The Improvement of English Reading Comprehension Ability by Using Content–Based Instruction

for Mathayomsuksa 5 (Grade 11) Students

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บทคัดย่อ

การวิจัยครั้งนี้มีจุดประสงค์เพื่อ (1) หาประสิทธิภาพของการเรียนรู้แบบเน้นเนื้อหาต่อกำลังภาษาอังกฤษเพื่อความเข้าใจตามเกณฑ์ที่กำหนด E1/E2 = 70/70 (2) เปรียบเทียบความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจก่อนและหลังเรียนโดยการเรียนรู้แบบเน้นเนื้อหา (3) สํารวจความพึงพอใจของนักเรียนต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการเรียนรู้แบบเน้นเนื้อหา กลุ่มประชากรตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 ของโรงเรียนเหล่าหลวงประชานุสรณ์ กลุ่มตัวอย่าง จำนวน 28 คน จากการเลือกแบบเจาะจง (purposive sampling) เครื่องมือที่ใช้ในการวิจัยประกอบด้วย (1) แผนการจัดการเรียนรู้ (2) แบบฝึกทักษะ (3) แบบวัดความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจก่อนและหลังเรียน และ (4) แบบวัดความพึงพอใจของนักเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูลประกอบด้วย เข้าใจข้อมูล (purposive sampling) และ t-test แบบจับคู่เรียนเทียบผลการวิจัยพบว่า (1) ประสิทธิภาพในการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการเรียนรู้แบบเน้นเนื้อหา มีประสิทธิภาพ E1/E2 = 76.15/72.94 ตามเกณฑ์ (2) ความสามารถการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการเรียนรู้แบบเน้นเนื้อหา หลังเรียนสูงกว่าก่อนเรียนอย่างมีมิติทางสถิติที่ระดับ .05 (3) ความพึงพอใจของนักเรียนต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยการเรียนรู้แบบเน้นเนื้อหา มีระดับความคิดเห็นในระดับมาก (X̅ = 3.85, SD= 0.74)

คำสําคัญ: การพัฒนาความสามารถ; การอ่านภาษาอังกฤษเพื่อความเข้าใจ; การเรียนรู้แบบเน้นเนื้อหา; ความพึงพอใจ
Abstract

The purposes of this study were to (1) determine the efficiency of CBI towards English reading comprehension ability based on the standard determined at $E_1/E_2 = 70/70$, (2) compare students’ pre-test and post-test scores of English reading comprehension by using CBI, (3) investigate students’ satisfaction towards English reading comprehension ability by using CBI. The subjects of the study were purposively selected 28 Mathayomsuksa 5 (Grade 11) students of Laoluangprachanusorn school, under the Office of Secondary Educational Service Area 27. The research instruments consisted of; 1) 6 English lesson plans; 2) 6 English reading comprehension exercises; 3) 40 items of pre-test and post-test; and 4) 15 items of satisfaction questionnaire. The paired t-test for dependent sample was used to analyze the data in order to obtain the students’ ability. The mean score and standard deviation were used to analyze students’ satisfaction. The finding results concluded as 1) English reading comprehension ability by using CBI had efficiency at $E_1/E_2 = 76.15/72.94$. 2) the students’ post-test score of English reading comprehension by using CBI was significantly higher than pre-test score at .05 level. 3) the students’ satisfaction towards English reading comprehension ability by using CBI was at a high level ($X = 3.85$, SD= 0.74).

Keywords: Ability Improvement; English Reading Comprehension; Content-based Instruction; Satisfaction
1. Introduction

Language is a main factor for transferring and receiving new information from various medias especially, in the era of advanced technology and new innovation. Nowadays, English as a universal language is used as a key for accessing various information among people around the world. In current situation of Thai citizens’ lifestyle is largely concerned with English because of the global changing situations. Hence, learning English is important and necessary to Thai people’s since, it is used for communication, education, knowledge and career performance. Additionally, English is still a connector among people worldwide and it builds a good relationship. It is used in various ways of communication likewise economics, politics, society as well as education. Hence, Thai learners need to have good communicative skills in accessing thoughts, attitudes, culture of other nations including with the advance of innovation and the movement of the world in the aspect of politics, economics, societies and so on. In Thailand educational context has realized on the importance of studying English towards country development especially, in the ASEAN community. Thus, announced in English learning and teaching reform in the year 2014 to upgrade educational quality and learners’ competency development by focusing on promoting of competence in English language use for communication as well as seeking new knowledge to self-development that can lead them to increase their abilities in competitive countries.

