Improving English Reading Ability of 4th Graders through Social Studies Lesson via Edmodo

การพัฒนาความสามารถในการอ่านภาษาอังกฤษของผู้เรียนชั้นประถมศึกษาปีที่ 4 ด้วยวิชาสังคมศึกษาและการใช้เอ็ดโมโด

Bubpatip Ngamjunud[1]

Waewalee Waewchimplee[2]

Abstract

The study examines how the use of Edmodo Application relates to the reading ability of 4th graders of English Program in one private school in Nakhon Ratchasima, Thailand. Students' Reading ability in Primary Education level is essential for Social studies and is commonly utilized in under English Program, Primary Edition. Thirty one students were selected by cluster sampling in studying four reading passages that consisted of A Good citizen, Respect, Generosity and Responsibility. Plus, Edmodo Application were used in the current study to enhance students' reading ability. The instruments in the study were reading ability test and questionnaire. The collected data were analyzed using descriptive statistics to obtain the mean score ($\bar{x}$), standard deviation (S.D.) and t-test. The finding revealed that students gained higher scores on posttest at the 0.05 significant level. In addition, students were satisfied with using Edmodo in reading course. Moreover, students thought that Edmodo effectively support them to gain their better comprehension in reading passages.

Keywords: Reading Ability, Social studies, English Program, Primary student

[1] นักศึกษาปริญญาโทสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศมหาวิทยาลัยราชภัฏนครราชสีมา

[2] อาจารย์ ดร. สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา

บทคัดย่อ

การศึกษาผลการใช้โปรแกรมเอ็ดโมโดเพื่อการพัฒนาความสามารถในการอ่านวรรณกรรมภาษาอังกฤษในเนื้อหาสาระวิชาสังคมศึกษาของผู้เรียนชั้นประถมศึกษาปีที่ 4 โครงการจัดการเรียนการสอนตามหลักสูตรกระทรวงศึกษาธิการเป็นภาษาอังกฤษ (English Program) ของโรงเรียนเอกชนแห่งหนึ่งในจังหวัดนครราชสีมา ความสามารถในการอ่านภาษาอังกฤษที่มีเนื้อหาในวิชาสังคมศึกษาเป็นส่วนสำคัญและใช้ให้เกิดประโยชน์ในโครงการจัดการเรียนการสอนตามหลักสูตรกระทรวงศึกษาธิการเป็นภาษาอังกฤษ (English Program) ในการทดลองและเก็บรวบรวมข้อมูล ได้คัดเลือกกลุ่มตัวอย่างจำนวน 31 คน โดยใช้วิธีการสุ่มตัวอย่างแบบแบ่งกลุ่ม ผู้วิจัยได้ออกแบบเนื้อหาเป็นข้อความที่นำมาใช้ในการจัดการเรียนรู้เพื่อเพิ่มศักยภาพในการอ่านของนักเรียน ประกอบด้วย 4 หัวข้อ ได้แก่ 1) หน้าที่ของพลเมืองดี 2) การแสดงความเคารพ 3) ความกตัญญู และ 4) ความรับผิดชอบ การเก็บรวบรวมข้อมูลผู้วิจัยได้สร้างแบบทดสอบความสามารถในการอ่านและแบบสอบถามมาเป็นเครื่องมือสำหรับใช้ในการศึกษา วิเคราะห์ข้อมูลโดยใช้สถิติแบบพรรณนาเพื่อแสดงผลการหาค่าเฉลี่ยและค่าส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานการวิจัยโดยใช้การทดสอบค่า T-Test ซึ่งแสดงค่าของการวิจัยว่านักเรียนมีคะแนนหลังเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้นักเรียนยังพอใจกับการใช้โปรแกรมเอ็ดโมโดในการพัฒนาการอ่านและเข้าใจเนื้อหาของบทเรียนได้ดียิ่งขึ้น

คำสำคัญ: ความสามารถในการอ่าน, สังคมศึกษา, นักเรียนระดับชั้นประถมศึกษา, โครงการจัดการเรียนการสอนตามหลักสูตรกระทรวงศึกษาธิการเป็นภาษาอังกฤษ

Introduction

Reading is one of significant language learning skills. It is used to provide accom-plishment of the other skills for students, especially, students in Thailand who study Eng-lish as foreign language. Cobb (2007) stated that reading as the process of looking at and understand the meaning of a piece of writing by interpreting the characters or symbols of which it is composed. It refers to the ability to understand written words, symbols, and the whole of meaning of a text. Also, Grabe & Stoller (2011) defines it as one area that gains the im-portance in the field of English as a Foreign Language (EFL) or English as a Second Language (ESL). Thus, reading in English has become a critical skill in terms of learning and academic and career success.

