a collaborative process between the coach, who is a helper, encourages thinking, unlocks something in the coachee to realize their own potential in various ways and can use that potential to the most effective and happy as they wish. Coaching is, therefore, important in stimulating learners to change their mindset to think more positively. From the research study related to the coaching process, it was found that coaching can make the coachee change their behavior. Learners who are coached are enthusiastic about learning by being determined to seek knowledge and solve immediate problems that arise. It helps reduce changes in attitudes and behaviors, reduce selfishness, and see the value of teamwork. They accept differences in thinking and can lead themselves through problems or difficulties. As for the teachers who are coached, they will change their behavior in managing learning by having a good attitude towards learners, interacting with learners both in and out of the classroom, believing in the potential of the learners, trusting, accepting the differences of the learners, and being ready to learn with the learners. They can adjust the teaching methods. Resulting in learners having higher competence in various areas

The coaching process is a process that focuses on developing the potential of individual learners and can lead learners to their goals by themselves. Therefore, it is appropriate to use it as a process for organizing activities to promote reading habits. The purpose is to make learners aware of the importance of reading, have knowledge about reading methods, techniques, and skills according to the planned reading habits development guidelines, including emotional control, listening, thinking, relationship building, time management, reflecting thoughts and providing feedback, and having attitudes about beliefs and opinions using the coaching process.

Furthermore, a review of studies on developing reading habits revealed that the activity models evaluated were mainly geared at increasing reading habits. However, the study did not include individual monitoring, concrete individual reading planning, and reading data collection, reading reflection, or reading motivation. The absence of these characteristics in the analyzed research is consistent with the coaching process. As a result, the researchers found that coaching is an excellent way to promote reading habits.

For the reasons mentioned above, the researcher is interested in studying the development of a coaching-based reading habit promotion activity model for high school students, based on educational principles or theories. The design will consider various elements in organizing comprehensive and systematic coaching-based reading habit promotion activities, along with a process for review and improvement, making these activities more effective. The researcher expects that this study will yield a coaching-based reading habit promotion activity model that effectively encourages reading habits among high school students and provides guidelines for organizing coaching-based reading habit promotion activities that encompass psychological, skill, and intellectual attributes. These guidelines can be applied to other learning activities. Additionally, the researcher hopes that this knowledge can be further developed to promote reading habits among students at other levels and extend to all students, both in and out of the formal education system, from the school level to the national level. This is based on the concept that "every human being has potential within themselves; changing one's mindset can change one's life; practice leads to proficiency and eventually becomes a habit."

Research Objectives

1. To study the development of a reading habit promotion activity model that emphasizes coaching for high school students.

2. To study the effectiveness of a reading habit promotion activity model that emphasizes coaching for high school students.

Conceptual Framework

Reading is a very important skill for learning in today's world. For students to develop a good reading habit, schools must organize activities that promote reading habits with a focus on individual activities. The concepts that can be used to develop reading promotion activities with a coaching emphasis include the idea of reading. Reading is a fundamental basis for learning and developing human intelligence in various aspects, as well as helping to transform life and develop towards the best aspects of life. Therefore, reading is very important both globally and nationally. Reading is when readers can utilize the knowledge, thoughts, or content from the stories they read for their benefit (Ministry of Education, 2003).

