

Research Article (English)/ บทความวิจัย (ภาษาอังกฤษ)

**Effects of Teaching English Using Phonics with Storybooks
on Oral Reading Fluency of sixth Graders**

ผลของการสอนภาษาอังกฤษผ่านการใช้เทคนิคเชื่อมโยงเสียงตัวอักษร (Phonics)

และหนังสือนิทานที่มีต่อการอ่านคล่องของนักเรียนชั้นประถมศึกษาปีที่ 6

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Received: 4 April 2024/ Revised: 25 June 2024/ Accepted: 29 June 2024

Abstract

Background and Objective: The method of learning to read English through systematic phonics has been widely accepted and popular for enhancing students' reading skills. This research aims to: 1) study the average oral reading fluency scores of sixth-graders after learning with phonics and storybooks on reading fluency, and 2) examine the opinions of sixth-graders regarding the use of phonics and storybooks on reading fluency

Methodology: This study utilizes a Quantitative Research. The sample is specifically chosen through non-probability cluster random sampling, consisting of one classroom of 28 sixth-grade students. The instructional plans used in the study have been reviewed and approved by thesis advisors. Data collection instruments include a oral reading fluency test adapted from Mulei et al. (2023) and Onuorah (2021), and an opinion survey adapted from Alamri and Adawi (2021). Data collection follows these steps: conducting a pre-test, implementing the lesson plans, conducting a post-test, and assessing opinions. Inferential statistics, specifically the t-test, are used to compare pre-test and post-test results. Descriptive statistics, including mean and standard deviation, are used to analyze opinion data.

Results: Results showed that 1) the average English oral reading fluency scores of students after the test ($\bar{X} = 9.79$) were significantly higher than before the test ($\bar{X} = 7.32$) at the 0.05 level, and 2) students strongly agreed on two points: learning with phonics and storybooks stimulated their interest in the topics and enjoyment of learning English, and using phonics and storybooks increased their confidence in reading fluency ($\bar{X} = 4.71$, S.D.=0.46).

Discussion: The learning plan, which integrates pronunciation exercises with the reading of created English storybooks, resulted in the students improving their reading aloud, listening, speaking, and writing skills. It also boosted their confidence and sustained their interest in learning English over the long term.

Suggestion: Teachers should include evaluation and continuous improvement of the learning plans by incorporating new methods, along with the use of appropriate technology and online learning resources. This approach aims to enhance and diversify the learning experience in an engaging and continuous manner.

Keywords: Storybooks; Reading Fluency; Phonics

บทคัดย่อ

ที่มาและวัตถุประสงค์การวิจัย: วิธีการเรียนอ่านเขียนภาษาอังกฤษด้วยการเชื่อมโยงเสียงอย่างมีหลักการ ได้รับการยอมรับและนิยมใช้เสริมสร้างทักษะความสามารถด้านการอ่านให้กับผู้เรียนดังนั้น การวิจัยนี้จึงมีวัตถุประสงค์เพื่อ 1) ศึกษาผลคะแนนเฉลี่ยความสามารถการอ่านของผู้เรียนชั้นประถมศึกษาปีที่ 6 หลังจากที่เรียนด้วยการใช้โฟนิกส์และหนังสือนิทานที่มีต่อการอ่านคล่อง 2) เพื่อสำรวจความคิดเห็นของผู้เรียนชั้นประถมศึกษาปีที่ 6 ที่มีต่อการใช้โฟนิกส์และหนังสือนิทานที่มีต่อการอ่านคล่อง

ระเบียบวิธีวิจัย (วิธีดำเนินการวิจัย): การวิจัยเชิงปริมาณ กำหนดกลุ่มตัวอย่างโดยไม่ใช้หลักความน่าจะเป็นวิธีแบ่งกลุ่มเป็นนักเรียนระดับประถมศึกษาปีที่ 6 จำนวน 1 ห้องเรียน จำนวน 28 คน โดยใช้แผนการสอนที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์ แบบทดสอบความสามารถทางการอ่านที่ตัดแปลงมาจาก Mulei et al. (2023) และ Onuordah (2021) และแบบสอบถามความคิดเห็นที่ตัดแปลงมาจาก Alamri and Adawi (2021) ในการเก็บรวบรวมข้อมูลด้วยการทดสอบก่อนเรียน ดำเนินการสอนตามแผน จากนั้นทดสอบหลังเรียน และประเมินความคิดเห็น โดยใช้สถิติเชิงอนุมาน ด้วยการทดสอบที่หากค่าเบรียบเทียบก่อน-หลัง สำหรับข้อมูลความคิดเห็นใช้สถิติเชิงพรรณนาหาค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย: คะแนนเฉลี่ยความสามารถในการอ่านภาษาอังกฤษของนักเรียนหลังการทดสอบ ($\bar{X} = 9.79$) สูงกว่าก่อนการทดสอบ ($\bar{X} = 7.32$) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และนักเรียนมีความคิดเห็นในระดับเห็นด้วยอย่างยิ่งเท่ากัน 2 ข้อ คือ การเรียนรู้โดยใช้โฟนิกส์กับหนังสืออ่านช่วยกระตุ้นความสนใจในการเรียนและความเพลิดเพลินในการเรียนภาษาอังกฤษ และการเรียนภาษาอังกฤษโดยใช้การออกเสียงกับหนังสืออ่านทำให้สนมีความมั่นใจในการอ่านคล่อง ($\bar{X} = 4.71$, S.D.=0.46)

อภิปรายผล: แผนการเรียนรู้ที่มีการผสมผสานการออกเสียงกับการอ่านหนังสืออ่านภาษาอังกฤษที่สร้างขึ้นส่งผลให้นักเรียนพัฒนาทักษะการอ่านออกเสียง การฟัง การพูด และการเขียนได้ดีขึ้น ช่วยเพิ่มความมั่นใจและกระตุ้นความสนใจต่อการเรียนรู้ภาษาอังกฤษในระยะยาว

ข้อเสนอแนะ: ผู้สอนควรมีการประเมินผลและปรับปรุงแผนการเรียนรู้ด้วยวิธีการใหม่ร่วมกับการใช้เทคโนโลยีและการเรียนรู้ออนไลน์ที่เหมาะสม เพื่อเสริมสร้างประสบการณ์เรียนรู้ที่น่าสนใจ และหลากหลายอย่างต่อเนื่อง

คำสำคัญ: หนังสืออ่าน; การอ่านคล่อง; โฟนิกส์

Introduction

Learning basic English through collaborative activities is a way to prepare students for using English vocabulary, grammar, and communication. This approach utilizes media and technology aligned with the fundamental components of listening, speaking, writing, and reading for learners worldwide. Incorporating this understanding into classroom instruction, educators can design collaborative activities that immerse students in practical English usage, making the learning process engaging and effective. One such approach is to integrate media and technology into lessons, ensuring that students can practice listening, speaking, writing, and reading skills in a dynamic and interactive environment. These activities could range from group discussions and role-plays to multimedia projects and interactive games, all tailored to reinforce vocabulary, grammar, and communication skills. In Thailand's educational landscape, the goal of improving literacy skills is essential. Enhancing reading fluency is particularly important as it underpins cognitive development and fosters a foundation for lifelong learning (Hamilton et al., 2021). Among the various methods employed in literacy instruction, phonics is a key technique that focuses on the systematic relationship between sounds and letters. This approach helps students decode words more effectively, leading to better reading comprehension and overall literacy. Therefore, in crafting a comprehensive literacy program, it is crucial to blend traditional methods like phonics with modern, technology-enhanced strategies. This combination not only supports the development of fundamental reading skills but also prepares students to navigate the complexities of the English language in diverse contexts. The continued enhancement of literacy skills through innovative and evidence-based instructional methods will ensure that students are well-equipped to succeed academically and beyond.