However, In real situations, even though English is not used much outside the classroom, whereas many schools especially ones with English Program require English skills for text-books, Student-workbook, supplementary, worksheet, picture books, examination paper and online test. All of these must use English reading skill and the students cannot prac-tices this skills by only limited classroom period. However, with the development of sci-ence and technology, the multimedia-assisted English teaching has become a frequently used teaching method for teachers. The students can realize the self-learning by employ-ing the modern multimedia facilities to improve their reading ability freely. Thus, students are challenged to be able to use Information and communications technology (ICT) tool to acquire the knowledge all together.

The use of ICT tools has offered an authentic learning environment making classes more moti-vating, pleasant and appealing to students and promotes learner interaction by engaging them in a wide variety of communicative tasks (Elliot, 2009). As a result, teaching and learning approaches have changed to suit the digital age by adopting technology or incorporating e-learning into classrooms, which Edmodo is one of them (Cowie & Sakui, 2013).

Edmodo is a free and secure social networking site for teachers and students to connect and collaborate. This website has user interface and platforms similar to that of Facebook, the most popular social networking site (Hourdequin, 2014). Privacy and safety has made Edmodo a social networking site for educational purposes (Çankaya et al., 2013). Teachers use Edmodo as an instructional device and a tool for both collaboration and communication. It encourages students to get actively engaged in learn-ing and effectively practice the principles of responsible learning (Cruz & Cruz, 2013).

In particular, 4th graders in English Programs at Marie Vithaya School, Nakhon Ratchasima. Sub-jects are mostly studied in English, students must use all four skills for learning lan-guage. In this study, it was focused on the development of students' reading ability, which there are problems in reading that limit students' understanding of content, unfamiliar text, academic words in each subject, also time-lim-it inside the classroom. Thus, resources or methods, which can motivate and encourage students are required to solve this prob-lem. The literature or stories on Social studies can be the most effective resources and suitable methods to motivate and support them to learn, because this subject relates to dairy lives and Edmodo is a computer program that allows people to communicate and share infor-mation on the internet using a computer or mobile phone. To meet those con-ditions, technology is an important but not the only tool for students to be successful in currently studying.

Students also need proper texts to provide them closer understanding of the target language. This study examines to what extent the teaching English focusing on social studies course via Edmodo to improve students' reading ability in literature and to investigate students' satisfaction toward teaching English focusing on social studies course via Edmodo.

Literature Review
Reading Ability

Lehr (2013) stated that reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading in English has become a critical skill in terms of learning and academic and career success. Reading ability is significant for students to understand the passages and lead to develop their other abili-ties, it helps to improve vocabularies, spelling, grammar, and writing. Students should have a good understanding of all aspects of reading such as the main idea, inferences, details and understanding of vocabulary. The purpose of teaching reading is to develop the abili-ties of students to be effective and efficient in reading. Hence, this means that reading ability is an active process, being able to read many different materials and being able to understand them (Samad, Jannah, & Fitriani, 2017).

According to The Basic Education Core Curriculum B.E.2551 (A.D.2008) provides Eng-lish grade level indicators to assess students' ability. For 4th graders of English Program, they should be able to answer questions from reading sentences, dialogues, passages and simple tales. Moreover, to gain the knowledge of technology and information and the use of ICT at the basic level, students are able to access and use various sources to create and obtain new knowledge, under the idea that they are the requirements of citizens in the 21st century

Edmodo as one of ICT Tools

In the last decades, there has been an increasing call for the integration of ICT into teach-ing and learning. It covers a wide range of technologies. It refers to all technological tools and resources used for communication, creation, dissemination, storage, management, and retrieval of information (Nordin, Embi & Yunus, 2010; Thierer, 200l). These technologies in-clude computers, mobile phones, television, radio, the Internet and so on.

According to Wernet, Olliges and Delicatch (2000), ICT is a valuable tool to enhance teach-ing and learn-ing. For students, ICT provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for re-searching, composition and despondence (Nordin et al., 2010; Yunus & Salehi, 2012).

