

# Enhance English Reading Skills with the Techniques of Guessing Vocabulary Meaning from the Context by using Scanning of Students at RMUTL, Chiang Rai Campus

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## Abstract

This research aimed to 1). Enhance English reading skills with the technique of guessing vocabulary meaning from context by scanning for first year undergraduate student at Rajamangala University of Technology Lanna, Chiang Rai Campus 2). Evaluate proficiency of guessing vocabulary meanings from context by using Scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus 3) Study the satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning. The research sample was 30 students who enrolled in Fundamental English courses in the academic year 2023, the academic affairs registration system of Chiang Rai Educational Division. The research tools were instructional activity plans, tests, and progress tests. Research statistic includes frequency distribution, percentages, averages, standard deviations, and t-tests. Research results (1). Enhance English reading skills with the technique of guessing vocabulary meaning from context by scanning for first year undergraduate student at Rajamangala University of Technology Lanna, Chiang Rai Campus. It was found that the students had higher score of English reading with the technique of guessing vocabulary meaning by using scanning in post-learning than pre-learning for all three units. (2). Evaluate proficiency of guessing vocabulary meanings from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus. For guessing vocabulary meaning from context by using scanning achievement presented that students had higher score of guessing vocabulary meaning from context by using scanning in post-learning than pre-learning with statistical significance at a level of .01. (3). The satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning. It was found that majority of students expressed extremely satisfied with the overall technique of guessing vocabulary meaning from context by using scanning with an average of 3.66.

**Keywords:** English reading skills, techniques of guessing vocabulary meaning from context by using scanning

## Introduction

Nowadays, reading has an important role in daily life as knowledge resources. Reading is not only to pronounce or to read but also to find the meaning or to comprehend the text as well as to create new conceptual thinking from past experience (Chulee Inman, 1990). Effective reading includes attentive perception, sequential organization, and synthetically information (Panjit Konjanawan and Thanikan Makhasiranon, 1999). Reading is not only to understand textual symbols but also to interpret their significance as well as assessing experiences to ascertain their accuracy and relevance (Pipan Intanin, 2003).

Currently the occurrence of modern science is rapidly and widespread. Reading provides knowledge of up-to-date events. It benefits for education, occupation, entertainment, and relaxation (Chaweeluck Boonyakarn, 2004). Reading is not only used for entertainment but also to apply knowledge used in daily life as working because reading augments knowledge and experience. Modern world consists of information exchange for both domestic and international so English is used as international language. Many countries apply English as their official language while the other apply English as the second language (Surachai Payanukul, 1993, Autchara Wimonkieat (2004).

Reading is a pivotal skill in English language learning for advanced academic levels including speaking, listening, and writing skills. Non-English majored students are also having to read English text due to English is international language which is used globally dissemination potential. Reading English is not only for study or research purposes but also to get the information such as comprehending English language information about newly imported computer equipment or medications. Therefore, reading English proficiency provides knowledge and broader perspectives. Lack of vocabulary comprehension is a problem for understanding English texts. The readers must know the meaning of the word to comprehend the text (Samut Senchaowanit, 2002).

One problem with reading is vocabulary (Pornsiri, 1998). Various texts contain the amount of vocabulary. Vocabulary proficiency provides rapidly reading with comprehension skill. Strong vocabulary knowledge enhances reading proficiency (Coady et al., cited in Apiradee Jariyaransriroj, 2002). Therefore, vocabulary is the main structure in the reading process.

The instructors are usually defining the meaning while teaching English reading in the classroom, and all the words can not be defined due to the time limited. So, dictionaries are used for looking up the meaning of the words. Frequently used of dictionary is waste of time, disengagement, discontinuous reading, frustration, and discouragement. Therefore, learning new vocabulary by guessing vocabulary meaning from the context is the strategy used for defining the meaning of the words (Wanlapa Boonanuntaboot, 2004).



