

THE DEVELOPMENT OF LEARNING ACHIEVEMENT IN THE PRESENT SIMPLE TENSE OF PRATHOM SUKSA 3 STUDENTS, DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY BY USING THE “3RS” TEACHING PROCESS.

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ABSTRACT

The development of learning achievement in English subject on the Present Simple tense by using the "3 Rs" teaching process for Prathom Suksa 3 students, Suan Sunandha Rajabhat University Demonstration School, with emphasis on the correct use of verbs in the Present simple tense. The objective was to measure the achievement of correct verbs before and after learning management by using 2 classrooms, 57 students. The statistics used in data analysis were the Mean (\bar{x}), Standard deviation (S.D.) The study indicated that Managing the "3Rs" teaching process for Prathom Suksa 3 students, Suan Sunandha Rajabhat University Demonstration School, with emphasis on the correct use of verbs in the Present simple tense, it was found that the learning achievement in using correct verbs before and after learning management, by means of purposive sampling, the Mean (\bar{x}), Standard Deviation (S.D), the result was that the post-test scores of students were higher than before, the effectiveness index, the test scores of students, the average score before learning was equal to 10.77, and after learning 16.42, and when comparing between pre-test and post-test scores, It was found that the post-test scores of students were higher than before learning at the statistical significance level of .05.

Keywords: academic achievement,"3 Rs", Demonstration School of Suan Sunandha Rajabhat University.

INTRODUCTON

English has a great role to help Thailand to keep up with the changes in the global society by focusing on the advancement of society, knowledge, and information technology innovation as a guideline for increasing the country's competitiveness. And the rapidly changing trend, especially the modern technological change has narrowed the world, Kirkpatrick (2010) says that the English language is the common language of people in the ASEAN countries, and in the ASEAN Charter No. 34 also sets English as a working language, English is therefore the number one tool for communication among ASEAN citizens and people around the world.(4) Thailand is a member of the ASEAN countries and the world, therefore it is necessary to learn English, with such importance, the Ministry of Education (2009) organized the teaching of English as a foreign language at all levels, by teaching to be more consistent and appropriate to the current society, in order to hope that students in the century 21 can apply knowledge skills to apply in daily life more efficiently in higher education, and can use language to transfer knowledge, ideas, and Thai culture to the world society in order to develop the country compared to many other countries.(1)

Nowadays, the use of language is words that are spoken or written for the communication of a particular group of people such as Thai, Chinese, English, and is also the official language of each country. Voice, text, or gestures that communicate such as spoken language, written language, gesture language, sign language according to the Royal Institute 2011, English is a language that can be used to communicate with the global community, to exchange knowledge, ability, without limits. English is a systematic language, with clear principles, and fixed. It is a body of knowledge that language learners can learn and know important principles. (Duangkamol Thitiwet, 2011). Learning a language may require practice throughout life.(2) Therefore, Thailand, which is developing into the 5 G era, is more important to the language technology that used entirely in English, therefore basic teaching is provided from kindergarten to tertiary students, in foreign language learning. In the Basic Core Curriculum 2008, the Group of foreign language learning aims to provide students with a good attitude towards a foreign language, can communicate a foreign language in different situations. Seeking career knowledge and furthering education at a higher level, including knowledge and understanding of various aspects and cultures of the world community, and can creatively transmit Thai thoughts and culture to the global society.

Basic Education at the Suan Sunandha Rajabhat University Demonstration School is taught 4 hours a week, focusing on students' listening, speaking, reading and writing skills. If students understand and use grammar correctly, it helps students to think, analyze and assess the use of words, and also use appropriate grammar in writing (Derewianka, 2008)(5), so it is necessary to learn to use English fluently, and grammatically correct. Grammar is a normative rule of language usage, that is the basis and guidelines for users or learners of that language how to speak or write, language learning will not efficiency and success without any good knowledge about grammar structure, which is consistent with the research of Pazaver, A. & Wang, H. (2009), in which the researcher interviewed Asian learners about the importance of learning English grammar, which most of the students agreed on were Learning grammar is very important and important(6) Teaching grammar in context or focus on form is a method of teaching that focuses on the meaning of grammar, depending on the situation, which is different with traditional grammar, which is looking at grammar in a separate way, which is only a sentence structure, so students are not able to apply grammar knowledge to real use (Frodesen2001: 234; Kilikaya 2004; Tabor 2008).

Grammar in a narrow sense, in general, encourages more negative images, such as rules, practice, and exams. In the broadest sense of grammar, it depends on the meaning of the structure used, not just the rules. Grammar is the core of English language teaching, Nares Surasit (2004) states that Grammar is more important to reading and writing skills than listening and speaking skills,(3) because grammar knowledge will make reading, comprehension and writing correct according to the rules, an important tool to help support all 4 communication skills which are Listening, speaking, reading and writing (Long and Richards, 1987; Dickins and Wods, 1988; Parrott, 2000).