With the invention of Web based classroom tools, a throng of new possibilities on how to use online technologies such as social networking sites for blended learning has gotten researchers finding the best possible way to capitalize on these tools. Many studies are conducted in the areas of using social networking sites such as Facebook and Twitter as teaching and learning tools (Hourdequin, 2014). Another up and coming social network-ing site catered especially for teaching and learning is Edmodo. It is a free and secure learn-ing platform designed by Jeff O' Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts, and is available at www.edmodo.com to connect and collaborate (Chada Kongcham, 2013).

In addition, privacy and safety has made Edmodo a social networking site for edu-cational pur-poses (Çankaya et al., 2013). Teachers use Edmodo as an instructional device and a tool for both collab-oration and communication. It encourages students to get ac-tively engaged in learning and effectively practice the principles of responsible learning (Cruz and Cruz, 2013; Looi and Yusop (2011). A researcher claimed that the usage of Ed-modo as one of ICT tools in teaching which supports for both teachers and students. There is no doubt that effective use of Edmodo in students' learning process. Teachers can also encourage the learners by awarding them with reward badges when they perform well in their quizzes and assignments.

To sum up, Edmodo is a social network learning platform. It as a technology educational tool for classroom teaching and learning that can motivate students to engage in the learning activities, respon-sibility learning and appreciated social learning experience.

Objectives of the Study

The purposes of the study aimed to examine, investigate and compare the effects of teaching English focusing on social studies course via Edmodo for English reading ability of 4th graders in English program.
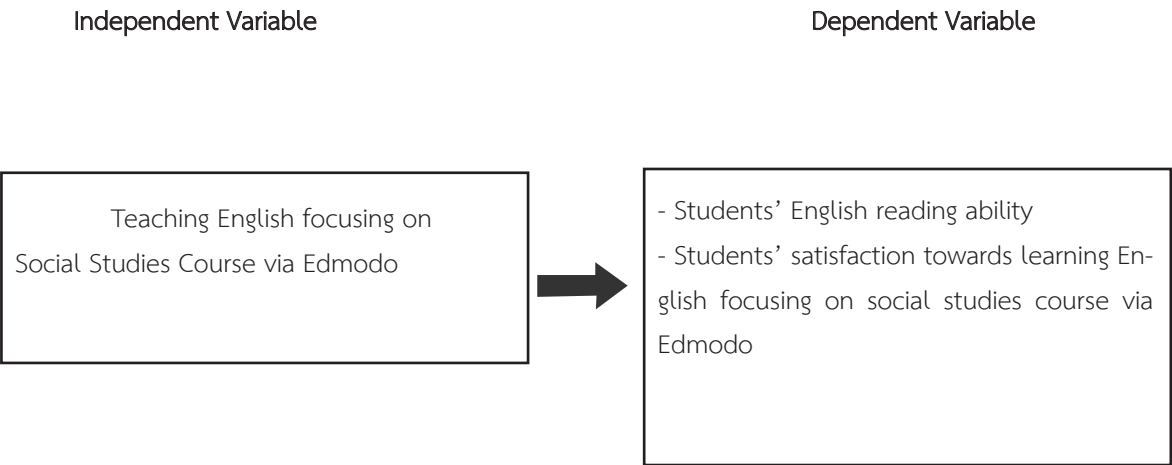
Conceptual Framework

Independent Variable   Dependent Variable

| Teaching English focusing on Social Studies Course via Edmodo | → | - Students' English reading ability
- Students' satisfaction towards learning English focusing on social studies course via Edmodo |

Figure 1 the conceptual framework of the study

Methodology
Sampling Procedure

The population of the study included 120 of 4th graders in English Program who were in the second semester of the academic year 2018 from 4 privates schools in Nakhon Ratchasima. The samples were 31 of 4th graders.

