EFFECTS ON USING THE STORYLINE TECHNIQUE TO ENHANCE ENGLISH READING COMPREHENSION SKILLS FOR STUDENTS

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ABSTRACT
The objectives of this study were: 1) to compare the students' English reading comprehension before and after using the storyline technique and 2) to study students' satisfaction towards the English reading comprehension class based on the use of the storyline technique. This conceptual framework of this research was applied from Price's concept. The population used in this research is Grade 6, Chongqing Private School, China, was studying English subject 2 semester 2, academic year 2022, with mixed ability classes organized but similar English language in 12 classrooms, totaling 390 students. The samples were 29 students from Grade 6/4 taking English 2 semester 2, academic year 2022. They were cluster random sampling. The instruments used in the study were 1) three lesson plans of English reading comprehension by using the storyline technique; 2) a reading comprehension test, used as a pretest and posttest; and 3) a questionnaire on opinions towards the use of the storyline technique and folktales to enhance English reading comprehension. The data were analyzed by mean, standard deviation, and t-test dependent. The research results revealed that: 1) The students' English reading comprehension after the class based on the use of the storyline technique was significantly higher at the .05 level. 2) The students' satisfaction towards the storyline technique and folktales was at a high level with mean of 4.16.
Keywords: Effects, Storyline technique, Enhance, English Reading Comprehension Skills

INTRODUCTION

In today's society, reading is important and necessary in human life. Reading helps humans receive information to make decisions in their daily lives. Reading is a necessary education. Because people who read a lot will have a lot of knowledge and understanding. Make it successful so they can continue their studies at a higher level. Reading helps develop thinking. Creativity helps raise the level of intelligence. It helps people keep up with current events. Able to solve various problems and be able to live in society. Reading is not only an important skill for acquiring knowledge. It is also important in many other ways, such as a basis for studying other subjects. It is a tool to help you succeed in your career, create knowledge and enjoyment, and has extensive experience. Reading skills are a very important skill for English language learners to achieve reading goals in teaching and learning, it is necessary to develop student's skills and understanding of what they read, have a habit of loving reading, and be able to put knowledge from reading to good use and reading is extremely important. Developing student learning, especially at the lower secondary school level Reading is the most important and necessary skill for students learning English, which must be used in daily life because the Basic Education Core Curriculum 2008 has focused on student development to have quality according to learning standards And there are five important competencies: the ability to communicate, the ability to think, the ability to solve problems, the ability to use life skills, and the ability to use technology. Learning English helps students broaden their vision and Able to communicate with foreigners correctly and appropriately. Therefore, students need to study English to develop language skills. There is an emphasis on developing skills in all four areas: listening skills (listening), speaking skills (speaking), reading skills (reading), and writing skills (writing). The foreign language learning subject group aims for learners to have a good attitude towards foreign languages and be able to use foreign languages to communicate in various situations. Seeking knowledge for a career, including having knowledge of the diverse stories and cultures of the world community and being able to convey ideas about how Chinese culture can be creatively transformed into world society, by specifying the important content that is necessary for students. (Office of Academics and Educational Standards, 2011: 175). A study of research related to reading English found Most Chinese students the level of English reading ability is low. Students have problems reading fluently, and a more important problem is that students lack reading skills. Understanding and analytical thinking Students' reading problems are a result of many factors, such as students' inability to remember vocabulary or sentences that have already been learned. Students use English only during school hours. Studying English for approximately 2 hours per week is considered very little and the fact that students are not successful in their reading skills is due to many reasons, such as students not understanding. I don't know the meaning of the word. Unable to gather ideas from what is read the fact that students still lack reading comprehension skills makes them lack motivation to learn English. Teacher-centered teaching methods Teachers use the traditional method of teaching reading. Students do not understand the meaning of the words, which makes them unable to understand the reading passages clearly. Students lack prior knowledge. Regarding reading matters, Therefore, what should be developed urgently is the ability to read, think, and analyze, emphasizing students' reading skills but In fact, it is found that most students often have problems reading English, especially reading comprehension skills. In order to promote the reading process of students to the level that is expected Teachers must select teaching materials that are appropriate to the abilities and levels of the learners to create motivation for learning. From the problem, the researcher saw that English teachers should plan activities to make teaching and learning interesting. Technology is used as a learning medium and appropriate to the age of the learners in order to be consistent with the Basic Education Core Curriculum, B.E. 2020, by specifying the Grade 6 level (substance 1, indicator 1.1, item 4, specifying the topic main idea and answering questions from listening and reading

