

Effectiveness of English Reading Development Using Computer Assisted Instruction on Covid-19 Prevention for Grade 9 Students of Watbansang School in Ayutthaya

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Abstract

The aim of this study was to: 1) study content-based learning grammar participation in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar; 2) To develop content-based learning grammar participation in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar, 3) To test the effectiveness of content-based learning grammar participation in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar; and 4) To evaluate lesson-learned content-based learning grammar participation in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar. The English class was attended by 40 eighth grade students at IBEC High School in Sagaing City, Myanmar. The study uses research and development (R&D) methodology, focusing on ensuring the rigour and effectiveness of the intervention being studied as well as maximising the potential for meaningful lessons to be learned from the research. The instrument was questionnaires related to category level of content-based learning in English grammar, the developing model and satisfaction from students through the model, the manual for guiding content-based learning in English grammar, the lesson plan of content-based learning in English grammar, the pre-test and post-test of the content-based learning in English grammar, and a questionnaire of the student's satisfaction with the manual for guiding content-based learning in English grammar. These instruments were designed for grade eight students at IBEC High School in Sagaing City, Myanmar. The computation approach utilised percentage, mean, and standard deviation functions inside the Microsoft Office Excel programme. In this study, the average values for the category level of students' actions and opinions before content-based learning in English class were found to be 4.00 and 2.00, with standard deviations of 0.46 and 0.47, respectively. The average values for the questionnaire on

students' actions and opinions in English class were 1.90 and 4.88, respectively, with standard deviations of 0.76 and 0.56. Students in grade 8 English class show a preference for content-based learning.

Keyword: Effectiveness of English Reading; Covid-19 Prevention for Grade 9 Students; Reading Development Using Computer

Introduction

This chapter is defined as the introduction to the present study. It contains the background and significance of the problems, the research questions, the research objectives, the scope of the study, the scope of contents, the scope of variables, the scope of the target group, the scope of time, the definition of terms used in the dissertation, and the expected benefits of the study.

Mastery of the English language is crucial for acquiring knowledge and skills in today's society. The language is widely used in authoring textbooks, journals, and other sources of knowledge and science, which are mostly disseminated through print media. According to Halim (1999: 1), asserts that English is used in over 85% of scientific reference books. The English language has a significant influence on various facets of life. In the era of globalisation, English plays a crucial role in facilitating communication across nations. Therefore, in Myanmar, English is included in the curriculum from primary school to university in order to equip its citizens for these difficulties. The efficacy of English instruction greatly depends on the teaching methodology employed. According to Brown, H. Douglas (2001), there are multiple approaches that can be employed in the process of teaching and learning. One of the methods is the Direct Method (DM). The core concept of DM is that acquiring a second language should mirror the process of acquiring a first language. This entails extensive oral communication, authentic language usage, the avoidance of translation between the two languages, and less emphasis on grammatical analysis.

The importance of education in Myanmar has been widely recognised for a considerable period of time. Historically, male students received education at monastery schools, where they acquired knowledge in the Burmese language and fundamental mathematical abilities. Historically, boys between the ages of eight and ten would commence their education by enrolling at a neighbouring Buddhist monastery. There, they would get instruction on the principles of Buddhism and acquire literacy skills. The transition from those schools to public schools was gradual, nevertheless, numerous young men still received a certain level of education in monasteries. In that system, a limited number of women received education, primarily within the confines of their homes, where they were taught the skills necessary for domestic duties. The inception of modern education can be

traced back to the reign of King Mindon (1853–1878), during which a school was established for an Anglican missionary. The presence of British colonial power led to a transition towards an education system that adopted Western principles and practices. Christian missionary schools in Yangon, Mandalay, and other prominent urban areas functioned as educational institutions that prepared students from the higher social strata. At that time, Burmese universities were considered to be the most esteemed in Southeast Asia.

As Myanmar progresses in its journey towards greater democratisation, the importance of teaching and learning English has greatly grown as a vital component of education, aimed at enhancing the country's education system. According to Education (2010/2011), the social goals for education in Myanmar are ambitious. These goals include promoting problem-solving skills and a creative mindset towards institutions and social issues, fostering unity across the nation and eliminating discrimination, learning to collaborate with others, and developing self-determination. This statement underscores the need to adopt an instructional method that prioritises the needs and interests of students, and it pertains to individuals who are engaged in the process of acquiring knowledge (Khin Su Su Win, 2021: 7-28).

