

THE DEVELOPMENT OF ENGLISH READING COMPREHENSION SKILL BY USING TALE FOR MATTHAYOM SUKSA 2 STUDENTS*

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ABSTRACT

The purposes of this study were to: 1) determine the efficiency of the lesson plans for reading for reading comprehension by using tale with criterion 75/75, 2) compare the reading comprehension before and after using tale, and 3) study the satisfaction of students in Matthayom Suksa 2 with learning English reading comprehension by using tales. The target group used in the research was 24 students. The tools were used in this research consisted of 6 developed lesson plans of English reading comprehension by using tale, an achievement test and a questionnaire for measuring the students' satisfaction. The statistics used to analyze data were percentage, mean, standard deviation and t-test (Dependent sample).

The results of the research were as follows: 1. The result of the students' English reading for comprehension by using tales met the efficiency ($E_1/E_2 = 84.88/82.40$) which were significantly higher than the standard criterion of ($E_1/E_2 = 75/75$). 2. The result of the students' post-test scores of English reading for comprehension by using tale was significantly higher than the pretest scores at the .05 level. 3. The result of the students' satisfaction of English reading for comprehension by using tales was at the high level.

Keywords : 1. Tale 2. English Reading 3. Comprehension Satisfaction

1. Background and Problem Statement

Technological advance in various fields of the globalization era has undoubtedly affected world population's living. People from all over the world have become a part of communication, interaction, sharing and learning both directly and indirectly. Therefore, the universality and understanding is absolutely necessary for connection between people from different places and the way of life. English is a language that most countries use to communicate and use as a tool for understanding and making benefits whether it is direct communication, internet use, watching TV or movies, computer programming, writing books or academic handbooks. Thus, learning foreign languages is significant and considerably essential in everyday life since it is the tool for communication, education, knowledge seeking, occupation, creating cultural understanding. Creating an understanding on cultures, world community's vision, and being aware of cultural diversity and perspectives of the world society bring hospitality and cooperation with other countries. Also, it helps develop the learners to better understand themselves and others. They are able to learn and understand the differences of languages, cultures, and traditions, thinking, society, economics, and politics. In addition, they would have good attitude towards using foreign language and enable to use the foreign language for communication as well as accessing variety of knowledge and having the vision for living their lives (Ministry of Education, 2008).

Educational offices are aware of the significance of English which would be the cost of life for youth who take benefit both currently and in the future. Therefore, the Ministry of Education, who is responsible for education management of the country, has continuously given precedence to Thai people's potential development on languages. Education management should emphasize and focus on 3 aspects, namely; knowledge, morality and learning process by integrating each aspect with appropriateness and the levels of education, in particular the provision of Article 4-focus on knowledge and skills mathematics and languages. Thailand therefore needs the language policy in both national and foreign languages that Thai people should speak at least 2 languages, which are; English that is most used in communication with international level; and the language of neighboring countries

that is fundamental learning determined throughout the Basic Education Core Curriculum B.E. 2551 (A.D., 2008) (Ministry of Education, 2008).

The problem in English reading is students read English and do not understand the meaning of the vocabulary or text that is read. The greatest obstacle for Thai students when reading English is to read and not understand. This is because of they don't know much more vocabularies or not understand the meaning of the vocabulary contained in the text that is being read, making it feel that reading is difficult boring and more than that, it makes them not self-confidence or may be caused by teachers who still lack of proper methods or techniques that will help students to be effective in reading. Teachers lack confidences in teaching, most teachers have never taught English before. Teachers cannot use the media appropriately. Use less teaching media or teachers themselves, do not focus on reading as much as it should make students read English, do not understand, cause boredom in learning (Ketsada Chaiwongchan, 2010)

In addition, teaching English reading skills for Thai students is not currently successful. The problems encountered by English teachers at the secondary level are that students have low reading comprehension ability which corresponds to students who have completed secondary education, bachelor's degrees from educational institutions in Thailand; most of them are still unable to use English. English teaching has not been successful due to many problems such as uncertainty in the curriculum objectives, teachers, students, environment and other causes. In particular, it was found that problems in teaching English include content issues in lessons that are not suitable for learners. The lesson may be too difficult or too easy (Vajara Loareindee, 2007).