Promoting reading habits is a way to help people read more because habits are repetitive actions that become a habit (Methas Rimthepathip, 2017). In order to develop a reading habit, it is necessary to use the psychology of habit formation, using Maslow's hierarchy of needs theory, reading to satisfy needs, and conditioning theories, including the automatic conditioning of Pavlov (1849-1936) and Watson (1878-1959), continuous conditioning of Guthrie (1886-1959), and operant conditioning of Skinner (1904-1990). All three types will cause the same behavior. Learners show increasingly challenging behaviors, using motivation more than reinforcement. Therefore, incentives or stimuli should be considered to be consistent with the learners' needs. To know the results of developing a reading habit, reading habits must be assessed. It is a measurement and assessment of the psychomotor domain, which is a behavior related to the mental feelings, emotions, and morality of individuals, which requires continuous cultivation (Wanitya Manosarn et al., 2017). Especially for the target group of teenagers, it is necessary to use the psychology of adolescent development as a guideline to promote reading habits based on coaching principles, which take people from one place to another as they wish. The coachee must have a clear goal, create motivation, and persuade them to reach the goal. Then, various concepts and theories are used to develop an activity format that focuses on promoting reading habits. From the research framework, the researcher presents the details as illustrated in the following image.
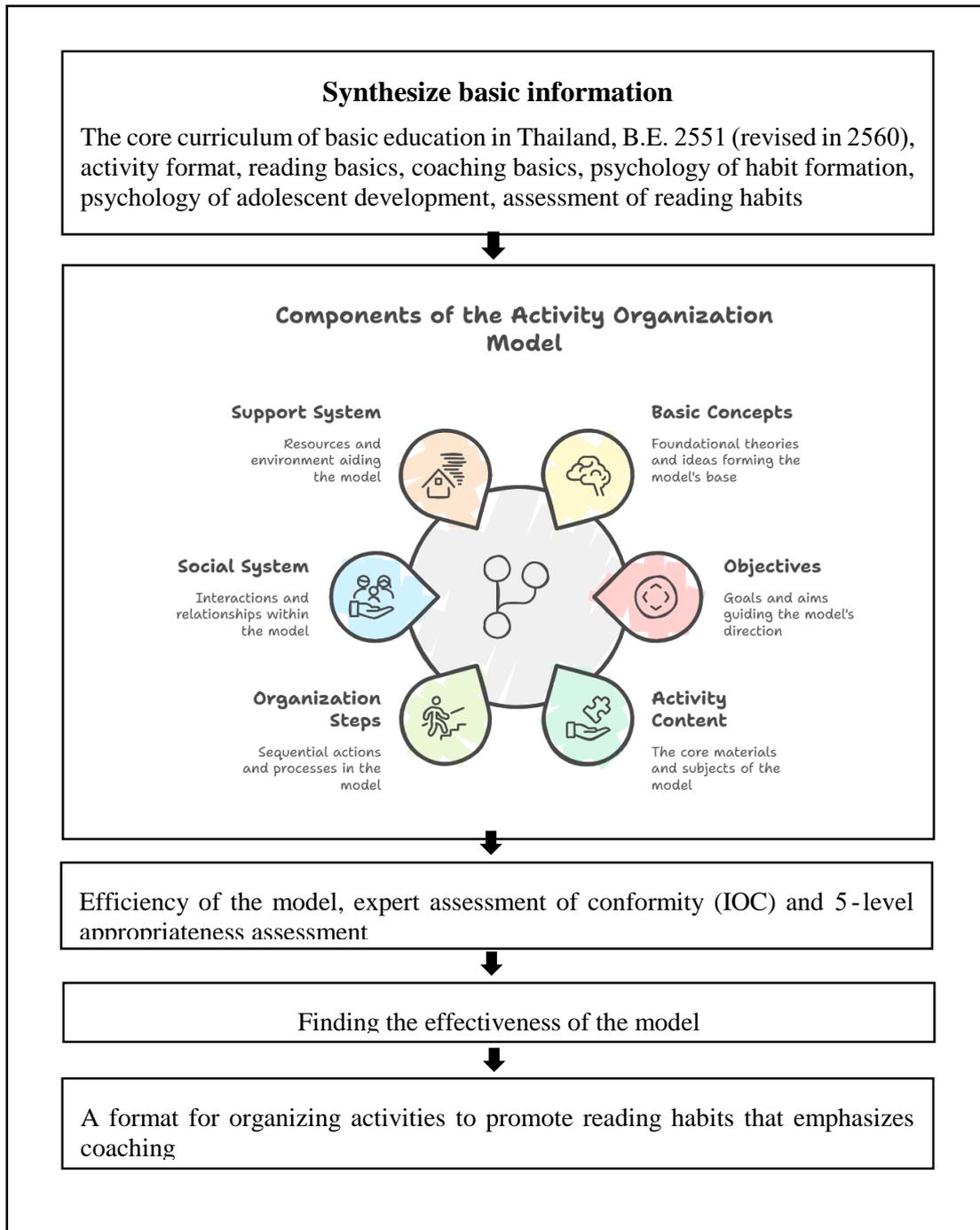
Synthesize basic information