From the reasons mentioned above, the researchers as educators who instruct youth for adapting to social changes and involve in enhancing English reading skill with the technique of guessing vocabulary meaning from context by using scanning which the students will gain knowledge of reading English skill proficiency that can be used for future career or in their daily life.

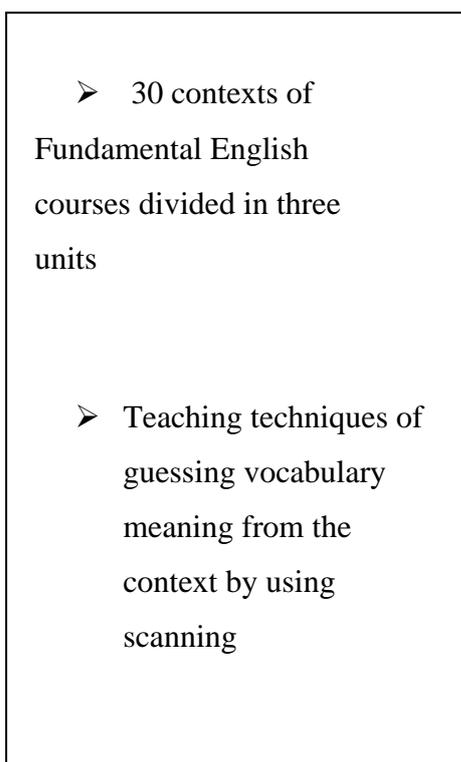
#### Objectives:

- (1). To enhance English reading skills with the technique of guessing vocabulary meaning from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus
- (2). To evaluate proficiency of guessing vocabulary meanings from context by using Scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus
- (3). To study the satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning.

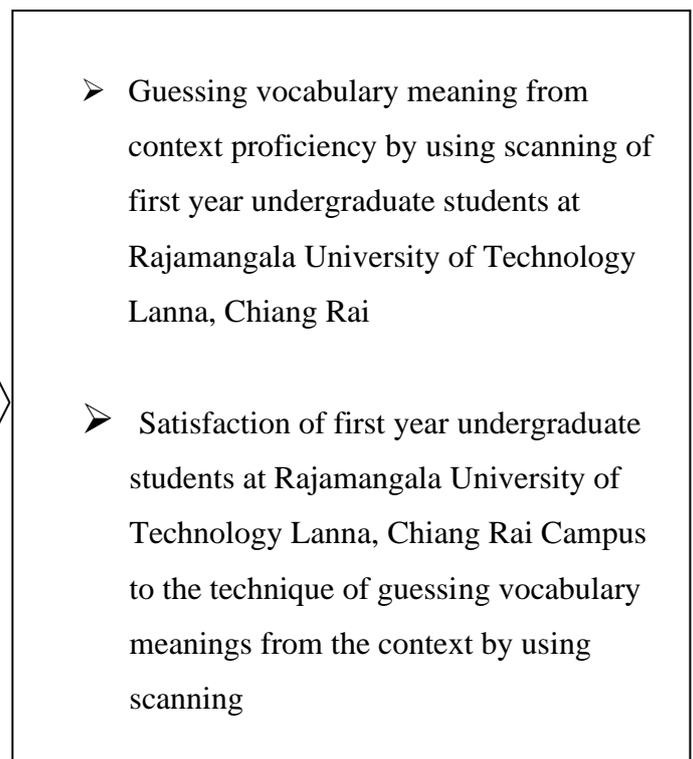
#### Research Framework

This research is action research with one group pretest posttest design. The framework of research concept comprises of independent variables and dependent variable

#### Independent Variables



#### Dependent Variable



### Research Exploitation

1. Students can apply the techniques of guessing vocabulary meaning from context for future English text comprehension.
2. The results evaluated guessing vocabulary meaning from context proficiency.
3. The results contribute the guideline of guessing vocabulary meaning from context.
4. The study provides supplementary English curriculum which is useful for students to use in daily life

