THE DEVELOPMENT OF SUMMARY WRITING BY USING ROLE-PLAY ACTIVITIES FOR LITERATURE ABOUT KHUN CHANG KHUN PHAEN ON THE WHOLE LANGUAGE APPROACH FOR GRADE 12 AT THE DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERISTY.

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ABSTRACT

The purposes of this study is to compare pre-and post- test Summary Writing from the literature Khun Chang Khun Phaen before and after using role-play activities based on The Whole Language Approach. These samples consisted of 25 twelfth grade students from the first semester of the academic year 2019 at the Demonstration School of Suansunadha Rajabat University. The researcher prepared the lesson plans by using roleplay activities based on The Whole Language Approach with the pre and post Summary Writing being tested at the end of the program. Data analyses were carried out using percentages, means and average score differences for comparison of pre-and post-test. The study showed that the post-Summary Writing was higher than before learning through using role-play activities. Language teaching for Whole Language Approach was effective in helping students have higher Summary Writing. Students had enjoyed the use of role-play. They viewed it as very useful and interesting.

Keywords: Summary Writing, Role-Playing Activities, Whole Language Approach

INTRODUCTION

Summary writing is important and is an effective communicative skill that serves many benefits in daily life such as supportive of development and growth in the workplace in all employment fields, work responsibilities, and employment rank. Training for the development of summary writing skills promotes effective communication. An individual with writing capabilities often grows and becomes successful in the workplace. By allowing students to practice summary writing skills under various opportunities allows the students to use and explore such skills through learning which can further prepare students in their chosen future career fields at the end of the course, in compliance with (1) Harris, A. and Sipay's (1990, p.61) research on "Writing skills are very important in advanced study; Students must use writing skills for show that he understands the content and able to convey the content of things learned. The Writing summaries are a skill that should be practiced because it shows the understanding of reading and the ability to convey ideas systematically in which writing a single sentence summarizes creating a lasting memory." The summary writing skill of students at Mathayom Suksa 6 level (Grade 12) at the Secondary Demonstration School of Suan Sunandha Rajabhat University revealed that the majority of students were capable of reading and expressing themselves, but their summary writing skills lacked refinement for application to real-life scenarios.

In light of the problem mentioned, the researcher designed various teaching methods researched from thesis proposals to be used for the improvement of methodological approaches for application in teaching processes for effective learning skills and an increase in enjoyment during learning together as a group. It was found that the applied hypothetical activities enhanced students' learning in a natural state since the students learn from actual role-playing and have the opportunity to practice variety of role-playing assigned by instructor at more leisure which allowed students to not be bored with learning and instead become more interested in learning (2) Chiung, 1963. Moreover, enhanced attitude students from hypothetical activities allow the learners to progress their writing skills and also promoted the learner to understand and apply summary writing skills appropriately for future use and occasions.

The intent of the researcher was to research for the most appropriate methodology for adapting to teaching language skills for the Whole Language Approach. An appropriate method is considered a necessity for learners to practice summary writing skills for communication and expression of personal attitudes in various situations. Furthermore, this activity allows students to play central role in-class activities where the instructor played a lesser role in speaking to minimal necessity. This approach gave learners the chance to read and write up more. By orchestrating this activity, the learners have the opportunity to use language as much as possible without over-emphasis on the correctness of grammar while writing and as the result, the learners becomes more confident and accurate in language abilities through center role learning opportunity. Thus, this approach provided learners with the ability to use language more fluently, in compliance with (3) Phuwitch Ngiwline's research on "The effect of using animation movies to develop listening and speaking skills for grade 8 students." It was discovered that learning English through animation movies could promote students to adapt their skills to education, traveling and working abroad.

The advantage of the learning activity based on Whole Language Approach Teaching as mentions induced the researcher to improve skills for student role-playing in literature Khun Chang Khun Phaen through activities based hypothetical teaching to students at the Mathayom Suksa 6 level (Grade12) of the Demonstration School of Suan Sunandha Rajabhat University. This activity in teaching writing skills improved the class environment learning activity which in turn promoted the learners to achieve improved summary writing skills.

