The development of Thai language skills by using learning Road Map and STAD technique for Grades 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University

Bualak Petchngam
Demonstration school of Suan Sunandha Rajabhat University, 1-U-thong Nok, Dusit, Bangkok, Thailand.
E-mail : beaurak.na@ssru.ac.th

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Abstracts

This research aims to discover the benefits, and potential of the learning road map and Student Teams Achievement Division (STAD) technique to enhance the Thai language skills' learning process. Acceding to the research of the university of Isfahan, Student Teams Achievement Division (STAD) elaborates on having team goals based on Cooperative Learning (CL) theory (Alijanian, 2012 : 87). It simply explains the importance of teamwork as a learning strategy. Here we report the comparison of the learning achievement between the pre-test and the post-test before and after using the learning Road Map with the STAD technique for Grade 7 to Grade 12 at the Demonstration School of Suan Sunandha Rajabhat University. For a period of four weeks, a cluster sampling group of a total of 118 students in 2022 was analyzed with mean, standard deviation, and t-test dependent. The results showed a significant development in the process of learning the Thai language.

Keywords: Student teams achievement division (STAD); cooperative learning; Thai language Skill

Introduction

Communication is a fundamental aspect of learning in various fields. It conveys ideas, thoughts, and feelings through both verbal and nonverbal acts. To achieve a higher ground of education, languages are the best medium that humans invented in order to exchange ideas and perspectives from one generation to another. Humans, in fact, are born with a fundamental ability to study a language since they are exposed to human interactions, both verbal and nonverbal. A toddler who is exposed to a language is to become a native speaker of a certain language without proper education. On the contrary, a native speaker who only learns a language from mimicry will never truly achieve the academic level of the language. In that case, STAD is a learning strategy invented to improve the language learning process. Acceding to Rahmatika, a researcher from Sebelas Maret University (2019), "STAD is one kind of cooperative learning, where teamwork in learning English provides students with the team opportunity to express and to communicate with each other". The core of the strategy is simply to share knowledge among the group. On one hand, the strategy should be effective, especially in the field of language development since it requires interaction and communication. On the

other hand, most parts of the STAD strategy rely teamwork which requires the learners' full participation. Thus, it should work better on the higher grades rather than the younger learners due to their attention spans.

According to Sawatsuk (1999), speaking refers to the behavior of communication between people by using words, tone, language, gestures, facial expressions, and eye contact to convey feelings, thoughts, and perspectives. However, I, as a Thai language teacher, realize the significant benefits of a learning group strategy. A huge issue in most of my teaching years was the gap between the brilliant learners and the slow learners. It raised my awareness and needs to support slow learners while enhancing higher knowledge for fast learners. Consequently, the STAD learning strategy was chosen as the experimental solution for this research paper. The experiment started with the first task of cognitive development for grade 7 students, followed by academically oriented speaking for grade 8 students, creative writing for grade 9 students, developing analytical reading for grade 10 students, persuasive speech for grade 11 students, and analytical writing for grade 12 students. The learning plan is made to fit the group learning strategy. The students are expected to create a discussion and share their perspectives among the group.

Regarding many reasons above, this research paper is aimed to investigate whether STAD is an effective method to improve language skills or not. It is expected to show a significant difference between the pre-test and post-test. Obviously, even though the model is simple and does not require high technology, it has significant advantages that are worth the investigation.

Study Focus: 1) To develop a Thai language learning strategy by using learning Road Map and STAD technique for students in grades 7 - 12 at the Demonstration School of Suan Sunandha Rajabhat University 2) To compare the learning process between the pre-test and the post-test before and after using learning Road Map and STAD technique of for Grade 7 to Grade 12 at the Demonstration School of Suan Sunandha Rajabhat University. 3) To study the students' satisfaction from applying the learning road map and STAD technique in the classroom.