### Research methodology

This research is mixed method research integrating Action Research and Quantitative Research to enhance thinking process and reading skill by using the technique of guessing vocabulary meaning from context by using scanning. The research design adopts a One Group Pretest Posttest Design structured as follows:

Pre-test	test	Post-test
T1	x	T2

T1 is pre-test before using the technique of guessing vocabulary meaning from context by using scanning

x is teaching English by using the technique of guessing vocabulary meaning from context by using scanning

T2 is post-test after using the technique of guessing vocabulary meaning from context by using scanning

### Population

The population consists of 90 students who enrolled in Fundamental English courses in the first semester of the academic year 2023, the academic affairs registration system of Chiang Rai Educational Division (Personnel management system, 2023).

Sample Group is first year students who enrolled in Fundamental English courses in the first semester of the academic year 2023. This group consists of 30 students selected by using Probability Sampling with Simple Random Sampling via draw lots selection process.

### Variables Used in the Research

1. Independent Variable:
  - 1.1 30 contexts of Fundamental English courses divided in three units



1.1.1 Unit 1 is leisure activities and tourist attraction. There are 5 contents with 10 items for each content, totaling of 50 items

1.1.1.1. My weekend

1.1.1.2. Zip-lining in Costa Rica

1.1.1.3. The Yanomami and the Amish

1.1.1.4. The House of Parliament

1.1.1.5. Where are the greenest places on the planet?

1.1.2 Unit 2 is professions. There are 5 contents with 10 items for each content, totaling of 50 items

1.1.2.1 James Stuart, a fireman and Maggie Howell, a zoologist

1.1.2.2 Action men and women

1.1.2.3 Natalie Portman: The small actress with a big name

1.1.2.4 When a business man met a fisherman

1.1.2.5 Ten things you didn't know about Lady Gaga

1.1.3 Unit 3 is biography or individuals' stories. There are 5 contents with 10 items for each content, totaling of 50 items

1.1.3.1 The Kanneh-Masons

1.1.3.2 Madame Tussauds

1.1.3.3 Maria's blog

1.1.3.4 Sport is my life!

1.1.3.5 The Angulo brothers

1.2 Teaching techniques of guessing vocabulary meaning from the context by using scanning via definition clue, example clue, comparison clue, and contrast clue

2. Dependent Variables

2.1 Guessing vocabulary meaning from context proficiency by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai

2.2 Satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning

## Research Tools

The tools employed in this research were as follows:

1. Reading exercises by using technique of guessing vocabulary meaning from context by using scanning for first year students at Rajamangala University of Technology Lanna Chiang Rai. The exercises consist of 3 units with 5 contents, totaling of 15 contents with 10 items for each content. The total items of the exercise are 150.

2. Pre-test and post-test for evaluating English reading by using technique of guessing vocabulary meaning from context by using scanning for undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai. The pre-test and post-test consist of 15 contents with 10 items for each content. The total items of the pre-test and post-test is 150.

3. A questionnaire used for satisfaction of undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai which regard to the technique of guessing vocabulary meaning from context by using scanning. The questionnaire consists of ten items with four rating scales which are extremely, highly, slightly, and least.

The evaluation of students' satisfaction by using the technique of guessing vocabulary meaning from context by using scanning are

- Extremely satisfied (3.26 - 4.00)
- Highly satisfied (2.51 - 3.25)
- Slightly satisfied (1.76 - 2.50)
- Least satisfied (1.00 - 1.75)

#### **Evaluating Tool Quality involves the following steps:**

1. Determining the Reliability of the satisfaction questionnaire used to evaluate the satisfaction of students at Rajamangala University of Technology Lanna, Chiang Rai regarding the technique of guessing vocabulary meaning from context by using scanning. This is achieved by employing Cronbach's Alpha Coefficient to ascertain the reliability coefficient.
2. Establishing the Validity by analyzing the Index of Item Objective Congruence (IOC) of the test and the recommendations from three experts for test comprehensiveness and completeness.

