การใช้พื้นที่การศึกษาในเครือข่ายสังคมออนไลน์
เพื่อส่งเสริมการอ่านหนังสือนอกเวลาของนักเรียนระดับประถมศึกษาตอนปลาย
USING AN EDUCATIONAL SPACE ON SOCIAL NETWORKING
TO PROMOTE EXTENSIVE READING OF UPPER ELEMENTARY STUDENTS

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บทคัดย่อ

    สื่อการสอนมีประสิทธิภาพและมีประโยชน์มากต่อการศึกษา โดยเฉพาะอย่างยิ่งการทำให้เกิดการพบกัน ระหว่างครูและนักเรียนบนเครือข่ายสังคมออนไลน์ทางการศึกษา งานวิจัยนี้จึงเป็นการศึกษาการใช้แอ็ดโมโด กับทักษะการอ่านของนักเรียนชั้นประถมศึกษาปีที่ 4-6 ที่โรงเรียนเอกชนคาทอลิกแห่งหนึ่งในจังหวัดนครราชสีมา ผ่านกิจกรรมการอ่านนอกเวลา ด้วยทักษะการอ่านภาษาอังกฤษของผู้เรียนเป็นสิ่งที่สำคัญ โดยเฉพาะอย่างยิ่ง ในเนื้อหาวิชาวิทยาศาสตร์และสังคมศึกษาของหลักสูตรภาษาอังกฤษ และเพื่อส่งเสริมความสามารถของนักเรียน ในการอ่านนอกเวลา นักเรียนจำนวน 42 คน ได้รับการคัดเลือกโดยการสุ่มตัวอย่างแบบกลุ่มเพื่ออ่าน 4 บทความ ซึ่งเนื้อหาอยู่ภายใต้หลักสูตรภาษาอังกฤษในระดับประถมศึกษา ผลการวิจัยแสดงให้เห็นว่าผู้เรียนได้รับประโยชน์ จากการอ่านนอกเวลาจากการตอบแบบสอบถามแสดงความคิดเห็นเกี่ยวกับนิสัยการอ่านของผู้เรียนว่าดีขึ้นอย่างเห็นได้ชัด รายงานจากการสัมภาษณ์แสดงให้เห็นว่าผู้เรียนอ่านบทความได้อย่างเข้าใจมากขึ้นและรวดเร็วขึ้น นอกจากนี้ ผู้เรียนตอบแบบสอบถามก่อนและหลังการอ่านเกี่ยวกับนิสัยรักการอ่านของพวกเขา นักเรียนได้รับการคัดเลือก จากผลงานของพวกเขาในการอ่านผ่านแอ็ดโมโด และสัมภาษณ์เพื่อรับข้อมูลเชิงลึกเกี่ยวกับประสบการณ์การอ่าน ของผู้เรียน แบบสอบถามวิเคราะห์โดยใช้ t-test และวิเคราะห์คำตอบในการสัมภาษณ์โดยการวิเคราะห์เนื้อหา ซึ่งแสดงให้เห็นว่าผู้เรียนเกิดความพึงพอใจในประสิทธิผลกับการใช้แอ็ดโมโดในการเสริมสร้างทักษะการอ่าน

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ABTRACT

A strong medium has tremendously efforts on various aspects of educational area, since educational space on social networking can create an online meeting point for teachers and students. Thus, the study examines how the use of Edmodo relates to the reading skill of 4th-6th grades or upper primary level students in a Catholic private school in Nakhon Ratchasima province. Students' English reading skill in Primary Education level is essential, especially for the courses of Sciences and Social Studies, and is commonly utilized in under English Program's curriculum, Primary Education. Edmodo is selected to promote students' ability as an Extensive Reading (ER). Forty-two students of 4th-6th grades were selected by cluster sampling in studying four reading passages which is under their syllabuses. The findings show that students had benefited from ER. Questionnaire results show that students' reading habits had improved significantly. The reports from the interviews show that students' affective, including reading speed, had also improved. In addition, students answered pre-and post-reading questionnaires on their reading habits. Students were selected based on their performance in a reading through Edmodo and interviewed to gain more insight into their reading experiences. The questionnaires were analyzed using the t-test, and the interview responses were analyzed by content analysis, which showed that students were effectively satisfied with using Edmodo in enhancing their extensive reading skill.