Treim Udon Suksa Pattanakarn School, in Roi-Et. It is a secondary school, under the Office of the Secondary Educational Service Area 27, Mueang Roi Et district, Roi Et Province, in the academic year 2017, with the assessment of the end of the year, it was found that the English reading scores were still relatively lower than the standard criteria set by the school. The evaluation of the students' learning achievement in the English subject, especially in reading skill was unsatisfactory, since the student's lack of interests and comprehension in during, and after reading

activities. The main learning problem of the students' English reading for comprehension concerned the lack of reading ability, and vocabulary recognition that affect the students' English reading for comprehension. According to the report of ordinary national educational testing (O-NET) which indicated that the students had low reading ability by considering the mean score and standard deviation of the O-NET scores were 70 percent criteria, students got only 45.25 percent (Treim Udon Suksa Pattanakarn School, 2017), (\bar{X} =16.69, S.D=3.75) which revealed that their test scores were lower than the average scores of the educational service area and the nation. When the their reading test scores were analyzed, it was shown that mean score and standard deviation of the O-NET scores were (\bar{X} =26.26, S.D=10.75), indicating that the students' reading ability was the lowest when they were compared with the test result of the educational service area, and the nation (National Institute of Educational Testing Service, 2017). Similarly, in the school context, mean score and standard deviation of the learners' learning achievement in the foreign language learning area was low as well (Treim Udon Suksa Pattanakarn School, 2017), The results of the two tests indicated that the students' reading ability needed to be improved for upgrading their learning achievement and English reading.

From the information mentioned above, the researcher as a teacher in the foreign language learning department and have experienced problems in organizing teaching, therefore interested in developing English reading comprehension skill by using tales for Matthayom Suksa2 students.

2. Research Objectives

2.1 Study the effective of instructional plan to improve Matthayom Suksa 2's English reading comprehension skill.

2.2 Compare students' English reading comprehension score before and after learning through tales.

2.3 Study the satisfaction of students in Matthayom Suksa 2 with learning English reading comprehension by using tales.

3. Research Benefits

3.1 Mathayom Suksa 2 students obtain English reading for comprehension ability improvement by using tales.

3.2 The author obtains the key concepts of English reading for comprehension instruction by using tales for Mathayom Suksa 2 students.

3.3 He obtains the model of CBI lesson plans for improving English reading comprehension ability.

4. Research Methodology

The research on the development of English reading comprehension skill for Mathayom Suksa 2 student by using tales will proceed in the following order.

4.1 The Target group

The participants of this study will be 24 students who are studying in Matthayom Suksa 2/1 in the first semester of the 2019 academic year in Triem Udom Suksa Pattanakarn School, Muang district, Roi-Et Province.

4.2 The Research Instruments 1) Instructional plans including tales in teaching, 2) Reading comprehension tests, and 3) Questionnaire

4.3 Construction and efficiency of the instrument

4.3.1 Instructional plans

The instructional plans will be constructed step by step as followed:

1) Studies the principles and elements of the plans by analyzing curriculum, indicators, learning standards, learning and teaching methodology as well as assessment and evaluation.

2) Studies about English for Matthayom Suksa 2 curriculum base on Thai Basic core curriculum.

3) Analyses and choose 6 tales suits for Matthayom Suksa 2 students adjust the content by considering the language level usage in the tale, is not too easy or difficult and suitable for students' ages. The tales will be used in the plans are as follows: 3.1) The Honey Pot 3.2) The Pied Piper. 3.3) The Leopard's Drum 3.4) The Old Woman who Lived in a Bottle. 3.5) The Rich Man and the Shoemaker. 3.6) The Farmer, his Son and the Donkey.

4) Conducts the instructional plan that corresponds to objectives and teaching methodology. There are 6 instructional plans totally 16 hours, one plan for approximately one week (4 periods per week).

5) Evaluation for expert checked before using instructional plans. For the instructional plan evaluation, researcher uses rating scale evaluation from strongly disagree to strongly agree followed Likert's ideal

6) Researcher will teach the participants by using the instructional plan after final checked.