In the diverse toolkit of literacy instruction methods, phonics emphasizing the systematic correlation between sounds and their corresponding letters stands as a long-standing and pivotal approach. Despite its well-

established role, the effectiveness of phonics instruction in isolation has been debated, prompting educational strategists to explore more integrative and engaging methods. Recent educational trends in Thailand have seen an emerging preference for combining phonics with storybooks (Wannakam & Patamadilok, 2022; Wilairat & Pianchana, 2022). This integrated approach not only reinforces phonetic skills but also enhances students' reading comprehension and enjoyment of learning. By incorporating storybooks, students are exposed to contextual vocabulary and diverse sentence structures, making the learning process more meaningful and relatable. The narrative context provided by storybooks helps in anchoring phonetic rules within a broader linguistic framework, thereby facilitating a more holistic development of literacy skills. Additionally, the use of engaging stories can foster a love for reading, encouraging students to explore books independently and build a lifelong habit of reading.

Furthermore, teachers can leverage multimedia resources to animate storybook content, making lessons more interactive and visually stimulating. Interactive digital storybooks, for instance, can combine text, sound, and animation, providing a multi-sensory learning experience that can cater to diverse learning styles. By doing so, educators can create a rich, engaging, and supportive environment that not only addresses the phonetic aspects of reading but also promotes overall language development and cognitive growth. This approach not only maintains the structural benefits of phonics but also introduces the motivational and contextual richness of narrative texts, making the learning experience more holistic and enjoyable (Kittichartchaowalit, 2023). The integration of phonics with storybooks is anticipated to offer a dual advantage; it enhances phonemic awareness while simultaneously fostering a deeper connection with the reading material through engaging narratives (Bellon-Harn & John, 2023). This method is particularly appealing as it aligns with the psychological and developmental needs of children at this age, potentially increasing their motivation to learn and practice new reading skills (Savva et al., 2022).

Therefore, the fundamental basis of English language teaching for upper elementary students, integrating tools that emphasize phonics and the use of storybooks as learning media is crucial for developing students' reading fluency. This approach is essential along the educational path of students in Thailand, transforming students from 'learning to read' to 'reading to learn.' It shifts the focus from developing basic reading skills to using reading skills to access and apply a diverse range of knowledge (National Reading Panel, 2000). This instructional practice enhances the value and development of learning by allowing educators to select complex, challenging content that connects learning across various contexts. Furthermore, it promotes strong reading skills, analytical thinking, problem-solving abilities, new perspectives, and independent learning among students, which are essential skills for lifelong learning. The incorporation of storybooks enriches the learning experience by weaving in cultural, emotional, and ethical lessons, thereby not only advancing technical reading skills but also fostering a deeper emotional and cultural understanding. The cumulative effect of these benefits suggests that this educational approach could have profound long-term academic and personal impacts on sixth graders.

Research Objectives

1. To examine the students' post-test mean score of sixth graders after using phonics with storybooks on oral reading fluency.
2. To explore the students' opinions on using phonics with storybooks on oral reading fluency.

Literature Review

By integrating phonics instruction with engaging storybooks, this approach may significantly improve oral reading fluency. Students are likely to experience better word recognition skills, allowing them to read more quickly and accurately. This fluency facilitates higher comprehension levels as students can focus more on the meaning of texts rather than decoding words. Moreover, using storybooks makes the learning process enjoyable and engaging, which could increase student motivation and make reading a more attractive activity (Suhardiana & Lestari, 2020). As students notice their reading skills improving, their confidence may also grow, encouraging more active participation in class and a greater interest in reading outside the classroom setting (Prachumchai & Anghirun, 2020; Wannakam & Patamadilok, 2022). This method could prove especially beneficial in addressing the needs of diverse learners, providing various ways to engage with the material that suits different learning styles (Robinson et al., 2021). In the study related to this research, there are three key points as follows:

Phonics for Young Learners

Phonics instruction serves as a foundational element in early literacy education, particularly for young learners (Adnyana et al., 2023; Kittichartchaowalit, 2023). This systematic approach to teaching the relationship between sounds and letters provides essential skills for decoding words and building fluency in reading (National Reading Panel, 2000). Here's an overview of the significance of phonics for young learners:

1. Building Blocks of Literacy: Phonics lays the groundwork for literacy acquisition by introducing young learners to the alphabetic principle—the understanding that letters represent sounds in spoken language (Bellon-Harn & John, 2023). Through explicit instruction in phonemic awareness and letter-sound correspondence, students develop the essential skills needed to decode and encode words.

2. Decoding Skills: Phonics instruction equips young learners with the tools to decode unfamiliar words independently (Campbell, 2021). By teaching phonetic rules and patterns, students learn to sound out words phonetically, enabling them to tackle new words with confidence as they progress in their reading abilities.

3. Spelling and Writing Proficiency: Phonics instruction not only enhances reading skills but also supports spelling and writing development (Mulei et al., 2023). By understanding the relationship between sounds and letters, young learners can apply phonetic principles in spelling words phonetically and in constructing sentences with greater accuracy.

4. Reading Fluency: Proficiency in phonics contributes to the development of reading fluency—the ability to read with accuracy, speed, and expression (Campbell, 2021). As young learners master phonetic decoding skills, they become more fluent readers, navigating texts with greater ease and comprehension.

5. Early Intervention: Phonics instruction is particularly beneficial for early intervention with struggling readers (Hafizha et al., 2023). By providing targeted support in phonemic awareness and phonics skills, educators can prevent reading difficulties and intervene early to support students who may be at risk for reading failure.

6. Cognitive Benefits: Engaging in phonics benefits are associated with choosing to read regularly (Kennewell et al. 2022). Additionally, evidences a longitudinal association between early reading for pleasure and better mental health, as well as higher levels of cognitive performance in adolescence (Sun et al. 2023). By actively manipulating sounds and letters, students enhance their phonological processing abilities, which are crucial for overall language development.

Incorporating phonics instruction into early literacy curricula lays a solid foundation for reading success and academic achievement (Hamilton et al., 2022). By providing young learners with the essential skills and strategies needed to decode and comprehend text, phonics empowers students to become proficient and confident readers from the outset of their educational journey.

Integrating phonics instruction with storybooks represents a promising approach to enhancing students' oral reading fluency (Khairunnisa & Masykuroh, 2023). Since reading is a fundamental skill that forms the basis for academic success and lifelong learning, in elementary education, the challenge is to teach young students to read fluently while ensuring that they enjoy the process. By combining systematic phonics instruction with engaging narratives, educators can create a powerful and effective approach to teaching reading. This method not only reinforces phonetic principles but also promotes fluency development in a way that captivates students' interest and imagination. Phonics instruction provides students with a solid foundation in understanding how language works (Kittichartchaowalit, 2023). It helps them to decode unfamiliar words, thus boosting their confidence and ability to read independently. By mastering phonics, students can tackle more complex texts and expand their vocabulary, paving the way for advanced reading skills.

While phonics instruction is crucial, it must be complemented by engaging narratives to make the learning experience enjoyable and meaningful. Storytelling is a powerful tool that captures students' attention and stimulates their imagination. When students are immersed in captivating stories, they are more motivated to read and comprehend the text. Engaging narratives provide context and meaning to the phonetic principles students are learning. By encountering words and sounds in the context of a story, students can see how phonics applies to real-world reading. This contextual learning helps to reinforce phonetic concepts and makes them more memorable. Additionally, stories often introduce students to new ideas, cultures, and perspectives, enriching their overall educational experience. The integration of phonics instruction with engaging narratives creates a cohesive learning experience that reinforces phonetic principles. As students read and listen to stories, they encounter words that contain the phonemes they have learned. This repetition and reinforcement help solidify their understanding of how sounds and letters work together. For example, a story about a cat named Sam who loves to play with mats and hats can reinforce the short vowel sound "a." As students read about Sam's adventures, they repeatedly encounter the sound in different contexts, which helps them internalize it. This method of reinforcing phonetic principles through storytelling ensures that students are not just learning in isolation but are applying their knowledge in meaningful ways.

