The Result of Learning Activities via Smart Screen as an Assistive Device for Improving English Reading Skills for Grade 10 Students in the Demonstration School of Ramkhamhaeng University, Thailand

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Abstract: *The research objectives were to study the effectiveness of Learning activities via Smart screen as an assistive device for improving English reading skills, to compare the grade 10 students' pre-test and post-test of English reading skill scores on the implementation of Learning activities via Smart screen as an assistive device, and to study the satisfaction of grade 10 students to Learning activities via Smart screen as an assistive device. The 37 of Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand, in the 2nd semester of the Academic year 2023 were the sample of the study. Six Learning activities via Smart screen as an assistive device, an English reading skill test, and a satisfaction questionnaire were the research instruments. Mean, standard deviation, frequency, percentage, and t-test dependent were used for data analysis. The results were as follows: 1) The effectiveness of Learning activities via Smart screen as an assistive device for improving English reading skills were evaluated by three experts was at the high level (Mean = 4.44). 2) The post-test of English reading skill scores on the implementation of Learning activities via Smart screen as an assistive device was significantly higher than the pre-test of English reading skill scores at the level of .05. 3) The average mean of Satisfaction with Learning activities via Smart screen as an assistive device of grade 10 students was 4.12 (SD = 0.51) at a high level. This study found that the implementation of Learning activities via smart screen as an assistive device had an immense impact on students' reading abilities.*

Keywords: Smart screen, Learning activities via Smart screen as an assistive device, English reading skills, Applications used in Learning activities via Smart screen as an assistive device, Students' satisfaction

Introduction

        Reading is the process of interpreting written words into spoken language. Reading is more than a fundamental task; it is complex. It connects mental processes with pictorial, written comments, or graphics. It elicits the brain for prior knowledge and experiences to enable the learner to create new schema or meaningful groups. Reading is one of the four skills that need to be learned besides listening, speaking, and writing. It has

a considerable role in English language teaching to strengthen the skills that will be acquired by the students in listening, speaking, and writing. Reading skill affects the other skills' learning processes. Besides, the students must be able to achieve reading competencies as urged by the national curriculum. (Nurhana, 2014). Reading is the most challenging skill among the others.

Hassan and Azmi (2021) found a significant relationship between ESL learners' reading habits and reading achievement. Additionally, ESL learners' reading habits contribute significantly to their reading achievement. Therefore, English reading skill is a skill that is suitable for promoting learning. The learner could use it even after finishing their education. Since it is a skill that can help the learners to study and search for further knowledge and more to no end entirely, it is still a valuable skill to learn at a higher level step by step because most textbooks are English books also. Reading is the process of searching for knowledge from writing. In this case, efficient readers must get the following information. Reading can also reinforce writing and reading skills, which is essential for facilitating comprehension. If students' reading skills are poor, they are likely to struggle to improve or make progress in their studies. (Onechoumsitthi, 2016; Sopheak Sek et al., 2021).

For Thai students, a study from the Program for International Student Assessment (PISA) (2018) showed they were weak readers due to a lack of interest in reading, low motivation, and poor reading habits. Furthermore, Thai students may read a text but must understand what they read comprehensively. One of the reasons for this unsatisfactory reading outcome was the result of the teaching methodology (Sawangsamutchai & Rattanavich, 2016; Chomchaiya & Dunworth, 2008; Sopheak Sek et al., 2021). Hayikaleng et al. (2016) said that there were teachers of English in Thailand who used traditional teaching methods where passages were read aloud for students and students were then assigned to answer comprehension questions. This teaching strategy encouraged students to be passive learners and does not promote the skills necessary to become proficient in a new language. Hence, Thai teachers must try new teaching methods, and students should also find other ways of learning English as a foreign language (EFL).

Due to the researcher has been an English teacher in Thailand for about five years, the researcher found that most students in schools in Thailand faced challenges in reading. Most grade 10 students lacked practical reading skills, evidenced by their fear when called up to read. Additionally, some of these students needed more motivation to learn how to read because they complained that they were ambiguous and arduous and because the traditional learning method made them passive learners and limited in what they could do. Hence, the researcher is an English teacher who must try new teaching methods to improve English teaching.

