

The Development of Reading Comprehension and Social Media Literacy According to Akita Action Guidelines for Elementary School

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Abstract

The research objectives were 1) to study the effectiveness of the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension ability and social media literacy; 2) to compare the learning achievement on reading comprehension and social media literacy with the guideline of the Akita action lesson plan before and after learning; 3) to study the satisfaction of students using the guideline of the Akita action lesson plan on reading comprehension and social media literacy; and 4) to study guidelines for solving problems on reading comprehension and social media literacy by implementing the guideline of the Akita action lesson plan. The sampling group consisted of 142 Grade 6 students in Loei Province and interviewed 4 teachers from 4 schools in Loei Province in the second semester of the academic year 2021. The instruments used in this study were the guideline of the lesson plan for developing reading comprehension abilities and social media literacy according to Akita action guidelines, the achievement test, the satisfaction questionnaire, and the semi-structured interview. Learning achievement was compared before and after the study using Paired Sample t-test statistics.

The results showed that when teachers applied Akita action guidelines for improving reading abilities and social media literacy. Akita's action guidelines aroused students to be interested in learning, collaborate in groups to enhance the exchange of knowledge together, and promote the ability to read comprehension and social media literacy. These were consistent with the results of quantitative research, the effectiveness of the skill-enhancing form according to the Akita action guideline plan in terms of reading comprehension and social media literacy, was 81.97/82.32 and 81.06/82.75 respectively, meeting the 80/80 standard. When taking an achievement test, the finding results demonstrated that after they graduated, the scores were significantly higher than before ($p < 0.1$) and the students' satisfaction was at

a high level.

Keywords: Akita action, Reading comprehension, Social media literacy, Guidelines, Elementary school

1. Introduction

The Thai language is a national identity, a cultural property that contributes to unity and strengthens the personality of the people in the nation to be Thai, an instrument of communication to create understanding and good relationships with each other. This enables businesses, to work and live together in a democratic society peacefully and as an instrument in the acquisition of knowledge, and experience from various information resources to develop knowledge, analytical thinking processes, criticism, and creativity to keep up with social change and advancement in science, technology, as well as being used to develop careers to be economically stable. Additionally, it is a medium of the wisdom of the ancestors of culture, tradition, aesthetics, and property worth learning. These are preserved and carried on to remain with the Thai nation ever (Ministry of Education, 2008; Kosonen & Person, 2014; Lyndon et al., 2015).

The Thai language is a national language that everyone needs to learn and understand to communicate well with Thai people. Thai people don't just use Thai to communicate meaningfully, they also use Thai as an instrument to study, educate and pursue a career. Therefore, the transmission of Thai to future generations is an important duty to the people of the current generation. It is necessary to continue to carry on. Educational institutions, especially schools, are important institutions of society. It is responsible for conveying Thai culture to students. In particular, primary schools are educational institutions that provide compulsory education. Therefore, Thai courses are required for students to study (Cheewaphan, 1988; Warotamasikkhadit & Person, 2011; Huebner, 2019).

In particular, reading spelling is a very important fundamental skill. Nowadays, many Thai children don't read and write fluently. Therefore, all Thai teachers should train students to read the spelling correctly, because spelling reading is a necessary basis for reading one thing. Words must be spelled correctly before sentences and stories can be read. If the children read and write correctly, they can effectively apply the benefits of reading to other subjects. If they can't, they won't be able to understand the story of others and express others to understand their thoughts. If students misspell a word, the communication is unclear. The recipient won't understand or mislead. Reading the word correctly according to the characters, the method must be practiced and careful. Therefore, this can be mentioned that reading skills are important and are very correlated with the effectiveness of communication (Kathinhom et al., 2020; Bosse, 2015; Winskel & Lemwanthong, 2010).

Therefore, in Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Thai language learning materials were designated as learning instruments, which aimed to provide students with instruments to use for everyday uses such as communication, learning among experience groups, the acquisition of knowledge, enjoyment and earning a living. Learning Thai is therefore important to all learners. Teachers and learners must be aware of the importance of

the Thai language. Teachers must organize effective teaching activities, while students must pay attention to education to benefit themselves, as well as to help preserve the Thai language as a national cultural heritage.