Study Focus: To compare pre-and post-test Summary Writing from the literature Khun Chang Khun Phaen before and after using role-playing activities based on the Whole Language Approach to students at twelfth grade from the first semester of the academic year 2019 at the Demonstration School of Suansunadha Rajabat University.

THEORETICAL BACKGROUND

The whole Language Approach links Linguistic knowledge to Language Skill such as listening speaking reading and writing. (4) Goodman (1991) which states that the target of the Whole Language Approach that writing important summaries from the readings helps the learners greatly in memorizing and exam preparation. Most students experience problems arising from a lack of continuous writing skills, from a secondary level to level university education. Developing effective writing skills requires basic knowledge of writing, such as vocabulary, sentence structure, and reading experience. It reflects writing skills which rely on reading skills as the foundation, such as students with good reading skills will have good writing skills as well too. Reading a lot can be increase vocabulary, idiomatic grammar,

including writing various forms, resulting in guidelines for choosing words and able to better writing sentences.

The researcher designed various teaching methods for the learner to acquire the skills to writing through the language under study by understanding the language structure, interpretation of language, the role of language usage appropriate to each situation where the learner will need to choose language usage most appropriate to situations, aside from Whole Language Approach teaching that stresses the function of language more than merely language structure, the learner is required to learn the relationship between four basic language skills consisting of listening, speaking, reading, and writing. The traditional approach tells you that the more you write and read the better. That's why language schools insist on writing a lot and "practicing" your writing with other students, sometimes in groups. In other words, when you're listening or reading, you are being exposed to the language, and when you're writing, you are "producing" the language. (5) Freeman and Mason, (1991.) (6) Taylor and Welford (1996:19) centered on role-playing and acting out to provides the role players to exhibit his or her ability in multiple scenarios for correct response decision making suitable for specific problem-solving. The role player will need to be aware of his or her specific role in order to understand the precise role-playing mood (7) Ladousse (1988). This approach provides reasons for bringing role-playing activity into the teaching lesson with the intent for learners to have the opportunity to learn through a variety of activities directed towards understanding language role and structure. The learner is provided with the opportunity to practice speaking skills and summary writing language usage as well as group learning which in turn enhances the learners to use language in conversation within a safe and controlled environment and learn how work within and as a group under various circumstances in order to strengthen confidence in speaking and summary writing ability, express oneself effectively and as well as induce enjoyable learning environment which is supported by research from (8) Storti (1990: 31-32). This group studied the use of activity role-playing in which the instructor set a condition for students to practice communication through conversation. The students are assigned to role-play in a conversing activity where the students were exposed to a learning environment for promoting students to practice communication through conversation with the goal to enhances the students' fluency in conversing with confidence.

With this in mind, the researcher was interested in applying literature Khun Chang Khun Phaen, Episode Khun Chang Tawithika through activities based hypothetical teaching to students for learning activity in order to help a student make progress and improve language skill abilities.

METHODOLOGY

A. The research Design

To answer the researched questions previously mentioned, it is essential to establish an empirical framework that guides the research process and focuses on the study intended to examine an acquire answers for the purpose of the study by the experimental research in the One – Group Pretest – Posttest Design.

B. The Study Sample

The populations in this research were twelfth-grade students from the Secondary Demonstration School of Suansunadha Rajabhat University of the First Semester of the academic year 2019. There are 1519 students in total.

The sample of this study consisted of 25 students in the class of 6/6 of twelfth graders of the Secondary Demonstration School of Suansunadha Rajabhat University in the first semester of the academic year 2019.

C. Measurement Construction

This study used two instruments; first, the Thai lesson plan covered Using role-playing activities of the Whole Language Approach for teaching activities for 16 hours, the second, the researcher constructed the pre and post-testing Summary Writing test; it had thirty items for testing both before and after instruction.