The core curriculum of basic education in Thailand, B.E. 2551 (revised in 2560), activity format, reading basics, coaching basics, psychology of habit formation, psychology of adolescent development, assessment of reading habits

Components of the Activity Organization Model

Support System
Resources and environment aiding the model

Basic Concepts
Foundational theories and ideas forming the model's base

Social System
Interactions and relationships within the model

Objectives
Goals and aims guiding the model's direction

Organization Steps
Sequential actions and processes in the model

Activity Content
The core materials and subjects of the model

Efficiency of the model, expert assessment of conformity (IOC) and 5-level appropriateness assessment

Finding the effectiveness of the model

A format for organizing activities to promote reading habits that emphasizes coaching

Figure1. Conceptual Framework

Literature Review

To promote reading for learners or readers, teachers or reading guides must study methods to increase reading efficiency, motivate them to want to read, and design interesting reading promotion activities by using Ausubel's meaningful learning theory, which emphasizes the importance of learning with understanding and meaning to learners the most. In order for reading to be effective and beneficial, there must be readiness and a relationship with the needs of reading that thing. Readiness depends on the

relationship between genetics and the environment, leading to the abilities of each person and the need to read, which has a direct effect on the media to be read. In order to create knowledge and understanding that meets the purpose of the writer and reader, Thorndike's connection theory can be used. Learn by linking stimuli to responses, learn from trial and error until finding the most satisfactory response form and use only one appropriate response form. When applied to reading, there will be analysis, separation, and selection of the best results from reading. In addition, there is also the concept of reading by Strange, which has 4 steps: 1) seeing what is read, 2) perception, 3) leading to summary ideas, and 4) creating high-level relationships by memorizing and using it. Using it systematically can be used according to needs and effectively. And finally, using Ellis and McLaren's knowledge transfer theory, the transfer of learning will occur only when learning or activities in one situation influence learning or activities in another situation. This transfer is considered a high level of reading. It helps prevent wasted reading, is meaningful reading, and readers benefit the most from reading. Of the four theories mentioned, the important players in promoting reading are teachers or reading guides because they must study, plan, design reading activities, and apply them appropriately for each reader.

Another important theoretical concept in creating a reading habit is practice, repetition, and continuous practice. Educators have studied the duration of habit formation, which has many concepts, such as Maltz (1960) mentioned the concept called "21-Day Habit Theory", which states that "If you want a certain behavior to crystallize and become deeply ingrained in us until it becomes a habit, you must do that behavior continuously every day for at least 21 days, at least 15 minutes a day." The heart of this theory is Self-Image, the image of yourself in your mind. We must believe that we are the person we want to be. This is consistent with Lally et al. (2007), who conducted research to find the answer to how long it takes to practice a reading habit. The research found that the number of days for a habit to be changed is quite certain, 95 percent is 66 days, but there is a chance of it developing into a habit from days 18-254. There are 4 steps to successfully changing an old habit pattern: Step 1: Change gradually and should change one thing at a time. Step 2: Write down the habit you want to change in a notebook and set a clear plan. Step three: Do the desired habit as often as you can. And step four: When you want to change a habit, associate the new habit with good feelings and the old habit with pain. This fits with Maltz's idea that 21 days is really just the minimum amount of time it takes to adapt to a new change, it doesn't mean you'll be a completely new person.

