

THE DEVELOPMENT OF ENGLISH-READING ABILITY BY USING B-SLIM MODEL WITH 5W1H TECHNIQUE BASED INSTRUCTION FOR GRADE 7 STUDENTS

Thawanphorn Bunsiem

Demonstration School of Suan Sunandha Rajabhat University (Secondary),

Bangkok 10300, Thailand

E-mail: thawanphorn.bu@ssru.ac.th

ABSTRACT

The purpose of this research was to develop the English-reading ability by using B-SLIM model with 5W1H technique based instruction for grade 7 students. This study's sample consisted of grade 7 students from Demonstration School of Suan Sunandha Rajabhat University who used B-SLIM model with 5W1H technique of learning reading management organically. During the first semester of the academic year 2023, 35 students conducted experiments using purposive sampling and a one-group pretest-posttest design. The instruments were 1) a learning plan consisting of eight lessons for a reading and writing exercise that aimed to create English-Reading abilities: and 2) the reading comprehension test and 3) the survey form for student's satisfaction with the technique. The data were analyzed using basic descriptive statistics: mean, percentage, standard deviation, paired t-test. The time frame employed was eighteen weeks. The result shows that 1) the English-Reading ability of students in grade seventh after studying with the learning management method were higher than they were before with a statistically significant difference at .04 level; 2) the students' posttest scores were higher; and 3) the students' overall-satisfaction with learning by using the B-SLIM model with the 5W1H technique was found to be at the greatest possible level.

Keywords: English-reading ability, B-SLIM, and 5W1H

INTRODUCTION

An increasing number of individuals today utilize English as an international language. It functions as a means of communication. Regarding the educational aspect of politics as well. Aspects such as the business. Therefore, proficiency in the English language confers an advantage over those who lack it, regardless of whether the advantage pertains to the workplace or academic sphere. Because the greater one's capability, the greater the number of employment and academic opportunities. (2019) Savitri Bunnuchit Furthermore, in the contemporary era, English has assumed a significant role in the affairs of numerous nations worldwide by virtue of its utilization of diverse technological advancements, as human activities are intricately intertwined with the internet network. Whether for listening to music, watching films, or communicating in the fields of economics, society, education, or knowledge, English textbooks are the norm in most disciplines. As a consequence, English has emerged as the predominant language that is indispensable for functioning in contemporary society (Partnership for 21st Century Skills, 2007). Undoubtedly, modern English reading may contribute to the development of English thinking, encourage the natural and fluent usage of the language, discourage individuals from considering translation, and generate everyday vocabulary, sentence structures, and sentence patterns. Learners who possess proficient English reading skills will not only benefit in terms of employment or education but will also have access to additional prospects for learning and working.

As a result, the researcher investigated reading instruction strategies that could aid in the development of students' gist reading skills. Many researchers have examined useful methodologies for instructing reading comprehension, including SQ4R reading techniques, ARC reading teaching methods, DT-TA reading teaching methods, and 5W1H teaching techniques. The researcher came up with an interest in teaching management methods after studying these methods. Specifically, they investigated the 5w1h teaching technique, which employs a sort of ability to categorize various components of a given thing (e.g., stories, events, objects), determine the logical connection between these components, ascertain the true or crucial answers, and subsequently condense and restructure the information to facilitate comprehension. By implementing the subsequent inquiry principles—what (what), where (where), when (when), why (why), who (who), and how (how)—to the following inquiries: The benefit of analytical thinking, according to Sasima Suksawang, 2019, 5W1H technique discussion, is the ability to comprehend facts. Understanding the historical context and motivations for what occurred can provide a foundation for making decisions that involve solving problems. The capacity to identify plausible explanations for observed occurrences and calculate their probabilities.

Furthermore, the instructional framework examined by the researcher to serve as a prescription for enhancing English reading proficiency is There are numerous communicative teaching activities, but Bilash's Second Language Instructional is particularly intriguing. The model (or B-SLIM Model) comprises five procedures (Tooptong Kwangsawad 2549: 24-30)

1. Phase of preparation and planning. During this phase, the instructor will choose materials and activities that align with the objectives of the curriculum and the students' areas of interest. Assemble the requisite materials and tools to assist the students. To facilitate learning, the media should be engaging, pertinent to the subject matter, and situated in authentic environments. Due to the considerable time required for this step, the majority of instructors disregard the significance of pre-teaching preparation. The majority of educators refrain from preparing for the classroom because they perceive it as an ordinary responsibility rather than a challenging subject that demands preparation.

2. Understanding the instructor's input (Comprehensible Input) is the second step. Instructors elucidate information, data, or novel inputs referred to as "Input." It leverages the students' prior knowledge in order to facilitate comprehension of the input. The instructor employs extended explanations through the utilization of visual aids, deliberate and repeated clear speech, and student questioning.