4.3.2 Reading comprehension tests

Reading comprehension tests will be constructed to be an achievement test for this research and conducted in accordance with the course syllabus and contents related to the course. The achievement test conducting procedure is followed:

1) Researcher analyses contents and learning objectives to divide content into sub content then write the behavioral proposes.

2) Conducts English comprehension tests, the test will be multiple choices with four choices and consists of 50 items bases on content and learning objectives.

3) English comprehension tests will be checked by five experts in the field of English or English language teaching to check the validity of the achievement test by using the index of item objective congruence or IOC. The usable items should be more than 0.5 in IOC.

4) After adjustment, the achievement tests were tried out with 50 students in Matthayom Suksa 2 who were not the same group as the participants. The researcher use the scores of each item to find out the difficulty (P) were 0.30 – 0.75 discrimination (R) were 0.40-0.74 and reliability was 0.92.

5) All English comprehension tests will be reviewed again before the final models are completed and used for testing the participants.

4.3.3 Questionnaire

The questionnaire will be designed to study the experimental participants' satisfaction in reading. The procedures of conducting questionnaire are:

1) Study and analyze lesson plan, learning activities, documents, and other research about satisfaction

2) The designing of questionnaire, researcher studies the procedural of questionnaire and adapts questionnaire from other research. The researcher has set the target of reading satisfaction in 4 aspects as follows: 1) Content 2) Learning and teaching process 3) Media in teachings 4) Evaluation

3) The questionnaire will be reviewed for correctness, appropriateness and validity by five experts by using 5 rating scales follows Linker's ideal. Then it will be improved again before the final versions are completed.

4.3.4 Research Methodology and Data Collection

The experimental procedures as follows:

1) Participants will be test by using English reading test as a pre-test to evaluate their background knowledge.

2) The researcher conducts the experiment by starting to introduce students to the details and purpose of doing English reading comprehension test and asking them for correct understanding of the practice then asks them to do English reading comprehension test.

3) Teaching and learning are carried out; following learning plans that researcher constructed by teaching the content first then let students do 6 English reading skill trainings. It will take 6 times, 12 hour (2 hour per time)

4) The participants will be tested again by post-test which is the same test as pre-test. The purpose of this post-test is to estimate the progress and success of the participants. The scores of participants will be collected as data of this study.

5) The participants answer the questionnaire asking about their satisfaction towards English learning by using Reading comprehension skill training. The scores of the opinions of the participants will be collected as data of this study.

4.3.5 The statistics used to analyze data were percentage, mean, standard deviation and t- test (Dependent sample).

5. Research Results

5.1 To analyze the effectiveness of the lesson plans by using tale for Matthayom Suksa 2.

The effectiveness of lesson plan to improve MatthayomSuksa 2's English reading comprehension by using tale.

Table 1 The effectiveness (E_1)(E_2) of lesson plan: The Development of English Reading Comprehension Ability by using tale for Matthayom Suksa 2 students.

Learning Outcome	Total Score	\bar{X}	S.D.	Percentage
E_1	180	151.08	2.41	84.88
E_2	40	32.96	2.35	82.40
The effectiveness of E_1/E_2 were 84.88/82.40				

From table 1, demonstrates the effectiveness of instructional plan was 84.88/82.40 which is more than to the standard set at 75/75 that mean learning English reading comprehension by using tales is effective.

5.2 To analyze and compare the ability of English reading comprehension before and after learning by using tale for Matthayom Suksa 2 students with the sampling group. The data were analyzed to compare by using t-test.

Table 2 Summary of Pretest and Posttest mean score of the sampling group

Sampling Group	N	Total Score	\bar{X}	S.D.	t	sig
Pretest	24	40	13.38	2.98	30.89	0.00*
Posttest	24	40	32.96	2.35		

** Significance difference at .05 level using t-test

The result of pretest and posttest on table 2 showed that the students gained a higher posttest mean score (\bar{X} =32.96) than pretest mean score (\bar{X} =13.38). A mean scores of the pretest and posttest were found .05 level.

5.3 Investigate the satisfaction of MattayomSueksa2 students by using tales. The researcher investigated the satisfaction questionnaire with 20 items. The result of the students' satisfaction of English reading for comprehension by using tales was at the high level ($\bar{X} = 4.51$, S.D = 0.68).

