

The Investigation of the Current State and Problems in Teaching English Vocabulary and Reading Comprehension of Ninth Grade Students

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Abstract

The purposes of this research were: 1) to investigate the current state in teaching English vocabulary and English reading comprehension of ninth grade students; and 2) to investigate the problems in teaching English vocabulary and reading comprehension of ninth grade students. The target group consisted of 15 English teachers who teach ninth grade students, are at least senior professional level teachers and/or at least ten years of experience teaching English as a foreign language, selected through the purposive sampling. The research instrument was the semi-structured interview form. Data were analyzed by using content analysis and presented descriptively. The results revealed that: 1) the current state of all teachers uses three stages, including presentation, practice, and production; as for the stage in teaching English reading comprehension, it has three stages, including pre-reading, while-reading, and post-reading; and 2) the problems in teaching English vocabulary of ninth grade students are word meaning, word use and word pronunciation; as for the problems in teaching English reading comprehension of ninth grade students, they have the problems with vocabulary knowledge, content knowledge, reading strategy and reading motivation.

Keywords: current statement, problems in teaching, English vocabulary, English reading comprehension

1. Introduction

All learners are treated equally in education in Thailand nowadays, as stated in Section 10 of the National Education Act B.E. 2542 (1999) and its amendments B.E. 2545 (2002) that all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge. Persons with physical, mental, intellectual, emotional, social, communication, and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided. Further stated in Section 22, education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process



shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. Furthermore, Section 27 states that the Basic Education Commission shall prescribe core curricula for basic education for purposes of preserving Thai identity; good citizenship; desirable way of life; livelihood; as well as for further education. In accordance with the objectives of Section 27, basic education institutions shall be responsible for prescribing curricular substance relating to needs of the community and the society, local wisdom and attributes of desirable members of the family, community, society, and nation (Office of the Education Council, 2009). Consequently, English is the foreign language that makes up the basic learning content which is prescribed for the entire basic education core curriculum A.D. 2008. The learning area in this curriculum is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. In this way, learners will thus have knowledge and understanding of diversified matters and events of the world community, and will be able to creatively convey the conceptions and cultures of Thainess to the global society. Accordingly, it is divided into four main contents: 1) Language for Communication: use of foreign languages in listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationship appropriately; 2) Language and Culture: use of foreign language in accordance with the culture of native speakers; relationships, similarities, and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application; 3) Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, to seek knowledge and to broaden learners' world views; and 4) Language and Relationship with Community and the World: use of foreign language in various situations in the classroom, in community and in the global society, forming a basic tool for further education, livelihood and exchange of knowledge with the global society (Ministry of Education, 2010).

Although English instruction is particularly crucial in the Core Basic Education Core Curriculum A.D. 2008, learner performance in this subject is still poor. National Institute of Educational Testing Service reported that, for the academic year 2022, the national mean score for testing English among 421,937 ninth grade students was 32.05 (S.D. = 14.89). The maximum score was 100, the minimum score was 0, and the mode was 25. After taking learning standards into account, it was discovered that the national mean score for Standard FL1.1: Understanding and ability to interpret what has been heard and read from different types of media, and the ability to express opinions for reasons that are tied directly to reading comprehension, was 34.09 (S.D.=19.06), which was lower than 50 percent. The above results are very similar to those of the prior two years. In academic year 2021, the national mean score for testing English among 335,135 ninth grade students was 31.11 (S.D.=14.30). The maximum score was 100, the minimum score was 0, and the mode was 25. In academic year 2020, the national mean score for testing English among 352,119 ninth grade students was 34.38 (S.D.=14.93). The maximum score was 100, the minimum

