



Improving Reading Ability by TBL to Increase Students' English Language Achievement

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Abstract

Reading is an interactive processes in which students earn a meaning of texts by using effective reading strategies that help students understand what they read. The researcher focus on the terms of improving, reading ability, tasks, students and students' achievement by TBL. The research was conducted 18 weeks with 40 and 204 and collected the data and reported to school academic office. The data used to compare the O-net score that students took by the end of school year. The outcome of the study was well accepted as improving reading ability by TBL to increase students' English language achievement.



Introduction

Students' English language achievement has been highly required by provincial and national level where the outcome of students' achievement is tested, posted and informed nationwide after end of each school year by Ordinary National Educational Test (O-Net). The students' performance is appeared on school bulletin board to compare their achievement year by year where school and community are expected higher numbers. The English language is one among other school subjects that every students have to take the test.

English has been introduced to school district around the world as it is used as a communicative language to inter-exchange information among one another. One reason to communicate effectively, students need to be good readers.

Reading is an interactive process (Nur, 2017) in which readers construct a meaningful representation of a text using effective reading strategies (Gilakjani, 2016) where reading strategies are considered as significant skill that have received the special focus on students' reading comprehension proficiently.

Reading tasks are conducted to help students' learn languages through reading activities. Eisterhold (2003 as cited in Gilakjani 2016) mentioned that extensive reading activities can be beneficial in aiding learners to becomes self-directed individuals who are searching for meaning provided. The activities are:

- * using background knowledge
- * asking questions
- * making inferences
- * predicting
- * summarizing
- * visualizing
- * comprehension monitoring (Gilakjani 2016)

There have been some reading texts appeared in the global current stream that are introduced to school assignments during this study. The texts cover:

- * Environment matters included animal dwellings, endanger species, animals' habits and foods, weather, global warming, waste management, etc.
- * Places which are tourist attractions, cultural events, outing habits, food industries, lifestyles, etc.



- * People which are political conflicts, outstanding professions, entertaining industries, medical service, famine affection, diseases control, historical figures, information preferences, etc.
- * Technology and new discoveries which are the change of telephone items and their necessities, news species and scientific matters that are posted through the media, etc.

The researcher believes that if the students have experience with various learning materials designed along with knowledge they learn thorough media at home or in community will contribute to language achievement. These might help when they have to come up with the reading tests designed by O-net.

Objective:

To improve reading ability to increase students' English language achievement

Definition of terms

- * improving means to raise better or higher
- * reading ability means to understand written texts (Tadesse, 2017)
- * task means a piece of work undertaken for oneself or for others (Rozati, 2014)
- * students refer to 40 and 204 students of mattayomsuksa 6 of Khon Kaen Wittayayon School who took English 30212 as a required subject in a school year 2018.
- * students achievement means the O-net score of the student that grew higher in a school report.

Expected outcome

The research will conduct tasks for learners to improve reading skills the contribute to increase English language achievement.

Literature Review

Task-based language teaching has been developing over several decades as a learners-centered approach (East 2017). There have been many researchers who had studied in order to improve students' reading skill. Pradana Akbar (2011 as cited in Nur, 2017) conducted the research of the Effectiveness of Interactive Approach to Teaching Reading that could affect the improving students' comprehension ability. Lopez (2019) did the research on Improving Teaching Capacity to Increase Students' Achievement. The study found that the analyzed competence and the communication competences both related to students achievement. Richard (2017) studied Teaching English through English and provided an overview of how the role of language proficiency has been addressed in the ELT literature as it described the kind of specialized language skills needed to teach English through.



Principles of Task Based Learning are:

1. Relevant Tasks that are used in the activities such as problem solving, creative thinking and sharing personal experience
2. Tasks are various and aim on meaning and comprehension.
3. Students are learned by interacting.
4. Focus on using and eliciting authentic language.
5. Errors are natural part of learning process.
6. Focus on the whole process
7. Students are motivated
8. Provide in-put and out-put (Tesol 2018)

Reading Strategies needed.

- 1) Previewing helps students to know what the text is about. There are headlines, photos, signals, etc the students should know.
- 2) Contextualizing. It helps students know where things happens.
- 3) Visualizing. It helps students know see what things happens.
- 4) Asking and answering question. It helps student how to ask and what to answer.
- 5) Summarizing. It helps students to shorten ideas.
- 6) Skimming. It helps students speed reading and focus on main points.
- 7) Scanning. It helps students find the information they need. (Pesce, 2014)

Furthermore, there has been classic context clues that students need to know to help them figure out what is the text is all about. These are:

- * Definition or explanation clues--such as for example, for instance, that is, is, like, etc.
- * Restatement or synonym clues—means, is called, is/was, are/were, etc.
- * Contrast or antonym clues—but, however, opposite of, , etc.
- * Inference or general clues—given situations,
- * Punctuation clues. —xxx- ,xxx, (xxx), etc.

Students' achievement factors. There were many of students' achievement factors that Bertolini (2016.) had mentioned:

- * Students' resiliency.
- * Individual student ability
- * Health and attendance-motivational, physical and affective factors.
- * Developmental difference
- * Social and moral development
- * Social climate



- * Parent training
- * Building leadership capacity
- * Teacher evaluation
- * Peer culture and achievement

As for this study, students with learning disability or behavioral problems, were set to study separately.