conversations, stories, and short stories) because grade 6 students, Chongqing Private School, China" is, it can be considered a zone. The provinces and students are very familiar with stories. For this reason, the researcher chose to use fairytales. It is a learning medium to develop students' reading comprehension skills in with the content of Chinese fairytales has been used in the exercises. Enhance reading skills. Because students are familiar with when reading content in English, students can guess words or the meaning of sentences more quickly. Variety for students continuously Through the use of key questions and storyline are concepts that create knowledge and creativity together between teacher and student where students practice working together in groups. Study and research various information together, leading to new knowledge that arises. The teacher is the one who advises on the structure. Make teachers and students feel there is fun in the teaching method (Brock, 1990: 22), and the English subject is another subject where researchers and educators try to experiment with teaching and learning processes to enable learners to develop language skills and have better academic achievement. From the importance and problems mentioned above, the researcher, as an English teacher in Grade 6, Chongqing Private School, China," is therefore interested in using the storyline technique in teaching and learning with the aim of students developing and achieving achievement in English reading comprehension skills. Also, to create motivation for studying English subject by doing research on the results of using the storyline technique to promote English reading comprehension skills for grade 6 students, Chongqing Private School, China.

LITERATURE REVIEWS

Reading teaching strategies are important things that must be developed for students. Can learn strategies Read and choose strategies appropriate to the reading script and read effectively, such as memorizing vocabulary, understanding the structure of the reading passage, etc. However, the learner must consider what is necessary for reading and make reading effective. Murcia (2001 cited in Kamonwan Khotthong, 2014: 41) mentioned various skills that should happen to students who are proficient in reading, as follows:

Read quickly for understanding.

Know and understand the meaning of words automatically.

Integrate and connect the information in the reading passages with the previous knowledge that one has.

be aware of the goal of the reading passage.

I am able to evaluate reading material and know how to read critically.

Use reading strategies to enhance reading comprehension.

Know strategies for adjusting your understanding of reading passages when you do not understand them.

Theory of comprehension and the essential content of reading passages.

Know strategies for various reading skills.

Harmar (2002) discussed the use of various skills. I read it as follows:

Identifying the topic: Good readers must be able to pick up topics from

Chapters are read quickly. By using the previous knowledge (schema) that they have, this ability will make the reader able to read passages effectively.

Predicting and guessing: Readers must try to understand what they are reading. Especially if it is reading to find important topics, the reader must guess what events will follow. By making assumptions or guessing the content from the first reading. Then try to apply the reader's previous knowledge to the reading passage.

Reading and listening for general understanding. Good readers must be able to understand. The main idea of reading without having to analyze everything that appears in the reading passages and the skills used in reading and listening for general comprehension are sight-reading skills (scanning).

Reading for specific information, also known as skimming, gives importance to specific information. What is it, what type, what characteristics, etc.?

Reading and listening for details of the reading (reading and listening for detail information) is reading to understand the details of the reading. It is a step-by-step read. Various practices, such as scientific procedures or processes,

Interpret text: The reader must understand the meaning of the words in the reading text. Using the context as an aid in understanding the reading passages that require previous knowledge or previous experience is very important for good interpretation.

Visakha Chatiwat (2000: 51-57) stated that strategies for teaching the details are as follows:

Before reading any message, readers should predict what they will read in advance from the title using knowledge of themselves that exists regarding that matter. Readers can guess the content of the story from pictures, tables, and charts, which can suggest the content of the story to read.

Readers should have a purpose in reading, such as to search for certain information by using the technique of quickly scanning the text (scanning) to find the desired text. The author may set questions or problems for readers to find answers to before reading the message, to give readers an objective in reading.

Interpreting the meaning of difficult words from the text in context (context), where the reader infers the meaning from the words, from words that have similar meanings or the opposite word structure, and from the experiences of readers.

Readers should know the relationship between various sentences and the structure of the paragraphs read using knowledge about vocabulary, grammar, and words used to connect sentences, such as being able to write the structure of a paragraph, which consists of the main idea (the main idea) and supporting details (the supporting details).