#### **Data Analysis**

Descriptive statistics such as frequency, percentages, mean, and standard deviation are used for data analysis. Paired sample t-tests is used to compare reading proficiency by using the technique of guessing vocabulary meaning from context by using scanning before and after learning process.

#### **Research Results**

(1). Enhance English reading skills with the technique of guessing vocabulary meaning from context by using scanning for first year undergraduate student at Rajamangala University of Technology Lanna, Chiang Rai Campus

Enhance English reading skills with the technique of guessing vocabulary meaning from context by scanning for first year undergraduate student at Rajamangala University of Technology Lanna, Chiang Rai Campus presented that the students had higher score of English



reading with the technique of guessing vocabulary meaning by using scanning in post-learning than pre-learning for all three units as shown in Table 1

**Table 1:** Overview of the Average Enhancement of English Reading Skills with the Technique of Guessing Vocabulary Meaning from Context by using Scanning (30 Students)

Units	Pre-learning		Post-learning		Progress level
	$\bar{x}$	SD.	$\bar{x}$	SD.	
Unit 1: leisure activities and tourist attraction	21.93	4.38	38.03	5.22	increased
Unit 2: professions	20.43	3.92	36.57	4.96	increased
Unit 3: biographies or individuals' stories	20.67	3.84	36.20	4.59	increased
Total average	21.01	4.05	36.93	4.92	increased

(2). Evaluate proficiency of guessing vocabulary meanings from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus

Evaluate proficiency achievement of guessing vocabulary meanings from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus presented that students had higher score of guessing vocabulary meaning from context by using scanning in post-learning than pre-learning with statistical significance at a level of .01 as illustrated in Table 2

**Table 2:** Proficiency Evaluation for Guessing Vocabulary Meaning from Context by using Scanning

Student Number	Guessing vocabulary meaning skill		Score difference	Progress level
	Pre-learning (150)	Post-learning (150)		
1	47	107	57	Increased
2	51	110	59	increased
3	44	132	88	Increased
4	36	126	90	Increased
5	46	120	74	Increased
6	38	129	91	Increased
7	46	109	63	Increased

8	33	114	81	Increased
9	52	103	57	Increased
10	53	110	57	Increased
11	46	115	69	Increased
12	38	103	65	Increased
13	69	89	20	Increased
14	80	100	20	Increased
15	53	71	18	Increased
16	77	131	54	Increased
17	105	124	19	Increased
18	78	125	47	Increased
19	51	109	58	Increased
20	91	130	39	Increased
21	64	117	53	Increased
22	55	109	54	Increased
23	51	111	60	Increased
24	53	105	52	Increased
25	58	130	72	Increased
26	75	126	51	Increased
27	54	119	65	Increased
28	94	138	44	Increased
29	66	127	61	Increased
30	59	119	60	Increased
$\bar{x}$	58.77	115.27	56.60	Increased
S.D.	17.88	14.15	19.50	t = 44.60**

\*\* statistical significance level of .01

(3). The satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning

The satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning presented that majority of students expressed extremely satisfied with the overall technique of guessing vocabulary meaning from context by using scanning with an average of 3.66 as presented in Table 3

**Table 3:** Satisfaction of First Year Undergraduate Students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the Technique of Guessing Vocabulary Meanings from the Context by Using Scanning

