



The Development of English Reading Comprehension Skill by Using Communicative Language Teaching (CLT) for Grade 6 Students

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ABSTRACT

The purposes of this research were to 1) study the effectiveness index of instructional plan which used CLT to improve Grade 6's English reading comprehension ability by using Communicative Language Teaching, 2) compare the English reading comprehension ability of students before and after learning through Communicative Language Teaching for developing reading comprehension and 3) study the satisfaction of students toward CLT for learning reading comprehension. The sample was 30 students studying in Grade6, Rajabhat Mahasarakham Demonstration School, selected by using purposive sampling. The experiment was carried out for a seven -week time frame; there were sixteen class periods of fifty minutes each. The instruments used in this study were 4 lesson plans, an achievement test and a questionnaire to evaluate the students' satisfaction in learning English reading comprehension through communicative Language Teaching. The data were statistically analyzed by mean, standard deviation and t-test for dependent samples.

The findings revealed that: 1) the English reading comprehension ability of students after used the instructional plans rose up at 0.8419 levels or 84.19%, 2) the English reading comprehension ability of students after learning though CLT Technique was improved, according to the comparisons of the score of pretest and posttest. The mean scores in posttest were higher than those of the pretest and the mean score between pretest and posttest in every lesson are significantly different at the 0.05level, and 3) The students were satisfied in learning English reading comprehension through communicative language teaching.

Keywords: Reading comprehension; Communicative Language Teaching; Satisfaction



INTRODUCTION

To be able to convey meanings among group of persons, the tool is unavoidably used and that tool is comprehensible language. Language is necessary to learn for meaning interpretation or acquiring any useful knowledge no matter for education or knowing culture of society. Knowing more than one language leads to knowing different cultures of the world and enables make friendships to people in various nations (Ministry of Education Commission, 2008, p. 1)

Reading is one of the most important skill in learning English classes. In contrast, many learners have troubles in comprehension. This is similar to (An. F. C. An, F. C., 2011). stated that reading is very important for learners, but they do not understand the text they read. Then, they have failure on communication skill. Hayes (Hayes, B.L., 1991) pointed that primary school students have troubles in reading English for comprehension when moving to secondary school students as the contexts became harder. In fact, when comparing reading classes from lower year to higher years, the prominent difference is difficulty level of texts. One aspect that lowered their scores is not having enough comprehension to answer the texts they read. Sumitra Ungwattanakul (1994) explained the reason of miscomprehension in reading stems from not knowing vocabularies and sentence structures. This is similar to Samut Senshaowanich (2002) who explained reading comprehension stems from lack of reading technique, thinking and analyzing. Readers do not understand vocabularies and sentences. Consequently, they cannot deal with difficulty and consider reading tedious. They have no confident in doing it. Sumitra Ungwattanakul supports that reading skill to be trained in teaching English, as it can be permanent skill.

Learners have more chance to use it than other skills outside classes, as it is a skill for learning other knowledge for all the time. It is very necessary in real life. It is needed for both education and career. GoodG (1973) informed reading as helping in brain development. In fact, it is a process of searching for meaning and text comprehension. It always requires thinking. It is an interaction between readers and writers in term of communication. Each writer expresses their own ideas in written form, and readers try to understand those ideas. Ability of understanding depends on readers' background. Thus, reading can be considered as root of all skill. All education requires reading to increase knowledge and ideas, reading English is very important in the age of media. In fact, reading English helps in acquiring news which can be gained from some media with accuracy. So, reading is one tool of learning to apply in real life.

In Rajabhat Maha sarakham Demonstration School is one of school that also has the problem about learning and teaching second language, especially in reading comprehension skill. According to the O-NET score of Grade 6 students in 2017, the score of English language is lower than other subjects and also lower than the national level score in English language and after asking teachers in the school found that main problem is because of the students in Rajabhat Mahasarakham Demonstration School have reading and reading comprehension problem, they cannot read and understand the questions even some of them are able to read but they don't understand what the meaning of passages that they have just read, so they could not choose the correct answers for the test. Other cause is students do not have motivation in learning English language and they think that reading is boring part in learning English.



According to problems and suggestion previously mentioned, the researcher aims to improving English reading comprehension for Grade 6 students by using communicative approach technique. This is a solution for reading obstacles and help increasing motivation. Moreover, atmosphere and confidence can be enhanced. With those aspects, language classes' quality will gain a big progress.

Research Objectives

1. To Study effectiveness of lesson plan to improve Grade 6's English reading comprehension ability by using Communicative Language Teaching (CLT).
2. To compare the achievement English reading comprehension ability of students before and after learning by using Communicative Language Teaching (CLT).
3. To study the satisfaction of the students toward learning by using Communicative Language Teaching (CLT).

Research Hypothesis

The students' English reading comprehension after studying by using Communicative Language Teaching (CLT) is higher than before studying through Communicative Language Teaching (CLT).

