

# A Study of Development of English Reading Skill by Using Storyline for Grade 9 Students At La Salle School Bangkok

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## Abstract

This Article aimed to study development of English reading skills using the storyline method of grade 9 students at La Salle school. The objectives were 1) to develop a storyline method to be suitable with teaching for reading comprehension of grade 9 Students at La Salle school Bangkok 2) to compare reading skills before and after using the storyline method of grade 9 students at La Salle School Bangkok 3) to enquire the satisfaction of the storyline method of grade 9 students at La Salle school Bangkok. The research Methodology was quasi - experimental research and the research area was La Salle school Bangkok. The sampling group was 48 grade 9 students at room no. 1 by purposive sampling. The research instruments consisted of 4 lesson plans namely English reading proficiency tests, and students' satisfaction questionnaire. The data were analyzed by percentage, mean, and standard deviation.

1) The appropriateness of the manual of English reading comprehension skills by using the storyline method of grade 9 students at La Salle school Bangkok found that the average mean score of all parts is 4.36 which is at high level. When it was considered as each aspect, it was found that the average mean score of the teaching and learning materials was ( $\bar{x}$  = 4.40, S.D. 0.30) at the highest level and the aspect of the teaching and learning content was ( $\bar{x}$  = 4.31, S.D. 0.31) at the lowest level.

2) The comparison scores before and after studying the storyline method strategy to develop English-reading skills of grade 9 students at La Salle school Bangkok had the score of pre-test at  $\bar{x}$  = 13.77, S.D. = 3.67, and  $\bar{x}$  = 27.08 S.D. = 27.08. This illustrated that most students were classified at a very good level of development.

3. The students' satisfaction after using the storyline method to develop English reading skills in overall aspects had an average mean score of 4.41 at the high level. When it was considered each aspect, it was found that the aspect of the duration of the study is appropriate had an average mean score at  $\bar{x}$  = 4.65, S.D. = 0.48 at the highest level and the aspect of teacher encourages students to have creativity had an average mean score at  $\bar{x}$  = 4.23, S.D. = 0.63 at the lowest level.

**Keywords:** Storyline teaching, English reading, Satisfaction.



## Introduction

English is mandatory for daily life and the key to prosperity. English is highly essential now and in the future, especially as a medium of communication between two cultures. English is used in different industries worldwide. English language's strengths will contribute as a secondary language in the international multilingual world rather than as a first language. In this regard, using English in our daily lives has many benefits. (Shafira Keila Salsabilla, 2021: 5) According to Jon, English language skills are in great demand in Thailand. One widely recognized reason for the support of the country's burgeoning tourism industry. Last year, Thailand had more than 26 million visitors arriving by plane—an increase of over 200% in the past decade. However, an often overlooked and arguably more important reason is that English language skills are in such high demand in Thailand. It is to support the country's massive export manufacturing industries. (Jon, 2015: 1) Therefore, this is a reason why people in many countries need to study the English language although their countries do not use English as an official language including Thailand.

There are many Thai students having problems of reading English. Reading may also reinforce other English skills that are essential for facilitating comprehension. If students' reading skills are poor, they cannot improve their knowledge as much as they can. For Thai students, a study from the Program for International Student Assessment (PISA) (2018) showed that they're weak readers because of a scarcity of interest in reading, low motivation, and poor reading habits. (Sawang Samutchai, 2016: 54) Furthermore, Thai students may read a text, but they do not comprehensively understand what they read. (Chomchaiya, 2021: 72) One of the explanations for this unsatisfactory reading outcome may be a result of the teaching methodology. Hayikaleng et al (2016) said that there are teachers of English in Thailand who use traditional teaching methods, where passages are read aloud to students, and students are then assigned to answer comprehension questions. This teaching strategy encourages students to be passive learners and doesn't promote the abilities necessary to become proficient in an exceedingly new language. Hence, Thai teachers must try new teaching methods, and students should also find other ways of learning English as a far-off language (EFL). Nuramah Hayikaleng, 2016: 478).