Keywords : Extensive reading, Elementary students, English program, Upper elementary, Edmodo

INTRODUCTION

Reading is a fundamental skill to learning and can be seen as one of significant language learning skills. Researchers of reading skill concur that reading underlies all forms of academic study and is vital to academic success (Grabe & Stoller 2011, pp. 34-35; Scott & Saaiman, 2016, p. 12). When reading can be seen as the key to provide accomplishment of the other skills for students, especially, Thai students who study English as foreign language (EFL), young learners struggle to read in any elementary grades. Thus, it is unlikely that students are spontaneously become superior readers through some developmental changes. Thus, extensive reading (ER), among other types of reading, such as reading to learn, helps to improve students' reading proficiency and increases their metacognitive skills (Grabe, 2009, pp. 132; Horst, 2005, p. 95). At upper elementary grade level, reading focuses on coherent expression of ideas with complements formal reading instruction in the classroom and increases reading comprehension skills.

Consequently, students do not have reading experience to be joyful or have personal satisfaction, they have not developed positive reading habits. As a result, when students are faced with the quantity and level of reading required at their elementary level, they are overwhelmed (Elliot, 2009, p. 22). Because the information is produced very fast and technology is transferred rapidly,

in this century, the terms information and reading skill cannot be conceived separately. Recent developments in computer and internet technologies have a great impact on any levels of education as we live in a digitally driven world. Since the early 2000s, blended learning has been a trending instructional model, especially for higher education. It is so-called the third generation of distance learning (Phipps & Merisotis, 1999, p. 105).

An integrating on-line with traditional face to face class activities in a planned, pedagogically valuable manner and which a portion of face to face time is replaced by on-line activity, and it suits to the extensive reading (ER) effectively. Today's students interact with a wide range of technology in their everyday lives and become competent users of devices, such as computers, mobile phones, tablets, digital video and communication-based devices, without any formal instruction. Digital technology assists in developing children's literacy skills (Maureen et al., 2018, pp. 45-46), thus, teaching EFL in primary level is a matter of great interest in Thailand. If Information and communications technology (ICT) is an effective tool which can facilitate teachers' enhancement of children's skills in EFL this tool, it can assist students' practice in various language skills: speaking and listening, vocabulary, and preparation for reading (Al-Awidi & Ismail, 2014, p. 44). Consequently, teaching and learning approaches have changed to suit the digital age by adopting technology into and outside classroom.

The upper elementary graders can be focused on decoding and fluency which are required to successfully comprehend text and/or passage in English and content areas. However, students continue to struggle with reading skill of comprehension. Reading is interactive between reader and text, requires sufficient knowledge of language, and sufficient knowledge at students' appropriate ages (Grabe, 1997, pp. 133-134). It refers to the ability to understand words, and the whole of meaning of a text. Moreover, it is emphasized that to be critically literate, making sense of messages from different sources (Hoody, 2008, p. 43).

Therefore, to gain students' reading skill is one of the ways to develop the decision making and evaluation in other skills and to enable them to participate the life actively. In literature, it is mentioned that stories are effective means to gain the critical reading skill (Gaber-Katz, 1999, pp. 56-58). The stories produced and shared within a social context reflect the social relations. In fact, stories are the bridges between the individual experience and social patterns (Faircloth, 2009, p. 23). Thus, it is no doubt that reading has become a critical skill in terms of learning and planned students to reach their future academic and career success.

RESEARCH OBJECTIVES

1. To improve students' reading ability through ER by using the educational social network platform.

2. To investigate students' satisfaction toward increasing student's by using educational social network.

3. To identify how ER can be effective through the educational social network.

RESEARCH BENEFITS

In particular, the 4th-6th graders in English Programs, subjects are mostly studied in English, except Thai language and Physical Education. In this study, it was focused on the development of students' reading skill, which the classroom time-limitation reach to the lack of reading skill development of students, however, ER is focused to motivate and encourage to improve their reading skill. The ER passages of sciences and social studies courses can be seen as the most relevant resource to support students' understanding, because those passages are flattered with the elementary curriculum. This study examines to what extent ER via educational social network is used to promote students' literacy skill and to investigate students' satisfaction after using this social education network.

Literacy skill

One of the challenges of education is the development of literacy. The Ministry of Education Thailand, Basic Education Core Curriculum B. E. 2551 (A. D. 2008) deficits found in poor readers are phonological awareness, memory, retrieval, and production. These deficits in reading skills seen in the general population of poor readers are also manifested in struggling students. Their difficulties may be found in words and recognizing words in print, spelling words, and reading on grade level. Recommended components to include in literacy instruction are word study, development of word knowledge, development of English grammatical structures with this complex backdrop, students' lack of literacy. This has been declared a crisis because of the failure of students in elementary grades to successfully grasp basic reading and writing skills (Fleishman, 2008, pp. 59-63).