In addition, from the study of research related to the promotion of reading habits, there are 7 stories: 1) Study of the status and results of promoting reading habits of students under the Office of the Basic Education Commission (Pitak Suphanophap and Wanwi Boonkhum, 2019), 2) Factors affecting reading habits of students in grades 4-6 in schools in the integrated education quality management network group, Wang Hin 1, under the Office of the Primary Education Service Area, Sisaket Area 1 (Supranee Saichuai et al., 2020), 3) Development of activities to promote reading habits of students at the basic education level (Piyathida Rotsung, 2018), 4) Factors affecting the development of reading habits of students in the Department of Library Science and Information Science, Faculty of Humanities and Social Sciences Sisaket Rajabhat University (Pornchit Chanpleng, 2017), 5) Reading habits and perceptions of high school students in reading for pleasure (Maharsi, Ghali & Maulani, 2019), 6) Status of reading habits and interests of high school students in Sri Lanka (Abeyrathna & Zainab, 2004), and 7) Development and maintenance of reading habits of adolescents (Mansor, Rasul, Rauf & Koh, 2013) found that in terms of the format of organizing activities to promote reading habits, it focuses on developing media, organizing learning resources that are conducive to reading, promoting reading at home, and using activities to promote reading habits. These activities attract learners to see the importance and benefits of reading, creating various forms of motivation, having reading role models, and sharing good examples in creating reading habits. There are agencies and supporters in both the environment and reading media, both at home and at school. Having good, modern media that meets the needs will help readers become more interested in reading. The important supporters of creating reading habits are executives, teachers, and parents. From the format of promoting reading habits summarized from the above research, affecting reading habits, i.e. readers are motivated, interested in reading, have a good attitude towards reading, have sufficient reading media that meet their needs, readers have more access to reading, and can use the knowledge gained from reading to their advantage.

The researcher has analyzed the data summarized from research related to reading promotion to be consistent with the habit formation theory. Therefore, it was found that the format of the activity to promote reading habits organized is a general form of promoting reading habits. What has not yet appeared in the research is individual supervision, concrete individual reading planning, recording reading data, reflecting reading results, and creating inspiration for reading. In order to know the results of reading habits, reading habits must be assessed, which is a measurement and assessment of the psychomotor domain. It is a behavior related to the feelings, thoughts, emotions, and morality of individuals, which requires instillation. In particular, the target group is teenagers. Therefore, it is necessary to use the psychology of adolescent development as a guideline for promoting reading habits based on coaching, which has the principle of taking people from one place to another as they wish. The coachee must have a clear goal and must create motivation and persuasion towards the goal. Then, various concepts and theories are used to develop the format of organizing activities that focus on promoting reading habits.

Research Methods

Population and target group

The population used in this research was high school students, Mathayom 4-6 students in the academic year 2023 of Kaennakhon Witthayalai School, totaling 2,295 people.

The target group used in this research was high school students, Mathayom 4-6 students in the academic year 2023, selected by purposive sampling from 20 students who volunteered to participate in the activity.

Variables Studied

Independent variable: the format of the activity to promote reading habits that emphasize coaching for high school students.

Dependent variable: reading habits and satisfaction

Data Collection Methodology

This research used the research and development methodology, using the action research design and the experimental research design by applying the pre-experimental design, one-group pretest-posttest design, with the objectives of 1) developing a reading promotion activity model that emphasizes coaching for high school students and 2) studying the effectiveness of the reading promotion activity model that emphasizes coaching for high school students.

The research was conducted in 4 steps: Step 1) Synthesizing basic data to determine the reading promotion activity model that emphasizes coaching from research documents; Step 2) Designing and finding the effectiveness of the reading promotion activity model that emphasizes coaching by assessing the appropriateness using a 5-level rating scale assessment form from experts; Step 3) Using the draft model to test organizing activities with a target group of 20 high school students; and Step 4) Applying the model to organize activities and Finding the effectiveness of the reading habit promotion activity model that emphasizes coaching among the target group of 20 high school students.

Research Instruments

The reading habit assessment form is a 5-level rating scale assessment form, assessed by the activity organizer/advisor and assessed by the parents. The index of consistency of all 3 sets is between 0.86 - 1.00, with Cronbach's alpha coefficient between 0.97-1.00.

The individual daily reading assessment form is an assessment form used to assess students' daily reading records, which takes 21-66 days to record. There are 8 assessment items. When students record their daily reading for 21 days, the index of consistency is between 0.71-1.00.

The satisfaction assessment form is a 5-level rating scale assessment form. The index of consistency of all 3 sets is 1.00, with Cronbach's alpha coefficient between 0.84-1.00.

Data Analysis

Analyze the draft of the activity format to promote reading habits that emphasize coaching by analyzing qualitative data and quantitative data. For the quantitative data, descriptive statistics, consisting of mean and standard deviation (S.D.), were used to summarize the results of the evaluation of the effectiveness of the activity format to promote reading habits that emphasize coaching for high school students.