In addition, there are many approaches, styles, and methods, which can be followed in the teaching process. The storyline approach was specifically designed for use in primary schools. As Ellis and Brewster teach English as a foreign language at a primary level, they would like to focus on how it can be adapted to teaching foreign languages. In their 3rd grade, children are only eight years old and at this age, playing is still essential to the learning process. During English lessons, they slowly gain familiarity with the English language, increase their vocabulary, learn grammar rules, practice pronunciation, and above all try to speak and express themselves. Teachers can choose stories, that are not linguistically complicated, not too long, and include repetition and illustrations. The stories should have a limited number of characters and contain an uncomplicated plot. All of these criteria help children to understand the English language and enable them to eventually compare it with Czech. Teachers should be able to adapt the story

to eliminate any possible confusion. For example, unfamiliar words can be substituted with familiar ones. From a grammatical point of view, children can be introduced to new tenses, sentence structures, and word order. Children can also be exposed to English in art, music, drama, etc. This is how the storyline approach can be applied to teaching and learning English. (Jana Brezinová, 2007: 9).

### Research Objective

1. To develop a storyline method to be suitable teaching for English reading comprehension of grade 9 students at La Salle School Bangkok.
2. To compare reading skills before and after by using the storyline method of grade 9 students at La Salle School Bangkok.
3. To enquire about the satisfaction of the storyline method of grade 9 students at La Salle School Bangkok.

### Conceptual Framework

This research is a research study development of English reading skills by using a storyline for grade 9 students at La Salle School Bangkok. The researcher defines the research conceptual framework based on the concept/theory of English reading skills by using a storyline. The details are as follows.

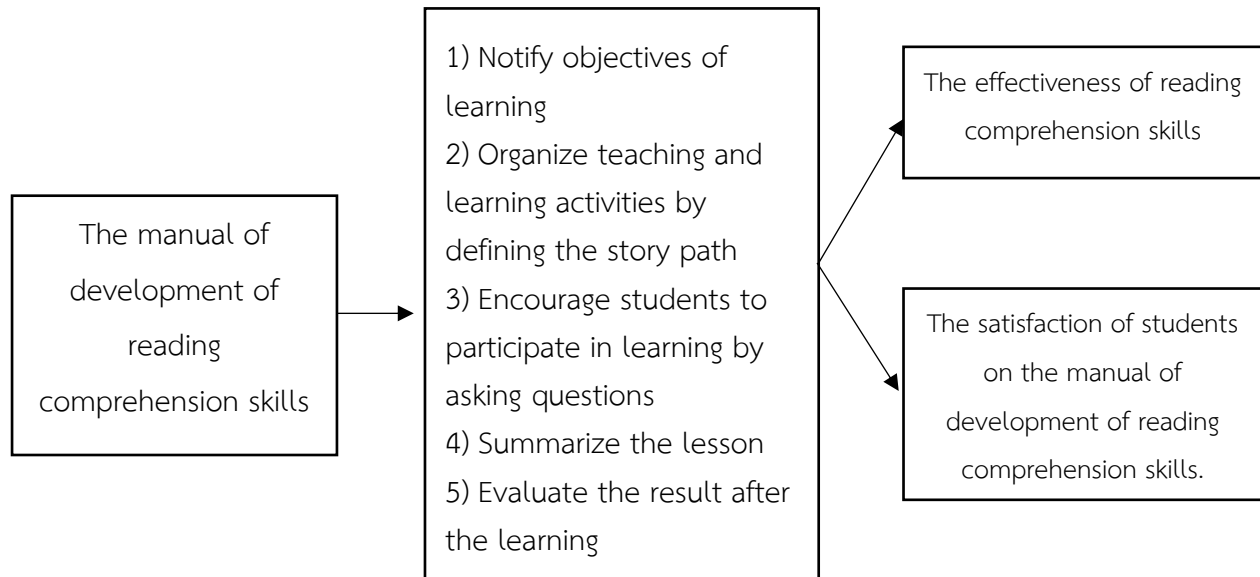


Fig.1 Conceptual Framework



## Research Methodology

A study of the development of English reading skills using the storyline method of grade 9 students at La Salle School Bangkok is quasi – experimental research. The study was conducted with grade 9 students at La Salle School Bangkok.