Research Instrument

The lesson plan that included four reading passage: good citizen, respect, generosi-ty, responsibility. Each reading passage was designed to improve students' reading ability. The reading passages were written by the researcher that according to the twelve national core values of Thai people in order to promote and develop Thai society to be far and steady. The lessons plans and passages were presented to the advisor and three experts to check the accuracy of the content, steps of teaching and language, and the use of Edmo-do application that enhance students' reading ability.
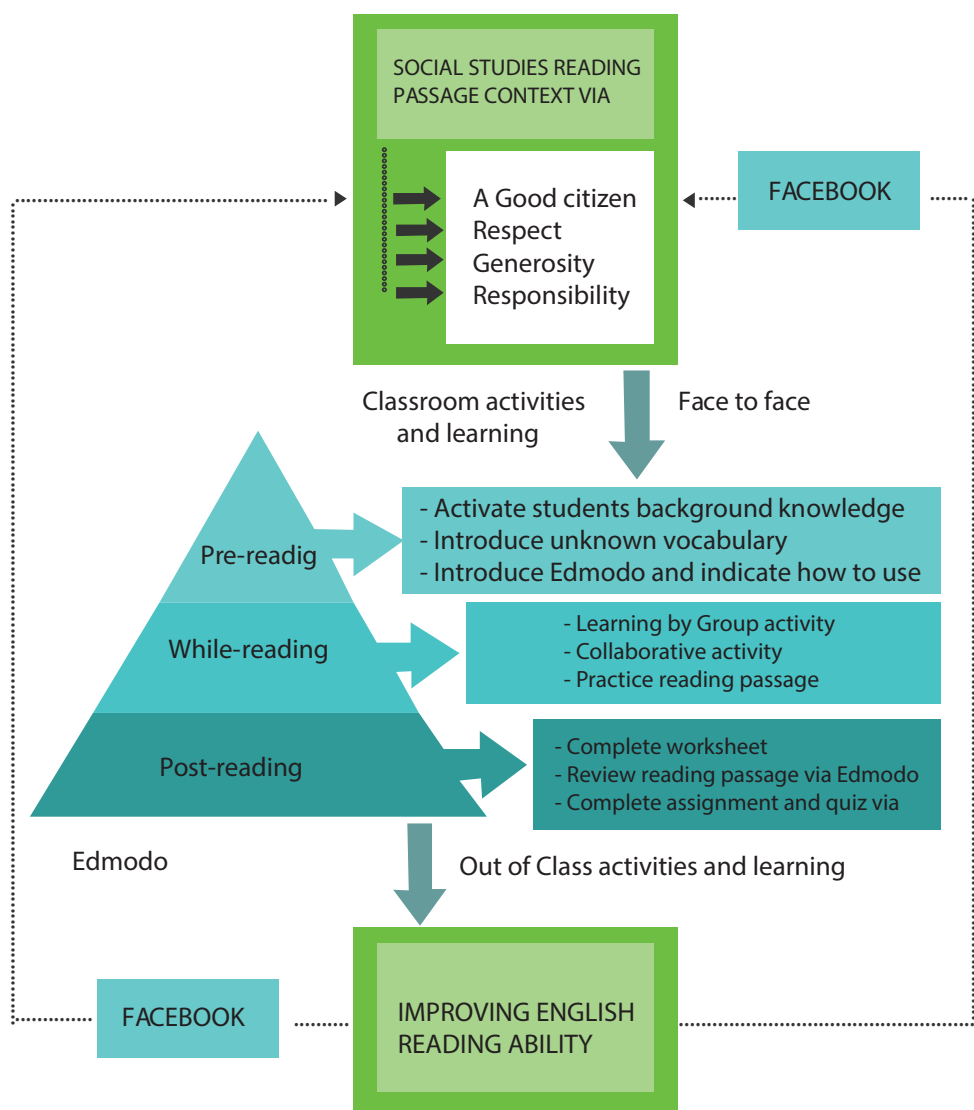
Figure 2 Conceptual Framework of Reading Instructional via Edmodo

Data Collection and Analysis

The instruments in the study were reading ability test and questionnaire which they were used to compare the mean scores from pre-test and post-test of English reading ability conducted using Arithmetic Mean ($\overline{X}$), Standard Deviation (S.D.) and T-Test for dependent. A comparison of the criterion of 60% with post-test mean score were using Arithmetic Mean,

the mean score ($\overline{X}$), Standard Deviation (S.D.) and T-Test for one sample. Then, the data from the rating scale of the questionnaire were analyzed by Arithmetic Mean ($\overline{X}$) ,Standard Deviation (S.D.).