score was 0, and the mode was 27.50. Furthermore, the mean score for testing English of ninth grade students for the academic years 2020-2022 in the Northeast were 31.92 (S.D.=12.81), 28.85 (S.D.=11.94) and 29.75 (S.D.=12.49), respectively (National Institute of Educational Testing Service, 2020; 2021; 2022). The results revealed that ninth grade learners in Thailand have a very poor reading comprehension ability, particularly when it comes to specifying the topic, the main idea and the supporting details and express the opinions about what has been read from various types of media, as well as provide the justifications and examples for illustrations. Therefore, it is really imperative to urgently enhance the English reading comprehension ability of the Thai learners. As stated by Ouynok (2021), although reading English is very crucial, Thai learners are thought to be poor at it. It is further stated that most of ninth grade students encounter difficult and unsatisfactory language experiences when they access information and knowledge in the forms of English employed in the discovered texts. As a result, the learning achievement for English reading of ninth grade students was low at 26.43 percent. In order to enhance ninth grade students' English reading comprehension ability, teachers have to develop effective instructions. A similar claim is made by Srikheaw (2021), who states that English reading comprehension ability of ninth grade students is considered to be low because they are unable to comprehend the word meanings, important details, and main ideas of the texts to identify the correct answer of reading texts. Accordingly, Thai teachers who teach English as a Foreign Language should therefore concentrate on factors that need to be improved in order to enhance and address the reason why some students still struggle with reading. The claims stated above are very relevant to Suriyachai & Seehamat (2022), who found that the majority of students have a difficulty on English reading comprehension because they struggle to recall meaning of words even after having studied them.

Furthermore, learning vocabulary is an essential part of learning language because without the sufficient vocabulary knowledge, individuals will find it difficult to communicate effectively with others and fully understand the texts. Schmitt (2000) emphasizes that vocabulary is one of the most extremely skills for teaching and learning foreign languages and it is the central English language because without sufficient vocabulary knowledge, learners cannot express their own thoughts. As proposed by Atas (2018), vocabulary plays an essential role in foreign language teaching because it is one of the elements that connects the four skills of speaking, listening, reading, and writing. In order to communicate effectively, learners must acquire a sufficient quantity of words and understand how to use them in various contexts and for various purposes. The earlier statements are consistent with Nation (2001), vocabulary knowledge allows easier for students to become proficient in the four language skills including listening, speaking, reading and writing. Unfortunately, despite the importance of the vocabulary in teaching and learning of the English language, Thai students appear to be struggling with it. That according Phasuthon (2010); Panpoom (2018), who make the similar claim, the majority of students' lack of vocabulary knowledge is the main cause of poor learning achievement of English as a foreign language in Thailand. Therefore, it is also important that Thai language learners urgently enhance their vocabulary knowledge.



2. Objectives

2.1 To investigate the current state in teaching English vocabulary and reading comprehension of ninth grade students.

2.2 To investigate the problems in teaching English vocabulary and reading comprehension of ninth grade students.

3. Research Methodology

This research, which involved conducting the interview with English teachers, used the survey research proposed by Buosonte (2022) to investigate the current state and problems in teaching English vocabulary and reading comprehension of ninth grade students. The duration was carried out in the second semester of the academic year 2022, which ran from November 1st to December 31st, 2022.

3.1 Target group

The target group consisted of 15 English teachers with senior professional level teachers with a master's degree or higher and/or at least ten years of experience teaching English as a foreign language, selected by the purposive sampling.

3.2 Research Instrument

The research instrument used was the semi-structured interview form that was evaluated the content validity by five experts. After that, analyzed the scores collected for the Index of Item Objective Congruence (IOC), which was 1.00 for all items, including four questions as follows: 1) What is the state in teaching English vocabulary of ninth grade students in your classroom?; 2) What is the state in teaching English reading comprehension of ninth grade students in your classroom?; 3) Do your learners struggle when learning vocabulary? If so, what difficulties do your learners encounter when learning vocabulary? And 4) Do your learners struggle when reading English texts? If so, what difficulties do your learners encounter when reading English texts?

3.3 Data Collection

The researcher collected data one-on-one with each interviewee, introducing oneself and informing each interviewee of the purpose of the interview before beginning the interview. After the interview, the researcher summarized the data raised by each and then asked each interviewee to double-check that the data was correctly collected.

3.4 Data Analysis

The interview data collected was analyzed descriptively to investigate the current state and problems in teaching English vocabulary and reading comprehension of ninth grade students, in order to have the basic information needed to develop the instructional model for the next phase.