Creating reading exercises according to language teaching guidelines for communication that are new helps readers better understand the text they read, which is the transfer of information they read in various formats.

Transferring data from text to diagrams, tables, images, maps, and charts.

Transferring text from diagrams, tables, maps, and pictures to English text.

Abbreviation of read text in table form or a short paragraph.

Reading to solve problems using the principle of jigsaw reading, in which the reader tries to put the content of the text together to solve the problem.

Nongyao Kosnan (2002: 5-10) mentioned that reading teaching activities are divided into three periods as follows:

Activities before reading (pre-reading), such as guessing the story from the chapter title (anticipation through chapter titles), Predicting the plot (anticipation of the plot) Predicting the concept of the story (thematic anticipation) Predicting character traits (character anticipation) Predicting the setting (setting anticipation) Biographical information of the writer (background information) Predicting vocabulary (vocabulary).

Activities during reading such as working with plot, working with characters, working with summary, interpretation activities, and using skills listening (working on listening).

After reading activities such as looking back at characters and interpreting character characteristics, summarizing plots, continuous activities in interpretation, and projects, (interpretive extensions and protections) Reviewing and recommending

The researcher summarized the meaning of the teaching activities as follows: Reading teaching activities are activities that provide opportunities for students to find the information they need from what they read. Activities can be done both before and after. Read (pre-reading), while reading (while reading), and after reading (post-reading), and also use various skills in reading such as predicting, guessing, and reading to find details of the reading passage (reading for detail information). Reading and teaching activities play a part. Helps readers compose content.

It also helps readers stimulate their previous knowledge or experiences to better understand the reading passages.

RESEARCH METHODOLOGY

Population and Sampling

The population used in this research is grade 6, Chongqing Private School, China, studying English subject 2 semester 2, academic year 2022, with mixed ability classes organized and ability The English language is similar, with 12 classrooms and a total of 390 students.

The sample group for this study is Grade 6/4 students who are taking English 2, semester 2, in academic year 2023. There are 29 students. The reason for choosing this class of students is because academic achievement in English is low. Based on the test used with the number of students teaching in all 4 classrooms, the number of students in Grade 6 is 12 classrooms in total. The researcher is responsible for teaching 4 classrooms, namely grade 6/1, grade 6/2, grade 6/3, and 6/4 (selected as the sample group: 1 classroom, grade 6/4).

Research Instrument

In research on stories, the results of using storyline techniques promoted skills in reading English for comprehension for grade 6 students, Chongqing Private School, China.

Data Collection

The researcher carried out the following experiments and data collection: This research is experimental. By using storyline techniques and fairytales to promote English reading comprehension skills, there are methods for collecting data, as follows: Pre-experimental stage and Post-experimental stage.

Data analysis

Comparison of English reading ability before and after studying by analyzing the mean ($\overline{X}$), standard deviation (S.D.), and independent t-test (Dependent). Analysis of data from the questionnaire on Nokrian's satisfaction with the use of storyline techniques and Fairytales to promote English reading comprehension skills by analyzing the mean ($\overline{X}$) and standard deviation (S.D.) in order of satisfaction with using storyline techniques to promote English reading comprehension skills. Then interpret the level values according to the specified criteria.

RESEARCH RESULTS

The researcher had a sample group of 29 people complete a test. English reading comprehension skills Before and after the experiment Which is the same test set, full score 30 points, then find the difference in scores (D) from the test before and after using the storyline technique, and the scores obtained from both tests were compared. Ability to read English for comprehension results of comparing students' English reading comprehension skills at the grade 6 level before and after using the Storyline technique.

Table 1 English reading comprehension ability scores of students in Grade 6 before and after using the storyline techniques and the difference (D) of scores in both tests.