Organizing activities for teaching the Thai language according to the expectations of the curriculum are aimed at the students to develop language skills in reading, writing, listening, viewing, and speaking, principles of language use, Thai literature, and foreign literature as appropriate for the age, appreciating the value of language. It can be used as an instrument for communicating ideas, understanding, love of reading, the acquisition of knowledge and reasoning so that learners can use the Thai language as a learning instrument and communicate in daily life effectively and have pride in the Thai language which is an important national heritage (Department of Curriculum and Instruction Development, 2003; UNICEF Thailand, 2020; Boonmak et al., 2015). To teach the Thai language to achieve the objectives of the course, it is necessary to practice interrelated skills including reading, writing, listening, viewing and speaking skills, principles of language, Thai literature, and foreign literature, especially reading and writing, are essential for communication as the saying goes “At present, the world is progressing rapidly in terms of material and scientific, tracking movements and progress in time, so it is very essential to the lives of people in modern times. A generally well-used method is to read a book. It is very important to help build success in life because reading develops intelligence. People who are proficient in reading will have a great career and life advancement (Inmun, 1990; Wongsawadee et al., 2020; Darasawang et al., 2015).

According to the importance of reading, current conditions, and problems, the researcher has therefore developed the ability to read comprehension to solve problems and develop learners to have reading skills and develop learning about reading comprehension so that they have self-esteem enthusiasm, avidity for learning, have a positive attitude towards learning Thai, able to learn with others happily and to develop the learning management process of teachers in another way. At the present, reading comprehension teaching hasn't achieved its intended objectives. This was caused by the lack of teaching materials for teachers to use to practice reading skills for students. According to the problems, teachers should place great emphasis on reading comprehension, solve the defect by teaching remedial tutorials, and produce reading materials that match the students' abilities, needs, and interests. Additionally, teachers should provide students with self-study because the current teaching system won't allow teachers to teach according to the content or teacher's manual much. But it will focus on students' self-study. Children know how to think, act and solve problems on their own. Therefore, the production of teaching materials, especially skill exercises is necessary and crucial for teaching nowadays that can encourage students to study by themselves sufficiently. Teachers are unable to supervise thoroughly. As a result, students are unable to understand the contents of the story, which results in less love for reading and lower grades (Pradani, 2021; Prabhakaran, 2018; Rochman, 2018).

Therefore, teaching good reading comprehension requires a variety of activities and allows students to think, interpret, and critique what they read by the elementary school curriculum, which is divided into four reading levels, namely, reading and comprehension by text, reading

for interpretation, reading for analysis, and reading for creativity. As a result, the process of teaching reading comprehension is essential that students should be trained in reading comprehension from an early age since elementary school. This will be more effective than training at the higher education level because problems with teaching reading comprehension arise in elementary school that some students can read but don't understand what they are reading and therefore can't understand the meaning of the story. Most of them are unable to differentiate between facts and opinions because the researcher didn't directly express the concept or the subject matter which led to a lack of efficiency in reading comprehension. According to the importance and problems mentioned above, the researcher found that reading comprehension in primary school, students should be trained in reading comprehension skills urgently so that they will know how to think critically, understand the stories they read correctly, and can capture the meaning of the story in a quick time. In addition, practicing reading comprehension skills is another method of teaching reading that can be used to solve problems in teaching reading comprehension (Nurdianingsih, 2021; Dwiningtiyas et al., 2020; Hans & Hans, 2015). Therefore, the researcher is interested in creating a skill exercise for practicing reading comprehension by experimenting with students to be a teaching instrument that will be able to respond to students to have better reading comprehension skills.