**Fig. 2** Quasi - Experimental research

**Table. 1** Research Schemes of a group before class

The sample group	Pre-test	Experimental variables	Post-test
E	T1	X	T2

E = The sample group

T1 = Pre-test

X = Learning English reading by using the storyline method

T2 = Post-test

### 1. The population of the research

1.1 The population of this study is 350 students in grade 9 at La Salle School Bangkok.

1.2 The sample group is 48 students in grade 9 room no. 1 at La Salle School Bangkok by purposive sampling.

### 2. Research Tools

The tools of this research are as follows:

2.1 The questionnaire of students' desire in English learning to make the manual of the development of reading English comprehension skills.

2.2 The manual of the development of reading English comprehension skills. The content consists of 4 texts from the lesson plans:

1) In the name of beauty 2) The Ice Hotel 3) Food first 4) Hurricane who?

2.3 Storyline lesson plans

Plans of learning activities used in the experiment of reading by using the storyline method. The topic of each plan consists of 1) in the name of beauty 2) the ice hotel 3) food first 4) hurricane who? Each plan consists of different content, but they use the storyline method as the same. It is suitable for the students' needs, interests, and knowledge. The details of the plans is as follows:

1) Ask the questions about the content in the text to make students think about the answers and try to summarize each text.

2) There are some games or group activities to make students try to learn and find the answers by themselves.

3) Students analyze and summarize the texts from the activities and the questions and answers in the class by themselves.

#### 2.4 English reading proficiency tests

The test to evaluate reading comprehension before and after using the storyline method. Every lesson plan will have a test. The test contains of 40 items and the items from 1-10 are from the first plan, 11-20 items are from the second plan, 21-30 items are from the third plan and the 31-40 items are from the fourth plan. The reliability and the difficulty levels of the test are examined by 3 experts. There is a point per item of the test, so the total points are 40.

#### 2.5 Students' Satisfaction Questionnaire

Students' satisfaction questionnaire towards storyline method. The students' satisfaction questionnaire was designed to examine the satisfaction of grade 9 students at La Salle School Bangkok about the learning of reading English by using the storyline method. The researcher studied documents that are related to the satisfaction of learning. There is the rating scale as the following. (Joshi, 2015: 403).

Level 5 means the highest

Level 4 means the high

Level 3 means the middle

Level 2 means the less

Level 1 means the least

### 3. Tool making

#### 3.1 The questionnaire of students' desire for English reading

The questionnaire is based on the interest and the needs of students in teaching and learning activities of English reading to improve English reading comprehension skills and create a manual of English reading comprehension skills. The process of creating and checking the quality is as follows:

3.1.1 Study documents for creating a questionnaire based on the contents of English reading skills and create the format of the questionnaire.

3.1.2 The purpose of the questionnaire is defined as:

- 1) To study students' opinions of the English reading comprehension in the manual that is used by using the storyline method.
- 2) To explore the needs of students for teaching and learning activities with English reading comprehension to develop the manual of English reading comprehension skills using the storyline method.



3.1.3 Explore the needs of students for teaching and learning activities of English reading comprehension to develop the manual of English reading comprehension skills using the storyline method.

3.1.4 To use the criteria of choosing the contents of Bottom-up Models, Top-down Models, and Interactive Models, to choose the texts.

3.1.5 Use the information from the study of the students' needs of teaching and learning activities with English reading comprehension to create a questionnaire. In addition, it can be improved to be the manual of English reading comprehension skills. The questionnaire will be created by making a checklist and open-ended form.

3.1.6 Take the questionnaire to the advisers and the experts to approve the Index of Item Objective Congruence (IOC) for checking the suitability of the content which will be developed into the manual of English reading comprehension skill. The experts consider the answer as follows:

#### **4. Data collection**

##### **4.1 Pre-trial stage**

1. Making research tools, including:
  - 1) The questionnaire of students' desire for English learning.
  - 2) The manual for the development of English reading English comprehension skills.
  - 3) Storyline method lesson plans.
  - 4) English reading proficiency tests.
  - 5) Students' satisfaction questionnaire
2. The researcher clarifies the purposes of the research and explains the study method by using the manual for the development of English reading English comprehension skills for the sample students.
3. using the Pre-test of reading proficiency test English.