Furthermore, because it can be seen that fluency is the ability to read text accurately, quickly, and with proper expression, it is a critical component of reading proficiency that allows students to focus on comprehension rather than decoding each word. By combining systematic phonics instruction with engaging narratives, educators can promote fluency development effectively. When students read stories that interest them, they are more likely to practice reading regularly. This practice is essential for developing fluency. Engaging narratives provide opportunities for repeated readings, which help students improve their speed, accuracy, and expression. Moreover, stories with rich, descriptive language and dialogue encourage students to read with emotion and intonation, further enhancing their fluency skills.

Thus, the combination of systematic phonics instruction and engaging narratives offers a powerful approach to elementary reading instruction. By providing students with the tools to decode words and the motivation to read through captivating stories, educators can create a dynamic and effective learning experience. This method not only reinforces phonetic principles but also promotes fluency development, ensuring that

students become confident and proficient readers. As educators continue to explore innovative ways to teach reading, the integration of phonics and storytelling remains a cornerstone of effective literacy education. By combining systematic phonics instruction with engaging narratives, this method harnesses the power of storytelling to reinforce phonetic principles and promote fluency development (Melzi et al., 2023). Here are some key ways in which phonics with storybooks can positively influence oral reading fluency:

1. **Contextual Learning:** Storybooks provide meaningful context for phonics instruction, allowing students to encounter phonetic patterns in the context of engaging narratives (Snow, 2002). This contextual learning aids comprehension and retention of phonics concepts, facilitating their application in oral reading.
2. **Motivation and Engagement:** Storybooks capture students' interest and imagination, fostering intrinsic motivation to read (Maa & Mooduto, 2023). Integrating phonics instruction within the context of captivating stories enhances student engagement with reading activities, motivating them to practice and improve their oral reading fluency.
3. **Decoding Skills:** Phonics instruction equips students with essential decoding skills, enabling them to accurately and efficiently decode unfamiliar words during oral reading (Grolig, 2020). By reinforcing phonetic principles through storybooks, students develop a strong foundation in decoding, which enhances their reading fluency and comprehension.
4. **Fluency Modeling:** Exposure to fluent reading models through storybooks helps students internalize prosody, intonation, and expression (Wyse & Bradbur, 2022). As students engage with well-crafted narratives, they emulate fluent reading patterns, improving their oral reading fluency over time.
5. **Vocabulary Expansion:** Storybooks expose students to rich and varied vocabulary, expanding their word knowledge and comprehension skills (Yang et al., 2023). Phonics instruction within the context of storybooks enhances students' ability to decode and comprehend complex words, further facilitating oral reading fluency development.
6. **Differentiation and Inclusivity:** Phonics with storybooks accommodates diverse learning needs by providing multiple entry points for students with varying levels of proficiency (Trihastutie, 2023). Through scaffolded instruction and differentiated reading materials, all students can access phonics concepts at their instructional levels, promoting inclusivity and equitable learning outcomes.
7. **Long-Term Benefits:** The integration of phonics with storybooks fosters a love for reading that extends beyond the classroom (Robinson et al., 2021; Suhardiana & Lestari, 2020). By nurturing positive reading experiences and improving oral reading fluency, this approach lays the foundation for lifelong literacy skills and a lifelong appreciation for the power of storytelling.

In conclusion, phonics instruction integrated with storybooks offers a holistic approach to developing oral reading fluency among students. Reading fluency among students is a crucial aspect of literacy that involves the ability to read text accurately, quickly, and with proper expression. By combining the systematicity of phonics with the richness of narrative experiences, educators can cultivate proficient and confident readers who are equipped to navigate the complexities of text with fluency and comprehension. Systematic phonics instruction provides students with the foundational skills needed to decode words, while engaging narratives immerse them in meaningful and enjoyable reading experiences. This dual approach not only reinforces phonetic principles but also promotes a love for reading, making students more motivated to practice and improve their skills. As a result, students develop the ability to read smoothly and with understanding, allowing them to tackle more advanced texts and enjoy the full benefits of literacy. By integrating these methods, educators can ensure that students become fluent readers who are prepared for academic success and lifelong learning.

Fostering Reading Fluency

Phonics instruction plays a pivotal role in enhancing reading fluency among young learners (Campbell, 2021). By systematically teaching the relationship between sounds and letters, phonics equips students with the foundational skills necessary to decode words accurately and efficiently, thereby facilitating the development of reading fluency. Fostering reading fluency is essential for developing competent readers. Fluency, the ability to read text smoothly, accurately, and with proper expression, is a crucial bridge between recognizing words and understanding what they mean. This skill impacts not only how students interpret written material but also their ability to engage with and enjoy reading.

Phonics instruction encompasses several key components that collectively contribute to the improvement of reading fluency. First, it provides students with the ability to recognize and produce the sounds associated with each letter and letter combination. This foundational knowledge is critical for decoding unfamiliar words, enabling students to read more fluidly. Additionally, phonics instruction often involves exercises that promote phonemic awareness, helping students to identify and manipulate the individual sounds within words. This heightened awareness of sounds enhances their ability to decode words rapidly and accurately, a skill that is indispensable for fluent reading.

To foster reading fluency effectively, several interconnected strategies are employed. Repeated reading is a core technique, where students read the same text multiple times to gain familiarity and reduce reading

hesitations, which improves both speed and accuracy. Alongside this, guided oral reading sessions provide an opportunity for students to read aloud under the supervision of a more proficient reader, such as a teacher, who offers immediate feedback and models fluent reading (Robinson et al., 2021). This guidance helps students adjust their pacing and expression, essential components of fluency. Moreover, teachers often use performance-based activities such as reader's theater, where students practice reading scripts and perform them for an audience, which further reinforces fluent reading through repeated practice and engagement with the text.

Systematic phonics instruction is integral, enhancing students' ability to decode words quickly and accurately, thereby smoothing the path to fluent reading. Integrating vocabulary and comprehension training ensures that fluency goes beyond mere speed to include a deep understanding of the text (Trihastutie, 2023). For instance, vocabulary instruction helps students to recognize and understand a wider range of words, which in turn facilitates smoother and more expressive reading. Comprehension training, on the other hand, encourages students to think critically about the text, ask questions, and make connections, all of which are essential for developing holistic reading fluency.

Lastly, encouraging independent reading in students promotes regular practice of these skills in varied contexts, helping to solidify fluency while also instilling a love for reading. Independent reading allows students to choose texts that interest them, fostering a positive attitude toward reading and motivating them to practice regularly. Additionally, it provides opportunities for students to apply the skills they have learned in phonics instruction and guided reading sessions, thereby reinforcing their fluency and comprehension abilities. To further support independent reading, educators often create a rich literacy environment with a diverse selection of books, interactive reading activities, and opportunities for students to discuss and share their reading experiences (Prachumchai & Anghirun, 2020).

Together, these strategies create a comprehensive approach to developing reading fluency, enabling students to not only read more fluidly but also to engage more deeply with texts. In summary, phonics instruction serves as a cornerstone for developing reading fluency among young learners. By equipping students with the necessary skills and strategies to decode words accurately and efficiently, phonics paves the way for fluent, expressive, and enjoyable reading experiences, laying a solid foundation for lifelong literacy success. As students become more fluent readers, they gain confidence in their reading abilities, which encourages them to read more frequently and explore a wider range of texts, further enhancing their literacy development.

The Benefits of Using Storybooks

The use of storybooks in education offers a range of benefits, particularly in enhancing reading skills among young children. Storybooks serve as powerful tools in fostering language acquisition, cognitive development, social and emotional learning, and cultural awareness. These benefits collectively contribute to a comprehensive educational experience that prepares children for future academic and personal success.

Storybooks provide a rich and diverse vocabulary, which is crucial for robust language acquisition. By encountering new words and phrases within the context of engaging narratives, children can expand their vocabulary and improve their language comprehension. According to Grolig (2020), the structured narrative elements within storybooks create an enriched linguistic environment, enabling children to understand and use complex vocabulary in meaningful ways. This exposure helps children develop a deeper understanding of language, making them more proficient and confident readers.