Reading is essential in today's life because reading helps us to keep track of our movements and progress. Reading enhances experience, knowledge, thinking, and judgment. These enable people to grow in maturity, intellectual maturity, and abilities. Reading is, therefore, an important instrument for the acquisition of knowledge, ideas, and information. This allows readers to study throughout their lives which will lead to the development of a quality of life suitable for the current world environment. That can be seen that reading is very important for living in today's society. Whether it is to communicate for business, earn a living, the acquisition of knowledge, and enjoyment, all activities require reading and writing skills (Mustafidah, 2021). Therefore, people must be literate for communication to be effective to the Ministry of Education's policy which emphasizes that students in grades 1-3 must be able to read and write; in grades 4-6, students need to read fluently, and write fluently and think critically. Students in grades 1-3 must read and write creatively including social media literacy among students in the digital age with countless information. This requires the discretion and experience of the learners as can be seen from the news of being seduced by social media through various social media channels and receiving information without moderation. As a result, not many children and youth are victims of social disasters that come in this form. Social media, especially nowadays, has easy access to news and information, teaching in an online format. Students have widely used electronic media. If they lack consideration or ignorance, it will lead to victims appearing in the news of the current newspaper, such as being tricked into transferring money to buy products that don't match reality, being deceived to act maliciously, etc. Therefore, social media literacy is essential for learners to be skilled in such areas and cultivate discretion in listening to news and information as well as capture the importance of various issues that have undergone a thorough and thorough consideration process.

In this regard, the researcher believes that applying the concept of education in Japan's educational management which adopts the guideline of Akita action as a learning management approach towards the development of active teaching and learning management. According to the research reports, it can be seen that students have developed a lot of participatory learning climb. The guideline of Akita action is the learning management in the city of AKITA, Japan with the highest PISA survey results in the country for the past 15 years (Väljörvi et al., 2002; OECD, 2012; Takayama, 2008). There are main principles: 1) children's self-discovery and problem-solving; 2) conversational learning; and 3) self-predictive and reflective learning. There are four major teaching steps: 1) learning to observe; 2) having your ideas; 3) discussing in pairs or groups; and 4) reviewing content and methods. The important learning stimulus instruments are the use of blackboards and engaging notebooks. These can lead to efficiency in teaching and learning management including the development of students' learning abilities (Arimoto et al., 2020; Yamamoto et al., 2013; Sinlarat et al., 2019).

Therefore, according to the background and signification of the research, the researcher had an idea to find a way for students at the primary school level in the Loei Province area to develop reading comprehension skills and social media literacy according to the guideline of Akita action for elementary school students in the Loei Province area to solve the problem of reading comprehension and social media literacy and further benefit the education community.

2. Method

2.1 Procedural Setting

This research was mixed-method research between qualitative research using in-depth interviews with key informants, namely 4 Thai language teachers were selected by purposive selection to participate in the face-to-face Interview and quantitative research in the form of quasi-experimental research by testing academic achievement before and after learning of 142 grade 6 students selected by purposive sampling in the 2nd semester of the academic year 2021 who studied using the guideline of Akita action to develop their reading comprehension ability and social media literacy according to the content of the Basic Education Core Curriculum, Thai language learning according to reading indicators and measure the satisfaction of learners using the guideline of Akita action as in the research implementation plan in Table 1.

Table 1. Research implementation plan

Activity	Methods and instruments	Activity Participants	Duration	Places of operation	Results
The first research objective was to study the effectiveness of the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension ability and social media literacy.	(1) Post-test of the skill reinforcement form according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy (2) Achievement test according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy.	(1) Students (2) Advisor teachers or Thai language teachers	5 months (December, 2021 to April, 2022)	(1) Anuban Chiangkhan "Pathumma Songkrow" school (2) Anuban Chumchon Phukradueng School (3) Muang Loei School (4) Chumchon Wungsaphung School	Obtained data on the effectiveness of the guideline of the Akita action lesson plan on reading comprehension and social media literacy.
The second research objective was to compare the learning achievement in reading comprehension and social media literacy with the guideline of the Akita action lesson plan before and after learning.	Achievement test according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy.	(1) Students (2) Advisor teachers or Thai language teachers	5 months (December, 2021 to April, 2022)	(1) Anuban Chiangkhan "Pathumma Songkrow" school (2) Anuban Chumchon Phukradueng School (3) Muang Loei School (4) Chumchon Wungsaphung School	Developing the ability of reading comprehension and social media literacy according to the Akita action guidelines for primary school students
The third research objective was to study the satisfaction of students using the guideline of the Akita action lesson plan on reading comprehension and social media literacy.	Satisfaction questionnaire for the Akita action guideline learning management on reading comprehension and social media literacy	(1) Students (2) Advisor teachers or Thai language teachers	5 months (December, 2021 to April, 2022)	(1) Anuban Chiangkhan "Pathumma Songkrow" school (2) Anuban Chumchon Phukradueng School (3) Muang Loei School (4) Chumchon Wungsaphung School	The level of satisfaction of learners in using the guideline of the Akita action lesson plan on reading comprehension and social media literacy of primary school students
The fourth research objective was to study guidelines for solving problems on reading comprehension and social media literacy by implementing the guideline of the Akita action lesson plan.	In-depth interview form	Advisor teachers or Thai language teachers	5 months (December, 2021 to April, 2022)	(1) Anuban Chiangkhan "Pathumma Songkrow" school (2) Anuban Chumchon Phukradueng School (3) Muang Loei School (4) Chumchon Wungsaphung School	Guidelines for solving reading comprehension and social media literacy problems by implementing the guideline of the Akita action lesson plan.