6. Discussion

The study of the improvement of English reading comprehension ability by using tales, it discussed as the followings:

6.1 The effectiveness of the lesson plans by using tales for Mattayom Sueksa 2 students were 84.88/82.40, it was higher than criterion 75/75. Because students learn together in a small group, each group consisted of members with different abilities. Each member must participate in learning and success of group by exchanging ideas, sharing learning resources, as well as encouragement to each other. From the interviewed, the data gained from students' comment, Parichat commented that "Reading materials were interesting. I was familiar with vocabularies and could guess that story would happen next." Nattapong added that "Reading materials appropriated for with timing that teacher set". And Benjamin supported that "There were variety reading materials topics, but it was not a problem for me. Some topics I could guess the meaning of the word correctly." It was consistent research that was done by Ratana Wuttisarn (2013) conducted a research on the development of English reading skills for the understanding of Mathayom Suksa 3 students by using SQ3R teaching method with the Northeast folk tales. The research found that English learning activities for understanding of Mathayom Suksa 3 students by using teaching methods SQ3R with Isan folk tales carries 84.42/81.22, which is in accordance with the set criteria 75/75. Arinrada Faipen (2018). with the title: study the Research and Development of English Reading Comprehension Packages for Grade 6 Students. The research results were as follows: The English Reading Comprehension Packages for Grade 6 Students were included of 5 sets include of 1 Daily Routine, 2 The Seasons, 3 The Animals, Tales and 5 The Festivals. Their appropriate was at the highest level ($\bar{X} = 4.59$, S.D.=0.11), and the efficiency of the English reading comprehension packages (E_1/E_2) was equal to 77.54/79.78. The results revealed that: 1) the efficiency (E_1/E_2) of Tales on English

reading comprehension was 76.15/72.94. Tawatchai Bowonmot (2017) study the Improvement of English Reading Comprehension Ability by Using Content-Based Instruction for Mathayom Suksa 5 (Grade 11). The results revealed that: 1) the efficiency (E_1/E_2) of CBI on English reading comprehension was 76.15/72.94. And Chalong Onputtha (2018). The Development of English Reading Comprehension Ability Based on CEFR by Using CIRC Technique for Mattayom Sueksa 3 (Grade 9) Students. The results revealed that: The efficiency of the lesson plans by using CIRC technique based on CEFR for Mattayom Sueksa 3 students were 84.88/ 82.40. Potiprom and Torut (2016) study the development of computer-assisted language learning lessons based on ASEAN community themes to enhance English reading for comprehension abilities for Mathayom Suksa 1 students of Benjamarachutit Ratchaburi School, Ratchaburi. 1) The average formative test scores of the ten lessons of the CALL materials was at 83.44 percent and the average summative test scores was at 88.60 percent (83.44/88.60), which was higher than the determined criterion at 75/75.

6.2 The result of the students' post-test scores of English reading for comprehension by using tale was significantly higher than the pretest scores at the .05 level. The result may be that teaching reading for understanding by using the 6 stories are 1) The Honey Pot 2) The Pied Piper 3) The Leopard's drum 4) The Old Woman who lived in a Bottle 5) The Rich Man and the Shoemaker and 6) The Farmer, his Son and the Donkey. The compositions are lesson plans, tale, English reading for comprehension exercises. English reading for comprehension by using tales has been revised according to the recommendations of the thesis advisor and all 5 experts and passed the consideration of the suitability of the skill set from all 5 experts. Which corresponded to research studies of Kuliya Tantipalajiva (1998) discusses the importance of tales as follows: Tale creates meaningful learning. The content of the story is clear and repeated storytelling allows students to transfer information, new knowledge to find reasons easier to find conclusions. Suwit Munkham (2009) tale helped the students comprehend the contents with difficulty; also various activities helped the students comprehend the detail of the text, and decreased their anxiety. CBI makes the students more confident for finishing reading the texts.