Cognitive development is another significant benefit of using storybooks in education. The act of following a story helps children develop essential thought processes such as memory retention and reasoning. Campbell (2021) asserts that storybooks enhance children's ability to remember details, anticipate outcomes, and make logical connections, which are critical cognitive skills. The repetition and predictability of storybook structures reinforce comprehension and analytical abilities, further supporting cognitive development. Storybooks also play a crucial role in social and emotional learning. They present scenarios through which children can explore and understand their feelings and relationships. Bellon-Harn and John (2023) highlight that the experiences of characters within storybooks provide safe and relatable contexts for children to learn about handling emotions and developing empathy. This emotional engagement helps children navigate their social interactions and build emotional resilience, which is essential for their overall well-being.

In addition to these benefits, storybooks introduce young readers to a variety of cultures, promoting inclusivity and broadening their perspectives. Kim and Wong (2021) note that by presenting different traditions and viewpoints, storybooks help children appreciate diversity and develop an open-minded approach to cultural differences. This exposure to multicultural narratives is vital in preparing children to thrive in an increasingly globalized world. Understanding and respecting different cultures through storybooks fosters a sense of inclusivity and global awareness from an early age (Promluan & Sukying, 2021). The practice of reading storybooks aloud significantly enhances children's reading fluency and pronunciation skills. Through repeated practice, children learn to articulate words correctly and develop a sense of rhythm and expression in their reading. This repeated engagement with text helps solidify phonetic and phonological awareness, which are foundational for fluent reading. Melzi et al. (2023) emphasizes that this practice not only improves pronunciation but also builds confidence in reading aloud, making children more proficient and expressive readers.

The engaging nature of storybooks makes learning enjoyable and motivates children to read more. Trihastutie (2023) stresses that the captivating stories and illustrations in storybooks capture children's interest and imagination, making reading a pleasurable activity. This intrinsic motivation is crucial for fostering a love for reading and encouraging regular reading practice, which in turn enhances overall reading proficiency. When children enjoy what they read, they are more likely to continue reading, thereby continuously improving their skills.

In conclusion, the integration of storybooks into educational practices offers numerous benefits for developing reading skills in young children. By enhancing language acquisition, cognitive development, social and emotional learning, cultural awareness, reading fluency, and motivation, storybooks provide a comprehensive and enriching educational experience. Empirical evidence supports the use of storybooks as effective tools for fostering literacy and preparing children for future academic and personal success. As educators continue to seek innovative methods to improve reading skills, the role of storybooks in education remains a cornerstone of effective literacy instruction.

Reading Fluency Using Storybooks

Storybooks are fundamental to the educational development of young learners, serving as more than mere tools for reading practice. These books significantly enhance language skills by exposing children to rich and diverse vocabulary, which is crucial for robust language acquisition (Grolig, 2020). For example, in a classroom in Thailand, students might encounter storybooks that introduce them to a wide range of English words and phrases that they would not typically hear in everyday conversation. This exposure helps Thai students expand their vocabulary and improve their language proficiency.

The structured narrative elements within storybooks foster cognitive development by encouraging essential thought processes such as memory retention and reasoning (Campbell, 2021). In the context of a Thai classroom, a teacher might use a storybook with a clear beginning, middle, and end to help students understand the sequence of events. This method aids in developing students' ability to remember details, predict outcomes, and make connections between different parts of the narrative, which are critical cognitive skills.

Moreover, storybooks play a crucial role in social and emotional learning, offering scenarios through which children can explore and understand their feelings and relationships (Promluan & Sukying, 2021). For instance, a storybook featuring a character who overcomes a fear of speaking in front of the class can help Thai students relate to and manage their anxieties about public speaking. The experiences of characters within these books provide safe, relatable contexts for children to learn about handling emotions and developing empathy (Bellon-Harn & John, 2023). Additionally, storybooks introduce young readers to a variety of cultures, promoting inclusivity and broadening their perspectives by presenting different traditions and viewpoints (Kim & Wong, 2021). In a diverse country like Thailand, storybooks that depict various cultural practices and beliefs can help students appreciate and respect the cultural backgrounds of their peers. For example, reading a storybook about a festival from another part of Asia can make Thai students more open-minded and inclusive.

This multifaceted educational tool not only aids in academic skills but also enriches the personal growth and social awareness of young learners. For example, a student in Thailand who reads storybooks regularly may not only improve in reading fluency and comprehension but also develop a greater understanding of empathy and cultural diversity. This holistic development is essential for preparing students to navigate the diverse and interconnected world they will encounter in the future. They consisted of 1) Enhancing Language Skills: The rich and diverse vocabulary found in storybooks is integral to developing a child's language abilities. Exposure to varied words and sentence structures enhances their understanding and use of language in different contexts. As children encounter new words in the narrative, they learn to infer meanings from the context, which strengthens their vocabulary and comprehension skills. This exposure is critical during the formative years when language acquisition is most rapid and effective (Grolig, 2020). Furthermore, repeated reading of favorite storybooks allows children to become familiar with the language patterns, boosting their confidence and fluency in using the language. 2) Cognitive Development: Storybooks are powerful tools for cognitive development. The narrative structure, with its beginning, middle, and end, helps children understand the concept of sequencing and logical progression. This understanding is crucial for developing memory retention and reasoning skills. When children follow a story, they learn to remember details, anticipate outcomes, and make connections between different parts of the narrative (Maa & Mooduto, 2023). These cognitive processes are essential for academic success as they form the foundation for problem-solving and critical-thinking skills. Additionally, the imaginative worlds within storybooks encourage creativity and abstract thinking, allowing children to explore ideas beyond their immediate experiences. 3) Social and Emotional Learning: Storybooks offer a unique opportunity for social and emotional learning. By presenting characters in various situations, these books help children understand and navigate their own emotions. The safe and relatable contexts provided by the stories enable children to identify with the characters, learn from their experiences, and apply these lessons to their own lives (Maa & Mooduto, 2023). For example, a story about a character overcoming a fear can help a child deal with similar anxieties. Additionally, the emotional journeys of the characters teach children about empathy, showing them how to understand and share the feelings of others. This aspect of storybooks is

particularly important for young learners, as it lays the groundwork for developing healthy relationships and emotional resilience, and 4) Cultural Awareness and Inclusivity: Introducing young readers to different cultures through storybooks is another significant benefit. These books provide windows into the lives, traditions, and perspectives of people from diverse backgrounds, promoting inclusivity and broadening children's worldviews (Ratminingsih et al., 2020). By reading about various cultural practices and beliefs, children learn to appreciate diversity and become more open-minded. This cultural awareness is essential in our increasingly globalized world, where understanding and respecting differences is crucial for fostering harmony and cooperation.

Thus, storybooks are invaluable educational tools that go beyond teaching reading fluency. They serve multiple roles in a child's education, significantly enhancing language skills by exposing students to a rich and varied vocabulary and complex sentence structures. This exposure aids in the development of better comprehension skills, allowing children to understand and use language more effectively in different contexts. Storybooks also foster cognitive development by helping children understand narrative structures, which in turn improves their memory retention and logical reasoning abilities. As children follow stories, they learn to anticipate outcomes, make connections between different parts of the narrative, and understand the sequence of events, all of which are crucial cognitive skills.

In addition to cognitive benefits, storybooks play a critical role in social and emotional learning. They introduce children to a variety of characters and scenarios, helping them navigate their own emotions and develop empathy. Through the experiences of characters in the stories, children learn how to manage their feelings, understand others' perspectives, and build stronger interpersonal relationships. This aspect of storybooks supports emotional resilience and healthy social development. Moreover, storybooks promote cultural awareness and inclusivity. By presenting diverse cultures, traditions, and viewpoints, they broaden children's understanding of the world, fostering an appreciation for diversity and encouraging open-mindedness. This cultural exposure is essential in preparing children to thrive in a globalized world where cross-cultural communication and understanding are increasingly important.