2.2 Research Instruments

In quantitative research, the researchers studied the guideline of Akita action learning content, theories, documents, textbooks, articles, and related research and set the objectives and the main point of content, analyze the curriculum, concepts, and learning objectives to create the instruments: 1) lesson plan; 2) achievement test; 3) satisfaction questionnaire; and 4) a semi-structured interview form, designed and inspected by experts and consultants to assess the quality before trying out the instruments. After that, research instruments were used to improve, modify and find quality according to the theory and formula of academics.

2.3 Data Collection and Analysis

The areas and target groups according to the established criteria were selected according to research objectives and considering the size of the school and various data collection areas in the provincial area, which was the development of reading comprehension skills and social media literacy thoroughly. Meetings were held to discuss and exchange opinions between the teachers involved in each school about the school curriculum and the lesson plan to lead to the development of reading comprehension and social media literacy of grade 6 students. The curriculum for the preparation of lesson plans to design the development of reading comprehension skills and social media literacy was analyzed, and Thai language teachers were interviewed in targeted schools for 4 people.

In quantitative research, the data obtained were analyzed to improve, modify and find quality according to the theory and formula, such as mean, standard deviation, IOC, difficulty and discrimination value (Srisa-ard, 2010), class Interval (Best, 1977), reliability by Cronbach's Alpha coefficient (Cronbach, 1951) and E1/E2 model formula (Brahmawong, 1998), paired sample t-test by SPSS (IBM Corp, 2017), so that the instruments were more quality and accurate to measure.

In qualitative research, it was the opinionated approach to learning management using the lesson plan for developing comprehension reading ability and social media literacy about the problem, troubleshooting, as well as various recommendations compiled from open-ended questions in semi-structured interviews from informants. These were analyzed, grouped the content of the same or similar comments and suggestions, summarize the issues and present the results of the descriptive analysis.

3. Result and Discussion

3.1 Summary of Research Results

The results of the effectiveness of the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy according to the 80/80 standard criteria. The experiment with a sample of 142 grade 6 students found that the mean scores during class were 81.97% (E1 = 81.97) and the efficiency of the results from the achievement test on reading comprehension had a mean score of 82.32 (E2 = 82.32).

The results of finding the effectiveness of the skill-enhancing form according to the guideline of the Akita action lesson plan on social media literacy of the sample of 142 Grade 6 students

had a mean score during the class of 81.06% ($E_1 = 81.06$) and the efficiency of the results of the achievement test on social media literacy had a mean score of 82.75 ($E_2 = 82.75$).

Consequently, this could be concluded that the effectiveness of the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy. The efficiency of grade 6 students was 81.97/82.32 and 81.06/82.75 respectively, meeting the standard of 80/80. This showed that the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy for the grade 6 students that was created, had effectiveness, and could be used with quality as shown in Table 2.

