

The Development of Reading Comprehension from Using Context Clues on Facebook of High School Students in Bangkok

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Abstract

The purposes of this quasi-experimental study were: (1) to study high school students' reading comprehension using context clues on Facebook before and after the experiment, (2) to compare high school students' reading comprehension using context clues on Facebook and traditional teaching method before and after the experiment, (3) to analyze high school students' reading comprehension using context clues on Facebook, in academic year 2020. The key informants were 34 students, which were divided by purposive sampling method into two groups: control group used the traditional teaching method with context clues consisting of 17 students and the experimental group used context clues on Facebook consisting of 17 students. The research instruments were used for data collection: students' attitude questionnaires, reading comprehension (pretest and posttest). The data were analyzed by means, standard deviation and t-test.

The results showed that : -

1. The average score after the treatment was 13.17 (\bar{X} =13.17), S.D. = .97). 12.23 (\bar{X} =12.23), S.D. = 1.55). The average difference of the scores before and after the treatment was 5.24 and 3.29 and the t-test statistic value was 7.56 and 11.4
2. The differences in post-test was higher significant difference at 0.05 levels.
3. High school students' reading comprehension using context clues on Facebook at a high level with the arithmetic mean (\bar{X} =4.27), (S.D. = 0.20).

Keywords: Development of reading; Reading comprehension; Context clues

Introduction

As global communication expands throughout the world, studying English is very essential for all people in learning. English is one of the most important languages in the world today, it is the official language tools for communication. Thailand, as a part of the education, has an authentic need to supplement students' competency in the 21st century. With regard to this, the Minister of education in Thailand is attempting to raise the priority of English studies among public and private institution in English both spoken and written word. Because of this, English has a profound impact on Thai students via social network. The foreign language constituting basic is prescribed for the entire basic education core curriculum is English from primary level to university. In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge and creating understanding of cultures and visions of the world community.¹ It serves users very world-wide and spread into their living. English has continuously played an important role in the societies, economics, business and affiliation are ordinarily used among people, and most education systems have emphasized the achievement of a high level of reading ability.

According to Kenning, claimed that improving learning uses information communication technologies (ICT) in real life between² teachers and readers. Also, finding of previous research suggested that high school student who encounter difficulty with reading³ and speaking in lower grades. To be able to interpret and absorb information in reading English. In fact, the latest ranking has placed in Thailand the lowest in Southeast Asia for English proficiency, behind Laos and Cambodia,

¹ The Ministry of Education, **The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)**, Learning Area of Foreign Languages, (The Ministry of Education, Thailand, 2008), p. 25.

² Kenning, M.M, "**ICT and Language Learning: From Print to the Mobile Phone**", (New York: Palgrave MacMillan Press, America, 2007), p. 50.

³ Nouf Rashdan Almutairi, "Effective Reading Strategies for Increasing the Reading easing the Reading Comprehension Level of Third-Grade Students with Learning Students with Learning Disabilities", **A Dissertation of Doctor of Philosophy in English**, (Western Michigan University, 2018), p. 15.

Thai students are very low scores 419 in Asia.⁴ Nowadays, four skills of using English are very significant in communication, which reading skill is the most important thing in online English learning throughout technologies, because reading skill can enables students to understand and approach the language through reading and listening more than speaking and writing. Furthermore, it enhances an individual's intellectual abilities; it becomes a vital component of the daily life of tertiary students and is steadily taking over the consciousness of the youth consequently affecting their reading familiarity.⁵ An individual's ability to understand the text from situation to situation, and change over time, on the one hand, it means reading is a gateway for students to get information and knowledge in an educational process step.

Reading skills were one of the most important skills and often linked into other skills, it was necessary that Thai students have to read 500-1,000 words per minute and comprehend as (Jitlada Kumnuansin, Jintavee Khlaisang), expressed that most Thai students were low reading comprehension and inattentive to read, especially in lengthy paragraph, it habitually affects their reading existence. For all that, it was widely accepted that reading skills use around the world, reading was crucial for Thai in a variety of careers. However, the researcher designed Facebook design program and traditional teaching methods and it was the application of computer programs that assist in the learning process through planning, this program reviews the lesson for high school students to determine the ways to enhance students' reading achievement. This study can be supported the Ministry of Education and the Ministry of Foreign Affairs, the research tried to assist all of them to improve their reading comprehension and promote students' attitude toward in reading.

⁴ EF Blog, **EF English Proficiency Index**, [Online], Available: <https://www.ef.co.th/epi/regions/asia/thailand/> [21 November 2020].