Extensive reading

Extensive reading (ER) can be understood and referred to as pleasure reading supported free reading (Day & Bamford, 2009, p. 12; Krashen, 2004, p. 4). This form of reading can gain attention as an students' effective reading instruction (Yamashita, 2004, p. 88). ER practice requires students to read large quantities of texts for general understanding and for pleasure (Grabe, 2009, p. 76). It is an independent skill however students can discuss common texts in a group or as a classroom activity which they may develop their reading autonomy and be more responsible for ER outside the classroom.

Students are given the option to select texts based on their own interest and proficiency level, since ER encourages reading of comprehensible texts for pleasure (Safaeia & Bulca, 2013, p. 38; Yamashita, 2004, pp. 98-99). In contrast, the intensive reading (IR) aims to develop students'

reading skills explicitly by teaching strategies, such as identifying main ideas, recognizing text signals and finding meaning of words. ER holds many benefits for students' reading proficiency. It also helps developing students' love of reading, motivation to read and joy in reading. Explicit strategy instruction and comprehension strategies alone may not be adequate to improve students' overall reading habits. Krashen (2004, pp. 66-67) revealed that ER is a major source of acquiring reading competence, vocabulary and ability. Even some experts claimed that ER is often overlooked, especially as a classroom activity. Teachers often feel it is not an effective use of class time or are just uncomfortable with the extended silence. Students can be encouraged to read extensively by setting up a class library, encouraging review writing, and incorporating reading of books into the syllabus, and dedicating some class time to quiet reading.

Learning design and maintaining interaction via Educational Social Network

Educational Social Network can be seen that there has been an increasing call for the integration of ICT into teaching and learning, because covers a wide range of technologies. It also refers to all technological tools and resources used for communication, dissemination, management, and retrieval of information (Nordin et al., 2010, pp. 132-137). 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 researching and composition (Nordin et al., 2010, pp. 132-134).

Cankaya et al. (2013, pp. 14-16) and Hourdequin (2014, pp. 10-13) described this educational social network can considered as a user interface and platforms similar to that of Facebook. It is the most popular one as an instructional device for both collaboration and communication, which encourages students to get actively engaged in learning reading and its practice (Cruz & Cruz, 2013, p. 11). Moreover, Kongchan (2008, p. 134) emphasized that Edmodo, one of educational social networking sites had catered especially for teaching and learning, is a free and secure learning platform designed by O' Hara and Borg for teachers, students and schools. Teachers use it as an instructional device and a tool for both collaboration and communication (Looi & Yusop 2011, p. 4). Thus, a researcher claimed to use Edmodo as her research tool in this study because it encourages the students by awarding them when they complete in the tasks and quizzes. Follow-up activities could be given to replace formal assessments (Kongchan, 2008, p. 86).

In summary, an educational social network learning platform can work relatively with ER. They support hand in hand for classroom teaching and learning that can motivate students to spend more time in reading, together with ER that engages students in their responsibility of learning and appreciated social learning experience.

RESEARCH METHODOLOGY

The research objectives in this study aimed to examine and investigate the extensive reading (ER) component of a reading skill to improve upper elementary school students' reading proficiency, who were selected based on their performance in a reading task and interviewed to gain more insight into their reading experiences. The research methodology was described in detail as follows;

Participants

The population of the study included 162 students of grade 4-6 or the upper primary level, in English Program who were in the 2nd semester of 2018 academic year of one private Catholic school, in Nakhon Ratchasima. The samples were 42 students. The entire cohort of students was required to complete the questionnaire of participants for the interviews were selected by purposive sampling. Students obtained the scores in the reading test and selected for interviews. In addition, twenty students were interviewed.

Research Instrument

The lesson plans included four reading passages: two in sciences and two in social studies. Each reading passage was designed to improve students' reading ability. The reading passages were advised by the teachers of these two courses, then presented to the experts to check the content's accuracy. After that a researcher add those passages in Edmodo, an educational social network, as part of the students' reading skill tasks. Semi-structured interviews were used to gain a better understanding of the effectiveness of ER through educational social network. The data from the interviews and the inventories are presented qualitatively. Questions used for the interview on ER included as follows:

1. Did ER influence your reading ability, and if so, in what way?
2. Do you feel that you have been motivated to read more often?
3. Did ER benefit your reading habits? Explain how.

Questionnaire

The questionnaire comprised 16 questions on how frequently students read and what kind of texts they read (see Table 2).

Procedure

The selected students were interviewed for approximately 15 minutes each at the end of the intervention. Students completed the questionnaires on reading habits before and after the intervention. Students submitted their inventories at the end of the intervention.

