

# A Study of English Reading Skills by Using Images – Based Learning of Grade Iv Students in Watproyfon School in Pathum Thani Province

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## Abstract

The purpose of this research was to explore the problems of English reading skills by using image-based learning of grade iv students at Wat Proyfon School in Pathum Thani Province. The objectives of this research were 1. to develop image-based on learning package of grade iv students at Wat Proyfon School in Pathum Thani Province. 2. to compare English reading skill of grade iv students before and after using image-based learning package and 3. to analyze understanding of English reading skill of grade iv students at Wat Proyfon School in Pathum Thani Province. The target groups were 26 students who were studying at grade iv students in Wat Proyfon School in Pathum Thani Province in the academic year 2022. This study was qualitative research. The instruments used for data collection were comprised of the training plans, the pretest and the post-test, and questionnaire. The questionnaire was divided into three parts: 1) general information of the students 2) the motivation of the students learning English 3) the student's satisfaction towards English reading skills. The collected data were analyzed by the satisfaction, standard deviation, and level of English reading problems or understanding level of English reading skill, pre-test and post-test sample, mean scores and percentage. The results of the research were found that 1) the problems of English reading skills of grade iv students were at very high level such as reading English vocabulary and sentence without accuracy, and pronunciation was not correct because they did not use suitable vocabulary, words and English structure. The students were at very weak level of reading English vocabularies, and texts. 2) the comparison of English reading

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skill revealed that the level of ability in English reading before using the reading materials designed was at 2.30 % and the level of ability in reading skill after using the reading materials was at 3.50 %. 3) the opinion of English reading skill was found that the development of English reading skills of students from the textbooks and the Buddha story was different. The students' reading skills of the Buddha story was better than textbook.

**Keywords:** English reading skills; Image Base.

## Introduction

An English reading skill is one of four skills for students to study because English reading skill must come along with listening and speaking together because of students do not have the fundamental knowledge of listening and speaking then it is difficult to collect data to read. In fact necessary information used as data for reading come from many sources such as formal documents, text books, newspaper, journal, and many other audio visual aids such as radio, television, Tape – record, you tube etc.

Concerning at school level, the poor English reading ability of Thai students are commonly recognized across the country. Thai educators have investigated the reading ability of students and find that most students are very poor on English reading proficiency which there are several causes. The researcher are interested of problems on Thai students' English reading skill.

Therefore English reading skill is the skill to be suitable to promote much as much possible because it is the skill to be innate with the learner forever. The learner has the opportunity to use it even though finishing education already. Since it is the skill to be able to help the learners to study and search for furthermore knowledge and more no end entirely, besides it is still useful skill to study in higher level in step by step because megacity of text books is skill English books also. Reading is the process to search for knowledge from the writing, in this case had got idea that the efficient readers have to get the following information.

Reading skill is the tool in using language to transfer for cultures which new innovation which is invented and thought by technologists and academicians nowadays and then transfers from generation to generation. It is said that how to conserve and transfer culture of human being discovered will have potentiality to use the possible way. We have to seek for knowledge from reading from good

documents and useful books. It sad that a good reading can lead the reader into the victory gate.

Nowadays teachers must find any idea to student enjoy and make more improvement in learning, one of them uses the picture as media of learning. According “the use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in the classroom to encourage the students’ motivation and students’ interest in the lesson. In the application of pictures, the teacher uses several pictures based on text and then shows them to students so that students find them easier to read. Pictures are a method used in learning to explain the various subject matter. The use of image as a medium or educational tool. It does not only entertain, but it also makes students to concentrate on concepts.

Similarity, teaching English languages has been focused on content with the curriculum, and language proficiency. In addition, there are two ways of teaching English language to emphasize the needs and interests of learners. The simple way is to encourage students to learning process in term of used in everyday language and to provide and contribute valuable suggestion for students to link a variety of academic content ideas and help students to learn through participating in academic activities. Therefore, students can learn and gain huge knowledge of English reading skill from various activities such as; from training, learning from the experiences and lessons, learning from the project and the most of the important benefit of the course is the students learn to use language to communicate with all skills that can be used to further their education and allows learners to think, criticism using language as a tool for acquiring knowledge continuously.

