

**การตีความภาษาภาพพจน์ในเนื้อเพลงโดยใช้หนังสืออิเล็กทรอนิกส์  
เพื่อส่งเสริมความสามารถในการอ่านของนักเรียนชั้นมัธยมศึกษาปีที่ 4  
INTERPRETING FIGURATIVE LANGUAGE IN SONG LYRICS THROUGH E-BOOK  
TO PROMOTE READING ABILITY OF GRADE 10 STUDENTS**

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**บทคัดย่อ**

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาความสามารถในการอ่านตีความของนักเรียนหลังจากเรียนภาษาภาพพจน์ในเนื้อเพลงผ่านหนังสืออิเล็กทรอนิกส์ 2) เพื่อสำรวจความคิดเห็นของนักเรียนหลังจากเรียนภาษาภาพพจน์ในเนื้อเพลงผ่านหนังสืออิเล็กทรอนิกส์ กลุ่มตัวอย่าง ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 16 คน โรงเรียนกฤษณาวินิษา อำเภอสีคิ้ว จังหวัดนครราชสีมา สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา กลุ่ม 2 ดำเนินการทดลองโดยใช้เครื่องมือในการวิจัยคือ แผนการจัดการเรียนรู้ และหนังสืออิเล็กทรอนิกส์ เครื่องมือในการเก็บข้อมูลคือแบบทดสอบความสามารถในการอ่าน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ค่าร้อยละ ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test)

ผลการศึกษาพบว่า คะแนนการเปรียบเทียบความสามารถในการอ่านตีความหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ สำหรับความคิดเห็นที่มีต่อการเรียนภาษาภาพพจน์ในเนื้อเพลงผ่านหนังสืออิเล็กทรอนิกส์อยู่ในระดับสูง จึงสรุปได้ว่าการสอนภาษาภาพพจน์ในเนื้อเพลงผ่านหนังสืออิเล็กทรอนิกส์ทำให้ความสามารถในการอ่านของนักเรียนเพิ่มขึ้น

**ABSTRACT**

The objectives of this study were :1) to examine the students' reading for interpretation ability after they are taught by figurative language in song lyrics through electronic book (e-book), and 2) to explore students' opinion towards teaching figurative language in song lyrics through e-book. The samples were 16 grade 10 students in the 2015 academic year from Kritsanawittaya school, Sikhiu District, Nakhon Ratchasima Province, under the Nakhon Ratchasima Provincial Administration Organization, group 2. They were selected by purposive sampling. The instruments used in the research procedure are e-book lessons and the lesson plans. The research instruments used in data collection were an English reading ability test, writing ability test and a questionnaire. The data were statistically analyzed using Mean ( $\bar{x}$ ), standard deviation (S.D.) and t-test.

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The results of this study were as follows:

1. The post-test mean score of student's reading for interpretation ability was significantly higher than the pre-test mean score at the .05 level.
2. The students had high positive opinion towards learning figurative language in song lyrics through e-book.

## INTRODUCTION

In the present time, English is an important tool for communication, education, seeking knowledge, and creating understanding of cultures and visions of the world community. Additionally, the Thai Core Curriculum 2008 addressed that grade 12th students who will graduate have to gain sufficient language ability as stated that students must be able to observe, clarify, explain, describe, identify, analysis, conclude, interpret, and express opinions, thought, ideas of what we have heard the non-text information, poems, or skits from reading for entertainment purpose (Ministry of Education, 2008 p. 257). Therefore, reading needs to be emphasized in English classroom because it is an invaluable source of input for language acquisition and is an indispensable ability if a student needs to understand texts and other written information. Efficient reading will help students to further develop their English learning on their own. Learning must involve and interpretation process that goes beyond simply reading, to a broader understanding of a text and its significance to the reader and humanity as a whole. Interpretation reading is a technique of rearranging ideas of the passages reader has just read. Reading for interpretation is the way readers can scrutinize, check, critique and synthesize the document including being alert that what messages are hidden or what the writer wants to tell readers. Generally, writers do not say directly about the messages they want to inform reader. So, it is readers' duty or burden to sum up the story into their own ideas. However, reading for interpretation is so difficult for student. Therefore students tend to be bored and inattentive in class.

Consequently, mainly of the questions on The Ordinary National Educational Test (O-NET) are designed to measure reading ability, it could be inferred from low O-NET scores that students have severed problems with their reading ability, especially in the critical thinking ability. As seen in the O-NET in the last-few-year results in English language of the 12th grade students of Kritsanawittaya School obtained the lower average mean scores than the National results,  $\bar{x} = 22.53: 26.71$  and  $\bar{x} = 19.25: 25.59$ , Kritsanawittaya School and National results in academic year 2011 – 2012, respectively (NIETS, 2012; 2013). This showed that students lack of critical reading ability which may cause from inadequate knowledge of vocabulary and comprehensiveness. Similar to Chairamance's research (1992 p. 4) stated that poor reading ability of Thai students might result from the fact that most of them lack motivation to read text. Therefore, English language teachers should motivate students to get attention in learning and improving their critical thinking abilities.