By integrating storybooks into the learning process, educators can provide young learners with a comprehensive and enriching educational experience. These books not only aid in academic development but also contribute significantly to the personal growth and social awareness of children. They prepare students to navigate the diverse and interconnected world of the future by equipping them with the necessary skills, knowledge, and attitudes. The study of Kittichartchaowalit (2023) revealed the use of storybooks to foster understanding and empathy among elementary students at a primary school in Surat Thani. Using a qualitative approach, the study involved interviews with teachers and students, as well as classroom observations. The results showed that storybooks featuring themes of cultural diversity and emotional management significantly enhanced students' understanding and empathy. Students who read stories about children from different cultural backgrounds showed greater interest and openness toward peers from diverse backgrounds. Additionally, storybooks that dealt with managing fears and anger helped students learn appropriate ways to handle their own emotions. This study highlights the role of storybooks in promoting social and emotional learning (Bellon-Harn & John, 2023; Kim & Wong, 2021).

Also, this study by Suhardiana and Lestari (2020) examined the impact of using digital storybooks on reading skill development among middle school students at a secondary school. Employing a pre- and post-experimental design, the research found significant improvements in students' reading fluency and comprehension. Students who engaged with digital storybooks showed enhanced pronunciation skills and a better understanding of the stories. Additionally, the use of modern technology and engaging illustrations increased students' interest in reading. These findings support the effectiveness of digital storybooks as a tool for developing reading skills in middle school students (Grolig, 2020).

In conclusion, these case studies demonstrate the multifaceted benefits of using storybooks in educational settings. They show how storybooks can enhance reading skills, foster understanding and empathy, and leverage technology to promote learning. Integrating storybooks into teaching practices offers a comprehensive approach to developing essential skills and fostering a love for reading in children. The multifaceted benefits of storybooks make learners an essential component of early education. They enhance language proficiency, cognitive development, social and emotional learning, and cultural awareness, making them powerful tools for holistic education. By using storybooks effectively, educators can foster a love for reading, promote lifelong learning, and support the overall development of their students, ensuring they are well-prepared for the challenges and opportunities of the future.

Enhancing Reading Skills with Storybooks and Video Clips

Using storybooks in conjunction with video clips provides a multifaceted approach to language learning that significantly aids in the development of listening and speaking skills. Video clips offer the advantage of presenting correct pronunciation, which learners can listen to multiple times, thereby enhancing their auditory training and enabling them to practice speaking accurately. This repeated exposure to accurate pronunciation is particularly beneficial for language learners at all proficiency levels, as it caters to their individual learning needs and paces (Rao et al., 2020).

Incorporating video clips into research and educational practices promotes frequent exposure to accurate sounds, which is essential for developing both listening and speaking skills. Lee (2021) highlights that frequent auditory exposure helps learners distinguish between similar sounds, recognize word boundaries, and understand intonation patterns, all of which are critical components of effective communication. By listening to the correct pronunciation multiple times, learners can develop a more refined ear for the language, which in turn supports their overall language acquisition.

Moreover, the use of video clips in conjunction with storybooks engages learners more effectively than traditional reading methods alone. Rao et al. (2020) emphasizes that multimedia tools, such as video clips, can capture learners' attention and maintain their interest, making the learning process more enjoyable and interactive. This increased engagement is particularly important in a classroom setting, where maintaining student interest is crucial for effective teaching and learning. Thus, teachers can also benefit from using video clips as a teaching tool. The visual and auditory elements provided by video clips can serve as a valuable resource for educators, helping them to illustrate pronunciation and listening concepts more clearly. By incorporating video clips into their lessons, teachers can create a more dynamic and interactive learning environment, which can lead to better student outcomes.

In conclusion, using storybooks in conjunction with video clips offers a comprehensive approach to enhancing reading skills. By providing accurate pronunciation and allowing for repeated listening, video clips help learners improve their listening and speaking abilities. This method not only supports the development of correct pronunciation but also engages learners and serves as a valuable tool for teachers. Incorporating video clips into language learning practices can significantly enhance the effectiveness of reading activities and contribute to better language proficiency.

Conceptual framework

This study aims to examine the effects of teaching English using phonics with storybooks on the oral reading fluency of sixth graders, considering three principles of this approach. First, the principles of phonics pronunciation include understanding grapheme correspondences, phoneme correspondences, and blending phonemes. Grapheme correspondences involve recognizing the relationship between written letters and their associated sounds. Phoneme correspondences require understanding how sounds correspond to letters or groups of letters. Blending phonemes involves combining individual sounds to form words, which is essential for decoding and reading fluency. The phonics instruction, which builds the foundational blocks of literacy. This includes developing decoding skills to read new words and enhancing spelling and writing proficiency through the correct use of phoneme-grapheme correspondences. Additionally, phonics instruction aims to improve reading fluency, enabling students to read text accurately, quickly, and with proper expression. Early intervention through phonics addresses reading difficulties at an early stage, preventing future literacy problems. Furthermore, phonics instruction provides cognitive benefits such as improved memory, attention, and auditory processing. Next, the principles of reading storybooks provide contextual learning by teaching words and concepts within the narrative of a story, aiding comprehension. Storybooks foster imagination and creativity, model fluent reading, and introduce new vocabulary in context. They also support differentiation and inclusivity by adapting stories to meet diverse learner needs. The integration of phonics with storybooks reinforces learning by combining explicit phonics instruction with engaging story content. Lastly, the principles of reading fluency focus on teaching the relationship between sounds and letters through explicit phonics instruction. This highlights the importance of recognizing words for comprehension, interpreting and making sense of text, and practicing reading through repeated reading to build fluency and confidence. By integrating these principles, the framework aims to enhance oral reading fluency among sixth graders. Combining phonics instruction with storybooks helps improve decoding skills, expand vocabulary, enhance reading comprehension, and increase reading fluency. Additionally, this approach supports better spelling and writing proficiency and provides cognitive benefits. It was expected that after students learned English by using phonics with storybook on oral reading fluency, they higher scores on the post-test than pre-test. The conceptual framework used in this study is shown in Figure 1.

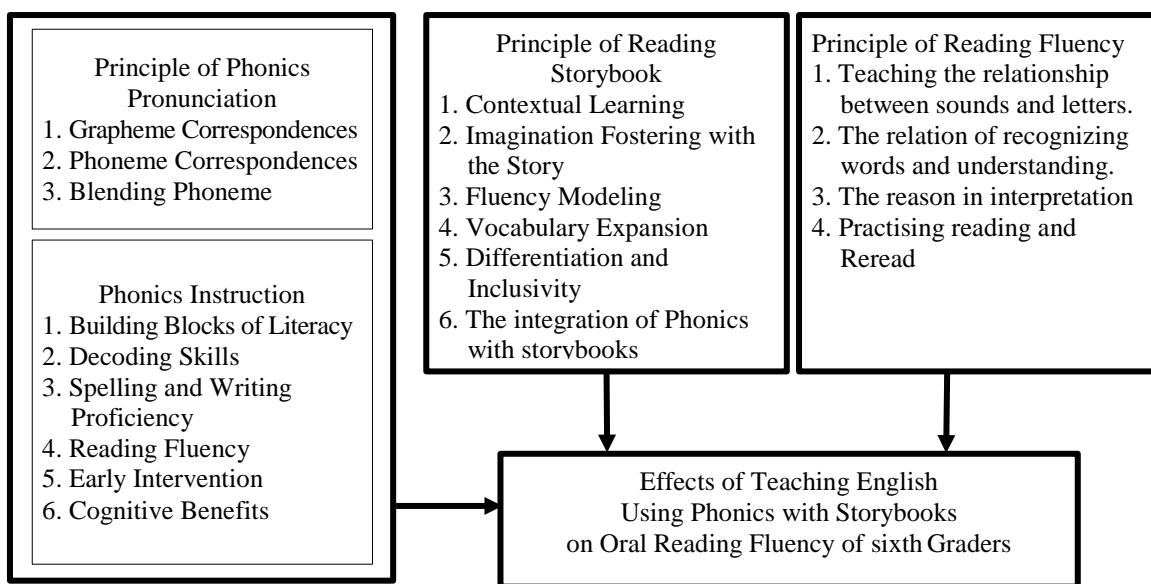


Figure 1. Conceptual Framework

Figure 1 shows the conceptual frameworks of Effects of Using Phonics with Storybooks on Oral Reading Fluency of sixth Graders. It is divided into three primary sections: Principles of Phonics Pronunciation, Principles of Reading Storybook, and Principles of Reading Fluency. Each section contributes to the overall objective of improving reading fluency.