Like other contexts, it is very important for Students to produce graduates of an international standard in today’s globalized world; it is necessary to improve students’ reading proficiency in English reading skills for that. Though it will take time to bring about changes in the present state of teaching and learning reading skills, it is not altogether impossible. If recent pedagogical approaches are used, if proper materials and tests are designed, the situation will improve significantly. This study, therefore, will prove very useful for the students. The importance of reading skills in students cannot be denied. To make the students fit nationally and internationally, their reading skills must be of an advanced level. If reading skills are improved, learners will be able to utilize maximum resources for acquiring knowledge and

information, and it will change the whole educational scenario of the country. So, the present study on 'An Evaluation of the Teaching of Reading Skills in students is of great importance.

### Objectives of the Study

Based on this thesis, the main objectives are to explore English reading skill at grade iv at Watproyfon School in Pathum Thani Province. The objectives of the study are classified into three parts as the following:

1. to develop image-based on learning package of grade iv students at Wat Proyfon School in Pathum Thani Province.
2. to compare English reading skill of grade iv students before and after using image-based learning package.
3. to analyze understanding of English reading skill of grade iv students at Wat Proyfon School in Pathum Thani Province.

### Research Methodology

The process of teaching activities in the lesson, the researcher involved instruction book. As Project work of Fried- Boot 1993 and to study about the framework for task-based learning of Willis 1998 is How to use Problem – based Learning in the classroom, in addition of the researchers also studied the process of teaching for reading of English for fun 4 and smile 4 where can summarize the course three steps as;

1) Pre-reading activities was creating interest and to spread knowledge on the matter reads as predicted readings, and to guess the meaning of words from context Side by sentence or image.

2) While-reading activities were to understanding the structure and content of the story that reads like a story from a sequence cut into sections as strip story, semantic mapping, and graphic organizer.

3) Post-reading activities were to the comprehensive review of learners such as role-plays. From letters written by or interact reading a comment about it.

1) Analysis the efficiency of reading by par 75/75 by formula  $E1/E2$  as;  
 $E1 = ( ) 100$

While  $E1$  is the efficiency of reading English

$X1$  is the total score of the test every exercise of the learner

A is the full score of each test exercise combine together.

N is quantity of the student

$$E2 = ( ) 100$$

While E2 is the performance of proficiency in reading English

Fi is The post-test scores of students at i

B is Scores of post-test.

## Research Discussion

The results of the study on the opinions of the sample students towards the language reading practice reveal that students have good opinions on the English reading skill by using image based learning in Watproyfon school in Pathum Thani province. The mean is between 3.82 – 4.37 and the mean total score is 4.07 ( $X = 4.07$ , S.D. = 0.80) this is based on the assumptions set and the results can be described as follows:

1. When considering the value of a student's level of feedback to an English reading skill by using image based learning that revealed the highest mean score was benefits ( $X=4.26$ , S.D.=0.72). This may be because the students see the benefits of the practice of reading English that was developed can be applied to everyday life because it is something that students meet regularly and students can apply Knowledge to solve problems or prevent potential problems. The lowest mean score was activity ( $X=3.97$ , S.D.=0.79), this may be because students are unfamiliar with the activities, especially the activities related to the command and explanation in the language, it may confuse students and do not understand.