D. Data Analysis

The 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 summary writing. Average score difference (D) was used to determine whether the posttest was higher than the pretest level; the statistically significant difference at ($\overline{x}$ = 0.05). Therefore, it was successfully covered using role-playing activities of the Whole Language Approach could promote the development of twelfth graders in summary writing.

E. The Research Planning

The program consisted of three sections with the following procedures: the first was pretest summary writing skill of sample size of 25 twelfth grader from the first semester of the academic year 2019 of the Secondary Demonstration School of Suan Sunandha Rajabhat University, the second step was the experiment by Thai lesson plan instruction using role-playing activities of Whole Language Approach (June, 4 to July 26 2018), and third was the posttest summary writing skill after experiment.

F. The Results Data Analysis

The result deals with a description of the statistical treatments used in data analysis as percent, means an average score difference (D) for comparing pre and post-testing summary writing skill. The study that following: The expert's analysis of Thai lesson plans content validity. Table 1 presents the results of the descriptive statistics.

Table 1 Thai Lesson Plans Content Validity

Topic assessment.	Points.	
	Mean	Results
1. The activities learning were the Whole Language Approach	1.00	Agree.
2. The activities step appropriate for students.	1.00	Agree.
3. The content appropriated for instruction.	1.00	Agree.
4. Teaching activities create skills of summary writing.	1.00	Agree.
5. Using role-playing activities of Whole Language Approach create summary writing skill.	1.00	Agree.
6. Role-playing cloud develops skills of summary writing	.95	Agree.
7. Whole Language Approach could develop twelfth graders for summary writing.	1.00	Agree.
8. Students are happy to learn by using role-playing activities of the Whole Language Approach.	1.00	Agree.
9. All students like to study by using role-playing activities of the Whole Language Approach.	1.00	Agree.
10. An assessment and evaluation had appropriate.	1.00	Agree.

The analysis revealed that lesson plans had content validity were high levels (Mean: 0.95 and 1.00) The comparisons average score difference (pre and -post-testing of summary writing) in using role-playing activities based on Whole Language Approach in teaching students.

Table 2 presents the results of the descriptive statistics.

No	students	Pre test (30 points)	Post test (30 points)	average score difference (D)
1	Student-1	13	28	7
2	Student-2	10	25	6
3	Student-3	15	26	8
4	Student-4	13	19	7
5	Student-5	13	22	11
6	Student-6	10	21	11
7	Student-7	10	19	9
8	Student-8	12	28	16
9	Student-9	15	25	10
10	Student-10	18	24	6
11	Student-11	17	26	9
12	Student-12	18	22	4
13	Student-13	18	28	10
14	Student-14	19	25	6
15	Student-15	18	26	8
16	Student-16	11	19	7
17	Student-17	13	22	11
18	Student-18	10	21	11
19	Student-19	15	25	10
20	Student-20	17	26	9
21	Student-21	15	19	4
22	Student-22	16	22	6
23	Student-23	15	21	6
24	Student-24	14	22	8
25	Student-25	10	19	9
	Total	297	424	211
	Percentage	53.11	85.33	28.24
	Mean ($\overline{x}$)	15.33	26.5	8.17

The analysis revealed that the students have a higher post- summary writing than before studying by learning through role-playing activities based on language teaching for the Whole Language Approach create. This approach promoted students to have higher skills of summary writing.

CONCLUSION

The objective of this study consisted of two objectives. The first objectives showed results Thai lesson plans contained content validity of high levels. The experts presented a score of 0.95 and 1.00, showed higher than the standard (0.5), and the second objective showed higher post- score of summary writing than before studying by using role-playing

activities based on language teaching for Whole Language Approach. Therefore, the students liked and enjoyed learning by using role-playing activities based on the Whole Language Approach.

ACKNOWLEDGEMENT

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