⁵ Dukper B. Kojo, Baffour O. Agyekum and Beatrice Arthur, "Exploring the Effects of Social Media on the Reading Culture of Students in Tamale Technical University", **Journal of Education and Practice**, Vol. 9 No. 7 (2018): 1-10.

Objectives of the Research

This research study aims to isolate methods which could help to develop students' reading comprehension, using context clues on Facebook of high school students at Chaichimpleewittayakom school, Phasi Charoen district, Bangkok. Therefore, the following objectives were set:

1. To study high school students' reading comprehension using context clues on Facebook before and after the experiment.
2. To compare high school students' reading comprehension using context clues on Facebook and traditional teaching method before and after the experiment.
3. To analyze high school students' reading comprehension using context clues on Facebook before and after the experiment.

Scope of the Research

This research was aimed to study reading comprehension using the context clues on Facebook of high school students (Bilingual Program), in academic year 2020 at Chaichimpleewittayakom school, Bangweak subdistrict, Phasi Charoen district, Bangkok. Therefore, this study was divided into four scopes as follows:

The scope of the contents refers to reading comprehension based on context clues on Facebook of high school students at Chaichimpleewittayakom school, Phasi Charoen district, Bangkok.

The scope of Respondents refers to high school students at Chaichimpleewittayakom school, Bangweak subdistrict, Phasi Charoen district, Bangkok. The total population were 34 high school students. In all, the target population were two groups in Chaichimpleewittayakom classroom. Controlled group was consisted of 17 students and experimental group was consisted of 17 students. The control group and experimental group were compared with context clues both before and after the experiment.

The scope of Area refers to high school students, at the Department of Foreign Language at Chaichimpleewittayakom school, Bangweak subdistrict, Phasi Charoen district, Bangkok Thailand.

Research Methodology

This experimental research on reading comprehension of the students through context clues on Facebook in nature was based on two groups the Pre-test and Post-test Design with Nonequivalent Groups). An investigation of the relationship between the indepent and dependent variable was conducted. Statistics analysis was performed in terms of arithmetic mean, standard deviation and multivariate analysis of variance. It indicates that the questionnaires distribute to high school students, using context clues on Facebook at Chaichimpleewittayakom school, Bangkok. Research methodology was used the questionnaires and lesson plans to investigate reading comprehension competency through context clues on Facebook. The total population of the pre-test and post-tests were 34 high school students at Chaichimpleewitthayakom school, it was divided into 2 groups, experimental group and control group. Due to the students of two groups, control group was taught using context clues through traditional teaching method. The experimental group was taught by using context cues on Facebook. In this research, the researcher used a pre-test and post-test for the following two groups of students. The quasi - experimental groups of students are shown below.

Sample Design

The population in this study was designed to be done at Phasi Charoen District, Bangkok, under The Secondary Education Service Area office 1. 34 students enrolled the course at Chaichimpleewittayakom school were recruited to participated in the present study. They were assigned into 2 groups of 34 students based on the scores sought from the pre-test of reading comprehension adminstered prior to the experiment. The scores sought from the pre-test were statistically analyzed using T-test for independent samples. In other words the 2 sample groups had similar reading comprehension ability. The researcher was conducted for the following research design, control groups were taking reading comprehension by using context clues with traditional teaching method, and the other taking three courses with context clues on Facebook.

Research Instruments

This experimental research was used using pre-test and post-test, that was given to both control and experimental group. Lesson plans for Five lesson plans of high school students through the use context clues on Facebook, Lessons in teaching reading on Facebook, All of the items associate with Basic Education Core Curriculum B.E. 2551 (A.D. 2008); communication, language culture and connection. The result of average means was classified into five levels.

1. The Basic Education Curriculum of A.D. 2008 and other related literature on reading comprehension was studied, and the contents were related to the theories of B.F. Skinner in applied linguistics.

2. Relevant literature on context clues on reading comprehension were investigated. As follows are below:

- | | | |
|-------------|---|------------------------------------|
| Lesson Plan | 1 | Definition clues |
| Lesson Plan | 2 | Restatement clues |
| Lesson Plan | 3 | Example clue |
| Lesson Plan | 4 | Comparison or Contrast clue |
| Lesson Plan | 5 | Cause and Effect relationship clue |

3. There were 5 experts and 2 scholars in teaching English and teaching reading in assessment and evaluation verified the correctness of the lesson plans.

4. The lesson plans were adapted on the experts' suggestion

5. The lesson plans were used to teach (throw out) in different group.

6. The lesson plans were used for the experiment.

Data Collection

The experiment was conducted in eight weeks in the first semester of the academic year 2020 at Chaichimpleewitthayakom School, Bangweak subdistrict, Phasi Charoen District, Bangkok. The data collection procedure comprised 4 stages as described below.