Research Results

The format of the activity to promote reading habits that emphasizes coaching for high school students

Summary of the results of piloting the reading habit promotion activity model with an emphasis on coaching for high school students with a sample group of 20 people. The researchers piloted 5 activity plans out of 10 activity plans. All 5 activity plans used for the pilot represent plans that are consistent with the issues obtained from the data analysis in developing the activity model. 5 issues: 1) Inspiration 2) Suggestion of reading techniques and methods 3) Reading planning 4) Creation of reading work 5) Supervision of reading. Of the 5 issues, the researchers piloted the reading habit promotion activity model with an emphasis on coaching between November 14-December 13, 2023. The trial period for the model was 30 days, 5 rounds, with 1 round equal to 1 activity plan. Organize 5 consistent reading habit promotion activities with an emphasis on coaching. According to the activity organizing steps (Syntax) of the model, there are 3 stages of activity organizing: 1) before organizing the activity, 2) during the activity organizing, and 3) after the activity organizing, as follows:

Before Organizing the Activity

The data of the target group of students was analyzed from 2 parts. The first part is the data that the coach will use to have the students fill in their personal basic information. The second part analyzes the data from the reading habit assessment form, which was assessed by the students, the advisor teachers, and the parents. The results are summarized as follows:

1. The analysis of individual students found that most of the high school students who participated in the activities were in Mathayom 6. The activity that most students participated in to promote reading habits was joining the book fair. The goal of reading was mostly for further study exams. The most free time activity was reading books. Most students spent 2 to 2.5 hours per day reading books. The number of books they read was mostly 2 books per year. The type of books they liked to read was mostly academic textbooks. They liked to read books in book form the most. Their favorite place to read books was their bedroom. Their favorite time to read books was at night. From the data analysis in Part 1, it was found that the researcher did not use gender and age in the data analysis. Therefore, both issues were adjusted out. The remaining 10 issues were necessary for data analysis.

2. The results of the reading habit assessment found that out of 20 students, 7 students passed the assessment criteria, and 13 students did not. The number of students who passed the criteria was quite small. From the analysis of basic data and the assessment of reading habits, the researcher used it to plan activities to promote reading habits, including organizing individual activities by analyzing the data for each student to see the development in creating reading habits for each student, and organizing group activities by organizing students with the same level of basic data analysis results into groups to plan coaching in the same way. In organizing group activities, students with differences will be grouped together in each group to create diversity in the exchange of learning.

While organizing the activity

From observing the behavior of individual learning activities, the activities are arranged 1 week apart, making the activities inconsistent. Effective activities to promote reading habits must be organized continuously, using 2-3 days of holidays. In organizing the activities, the activities to stimulate ideas, produce works, and activities to the Reader's Finish Line should be organized continuously at the same time, organized separately from other activities, so that students have time to create works and present them. Then, students should reflect on the results of all activities in Activity 5 to the Reader's Finish Line. In terms of individual performance evaluation, overall, the individual performance was evaluated at an excellent level. As for the group performance evaluation, students cooperated very well. They finished their work on time and the work was of high quality. Therefore, organizing group activities is appropriate and can be used to organize activities. Students have a good attitude and are inspired to read from the first activity. The organization of all 5 activities is continuous and consistent.

Daily reading assessment is an extracurricular assessment by having students record their reading every day for 21 days. On the first day, 5 students recorded, on the second day, 8 students recorded, on the third day, 14 students recorded, on the fourth to the 21st day, 20 students recorded. The teacher acted as a coach every day at the same time, 8:00 p.m., to help motivate students to read. At first, the teacher did not encourage them every day. Some students did not record. When the teacher started monitoring them via the LINE group every day, the students recorded every day. The teacher spent 15 days monitoring their reading. It turned out that 3 students did not write continuously, while the other 17 students continued to write until the 21st day. In terms of reading habit assessment, after the activity was completed, the students were asked to assess their reading habits for the second time. There were 15 students who passed the assessment criteria, which is 75 percent. The other 5 students did not pass because 3 students did not write continuously and 2 students wrote continuously but did not pass the reading habit assessment criteria. Therefore, they had to write individual daily reading logs and re-assess until they passed the reading habit assessment criteria. It took 21-66 days.