##### **4.2 Experimental stage**

The research was conducted between October 2022 to March 2023, the researcher taught students according by using the 4 lesson plans and assessed students' abilities in reading English comprehension skill from a manual of reading English comprehension skill.

##### **4.3 Post-experimental stage**

- 4.3.1 Using the posttest reading proficiency test English.
- 4.3.2 Students completed a questionnaire on students' satisfaction with a manual of reading English comprehension using the storyline method.

#### **5. Data Analysis**

This study investigated the achievement of using the storyline method to improve students' English – reading skills, it also examined the satisfaction towards of using the “storyline

method. The data of the pre-test and post-test of the reading proficiency test were analyzed as follows:

5.1.2 The mean scores from the pre-test and post-test were calculated to determine about Mean (M),  $\bar{x}$ , percentage, and Standard Deviation (S.D.). These statistics answer the first and the second research question.

5.2.3 To examine the students' satisfaction with storyline method, the self-rating from the questionnaire was calculated to determine about Mean (M),  $\bar{x}$  and Standard Deviation (S.D.). And take them to interpretation with 5 rating scale consisting of

4.51 – 5.00	The highest level of satisfaction
3.51 – 4.50	The high level of satisfaction
2.51 – 3.50	The normal level of satisfaction
1.51 – 2.50	The lower level of satisfaction
1.00 – 1.50	The lowest level of satisfaction

## Research Results

1. The respondents' Information indicates that the sample of the study was 47.92% male students and 52.08% female students.

2. Creating the manual for the development of English reading comprehension skills. Analysis of needs, patterns, and organization of teaching and learning activities by the student's interests as well as the content that will be contained in the manual of the development of English reading comprehension skills. indicated that when it was considered each aspect of analyzing of needs, patterns, and organization of teaching and learning activities, the aspect of no. 1. What patterns of the manual of development English reading do the student need? The items that most students need are no. 2) the story is neither too short nor too long with 87.50%, no. 3) the plot is quite difficult with 85.42% and the no. 5) the text is easy to read, and the size is just right with 83.33%, the aspect of no. 2. What contents of the manual of development English reading do the students interest? The items that most students need are no. 2) general knowledge with 87.50%, no. 1) history with 81.25 and no. 3) Places to visit with 79.12%. and the aspect of no. 3. What kinds of work do students like? The items that most students need are no. 2) Group work with 66.67%, no. 3) pair work with 60.42%, no. 1) Individual work with 33.32% and no. 4) Classwork with 25.00%.

After the exploration of the needs of students for teaching and learning activities of English reading comprehension to create the manual of English reading comprehension skills by using the storyline method. The researcher used the criteria of choosing the contents of Bottom-up Models, Top-down Models, and Interactive Models to choose the texts as follows. The criteria for choosing the contents to create the manual of development English reading comprehension skills. The teacher should think about the appropriate to the student's level of language proficiency and the content of the story can stimulate the development of language. They are



the first two things that should be taken into consideration to create the manual of English reading comprehension skills. Furthermore, the favorite subject, the structure of the story is not complicated, as well as the plot is not too long is considered to create the manual of English reading comprehension skill as well. Create a table of learning and teaching activities in the classroom.

3. The manual of the development of English reading comprehension skills.

1. The manual consists of 4 units as follows: 1) In the name of beauty 2) The ice hotel 3) Food first 4) Hurricane who? The processes of creating the manual of English reading comprehension skills are as follows:

1) Study documents, textbooks, and research related to making the manual of the development of English Reading Comprehension skills.

2) Study the Core Curriculum of Basic Education B.E. 2551 Curriculum of LaSalle School under the foreign language department of grade 9 students and related documents.

3) Analyze the content obtained from the inquiry on the needs of students to create the manual on the development of English reading comprehension skills.

4 Create the manual for the development of English reading comprehension skills with the following topics: 1) in the name of beauty, 2) the ice hotel, 3) food first, 4) hurricane who?