Burmese is the national language of Myanmar and is used officially in administration and education. The only other language taught as a required topic at all levels in the educational system is English, together with the other foreign languages. Surprisingly, most of the courses are written in English in addition to Burmese, the official language, at the elementary education level. Long periods of English language instruction in higher education do not enable pupils to communicate in English. Furthermore, holding a university degree does not guarantee one can use English as a language well. Improvements to English language education in Myanmar will inspire students to pursue their vocations and promote further study and teaching of the language for their professional growth. Thus, encouraging pupils' ability to acquire the English language is essential given the current state of English education in Myanmar (Mi Chan Htaw, 2018: 2).

Acquiring a second language, like English, has been associated with cognitive advantages, such as enhanced problem-solving abilities, creativity, and critical thinking skills. English teaching methods that prioritise interactive and communicative approaches not only improve language abilities but also foster the growth of higher-order thinking skills through activities like debates, discussions, and joint projects (Claire Kramersch, 2002: 1–31).

IBEC High School in Sagaing City, Myanmar, has realised how important it is to improve the grammatical abilities of its eighth graders. Speaking English as a worldwide language of communication is becoming more and more important, hence academic achievement and future prospects depend on grammar proficiency. Because content-based learning connects grammar education to real-world situations and subject matter, it has

been demonstrated to be beneficial in engaging students and enhancing their language skills (Alptekin, Erçetin, & Bayyurt, 2007: 1-17).

The long-term advantages of content-based learning for eighth grade English grammar development are what make it important. Better writing, communication, and comprehension skills follow from better grammar, and they are essential for academic success and future professional opportunities. Students who get content-based learning and grammar instruction together not only learn the rules but also apply them in real-world situations, which improves their language skills generally (Mahsar, 2020: 241-254).

For many reasons, grade eight students at IBEC High School in Sagaing City, Myanmar, find that English grammar is essential to their academic path. Students at this point must understand the value of English grammar because it is the cornerstone for efficient communication, writing ability, and general language fluency. IBEC High School students are helped to understand English grammar fully and interestingly through content-based learning strategies and customised guidance (Sacal and Potane, 2023: 2894-2904).

The value of English Grammar for grade eight pupils is mostly due to its role in facilitating effective communication. Through the acquisition of grammatical norms and structures, students can effectively and precisely express their thoughts, ideas, and emotions in a logical manner. Proficient communication skills are crucial not just in academic environments but also in day-to-day interactions, establishing the foundation for effective communication in diverse situations (Kunah Amrullah, 2022: 23-28).

A student's comprehension of English grammar has a substantial impact on their language competency and fluency, in addition to their communication and writing abilities. Through a comprehensive understanding of grammatical principles such as the classification of words, the modification of verbs, and the alignment of subjects and verbs, students may effectively and eloquently communicate in both oral and written forms of the English language. This skill not only allows kids to thrive academically but also provides them with access to a wide range of options for higher education and worldwide communication. Grade eight students at IBEC High School in Sagaing City, Myanmar, participate in content-based learning to enhance their English Grammar proficiency in a meaningful and practical way. Content-based learning combines language education with subject matter content, enhancing the relevance and engagement of student learning. By integrating English Grammar classes with diverse subjects such as physics, history, and literature, students can perceive the practical implications of grammar rules and structures in real-world contexts (Banegas Darío Luis, 2012 :111-136.).

At IBEC High School, students engage in content-based learning, which not only introduces them to English Grammar ideas but also motivates them to utilise these concepts in various situations. By integrating grammar training into subject-specific content,

students cultivate a more profound comprehension of grammar rules and their practical application, augmenting their overall academic performance and critical thinking abilities. The grade eight English grammatical curriculum at IBEC High School emphasises essential grammatical ideas that form the foundation for more advanced studies. Students acquire knowledge of elements of speech, sentence structure, verb tense, and punctuation through a diverse range of interactive activities, group discussions, and practical projects. Through active participation in a dynamic and collaborative learning environment, students acquire a strong grounding in English Grammar (Clark Urszula, 2010: 189–200).