4. Results of the Research

The researcher divided the results into two main sections based on the data collected: 1) the current state in teaching English vocabulary and reading comprehension of ninth grade students and 2) the problems in teaching English vocabulary and reading comprehension of ninth grade students, as follows:

Section 1: Current state in teaching English vocabulary and reading comprehension of ninth grade students and reading comprehension

In response to the results collected from the interviews on the current state in teaching English vocabulary of ninth grade students, all of the interviewees indicated that they primarily conduct the vocabulary lesson in three stages: presentation, practice, and production. In the presentation stage, the interviewees concurred that they directly introduce new vocabulary to students, then teach students how to pronounce, convey meaning, and how it being used in sentences. In the practice stage, the interviewees concurred that they give exercises to students to practice the material they are learning, such as making matching, completion, and word clarifications. In the production stage, the interviewees also concurred that they provide students in using newly learned vocabulary through some speaking and writing activities. After screening the data, the researcher summarized the interviewees' statements as follows:

"...I present new vocabulary to the whole class at the beginning of the lesson, have them practice saying it together, tell its meaning and how to use it..."

(Male teacher, November 7th, 2022: Interview)

"...I put what students learned into practice by having them match words with their definitions, categorize words, and complete sentences..."

(Female teacher, November 9th, 2022: Interview)

"...I instruct my students to use their recently acquired vocabulary by completing in sentence..."

(Female teacher, November 9th, 2022: Interview)

In response to the results from the interviews on the current state in teaching English reading comprehension of ninth grade students, almost all of the interviewees indicated that they primarily teach students in the three stages: pre-reading, while-reading, and post-reading. In the pre-reading stage, the interviewees concurred that they typically introduce and draw students' attention to the topic they are about to read by asking questions to determine what students already know about it. Additionally, the interviewees concurred that they normally teach students important vocabulary or new vocabulary from the text. The interviewees also concurred that they always have students set reading purposes so that they can prepare themselves to perform effectively as pre-reading, while-reading, and post-reading. In the while-reading stage, the interviewees concurred they have students read the texts, answer the questions, and write the answers. In the post-reading stage, almost all interviewees concurred that they ask students



to read the answers to the whole class, and then teachers reflect the correct answers back to students. After screening the data, the researcher summarized the interviewees' statements as follows:

"...I try to get students' attention on the topics they are going to learn by asking some questions to find out what they already know about the topics..."

(Female teacher, November 8th, 2022: Interview)

"...I always develop students' vocabulary knowledge before beginning the reading lesson, which prepares them to understand the text thoroughly..."

(Male teacher, November 9th, 2022: Interview)

"...I constantly have students set the purposes of reading before starting the reading lesson because it enables students to prompt for all tasks and activities set in the lesson..."

(Female teacher, November 11th, 2022: Interview)

"...I provide students a variety of activities that require them to perform how well they understand the topic, main idea, and supporting details in the while-reading stage..."

(Female teacher, November 17th, 2022: Interview)

"...I check students' comprehension of the text by asking them to respond in front of the entire class, and always provide them the correct answers to the questions in the post-reading stage..."

(Female teacher, December 1st, 2022: Interview)

In addition to the three stages in teaching English reading comprehension stated earlier, it was found that a few interviewees concurred that they normally teach students using the communicative reading, which has the same main three stages, but it is slightly different. In the pre-reading stage, the interviewees concurred that they build up students' interest and knowledge of what to read by having them predict what to read in order to motivate prior knowledge. Students are also asked to guess the meaning words using context clue, such as sentences, pictures, or gestures. In the while-reading stage, the interviewees concurred that students learn the sentence structures and content of the texts in order to do tasks. In the post-reading stage, the interviewees concurred that they check students' comprehension of the texts, and that the activities conducted may transfer to other language skills such as speaking and writing. After screening the data, the researcher summarized the interviewees' statements as follows:

"...I always encourage students to describe what they remember about the reading texts, and then I ask them to guess what they are about to read..."

(Male teacher, November 4th, 2022: Interview)

"...I mostly use the strip story, semantic mapping, and graphic organizer in order to help students understand the reading texts in the while-reading stage..."

(Female teacher, December 7th, 2022: Interview)

“...I set up students to write a summary or speak about their opinions on the reading text in order to transfer their knowledge to other language skills...”