Scope of Study

The subjects of the study consisted of 30 Grade 6 students in Rajabhat Mahasarakham Demonstration School, selected from 71 students by using purposive sampling. The experimental period of the study was 16 periods through 4 weeks, 4 periods a week, in the second semester of the 2018 academic year.

Research Methodology

1. Population and Participants. The population in this research included 71 students of Grade 6 in Rajabhat Maha sarakham Demonstration School, who were studying in the second semester of the 2018 academic year. The samples of this study were 30 students selected through purposive sampling.

2. The Research Instruments

2.1 Instructional plans including Communicative Language Teaching (CLT) in the teaching process

2.2 Pretest and posttest

2.3 Questionnaire

3. Data Collection

The research was undertaken according to one-group pretest- posttest design. In a one-group pretest-posttest design, a pretest was constructed to evaluate participants' background knowledge (O1), follow by teaching using communicative approach (X), then the posttest was conducted (O2). The experimental procedures were divided into 4 stages:

1. In the first week, the participants including 30 Grade6 students were informed of the purposes of the course syllabus. Then, they were tested by pretest exams that consisted of forty items. The purpose of this pretest was to estimate the background knowledge of the participants. The scores of each participant were collected as data for this study.

2. In the second to the fourth week, teaching and learning were carried out, using the instructional plans that the researcher constructed. One plan was covered 4 periods in each week. Within each week, students had to do the exercises that related to the contents of the plan.

**Table 1** Schedule and Content of Teaching

Week (s)	Teaching Content
1st Week	Pre Test
2nd Week	Watching birds
3rd Week	My collections
4th Week	The Chinese New Year
5th Week	High up in the sky
6th Week	Post Test
7th Week	Satisfaction Questionnaire

3. In the sixth week, the participants were tested again by posttest which was the same test as pretest. The purpose of this posttest was to estimate the progress and success of the participants. The scores of participants were collected as data for this study.

4. In the seventh week, the participants answered the questionnaire asking about their satisfaction towards English reading comprehension by using communicative learning teaching. The scores of the opinions of the participants were collected as data for this study.

Data Analysis

The Data analysis is presented as 3 parts:

1. The effectiveness of the instructional plan was analyzed by the effectiveness index (E.I.).
2. The Comparison of English reading comprehension ability of students by using Communicative Language Teaching (CLT) was analyzed by comparing the students' mean score between pretest and posttest by using mean, standard deviation (S.D.) and t-test (dependent sample)

3. Satisfaction of students toward Communicative Language Teaching (CLT) for English reading comprehension were investigated by agreement level, rating scale and analyzed by mean and standard deviation (S.D.)

RESULT OF STUDY

1. The effectiveness of the instructional plan to improve Grade6's English reading comprehension by Communicative Language Teaching (CLT)

Table 2 The effectiveness of the instructional plan to improve Grade6's English reading comprehension by communicative language teaching (CLT)

Number of students	Total score of the test	Pre-test	Post-test	Effectiveness Index : E.I
30	40	504	1,090	0.8419

Table 2 demonstrates the effectiveness index was 0.8419 that mean the English reading comprehension of students after used the instructional plans rose up at 0.8419 levels or 84.19 %.

2. The Comparison of an Achievement between Pretest and Posttest

Table 3 The Comparison of mean score between Pretest and Posttest

	N	\bar{X}	S.D.	Std. Error Mean
Pretest	30	16.80	7.434	1.357
Posttest	30	36.33	6.402	1.169

Table 3 demonstrates the result of comparison of mean scores before learning and after learning. The achievement scores of posttest were higher than pretest.



Table 4 The comparison of the achievement between

Paired Samples Test									
Paired Differences									
95% Confidence									
Std. Interval of the									
Std. Error Difference									
Mean	Deviation	Mean	Lower	Upper	t	df	(2-tailed)	Sig.	
Pair pre-post	19.533	7.243	1.322	16.829	22.238	14.7	29	.00	

Table 4 demonstrates the result of comparison of mean scores before learning and after learning. The achievement scores of pretest and posttest are significantly different at the 0.05. The different mean scores of posttest and pretest were 19.533, t-test was 14.7 and the stand deviation was 7.243

3. The satisfaction of students toward communicative language teaching technique for English reading comprehension.

After the participants had been taught through CLT technique, the participants' satisfaction was evaluated by using questionnaire and the data from the questionnaire were rated by 5 rating scale as in the table below.