Teachers at IBEC High School have a vital role in assisting students in improving their English Grammar skills through customised feedback and assistance. Teachers facilitate individualised interactions to assist students in recognising their strengths and areas of growth in grammar usage, so enhancing their development in language acquisition. Through the implementation of focused interventions and supplementary assistance, teachers guarantee that every student obtains the necessary support to excel in acquiring proficiency in English Grammar (Zohrabi, Torabi, & Baybourdiani, 2012: 18-30).

In addition, students at IBEC High School have a variety of tools available to them for enhancing their understanding of English Grammar beyond the classroom. Students can enhance their grammar skills individually using a variety of resources, including online grammar exercises, grammar workbooks, and reference guides. These tools serve as a supplement to classroom instruction and offer students extra assistance to improve their grammatical skills. IBEC High School prepares eighth-grade students for success in language learning by prioritising English Grammar through content-based learning methods and customised assistance. By utilising a blend of organised instructional sessions, engaging exercises, and cooperative assignments, students are equipped with the skills and knowledge to develop a strong command of the English language (Lestari & Ningrum, 2022: 256-265).

The advancement of English Grammar among grade eight students at IBEC High School in Sagaing City, Myanmar, is a crucial element in their academic progress and achievement. Students are directed towards achieving mastery in grammatical rules and structures by acknowledging the importance of English grammar in communication, writing abilities, and language competency. IBEC High School uses content-based learning methods and teacher guidance to equip students with the skills to flourish in English Grammar and beyond. This prepares them for future academic and professional success (Glory Mei Sabandal Cerna, 2023: 78-81).

Research Questions

1) What is the role of content-based learning in teaching grammar to eighth-grade students in the English class at IBEC High School in Sagaing City, Myanmar?

2) What is the content-based learning grammar participation approach used in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar?

3) What is the level of satisfaction with content-based learning grammar involvement in English class among eighth-grade students at IBEC High School in Sagaing City, Myanmar?

4) What are the findings of the content-based grammar learning lesson in English class for eighth-grade students at IBEC High School in Sagaing City, Myanmar?

Research Objectives

1) To study the problems of English grammar learning in the English class of grade eight students at IBEC High School in Sagaing City, Myanmar.

2) To develop content-based learning to enhance English grammar in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar.

3) To study the effectiveness of content-based learning to enhance grammar in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar.

Methodology

The research study is the development of English grammar for grade eight students by content-based learning at IBEC High School in Sagaing City, Myanmar. The researcher has created a content-based learning model for English classes and used it to compare students' participation before and after employing a content-based approach in English classes of the Intensive English Program and Regular English Program of IBEC High School. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The research design is shown in the following details:

The research design is divided as follows:

Step 1: Research (R1): To study content-based learning (Analysis: A).

Step 2: Development (D1): To develop content-based learning (Design and Development: D&D).

Step 3: Research (R2): To experiment with content-based learning (Implementation: I).

Step 4: Development (D2): To evaluate the effectiveness and satisfaction of content-based learning (Evaluation: E).

Research Results

1) Study the problems of English grammar learning in the English class of grade eight students at IBEC High School in Sagaing City, Myanmar.

Students' Information indicates that the sample of the study was 15 students which is calculated into 70% and 3 male students which is which is calculated into 30%. And Information Analysis of Respondents. The levels of the students' learning content based interests for learning English grammar separated by gender of the students indicates that the result of the students' English grammar interests learning English grammar skills separated by gender of the students is highly interested in the teenage comedy lesson. Male students result is highly interested for 86.67% and female students result was highly interested for 94.29%.

2) Develop content-based learning to enhance English grammar in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar.

The results of analyzing the efficiency of the exercises in the manual of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar. Indicates that from unit 1, with exercise 1 match the descriptions in the boxes on the right to the corrects vocabularies is 94%, unit 2, with exercise 2 fill in the blanks to complete the sentences is 90%, unit 3 with exercise 3 answer the questions with the correct answers in the topic of listening and pronunciation is 93%, unit 4, with exercise 4 answer the questions with the correct answers in the topic of synonyms learning is 91%, unit 5, with exercise 5 answer the questions with the correct answers in the topic of antonyms learning is 93%.