This study was one group pre-test and post-test, experimental design. It aimed to investigate the effects of teaching English focusing on social studies course on English reading ability of 4th graders and investigate students' satisfaction toward increasing student's reading ability through Edmodo.

Research findings

Table 1 Scores of fourth graders' English reading ability in the test before and
after learning English focusing on social studies course via Edmodo.

	Pretest		Posttest		Improvement	
Average	23.90	59.76	30.45	76.13	6.55	16.37
S.D.	6.01		4.39			2.80

Table 1 was shown that the pretest mean scores ($\overline{X}$) was 23.90 (59.76%) with the standard deviation (S.D.) of 6.01. The posttest mean average ($\overline{X}$) was 30.45 (76.13%) with the standard deviation (S.D.) of 4.39. Mean score ($\overline{X}$) of the students' improvement was 6.55 (16.37%) with the standard deviation (S.D.) of 2.80. It indicated that 4th graders' English reading ability had improved. The most students exited and required to study through Edmodo, thus the most of them also were gotten high score after learning English focusing on social studies area via Edmodo.

Table 2 The comparison of grade 4 students' reading ability score after leaning

English focusing on social studies course via Edmodo with the criterion of 60%.

Experimental	n	Criterion (60%)	($\bar{x}$)	S.D.	t	p
Posttest	31	24	30.45	4.39	38.57	.00

* p < .05

Table 2 was shown that the score of fourth graders' reading ability on posttest were higher than the criterion set of 60% with statistically significance at .05. It indicated that fourth graders' English reading ability had improved after learning English focusing on social stud-ies course via Edmodo. The students paid great attention to learning both in the classroom and using Edmodo to enhance their reading ability.

Table 3 The comparison of fourth graders' reading ability score before and after Leaning

English focusing on social studies course via Edmodo on English reading ability.

Experimental	n	($\bar{x}$)	S.D.	t	p
Pretest	31	23.90	6.01	13.00	.00
Posttest	31	30.45	4.39		

* p < .05

Table 3 was shown that the scores of fourth grader reading ability on posttest were higher than those the pretest scores with statistically significant at .05. It indicated that fourth graders' English reading ability had improved after learning English focusing on social stud-ies course via Edmodo on English reading ability.

In addition, the students' satisfaction toward learning English focusing on social studies course via Edmodo as a LMS on English reading ability of 4th graders were at high level ($\bar{x}$ = 3.69, S.D. = 1.10) Most of students had opinion toward learning English focusing on social studies course via Edmodo as a LMS on English reading ability of fourth graders with real life means 3.69, S.D. = 1.10 and which can be interpreted as a high level. In the item of all, Edmodo is important for classroom reading was the highest level. It was shown that the student required study through Edmodo and can improve their reading ability. The student feel more confidence to study easily and enjoy when they used Edmodo. In the area of social studies' contents, the contents were cleared and can encourage them to read more English texts. They feel familiar with contents as a result easy to learn and can understand more English reading ability.

Discussion

From the result, learning English focusing on social studies course are were meaningful and Edmodo has many advantages. Edmodo were helpful and important materials for engaging students' reading ability. The students reported that they preferred to learn reading ability in Edmodo. They were confidence and comfortable to learn via Edmodo. This result was supported by Stakhnevich (2002) when she compared her EFL students's reading using the web and traditional print mode and found that the former indicated better performance than the latter.

In conclusion, learning English focusing on social studies course via Edmodo were meaningful and important materials that helped to develop students' reading ability of 4th graders.

Conclusion

Based from the finding, the results of this study showed a significant improvement in reading ability through Edmodo the students' positive satisfaction, as follows:

1. The achievement of teaching English focusing on social studies course via Edmodo on English reading ability of 4th graders was better. This was indicated by the sig-nificant increase of the pre-test and post-test means scores.

2. The post-test mean score of reading ability achievement of 4th graders who had learned English focusing on social studies course via Edmodo was significantly higher than the crite-rion of 60% with statistically significantly at .05 level.

3. The dependent sample t-test was statistically different between the pre-test and post-test scores. In other words, the post-test score was significantly higher than the pre-test score. In brief, the evidence from the test scores shows that the students suc-cessfully improved their reading ability.

4. Students' positive opinion towards learning English focusing on social studies course via Edmodo can be found. Research of the questionnaire showed the stu-dents had a high opinion of learning the social studies subject via Edmodo. The students also gave their opinions on the questionnaire about Edmodo. They stated that they enjoy the lessons and reading passages through Edmodo. They felt pleasurable while learning using Edmodo. They also said that they can understand better in contents because they can review and be familiar with the social studies texts.