Number of Students	Score 30 (score)		Different results (D)	Number of Students	Score 30 (score)		Difference between (D)
	After Study	Before studying			After Study	Before studying	
1	11	22	11	**16**	7	19	12
2	10	22	12	**17**	11	20	9
3	8	20	12	**18**	10	20	10
4	12	21	9	**19**	8	18	10
5	11	19	8	**20**	12	20	8
6	13	25	12	**21**	10	18	8
7	9	18	9	**22**	13	25	12
8	7	19	12	**23**	12	25	13

| Number of Students | Score 30 (score) | | Different results (D) | Number of Students | Score 30 (score) | | Difference between (D) |
	After Study	Before studying			After Study	Before studying	
9	10	18	8	24	9	19	10
10	13	19	6	25	7	19	12
11	8	18	10	26	10	20	10
12	9	20	11	27	11	21	10
13	12	24	12	28	13	23	10
14	11	23	12	29	8	22	14

From Table the English reading comprehension ability scores of all students increased after learning the storyline technique and fairytales. The highest difference in scores from the pre-test and post-test was 14, and the lowest was 6 out of a total of 30 points.

Results of comparing the English reading comprehension abilities of students in Grade 5 before and after using the Storyline technique

Test	n	Full score	$\overline{X}$	S.D	t	df	Sig.
Before studying	29	30	10.14	1.92	-30.77	28	.000
After studying	29	30	20.55	2.24			

It is found that the scores of the pre-test using the storyline technique promote English reading comprehension skills. The mean was 10.14, the standard deviation was 1.92, and the scores after using the storyline and fairytale techniques to promote English reading comprehension skills The mean was 20.55, the standard deviation was 2.24, and the test of the difference between the means of the before and after tests found that the t value was -30.77 and the sig. value was.000. This means that the sample group's English reading comprehension improved after using the storyline and fairytale techniques. This is statistically significant at the 0.05 level.

Research objective, the researcher had a sample group of 29 people complete a questionnaire. Satisfied with the use of storyline techniques and fairytales to promote English reading skills. For understanding in terms of format, content, activities, and benefits, there were 10 items. Then take the obtained score values to find the mean score ($\overline{X}$), standard deviation (S.D.), and translate. The meaning of the level value according to the specified criteria and the details of the data analysis results are as follows:

Content	$\overline{X}$	S.D.	Satisfaction level	No.
Format aspect				
1) The font size is easy to read and clear.	4.07	0.65	Very satisfied	1
2) There are illustrations consistent with the content.	4.03	0.77	Very satisfied	2
Includes format	**4.05**	**0.57**	**Very satisfied**	**4**
Content				
3) The content of fairytales is interesting.	4.14	0.87	Very satisfied	3
4. The content of fairytales is difficult and appropriate for students.	4.28	0.70	Very satisfied	1
5) The number of exercises is appropriate for the class time.	4.10	0.72	Very satisfied	4
Including content	**4.17**	**0.60**	**Very satisfied**	**2**
Activities				
6) Pre-reading activities are interesting.	4.14	0.87	Very satisfied	2
7) Reading activities (while reading) using the storyline technique are interesting and help to understand the story more easily.	4.00	0.70	Very satisfied	3
8) Post-reading activities have the right amount and connect well with other skills.	4.17	0.71	Very satisfied	1
Total activities	**4.10**	**0.59**	**Very satisfied**	**3**
benefits received				
9) Exercises help increase students' reading ability.	4.28	0.70	Very satisfied	2

Content	X̄	S.D.	Satisfaction level	No.
10) The exercises are interesting and help keep students motivated to read more.	4.41	0.68	Very satisfied	1
Total benefits received	**4.34**	**0.50**	**Very satisfied**	1
Total	**4.16**	**0.56**	**Very satisfied**	

It is found that the results of the analysis of students' satisfaction levels with the use of storyline techniques to promote English reading comprehension skills in the overall picture of every aspect are at a high level of satisfaction. ($\overline{X}$ = 4.16, S.D. = 0.56) When considering each aspect, it was found that the benefits received had the highest level of satisfaction, ranking first at a high level ($\overline{X}$ = 4.34, S.D = 0.50), followed by the content aspect, which has a high level of satisfaction ($\overline{X}$ = 4.17, S.D = 0.60). Next is the activity aspect that has a high level of satisfaction ($\overline{X}$ = 4.10, S.D = 0.59) and the next. Lastly, the form aspect had a high level of satisfaction ($\overline{X}$ = 4.05, S.D = 0.57), respectively, which can be summarized as follows:

In terms of format, the number one satisfaction level of students is font size, which is easy to read and clear. It is at a high level ($\overline{X}$ = 4.07, S.D. = 0.65), and the last thing is to have pictures consistent with the content. It is at a high level ($\overline{X}$ = 4.03, S.D. = 0.77).