Theoretical Background

Communicative language teaching is a concept of language teaching that focuses on the level of learners. Native speakers usually neglect the study of their own language since they are familiar with it. In reality, it is possible to achieve a high academic language without taking a language class. Self-learner is one of the most popular and underrated processes of learning in any field. It could have taken months for fast learners, but years for slow learners. The goal of this research is to improve both the duration and effectiveness in order to achieve an academic level of studying a language. A researcher from Oxford university applied the concept of teaching language for communication as a guideline for teaching and learning activities (Wilkins (1976 : 86). The activities emphasized practical training at each level combining the knowledge of language teaching for communication together with the integration of knowledge among the group. This learning roadmap is expected to fulfill the effective communication language teaching method by categorizing the integration of knowledge at each grade level by organizing teaching and learning activities as follows:

Listening defines as an active ability to receive and interpret a message. It requires both physical activity and cognitive thinking in order to digest the information received. This

is the first experience in language that native speaker receives during their childhood. The participants are assigned to listen and repeat the passages from Thai literature.

Reading defines as a process of a manual set of procedures involving recognition, and comprehension (Cooney, 1975:98). Reading was found to be the concept that applies mostly to teaching a foreign or second language. Eg, Bunmak (2009 : 87); Krashen Stephen D. (1987 : 88); Muriel Saville – Troike. (2006 : 89); Rod Ellis. (1997 : 5) ; Krisanaphon Chanprom. (2005 : 53). Rapeepan Suthapannakul and Wisa Chatiwat (2015 : 86). Thus, developing academic reading skills in this research paper is taught by outside reading. The participants are assigned to read two books which are The Happiness of Kati, and Little House in the Big Woods.

Writing defines as the skill to share ideas by integrating language in the form of a spider map or so-called grammar. Famous researchers, Krashen, S.D. & Terrell, T.D. (1983) cited that the holistic approach to language teaching was based on the natural approach, with an emphasis on comprehensible input with the teaching process that was suitable for the learner's language. Creative writing development is expected to develop students' creative writing abilities by improving both comprehension skills and cognitive thinking skills. The participants are assigned to write a creative piece using the Thai language.

Speaking defines as a process of verbal communication through existing language. Systematic Linguistic Theory written by Halliday (1978 : 86), cited a unique teaching theory that emphasized the use of language to convey meanings appropriate to the situation. The main principles of the concept-based language teaching approach referred to the main principles of systematic language teaching theory. Thus, speaking is the fundamental aspect of learning a language. The participants are assigned to give a presentation of both informative speech and persuasive speech.

Research Methodology

A. The research design

To answer the researched questions previously mentioned, it was essential to establish an empirical framework guided the research process. The focuses of the study intended to examine the study using the experimental research in the One – Group Pretest – Posttest Design.

B. The Study Sample

The participants in this research were students of grades 7 to 12 of the Secondary Demonstration School of Suansunadha Rajabat University in semester 2 of the academic year 2022, counting 810 people in total. The sample of this study consisted of 118 students of 1/1(grade 7), 2/1 (grade 8), 3/1 (grade 9), 4/1(grade 10), 5/1(grade 11), and 6/1(grade 12) of Secondary Demonstration School of Suansunadha Rajabat University in semester 2 of the academic year 2022.

C. Measurement Construction

There are three instruments applied to this research. First, the Thai lesson plan covered the learning road map and STAD technique, there were a total of four plans. The second, researcher constructed the pre-test and post-test achievement test; it had forty items for testing both before and after the instruction. Finally, the measurement of satisfaction of students by the questionnaire, Likert's summated rating scale and, there are fifteen lists.

D. Data Analysis

Descriptive statistics were used to analyze the data collected for the study. In this step, simple descriptive statistics were attained to identify the group by means and standard deviation for analysis of Thai lesson plans, the pre, and post-testing achievement, and the satisfaction questionnaire. Independent samples t-test analysis was used to determine whether the post-test had a higher pretest level; the statistically significant difference was at ($\propto$ = 0.01). Therefore, learning Road Map and STAD techniques could effectively develop Grades 7 to Grade 12 Thai language skills.

