

The Development of Thai Language Learning Activities on the Topic “Grade 1 Primary School Students’ Word Reading and Writing through the use of Multimedia”

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Abstract

The purposes of this research were (1) to find out the effectiveness of the Thai language learning activity plans on the topic “Grade 1 Primary School Students’ Word Reading and Writing Through the Use of Multimedia” based on the 70/70 criterion, (2) to find out the effectiveness index of the Thai learning activity plans on the topic “Grade 1 Primary School Students’ Word Reading and Writing through the use of Multimedia” and (3) to study grade 1 primary school students’ satisfaction toward the Thai language learning activity plans concerning word reading and writing through the use of multimedia. Selected through the purposive sampling method, the participants of the study were 189 grade 1 primary school students’ enrolled in the second semester of the academic year 2016 from various schools under the jurisdiction of MuangMahasarakham Education Division. The research tools included three Thai language learning activity plans on the topic “Grade 1 Primary School Students’ Word Reading and Writing Through the use of Multimedia” all of which were rated at the ‘highest’ level; an achievement test which was a multiple-choice test covering 20 items; and a satisfaction form comprising 10 questions each with a 3-scale answer. The statistics employed included percentage, mean and standard deviation.

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The results revealed that the effectiveness of the Thai language learning activity plans on the topic “Grade 1 Primary School Students’ Word Reading and Writing through the use of Multimedia” was 78.61/79.78, thus meeting the 70/70 criterion. The effectiveness index was 0.7112. This figure indicated that the student achievement after learning was higher than before learning by 71.12%. Besides, the mean score for the students’ satisfaction toward the Thai language learning activity plans on the topic was 2.79 out of 3, which was considered to be at the “very satisfied” level.

Keywords: Reading, writing, multimedia

Introduction

Thai language is one of the signs signifying unity of the nation. Thais aware of the importance of the language and study the structures and uses as it is one of national identities (Ministry of Education, 2008). In learning area of Thai language according to the Basic Education Core Curriculum 2008, learners are required to have knowledge, skills, and intercultural competence in Thai communication. They are demanded to appreciate and be aware of Thai as the national language. Moreover, learners are required to have good skills of language and use them with the efficiency, creativity, and rationale. Appreciation in reading and writing must be fostered. Knowledge in the uses of Thai language should be investigated. Also, culture of Thai expression and Thai identity should be aware of. Learners should be proud in Thai literature which is the wisdom of Thai and able to effectively and accurately apply the language in the uses of the real situations (Ministry of Education, 2009).

Learning activities in the instruction of Thai language are designed to contribute learners’ literacy. Reading and writing are considered important skills as they could lead to success in learning of other subjects. Consequently, learners’ reading and writing skills should be developed in order to enable students to read and spell words correctly with an appropriate speed. On the other hand, failure in reading and writing development would obstruct the learning processes of other subjects. Therefore, it is a burden of teachers to apply techniques, methods, and strategy to teach the skills in the way that serves all levels of learners and focuses on authentic practicum.

At the current situation of the teaching of Thai language in Mahasarakham area, it was found that learners in the area faced problems in spelling and reading. They could not read and spell correctly as a result of a traditional teaching method. This results in learners’ poor performances, lack of interest, and

inattention in classes (Songarj, 1999). Therefore, alternative teaching method with the application of multimedia technology should be applied to solve the problems. In detail, multimedia could draw learners' attention and motivate them to learn with better sensitivity. Moreover, learning with multimedia technology also encourages learner autonomy and helps learners to work in group. With these consequences, a set of learning activities with the application of multimedia to develop grade 1 primary school students at the lexical level was developed in this study in order to be a pedagogical model for other teachers of Thai language in further development of their classes.

Objectives

1. To study efficiency of the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia at the level of 70/70.

2. To study effectiveness index of the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia.

3. To study the satisfaction of the learners learning with the developed learning activities plan.

Methodology

1. Participants

The participants were 189 grade 1 primary school students in 7 schools under control of Mahasarakham municipality.

2. Learning area

3 learning units comprising of 12 learning activities plan using 12 hours were designed with the principles of the Basic Education Core Curriculum 2008. The detail could be seen as follow.

2.1 Unit 1 – Fun literature (4 hours)

2.2 Unit 2 – Spelling structure (4 hours)

2.3 Unit 3- Reading and short writing (4 hours)

3. Scope of time

The study took place in the 2nd semester of 2016 academic year.

4. Research instruments

4.1 Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia with the appropriate level of highest.

4.2 3 Learning activities

4.3 A learning achievement test consist of 20 question items designed in 3 multiple choices

4.4 Satisfaction test consist of 10 question items designed in 3 rating scales

5. Variables

5.1 Independent variable was Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia

5.2 Dependent variable were learners' learning achievement and satisfaction.

6. Procedures

1. Before the treatment, participants were tested with the pretest for evaluating their learning achievement.

2. The learning activities plan was employed to teach the participants. The tests took place when finishing each unit.

3. The participants were asked to take a posttest after they had finished learning with the developed learning activities.

7. Data collection

The data were collected and arranged by the results of learning achievement in each test. The set of data made it easier to analyze and report as the result of the study.

Results

The results of the study were found as follow.