3) To test the effectiveness of content-based learning to enhance grammar in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar.

The comparison between the students' pre-test and post-test in the use of Textbook in IBEC Private High School students' English grammar skills development content-based learning. It was found that students had test scores after Textbook in IBEC Private High School students' English grammar skills development content-based learning ($X = 17.60$, $S.D. = 2.67$) higher before using Textbook in IBEC Private High School students' English grammar skills development content-based learning ($X = 6.80$, $S.D. = 1.99$) with a statistical significance of .05.

4) To evaluate the effectiveness of content-based learning and satisfaction to enhance English grammar in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar.

The analysis of the students' satisfaction in the English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City,

Myanmar. Indicates that the satisfaction of the lecturers and students after using English content-based methods exercises is average mean score 4.31 at very satisfied level. When it is considered into each aspect, it is found that the items of the exercises are consistent with the content in the lesson is at most satisfied level with ($X= 4.47$, $S.D.=0.45$), the exercises are aligned with the learning objectives with ($X= 4.63$, $S.D. = 0.60$), exercises make teachers and students know more new words with ($X= 4.53$, $S.D. = 0.77$), and teachers and students can apply the knowledge gained from doing the exercises with ($X= 4.53$, $S.D = 0.70$) are at most satisfied level. The item that is lowest mean score is the exercises have clear illustrations. ($X= 3.63$, $S.D. = 0.82$).

Discussion

1) To Study the problems of English grammar learning in the English class of grade eight students at IBEC High School in Sagaing City, Myanmar.

The first objective stated that to study characteristic of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar. Information Analysis of Respondents. The levels of the teacher' teaching methods interests for teaching English separated by gender of the lecturers indicates that the result of the lecturers' teaching methods interests teaching English separated by gender of the lecturers is highly interested in the guided discovery teaching methods. Male students result is highly interested for 86.67% and female students result was highly interested for 94.29%. The present study is related to the study of John A. C. Hattie, Michael Prosser, Keith Trigwell, Jerome S. Bruner, David W. Johnson, R. T. Johnson approach about a survey study which dealing with the impact of English teaching methods proficiency (Bobe, & Cooper, 2019: 149 - 171). The researchers were using the same teaching methods. The content based method was the cooperative learning and guided discovery methods. The results from both studies were shown as separated methods and used only short time for teaching each method. The using time was about 30 minutes per teaching methods. Moreover, the result was that the guided discovery used as an instrument in the research is a very interesting method. It can be discussed that the guided discovery content based method that used in the teaching was interesting as same as the present teaching. According to, the participants' answers on the interest questionnaire. The participants were giving the answer that they are interested in this kind of content based methods. Furthermore, from the result of John A. C. Hattie, it reviewed that during this content based method showed that using guided discovery incorporated within the teaching material increase the positive of the content based teaching and learning process. As well as the present teaching which the researcher found that the

method as the guided discovery teaching method benefits to the English grammar content based development of the teachers.

2) To Develop content-based learning to enhance English grammar in the English class of eighth-grade students at IBEC High School in Sagaing City, Myanmar.

The second objective stated that to develop English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar. The comparison between the students' pre-test and post-test in the English class content based learning methods of grade 8 students IBEC Private High School in Sagaing City, Myanmar. It was found that students had test scores after English class content based learning methods of grade 8 students at IBEC Private High School in Sagaing City, Myanmar. Guided discovery content based learning method in IBEC Private High School development via extra tutorial class teaching ($X = 8.11$, $S.D. = 1.24$) higher before using Guided discovery teaching method in IBEC Private High School development via extra tutorial class teaching ($X = 3.74$, $S.D. = 1.56$) with a statistical significance of .05.

The result in **John A. C Hattie's** research also indicates that the students get better score in English grammar teaching by using the guided discovery content-based method as compared to before using the guided discovery content based learning method. Moreover, the study of **Michael Prosser (1999: 42.)**, **Keith Trigwell**, **Jerome S. Bruner**, **David W. Johnson**, **R. T. Johnson** approach in the topic of exploring the utility of English grammar content based learning methods for cultivating a valuing of moral values with an adult. The result was found that the students prefer a guided discovery content based learning method for best of a teaching tool. It is related to the result from the students' interests in using guided discovery content based learning method in English class as their answers that they are interested in this kind of teaching methods.