Firstly, this study used the experimental design. It aimed to investigate the effects of teaching ER focusing on social studies and science courses and investigate students' satisfaction toward increasing student's by using one educational social network.
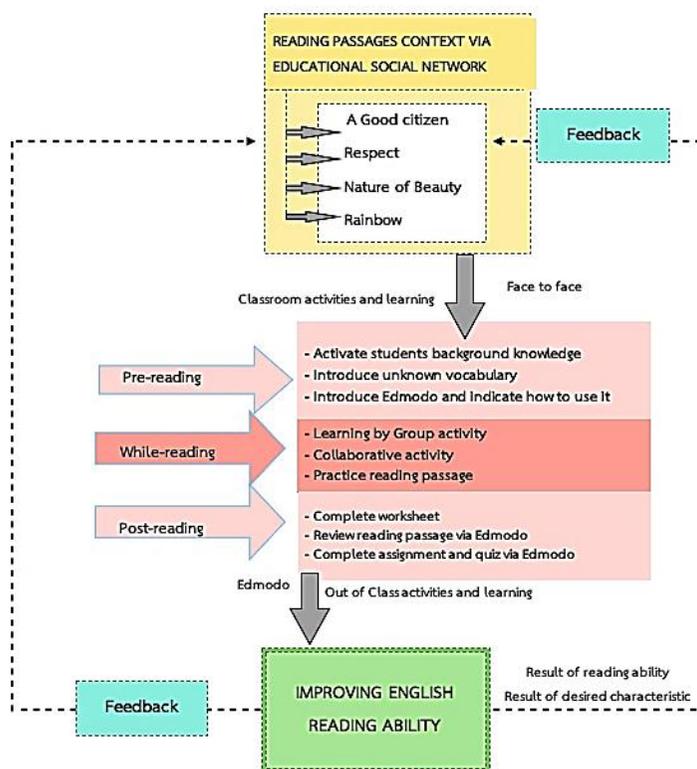
Figure 1 Conceptual Framework of Reading passage using Social network application.

Secondly, the questionnaires on student's ER habits were compared using means and t-test analyses to determine any improvement in their reported reading habits. The Cronbach's alpha for the questions on ER habits was 0.66, which was considered adequate for a group analysis to be made, and thirdly, the interview was recorded and transcribed. The number of students who referred to a specific issue was converted to a percentage by dividing the overall number of students interviewed and multiplying by 100. Pseudonyms are used for the presentation by substituting in English.

RESEARCH RESULTS

Table 1 The comparison of 4th-6th graders' reading ability score before and after ER leaning through the educational social network

Experimental	n	$\overline{X}$	S.D.	t	P
Pretest	42	6.31	0.975	15.05	0.00
Posttest	42	7.60	0.939		

* p<0.05

Table 1 was shown that the scores of 4th-6th graders' reading ability on posttest were higher than those pretest scores with statistically significant at .05. It indicated that students' reading ability through ER had improved. ER was designed for students to read texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks. ER was mainly interested in its effects on students' development Even means, S.D. can be interpreted as a high level, a researcher planned to focus on ER and developing students' attitude and reading ability toward the educational social network, the result of questionnaires and interviews are showed. Whereas the data for the questionnaires are productively presented to show statistical improvement, the interview reports and the examples from the inventories are given to indicate improvements verbally and to provide further insight into how ER helped to improve students' reading proficiency.

Questionnaires

The means and the t-test analysis of the questionnaire results showed that students' reading ability had improved significantly after ER. The means for the learning through ER was 2.73, which students had improved, respectively. The improvements were statistically significant at ($t(42)=-4.28$, $p=0.000$). Most students exited and required to study through Edmodo. Thus, most of them also gained high score after ER focusing on social studies and science passage via Edmodo.

ER combined with educational social network website with the criterion of 60%. The score of students' reading habit in ER on posttest was higher than the criterion set of 60% with statistically significance at 0.05. Thus, it indicated that students' English reading ability had improved, when they paid better attention.

In addition, the students' satisfaction was at high level. They gained more confidence in reading and ER and Edmodo encouraged them to read more English texts and/or passages. They accepted that ER challenges them to read more, but they were familiar with contents, which they interacted more effectively to the classroom lessons.