5) Present the manual on the development of English reading comprehension skills of grade 9 students by using the storyline method to the advisors to estimate and revise from the recommendations.

6) Present the manual of the development of English reading comprehension skills of grade 9 students by using the storyline method to 3 experts, 1) content expert, 2) classroom management expert, and 3) assessment expert to evaluate and verify language accuracy and content validity. The results of the experts' assessment are used to calculate the Index of Item Objective Congruence (IOC). The suggestions of the experts were improved by the researcher before using them.

2. The storyline method lesson plans

The storyline lesson plans consist of 4 plans which are obtained by the analysis of the objectives, curriculum, and assessment of experts.

1) Study documents, textbooks, and research related to making lesson plans and teaching processes for the development of English reading comprehension skills by using the storyline method.

2) Study the Core Curriculum of Basic Education B.E. 2551 Curriculum of LaSalle School, under the foreign language department of grade 9 students and related documents.

3) Analyze the content obtained from the inquiry on the needs of students to create a lesson plan by using the storyline method to enhance English reading comprehension skill.



4) Create the storyline lesson plans to develop English reading skills with the following topics: learning standards, indicators, collective thinking, learning objectives, learning content, measurement, and evaluation. Procedural learning activities use the manual for the development of English reading comprehension skills of grade 9 students.

5) Present the storyline lesson plans to develop English reading comprehension skills by using the manual of the development of English reading comprehension skills of grade 9 students to the advisors to verify evaluate and revise according to the recommendations.

6) Present the lesson plans to 3 experts, 1) a content expert, 2) a classroom management expert, and 3) an assessment expert to evaluate and verify language accuracy and content validity. The results of the experts' assessment are used to calculate the Index of Item Objective Congruence (IOC). The suggestions of the experts were improved by the researcher before using them.

4. The appropriateness of the manual of English reading comprehension skills by using the storyline method. Indicates that the appropriateness of the manual of English reading comprehension skills by using the storyline method of grade 9 students at La Salle school Bangkok found that the average mean score of all parts is 4.36 at a high level. When it is considered as each aspect, it found that the aspect no. 3) the teaching and learning materials with ( $\bar{X}$  = 4.40, S.D. = 0.66) at highest level, the aspect no. 2) the teaching and learning activities with ( $\bar{X}$  = 4.39, S.D. = 0.64) at high level and the aspect no. 4) the learning evaluation with ( $\bar{X}$  = 4.33, S.D. = 0.64) at high level. It expressed that the appropriateness of the manual of English reading comprehension skills by using the storyline method of grade 9 students at La Salle School Bangkok created by the researcher is appropriate and can be used in organizing learning activities further.

2. Compare reading skills before and after by using the storyline method of grade 9 students at La Salle School Bangkok. Indicates that before studying by using the storyline method (pre-test), the average mean score is 13.77 and after studying by using the storyline method (post-test), the average mean score is 27.21. After studying by using the storyline method, the score is at a very good level. There are 27 students classified at a very good level of development and there are 21 students classified as good level of development. It is found that the students have more scores than after testing of using the storyline method.

3. Enquire the satisfaction of the storyline method of grade 9 students at La Salle School. Indicates that students' satisfaction after using the storyline method to develop English reading skills overall has an average mean score of 4.41 which is a high level of satisfaction. When it is considered in each aspect, the results showed that the aspect no. 2.5 duration of the study is appropriate is ( $\bar{X}$  = 4.65, S.D. = 0.48) at the highest level, the second aspect no. 2.3 Learning activities are according to learning objectives is ( $\bar{X}$  = 4.54, S.D. = 0.58) at the highest level, and the third aspect no. 3.1 Students can ask the questions is ( $\bar{X}$  = 4.54, S.D. = 0.62) at the highest



level and the lowest average mean score is aspect no. 1.6 teacher gives the advice to all students ( $\bar{X} = 4.23$ , S.D. = 0.63).

