

THE DEVELOPMENT OF THAI LANGUAGE READING SKILLS BY USING SNAKE-LADDER-GAME FOR PRIMARY 1 STUDENTS OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

Research on the use of snakes - ladders game to improve Thai language reading skills. This research was the Experimental Research with the objectives to compare the use of the snakes - ladders - game for the development of Thai language reading skills before and after using the snakes - ladders game activity. The sample group that used this time was Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School, 4 classrooms, 112 students. The instrument used in this research was 12 sheets of Snakes - Ladders - game, score recording table. The researcher collected data by recording scores from the test before and after the Snakes and Ladders activity, used 6 weeks trial time, 6 days a week, 40 minutes per day. The statistics used in data analysis included Mean (\bar{x}), Standard deviation (S.D.), and T-test for dependent sample statistics.

Keyword: Thai language reading skill, Snakes - ladders - game, Suan Sunandha Rajabhat University Demonstration School

RESULTS

After using the snakes – ladders - game activities to improve Thai language reading skills in the Thai language teaching management of Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School, before and after using was different. The test before and after studying of Prathom Suksa 1 students with an average score of 5.29 points, and 8.64 points, and when comparing between before and after learning, it was found that the test scores of the students were higher than before learning at the statistical significance level of .05.

INTRODUCTION

Thai language is a symbol of national identity, a cultural property that creates unity, and enhances the personality of being Thai, is a tool for communication between each other, creating relationships between people in the nation, resulting in convenient and communication with the same understanding, as well as the Thai language as a tool for seeking knowledge, experience from various sources because learning Thai is a comprehension skill in listening, speaking, reading, and writing. By using language as a medium of thought, understanding, and seeking knowledge to improve knowledge, thoughts, analysis, criticism, and creativity, and innovate to keep up with social changes, as well as apply them to develop a secure career (Department of Academic Affairs, 2002:21) Readable means to translate the symbol Various out as Understands There are different levels of names

to read according to the difficulty. For example, can read, read and read. Effective reading must consist of knowing Analyze the word and understand the meaning of the word. If the reader has previous experience that relates to the subject Reading it will help It helps to better understand the content of reading. Suphanwadee Waiyaroop. (2011:9). and Thai language teaching is considered important to teachers that is Communication skills includes listening, speaking, reading, and writing. The four skills that can occur must go through the thinking process, which must be practiced regularly. To think of it to achieve the academic achievement. Thai language learning, currently, focuses on various skills of students, including skills in listening, speaking, reading, and writing but due to the development of learners are different, some people perceive quickly, some people perceive slowly, causing the process of teaching and learning in courses have various often encountering problems. The reason is that because students lack the skills to read, to interpret, not be able to solve problems. The perception of information is not as good as it should be. Due to the teaching and learning management in Thai language courses. It was found that Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School lacked skills in reading aloud and spelling, language communication is not correct and requires corrective actions.

Sahadech Sisaeng (2006.32): Game means the competition with rules, the playing for fun. Performing demonstrations by default refers to performances that use methods or tricks to disagree with one another, naming the match, or a play that ends in a single win. In addition, the term game means ending. From the above meaning, it can be observed that the game has an essence. There must have rules, beginning and ending points. One must be victorious and the other side is the loser. Thawal Matjarat (2005: 18) defines the word game as an orderly, systematic, rules, every condition, or agreement that is not complicated, resulting in fun, and an exercise to develop creativity, encourage virtue such as forgiveness, sacrifice, patience, tolerance, unity, courage, unselfishness and is an activity that can be played by all genders whether it is played individually or as a group.

Snakes – Ladders - game is a bingo board game, played by two or more players on a square colored square, in which the size of the table varies. (Usually 8×8, 10×10, 12×12). In some fields, there are "stairs" connecting between the two channels, and "snakes" connecting the two channels as well. The stairs and some snakes will almost pass through the entire board, and have no fixed rules, which affects walking along channels during the play. For this reason, the researcher is interested to organize learning activities by using the snakes and ladders game to improve Thai language reading skills of Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School, because learning activities by using the snakes and ladders game is interesting activities, fun, entertaining. Students learn by practicing, in order to improve the reading skills of students to be effective better.