Table 2 Results of students' opinion towards learning reading through one educational social network website

Students' self-reflection (Opinion)	Score(s)			
	Very much	Quite a bit	Some	Very little
Extensive Reading				
1. ER is important for reading	34	4	4	0
2. Learning reading through educational social network can improve my reading ability.	34	5	3	0
3. I want to read using educational social network.	36	6	0	0
4. The reading exercises used in educational social network were appropriate.	36	4	2	0
5. I feel easy to follow on reading activity instructions.	35	4	3	0

Table 2 (next)

Students' self-reflection (Opinion)	Score(s)			
	Very much	Quite a bit	Some	Very little
6. Using educational social network in reading can motivate me to read more in English and any other materials.	35	6	1	0
7. I would like to practice further in educational social network activities.	38	3	1	0
8. ER and educational social network motivate me in reading.	37	4	0	0
9. Studying via Educational social network motivate me in reading	37	5	0	0
10. I enjoy practice reading via Educational social network.	33	3	6	0
11. I can learn easily in contents via Educational social network	36	6	0	0
12. I feel familiar with contents	35	7	0	0
13. The contents help me want to read and write English more	32	6	4	0
14. The contents help me develop reading ability.	34	6	2	0
15. The contents encourage me to read more English texts.	36	5	1	0
16. I can understand more English reading ability.	36	4	2	0

These questions as reflected in Table 2 reveal the responses of students' opinion and they can be analyzed. Because the results from the questionnaire are focused on learning and ER through Educational social network, it can be seen as a favorable output to the majority of course. The students' responses are generally acceptable that students' ER can be developed through using Edmodo to support their reading skill, which students have clearly expressed their satisfaction through the questionnaire. Table 2 again shows that the average 80-82% of 42 students reaches the highest level of satisfaction, following with 15-16% of students is at the high level. Also, 38 students reveal their opinion positively in No. 7, and most students agree with No. 8 in having ER, and No. 1 in learning content. To sum up, ER may be concluded to motivate students to read more, because the overall results of this table reveal that students are satisfied in having ER.

Interviews

The student's improvement in affective reading and speed levels are showed. The interview responses show that students gave similar responses to questions on ER. In general, students responded positively to ER questions, which imply cognitive, affective and transfer gains. From their comments it can be inferred that the ER component had helped to improve their reading ability, thus the results from both quantitative and qualitative data explained that students had improved their reading ability through ER.

83% reported improvement in comprehension.

45% reported improvement in reading habits and general reading proficiency.

100% reported an increase in reading speed and vocabulary.

58% transfer of reading improvements to reading of textbooks in other subjects.

25% increase in vocabulary and improvement in the use of reading strategies.

Through the interview, some of interviewees added that the reading project had helped to improve her reading speed and comprehension:

'I saw improvement in my reading speed. I was not much of a reader, but now I read a lot.' [Student A]

'Because I am reading frequently now, and using the correct strategies, I can see that it has improved my understanding. I understand what I read better.' [Student B]

'I can understand because of some of the vocabulary, not all of them, but I can guess the meaning and words became clear.' [Student C]

'I think I can improve in my reading speed. I was not much of a reader, but now I read a lot.' [Student D]

'I like to read in the quite place, it's good to read it before I go to bed.' [Student E]

DISCUSSION

To increase student's reading ability, ER that focuses on social studies and science courses can be useful. Even an educational social network has many advantages, it was the important materials in engaging students' reading ability. The students reported that they preferred to learn ER. They were confident and comfortable to learn via social network website. In conclusion, ER was meaningful and important activity that helped to develop students' reading ability. This approach will further help to improve students reading proficiency for their elementary level and further levels and inculcate lifelong readers to be successful in schooling and high-school level. The argument often put forward is that students do not have time to engage in ER and that because of lack of time, attention should be focused on teaching strategies and using academic texts. The way that teacher selects the passages for students to read is also vital.

This study has shown that ER facilitated reading development for this upper elementary level. Moreover, a similar study revealed to the use of ER alone is recommended for future study, in order to evaluate the influence of ER more specifically. it can therefore be concluded from the findings that ER increased students' higher levels in reading.

SUGGESTIONS

This article has provided insight into how ER helped improve students reading proficiency and develop their love for reading. It provided an in-depth understanding of how students experienced the ER incorporated into a reading through Edmodo, one free educational social network. In brief, the evidence from the test scores showed that the students successfully improved their reading ability through ER. The data also showed that the students believed that they had developed a positive attitude in reading as a result of ER. Furthermore, students can link their reading developments to the positive developments in their reading ability in the courses inside the school

such as increased comprehension of the reading text of social studies and science of their textbooks. For further study, the study on ER can be a broader part in a reading intervention, so teachers of English need to be selective and understand their students' potential well enough to challenge them with ER.

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