1. The 20 items pre-test for reading comprehension on context clues on Facebook during the first week of the experiment taking 50 minutes.

2. The Treatment of the reading comprehension lessons, a three-hours class for each week during months 5th July 2020 to 30th August 2020.

3. At the end of the experimental phase, the post-test for reading comprehension course and questionnaire for the students' attitudes toward the context clues on Facebook which were done.

4. All obtained data were calculated in percentage, arithmetic mean and standard deviations to compare the results of the pre-test and post-test of the two groups.

5. Interviewi students of 17 key informants of experimental grouping students after the post-test who were participating the reading comprehension course through context clues based on Facebook to be asked the students' attitude toward the context clues on Facebook.

Data Analysis

Data was collected from the experimental stage, the scores from the stage were analyzed each week by means of the arithmetic means (\bar{X}), percentage and standard Deviation (SD). Afterward, the mean scores of the Pre-test and post-test were compared the data by using paired t-test of SPSS program 22.

Content validity : Calculate the index of consistency between the test and behavioral objectives (Items – Objective Congruence Index : IOC) by the following formula.⁶

$$IOC = \frac{\sum R}{N}$$

Where IOC = Index of Consistency

$\sum R$ = The total score of the experts' opinion

N = The numbers of the experts.

⁶ Luan Saiyod and Angkhana Saiyod, Luan Saiyod and Angkhana Saiyod, **Research Methodology in Behavioral Science**, (Chulalongkorn University, Bangkok, Thailand, 2000), pp. 248-249.

The t-test was used to obtain the score from the pre-test and post-test would be calculated for the arithmetic mean⁴¹ (\bar{X}), in order to find any significant differences of the tests before and after the treatment. The formula of the t-test can be explained as follows.⁷

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}} \quad df = n-1$$

Where t = t-test

Σ = The sum of

D = The difference of the pre-test and post-test scores of students

N = The total number of the students

Results of the research

The results of the data analysis are presented by collecting data from questionnaires to obtain information of the various data of high school students, in the academic year 2020. In this experimental research study, the researcher conducted pre-test and post-test of reading comprehension, using context clues based on Facebook and traditional teaching method before and after the experiment. More importantly, Control group of high school students was taught by using traditional teaching methods on context clues before and after. For experimental group of High school students were taught by using context clues before and after. An experimental group of high school students were taught by using context clues on Facebook before and after, in order to know their differences of the scores both pre-test and post-test.

The salient points of presenting mainly to explain in the following.

⁷ Nara Buranarat, Nara Buranarat, **Statistc for Research 1**, (Songkhla : Supakarn Printing & Service, Songkhla, 2000), p. 37.

Table. 1 Comparison of Pre-test of Control and Experimental group

Comparison Pre-test	N	\bar{X}	S.D.	D	t	df	Sig
Control group	17	12.23	1.55	3.29	11.4 [*]	32	.000
Experimental group	17	13.17	.97	5.24	7.56 [*]		

*Statistics significant was at .05 levels.

According to the data Table 1, it was found that reading comprehension scores in the pre-test after learning with using traditional teaching method of control group and using context clues on Facebook of experimental group were found significantly higher than that before the treatment. The statistically significant difference was at 0.05 levels (sig. = .00 < .05). To be precise, the average score after the treatment was 13.17 (\bar{X} = 13.17), S.D. = .97). This was higher than the average score before the treatment which was 12.23 (\bar{X} = 12.23), S.D. = 1.55). The average difference of the scores before and after the treatment was 5.24 and 3.29 and the t-test statistic value was 7.56 and 11.4. This was proven to be in line with objective 1 of this research study.

Table. 2 Comparison of Posttest of Control and Experimental group

Comparison post-test	N	\bar{X}	D	S.D.	t	Df	Sig
Control group	17	15.52	3.29	1.32	11.40 [*]	32	.000
Experimental group	17	18.41	5.24	1.46	7.56 [*]		

*Statistics significant was at .05 levels.