Research Hypothesis

After the implementation of phonics and storybook learning, the sixth-grade students showed improved reading fluency compared to before the instruction.

Research Questions

By examining the intersection of phonics and storybooks, this research seeks to address several key questions:

1. Impact on Oral Reading Fluency: How does integrating phonics instruction with storybooks affect the oral reading fluency of sixth-grade students?
2. Engagement and Motivation: What are the effects of this integrated approach on students' engagement with reading and their motivation to improve their literacy skills?
3. Comprehension and Retention: Does the integration of phonics and storybooks influence students' comprehension of the text and their ability to retain phonics concepts?

Research Methodology

Research methods selected for the research

The selected research methodology is a mixed-method approach, combining qualitative research through document analysis and quantitative research using a one-group pretest-posttest quasi-experimental design (One-Group Pretest-Posttest Design) adapted from Mulei et al. (2023) and Onuorah (2021). This approach provides a clear and effective overview of the experimental impact and measures changes within the same sample group.

T1

X

T2

Symbols used in the one-group pretest-posttest quasi-experimental design:

T1: represents the measurement of the students' oral reading fluency before learning English using phonics with storybooks.

X: represents the treatment of teaching English using phonics with storybooks.

T2: represents the measurement of the students' oral reading fluency after learning English using phonics with storybooks lessons and students' opinion towards learning English using phonics with storybooks

Population

The population in this study was 180 students from five elementary schools in Rareong sub-district, Wang Nam Khiao district, a school under the Center of Educational Networks of Nakhon Ratchasima Primary Education Service Area Office 3 including 30 students at Banraroeng school, 42 students at Ban Sai Ngam school, 39 students at Ban Khlonghinrong school, 41 students at Bannongmaisak school and 28 students at Ban Khlong Kum School.

Samples

The sample size was determined using a non-probability cluster random sampling method, selecting one elementary school, Ban Khlong Kum School, located in Ranong Subdistrict, Wang Nam Khiao District, Nakhon Ratchasima Province. The sample consisted of one sixth-grade classroom with 28 students enrolled in English during the first semester of the 2023 academic year.

Research Instruments

The research tools used to answer research objective number 1 include:

1. A learning plan for using phonics and storybooks for sixth-grade students on the topic "Reading and Teaching Choir Singing" consists of three steps, as shown in Table 2.

Table 1. Pre-experimental design

Stages of choral reading	Teaching procedure
Stage 1: Learning vocabulary, alphabets sound (phonics)	Period 1 (60 minutes) Teaching how to pronounce the words
	Period 2 (60 minutes) model the reading to the group
Stage 2: Learning phrasing and how to reading fluency	Period 3 (60 minutes) survey the text-point out the clues you are using
	Period 4 (60 minutes) re-read the text to the group
Stage 3: Learning about re-read the text with the group for example echo and choral reading and improve students' pronunciation, and reading fluency by using storybook.	Period 5 (60 minutes) re-read the text with the group for echo reading
	Period 6 (60 minutes) re-read the text with the group for choral reading

2. An English oral reading fluency test

The English oral reading fluency test was used for both pretest and posttest assessments. Its purpose was to evaluate the English oral reading proficiency of sixth graders before and after their learning the lesson plan using phonics techniques with storybook lessons, specifically focusing on oral reading fluency. The scoring criteria; the total score was 16, and the passing score was 8 and above in 4 dimensions, including Volume, Phrasing, Smoothness, and Pace. These were adapted from 'Training Teachers to Attend to Their Students' Oral Reading Fluency' by Mulei et al. (2023) and Onuorah (2021).

The research tool used to answer research objective number 2 that The opinions questionnaire about learning English using phonics with storybooks. It consisted of part one, five closed-end questions adapted from Alamri and Adawi (2021). The test is a 5-point Likert scale, with the following scoring criteria: 1 point = Strongly Disagree, 2 points = Disagree, 3 points = Neutral, 4 points = Agree, 5 points = Strongly Agree (Creswell & Creswell, 2017), and second part included one open-ended question (Creswell & Creswell, 2017) asking for students' opinions about learning English using phonics with storybooks, and the second part included one open-ended question asking for students' opinions about learning English using phonics with storybooks.

Data Collection

The stages of choral reading and teaching procedure followed by stages of choral reading

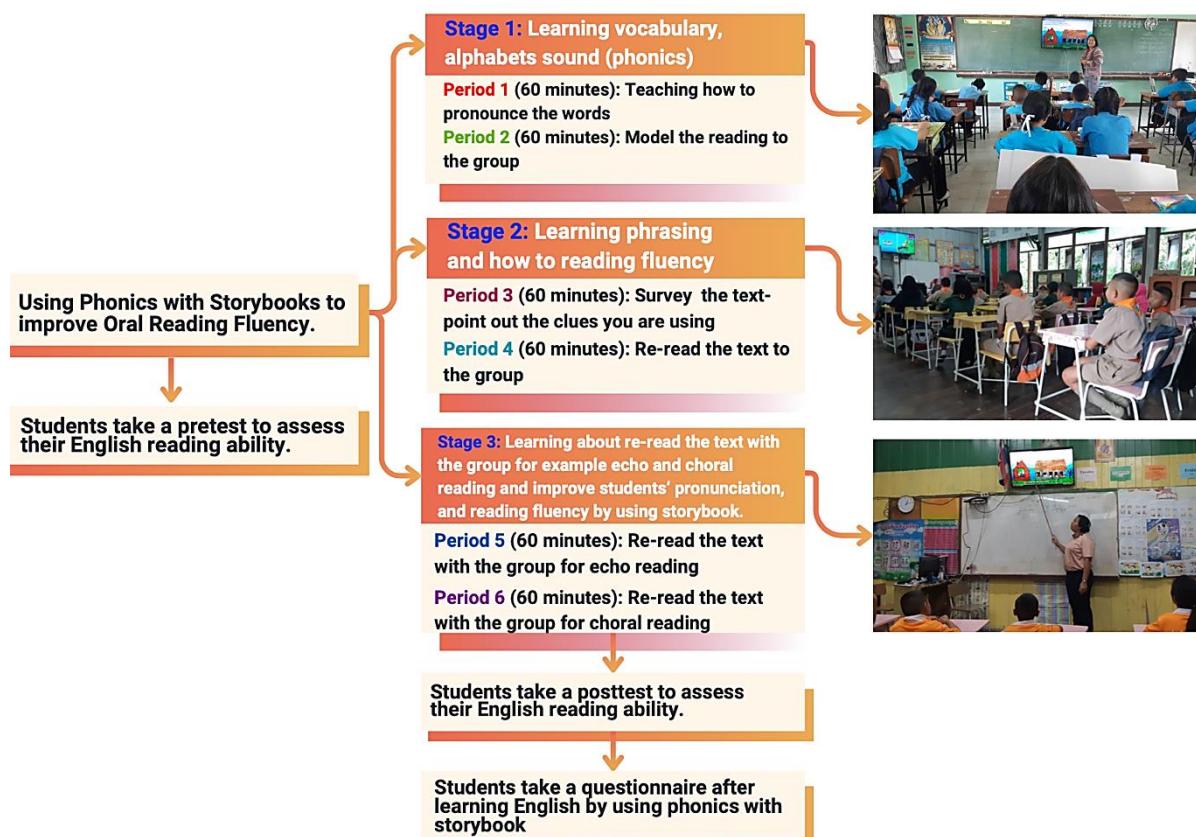


Figure 2: The Teaching Process Using Phonics with Storybooks to Improve Oral Reading Fluency
 Source: Stage 1 (21st June 2023); Stage 2 (26th July 2023); Stage 3 (13th Sep 2023), Ban Khlong Kum School, Ranong Subdistrict, Wang Nam Khiao District, Nakhon Ratchasima Province

The research data was collected in the first semester of the academic year 2023. Initially, 28 students were selected to participate in the study. These students underwent a pre-test designed to evaluate their baseline levels of English oral reading fluency. The pre-test provided a critical initial assessment, capturing data on their ability to read English text aloud accurately and fluently. This baseline measurement was essential for comparing subsequent improvements following the instructional intervention. Following the pre-test, the instructional phase commenced with the implementation of three carefully planned lesson sessions. Each lesson plan was designed to integrate phonics techniques with engaging storybook lessons, aiming to enhance the student's reading fluency. These lessons were conducted for two hours each, providing ample time for the students to engage with the material and practice their reading skills.