E. The Research Planning

The program had three sections which followed the following procedure, first was a pretest achievement of Thai Language skills of samples were 118 people (Grades 7 to Grade 12 in semester 2 of the academic year 2022 of the secondary demonstration school of Suan sunadha Rajabat University). The second step was the experiment by Thai lesson plan instruction covered four weeks of using the learning Road Map with the STAD technique (October, 25 to November 21, 2022) and the third was the post-test achievement of Thai Language Skills after the experiment.

F. The Results Data Analysis

The data analysis was shown as follows.

Part 1 The results of the develop Thai language skills by using the learning Road Map and STAD technique for students in Grade 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University were shown in Table 1.

Table 1 Assessment results of the developed Thai language skills by using learning Road Map and STAD technique for students in Grade 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University by the academic experts.

Topic assessment.	Mean	S.D.	Suitability Level
1. The principle of the learning Road Map and STAD technique for developing Thai language skills was appropriate for basic theories and concepts.	5.00	0.00	Highest
2. The objectives of the learning Road Map and STAD technique for developing Thai language skills were suitable for basic theories and concepts.	5.00	0.00	Highest
3. The objectives of the learning Road Map and STAD technique for developing Thai language skills were clear and can show what the students hope for.	5.00	0.00	Highest
4. The learning material was suitable for teaching and learning activities.	5.00	0.00	Highest
5. The process of teaching and learning activities was suitable for the purpose and use of teaching and learning.	4.90	0.45	Highest
6. Teaching activities promoted Thai language skills.	5.00	0.00	Highest
7. Instructional media were suitable for learning subjects	4.80	0.24	Highest
8. The measurement and evaluation were appropriate in accordance with the theoretical concepts and objectives.	4.90	0.45	Highest
9. The measurement and evaluation were appropriate in accordance with the teaching and learning activities process.	4.80	0.24	Highest

10. The learning Road Map and STAD technique for developing Thai language skills can be used in practice.	5.00	0.00	Highest
Total	4.94	0.03	Highest

From Table 1, it was found that the assessment of the appropriateness of the development of learning Road Map and STAD technique for developing Thai language skills can be used in practice for Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University of the experts as a whole was at the highest level (Mean = 4.94., SD = 0.03).

Part 2 The results of comparing the Thai achievement between the pre-test and the post-test before and after using the learning Road Map with STAD technique of Grade 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University were shown in Table 2 and Table 3.

Table 2 Test results of comparing the Thai achievement between the pre-test and the post-test before and after using learning Road Map with STAD technique of Grade 7 to Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University.

Test	N	Full score	Mean	S.D.	t	p
Pre-test	118	60	28.62	1. 98	-36.658**	.000
Post-test	118	60	59.11	1.31		

**had significance at the .01 level.

From Table 2, it was found that the Thai language skills of students before and after learning using learning Road Map and STAD technique to develop Thai language skills for Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University were significantly different at the .01 with the mean after school (Mean =59.11 S.D.=1.31) higher than before (Mean =28.62 S.D.=1.98).

Table 3 Thai language skills during learning with learning Road Map and STAD technique to develop Thai language skills for Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University.

Teaching Ability in Thai language skills	Workload Knowledge		Work piece Presentation and self-assessment		Results Communication and presentation activities		Total		Interpretation
	Mean	S.D.	Mean	S.D	Mean	S.D	Mean	S.D	Good
1. Listening and Viewing	2.56	0.70	2.54	0.70	2.56	0.70	2.56	0.70	Good
2. Reading	2.54	0.70	2.56	0.71	2.53	0.71	2.54	0.71	Good
3. Writing	2.50	0.71	2.38	0.71	2.35	0.71	2.45	0.71	Good
4. Speaking	2.58	0.72	2.56		2.57	0.71	2.56	0.72	Good
	Score 1 = 4 persons Score 2 = 32 persons Score 3 = 82 persons								
Mean	2.54	0.75							
Full score	3								

Performance score	84.35

From Table 3, it was found that the scores of Thai language skills during by learning with learning Road Map and STAD technique to develop Thai language skills for Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University of 118 students had a total average score of 2.54 points, representing an average of 0.75%. Summary of process efficiency score (E1) = 84.35.