(Female teacher, December 23th, 2022: Interview)

Section 2: Problems in teaching English vocabulary and reading comprehension of ninth grade students

In response to the results collected from the interviews, the problems in teaching English vocabulary of ninth grade students were related to the difficulty with word meaning, word use, and word pronunciation. Almost all interviewees indicated that ninth grade students have the difficulty with word meaning, most of the interviewees indicated that ninth grade students have the difficulty with word use, and almost half of the interviewees indicated that ninth grade students have the difficulty with word pronunciation. In-depth interview, that according the difficulty with word meaning, which is the ability to tell the meaning of words students read or hear, it was concurred that students frequently struggle with word meaning because a large number of students are unable to recall meaning that they had previously experienced. Furthermore, it was also revealed that students have difficulty saying statements that explain the meaning of a word. That according the difficulty of word use, which includes the word or phrase’s grammatical functions, it was concurred that students are poor at putting a word in order to make the sentences correctly. As a result, students are unable to correctly match the sentence halves. That according the difficulty of word pronunciation, which is the ability to pronounce words in a spoken English pronunciation, it was concurred that students have poor pronunciation in the sense that a word or syllable is pronounced with greater force than other words in the same sentence. After screening the data, the researcher summarized the interviewees’ statements as follows:

“...students are unable to bring descriptions of meaning or definition from previous experiences...”

(Female teacher, November 15th, 2022: Interview)

“...students fail to correctly arrange the words in the right order...”

(Male teacher, November 6th, 2022: Interview)

“...students have trouble to complete the task of matching sentence halves correctly...”

(Female teacher, November 21st, 2022: Interview)

“...students have difficulty with word stress and intonation in the sentence...”

(Female teacher, November 22th, 2022: Interview)

In addition, the problems in teaching English reading comprehension of ninth grade students were related to insufficient vocabulary knowledge, content knowledge, reading strategy, and reading motivation. That according most of the interviewees indicated that ninth grade students have the difficulty with insufficient vocabulary knowledge, the majority of interviewees indicated that students have the



difficulty with insufficient content knowledge, more than half of the interviewees indicated that students have the difficulty with insufficient reading strategies, and a bit more than half of the interviewees indicated that students have the difficulty with insufficient reading motivation. In-depth interview, that according the difficulty with insufficient vocabulary knowledge, it was concurred that most students frequently struggle with word meaning because they are unable to recall a fact of meaning or definition that they have previously experienced. Whenever teachers display words, students frequently have experience difficulty and make a great effort in order to speak out what they mean or what they represent. That according the difficulty with insufficient content knowledge, which is the knowledge that students bring to the text including the knowledge about people, culture, and the world, it was concurred that students have little understanding of or information about people and the world that are included as part of readings text that students obtain through their experience or studies. Furthermore, a few interviewees concurred that, in addition to content knowledge in the sense of people and the world, there is one more crucial knowledge that consists of culture, which is the knowledge of a particular group of people's way of life, particularly the general customs and beliefs, at a particular time. That according the difficulty with insufficient reading strategy, the interviewees overwhelmingly concurred that they often notice students do not have goals in reading by guessing what the theme of the text will be about, using their prior knowledge to comprehend and overview the text. This indicates that students hardly ever use the scanning strategy, which involves looking through a text quickly in order to find a piece of information that they want or to get a general idea of what the text contains. Having students indicate the specific information they are looking for is the key recommendation made by those who were interviewed that are listed above. Additionally, a few interviewees insisted that students not frequently use the skimming strategy to read texts quickly in order to understand the main ideas, without studying it in detail. This helps students not to waste time in reading comprehension. That according the difficulty with insufficient reading motivation, which has a significant impact on their ability to read more efficiently, it was concurred that students find it extremely boring when they have to read or work alone to achieve the goal or something that they want or plan to do. After screening the data, the researcher summarized the interviewees' statements as follows:

"...students have difficulty with recalling meaning they previously came across..."

(Female teacher, November 9th, 2022: Interview)

"...students lack enough knowledge of or understanding of the reading texts..."

(Female teacher, November 12th, 2022: Interview)

"...students are less knowledgeable about people and various cultures..."

