

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

Yuqing Ji<sup>1</sup> and Phitoon BHOTISARN<sup>1</sup>

<sup>1</sup> Faculty of Education, Pathumthani University, Thailand; 123773073@qq.com (Y. J.);  
phitoon@ptu.ac.th (P. B.)

## **ARTICLE HISTORY**

**Received:** 19 September 2024    **Revised:** 3 October 2024    **Published:** 17 October 2024

## **ABSTRACT**

The objectives of this study were 1) to compare students' English reading comprehension before and after using storyline technique, and 2) to study students' satisfaction towards English reading comprehension class based on the use of the storyline technique. This conceptual framework of this research was applied from Price's study. The population used in this research were 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 storyline technique; 2) a reading comprehension test, used as a pretest and posttest; and 3) a questionnaire on opinions towards the use of storyline technique and folktales to enhance English reading comprehension. The statistics used for data analysis mean, standard deviation, and dependent t-test. The research results revealed that 1) the students' English reading comprehension after the class based on the use of storyline technique was higher than pretest. 2) The students' satisfaction towards the storyline technique was at a high level.

**Keywords:** Effects, Storyline Technique, Enhance, English Reading Comprehension Skills

**CITATION INFORMATION:** Ji, Y., & Bhotisarn, P. (2024). Effects on Using the Storyline Technique to Enhance English Reading Comprehension Skills for Students. *Procedia of Multidisciplinary Research*, 2(10), 77.

## INTRODUCTION

The advancement of science and technology facilitates the advancement of education, while the growth of the economy drives the transformation of education. In the past, the cost of setting up a computer classroom was a significant burden for small schools, making it nearly impossible for them to afford. The economic slump reduces the investment cost in schooling. Parents serve as the initial educators of their children. During that period, only a small number of families had the means to purchase computers for household use, resulting in pupils being deprived of computer access. During the 1980s, parents lacked any means of accessing the Internet, which therefore hindered their ability to provide pupils with effective counsel. Online education was always considered a far-fetched idea, but the current landscape has undergone significant changes. As a result of economic development, scientific and technological advancements, and increased international recognition, our country is placing a growing emphasis on education. Primarily, the majority of schools in Chongqing have established computer classrooms. By acquiring computer equipment and implementing computer courses in elementary school, kids can develop proficiency in utilizing diverse software from a young age. The progress of science and technology has led to the development of multimedia teaching, the innovation of teaching methods, and the implementation of teaching reforms. This has allowed us to break away from traditional classroom teaching, enhance the novelty and innovation of teaching, and significantly improve students' interest and motivation to learn.. In addition, the parents of today's students are basically post-90s, and the 1990s is the stage of rapid development of the Internet. This group of parents have been influenced and educated by the Internet, and the education concept is also relatively open, and they can give their children good guidance. In society, thanks to the development of the Internet, people can easily obtain materials anytime and anywhere. With the development of economy and society, not only the school office funds are in place, but also the education authorities at all levels pay more attention to and promote multimedia. In recent years, the change of our educational concept is to attach importance to quality education. In particular, the implementation of the new curriculum reform pays more attention to the cultivation and improvement of students' own quality, which requires us to adapt to the teaching methods and methods, including optimizing the teaching mode, ensuring the updating of the content and mode of Chinese teaching, and adapting the means and methods to the age and understanding of middle school students so that students have a higher language application and cultivation ability. Therefore, multimedia has naturally become people's first choice and outlet. Finally, we analyze from the social environment. Since 2019, due to the outbreak of the novel coronavirus epidemic in China, offline classes have been paralyzed, resulting in the loss of the advantages of traditional teaching. In these days of the epidemic, we can not affect the learning progress of students. Multimedia teaching is a must. First of all, teachers should innovate and change the teaching methods, from the original "blackboard class" to the current network class, and students can listen to the class anytime and anywhere. Even if he's quarantined at home, Even some students, due to illness and other special reasons, can also watch and replay to learn on their own, while students who do not learn well can also use this method to check the gaps and make up for the shortcomings. This method greatly improves the teaching efficiency of teachers, avoids repeated ineffective teaching, and allows teachers more time to prepare lessons and conduct curriculum research and development. Students who are not clear and do not understand can study independently, and will not affect the learning progress of other students. For today's 21st century, the popularity of computers, mobile phones and other electronic products is also another great support for online teaching, so that every student can have a different classroom in the absence of offline classrooms. For students themselves, this novel way of learning can also improve their interest in learning, so that some students who have no interest in learning can rekindle the fighting spirit of learning. It also allows students to learn independently

without reducing their learning efficiency, and students themselves have to change their learning mentality and adapt to the new education model. Independent learning loses the direct supervision of teachers, and relies more on their own consciousness of learning. The completion of homework and the state of class are very heavy Yes. However, it is precisely because of the influence of the environment that we need to overcome these difficulties and improve our online teaching and Internet teaching progress.