The first of objective of the study was to find the efficiency standard of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia at the level of 70/70. It was found that learning achievement of the participants during the treatment was found at 78.61 ($E_1 = 78.61$) while the participants showed learning achievement at 79.78 ($E_2 = 79.78$) after the treatment. Therefore, it could be analyzed that the efficiency standard of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found that the level of 78.61/79.78 ($E_1/E_2 = 78.61/79.78$) which reached the set criterion in Table 1.

Table 1: The efficiency standard of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia at the level of 70/70

Score	Full score	\bar{x}	S.D.	Percentage
Process Efficiency (E_1)	150	117.92	8.97	78.61
Outcome efficiency (E_2)	20	15.95	2.60	79.78
Efficiency Standard (E_1/E_2) = 78.61/79.78				

From Table 1 It found that the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia at the level of 78.61/79.78 ; this figure met with the specified 70/70 criteria.

2. The result of the study showed that the effectiveness index of Thai language learning activities plan for developing word reading and spelling ability of grade 1 primary school using application of multimedia was found at 0.7112. It could be implied that the participants could develop their performance at 71.12%.

Table 2: The effectiveness index of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia

number	Full score	Score		Effectiveness index
		pretest	posttest	
189	20	1134	3016	0.7112

Table 2 The study showed that the effectiveness index of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at 0.7112. It could be implied that the participants could develop their performance at 71.12%.

3. It was found that the participants satisfied learning with the Thai language learning activities plan for developing word reading and spelling ability of grade 1 primary school using application of multimedia with the satisfaction level of high ($\bar{x} = 2.79$).

Table 3: Learners' satisfaction of the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia

Item	Evaluation	\bar{x}	S.D.	Satisfaction level
1	I prefer reading topics in the learning activities.	2.75	0.45	High
2	I prefer teachers' teaching techniques.	2.91	0.28	High
3	I prefer learning in group.	2.91	0.28	High
4	I prefer helping class mates.	2.75	0.45	High
5	I enjoy the class when preform activities.	2.83	0.38	High
6	I prefer learning with the teachers.	2.75	0.45	High
7	I satisfy with the score I make.	2.66	0.49	High
8	I prefer repetition of reading and writing.	2.75	0.45	High
9	I participate in activity negotiation.	2.75	0.45	High
10	I enjoy teachers' compliments and rewards.	2.83	0.38	High
Total		2.79	0.41	High

Table 3 it found that the participants satisfied learning with the Thai language learning activities plan for developing word reading and spelling ability of grade 1 primary school using application of multimedia with the satisfaction level of high ($\bar{x} = 2.79$).

Conclusions

1. The efficiency standard of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at the level of 78.61/79.78 ($E_1/E_2 = 78.61/79.78$) which reached the set criterion.

2. The effectiveness index of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at 0.7112 which could be implied that the participants could develop their performance at 71.12%.

3. The participants' satisfaction level toward learning with the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at the level of high with the mean score of 2.79 out of 3.

Discussions

1. The efficiency standard of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at the level of 78.61/79.78 ($E_1/E_2 = 78.61/79.78$). To explain, the participants performed the activities in the learning activities plan at 78.61 and the test after learning with the developed plan at 79.78 which reach the set criterion of 70/70. It could be implied that the developed plan succeeded in developing students reading and writing ability. The result of the study relates to the previous studies that aimed to develop reading and writing skills for Thai young learners (LiamKhuntod, 2004; Paisan, 2011). Liamjhuntod applied mind mapping method to develop the skills of grade 1 primary school students, and the developed learning activities plan was found the efficiency standard at 81.42/82.22. Similarly, Pisan also found the benefits in using alternative method to teach spelling and reading skills. The developed learning activities plan to develop spelling skill for grade 1 primary school students was found the efficiency standard at the level of 85.33/86.43.

2. The effectiveness index of Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at 0.7112 which could be implied that the participants could develop their performance at 71.12%. It could be explained that the developed learning activities plan consisted of activities providing opportunities for students to learn how to read and write Thai words with the application of multimedia technology. This resulted in the increasing score in

the evaluation after the treatment. The result of the study related to Pisan (2011) who studied effects of the learning activities plan to teach Thai language spelling principles for grade 1 primary school students. The developed learning plan was found the effectiveness index at the level of .7294 which could be interpreted that learners could develop their ability at 72.94 %.

3. The result of the study show that the participants' satisfaction level toward learning with the Thai language learning activities plan for developing word reading and writing ability of grade 1 primary school using application of multimedia was found at the level of high with the mean score of 2.79 out of 3. It could be explained that the activities in the learning plan designed with the application of multimedia could draw attention of students of very young age to the rule of writing and reading words. Moreover, multimedia technology also motivated learners to study with more satisfaction and contribute child center teaching method. The result of the study related to Yusukarb (2014) who applied multimedia in the teaching method for develop language ability of grade 2 pre-primary school students. The teaching method was found the satisfactory level at 2.89 out of 3.00 which could be interpreted at highest level.

In conclusion, the development of Thai language learning activities on the topic Grade 1 Primary School Students' word reading and writing through the use of multimedia was found beneficial and appropriate to use in further learners' skill development.

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