The four language skills are important and necessary but reading skill is the most of all to Thai society. Similarly, reading is an essential skill for EFL/ESL. Reading is used for receiving new information from printed medias all over the world. Reading also provides opportunities to study language likewise good models for writing, vocabulary, grammar, pronunciation, sentences and paragraph construction. From the importance and necessity of reading obviously, teaching reading skill is the most of all and no areas of language approach is truer than reading skill.

Although, reading skill is an important and essential skill to Thailand educational system nowadays but it is still problem to Thai students. The main problem is students’ low learning achievement. Additionally, the factors towards English reading ability for Thai students are difficult level of text, sequences of the story, students’ anxiety, interest and knowledge or experiences. Besides, presented that students’ background knowledge, attitude towards English reading, motivation, self-concepts and teachers’ teaching behaviour was important factors to English reading ability.

From the study of related literature and previous research studies both in Thailand and overseas, CBI was selected to improve English reading comprehension since, characteristics of CBI make it effective in language teaching and it becomes popular both in general education and in second or foreign language teaching. Additionally, CBI helps students improve language ability naturally like their first language by using interesting content areas to integrate with language in their seeking new knowledge.

From the study students’ learning achievement learning of students at Laoluangprachanusorn School, the Office of Secondary Educational Service Area 27 found that students’ learning achievement in the foreign language learning area revealed that students had low learning achievement based on the report of Ordinary National Educational Testing (O-NET). Indicated that the average score was at (\( \bar{X} = 16.69, SD = 3.75 \)) which was lower than the average score of the nation at 6.75. When it was analyzed in the Standard F 1.1 (understanding of capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasons). Hence, it was the lowest at (\( \bar{X} = 26.26, SD = 10.75 \)). Additionally, the mean score of the students score in the foreign language learning area was at (\( \bar{X} = 2.10, SD = 1.16 \)).

Obviously, it was reasonable to conclude that CBI was selected to teach English reading comprehension in order that it is beneficial to students. CBI focuses on academic contents and it can be integrated with other content areas through English since, it is a suitable approach to enable students to gain knowledge sufficiently in academic contents as well as students gain directly useful. Thus, the researcher is interested in English reading comprehension ability improvement by using CBI for Mathayomsuksa 5 (Grade 11) students.

2. Aims of the study

1. To determine the efficiency of CBI towards English reading ability.
reading comprehension ability improvement based on the standard at $E_1/E_2 = 70/70$.

2. compare students’ pre-test and post-test scores of English reading comprehension by using CBI.

3. To investigate the students’ satisfaction towards English reading comprehension by using CBI.

3. Research hypotheses

1. The efficiency of the English reading comprehension model meets the 70/70 prescribed standard.

2. Students’ score from the post-test shows significantly higher than the score from the pre-test.

3. The students are satisfied with English reading comprehension ability improvement by using CBI.

4. Scope of study

This study was aimed to examine the improvement of English reading comprehension ability by using CBI for Mathayomsuksa 5 (Grade 11) students. The variables in this study consist of:

1) independent variable referred to CBI.

2) dependent variables referred to English reading comprehension ability and students' satisfaction.

Content in this study was about environment and environment conservation.

Time in this study was the first semester of academic year 2016.

5. Research methodology

This study was an experimental research, the researcher used one-group pretest-posttest design [14].

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<tr>
<th>$O_1$</th>
<th>X</th>
<th>$O_2$</th>
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<tbody>
<tr>
<td>Pre-test</td>
<td>Experimental variable</td>
<td>Post-test</td>
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$O_1$ = Pre-test

X = English reading comprehension ability

$O_2$ = Post-test

5.1 Population and sample

All of the total subject was purposively selected 28 Mathayomsuksa 5 (Grade 11) students who took Fundamental English subject (E 32101) in the first semester of the academic year 2016 at Laoluangprachanusorn school, under the Office of Secondary Educational Service Area 27.