According to the data Table 12, it was found that reading comprehension scores in the post-test after learning with using traditional teaching method of control group and using context clues on Facebook of experimental group were found significantly higher than that before the treatment. The statistically significant difference was at 0.05 levels

(sig. = .00 < .05). To be precise, the average score after the treatment was 18.41 (\bar{X} = 18.41), S.D. = 1.46). This was higher than the average score before the treatment which was 15.52 (\bar{X} = 15.52), S.D. = 1.32). The average difference of the scores before and after the treatment was 1.46 and 1.32 and the t-test statistic value was 7.56 and 11.40 respectively. This was proven to be in line with objective 2 of this research study. Furthermore, the total of students' attitudes toward levels of reading comprehension by using context clues on Facebook was at a high level with the arithmetic mean (\bar{X} = 4.45), (S.D. = 0.17). Additionally, experimental group students' attitudes toward reading comprehension after learning through context clues-based Facebook. Furthermore, it was found that "using context clues to disseminate the community, e.g., food and organizing online broadcasting", they were satisfied because they like to practice their English reading as a teaching method that had been studied and had been facilitating the review lessons on Facebook at 4.88. Thus, it could be concluded that this was in consistence with objective 3 of this research study.

Discussions

The subjects in this study were high school students (English subject) at Chaichimpleewitthayakom school, Bangweak subdistrict, Prasi Charoen district, Bangkok, under The Secondary Education Service Area office 1. There was in the first semester of the academic year 2020. The total numbers of the students were 34 high school students level, control group were consisted 17 students and experimental group were consisted 17 students. The sample group was selected using purposive sampling techniques. All of them were aged between 14-16 years old.

In this regard, context clue based on Facebook application will sharpen their awareness learners to obtain the objectives in reading towards attitude and learning English efficiently and effectively. Furthermore, reading comprehension is partly of an applied relevant to an education system and go along with Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Hence, this manual is also linked to B. F. Skinner theory. (1948), "reading" usually refers to all the behavior of the reader in term of "textual response" is easily understood, and reinforcement is really necessary for reading both

stimulus and response.⁸ The research findings revealed that the reading comprehension of high school students after use context clues on Facebook in class were higher than those before the treatment with the statistics significant difference of 0.05 levels. This demonstrated that the context clues on Facebook provided the students with a better understanding on the overall content and language skills.

By the way, it revealed that most participants imagined or had a picture of meaning or idea in their mind, and supports their positive attitudes: school, environment, self-confidence and reading habits through online source as well as this research study was similar to the experimental research of Piyada Low and Rinda Warawudhi⁹ found that Facebook can be integrated as a learning tool outside English classroom and inside school. It could help promote motivation and attitudes to learn English as well as it can enhance the interaction between teachers and students. Hence, social networking effects on their reading habits. The overall mean score of reading perception of the respondents with the amount of (= 4.27), it can be interpreted as a high level of reading comprehension based on Facebook application. It is related with Nilgun Tosun¹⁰ claimed that social networks are used by many people and free platforms without distinction of characteristics such as age, gender, nationality, religious belief and education level.

Recommendations

The suggestions of this research study can be categorized into 2 major parts as follows.

Based on the findings of this study, an empirical suggestion for a more effective implementation of using context clues on Facebook in teaching and learning to improve reading competency and attitude in learning are made in the following areas.

⁸ B. F. Skinner, **Verbal Behavior**, Harvard University, (Harvard University Press, 1948), p. 85.

⁹ Piyada Low and Rinda Warawudhi. Undergraduates' Attitudes toward the Use of Facebook in Fundamental English Course. **International Journal of Information and Education Technology**. Vol. 6, No. 12, (December 2016) : 934.

¹⁰ Nilgün Tosun, "Social Networks as Learning and Teaching Environment and Security in Social Networks" **Journal of Education and Training Studies**, Vol. 6, No. 11, (2018): 195-196.

1. Using context clue strategy in social media was effective method of teaching reading comprehension that can be adapted to different levels. Teachers' manual was flexible for high school students, the teaching method was included theoretical classroom-based students-center as well. Alternatively, through inferring, students learn to build meaning by using what they already know before and then predict the passage what the author was saying in reading text. Next step, the teacher may create group discussions to help students learn to present and discuss key topics on reading development. it was with the reason that the students must have more opportunities to talk with each other about their understanding.

2. In the planning stages, in order to select suitable reading passages to be used in context clues based on Facebook group, the teacher should highlight that the students were interested to use strategy as one of their ways to learning reading, they could relate the text with themselves, students who have trouble with selection can be directed according to his or her needs. In doing process, the students will read effectively and with fun.

Recommendations for further study

1. The development of reading comprehension and students' attitude toward context clues on Facebook procedure, they should be done by students at other educational levels.

2. The development of reading comprehension, context clues based on Facebook procedure, they should be conducted by foreign language, reading class and other subject both Thai and English Program.

3. The development of reading comprehension through context clues on Facebook and students' analysis attitude context clues on Facebook.

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