After completing the instructional sessions, the students were administered a post-test to measure any improvements in their English oral reading fluency. This post-test was identical to the pre-test, ensuring consistency and allowing for a direct comparison of the student's performance before and after the intervention. To complement the quantitative data from the pre-and post-tests, a questionnaire was also administered to the students. This questionnaire aimed to gather qualitative data on the student's perceptions of the instructional approach. It included questions designed to elicit feedback on their engagement with the phonics techniques and storybook lessons, as well as their self-reported improvements in reading fluency. The combination of pre-tests, post-tests, and questionnaires provided a comprehensive dataset, enabling a thorough analysis of the instructional approach's effectiveness. By triangulating the quantitative and qualitative data, the study aimed to gain a holistic understanding of the impact of phonics techniques and storybook lessons on English oral reading fluency.

Data Analysis

1. The data from students' post-test was analyzed using inferential statistics to test the hypothesis. An independent t-test, mean score, and standard deviation (S.D.) was used to compare the differences between the pre-test and post-test mean scores, with the statistical significance level set at 0.05.

2. The data from the first part of the questionnaire, which consists of closed questions, was analyzed using descriptive statistics, specifically the mean and standard deviation (S.D.). The interpretation criteria for the results are as follows: a mean of 5 indicates "strongly agree," 4 indicates "agree," 3 indicates "neutral undecided," 2 indicates "disagree," and 1 indicates "strongly disagree," based on the Likert scale. (Creswell & Creswell, 2017)

3. The data from the second part of the questionnaire, which consists of open-ended questions, was analyzed using content analysis.

Research Results

1. The results of examining the students' post-test mean score of sixth graders after using phonics with storybooks on oral reading fluency.

Table 2 The Comparison of mean scores from the pretest and posttest of English oral reading fluency of the sixth graders.

Mode of assessment	n	\bar{x}	S.D.	t	p
Pre-test (16)	28	7.32	1.38		
Post-test (16)	28	9.79	1.81	11.46*	0.00

*p<0.05

From Table 2, the mean post-test score was 9.79, significantly higher than the pre-test mean score of 7.32 at the .05 level. This indicates that the participants' English oral reading fluency improved after learning English using phonics with storybooks. The results showed that the posttest mean score of English oral reading fluency of the sixth graders who had learned by using phonics with storybooks on oral reading fluency was significantly higher than the pretest mean score of English oral reading fluency at the 0.05 level. This indicated that the student's English oral reading fluency had improved after learning by using phonics with storybooks on oral reading fluency. And indicated that the student's English oral reading fluency had improved after learning by using phonics with storybooks on oral reading fluency.

Table 3 The Comparison of the Post-test Mean scores of the sixth-grade students' English oral reading fluency with the pre-test mean score in 4 dimensions.

Reading aspects	Total scores	Pre-test		Post-test		t	p
		\bar{x}	S.D.	\bar{x}	S.D.		
Expression and Volume	4	1.71	0.60	2.82	0.55	9.32*	0.00
Phrasing	4	1.79	0.57	2.43	0.69	5.47*	0.00
Smoothness	4	1.96	0.43	2.29	0.53	3.10*	0.00
Pace	4	1.86	0.45	2.25	0.44	4.18*	0.00
Overall	16	7.32	1.38	9.79	1.81	11.46*	0.00

*p<0.05

Table 3 above shows that the post-test mean score for each reading dimension—including Expression and Volume, Phrasing, Smoothness, and Pace—was significantly higher than the pre-test mean score at the .05 level. Furthermore, the total mean score of the post-test was significantly higher than that of the pre-test at the .05 level. Therefore, the hypothesis in this study, which stated that the post-test mean score of the sixth-grade students who learned English reading by using phonics with storybooks would be significantly higher than the pre-test, was accepted.

2. The results of exploring the students' opinions on using phonics with storybooks on oral reading fluency

Table 4 Students' opinion towards learning English by using phonics with storybooks on oral reading fluency.

Statement	\bar{x}	S.D.	Meaning
1. The steps of learning English by using phonics with a storybook are easy to understand and can be learned step-by-step.	4.29	0.46	Agree
2. Learning by using phonics with a storybook helped to stimulate my interest in the topics and enjoyment of learning English.	4.71	0.46	Strongly agree
3. Learning English by using phonics with a storybook promotes my oral reading fluency.	4.25	0.52	Agree
4. Learning English by using phonics with a storybook gave me the confidence to read fluently.	4.71	0.46	Strongly agree
5. Learning English by using phonics with a storybook helped me to learn vocabulary, words, and intonation in English more easily.	4.04	0.19	Agree
Total	4.4	0.54	Agree

From Table 4, it was found that the research results were presented in an overall view and arranged in descending order for all items.

The responses to open-ended questions were categorized into two points, including

1. The Advantages of learning English using phonics with storybooks.

The students' responses to the questionnaire revealed some advantages

“...Reading storybooks helped my reading better...” (Student A, personal communication, October 14th, 2023)

“...Storybooks helped my reading skills and develop my talent better...”

(Student B, personal communication, October 14th, 2023)

“...The storybooks were fun to read and made me enjoy when I read it, and Storybook helped me improve reading fluency...” (Student C, personal communication, October 14th, 2023)

“...I love storybooks because I can read fluently and It was fun...” (Student D, personal communication, October 14th, 2023)

“...I love storybooks that make me improve my reading skills...” (Student E, personal communication, October 14th, 2023)

“...I love storybooks because I can read faster...” (Student F, personal communication, October 14th, 2023)

“...I love reading storybooks because storybooks make my reading skills fluent and storybooks are fun...” (Student G, personal communication, October 15th, 2023)

“...The storybook made reading to be funny more and made reading skills fluent...” (Student H, personal communication, October 15th, 2023)

2. The difficulty of learning English using phonics with storybooks

Some students expressed an opinion. They noted that the video clips were too fast and more difficult to listen to and repeat after the video but when the teacher repeated the story that made the students listen clearly. According to the students' opinions, it could be concluded that the lessons were interesting, fun, and useful. They have gained more knowledge and learned a lot of new words from lesson plans. They had the opportunity to read the storybook and read with their friends.

Discussion

The findings were discussed based on the objectives, as described below.

According to the comparison of the score and mean scores of the pre-test and post-test of the participants' oral reading fluency, it is suggested that learning English using phonics with storybooks can promote oral reading fluency because most of the participants got a higher score in the post-test than in the pre-test, and the mean score of the post-test was significantly higher than the pre-test on the English oral reading fluency to examine the effects of teaching English using phonics with storybooks on students' oral reading fluency. The advantages of teaching English using phonics with storybooks to improve learners' oral reading fluency are discussed as the following aspects.

Firstly, teaching English using phonics with storybooks is an appropriate approach to teaching English. This process includes several elements: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Therefore, teachers must choose an appropriate approach to enhance students' understanding of reading activities. One effective approach is phonics. The study results showed that the phonics approach effectively improved students' reading abilities, as evidenced by their progress following the phonics instruction. Moreover, storybooks provide a rich source of vocabulary and varied sentence structures, offering students opportunities to apply their phonics knowledge to new and diverse words. The engaging nature of storybooks keeps students motivated and interested, making the learning process enjoyable and effective. Wannakam and Patamadilok (2022) also claimed that the process of reading storybooks combined with phonics instruction enhances students' skills in using phonics for reading.