Alvarez (2021) stated that Reading teaching activities are primarily based on the process of reading. When teachers would like to develop their students Reading skills, they need to use learning media especially technology for their teaching each stage. Technology has influenced the teaching process in this decade and has played a very an essential role in the learning process. Hashim et al. (2021) found that many technology tools, such as Telegram, WhatsApp, and Google Classroom, were employed in teaching reading skills. That means that the learning activities provided or developed by their teachers must be simplified to meet the diverse ways of learning currently. That is where

a Smart screen becomes a key player to improve the reading skills of upper high school students.

Smart screen is a type of whiteboard technology that resembles a large TV screen and has an interface that uses applications such as text-to-speech, optical character recognition, and graphic designers to transcribe codes and incomprehensible words into readable text. A Smart screen is an interactive board resembling a conventional screen but is connectable electronically to laptops, personal computers, tablets, printers, touch screen panels, and relevant electronic devices. By deploying computer-integrated programs, Smart screen allows interactivity like Smart boards (Chau et al., 2020, p.405). Smart screens are used in learning to elicit and promote learning outcomes and performance of students. Consequently, Smart screen is an educational tool that enhances learning for all students based on their needs and abilities. With the Smart screens, students get personalized and tailored learning to help them develop their reading skills.

Smart screen has a big impact on students reading skill, It helps upper secondary school students benefit from the general education curriculum and access extracurricular activities at home, school, and work environments" (Alvarez, 2021). Smart screens promote student-centered learning because they encourage student autonomy and engagement. They also allow students to become stakeholders in their learning processes rather than recipients alone. For this thesis, the researcher would focus on how Learning Activities via Smart screen can be used to improve the reading skills of grade 10 students and how to use it to meet the needs of individual students in this grade.

Srichote (2022) designed three stages of Task-based language teaching including pre-task, main-task, and port-task stages. On his pre-task stage, Canva was used to present the information related to the reading passage and Kahoot! was used to motivate students and review the vocabulary, on the main-task stage, Padlet and Quizizz were employed in this stage, and on the post-task stage, Canva was utilized to review the lessons by creating posters, infographics, or presentations. This study pointed out that the integration of technology into Task-based language teaching could be an effective method to enhance the reading comprehension of students.

For solving the problems on English Reading Skills, the researcher was interested in developing Learning activities via Smart screen as an assistive device with using Video, Quizizz, Kahoot, Canva, Flashcards, and Prezi Application for improving English reading skills for Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand,

Statement of the Objectives

The objectives of this research were as follows:

1. To study the effectiveness of Learning activities via Smart screen as an assistive device for improving English reading skills for grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand.

2. To compare the grade 10 students' pre-test and post-test of English reading skill scores on implementing Learning activities via Smart screen as an assistive device for improving English reading skills for grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand.

3. To study the satisfaction of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand after implementing Learning activities via SmartScreen as an assistive device for improving English reading skills.

Research Questions

1. What was the effectiveness of Learning activities via Smart screen as an assistive device for improving English reading skills for grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand?

2. Was the grade 10 students' post-test of English reading skill score on the implementation of Learning activities via Smart screen as an assistive device significantly higher than the pre-test of English reading skill score at the level of .05?

3. What was the level of satisfaction with Learning activities via Smart screen as an assistive device of grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand?
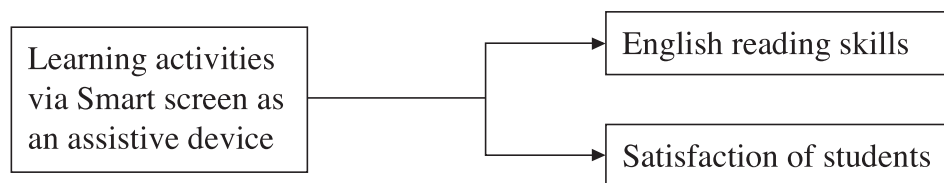
Hypothesis

H_1: The post-test of English reading skill scores on the implementation of Learning activities via Smart screen as an assistive device was significantly higher than the pretest of English reading skill scores at the level of .05.

Scopes and Limitations

This study was limited to implementing Learning activities via Smart screen as an assistive device to improve reading skills of grade 10 students in a classroom of grade 10 students of upper secondary schools in Thailand. This research did not encompass speaking, listening, and writing skills of grade 10 students from other schools.