Methodology

This study was conducted as a classroom action research. The study was to try out with 40 students who studied English 30211 on the first semester of school year 2018. Later the tasks were done with 204 students who studied English 30212 for 18 weeks on the second semester. The researcher wanted to make the students' performance to reach a higher O-net score than a previous school year. The researcher conducted were:

Students' role:

- * Collected and selected the students' topics requirement. The very first day of school day, articles, topics, types of passage the students need to study were provided and asked them to choose the most voted topics.
- * Attended class regularly and did school work willingly.
- * Well behaves. (Fryer, 2017)

Teacher's role:

- * Searched and collected news articles from the media, papers, and textbooks. Did the printing passages that met students need.
- * Conducted lesson plan for E 30212 subject. Decided and wrote the lesson plan for a whole semester. The formula was pre-while-post reading activities.
- * Designed English reading assignments for students and consulted the experts. The passages were followed with 6-8 questions each.
- * Set the target group (40 students) and tried out the assignments. The target group was ones whose schedule met 3 times a week. This was set just in case they provided extra hour s for teacher-learners to discuss specific points that need more sharing information.
- * Consulted the experts and redesigned the assignments. This part was to make sure that the papers designed were well prepared and well observed.
- * Did the pre-test and did the assignments with the students who took E 30212 (204), did the post test. This part was used for the entire group which met the teacher two classes a week. Extra activities were added to encourage and motivate students learning.



- * Kept the students score and did a school report. By the end of the school year, the teacher had to do the formal report to school. One set of score was kept and the other had to send to the academic office as the reference and record of each student.
- * Let student did the O-net. This part is conducted yearly. Later the teacher waited for the formal report from a school academic office.
- * Compared the O-Net score to the previous year outcome
- * Have good relationships with students.(Aspelin, 2012)

While the study was being conducted, teacher allowed student to work as they pleased. One who preferred to work on his/her own was welcomed. Those who wanted to work in pair could do the way they wanted. Those who liked to share specific points in groups had chances as they preferred.

Some relaxing learning styles, games, entertaining activities were used to motivated learning preferences and sustainable learning. Aryani (2017) strengthened the importance of motivation in the learning process a clear relationship with students' achievement. The ones that introduced to class were:

- * Stop the bus
- * Ping-pong game
- * Touch the board
- * Number guessing
- * Conduct a song for each group to help remember the words. (bootcamp 2015)

As the study is progressing, students were welcome to sort out help from the teacher during school days. For some who needed extra explanation, they could come to consult in the morning before school, during lunch break or after school. Small area was set for sharing information.

Those who wanted to consult via the internet assessment were also welcomed. This would help students a lot as they could easily send any information to their peers much easier and wider.

School role:

A school area where students were studying was well kept and set out of noises that could interfere language learning.

A classroom where students were studying had to be relaxing atmosphere. As Cheryan



(2014) mentioned in a study that classroom environment should be well lighting, acoustics, temperature, and air quality.

A classroom where the study was conducted was full equipped with a projector which used to provide information and specific texts. It was installed loudspeakers that contributed to learning language. It also connected to internet assessment that helped students to reach out more information when needed. The room also decorated with chart boards, pictures of unknown places or animals, unfamiliar words, etc. These kits helped visualizing and understanding to the right meaning of words and contexts gradually.

Findings

The result of the study of English language ability who took pre and post test was satisfactory. All the details were as follow:

Table showed a pre-test and post-test score

| Pre-test | Post-test | Progress | Full score |
|----------|-----------|----------|------------|
| 16.6 | 22.6 | 6.0 | 30 |

Table showed English subject O-net scores of Khon Kaen Wittayayon M. 6 students academic year 2018

| years | 2016 | 2017 | 2018 |
|--------|-------|-------|--------------|
| scores | 40.77 | 43.01 | 49.12 |

source: issue of Academic Department of Khon Kaen Wittayayon School

Additionally 2 teams of 4 students of Khon Kaen Wittayayon school won the 1st and 2nd prize for joining ISAN Book Fair English GAT Competition on August 20,2019 At Kanjanapisek Hall at Khon Kaen University.



Discussion and recommendation.

The students' performance showed that students did rather well in school task at school level that gave a preferable progress in national level.

There are various ways to engage students in learning language through reading tasks:

- * Writing the meaning of words on booklets
- * Grouping the same meaning of word into one set.
- * Read a great number of books, articles appear on the press.
- * Follow the media through internet assessment or television broadcast to follow current world affairs. The issues are likely to adapt to a test.
- * Sharing words among friends or post it on internet websites.

There are also some tips for students to learn language ability:

- * Interacting with foreigners for language trainers or friends who have strong language background.
- * Listening to various kinds of texts, radio programs, television programs, language channels.
- * Surfing internet that use language regularly.
- * Participate in language activities both in and outside school.
- * Involving in many kinds of local events that learners are able to practice language.
- * Writing journals or story to practice language.

The purpose of the study was to Improving Reading Ability by TBL to Increase Students' English Language Achievement. By using TBL helped students well in national level. The author hopes that the material, procedures, presented above will help the learners who study English will do well in their leaning usage.

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