5.2 Research instruments

The research instruments were used for data collection as following:

1. English reading comprehension exercises

2. Lesson plans

3. Pre-test and post-test

4. Satisfaction questionnaire

The construction and efficiency of the research instruments was as follows:

1. The English reading comprehension exercises were selected from various websites based on students' interests and needs. Their content areas were involved environment and environment conservation. They related to the theme of The Basic Educational Core Curriculum B.E. 2551. The appropriateness of the content areas was focused on Mathayomsuksa 5 (Grade 11) students. They were examined by three specialists in the related field in order to calculate the Item-Objective Congruence: IOC value [15]. The reliability IOC value examined of the exercises was 0.67 to 1.00.

2. Lesson plans were constructed as followings: Firstly, the researcher studied related document and literature. Secondly, they were constructed under the advisors. Thirdly, they were examined by three specialists in the related field in order to examine and measure their appropriateness, correctness and relevance by using rating scales [16]. The reliability rating scale examined of the lesson plans was 4.66-5.00.

3. Pre-test and post-test and satisfaction questionnaire were constructed as followings: Firstly, the researcher studied related document and literature. Secondly, these research instruments were constructed under the advisors. Thirdly, they were examined by three specialists in the related field in order to calculate the Item-Objective Congruence: IOC value. After that, they were tried out with the try-out of research instruments. The reliability of the pre-test and post-test was
(KR-20 = 0.86) and the reliability coefficient values of the satisfaction questionnaire calculated was (α = 0.96).

5.3 Data collection

The steps of data collection were presented as followings:
Firstly, the students were asked to select themes on their interests and needs which consisted of eight themes. Secondly, the researcher develop course materials. Thirdly, the specialists reviews materials. Then, the subject were asked to do pre-test. Next, the researcher taught them in each topic of English reading comprehension by using CBI. After that, they were asked to do exercises which consist of:
1. vocabulary 2. asking and answering questions from the passage and 3. comprehension test. Then, they were asked to do post-test. Finally, the researcher investigated students' satisfaction by asking them to rate their satisfaction in the satisfaction questionnaire provided.

5.4 Data analysis and statistics

1. The $E_1 / E_2$ formula was used to analyze efficiency of English reading comprehension ability by using CBI based on standard determined at $E_1 / E_2 = 70/70$.
2. The one sample t-test was used to compare the students' learning achievement scores from the post-test and the scores from the pre-test of English reading comprehension ability by using CBI.
3. The mean score and standard deviation were used to investigate the students' satisfaction towards English reading comprehension.

6. Results

1. English reading comprehension ability by using CBI had efficiency at $E_1 / E_2 = 76.15 / 72.94$ which corresponded to the standard determined at $E_1 / E_2 = 70/70$.
2. The students' pre-test score was significantly higher than pre-test score at .05 level.
3. The students' satisfaction towards English reading comprehension by using CBI was rated at high level ($\bar{X} = 3.85$, SD= 0.74).

7. Conclusions and discussions

1. English reading comprehension ability by using CBI for Mathayomsuksa 5 (Grade 11) students had efficiency at $E_1 / E_2 = 76.15 / 72.94$. It could be concluded that the total scores of doing exercises were at 76.15 also, the total scores of doing post-test was at 72.94 which corresponded to the standard determined at $E_1 / E_2 = 70/70$.
2. The students' pre-test score was significantly higher than pre-test at .05 level. It was found that CBI enhanced students' English reading comprehension [17]. The results of it would be discussed that English reading comprehension exercises were selected from students' interests and needs also the students studied them meaningfully in their studies. Additionally, students could integrate content with various
subjects that the students would gain direct and indirect benefit.

7.3 The investigation of students' satisfaction towards English reading comprehension ability by using CBI was rated at high level ($\bar{X} = 3.85$, $SD = 0.74$) which shown that the students had positive attitudes towards CBI to their reading performance\[18\]. Also, CBI is a mean to promote their interest and motivation to learn English\[19\].

8. Suggestions

Suggestions for present study

1. Surveying the students' interests and needs was important hence, teachers needed to consider on selecting topics based on students' interests and needs.

2. Teachers needed to consider on extending time and adapting forms of activities to have variety of each reading unit in order that students got skillfulness in doing reading activities.

3. CBI should be studied with treatment and control groups by dividing that one group study by using CBI towards English reading comprehension ability and another study by using general content area. Then, their pre-test and post-test scores were compared. Are they different? What learning style is higher?

4. CBI should be studied with other skills likewise listening and speaking skills or writing skill.

5. This study was conducted with Mathayomsuksa 5 (Grade 11) students. Further study should conduct with other educational levels for it would cover with students in every educational levels.

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