Conceptual Framework

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│ Learning activities │ ────────────────►  │ English reading skills   │
│ via Smart screen as │                    └──────────────────────────┘
│ an assistive device │                    ┌──────────────────────────┐
└─────────────────────┘ ────────────────►  │ Satisfaction of students │
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Theoretical Framework

Hedgcock and Ferris (2018) claimed that the reading skills included 1) identifying main ideas 2) generating inferences 3) using context clues to understand meaning 4) reading for information 5) identifying keywords 6) drawing factual conclusions, and 7) predicting outcomes.

Alvarez (2021) stated that Reading teaching activities are primarily based on the process of reading. There are 3 stages of Reading teaching activities as follows:

1) Pre-Reading Activities: Pre-reading Activities aim to establish a purpose for reading, activate and build background knowledge, and address unfamiliar vocabulary words/concepts.

2) While- Reading Activities: While-reading Activities aim to improve comprehension, analyze the text and practice meta-cognitive skills. In other words, students can confirm predictions, gather, and organize information.

3) Post-Reading Activities: Post-reading Activities help readers summarize their learning, check for understanding, and organize their thoughts and ideas.

According to Chau et al. (2020), a smart screen provides various uncomplicated functions that greatly support teachers in teaching and learning. It includes pen tools, video and audio players, touch screen, recorder, and on-screen keyboard functionalities and has proven an effective teaching tool.

Many researchers found that the use of Video Application, Quizizz Application, Kahoot Application, Canva Application, Flashcards Application, and Prezi Application could improve students' reading skills, so the researcher selected these Applications to be tools on Learning activities via Smart screen for improving English reading skills for grade 10 students. (Srichote, 2022; Mohammadian et al.,2018).

Research Methodology

Research design

This study used a pre-experimental design using a group Pre-test- Post-test design using a quantitative approach.

Population and Sample

Population

The population in this research were the grade 10 students of the Demonstration School of Ramkhamhaeng University Thailand in the 2nd Semester of the Academic year 2023, in which there were a total of 10 classes of 380 students.

Sample

The sample in this research were the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand in the 2nd semester of the Academic year 2023. The researcher conducted in one class as a sample of this research by using Purposive sampling technique to select a class. The number of the grade 10 students in this class were 37 students.

Instruments

The research instruments included Learning activities via Smart screen as an assistive device, an English reading skills test, and a Satisfaction questionnaire as follows:

1. Learning activities via Smart screen as an assistive device:

The Learning activities via Smart screen as an assistive device were designed by the researcher.

The process of designing the Learning activities via Smart screen as an assistive device was as follows:

1.1 Identifying Expected outcomes in the course description of the school's curriculum;

1.2 Identifying the Objectives of the Learning activities via Smart screen as an assistive device;

1.3 Identifying Learners' Competencies in each Learning activities via Smart screen as an assistive device;

1.4 Identifying Vocabulary and the reading passage: The reading passages were selected using the following criteria: 1) the passages were authentic and 2) the difficulty of the reading passages was at the intermediate level which were appropriate for students

at this level. After the researcher selected the reading passages, the researcher designed vocabularies and reading passage.

1.5 Designing each Learning activities via Smart screen as an assistive device: Application used with Smart screen, and other learning medias. Learning activities via Smart screen as an assistive device included three main stages such as Pre-Reading Activities, While-Reading Activities, and Post- Reading Activities. In each stage of teaching, Applications used with Smart screen were integrated.

Pre-Reading Activities: Pre-reading Activities aimed to establish a purpose for reading, to activate and build background knowledge, and address unfamiliar vocabulary words/concepts.

While-Reading Activities: While-reading Activities aimed to improve comprehension, analysis of the text and practice meta-cognitive skills. In other words, students can confirm predictions, gather, and organize information.

Post-reading Activities: Post-reading Activities helped students summarize their learning, check for understanding, and organize their thoughts and ideas.

1.6 Designing Evaluation of each Learning activities via Smart screen as an assistive device related to objectives of each Learning activities via Smart screen as an assistive device;

1.7 Examining the Validity of Learning activities via Smart screen as an assistive device: To examine the Learning activities via Smart screen as an assistive device' validity, all Learning activities via Smart screen as an assistive device were validated by the three specialists. The average of the quality of Learning activities via the smart screen as an assistive device was high level (Mean = 4.44). Additionally, the researcher improved the Learning activities as the opinions of the three specialists.