Additionally, the teacher should select the interesting text that both interested and motivate students in reading for interpretation ability. Reading texts such as songs is very effective source that can help students' reading for interpretation ability because they are strongly related to everyday life. Pop and folk songs are

materials that best reflect young people concern because of their authentic cultural content (M. Papa, G. Iantorno : 7 as cite in Rosava, 2007 p. 15). There are many figurative languages in song lyrics that students can improve their reading for interpretation ability through listening songs.

According to the constructivism theory, Dewey (1916), Piaget (1972), Vygotsky (1978) and Bruner (1990) stated that constructivism learning theory is the process of active construction of new knowledge based on a learner's prior experience (Alex Koohang, Liz Riley, and Terry Smith, 2009 p. 91). In order to motivate students in reading the second language, teacher must apply new ways of teaching as well as the interesting teaching material such as multimedia; electronic book (E-book). There are several studies that can motivate and enhance students' learning is using technology. Matthew (1996 p. 380) and Chu (1995:361) proposed that reading and interaction with a book on a computer screen has the potential to be a powerful motivating, exciting, meaningful, and most of all, enjoyable. Students learn more effectively from visuals such as words, sounds, pictures than from words alone (Mayer, 2005 p. 31). To combine songs together with e- book, students will be able to convey the information as well as to interpret the meaning of songs via the visual and auditory access (Gilakjani, 2012 p. 61)

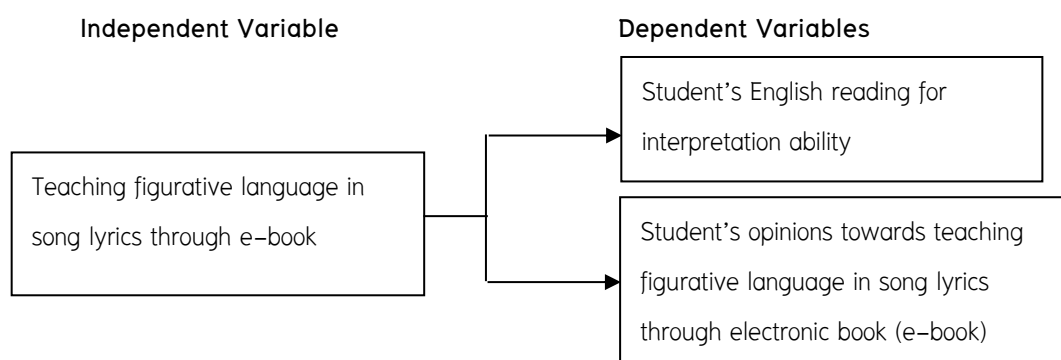
In addition, facilitating improvement in student's reading for interpretation ability, e-book could be added for the benefit of 10th grade students with poor reading for improving their interpretation ability, helping them to better understand figurative language in song lyrics and acquire a higher level of reading for interpretation. Therefore, this study examines to what extent figurative language in song lyrics through e-book effect students' reading for interpretation ability and searches out what students' opinions towards learning figurative language in song lyrics through e-book are.

### Objectives of this Study

The purposes of this study are:

1. To examine the students' reading for interpretation ability after they are taught by figurative language in song lyrics through electronic book (e-book).
2. To explore students' opinion towards teaching figurative language in song lyrics through e-book.

### Conceptual Framework



## RESEARCH METHODOLOGY

### 1. Population and Samples

#### 1.1 Population

The population for this study consisted of 983 grade 10 students from 10 small schools under the Nakhon Ratchasima Provincial Administration Organization, group 2, in academic year 2015.

#### 1.2 Samples

The sample group of this study is 16 grade 10 students at Kritsanawittaya school, Sikhiu, Nakhon Ratchasima, under the Nakhon Ratchasima Provincial Administration Organization, group 2, in academic year 2015. They were selected by purposive sampling.

### Research instrument

The research instruments were two categories: those instruments used in the research procedure and another instruments used in data collection. Lesson plans and e-book were used in the research procedure. Reading for interpretation ability test and questionnaire were used in data collection.

#### 1. Instrument used in research procedure

##### 1.1 The lesson plans

Teaching figurative language in song lyrics lesson plans were conducted to improve students' reading for interpretation ability. The four lesson plans on figurative language in song lyrics were conducted by a researcher. It consists of five steps of teaching as follows: 1) Warm up; review figurative language to check and prepare their knowledge, 2) Presentation; the kind of figurative language is presented through e-book. 3) Practice; students identify figurative language in song lyrics. 4) Production; students write a summary of song about its meaning, the ideas that were discussed, and their personal opinion. They write the summary as a list of single sentence and 5) Wrap up; teacher and students summarize figurative language.

##### 1.2 E-book

Figurative language in song lyrics e-book was constructed to practice interprets figurative language in song lyrics. It consisted of four lessons as follows: 1) Introduction to figurative language, 2) Simile, 3) Metaphor and 4) Personification. Each lesson contains of song lyrics, video, picture and exercise about figurative language which was designed by researcher.