RESEARCH OBJECTIVE

1. To develop Thai language reading skills for Prathom Suksa 1 students of Suan Sunandha Rajabhat University Demonstration School with impaired reading ability, spelling, to have better reading skills.

2. To create a series of activities for the snake - ladder -game to practice reading and spelling skills of Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School.

RESEARCH HYPOTHESIS

Students have higher Thai language reading skills than before learning after using the snakes - ladders - game.

SCOPE OF RESEARCH

1. Scope of the population

The population used in this research were 112 Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School.

2. Scope of Variables

The first variant was the use of the snakes and ladders game.

The dependent variable was the development of reading and spelling skills.

RESEARCH TOOLS

1. Snakes - ladders - game learning management plan.

2. Test of reading skills before and after learning.

DATA COLLETION

1. 112 students in the sample group took the reading skills test, and recorded the test results as pre-test scores, in order to analyze statistical data.

2. Before organizing the activities, explaining how to play the snakes and ladders game to improve Thai language reading and spelling skills for the sample students to know the purposes.

3. Conducting experiments by using the Snakes and Ladders Game Activity Set, it will collect all 6 times, using each data collection time, 40 minutes each time, 1 time per week.

- Learning Management Plan 1: Snakes and Ladders Game, A, E, U vowels.
- Learning Management Plan 2: Snakes and Ladders Game, E, AE, UE vowels.
- Learning Management Plan 3: Snakes and Ladders Game, O, AI vowels.
- Learning Management Plan 4: Snakes and Ladders Game, IA, UA vowels.
- Learning Management Plan 5: Snakes and Ladders Game, AM, AO, OE vowels.
- Learning Management Plan 6: Snakes and Ladders Game, O,OE vowels.

4. 112 students in the group took the reading ability test, and recorded the test results as post-test scores for statistical analysis.

RESEARCH RESULT

Thai language Reading Skills of Prathom Suksa I Students, Suan Sunandha Rajabhat University Demonstration School, after using the snakes and ladders game to improve Thai language Reading and Spelling Skills higher than before learning with statistical significance at 0.5.

SUMMARY AND DISCUSSION

Reading results, the average that all 112 students could read before has been developed in Thai language Reading Skills by using the Snakes - Ladders - game, the Reading averaged 5.29 points after using of the snakes - ladders - game, reading skills averaged at 8.64, and when comparing the scores before and after using the snakes - ladders - game, it was found that the post-test scores of students were significantly higher than before learning, statistical significance at the level of .05, which was based on the assumptions that were because the study by using the snakes - ladders - game was a learning management

based on the principle that all learners could learn and develop themselves, and considered the student as the center, or learners were important, it was a process for promoting and developing learners so that students could develop themselves naturally and to the fullest potential with individual differences (Suwit Ngamnate, 2008: 3), and the snakes - ladders - game gave students the opportunity to learn at a convenient, appropriate time, having fun and practiced their skills. In addition, the snakes - ladders - game was consistent with Malee Surapong (2006: 87) who said that Games were human activities for one benefit such as for fun, entertainment, to practice skills, and to practice learning.

Table showing the achievement of testing reading skills by using the Snakes - Ladders - game of Prathom Suksa I students of Suan Sunandha Rajabhat University Demonstration School.

Testing	\bar{X}	S.D.	\bar{D}
Before learning	5.29	1.41	3.36
After learning	8.64	0.93	

SUGGESTION

From this study, it was found that the development of Thai language and reading skills should be continuously developed, and should be organized in a variety of ways. To attract the attention of students to use new technology to help in teaching and learning, and to improve the development of Thai language and reading skills in accordance with the objectives of the next course.

It should be studied as follows:

1. should study the development of perception of students.
2. should study the development of students' writing skills while reading
3. There should be a study of teaching aids that encourage students to learn effectively.
4. Development of instructional media by using the snakes and ladders game that can be used with all subjects

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