1.8 Tried out Learning activities via Smart screen as an assistive device and improving them: The researcher tried out some Learning activities via Smart screen as an assistive device with some classrooms of grade 10 students who were not the sample of the study and improved them.

2. **An English Reading skill test**

The English Reading skill test was thirty multiple-choice items. It was to measure six reading comprehension skills, namely reading for topic, reading for main idea, reading for inferring, reading for conclusion, reading for details, and reading for word meaning. It was validated by three specialists. The Item-Objective Congruence Index (IOC) of the English Reading skill test was between 0.67 - 1.00 as the details in the Appendix. So, all the items were selected. Later, the English Reading skill test was determined in the pilot study phrase with a group of students who were not the participate of this study. The Difficulty values were between 0.35 - 0.80 and the Discriminant value were between 0.30 - 0.80 as the details in the Appendix. The Reliability value of the English Reading skill test by using Cronbach's Alpha was 0.81.

3. **A satisfaction questionnaire**

The satisfaction questionnaire was designed by the researcher to examine the students' satisfaction about learning Reading comprehension via Smart screen. It was validated by three specialists at the Very good level (Mean = 4.93). It was determined in the pilot study with a group of students who were not the participants of this study. The Cronbach's alpha value was 0.79.

Data Analysis

The data were analyzed as follows:

1. The scores from the pre-test and post-test of the English reading skill test were analyzed by mean scores ($\bar{x}$), standard deviations (S.D.), and t-test dependent by using SPSS program.

2. The data from the satisfaction questionnaire was analyzed by mean scores ($\bar{x}$) and standard deviations (S.D.)

Results

Table 1: Quality level of Learning activities via the smart screen as an assistive device by the three experts' opinions (n = 3)

Number of Learning activities	The 1st Expert	The 2nd Expert	The 3rd Expert	Average	Level
Learning activities 1	4.14	5.00	5.00	4.71	Very high
Learning activities 2	4.71	4.57	4.57	4.62	Very high
Learning activities 3	4.28	4.14	3.85	4.09	High
Learning activities 4	5.00	4.43	4.14	4.52	Very high
Learning activities 5	4.43	4.00	4.71	4.38	High
Learning activities 6	4.43	4.14	4.28	4.28	High
Average	**4.50**	**4.38**	**4.43**	**4.44**	**High**

Regarding Table 1, the average Quality of Learning activities via Smart screen as an assistive device which were applied to improve English reading skills for Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand evaluated by the three experts was high level (Mean = 4.44).

When each Learning activities via Smart screen as an assistive device was considered, Learning activities 1, Learning activities 2, and Learning activities 4 were at the Very high level (Mean = 4.71, 4.62, and 4.52), as well as Learning activities 3, Learning activities 5, and Learning activities 6 were at the High level (Mean = 4.09, 4.38, and 4.28).

Table 2: The comparison of the Pre-test Mean Score to the Post-test Mean Score of English reading skills of the Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand before being taught by learning activities via the smart screen.

No	Type	n	Mean	S.D.	t-value	df	p-value
1	Post- test	37	22.24	5.67	2.72*	36	.01
2	Pre- test	37	20.54	5.66			

*p >0.05

Regarding Table 2, the analysis revealed that there was statistically significant between post-test and pre-test mean scores of English reading skills of the Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand ($t = 2.72$, $p < 0.05$). The post-test mean score was 22.24 (S.D. = 5.67) while the pre-test mean score was 20.54 (S.D. = 5.66). Hence, the post-test mean score was significantly higher than the pre-test mean score.