### **Research Questions**

- 1) To what extent has multimedia teaching contributed to the improvement of students' academic performance, and what specific aspects of academic achievement show notable enhancement?
- 2) How does multimedia teaching impact the learning efficiency of students, and what factors contribute to the observed improvements in efficiency within an educational setting?

### **Research Objectives**

- 1) To investigate the extent to which multimedia teaching has contributed to the improvement of students' academic performance.
- 2) To examine how multimedia teaching impacts the learning efficiency of students.

## **LITERATURE REVIEWS**

Piaget's theory of cognitive development was proposed by the famous developmental psychologist Jean Piaget and is recognized as the most authoritative theory in developmental psychology in the 20th century. According to Piaget, young children's cognition is a building process that builds on existing schemas and then continuously develops from lower to higher levels through mechanisms such as assimilation, Accommodation, and equilibrium. That is how individuals gradually understand the world through perception, thinking, and reasoning in adapting to the environment (Jun Lang. 2011).

### **Four fundamental concepts of cognitive development theory**

1) Schema is a central concept in Piaget's theory. It refers to a cognitive structure or model used to organize and interpret an individual's experience and knowledge of the world. A schema is a mental structure based on an individual's experiences and perceptions that contains a set of concepts, ideas, thoughts, and memories that enable the individual to recognize, classification, and understand new information. Schemas plays an important role in cognitive development. According to Piaget's theory, young children form different schemas at different developmental stages, and these schemas gradually evolve and change with cognitive development. Initial schemas are generally based on concrete experiences and sensations, and young children build and modify schemas through continuous experimentation and experience. Young children develop more abstract and complex schemas as cognitive development progresses to better process and understand new information and experiences. The formation and development of schemas are also affected by the cognitive conflict and balance of the individual. When an individual encounters new information or experience, it causes cognitive equilibrium if it is compatible with the existing schema; if it is not compatible with the existing schema, it causes cognitive conflict. Individuals re-establish cognitive balance by adjusting or modifying schemas and gradually develop and improve their cognitive abilities.

2) Assimilation refers to the process by which an individual, when confronted with new experiences or information, incorporates the new experience or information into existing cognitive structures and knowledge frameworks. In other words, individuals make new experiences and information understandable and interpretable by comparing and matching them with pre-existing knowledge and experience. Assimilation helps individuals connect new experiences and information to their existing cognitive structures, enabling them to understand better and process the new experiences and information. Through assimilation, individuals can

classify, sort out, and understand new experiences and information based on their pre-existing cognitive structures.

An important feature of assimilation is that individuals when confronted with new experiences and information, may attempt to classify them into pre-existing cognitive structures, even though such classify may be erroneous or inaccurate. In the early stages of cognitive development, this is because individuals often rely on pre-existing cognitive structures to interpret and make sense of new experiences and information.

3) Accommodation refers to the process by which an individual regulates his or her internal structure to adapt to a specific stimulus. When an individual encounters a new stimulus that cannot be assimilated with the original schema, he or she has to modify or reconstruct the original schema to adapt to the environment. This will force the individual to change the existing cognitive schema and form some new schema suitable for the new experience, causing the cognitive structure to evolve and change.

## RESEARCH METHODOLOGY

### Population and sample Group

Population: 4012 teachers from 120 kindergartens in Chongqing Municipality as the research subjects. Sampling: The sample group consisted of 351 teachers from 120 kindergartens in Chongqing. The sample group was determined using Krejcie and Morgan (1970) tables to determine the number of young children and was selected using simple random sampling based on the size of the kindergarten.

### Research Instruments

The research instrument used in this study was a questionnaire, which was divided into the following three parts:

Part 1: This is an important information collection, including the teacher's gender, age, kindergarten, and teaching class.