With the importance of grammar skills affecting English language development, teachers need to find learning outcomes in the present simple, with the review, testing of prior knowledge of existing students. That is correct and will emphasize the structure, the principles of present simple tense, and therefore create a table comparing the correct use of verbs with the subject, based on the use of is, am, are; by doing the practice Frequently, Nilaphon Thamwiset (2003: 11) mentioned the importance of the exercise that the teacher-trained exercise will help students improve their skills, Chitra Somphon. (2004: 10) said that Skill training is very important and necessary for using as a medium and as a supplementary tool in teaching and learning management.

The "3Rs" teaching process that teacher uses with students to organize learning processes by

1. Review: In preparation for teaching, the instructor asks students to review their knowledge from Prathom Suksa 2 on the use of Present Simple tense. The use of verbs is, am, are. Review by asking, answering in the class, and test the prior knowledge.

2. Repeat: In the teaching hour, to do the exercises frequently using the verb "is, am, are. Teaching emphasizes rules, structures, and principles using the Present Simple tense by making a clear table for students to understand verbs, emphasizing the singular subject, and plural by using verbs is, am, are. Teaching will increase the difficulty of the spoken sentence, negative sentence, and question sentence.

3. Retest: The teacher will test the students individually, develop the skills to add verbs in the Affirmative sentence, negative sentences, question sentences and sentence making from pictures to measure grades, and any students will not have the skills that meet the criteria, the teacher will bring the students to review individually.

RESEARCH OBJECTIVES

To develop the academic achievement in verb usage correctly on the Present simple tense between before learning and after learning.

RESEARCH HYPOTHESIS

The Academic achievement in using verbs correctly on the Present simple tense after learning was higher than before learning.

RESEARCH METHODOLOGY

1. Sample

Population: Students of Suan Sunandha Rajabhat University Demonstration School, Prathom Suksa 3 Students, 1st Semester, the academic year 2018, a total of 57 students, by the "3Rs" teaching process, learning for students to use the correct verb on the Present simple tense, before and after the learning management.

2. Tools for data collection

2.1 In the teaching and learning of foreign language subjects, the English subject on the Present simple tense, has tested the previous knowledge (Review) on the use of is, am, are, of 10 items with Prathom Suksa 3 students, Suan Sunandha Rajabhat University Demonstration School, takes a test of 20 minutes.

2.2 Conduct 10 items pre-test exams on the Present simple tense, by using the word-fill test, which takes 20 minutes.

2.3 Conduct the Present simple tense teaching by using the Verb to BE comparison table and the correct predicate in the Present simple tense, where the researcher has the target group to practice (Repeat) in the exercise that the researcher produces, the researcher will ask the target group to think of using is, am, are before adding the verb, by doing 1 set at the same time, then letting the target group do it by another set.

2.4 At the end of the study on the use of verbs in the Present simple tense, the researcher asks the target group to take the test after learning. (Post-test), by using the achievement test (retest) to see student development.

RESEARCH RESULT

From teaching and learning on the Present simple tense by using the "3Rs" teaching process

Table: Measures of the learning achievement in the correct verb usage, the Present simple tense, Pre-test and Post-test, the learning management of 57 students.

Testing	\bar{x}	S.D.
Before learning	10.77	1.27
After learning	16.42	1.34

From the table, it is found that the teaching and learning by the "3 Rs" teaching process organized learning for Prathom Suksa 3 students, 1st Semester, the academic year 2018, the total number of students was 57, in the Present simple tense lesson and when comparing before and after the student's scores, there was a statistical significance of .05, and when comparing before learning was equal to 10.77, and after learning 16.42, it was found that the exam scores after learning were higher than before learning.

CONCLUSION

Research on the development of learning achievement in the Present simple tense of Prathom Suksa 3 students, Suan Sunandha Rajabhat University Demonstration School, by the "3 Rs" teaching process, the findings were as follows:

The learning achievement through the "3 Rs" teaching process, the students learned the Present simple tense lesson, the post-test was higher than the pre-test test with statistical significance at .05.

DISCUSSION

Research on the development of learning achievement in the Present simple tense of Prathom Suksa 3 students, Suan Sunandha Rajabhat University Demonstration School, by the "3 Rs" teaching process, the researcher brought into the discussion as follows:

From the research, it was found that the learning achievement through the "3 Rs" teaching process, the students learned the Present simple tense lesson, the study that emphasized on doing exercises frequently, emphasizing the rules, the structure, by making the table clear Students understand the verb conjugation as the subjects correctly. Built confidence for students in learning English grammar and was able to do post-test more than the pre-test.

SUGGESTION

1. The use of the "3Rs" teaching process for the development of learning achievement on the Present Simple tense in this time, the satisfaction assessment form should be added after using the "3Rs" teaching process in order to get information to improve next time.

2. When doing tests before and after learning, the number of questions should be increased and the examination should be more diverse in order to make the measurement more effective.

3. In the next study, the researcher should compare the achievement between the study room with " the "3Rs" teaching process and the study room according to the old method.

4. In the next research, the researcher can perform grammar experiments on other Tense topics such as the Present Continuous Tense, and the Past Simple Tense, which are important grammar principles for Prathom Suksa 3 students in order to apply knowledge to further the higher level.

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