3) To test the effectiveness of content-based learning to enhance grammar in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar.

The third objective stated that, to study satisfaction in the English class content based learning methods of grade 8 students IBEC Private High School in Sagaing City, Myanmar. Tutoring was found that the overall average was 4.74 which was at most satisfied level. The study of **David W. Johnson, R. T. Johnson (1978: 3-15)** approach in the topic of the model instructional content based learning methods from the Perspective of Constructivism. Model of English grammar content based learning is able to satisfies people's requirements as it can improve the students' English ability as well as the present study which the participants were very satisfied with the using of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar. Moreover, from the study of **Prosser, & Trigwell, (1987: 3-15)** in the topic of

understanding learning and teaching, to name just a few: they grab their attention, focus their concentration, create a way of anticipation, improve attitudes toward content and learning, increase understanding, provide a chance for freedom of expression.

4) To evaluate the effectiveness of content-based learning and satisfaction to enhance English grammar in the English class among grade eight students at IBEC High School in Sagaing City, Myanmar.

To lesson learned of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar.

Lesson learned process

1. Arrange the all the project of the student and select the four projects that have the highest score consisting of two projects within IBEC Private High School and two projects out of the IBEC Private High School.

2. Take the lesson learned by using theory, interview of the sample group, record the knowledge and exchange the knowledge.

Data Analysis

The data for evaluating the effectiveness of the model of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar is as following.

1. Compare the different means (\bar{x}) of the effectiveness of the model of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar with the pretest and posttest by using the t-test dependent.

2. Analyze the data from evaluation of the model of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar by using the descriptive statistics consisting of the score of means (\bar{x}) and standard deviation (S.D.) of activity-based learning.

3. Compare the data effectiveness experiment of the students who are the sample groups, and the sample groups experiment with pretest and posttest by using means (\bar{x}) and standard deviation (S.D.), percentage and t-test dependent.

4. Analyze the questionnaires of students' satisfaction on of the model of English grammar for grade eight students through content-based learning at IBEC Private High School in Sagaing City, Myanmar by using the score of means (\bar{x}) and standard deviation (S.D.).

5. Analyze the data from lesson learned by focus group with the sample groups and exchange the knowledge by analyzing data with description method.

English language education is crucial for global communication and socio-economic development. IBEC Private High School, in Sagaing City, Myanmar, has

developed innovative content-based learning methods to cater to its students' unique needs. These methods include cultural integration, interactive learning, task-based learning, and technological innovation. Cultural context is integrated into the curriculum, fostering appreciation for Myanmar's rich heritage and linguistic diversity. Interactive learning techniques, such as group discussions and collaborative projects, engage students and reinforce language skills. Content-based learning emphasizes practical application of English through real-world assignments, equipping students with the skills to navigate diverse linguistic contexts. Multimedia resources and technology are integrated to enrich the learning experience and cater to diverse learning styles. Feedback and assessment strategies emphasize personalized and timely feedback, guiding students towards continuous improvement and mastery of English language skills. These teaching methods offer a blueprint for effective and innovative English language instruction, emphasizing student-centered pedagogy, cultural sensitivity, and continuous professional development.

Suggestions

Suggestion for organizing English grammar content-based learning methods development

1) Using guided discovery in classroom is suitable and convenient for the teaching process nowadays. Everything is changing all the time, as same as the students' interests in present. Teachers should be more attention to seek the way to improve the students' English grammar skills, find more ways to support and encourage the students. Moreover, finding more tools or media that the students are interested in to adapt and use in classroom, both actual and online classroom.

2) Being attention to the students' interest is also important as this way can encourage the students' motivation during studying and being more enthusiastic in the class.

Suggestion for the further study

1) The researcher should manage the class time to be more flexible for each student.

2) In the next study, the researcher should separate the levels of the students to be more specific in the lessons.

3) The researcher should continue using this kind of content-based learning methods in development other skills in English as well.

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