#### 2. Instrument used in data collection.

The instruments used in data collection were a reading for interpretation ability test and a questionnaire.

##### 2.1 Reading for interpretation ability test

The reading for interpretation ability test was used for pretest and posttest assessment. It consisted of 4 subjective questions. Their writing was checked by the researcher to find out whether the students could improve their reading for interpretation ability.

## 2.2 Questionnaire

Questionnaire aimed to explore students' opinions towards teaching figurative language in song lyrics through e-book after the posttest. The questionnaire contained 10 closed questions. Students were asked to answer questions relating to their opinion toward the teaching figurative language in song lyrics through e-book.

## Data Collection

The research was designed to examine students' reading for interpretation and to explore students' opinion towards teaching figurative language in song lyrics through e-book.

The procedures were as follows:

1. The reading for interpretation ability test was administered before and after learning figurative language in song lyrics through e-book.
2. The opinion questionnaire was given to the students at the end of the posttest about learning figurative language in song lyrics through e-book.

## Data analysis

The data of the study are analyzed as follows:

1. To examine the students' reading for interpretation ability before and after learning figurative language in song lyrics through e-book. Pre-test and posttest will be conducted by mean ( $\bar{x}$ ), standard deviation (S.D.), t-test for dependent.
2. The opinion questionnaire is five rating scale response, which is analyzed in the form of score by means ( $\bar{x}$ ), and standard deviation (S.D.) of the obtain scores from students' opinion questionnaire.

## RESULTS OF THE STUDY

The results from this study examined students' reading for interpretation ability of grade 10 students after teaching figurative language in song lyrics through e-book.

The scores of reading for interpretation ability pre and post tests are presented to examine students' reading for interpretation ability of grade 10 students after teaching figurative language in song lyrics through e-book.

Table 1 The results of the pre/post reading for interpretation ability

Test	n	$\bar{x}$	S.D.	t	sig
Pre-test	16	15.25	4.12	23.21**	.000
Post-test	16	28.81	3.74		

\* $p < .05$

According to Table 1, the result showed that the students' post-test mean score of reading for interpretation ability of the students who had learned through figurative language in song lyrics electronic book (e-book) was significantly higher than the pre-test mean score of reading for interpretation ability at the .05 level. This indicated that the students' reading for interpretation ability had improved after learning through e-book.

In order to address the second objective of the study, the questionnaire was used to examine students' opinion towards teaching figurative language in song lyrics through e-book. Most students agreed with the contents and activities in e-book that help students learning figurative language in song lyrics. The results from the total of ten questions showed students' agreement had a statistical rating of  $\bar{x} = 4.24$  and S.D. = 0.16. it could be concluded from the total mean score that students had positive opinion towards learning figurative language in song lyrics through e-book, and e-book help them to learn and interpret figurative language in song lyrics.

## Discussion and Conclusion

This research study aims to examine the students' reading for interpretation ability of grade 10 students after they are taught by figurative language in song lyrics through e-book, and to explore students' opinion towards teaching figurative language in song lyrics through e-book.

The comparison of the students' reading for interpretation ability before and after learning figurative language in song lyrics through e-book indicated that score of students' reading for interpretation ability on posttest was significantly higher than the pre-test mean score at the .05 level. This result is supported by Fredricks (2006) who explored students' reading abilities and maximized their interaction and the use of thought-provoking materials through the reading lessons. Finding indicated that applying films and popular songs in the English lesson can help students increasing their thinking ability as well as reading comprehension. Also, according to Chen (2013) who stated that integrating e-books extensive reading program into EFL teaching program helps improve tertiary level EFL students' reading attitude, reading comprehension and vocabulary learning.

Moreover, the students had high positive opinion towards learning figurative language in song lyrics through e-book were shown at high satisfaction levels. Students could improve their English studies through figurative language in song lyrics through e-book. The result is related to Cho (1995 : 361) who studied the effects of reading e-book to enhance English reading abilities of three first grades. The results of study showed

that participants demonstrated high interest in reading e-books. This was because reading computer books were exciting, meaningful, and most of all enjoyable.

## Recommendations

### 1. Recommendations for instruction

The results show that it is possible to improve the English reading of interpretation of grade 10 students by teaching figurative language in song lyrics through e-book. The e-book was effective because student's English reading of interpretation was enhanced. So, it is possible to construct the e-book by using the contents about figurative language in song lyrics with students in high school level classes. Based on the results, it is recommended that, e-book can be used to supplement or complement in teaching reading. Before teaching the teacher should check computer, screen projector and speaker to be effective on students' learning.

### 2. Recommendations for further study

The following recommendations are made for further studies:

1. Other types of figurative language are recommended for further studies.
2. Further studies are needed to investigate the effect of teaching figurative language in song lyrics through e-book on developing English reading and writing of students at different levels.
3. Further studies should be conducted e-book lessons to promote the integration of English reading, listening, speaking and writing abilities.

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