Table 2. Summary of the results of finding the effectiveness of the skill enhancement form according to the guideline of the Akita action lesson plan on reading comprehension and social media literacy of grade 6 students ($N = 142$)

Guideline of Akita Action Lesson Plan on Reading Comprehension and Social Media Literacy	Number of students	E_1	E_2	The effectiveness of the skill-enhancing activity pack (E_1/E_2)
<i>Reading Comprehension Ability Aspect</i>				81.97/82.32
1. Knowledge of reading comprehension	142	83.94	82.32	
2. Follow the main idea	142	80.00		
Percentage		81.97	82.32	
<i>Social Media Literacy Aspect</i>				81.06/82.75
3. Social Media Literacy	142	80.85	82.75	
4. Learn how to use online media nowadays.	142	81.27		
Percentage		81.06	82.75	

The results of the comparison of academic achievement on reading comprehension according to the guideline of Akita action lesson plan of grade 6 students before and after learning found that the data had a normal distribution (Skewness and Kurtosis values must not exceed 1), so the researcher used Paired Sample t-Test statistics for analysis by setting the statistical significance at the .05 level. This found that the achievement test on reading comprehension according to the guideline of the Akita action lesson plan for grade 6 students before learning (Pre-test) and after learning (Post-test) were significantly different at the .01 level (p-value equal to .000). In the pre-test results, the sample group received an average score of 5.19 and in the post-test result, an average score of 8.23 (10 points of full score). These were shown that learning using the guideline of the Akita action lesson plan on reading comprehension

could develop the learning achievement in reading comprehension of students higher.

So, it could be concluded that there was a significant difference between the grade 6 students' pre and post-learning achievement test on reading comprehension with the guideline of the Akita action lesson plan. Post-test results were higher than before, indicating that studying using the guideline of the Akita action lesson plan on reading comprehension and social media literacy could improve learning achievement in reading comprehension of students higher as shown in Table 3.

Table 3. Comparative analysis of learning achievement on reading comprehension according to the guideline of Akita action lesson plan of grade 6 students before and after learning

Examination		N	\bar{x}	S.D.	t	df	Sig.
Pair 1	Test results after learning (Post-test)	142	8.23	0.814	27.802	141	.000*
	Test results before learning (Pre-test)	142	5.19	1.098			

Note. * Statistically significant value at the .01 level.

The results of the comparison of academic achievement on social media literacy according to the guideline of the Akita action lesson plan of grade 6 students before and after learning found that the data had a normal distribution (Skewness and Kurtosis values must not exceed 1), so the researcher used Paired Sample t-Test statistics for analysis by setting the statistical significance at the .05 level. This found that the achievement test on social media literacy according to the guideline of the Akita action lesson plan for grade 6 students before learning (Pre-test) and after learning (Post-test) were significantly different at the .01 level (p-value equal to .000). In the pre-test results, the sample group received an average score of 5.30 and in the post-test result, an average score of 8.27 (10 points of full score). These were shown that learning using the guideline of the Akita action lesson plan on social media literacy could develop the learning achievement in social media literacy of students higher as shown in Table 4.

Table 4. Comparative analysis of learning achievement on social media literacy according to the guideline of Akita action lesson plan of grade 6 students before and after learning

Examination		N	\bar{x}	S.D.	t	df	Sig.
Pair 1	Test results after learning (Post-test)	142	8.27	0.860	27.155	141	.000*
	Test results before learning (Pre-test)	142	5.30	1.077			

Note. * Statistically significant value at the .01 level.

The results of assessing the satisfaction of grade 6 students toward learning using the guideline of the Akita action lesson plan on reading comprehension and social media literacy, the questionnaire was used as the instrument to assess learners' satisfaction. The analysis was performed by averaging, standard deviation, and the mean result interpretation which revealed that the grade 6 students were satisfied with the teaching management by using the guideline of the Akita action lesson plan on reading comprehension and social media literacy. Overall, this was at a high level (Mean = 4.05, S.D. = 0.53) which was shown that using the guideline of the Akita action lesson plan on reading comprehension and social media literacy, could create satisfaction in the learning of learners as well. When considering item-by-item, this found that the most satisfactory was the use of skill-enhancing forms helped students to understand the Thai language better with an average of 4.27. Secondly, after learning with this skill-enhancing form, students felt that they had learned better with an average of 4.20 as shown in Table 5.