(Female teacher, November 12th, 2022: Interview)

"...when students are required to read or work alone to complete a task, they find it to be incredibly boring..."

(Female teacher, November 19th, 2022: Interview)

5. Discussion

The results of the research were discussed as follows:

5.1 The current state in teaching English vocabulary and reading comprehension of ninth grade students

That according the presentation, practice, and production (PPP) stages of teaching English vocabulary resulted from the interviews, it is obvious that the stages help students in learning new vocabulary in a straightforward manner, help students in understanding thoroughly through practice, and more creatively through production from what they have learned. As stated by Katemba (2022), the PPP method is effective at increasing student' vocabulary in rural EFL classrooms because can help students understand better by practicing, and it can help students be more creative by creating a product from their learning, which make them interested in learning English. The above statement is supported by the study from Amrizal (2018), stating that the PPP method is a particular way for teaching structure, which includes grammar or vocabulary in a foreign language. Through this method, students' vocabulary mastery increases because there is more freedom for learners and less strict teacher control. Consequently, it is recommended to use the PPP method in English vocabulary lessons, but English teachers should also use other strategies to motivate students and make the class more engaging. As stated by Zarei & Gilani (2013), collaborative learning approach has a variety of learning strategies that are very effective for both vocabulary production and comprehension. Understanding how different language skills and components are affected by collaborative learning approach may help teachers come up with new ways to use this approach in the classroom, increase students' motivation to learn, and make learning more meaningful.

In addition, that according the current state in teaching English reading comprehension of ninth grade resulted from the interviews, it was found that almost all interviewees primarily teach English reading comprehension in the three stages: pre-reading, while-reading, and post-reading. In the pre-reading stage, getting students eager to read text in the pre-reading stage requires first activating their interest and motivation to the topic of the text with prior knowledge. This enables students to easily understand reading texts and helps teachers in determining what students already know and planning the most appropriate activity. As stated by Block (2003), having a lot of prior knowledge about the reading topic enables the readers understand reading text better. As well as Harmer (2001) who stated that prior knowledge has a significant effect on reading comprehension ability in the foreign context because readers will use variety of prior knowledge to enables them understand texts thoroughly. As studied by Sase (2014), it reveals a very strong significant relationship between high prior knowledge, and the subjects performed best in the test of the most familiar reading topic because they grasped the greatest amount of prior knowledge. In addition, having students learn or expand their vocabulary knowledge is essential in the pre-reading stage because it enables students to construct the meaning of a text by moving from parts to the whole. As stated by Weiser (2013), vocabulary knowledge enables in activating and building background knowledge to make connections with text, and it can improve reading comprehension and

fluency. As studied by Sidek & Rahim (2015), it reveals that readers' level of vocabulary knowledge is one of the elements that plays an impacting role in determining reading comprehension performance. Besides, setting reading goals for students is very essential for reading comprehension in the pre-reading stage because it enables them to prepare themselves for predicting what they are about to read and gives them a starting point for searching for the reading text. As stated by Brown (2001), setting the reading purposes is very essential in reading comprehension because it enables students to make predictions about the text they will read and gives them a strong intention to search for the answers. In the while-reading stage, having students perform reading tasks is beneficial to reading comprehension. As stated by Williams (1994), in order to help students understand structures and content effectively and attentively, teachers should provide students with a variety of activities that enable them to do a variety of things such as: follow the order of ideas in a text; react to the opinions expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations or prior knowledge; or predict the next part of the text from various clues. As studied by Astuti (2018), reveals that tasks can improve not only the teaching-learning process, but also students' reading comprehension ability in recount text. In the post-reading stage, checking and reflecting on correct answers is essential since it helps teachers to determine how well students understand the reading texts. As stated by Brown (2001), post-reading activities should include asking students to read their answers aloud and teachers' attention should be focused on the meaning of the text rather than how students write their answers on the board. Subsequently, one or two students write their answer on the board, which enables them to see alternative answers and practice monitoring written answers, both of which can benefit their other skills, such as writing.