2. When considering the value of a student's level of feedback to an English reading practice as a chapter revealed that, all in all, the review has high level of feedback. The mean is between 3.82 – 4.37 and the highest average is chapter 1. Eating habit and your health ( $X=4.12$ , S.D.=0.77). This may be due to the fact that this lesson is about eating habits and this is very close to the students because food is a daily activity, so students interested which corresponds to the concept of Wisa Jattiwat (2543) said that the learner will read the subject you have always understood rather than the unfamiliar subject. The lesson with the lowest average mean value is Chapter 7. Chain of love ( $X=4.04$ , S.D.=0.81) and the results of the study were as follows: the highest average is number 14 I learn more about myself ( $X=4.37$ , S.D.=0.63) and the lowest average is number 15 the explanation is clear, easy to understand. ( $X=3.82$ , S.D.=0.80), may be due to a lesson on virtue, fondness, abstract

and the students may view it as far away. Question and exercises are analytical concepts, which may make it difficult to cope.

3. Considering the questionnaire, the students' opinions on the practice in terms of content, design, activities and benefits found that, overall, the value of each opinion level is high. The mean is between 3.82 – 4.37 and a mean total score is 4.07 ( $X=4.07$ ,  $S.D=0.80$ ) and the number that received the highest mean score is Number 14 I learned more about myself ( $X=4.37$ ,  $S.D=0.63$ ). It may be due to the 8-syllabus contains content related to student problems, sometimes students may not care about these problems when each lesson presents a problem that is near the students, they made students learn more about their own problems. Consistent with the concept of Burachai Sirimahasakorn (1997:20) said that the opportunity for the students to learn from the facts around themselves, especially events that affect students directly will cause learning and can be applied in everyday life. And the fact gets the lowest rating is number 5 the explanation is clear and easy to understand ( $X=3.82$ ,  $S.D=0.80$ ). It may be due to the practice of reading are many steps and the command is all in the language, the lower secondary students may not be familiar, confusing and do not understand. Which corresponds to the research of Suraphol Phayomyaem (1997:19) said that People will learn quickly and effectively depends on psychological readiness, it is therefore necessary to prepare the students to get ready to learn quickly and effectively. Problems found in the research

In this research, the researcher found some problems:

1. The contents, content selection is quite difficult because the selected content must be consistent with the interests and must be a close-up problem with the sample person, and difficult language problems for junior high school students, so it took a lot of time to process.

2. Students, the sample were a grade iv student, they are unfamiliar with English reading skill by using image based learning and analyzing content and they have the relative limited vocabulary, so it took quite a lot of time to understand.

3. Time, due to the second semester experiment that there are many activities, sport day coloring, reduced attention, therefore, the teaching time is not continuous.

4. Creating exercises, due to the English reading by using image-based learning in Watproyfon school in Pathum Thani province which is the primary school students, it is necessary to use the picture from the internet, journals for helping

students more understand the content. It is difficult to find the image used in the assembly.

### Research Suggestion

1) Instructional suggestions, researcher proposes the following steps:

In pre-reading, creating interest and laying the foundation for knowledge to read (Suphatra Aksaranukroh 1987, Sumittra Angwattanakul 1996) and motivation for learning through media development by the image used in the assembly in each chapter, clear, attractive, colorful, activity examples such as, predictions to read with images and questions to import into content and activities. Terms, to prepare before reading such as, predict the meanings of words from context or pictures, or have more vocabulary explain for students to be ready to move on to the next reading process.

2. In the process of reading, understanding the structure of the content in reading, to get a better understanding, activities must generate thinking skills and interact with friends and teachers, such as, brainstorming, observation, guessing, discussion, questioning, story sequencing, concept mapping, filling and narrative summary (Suphatra Aksaranukroh 2001, Sumittra Angwattanakul 2009), For students to understand the areticle and review what has already read.

3. In the latter stages of reading, it is a verification check there should be a variety of activities, meaningful to the students and related to real life, such as, role play, writing articles, or comment on a story that reads (Suphatra Aksaranukroh 1987, Sumittra Angwattanakul 1996). In order for the students to develop the most learning skills.

4. Measurement and evaluation, there should be a variety of assessments in addition to the tests, such as, portfolio, project, group discussion, behavior observation, effort, caring for the activity, in order to fully evaluate the results in other fields.

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