Table 5. Satisfaction of grade 6 students toward learning management by using the guideline of Akita action lesson plan on reading comprehension and social media literacy

Satisfaction	Mean	S.D.	Interpretation
The use of skill-enhancing form helped students to understand the Thai language better.	4.27	0.85	Highest
After studying with this skill-enhancing form, students learned better.	4.20	0.87	High
Illustrations in the skill-enhancing form were interesting.	4.16	0.86	High
Students love using this skill-enhancing form.	4.13	0.89	High
Students could become more aware of social media.	4.11	0.76	High
The use of text color in skill-enhancing form was appropriate.	4.06	0.88	High
Students did activities with pleasure and attention.	3.96	0.88	High
Students had a greater understanding of reading comprehension.	3.94	0.87	High
The skill-enhancing form used language that was easy to understand.	3.86	0.80	High
The clarification of the skill-enhancing form was easy to understand and follow	3.77	0.78	High
Total	4.05	0.53	High

In interview results, grade 6 students generally didn't have problems with reading comprehension, but only some had problems. And if the reading is too long, it could cause students to lose focus reading and be unable to capture the main ideas as well. As for the social media literacy of grade 6 students, there was a little problem because students could classify useful and non-useful materials. But the media literacy, students still lacked

knowledge of media literacy skills due to a lack of interest and consideration before viewing and students were only interested in online games and social media. They also paid attention to social media as an informational form, a little knowledge source. When the students received the media and didn't go through the process of analyzing the facts, lacked knowledge of the media. They were easily deceived and unable to apply the media they received to be useful in daily life. And sometimes the media that students received could harm the student.

To solve the problem by implementing the guideline of the Akita action lesson plan to improve reading comprehension ability. This resulted in students gaining knowledge and understanding and building skills in the guideline of Akita action learning because the students have done it themselves, it enabled them to understand, have fun in the activities, and have no boredom. Students solved problems through discussion and exchange of ideas with each other. Students learned the content and made observations on their own. It also allowed students to have their ideas to gain knowledge as well as allowing students to discuss the results they have learned, had fun playing games, and enabled students more interested in learning and willing to learn more. When students have practiced and learned the basics of reading comprehension from meaning, origin, and principles of reading comprehension. These were the knowledge review. There were activities for students to practice and consulted in their groups. It's a group work practice and students listened to the opinions of the group members. And the most relevant content that was useful to grade 6 students was social media literacy, which was near the students. They gained knowledge in both reading comprehension and social media literacy enabling students to have knowledge that could be applied to the entrance examinations for secondary education.

In terms of social media literacy, students were encouraged to learn, which is a great way of organizing learning that generates students' interest. This could be observed from the behaviors that the students expressed in the activities in each lesson plan. Each student and each group would be interested in working together, sharing, expressing their ideas to group members, and concluding together as a whole knowledge. This was a process that attracted students' attention to social media in a variety of ways. There was a good exchange of knowledge and sharing of work. This allowed students to gain knowledge from learning in many forms about social media as well. It enabled a clear distinction that students who received the guideline of Akita action learning were enthusiastic about the activities and materials that the teachers were teaching. Students were collaborative in group work.

It could be concluded that from the beginning, grade 6 students had problems in reading comprehension and social media literacy. When teachers used the guideline of the Akita action lesson plan to develop their reading comprehension ability and social media literacy in their teaching and learning. This made students interested in learning and collaborating in groups to enhance the exchange of knowledge together as well. To develop reading comprehension and social media literacy consistent with the results of experimental research, when testing to measure academic achievement by using the guideline of Akita action learning to develop reading comprehension ability and social media literacy. It was found that after learning, the scores were significantly higher than before at the .01 level and the

students' satisfaction was at a high level.

3.2 Discussion

According to the study of the results of applying the guideline of the Akita action lesson plan on reading comprehension and social media literacy in teaching the Thai language in grade 6, the results were as follows.