Table 5 The results of students' satisfactions towards English reading comprehension by CLT

The satisfaction of students	Level of	
towards the English	satisfaction	
reading comprehension by	\bar{X}	S.D.
CLT		
1. Reading is important for	4.2	0.59
English learning	agree	

Table 5

The satisfaction of	Level of	
students towards the	satisfaction	
English reading	\bar{X}	S.D.
comprehension by CLT		
2. Language learning	4.23	0.77
makes me understand	agree	
other cultures around		
the world.		
3. Learning English helps	4.5	0.80
me to improve myself to	agree	
the world community.		
4. I always learn English	3.43	0.96
through reading	neutral	
magazine or watching		
news.		
5. I like learning English.	3.2	0.40
	neutral	
6. I like reading stories	4.93	0.1
	Strongly	
	agree	
7. Learning English	4.23	0.46
reading by CLT is not	agree	
boring / is interesting		
8. CLT is good for learning	4.33	0.80
English reading	agree	
9. I am enthusiastic when	4.63	0.90
I am learning reading	Strongly	
through CLT.	agree	
10. I am able to use	4.63	0.46
vocabulary in dairy life	Strongly	
	agree	
11. CLT makes me better	4.73	0.76
understand the lesson	Strongly	
step by step.	agree	

**Table 5**

The satisfaction of students towards the English reading comprehension by CLT	\bar{X}	S.D.	Level of satisfaction
12. I can use English vocabulary to communicate with my friends during activities.	4.5	0.27	agree
13. I am not worried about using English whether it is right or wrong.	4.07	0.80	agree
14. Reading comprehension is very difficult	4.63	0.28	Strongly agree
15. My language learning attitude is good.	4.6	0.28	Strongly agree
Total	4.32	0.28	agree

Table 5 demonstrates the satisfaction of students after learning English reading by CLT technique. The results show that the students' satisfactions towards English reading comprehension by CLT rated at 4.32. The question that all students gave their opinion in strongly agrees or in 4.93 rating scale was the question number 6; I like reading stories. The question number 5; I like learning English was the question that students gave the lowest scale at 3.2 mean score or neutral. Moreover, students gave further opinions about CLT technique that CLT helped them to understand the lesson step by step from easy to difficult and reading

was easier when they got to know vocabulary in that topic before reading.

CONCLUSION AND DISCUSSION

1. The effective index of the instructional plans to improve Grade 6's English reading comprehension by using Communicative Language Teaching was 0.8419, showing that the English reading comprehension ability of students after using the instructional plans increased 84.19%. This was because the instructional plans contained the step of teaching, step by step, that let students to learn from easy part to the difficult. English Reading teaching is a very hard task for teacher. If learners do not understand the passage of reading, they must be bored and stop interesting in learning English again. But Communicative Language Teaching technique emphasizes on enhancing learners' language both use and usage and also present language in real situation from easy part to the difficult part and follow the step of CLT let them understand all the passage. Vocabularies, structures and pronunciation are presented to practice. Then, comprehensions occurred and learners gain ability to use language in real life. The advantage point of communicative language teaching is training learners to use language appropriately in various roles and situation in society. In fact, different situations in society may have different contexts for communication (Sukumavadee Kamhiran, 1994). Success in learning and teaching by using CLT technique, learner, teacher and instructional media itself, are important (Kanel, George and Swain 1980, p. 2)

2. The improvement of English reading comprehension ability of Grade 6 students after learning by communicative language teaching technique was higher than before



learning as seen from table 4.2 that mean score of pretest (16.80) higher than posttest score (36.33). These differences were at the 0.05 level of statistic. That was because of learning English reading comprehension through Communicative Language Teaching technique present language in real situation. Vocabularies, structures and pronunciation are presented to practice step by step. Then, comprehensions occurred and learners gain ability to use language in real life. (Academic Department, 2001, p. 109) the most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more. The approach also leads to gains in the areas of grammatical/sociolinguistic/discourse/ strategic competence through communication.

Communicative language teaching is much more pupil-orientated, because it is based on pupils' needs and interests, seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners, seeks to use authentic resources. And that is more interesting and motivating for children and Children acquire grammar rules as a necessity to speak so is more proficient and efficient. The finding is in line with the study by Savitree Prawat (2002) who conducted research on developing grade 7 reading ability by CLT technique. The researcher organized reading exercises for pretest and posttest. The results of reading pretest and reading posttest were evaluated. The result of that study illustrated that the score of reading posttest significantly surpassed reading pre-test at 0.05. They showed reading improvement. Almost of them provided positive outcomes, and their

average score was at 76.66. They gained good attitude as the exercises helped them understand more vocabularies with attractive pictures. The issues are interesting and various that could create motivation.

3. The students' satisfaction toward English reading comprehension through communicative language teaching. The results show that the students' satisfaction rated at 4.32 which means students were satisfied with the learning at a high level. From the Questionnaire, the question that all students gave their opinion in strongly agrees or in 4.93 rating scale was the question number 6; I like reading stories. The question number 5; I like learning English was the question that students gave the lowest scale at 3.2 mean score or neutral. Moreover, students gave further opinions about CLT technique that CLT helped them to understand the lesson step by step from easy to difficult and reading was easier when they got to know vocabulary in that topic before reading.

RECOMMENDATION

1. Retention of learning to check the efficiency of Communicative language teaching in reading comprehension should be conducted.
2. Other techniques and materials to develop reading comprehension ability should be studied.
3. Use commutative language learning (CLT) to improve other skills of learning English should be focused.

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