Recommendations

The results showed that it is possible to develop reading ability achievement of fourth graders' learning English focusing on social studies course via Edmodo on English reading ability were effective because students' reading ability achievement was devel-oped. Based on the results, it is recommended that

1.1 Social Studies contents are very useful, however, a researcher spend a long time to create all 4 sto-ries. Thus, finding the story from the other textbooks might shorten time for the study.

1.2. Edmodo are effective and supporting tool for teacher, however, classroom should be managed and controlled by the teacher carefully. Teacher should prepare some activities in case of the power outage.

Acknowledgement

References

Cankaya, S., Durak, G., & Yunkul, E. (2013) Using Educational Social Networking Sites in Higher Education: Edmodo through the Lenses of Undergraduate Students. *Europe-an Journal of Educational Technology,* 1(1): 3-23.

Chada Kongchan. (2013) How Edmodo and Google Docs can change traditional classrooms. *The European Conference on Language Learning 2013,* Brighton, United Kingdom, paper 0442.

Cobb, T. (2007). *Computing the Vocabulary Demands of L2 Reading: Language Learning & Technology.* London: Education Center Ltd.

Cowie, N. & Sakui, K. (2013.) It's Never Too Late: An Overview of E-learning. *ELT Journal: English Language Teachers Journal*, 67(4): 459-467.

Cruz, M. B. & Cruz, S. B. (2013). The use of Internet-based social media as a tool in enhancing student's learning experiences in Biological Sciences. *Higher Learning Research Communications,* 3(4): 68-80.

Elliot, D. (2009). Internet Technologies and Language Teacher Education. *Handbook of research on Web 2.0 and second language learning,* (pp. 432-450). IGI Global, Hershey, PA.

Grabe, W.P., & Stoller, F.L. (2011). *Teaching and researching: Reading*. Harlow, England: Pearson Education.

Goodman, K. (1970). Reading as a psychologistic guessing game. In H. Singer and R. b. Ruddell . (Eds). *Theoretical models and Processes of Reading*. Newark, N.J.: International reading Association.

Grabe, W. & Stoller, F. L. (2002). *Teaching and Researching Reading*. Harlow: Pearson.

Holland, C. & Muilenburg, L. (2011). Supporting student collaboration: Edmodo in the classroom. *Society for information Technology & Teacher Education International Conference,* (online), http: SITE2011EdmodoPaper%5B1%5D%20Holland%20Muilen. burg.pdf.

Hourdequin, P. (2014). Edmodo: A Simple Tool for Blended Learning. *The Language Teacher,* 38(1): 34-35.

Kongchan, C. (2008). How a non-digital-native teacher makes use of edmodo. In *5th International Conference ICT for Language Learning*. Florence.

Looi, C. Y. & Yusop, F. D. (2011). Potential Use of Social Networking Tool to Assist Reading Comprehension: Implications for Practice and Future Research. Journal *Pendidikad,* 31(1): 189- 201.

Lehr, K. (2013). *Instruction reading comprehension*. Retrieved November 2nd, 2018 from http://www.specialconnection.ku.edu/?q=instruction/reading comprehension.

Ministry of Education Thailand, Basic Education Core Curriculum B.E. 2551 (A.D.2008)

Nordin, N., Embi, M.A., & Yunus, M. M. (2010). Mobile learning framework for lifelong learn-ing. *Procedia -Social and Behavioral Sciences,* 7, 130-138.

Park, H.R., & Kim, D. (2011). Reading-strategy use by English as second language learners in online reading tasks. *Computers & Education, 57(3),* pp. 2156-2166.

Samad, I. A., Jannah, M., & Fitriani, S. S. (2017). EFL students' strategies dealing with common difficulties in TOEFL reading comprehension section. *International Journal of Language Education, 1(1), 29-36.*

Stakhnevich, J. (2002). Reading on the web: Implications for ESL professionals. *The reading matrix,* 2(2).

Wernet, S.P., Olliges, R.H., & Delicath, T.A. (2000). Post course evaluation of web ct (web course tools) classes by social work students. *Research on Social Work Practice,* 10(4), 487-504.