3. Activity phase for Practice and Comprehension (Intake Activity) The temporal span in which the learner acquires knowledge Constantly keep in mind that students are incapable of comprehending input. Everything entered by the teacher in the first step must be organized into activities in this step so that students have the chance to Determining two elements:

- 3.1 Initially, instructors must plan exercises to aid students in comprehending Input. The term for this is "intake-getting activity." This activity requires the instructor to invest time until they are certain that the students have grasped the input. Activities requiring four to five hours to complete, contingent on the complexity of the input. This example-rich activity is designed to assist students in managing their anxiety.

- 3.2 Secondly once students have comprehended the input. Language practice activities, which are subsequently devised by the instructor to afford the students the chance to engage in deeper and more intricate tasks, are implemented. Activities for practicing a language are communicative in nature and feel more organic in comparison to activities for acquiring information. Reading understanding It is a fundamental ability required for all forms of reading to comprehend the story while reading. Comprehend the objective The author's intended message and the fundamental nature of the story are discussed in Chutima Yodta's (2018:2) explanation of the significance of reading for comprehension. Reading comprehension is

critical because it serves as a foundational ability that facilitates the exploration of more complex literary works. Because students will be incapable of correctly comprehending what they read if they are unable to read and comprehend the meaning.

4. Output Phase: This exercise promotes the application of language skills beyond the confines of the classroom, encompassing listening, speaking, reading, and writing. Activities at this stage primarily involve the application of language proficiency and creative thinking. The majority consist of either individual or group activities, such as diary writing projects, essays, or short story writing, or creating a classroom newspaper, among others.

5. Evaluation phase (Evaluation) During this phase, the instructor gathers a variety of data to assess his own instruction, including student observations and inquiries, in order to identify potential issues that may arise in subsequent lessons. Learners' learning incorporates authentic assessment, which evaluates skills under real-world conditions, as well as testing-based assessment.

Objective

1. The objective of this study is to investigate the effects of the B-SLIM model, combined with the 5W1H technique, on the enhancement of English reading ability.

2. The objective of this study is to assess the influence of the B-SLIM model, combined with the 5W1H technique, on students' levels of satisfaction with their learning experience.

METHODS

Participants

The study included seventh-grade students from the Demonstration School of Suan Sunandha Rajabhat University who have been exposed to the B-SLIM model, combined with the 5W1H technique, as an integrated approach to learning management.

Study Variables

Following are the variables examined:

Method of teaching English reading ability through the B-SLIM model, combined with the 5W1H technique was the primary variable.

The dependent variables were:

1. Development of English-reading ability
2. The satisfaction of the student with the technique

Research instruments

The research instruments used in this study included:

1. Six lesson plans
 - 1.1 The fastest boy in the world
 - 1.2 I'm a teacher.
 - 1.3 The history of my hometown
 - 1.4 Breaking News
 - 1.5 Famous people
 - 1.6 Dear diary

2. The research design includes a pretest and posttest that consist of reading passages encompassing various types of text, such as news articles, diary entries, academic articles, and fictional stories.

3. Student satisfaction questionnaire for learning method of teaching English reading ability through the B-SLIM model, combined with the 5W1H technique which included three categories, learning atmosphere, learning activity and students' learning development.

Statistics

In order to assess the proficiency of students in English reading comprehension before and after implementing the learning technique, the data was subjected to analysis employing percentage and mean calculations.

RESULTS

Prior to implementing the B-SLIM model in conjunction with the 5W1H technique, it is expected that students will demonstrate the ability to successfully complete a comprehensive reading assessment. The mean score for this assessment is 13, with a standard deviation of 17.009. Following engagement in the aforementioned instructional activities, students are anticipated to achieve an average score of 16.10, with a standard deviation of 17.013 on the post-activity assessment. The average increase for both scores was 0.4. By integrating the B-SLIM model with the 5W1H technique, students' English comprehension is enhanced, leading to improved critical thinking and analysis skills during the reading process. The students initially encountered difficulty with the spontaneous reading technique due to their lack of consideration for sequencing while reading. Nevertheless, as individuals advance through the model and engage in the reading technique pertaining to the structured topics, they gradually develop a greater level of ease and familiarity with the approach. Consequently, the students held the belief that employing this technique would enhance their study skills and foster critical thinking abilities.

CONCLUSION AND FUTURE WORK

The English reading ability of seventh-grade students at the Demonstration School of Suan Sunandha Rajabhat University significantly improved following the implementation of the B-SLIM model, incorporating the 5W1H technique. The outcome was notably impressive in terms of the majority of students' ability to engage in critical thinking and comprehend the article. Furthermore, individuals should possess the capacity to comprehend and effectively articulate the primary message conveyed in the text they are perusing, enabling them to effectively communicate it to others.

On the other hand, you can use the B-SLIM model in conjunction with other techniques for the purpose of conducting further research. This will allow you to develop the students in other areas of ability and fulfill the learning goal of the students. Also, in order to achieve the best possible results, you need to carefully prepare the lesson taking into account the students' ages and levels of expertise.

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