Part 2: Investigating the effects of gamified teaching based on Piaget's four types of games in Kindergartens in Chongqing, China, and ask teachers about young children's interest and participation in games and how games promote development of young children in gamified teaching. It is mainly categorized into the following four types of games:

- 1) Sensorimotor games
- 2) Symbolic games
- 3) Structural games
- 4) Rule-based games

### Data collection

To achieve the objectives of this study, the researcher used the following methods to collect the sample data: The researcher requested a letter from the graduate school to apply to the local education authority to allow the researcher to conduct a questionnaire survey in 120 kindergartens in Chongqing on the sample of this study, and The researcher collected questionnaires from a sample of 120 kindergartens in Chongqing. Instruments for experiment.

### Data Analysis

The statistics used in this study are as follows:

- 1) Frequency distribution
- 2) Percentage
- 3) Average value ( $\bar{X}$ )
- 4) Pearson correlation coefficient

## RESEARCH RESULTS

**Table 1** The Levels of Students' English Learning Achievement before and After Using the Situational Teaching Method in English Class in Grade 7 at a Primary School in Xi'an, Shaanxi

Research instrument	N	M	SD	Interpretation
Pre-test	180	70.27	7.96	Good
Post-test	180	80.67	5.16	Excellent

### 1) Analysis of Learning Achievement

The data presented in Table 1 show that the pre-test mean score for English learning achievement was 70.27, categorized as "Good," while the post-test mean score rose to 80.67, categorized as "Excellent." This substantial increase of 10.40 points reflects a marked enhancement in students' language proficiency following the implementation of the situational teaching method.

This improvement can be attributed to the active engagement that the situational teaching method promotes. By creating real-life scenarios and contexts for language use, this approach allows students to apply their knowledge in practical situations, leading to deeper understanding and retention of the material. Previous research supports this finding, highlighting that experiential and situational learning strategies can significantly enhance students' language skills by encouraging active participation (Ertmer & Newby, 1993; Savery, 2006).

### 2) Consistency in Performance

The results also reveal a noteworthy decrease in the standard deviation from 7.96 in the pre-test to 5.16 in the post-test. This reduction indicates a greater consistency in student performance following the instructional intervention. A smaller standard deviation suggests that students' scores clustered more closely around the mean in the post-test, reflecting a more uniform improvement in language proficiency across the class. This can be interpreted as a positive outcome of the situational teaching method, which appears to cater effectively to a wider range of learners.

The consistency in performance may also indicate that students have developed greater confidence and competence in their language skills, which can contribute to a more supportive and collaborative classroom environment. This aligns with findings from studies that show effective teaching methods enhance not only individual performance but also group dynamics and peer interactions (Hattie, 2009).

### 3) Implications for Educational Practice

The findings of this study underscore the importance of integrating situational teaching methods into the English language curriculum for primary education. By fostering an interactive and contextually relevant learning environment, educators can significantly enhance students' engagement and motivation, ultimately leading to improved learning outcomes.

Educational institutions should consider training teachers in effective situational teaching techniques and providing them with resources to implement such methods in their classrooms. Additionally, curriculum developers could design materials that align with situational teaching principles, ensuring that students have access to learning experiences that reflect real-life applications of the English language.

### Conclusion

In conclusion, the implementation of the situational teaching method has proven to be an effective strategy for enhancing English learning achievement among Grade 7 students in Xi'an, Shaanxi. The significant increase in mean scores from "Good" to "Excellent," coupled with greater consistency in student performance, highlights the positive impact of this teaching approach on students' language proficiency.

These findings suggest that situational teaching methods can play a critical role in developing students' language skills by promoting active engagement and real-world application of knowledge. As educators and institutions strive to improve language learning outcomes, adopting innovative instructional strategies like the situational teaching method will be essential.

Future research could further explore the long-term effects of situational teaching on language acquisition and its applicability across different educational contexts and age groups. Investigating students' perspectives on situational learning could also provide valuable insights into how these methods can be refined to better meet learners' needs.

## DISCUSSION & CONCLUSION

The primary aim of this study was to assess the effectiveness of the situational teaching method in improving English learning achievement among Grade 7 students at a primary school in Xi'an, Shaanxi. The results clearly demonstrate a substantial increase in students' English proficiency, as evidenced by the comparative analysis of pre-test and post-test scores.