Items	Contents	$\bar{x}$	SD	Satisfaction level
1	Informing learning objectives and strategies used for reading comprehension	3.60	.49	Extremely
2	Discussing and brainstorming about the text title related to knowledge obtained that connected with new information	3.70	.47	Extremely
3	Employing diagrams help students to set reading goals and objectives for better comprehension	3.80	.41	Extremely
4	Categorizing information gathered from brainstorming that help students to understand the texts	3.80	.41	Extremely
5	Implementing pre-reading questions for students' content comprehension	3.77	.43	Extremely
6	Predictive strategies which are used for improving students' reading comprehension	3.60	.49	extremely
7	Examining knowledge obtained and new knowledge for efficient reading strategy	3.63	.49	extremely
8	Analysis author's intention which is challenging and improving text comprehension	3.60	.49	extremely
9	Analyzing author's intention that enhances analytical and critical thinking	3.70	.46	extremely
10	Strategies employed in each reading process help students to understand English language usage	3.60	.49	extremely
11	Teaching reading skills provides confidence for reading comprehension	3.57	.50	extremely
12	Each process of reading enhances reading confidence and learning enthusiasm	3.57	.50	extremely
13	Teaching reading skills helps expand vocabulary as well as understand factual information and data analysis	3.67	.48	extremely
14	Process in teaching reading by using exercises help students for not being confused or misunderstanding	3.63	.56	extremely
15	Process in learning and reading activity provide meaningful and joyful learning	3.60	.49	extremely
	<b>Overall average</b>	<b>3.66</b>	<b>.48</b>	extremely

### Summary and Research Results Discussion

(1). Enhance English reading skills with the technique of guessing vocabulary meaning from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus presented that the students had higher score of English reading with the technique of guessing vocabulary meaning by using scanning in post-learning than pre-learning for all three units. This improvement could be the students' participation and motivation on learning English language. The instructors also designed English contents which related to students' daily life as well as the techniques for vocabulary meaning guessing without the use of dictionaries. Therefore, students were enjoying and motivated to learn reading English because they could understand the texts and aware of their reading proficiency. This concept was proposed by Brenda Smith and Laura Courtney Headley (Smith & Headley, 2004: 25-27). They presented that vocabulary comprehension was the main factor for English reading. Limited vocabulary comprehension caused reading difficulty. Consequently, context clues were used for finding meanings of unknown vocabulary, for examples, definition, elaborating details, elaborating examples, comparison, and contrast.

(2). Evaluate proficiency achievement of guessing vocabulary meanings from context by using scanning for first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus presented that students had higher score of guessing vocabulary meaning from context by using scanning in post-learning than pre-learning. This could be the technique of guessing vocabulary meaning which caused the students to understand the text without using the dictionary as well as to enjoy reading. This continuous reading without interruption was related to the research finding of Narawadee Pannara (2008) who studied English reading proficiency by guessing vocabulary meaning from context of first year students in the Faculty of Business Administration, Sripratum University. The results found that the experimental group who learned the guessing vocabulary technique had higher learning effectiveness than the control group who did not learn the technique of vocabulary guessing with the statistical significance level at .05. This was relevant to Dorothy U. Seyler (2004, p. 41) who stated that readers could learn the new words via guessing vocabulary meaning from the context clues or surrounding sentences.

(3). The satisfaction of first year undergraduate students at Rajamangala University of Technology Lanna, Chiang Rai Campus to the technique of guessing vocabulary meanings from the context by using scanning presented that majority of students expressed extremely

satisfied with the overall technique of guessing vocabulary meaning from context by using scanning with an average of 3.66. This could be students' learning vocabulary meaning guessing technique without using dictionary which caused the students to understand the texts as well as to improve vocabulary meaning skill proficiency. This result was consistent with the research of Natthapon Kuptanaroj, Busakorn Wichunda and Kanikar Chormaitong (2016) who studied English vocabulary teaching by using the technique of guessing vocabulary meaning from context. It was found that this teaching method was effectively which assisted learners to understand the texts as well as to increase vocabulary meaning proficiency, and the students could memorize the meaning of the new words effectively.

#### **Suggestions for Future Research**

1. Educational research should focus on the variety of the teaching techniques for English language reading comprehension proficiency which is used in the curriculum for all academic levels and universities.
2. To create learners' motivation in learning, the study of English language reading comprehension should learn with modern innovations media such as E-Books or online lessons.
3. Should have research of language skills management consisting of fundamental practice of listening, reading, speaking, and writing as well as creating critical thinking and teamwork learning.
4. Should have comparative research of reading comprehension skills development by using skill-based exercises and other learning innovative material, including speaking, content summarizing in various formats, and creating motivation.

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