Table 3: The mean, standard deviation, and level of the Satisfaction with Learning activities via Smart screen as an assistive device of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand (n = 37)

No	Items	Level of satisfaction		
		Mean	**S.D.**	**Level**
1	How interesting and interactive were the lessons?	3.97	0.73	High
2	How well were the topics/ lessons taught?	4.08	0.68	High
3	How clear were the explanations to each topic?	3.95	0.81	High
4	How well was the teacher's interaction with students?	4.37	0.64	High
5	How well did you interact with other students?	3.92	0.83	High
6	How conducive was the learning environment?	3.97	0.73	High
7	How reliable was the technology used?	4.32	0.78	High
8	How accurate were the materials to the topics?	4.16	0.76	High
9	How audible were the videos played?	4.29	0.74	High
10	How accurate were the assessments and grading?	4.13	0.82	High
	Average	**4.12**	**0.51**	**High**

Regarding Table 3, the average mean of the Satisfaction to Learning activities of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand was 4.12 (S.D. = 0.51) at the high level. The highest mean of Satisfaction to Learning activities of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand were about the teacher's interaction with students (Mean = 4.37, S.D. = 0.64) and the reliable of the technology used. (Mean = 4.3, S.D.= 0.78).

Research Findings

The findings of the study were:

First, the Learning activities via Smart screen were evaluated by the three experts at the high level (Mean = 4.44).

Second, there were statistically significant mean scores in the post-test and pre-test mean scores of English reading skills of the Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand before being taught by Learning activities via

Smart screen as an assistive device (t = 2.72, p < 0.05). The post-test score was 22.24 (S.D. = 5.67) while the pre-test mean score was 20.54 (S.D. = 5.66). The post-test mean score was significantly higher than the pre-test mean score.

Third, the average mean of Satisfaction to Learning activities of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand was 4.12 (SD = 0.51) at the high level. The highest mean of Satisfaction to Learning activities of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand were about the teacher's interaction with students (Mean = 4.37, S.D. = 0.64) and the reliable of the technology used. (Mean = 4.3, S.D.= 0.78)

Discussion

According to the results, the post-test mean score of English reading skills of the Grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand after being taught by Learning activities via the smart screen was significantly higher than the pre-test mean score. Additionally, the average mean of Satisfaction with Learning activities via Smart screen of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand was 4.12 (S.D. = 0.51) at the high level. There were many reasons to explain these results.

Firstly, the Learning activities via Smart screen as an assistive device conducted by the researcher were primarily based on the process of reading, there were (1) Pre-reading activities that aimed to establish a purpose for reading, activate and build background knowledge, and address unfamiliar vocabulary words/concepts, (2) While-Reading Activities which aimed to improve comprehension, analyze the text and practice meta-cognitive skills, and (3) Post-reading activities which aimed to help students summarize their learning, check for understanding, and organize their thoughts and ideas. As Wahjudi (2010) stated the three stages of Learning activities were composed of the Pre-reading stage, the While reading stage, and the Post-reading stage. A reading learning activities should begin with a pre-reading activity to introduce the topic and to make sure students have enough vocabulary, grammar, and background information to understand the text. During the reading stage, students generally read a text with some purpose or interest in mind. When the during-/whilst-reading stage was completed, the students were expected to have obtained new information from the text. Post-reading activities were simply activities done after during-reading activities were completed. At this stage the students were in a temporary change of state or condition, that was, they knew something they did not know before. These findings were in line with Pratiwi (2019) who conducted the research about Improving Students' Reading Comprehension at the Tenth Grade Students of SMAS PSM Plemahan by using three activities related to a reading classroom process in teaching reading. They were pre-reading activities, whilst reading activities, and post-reading activities and found that these activities successful to improve students' reading comprehension at the tenth grade students of SMAS PSM Plemahan.

Secondly, the Smart screen with applications in Learning activities supported the learning process and makes the students' learning opportunities faster and easier to search for materials. According to Amadi and Reza (2018), it is stated that technology is an effective tool for students. Students must use technology as an essential element of their learning process. Technology in this study helped the teachers meet the student's needs. In

other research, Lopera (2012) stated that using reading strategies helps students engage with their learning process, increasing their motivation. Thus, implementing technologies in the classroom to improve reading comprehension could be a way for students to enhance their reading process. Hashim et al. (2021) found that many technology tools, such as the Smart screen were employed in teaching reading comprehension. According to the findings of this study, the Smart screen aids in teaching reading comprehension and motivating students to read. In this study, the researcher used the application of Quizizz through the Smart screen during the learning activities too. Fatimah (2022) found that Students' reading comprehension improved significantly because of the Quizizz application, according to the results of the research. Quizizz is an application that allows teachers to build an engaging teaching-learning process. This allows students to be satisfied and not become bored due to using the application. This also aids more motivation and working both individually and amongst themselves.