As aforementioned, the finding was consistent with the findings revealed in the studies of Wannakam and Patamadilok (2022) (in regard that Phonics instruction within storybooks also allows for repeated exposure to phonetic patterns and sounds, reinforcing learning through repetition and context. Teachers can guide students to focus on specific phonics elements within the stories, making connections between the sounds and their written forms, which enhances their reading fluency.

Moreover, English reading skill was the aspect of oral reading fluency that students demonstrated improvement in after the implementation of the instruction. This could be the result of one strategy that contributes to oral reading fluency is choral reading, which encompasses four aspects: expression and volume, phrasing, smoothness, and pace, as stated by Khasawneh and Fallatah (2022). The choral reading strategy increases students' motivation to learn by enabling them to listen to each other during the activity, which helps them master reading fluency skills. This approach involves learning through repeated and synchronized reading, allowing students to focus on multiple language skills simultaneously. By engaging in choral reading, students enhance their fluency, pronunciation, and comprehension. This practice allows them to demonstrate and improve their ability to read texts fluently. As students engage in choral reading, they repeatedly encounter the same text, which builds their confidence and familiarity with the words and sentence structures. This repetition is key to developing fluency, as it allows students to practice and internalize the rhythm and flow of fluent reading.

In conclusion, the combination of phonics instruction with storybooks and choral reading strategies offers a holistic approach to enhancing students' reading skills, motivation, and fluency. It provides opportunities for meaningful practice, supports language development, and fosters a positive classroom atmosphere where students can thrive as confident readers.

One more research result, according to the results of the learners' opinions towards learning English using phonics with storybooks, the participants strongly agreed that this method helped stimulate their interest in the topics and increased their enjoyment of learning English to study students' opinions on learning English using phonics with storybooks. Wilairat and Pianchana (2022) stated that phonics instruction models were well-received by students. They were enthusiastic about the program, especially due to the abundance of storybooks, engaging songs, and diverse activities. Students found the instructional methods easy to follow and the materials interactive. Their active participation in classroom activities demonstrated the program's effectiveness in enhancing student engagement in the learning process. This enjoyable environment enhances motivation and encourages participation, which is crucial for effective language learning. Storybooks, by making the learning process more enjoyable and relatable, help young learners become more invested in understanding and using the language, thereby improving their overall language proficiency.

In contrast, Pressley et al. (2023) suggests that while phonics is beneficial, a balanced approach that includes whole-language strategies may be more effective for developing reading skills in diverse student populations. Plus, the National Reading Panel (2000) emphasizes the importance of systematic phonics instruction in early reading programs, which aligns with the approach used in this research. Most students Strongly agree that learning English by using phonics with storybooks on oral reading fluency. Also, using phonics with a storybook helped to stimulate interest in topics, enjoyment of learning English and gave the confidence to read fluently.

Moreover, the researcher observed that the participants who joined the experiment demonstrated significant motivation throughout each step of the activities. This enthusiasm was evident in their engagement and willingness to participate actively in the tasks assigned to them. In addition to the noticeable improvement in their test scores, the participants also shared positive feedback through the questionnaire. Several participants highlighted that this method boosted their confidence in reading fluently. They felt more assured and capable when reading aloud. Additionally, many participants reported that learning phonics through storybooks enhanced their overall reading skills. They found that the structured approach of phonics, combined with the engaging and contextual nature of storybooks, made reading more enjoyable and effective. One participant specifically noted that using storybooks helped them read faster, indicating an improvement in reading speed and fluency.

To sum up, integrating phonics with storybooks in English learning not only enhances students' oral reading fluency but also significantly boosts their motivation and interest in learning. This method provides a structured yet engaging way to improve reading skills, making the learning process both effective and enjoyable for students. According to Ehri (2020), phonics instruction has been shown to significantly improve reading fluency and comprehension in young learners, supporting the findings of this study.

Recommendations

Recommendations from the Research

To maintain and enhance the effectiveness of the phonics and storybook approach, it is crucial to continuously assess and improve learning plans by incorporating new methods and appropriate technology. This ongoing improvement can help create more engaging and diverse learning experiences for students. Notably, the assessment issue with the lowest mean score revealed that most students agree that learning English by using phonics with storybooks significantly impacts oral reading fluency, with a mean score of $\bar{X} = 4.04$. Additionally, exploring the impact of parental involvement and integrating digital literacy tools can further enhance student engagement and learning outcomes. These elements provide additional support and motivation for students outside the classroom.

Recommendations for Future Research

Future research should consider expanding the sample size and diversity to generalize the findings across different educational contexts. This broader validation would confirm the method's effectiveness in a wider range of settings. Conducting longitudinal studies is also recommended, as it would provide insights into the long-term effects of the phonics and storybook approach on reading fluency and academic performance. Understanding these long-term impacts is crucial for developing sustainable educational practices. Moreover, focusing on differentiated instruction can ensure that all students benefit from the approach by catering to their diverse learning needs, thereby achieving more equitable learning outcomes. Investigating the impact of teacher training on the effectiveness of phonics and storybook methodologies is essential, as proper training equips teachers with the necessary skills and knowledge to implement this approach effectively.

Impact

The study demonstrates that integrating phonics with storybooks significantly enhances students' oral reading fluency and overall English proficiency. This method provides a structured approach that can be adapted to various educational settings, supporting the adoption of phonics and storybooks in primary education. By combining phonics' systematic approach with the engaging narratives of storybooks, students can develop a

stronger foundation in reading skills. The results indicate a marked improvement in reading fluency, suggesting that this integrated method is effective in elevating English proficiency among primary school students.

Moreover, the positive feedback from students regarding their increased interest and confidence in learning English indicates that this method effectively engages students. This engagement is critical for fostering a love for reading and a lifelong interest in learning. The study's findings contribute to the broader theoretical frameworks within literacy education, aligning with and expanding upon existing theories of reading development. The empirical evidence supports the integration of phonics and storybooks, suggesting that this approach could be beneficial for improving literacy rates and preparing students for lifelong learning. By enhancing both academic performance and student engagement, the study underscores the potential of this method to make a lasting impact on literacy education.

In conclusion, the student's English oral reading fluency had improved after learning by using phonics with storybooks on oral reading fluency and had the highest average score in the dimension of Expression and Volume, followed by Phrasing, Smoothness, and Pace, respectively. This may be due to the learning plan developed in this research, which encompasses principles of phonics-based oral reading aligned with the phonics instruction method connected to storybook reading principles. Additionally, the researcher's experience in classroom teaching contributed to the effectiveness of the teaching plan. The study contributes to broader theoretical frameworks within literacy education by aligning with and expanding upon existing theories of reading development.

The findings of this study can be applied in various educational settings to enhance literacy education by integrating phonics with storybooks. In classroom instruction, teachers can incorporate daily storybook reading sessions where phonics instruction is seamlessly embedded, selecting texts that highlight specific phonetic patterns. Interactive activities like choral reading can be used to practice fluency and reinforce phonics skills in an engaging manner. Literacy programs should balance phonics instruction with whole-language approaches to develop both technical reading skills and comprehension, while also incorporating digital literacy tools such as e-books and educational apps to make learning interactive. Professional development and resources for teachers are crucial, providing training on integrating phonics with storybooks and supplying necessary materials. Regular formative assessments and student feedback can help monitor progress and adjust instruction to meet students' needs. Parental involvement can be encouraged through home reading programs and workshops that educate parents on supporting their children's literacy development. Additionally, phonics and storybook activities should be tailored to accommodate diverse learners, including English Language Learners and students with reading difficulties, using differentiated instruction and culturally relevant texts. By applying these strategies, educators can leverage the study's findings to improve literacy outcomes, foster a motivation for reading, and support lifelong learning in students.

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