From individual student interviews, after assessing the reading habits of all students, it was found that the most problematic and obstacles for students were lack of inspiration in reading, and the issue that students were able to practice the most was having goals in reading. The activities that students liked the most were exchanging experiences and reading techniques activities. For the questions in Part 3, which were individual questions, it was found that students would answer about problems and obstacles in reading. All students willingly cooperated in answering the interview questions.

After organizing the activity

For satisfaction assessment, after participating in all 5 activities and recording individual daily reading for 21 days, the researcher asked students, advisors, and parents to assess their satisfaction with the reading promotion activity format that emphasized coaching using a questionnaire on satisfaction with the reading promotion activity format that emphasized coaching for high school students. The assessment results showed that students' satisfaction was at a mean of 4.71, with the highest level of satisfaction. Advisors' assessment results were at a mean of 4.81, with the highest level of satisfaction. Parents' assessment results were at a mean of 4.47, with a high level of satisfaction. In summary, observations from the activity organization had 2 issues that were analyzed to develop the reading promotion activity format that emphasized coaching for high school students, as follows:

1. Motivation was found that there were 2 issues in motivating reading: Rewarding the teacher rewarded students in every activity. Activity 1: Open the World of Readers Giving pens as a reward, students reflected that wanting a monetary reward would be more interesting and motivating. Activity 2: How to Read as a Habit Students wanted a reward of a book like the teacher brought as an example, Book title: How to read as a habit and read to remember without memorizing and monitoring, following up, stimulating reading, creating motivation for students to record their daily reading individually

2. Problems and obstacles found during the activity It was found that the time used for organizing the activity. The club activity period was the last period on Tuesday, and the activity was held continuously for 2 hours. There was a school activity inserted once. The teacher had a school meeting once. Some students had to rush to tutoring. Some students had to rush home according to the shuttle bus time. Therefore, they could not participate in the activity until the end of the activity. And the organization of the activity was 1 week apart, resulting in the activity being inconsistent.

Effectiveness of the coaching-focused reading habit promotion activity model for high school students

In the overall picture of the activity organized by the target group of 20 people, organizing 10 activities to promote reading habits, the results of the implementation of the model can be summarized into 2 issues: the results of the evaluation of the use of the activity model to promote reading habits that emphasize coaching for high school students and the results of the evaluation of the effectiveness of the activity model to promote reading habits that emphasize coaching for high school students, as follows:

The summary of the results of the evaluation of the use of the activity model to promote reading habits that emphasize coaching for high school students found that after participating in the activity, 20 students had an evaluation of the use of the model at an excellent level. 20 students had an evaluation of the effectiveness of the model at an excellent level. 20 students had an evaluation of reading habits after participating in the activity, which set the highest criteria for passing the evaluation. The results of the first evaluation passed the evaluation criteria, 8 students passed the evaluation criteria, 9 students passed the evaluation criteria, and 3 students passed the evaluation criteria. The results of the reflection of the results of the students' participation in the activity were summarized into 5 issues as follows: 1) In terms of positive attitudes toward reading, it was found that students who participated in the activity had positive attitudes toward reading, reflecting the results from the students' research and goals in reading. There is an exchange of knowledge, there is a creation of works from reading, there is a change in oneself and adjustment of behavior in various aspects for the better. 2) Activities that are liked/impressed include writing a reading log for 21 days, teacher supervision, encouragement and rewards throughout, and experience exchange activities. 3) The most inspiring activities are reading experience exchange activities, recording daily reading continuously for 21 days, teachers following up and encouraging reading and recording every day, "Towards the Finish Line of Readers" activities, reading tips activities, sharing books with friends, creating works from reading, parents supporting by giving rewards, introducing reading techniques from teachers and lending favorite books, book storytelling activities, reading goal activities, how to make reading a habit, and teachers giving examples of people who have succeeded from reading, which creates inspiration. 4) Behaviors indicating a love of reading are wanting to read everything by themselves, reading every time and at the same time every day, reading and writing as a daily routine, being able to read books for longer, having a reading plan, and using the method of creating reading habits to create other habits, such as waking up earlier, prioritizing work. In addition, there is self-development to be more disciplined in life, developing personality, daring to speak up, daring to express oneself, being more confident, being more enthusiastic, more focused, and seeing more value in oneself. and have clearer reading goals, and 5) issues and obstacles in reading are about time management, lack of motivation and inspiration to read, difficulty in controlling oneself, lack of concentration in reading, liking to play social media, laziness, fatigue, lack of discipline, lack of responsibility, and health problems.