## Discussions

From the results of A study of Enhancing English reading skills using the storyline method of grade 9 students at La Salle school Bangkok. We have the matter to discuss as follows:

Develop a storyline method to be suitable teaching for English reading comprehension of grade 9 students at La Salle School Bangkok. Indicates that the appropriateness of the manual of English reading comprehension skills by using the storyline method of grade 9 students at La Salle school Bangkok found that the average mean score of all parts is 4.36 at a high level.

The storyline method process enables researchers to create storyline lesson plans for improving English reading comprehension sequentially as follows: 1) Ask questions about the content in the plan to make students think about the answers and try to summarize each text. 2) There are some games or group activities to make students try to learn and find the answers by themselves. 3) Students analyze and summarize the texts from the activities and the questions and answers in the class by themselves.

However, according to Pachler and Field. Planning a Storyline with a focus on reading and writing might include the following steps:

1. Choose a theme
2. Decide on possible sequences of the Storyline
3. Choose an introduction
4. Be clear about the teaching objectives and learning outcomes.
5. Organise resources
6. Assess pupils' work and identify the next learning steps
7. Evaluate

When reading, we generally read for pleasure or for a specific purpose. In MFL classrooms it is usually the latter to the detriment of the former. The complexity of both tasks requires a number of strategies to be taught by the teacher and to be deployed by the learner as part of a gradual, pedagogic process. Reading is a skill in its own right and Storyline can help provide the linguistic tools to enable learners to:

- transfer relevant reading skills acquired at Key Stage 2 to their foreign language learning;
- see how sounds are represented in writing
- develop their awareness of the different conventions in written and spoken language
- broaden the range of reading material encountered in the MFL classroom and beyond.

Through pair and group work, the social construction of meaning is enabled in the classroom where pupils are able to pool their understanding which allows reading support from their peers and the teacher (Macaro, 2003). Storyline seeks to encourage pupils to use and discuss

strategies/ concepts which will vary according to the level of the text and the cognitive demands of the task.

Compare reading skills before and after by using the storyline method of grade 9 students at La Salle School Bangkok. Indicates that before studying by using the storyline method (pre-test), the average mean score is 13.77 and after studying by using the storyline method (post-test), the average mean score is 27.21. After studying by using the storyline method, the score is at a very good level. There are 27 students classified at a very good level of development and there 21 students classified as a good level of development. It is found that the students has more scores than after testing of using the storyline method., according to compare reading skill before and after by using the storyline method of grade 9 students at La Salle School Bangkok. Indicates that before studying by using the storyline method (pre-test), the average mean score is 13.77 and after studying by using the storyline method (post-test), the average mean score is of 27.21. After studying by using the storyline method, the score is at a very good level. There are 27 students classified at a very good level of development and there are 21 students classified as good level of development. It is found that the students have higher scores than after testing of using the storyline method.

### Knowledge from Research

Identify the body of knowledge that is the result of research. Synthesis in the form of diagrams, charts, or concept maps with a concise, easy-to-understand format/structure description.



Fig. 3 Knowledge from Research



## Conclusion

There are many ways that can be done to improve the reading ability of the students because reading is one of the most important aspects of four language skills, to understand and master English, students should master reading ability. One of them by using short stories in the teaching and learning process. Stories are considered to be rich in language and amusing in nature and help overcome the problem of negative attitudes of EFL learners towards reading comprehension skills. Before using short stories as materials in the teaching and learning process, teachers should understand the kinds of short stories appropriate to their students, and understand how to use short stories to make students attracted and interested.

## Suggestions

There are only two suggestions in the research study as following:

1. Suggestion for organizing learning activities.

1) Pre-reading teachers should have interesting learning materials and use technology to manage learning and design learning activities that are diverse to create motivation for studying.

2) During reading: After the teacher instructs students to read the reading material and present the main questions. Activities that promote a greater understanding of the content should be organized.

3) Post-reading stage Teachers should organize activities to review students' knowledge and understanding of the subject they read. discussion of reading subjects so that students can develop learning from the subject and apply it in everyday life.

2. Suggestion for the next study

1) The researcher should study other works to compare the storyline method with other models of students' understanding of English.

2) The researcher should take the storyline method to develop other reading English skills.

3) The researcher should use the storyline method with other learning activities.

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