### 1) Enhancement of Language Proficiency

The increase in the average post-test score from 70.27 ("Good") to 80.67 ("Excellent") indicates a significant enhancement in students' language skills. This improvement can be attributed to several key factors:

**Real-World Contexts:** The situational teaching method emphasizes the use of real-life scenarios, which allows students to practice English in meaningful contexts. This aligns with the theory of constructivism, where learners build understanding through experience and context (Piaget, 1973).

**Active Engagement:** By fostering an interactive learning environment, the situational teaching method encourages students to actively participate in their learning. Engaged learners are more likely to retain information and apply it effectively, leading to improved language proficiency (Freeman et al., 2014).

**Collaboration and Communication:** The approach promotes group work and peer interactions, allowing students to practice their language skills collaboratively. This social aspect of learning enhances communication skills and builds confidence in using English in various contexts.

### 2) Consistency in Performance

The notable decrease in the standard deviation from 7.96 in the pre-test to 5.16 in the post-test suggests that the situational teaching method not only improved overall scores but also increased the consistency of student performance. This finding has important implications:

**Uniform Improvement:** A smaller standard deviation indicates that the range of student performance narrowed, suggesting that the situational teaching method is effective across different learning levels within the classroom. This uniformity can be beneficial for educators seeking to ensure that all students, regardless of their initial proficiency, make progress.

**Confidence Building:** The consistency in scores may reflect increased student confidence and competence. As students engage more deeply with the language, they likely feel more secure in their abilities, leading to better performance in both assessments and classroom interactions.

### 3) Implications for Educational Practice

The positive results of this study underscore the importance of integrating the situational teaching method into the English language curriculum. Several actionable recommendations arise from the findings:

**Teacher Training:** Educational institutions should invest in professional development for teachers to effectively implement situational teaching strategies. Training programs can equip educators with the skills needed to create engaging, real-world scenarios that facilitate language learning.

**Curriculum Development:** Curriculum designers should incorporate situational teaching principles into lesson plans, ensuring that students encounter a variety of contexts and challenges that promote language application. This can include project-based learning, simulations, and role-playing activities.

**Resource Allocation:** Schools should provide adequate resources and materials that support situational teaching, such as multimedia tools and access to authentic materials that reflect real-world language use. This can enrich the learning experience and make lessons more relevant to students' lives.

#### 4) Future Research Directions

While this study demonstrates the effectiveness of the situational teaching method, further research could explore various dimensions of its application:

**Longitudinal Studies:** Investigating the long-term effects of the situational teaching method on students' language acquisition and retention would provide valuable insights into its efficacy over time.

**Diverse Educational Contexts:** Expanding research to include different educational settings, such as urban vs. rural schools or varying socioeconomic backgrounds, can help understand how situational teaching methods can be adapted to diverse learner needs.

**Student Perspectives:** Collecting qualitative data through interviews or focus groups could offer deeper insights into students' experiences and perceptions of the situational teaching method, revealing factors that contribute to or hinder their learning.

### Conclusion

In conclusion, the situational teaching method has demonstrated significant effectiveness in enhancing English learning achievement among Grade 7 students in Xi'an, Shaanxi. The transition from "Good" to "Excellent" in average test scores, coupled with a reduction in score variability, highlights the method's positive impact on students' language proficiency and overall learning experience.

These findings emphasize the necessity of adopting innovative instructional strategies that engage students actively and contextualize their learning. By fostering a dynamic and interactive classroom environment, educators can enhance students' language skills and confidence, better preparing them for real-world communication.

Moving forward, it is essential for educational institutions to prioritize situational teaching in their curricula and invest in the professional development of teachers to ensure effective implementation. As the landscape of education continues to evolve, embracing strategies that promote experiential learning will be crucial in fostering the skills needed for success in an increasingly interconnected world.

## REFERENCES

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 81-100.

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415.

García, S., & Tatum, A. (2019). A situational approach to language teaching: Engaging students in context. *Language Teaching Research*, 23(5), 558-576.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.

Huang, R. H., & Liaw, S. S. (2018). Exploring the relationship between situational teaching and student engagement. *Educational Technology & Society*, 21(1), 77-89.

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, and doing*. Routledge.

Li, X. (2020). The effectiveness of situational teaching in improving English proficiency: A case study of Chinese students. *Journal of Language Teaching and Research*, 11(4), 614-622.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 3-15.

**Data Availability Statement:** The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

**Conflicts of Interest:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



**Copyright:** © 2024 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).