Summary of research results and overall findings from the analysis of individual data, the researcher concluded 5 issues as follows:

1. Differences of students each student has a different period of time to develop habits and change behaviors.

2. Things that motivate and inspire students include sharing knowledge, ideas, and experiences, thinking together and practicing together with friends and teachers, supervision by teachers as a good friend, giving opportunities, encouragement, and freedom to practice when ready. Students have clear goals for practice. The goals meet their needs. The results of creating a reading habit will lead to other habits, such as discipline, prioritizing life, diligence, punctuality, responsibility, daring to think, and daring to express them. Giving

freedom to think, practice, and giving positive energy help students be happy in practicing. Giving rewards is a great motivation to encourage students to want to join activities, especially monetary rewards. Having a good role model helps create motivation and inspiration.

3. The need to read books Although there are many reading media today, especially electronic media or online media, that are convenient, fast, and modern, some students still want to read books.

4. The ideas of today's teenage students have their own ideas and will oppose what they think is wrong.

5. Organizing learning exchange activities Sharing knowledge and experience It was found that students have expanded their knowledge, broadened their thinking, and had a variety of experiences, which helped inspire their friends who participated in the activity.

6. The format of the activity to promote reading habits that emphasized the developed coaching can promote students to develop a reading habit. There are outstanding activities that are different from general coaching, which are monitoring students' reading every day for 21-66 days.

7. Parents play a part in promoting reading habits by giving encouragement, being role models, and supporting reading media, but they do not closely monitor.

Discussion

The format of the activity to promote reading habits resulted in students having more reading habits. This is because the development of the format of the activity to promote reading habits that emphasizes coaching was carried out systematically. It is based on theories about the format of the activity, the basics of reading, psychology of habit formation, psychology of adolescent development, the basics of coaching, and the assessment of reading habits. By synthesizing knowledge, the format of the activity to promote reading habits that emphasizes coaching was obtained through efficiency and effectiveness. It was synthesized from documents and related research and the quality of the format was checked by experts. There were 7 components of the format of the activity to promote reading habits that emphasized coaching, and 5 steps in organizing the activity that emphasized the coaching process, which is an important principle in organizing the activity. Cooperation of students, teachers, and parents according to their roles is consistent with the concept of developing the learning management format of (Thitsana Khaemmani, 2010, 222-223), who stated that the development of the learning management format must have various elements organized systematically according to the philosophy, theories, and related principles. The various elements must be interrelated to each other in order to achieve the desired goals, which is consistent with (Joyce and Weil, 2009, p.112), who stated that the development of the learning management format should not adhere to only one theory or principle. There should be experts in learning management model development to provide suggestions, and the model developers should make improvements based on the suggestions before implementing the activity management model at each step, making the model effective.

The results of using the model to organize activities found that the characteristics of students' reading habits after participating in the activities were different from before participating in the activities. The average score after participating in the activities was at the highest level, higher than before participating in the activities, which had an average score at a moderate level. The research objectives aimed at promoting reading habits were achieved through the coaching process where teachers acted as coaches, supervised, followed up, and closely looked after students individually, stimulating students' motivation to read to the point of inspiration, and giving every student an opportunity to think freely and practice creating reading habits according to their individual abilities and aptitudes. The steps are as follows:

Basic data analysis step for the coachee Analyze individual students to find out basic information about each person before organizing the activity by analyzing data from the reading habit assessment form, assessed by students, advisors, and parents, and recording individual student data.

Goal setting and coaching plan Step Use the data obtained from the individual student analysis to plan activities to promote reading habits individually and in groups. Organize activities for students to plan reading and supervise.

Carry out activities according to the coaching process, which has 5 steps as follows:

Create a good attitude towards reading for students, provide encouragement, motivation, and inspiration for students to be interested in participating in the activity, and act as a facilitator.

Use the power of questions, raise creative questions that are consistent with the purpose of the activity and are questions that allow freedom to find answers.