The results of data analysis of a comparison of academic achievement in reading comprehension and social media literacy using the guideline of the Akita action lesson plan for grade 6 students. Before and after learning, it was found that the academic achievement test on reading comprehension ability and social media literacy using the guideline of Akita action lesson plan of grade 6 students before learning (Pre-test) and after (Post-test) were significantly different at the .01 level that the result of post-test was higher than pre-test, indicating that learning using the guideline of Akita action lesson plan in reading comprehension and social media literacy could develop academic achievement in reading comprehension and social media literacy and could increase students' social media literacy corresponding to the study of Kathinhom et al. (2020), have studied the development of reading skills of Prathomsuksa 3 students by using a reading skill exercises with color. It was found that the learners had a higher improvement in reading skills after comparing with before using the color reading skill exercises corresponding to the study of Phuangjeen, Kulsrirot, and Sumalee (2018), have studied the development of Thai reading skills learning packages for non-native Thai speaking students of Nonthaburiwitthayalai School using Scaffolding Techniques. It was found that most of the students' scores were in good grades and the developed Thai reading skills practice could develop the learning potential of students who were non-native Thai speakers consistent with the study of Kruthasen (2013), who has studied the development of the media literacy learning's process approach for the youth leader. It was found that there were 4 guidelines for developing the media literacy learning process as follows: 1) guidelines for practicing critical thinking; 2) guidelines for immunizing media influences; 3) guidelines for learning from the media production process; 4) guidelines for self-awareness, corresponding to the study of Boonnarong and Ruamsuk (2011), have studied the comparison of reading comprehension achievement of Prathomsuksa six students taught by using the KWL technique and conventional method. It was found that the reading comprehension of grade 6 students who were taught by using the KWL technique was statistically significantly higher than those who were taught by the conventional method at a .05 level, and the reading comprehension achievement of grade 6 students who were taught by KWL technique after learning was significantly higher than before at the 0.05 level, consistent with the study of Ariyasuksakul (2003), has studied the development of a Thai reading comprehension exercise that had the content or text reading in skill, attitudes, and knowledge by training students to answer questions about the essence of the matter, whether who, what, where, and how are correct. It was found that the Thai reading comprehension exercises were created with an efficiency of 90.67/93.33, which was higher than the standard.

The results of the assessment of the satisfaction of grade 6 students towards learning by using the guideline of Akita action lesson plan on reading comprehension and social media literacy

using a questionnaire as the instruments to assess learners' satisfaction, it was found that grade 6 students were satisfied with teaching and learning by using the guideline of Akita action lesson plan on reading comprehension and social media literacy. Overall, it was at a high level. This showed that using the guideline of the Akita action lesson plan on reading comprehension and social media literacy greatly create the students' learning satisfaction, corresponding to the study of Phuangjeen, Kulsrirot, and Sumalee (2018), who have studied the development of Thai reading skills learning packages for non-native Thai speaking students of Nonthaburiwitthayalai School using Scaffolding Techniques. It was found that all students were satisfied and liked this practice, and had an opinion that they had developed their ability to read Thai pronunciation better in all skills that were trained, corresponding to the study of Boonnarong and Ruamsuk (2011), have studied the comparison of reading comprehension achievement of Prathomsuksa six students taught by using KWL technique and conventional method. It was found that the students' opinions towards teaching with the KWL technique were at a high level.

The results of this research were both quantitative and qualitative research. It was found that from the beginning, students in grade 6 had problems in reading comprehension and social media literacy. When teachers adopt the guideline of the Akita action lesson plan to develop the reading comprehension abilities and social media literacy. It enabled students interested in learning, to collaborate in groups to enhance the exchange of knowledge together as well. This developed reading comprehension and social media literacy, consistent with the results of the experimental research when testing to measure academic achievement by using the guideline of Akita action learning management to develop reading comprehension ability and social media literacy. It was found that after learning, the scores were significantly higher than before learning at the .01 level and the students' satisfaction was at a high level.

4. Recommendations

The guideline of Akita action learning management on reading comprehension ability and social media literacy to develop reading comprehension ability and social media literacy skills was the innovation that deserved to be built because teachers could use it to organize the learning process to encourage students to develop reading skills and social media literacy of learners. As a result, learning and teaching achieve the goals of the curriculum that had been set. Teachers should study the guideline of the Akita action lesson plan on reading comprehension and social media literacy to understand before use. It would give maximum benefit. Administrators and related parties should encourage teachers to create and develop the guideline of the Akita action lesson plan in other areas as well so that teachers would use it in teaching and learning management to have quality in teaching the Thai language. Teachers should emphasize listening, speaking, reading, and writing skills together. The quality of learners in each grade was determined in learning management using the guideline of the Akita action lesson plan on comprehension and social media literacy. Teachers should study children's information individually for effective learning management, taking into account individual differences and being as effective as possible for students. While implementing the guideline of the Akita action lesson plan on comprehension and social media literacy, teachers must supervise, assist and guide students as appropriate.

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