In terms of content, the number one level of satisfaction among students is the content of fairytales, with difficulty and ease appropriate to the learners. It is at a high level ($\overline{X}$ = 4.28, S.D. = 0.70). The second is that the content of fairytales is interesting. It is at a high level ($\overline{X}$ = 4.14, S.D = 0.87), and the last thing is that the amount of exercise appropriate for the study time is at a very high level ($\overline{X}$ = 4.10, S.D = 0.72).

In terms of activities, the number one level of student satisfaction is the post-reading activity. It has an appropriate amount and is well connected to other skills. It is at a high level ($\overline{X}$ = 4.17, S.D. = 0.71). The second is pre-reading activities. (Pre-Reading) is interesting at a high level ($\overline{X}$ = 4.14, S.D = 0.87), and lastly, reading activities (while-reading) using the storyline technique are interesting and help to understand the story more easily at a high level ($\overline{X}$ = 4.00, S.D = 0.70).Benefits received the number 1 level of student satisfaction is that the exercises are interesting and help students be more motivated to read, which is at a high level ($\overline{X}$ = 4.41, S.D. = 0.68), and lastly, exercises help students to have academic ability. Read more is at a high level ($\overline{X}$ = 4.28, S.D = 0.70). Summary of results of the analysis of student satisfaction levels with the use of storyline techniques to promote English reading comprehension skills, the top two highest and lowest two rankings can be arranged as follows: The top two rankings are no. 1 in terms of benefits received, has a high level of satisfaction ($\overline{X}$ = 4.34, S.D = 0.50) and ranked 2nd in content, has a high level of satisfaction ($\overline{X}$ = 4.17, S.D = 0.60). The top two lowest rankings are no. 1 in form, with a high level of satisfaction ($\overline{X}$ = 4.05, S.D = 0.57) and no. 2 in activity, with a high level of satisfaction ($\overline{X}$ = 4.10, S.D = 0.59).

DISCUSSION & CONCLUSION

Research on the results of using the Storyline technique to promote reading skills in English for understanding for grade 6 students at Chongqing Private School, China, the results are summarized as follows:

1) The English reading comprehension skills of grade 6 students after using the storyline techniques are higher than before learning, with statistical significance at the .05 level.

2) Grade 6 students are satisfied with the use of storyline techniques to promote English reading comprehension skills at a high level.

From a study on the effects of using storyline techniques to promote skills. Reading English for comprehension for grade 6 students at Chongqing Private School, China the results of the research can be discussed as follows:

The research results found that English reading comprehension skills for students in grade 6 were improved after using the storyline technique. Higher than before studying statistical significance at the .05 level, which accepts research hypothesis number 1 that English reading skills for the understanding of grade 6 students after using the storyline technique and from fairytales, it was higher than before. This may be due to the practice of reading comprehension skills in each chapter. Along with activities that help stimulate students to develop their own reading skills. Because of the method Teach using the storyline technique and using fairytales. It is a method that focuses on the learner, starting with learning from things close to us and connecting it to real life. Teaching and learning activities are consistent with learner needs and interests. The teaching method uses the storyline technique and the use of fairytales in each step. Encourage students to have higher academic achievement as follows:

1) Reading stage (pre-reading) in order to stimulate students' prior knowledge and experiences and connect them to the subject they will learn by using activities to answer questions from pictures and matching activities The teacher will teach vocabulary from Story and stimulate learning using simple questions. Have students answer using the information or answers obtained in the passage that they will read.

2) While reading, the teacher will be the one who gives guidance on how to read. Read it if there is a way to read it. What are the observations? By reading to students, be an example before the first round. After that, have students practice reading, and the teacher will help explain the vocabulary that the students do not understand. Activities used include filling in data. Arranging the events of the story.