Part 3 The results of the student's satisfaction in studying by using the learning road map and STAD technique to develop Thai language skills as in Table 4.

Table 4 Opinions of Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University towards learning road map and STAD technique to develop Thai language skills.

Assessment item	Agreement Level			No.
	Mean	S.D.	Agreement	
1. Content aspect				
1.1 The content is difficult and suitable for students' abilities	4.34	0.55	High	5
1.2 The content is relevant to the interests of the students	4.47	0.60	High	3
1.3 Content is useful to apply in daily life.	4.38	0.51	High	2
1.4 The content can be used as a basis for further advanced learning	4.35	0.63	High	4
1.5 The content is current and up-to-date	4.39	0.52	High	1
Total Content aspect	**4.38**	**0.56**	High	**3**
2. Teaching and learning activities				
2.1 Encourage students to practice critical listening and viewing skills.	4.44	0.56	High	**2**
2.2 Encourage students to practice valuable reading skills and analytical reading skills	4.53	0.55	High	**3**
2.3 Encourage students to practice speaking skills with an academic focus and persuasive speaking skills.	4.36	0.53	High	**4**
2.4 Encourage students to practice creative writing skills Share ideas and writing skills, and creatively communicate.	4.47	0.66	High	**1**
2.5 Encourage students to apply their knowledge to create benefits for society	4.35	0.58	High	**5**
Total Teaching and learning activities	**4.43**	**0.58**	High	**2**
3. Benefits received				
3.1 Learning with a Road map and STAD technique helps to improve students' Thai language skills.	4.49	0.52	High	1
3.2 Learning with a Road map and STAD technique provides students with a more procedural mindset.	4.45	0.54	High	3

3.3 Learning with a Road map and STAD technique allows students to communicate more appropriately, clearly, and accurately.	4.47	0.50	High	2
3.4 Learning with a Road map and STAD technique makes students more creative.	4.43	0.55	High	4
3.5 Students intend to apply their knowledge and practice activities to real life.	4.40	0.52	High	5
Total Benefits received	**4.45**	**0.55**	High	**1**

From Table 4, it was found that the opinions of Grade 7 to Grade 12 of Demonstration School of Suan Sunandha Rajabhat University towards the Road map and STAD technique to develop Thai language skills overall were at a high level (Mean =4.45, S.D.=0.55).

G. Conclusion and Discussion

There are three main aims expected to achieve. The first objective showed results in the assessment of the development from applying the learning Road Map and STAD technique in the classroom by the academic experts. The scores Mean = 4.94., SD = 0.03, showing were high standard (5.00), the second objective showed a significant difference at ($\propto$ = 0.01). According to the independent samples t-test, the post-test results were higher than the pre-test. Therefore, the students were able to develop their language ability using roadmap and STAD techniques for Thai language skills. Lastly, the third objective showed the overall level was at a high level. It showed the benefits of the highest average of student satisfaction from applying the learning road map and STAD technique in the classroom. Wilkins (1976 : 87) claimed that communicative Language Teaching (CLT) is also greatly accepted and encouraged in second-language classrooms. Communicative Language Teaching and other approaches with less influence can also inspire us. Communicative Language Teaching (CLT) is becoming more popular in the second language teaching classroom. It spreads widely and constantly through the class gaining great harvest in a communicative way. Moreover, Yu (1998 : 381-395) asserts that subjects in cooperation tended to higher scores on both the posttest and questionnaire measuring attitudes toward science courses. Therefore, a learning road map (cooperative learning) and STAD technique (student teams achievement division) are able to encourage and develop the Thai language skills of students the best.

H. Future Work

This research is limited to the use of the learning roadmap (cooperative learning) and STAD technique (student teams achievement division) of branches control structural material. There is a need for further research by applying cooperative learning and STAD technique or material and integration with other subjects for the next research.

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