Thirdly, the average mean of Satisfaction with Learning activities via Smart screen as an assistive device of the grade 10 students of the Demonstration School of Ramkhamhaeng University, Thailand was 4.1189 (SD = 0.5054) at the high level. In this study, the researcher used the application of Kahoot through the Smart screen during the learning activities. Kahoot is a game media that can help teachers and students in the teaching and learning process in the classroom. To get students' attention in learning that has many words but only a few pictures, the teacher must have media to encourage them. In teaching and learning language subjects. Using Kahoot in English lessons, especially in reading skills, the teacher could create a new learning atmosphere in the classroom by making multiple-choice quizzes. According to Wibisono (2019), students obtained higher scores on their reading skills test when they learned with Kahoot in their learning process, and this made their attitude toward learning have a major positive effect. That means the Kahoot application was highly recommended for use in the learning process of teaching English reading skills. When the researcher used the application Kahoot through Smart screen, the students were satisfied with the learning activities. Restiana (2023) found that there is a significant influence of using the Kahoot Application on Students' Reading Comprehension in the First Semester of the Eleventh Grade of SMAN 14 Bandar Lampung in the Academic Year of 2022/2023. Additionaly, the researcher used Canva to get the attention of the students and to measure the level of understanding of the topic being taught. Students were also able to practice individually and in groups with the use of Canva, express themselves by reading various questions pertaining to the topic, and then write down their answers on the smart screen for the other students to see and discuss. This brought about more confidence in each student. These findings were in line with Udaini (2021) who found that the Smart screen was effective to develop the reading comprehension skills among ninth graders.

Recommendations for research application

This study revealed that using the integration of technology into Learning activities was an effective tool to enhance students' English reading skills. This study found that Learning activities via Smart screen as an assistive device was beneficial for the students not only for enhancing their English reading skills, but also supporting their learning experiences; for example, it promoted students' satisfaction, allowed them to learn

with enjoyment, and created a positive environment for learning in class. The findings of this study might help teachers or educators adopt these Learning activities via Smart screen as an assistive device to teach English reading skills.

Moreover, the present study could be applied to formulate and develop Learning activities in order to create an active learning class with the use of technology. The results of this study found that the integration of technology into Learning activities helped students to develop their English reading skills, it may be helpful for teachers who were interested in applying technology into classrooms in the educational field. It would also be beneficial to use the integration of technology into Learning activities to teach other language skills, for instance, reading, writing, speaking, and listening.

Recommendations for Future Studies

Based on the finding of this study, the following recommendations should be considered for future research:

(1) Replicating the present study and including a larger sample size that would be collected from other schools. The results of that replication could support the findings of this study.

(2) A further qualitative study investigating the research questions of this study through using additional data collection methods, such as observation would be very interesting.

(3) Even though the Cloze procedure is a well-known assessment technique that is used to assess the students' reading skills. Therefore, further research exploring the effectiveness of using Cloze procedure as a strategy to teach reading skills is worth more investigation.

(4) Conducting further research examining the impact of the students' social economic status on their background knowledge and life experience would be very interesting.

(5) Conducting further study to investigate the effectiveness of other technologies to increase in increasing reading skills of students with the use of Smart screen as an assistant device.

Conclusion

Based on the findings of this research. The following conclusions were drawn: The objectives of the research study have been reached and have been thoroughly defined. The aims of the research have been known. Furthermore, in the research study a summary has been stated, including the recommendation, both for the study and for further study. A Smart screen is a powerful tool that increases the reading skills of students. This makes them want to participate in reading activities and gives the students the ability to work individually and in groups without being frightened. The findings of the research also disclosed that grade 10 students of the Demonstration School of Ramkhamhaeng University are mostly inactive during classes because they are used to the traditional way of learning which is also the passive way of learning because it is just mainly the teacher giving out knowledge without students' participation most times. This makes them unwilling to participate and this makes the lesson boring. Just as the data from the recently conducted research has shown using the smart screen with applications for

learning activities the scores of the posttest was higher than the scores of the pretest which means that students were open to different new and interactive ways of learning.

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