3) The post-reading step (post-reading) is the step to review content that has already been learned to check students' reading comprehension. By giving students answer the questions at the end of the story. Reviewing grammar, etc. From the steps of the above teaching method, it is a teaching method that emphasizes collaborative learning. Provide opportunities for students to practice thinking and imagination. The important thing is to encourage students to participate in activities and train them to think step by step. As a result, students have higher academic achievement. In organizing learning using the storyline technique, it is important to focus on the students and integrate their experiences. analytical thinking skills Creativity, imagination, decision-making, and working together Under the guidelines for proceeding with the matter continuously, with the learner being the creator of knowledge by himself, the main elements of the story include the setting, characters, action, and events that need to be resolved. This is consistent with the research results of Wannisa Liangtrakulchai (2020: 109-110), who conducted a study on the results of teaching with the Storyline method in developing the English reading comprehension skills of Grade 10 students. The results of the research found that English reading skills the understanding of Grade 10 students after learning using the Storyline method is higher than before learning. This may be because teaching using the Storyline method has an appropriate sequence of learning management steps and is clearly systematic. And Grade 10 students have opinions on teaching English reading. For understanding, the storyline method is at a high level and is consistent with Wankaew Phonpai (2006: 51), who has studied the subject. Achievement studies and satisfaction with the learning of Grade 5 students studying family economics using storyline teaching and simulation game teaching .The results of the research found that organizing teaching and learning activities using the storyline method is participatory learning, which results in higher education because answering questions in the storyline method allows learners to build knowledge. From previous experience, teachers encourage students to use their own previous experiences in learning and share their experiences with friends by doing various activities that follow the story path, causing students to do activities all the time. There is interaction between the learner and the learner and learners and teachers because work facilitates learners to exchange and share experiences by reflecting on ideas from the discussion. The presentation of work makes

students come to various conclusions. Consistent with the research of Jirawadee Rodsud, Chaniswara Lertamornphong and Tongta Somchaipeng (2019: 70-79) conducted a study on the results of organizing learning activities using the storyline teaching method. Concerning the measurement of length of students in Grade 3 with the objective of studying their achievement in mathematics and ability to solve mathematical problems about measuring length by using the Storyline teaching method for Grade 3 students at Wat Sarod School Bangkok From the research results, it was found that students had good academic achievement in mathematics about measuring length. Using the storyline teaching method after studying above the 60% threshold with statistical significance at the .05 level, students Your ability to solve math problems after studying is at a good level. Consistent with the research of Venus Yooyam (2017: 125-138), the study of the development of learning activity sets By teaching the Storyline method on substances and changes in the science learning subject group, For students in Grade 6, with the aim of studying the effectiveness of learning activity sets using the method Teach using storylines and compare learning achievement before and after learning to have efficiency according to the criteria of 75/75. The results of the study found that learning management with a set of learning activities by How to teach storylines about substances and change science subject group for grade 6 students had an efficiency of 80.16/83.75. Academic achievement after studying. Significantly higher than before studying statistically at the 0.05 level, and students are satisfied with their learning. Using learning principles at a high level, Kamonwan Kotthong (2015: 138-139) has studied the development of exercises to enhance English reading skills from ASEAN stories using Storyline learning activities for grade 6 students at Ban Pao School. (Samran Chai Witthaya) Chaiyaphum Province, the research results found that students' English reading ability improved after using supplementary exercises. Reading skills were higher than before using the reading skill enhancement exercises, and students had good opinions on the model of practice for enhancing English reading skills from ASEAN stories using storyline learning activities created by the researcher. In addition, the activities in the exercises have many formats, making students interested and enthusiastic. Have fun, and do not get bored while doing the exercises. Consistent with the research of Sirima Photijak (2010: 63), a study was conducted on using storytelling activities to promote listening and speaking skills in English among Grade 5 students at Lam Plai Mat Phatthana School. The results of the study found that the achievement in English listening and speaking skills of Grade 5 students using activities like story telling after studying was higher than before studying, with statistical significance at the.01 level, and from the study of the opinions of Grade 5 students at Lam Plai Mat Pattana School towards learning English. Using storytelling activities, the overall level was at the level of agreement.

In this research, the researcher has suggestions for using the research results for future research as follows:

Suggestions for using research results

1) From the results of the research, it was found that students still give importance to the format of the lesson, having illustrations that are appropriate to the content and are colorful as their first priority. Teachers should pay attention to such matters in the design of teaching media, which can help stimulate student learning.

2) Due to learning using storyline techniques and fairytales to promote reading skills, research has shown that students' ability in English reading comprehension skills increased after studying the storyline and fairytale techniques. Therefore, teachers can use it in teaching, and it may be used for normal teaching or remedial teaching.

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