Kobayashi (2014) asserts that tale was a mean for promoting the students' attention, and motivation on learning English. The results discussed as follows:

6.2.1 English reading for comprehension exercises were designed from selecting topics based on the students' interests and needs. Also, the exercises were considered the appropriateness, correctness, and relevance based on the specialists. For the contents selection, the author considered on the tale model according to the Ministry of Education, Thailand (2011), they indicate that the students meaningfully studied the contents in their learning. Moreover, the students can integrate the contents with various school subjects for acquiring both direct and indirect benefit.

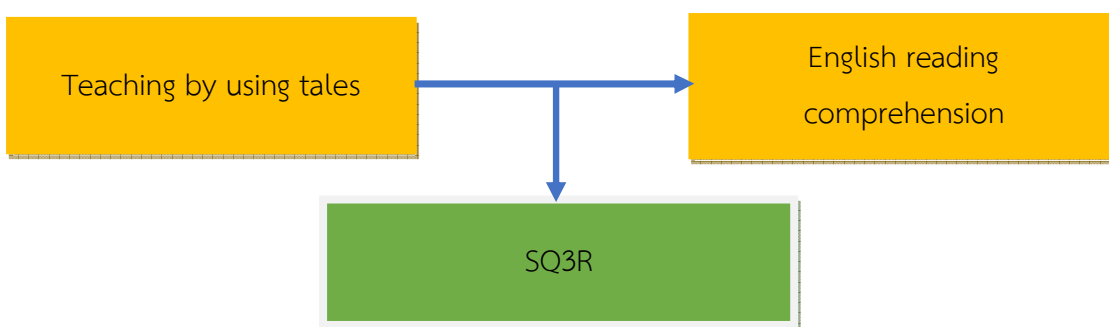
6.2.2 The author constructed the lesson plans by analyzing the procedures of English reading instruction according to Aksaranukhroh Supattra (1989), Jattiwat Wisa (2000) and Farrell (2009). These scholars cite that reading processes consisted of three procedures: 1) before-reading; 2) during-reading; and 3) after-reading. There are various activities in each process for the students' motivation. The students systematically study, and creatively participate in their study by starting to prepare the students to study new things, practicing reading skills, and applying things they studied for their further study.

6.2.3 The students creatively participated in their study, since they recognized on the importance of studying English, especially reading comprehension skill. The author indicated them for the usefulness of studying by using tale for English reading comprehension ability improvement. On the other hand, the English reading for comprehension texts is about environment and environment conservation; hence they can be integrated with various subjects in the school, including science and social studies.

6.3 The students' satisfaction by using tale for Mattayom Sueksa 2 students. Overall, the highest levels were (\bar{X} = 4.51). Because the tale was an activities that students learned together in a small group. They learned happily and became aware of the importance of working as a group, so all members lead to ensure the success of their goals. Which corresponded to research studies of the results of the students' satisfaction of English reading for comprehension by using tale, According to Suwannabubpha Suriyawuth and Pinyonattagarn Dhirawit (2008)? who cite that the

students had positive attitudes towards the content-based CALL in their reading performance. Arinrada Faipen (2018). Study the Research and Development of English Reading Comprehension Packages for Grade 6 Students. The research results were as follows: the students' satisfaction towards the English reading comprehension packages was at high level (\bar{X} =4.05, S.D.=0.25).

7. New Knowledge Gained



Teaching by using tales will allow student to develop ability of English reading comprehension skill and it help encourage students to be more interested about teaching activities.

8. Research Recommendations

8.1 Policy Recommendations

8.1.1 In the Future, The Schools should have multimedia to develop reading skills for students to be able to read English correctly.

8.2 Implementation Suggestions

8.2.1 Background knowledge as a result they are not familiar with reading the texts. Additionally, the reading texts were hard for the students to comprehend the reading texts because of the limitation of vocabulary recognition; hence they had to take a long time to comprehend.

8.2.2 The students were interested in their study, through illustration of suitable pictures which can motivate the students' interest in the before reading activity. The teachers needed to consider the designing of the learning materials. Furthermore, they should select authentic materials which enabled the students to enhance their attention for their studying.

8.3 The suggestion for the further research

8.3.1 Investigation of the students' interests and needs was important, especially the useful contents for the students' application with the school subjects. Thus, the teacher needs to consider on selecting the topics based on students' interests and needs.

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