5.2 The problems in teaching English vocabulary and reading comprehension of ninth grade students

That according almost all interviewees indicated that students have the difficulty with word meaning. This affects students' ability to share information with others by speaking, writing in English because they cannot recall the meaning of words when they hear or read. This difficulty indicates that students do not have a large enough vocabulary stored in their minds, and it is very critical to focus on this problem. The above stated problem makes learning languages very difficult, especially in terms of communication skills. As claimed by Alqahtani (2015), vocabulary learning is a crucial part of learning a foreign language, especially the meanings. Furthermore, it is said that lacking knowledge of meaning poses a barrier to learning foreign language and hinders an individual's ability to communicate more effectively. In addition, that according most of the interviewees indicated that their students have the difficulty with word use, particularly grammatical function, which focuses on word order in sentences to ensure that they convey the meaning and intended meaning. This affects students' ability to correctly use words in the context of sentence. This difficulty indicates that students are not receiving adequate vocabulary instruction in the sense of use. As stated by Christina & Panggabean (2011), grammatical function is important which describes grammar in functional terms in which a language is interpreted as a system of

meanings. In order to help students read as well as write more effectively, English teachers should teach students how various grammatical functions are used in texts that are written. The evidence, according to Feng (2013), supports the earlier assertion that word use in terms of grammatical function helps EFL students succeed academically. As EFL teachers, it is necessary to have a good knowledge about grammatical function because it is part of English language and may bring a great change to EFL teaching and learning. Besides its importance in teaching and learning, grammatical function has opened a wide research field in linguistics. Also, almost half of the interviewees indicated that their students have the difficulty with word pronunciation that is the way in which a word said correctly. This affects their ability to pronounce words correctly in the way that English is spoken. This difficulty indicates that students are not receiving adequate vocabulary instruction in the sense of pronunciation. As a result, in order to be good at pronouncing words, students should study and practice them frequently. As mentioned by Snow, Burns & Griffin (1998), an amount of readings and vocabulary development are very essential for having in English class. The evidence, according to Blacholowicz & Fisher (2000), developing vocabulary is critical in practicing word repetition.

In addition, that according most of the interviewees indicated that students have difficulty with insufficient vocabulary knowledge, especially word meaning. This affects students' ability to comprehend English text because it can be difficult for them to give accurate answers to questions when they have not understood material thoroughly. The problem mentioned above is directly related to the type of knowledge known as the linguistic schema, which means the readers' prior vocabulary knowledge required for a thorough understanding of written texts. As mentioned by Snow, Burns & Griffin (1998), vocabulary knowledge, particularly word meaning, has a significant impact on readers' reading comprehension abilities. Consequently, they clearly proposed the components that are compatible with one another in reading comprehension as follows: 1) readers' prior knowledge and vocabulary development, 2) vocabulary knowledge and English reading comprehension, and 3) a number of readings and development of vocabulary. In the same way, Koda (2004) claims that a thorough understanding of each word's meaning is important for successful reading comprehension. The above claim is supported by the evidence, which Hu & Nation (2000) reveals that in the research of language development and assessment, the measurable vocabulary knowledge has consistently identified as a prominent correlate of first language, as well as foreign language reading comprehension ability, with the assessment of vocabulary knowledge consistently and reliably predicting ability on reading comprehension tasks. Therefore, it is critical to focus on vocabulary knowledge development, because it helps in activating and building background knowledge in order to make connections with text, and having vocabulary knowledge can English improve reading comprehension and fluency when reading. Additionally, that according the majority of interviewees indicated that ninth grade students have the difficulty with insufficient content knowledge. This affects students' ability to comprehend English text because it can be difficult for them to comprehend materials when they lack knowledge about people, culture, and the world. The problem