Observe and evaluate students Observe individual students' learning activity behavior, observe overall learning activity behavior, evaluate learning activity participation results according to the measurement and evaluation methods for each activity to promote reading habits, and allow students to create works according to their needs.

Provide creative feedback, use the results from observing learning activity participation behavior Give constructive feedback to students after completing the reading habit promotion activity that emphasizes coaching, so that students can see their strengths and points that need to be improved and develop their own learning process to be more efficient, as well as reflect on the results of the activity by evaluating students to see whether they have learned according to the learning objectives or not.

Provide information for further learning, develop students Provide information to students so that students can use the information to develop their learning creatively.

Lessons learned and developed Use the results from lesson learned to develop the process, improve the steps with issues, and develop students. Cooperate with parents to promote reading habits for students.

Reward students Provide appropriate rewards for students, depending on the format of the activity.

Suggestions

Suggestions for Applying the Research Results

From the development of the reading promotion activity model that emphasizes coaching, it resulted in an effective and efficient reading promotion activity model that can instill a love of reading in students. In order for the use of the reading promotion activity model that emphasizes coaching to achieve its objectives completely, all parties involved have the following roles:

School administrators Before using the model, administrators must create awareness and understanding for teachers to see the importance of reading and promoting reading habits, and arouse teachers to be interested in promoting reading habits, which are important skills in learning. During the use of the model, administrators must set policies, projects, and activities according to the reading promotion activity model that emphasizes coaching, with cooperation from teachers, students, and parents, so that all parties know their roles and responsibilities in promoting students to have a love of reading more. Facilitate support for organizing learning resources that are effective, appropriate, and up-to-date, with a variety of learning resources, such as libraries, computer rooms, and wireless Internet networks. After using the model, administrators must follow up on the learning management results according to the reading promotion activity model. Creating a love of reading is essential. Activities can be applied to students at all levels. Therefore, schools should consider using the activities further.

Teachers Before using the model You should study the details from the manual for using the reading habit promotion activity model that emphasizes coaching. Try using it to organize activities to promote reading habits until you understand the method and achieve the objectives of the activity model. During the use of

the model, you must organize activities according to the 3 steps: before organizing activities, during activities, and after activities. In particular, in the first step, the teacher must analyze each learner to plan individual coaching. Each learner is different, and each activity is different. Therefore, the activity to promote reading habit must be organized appropriately and meet the needs of the learner. In addition, organizing activities to promote reading habits that emphasize coaching for high school students is very important. They must have knowledge and skills in coaching, be patient, willing to listen to problems, and solve problems because they must supervise and monitor the learner's reading throughout the activity, both in and out of class. Therefore, there should be training for teachers who organize activities before organizing activities.

Students Before using the model, they must be ready, willing to participate in activities, cooperate in doing activities, have motivation to achieve, and take responsibility for themselves, leading themselves to success in creating reading habits. During the use of the model, they must record their daily reading every day continuously for 21-66 days and cooperate in sharing their experiences with others. After using the model The experience from developing reading habits can be applied to create other habits. The results of the study found that organizing activities without conditions of scores and using the stranger theory helped students who participated in the activities feel relaxed and enthusiastic. Therefore, when implementing the activities, they should be organized as supplementary activities for learners, not tied to academic results and study time.

Parents: Before using the model, they must understand the process of the model. While organizing the activities, they must cooperate with the school to help supervise and monitor students under their care. When outside the school, they must cooperate with teachers/coaches who supervise students outside class time. After organizing the activities, they must help assess students' reading habits and evaluate their satisfaction with the activity format.

Suggestions for Future Studies

From the development of the model for organizing activities to promote reading habits that focus on coaching, it was found that it can promote students' reading habits very well. The model for organizing activities to promote reading habits that focus on coaching is a model that focuses on creating reading habits for high school students. The research and development guidelines for organizing activities this time should be used to expand the study results in order to research and develop models for organizing activities to promote reading habits that focus on coaching for primary or secondary school students in order to promote students' reading habits covering all levels of basic education. It is also possible to develop activity formats to promote other habits or behaviors besides reading habits in order to obtain a variety of activity formats that meet the needs of each individual.

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