stated above is directly related to the type of knowledge known as the content schema, which refers to the students' prior knowledge of the text content area that readers bring to the text when reading. As claimed by Grabe (1991), the prior knowledge of text-related information has a major impact on reading comprehension, which content knowledge plays crucial roles in reading comprehension in both L1 and L2 contexts, as well as in contexts that are not one's own. The above claim is supported by the current evidence, which Zarei & Gilani (2013) indicates that content knowledge building activities is beneficial to enhancing reading comprehension in an EFL context. Therefore, it is critical to ensure that students are familiar with the reading topics before having them read and answer questions. Besides, that according more than half of the interviewees indicated that ninth grade students have the difficulty with insufficient reading strategy, including scanning strategy and skimming strategy. This affects students' ability to comprehend English text because reading is a complex cognitive process that requires readers to interact with written texts using reading strategies in order to extract information from the reading texts and construct its meaning. As mentioned by Klanrit (2013), reading comprehension is heavily dependent on the reading strategy in addition to word meaning. The problem stated above is directly related to the top-down reading process, which happens when readers use prior knowledge to guide the meaning of language they are about to read, rather than depending only on words themselves, and this process is regarded as a good way to make the most of what a reader brings to situation. As asserted by Cohen (1994), the top-down reading process is prevalent for teaching reading because it focuses on the experiences and knowledge that the readers contribute to the process, which is a process of constructing meaning of the written from whole to the parts. Therefore, it is critical to consider that both reading strategies should be covered in the lessons of reading comprehension. Since scanning is useful and used to quickly look through a text in order to find a piece of information that readers want or to get a general idea of what the text contains, and skimming is useful and used to quickly read or consider something in order to understand the main points, without studying it in detail. Also, that according a bit more than half of the interviewees indicated that ninth grade students have the difficulty with insufficient reading motivation, particularly boredom with working without any others to achieve the goal. This affects students' ability to comprehend English reading texts. The problem stated above is directly related to how important it is to work together in order to create or achieve the same thing. Therefore, building involvement in group discussion increases the amount of information available to the group, enhances group decision-making, and improves students' quality of thought during the learning process. As mentioned by Soller, Lesgold, Linton & Goodman (1999), working together increases the probability that all members of a group will learn the material and decreases the probability that only a few students will understand materials, leaving the others behind. The above statement is supported by the evidence, which Song (2011), learning together values the situation of two or more people working together to create or achieve the same thing between learners, learners and learning groups, teachers, and learners to promote mutual progress, which reduces students' stress and increases their reading motivation.

Consequently, it is critical to consider collaborative learning approach in English reading comprehension lessons.

6. Recommendations

The recommendations from this research are divided into two main parts, which are as follows:

6.1 Recommendations from the research

In order to make use of this research, the researcher proposes the recommendations as follows:

6.1.1 From the research results, it revealed that students in the ninth grade have difficulties with three aspects of their English vocabulary knowledge: word meaning, word use, and word pronunciation. Therefore, in order to develop an instructional model, it is necessary to discover ways to address these problems.

6.1.2 From the research results, it revealed that students in the ninth grade have difficulties with four aspects of their English reading comprehension: insufficient vocabulary knowledge, insufficient content knowledge, insufficient reading strategy and insufficient reading motivation. Therefore, in order to develop an instructional model, it is necessary to discover ways to address these problems.

6.2 Recommendations for further research

In light of the results that were previously discussed, the researcher proposes the recommendations as follows:

6.2.1 From the research results, students in the ninth grade have three difficulties in teaching English vocabulary: word meaning, word use, and word pronunciation. Obviously, word meaning is the most difficult problem they encounter, followed by word use and, finally, word pronunciation. Accordingly, researchers should look into the specific difficulties from the discussion above that have the greatest impact on students' English vocabulary knowledge in ninth grade level and other levels of education based on the Basic Education Core Curriculum A.D. 2008.

6.2.2 From the research results, students in the ninth grade have four difficulties in English reading comprehension: insufficient vocabulary knowledge, insufficient content knowledge, insufficient reading strategy and insufficient reading motivation. Obviously, the most difficult problem they encounter is a lack of vocabulary knowledge, which is followed by content knowledge, reading strategies, and, finally, reading motivation. Accordingly, researchers should look into the specific difficulties from the discussion above that have the greatest impact on students' English reading comprehension ability in ninth grade level and other levels of education based on the Basic Education Core Curriculum A.D. 2008.

6.2.3 Researchers should develop an instructional model in order to enhance English vocabulary knowledge and reading comprehension as they are intertwined and dependent upon one another in ninth grade level and other levels of education based on the Basic Education Core Curriculum A.D. 2008.



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