

DEVELOPMENT OF LEARNING ACHIEVEMENT IN CHINESE SUBJECT USING CHINESE GAME WRITING SKILL DRILL EXERCISE FOR GRADE 4/2 STUDENTS, DEMONSTRATION SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANKOK THAILAND.

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ABSTRACT

The objectives of this research were to develop and find out Chinese subject lesson plan efficiency by using Domino game to develop phonetic alphabet, vowel and writing for the Grade 4 students, Demonstration School, Suan Sunandha Rajabhat University, to meet qualitative criteria 80 / 80, to find out efficiency index of the result of Chinese subject lesson plan using activity package including with Domino game in order to develop learning achievement in Chinese subject and to compare phonetic alphabet, vocabulary, and students' writing after learning activity. The sample group of this research was 26 Grade 4/2 students, Demonstration School, Suan Sunandha Rajabhat University in the academic year of 2018 grouped by cluster random sampling using the one group pretest-posttest design. The tools for this research consisted of phonetic lesson plans. The data was analyzed by x-bar deviation, standard deviation (SD) analyzing an efficiency of lesson plans which used Domino game learning package to develop writing skill according to criteria 80 / 80 (E1/E2)

The study found that

1. The efficiency of learning management by using activity package including with Domino game, phonetic alphabet, vowel and writing for the Grade 4/2 students, Demonstration School, Suan Sunandha Rajabhat University met efficiency equaled 85.19 / 89.62 which met set criteria 80 / 80.

2. In term of finding efficiency index to develop phonetic alphabet, vowel and writing, Chinese subject learning achievement of Grade 4/2 students was 3.46 for pre-test and 8.31 for post-test. It meant that the students have had higher ability and skills than pre-test with statistical significance equaled .05

Keywords: activity package, phonetic alphabet, Demonstration School, Suan Sunandha Rajabhat University

INTRODUCTION

In the 21st century, Bloom's Taxonomy of Learning will change to focus on higher order learning skills, especially evaluating skills, will be replaced by the ability to use new knowledge in a creative way. In the past, students went to school to spend time studying various subjects to get a grade and to graduate. But, nowadays, there are new and different phenomena such as teaching and learning that helps students prepare to live life in the real world, focusing on lifelong learning through the teaching that is flexible in

how we teach. It stimulates and motivates students to be intelligent and resourceful that still seeks knowledge even after graduation. Language is an important tool for communication, education, knowledge seeking, and occupation. Learning foreign languages gives an understanding of the culture and vision of the global community and recognising the diversity of cultures and perspectives of the global society, bringing friendship and cooperation with countries in the world to help develop students to better understand themselves and others. Learning and understanding the differences in language and culture, traditions, thinking, society, economy, politics, and government. Those are creating good attitudes towards the use of foreign languages and being able to use foreign languages for better communication, access to different knowledge easily and broadly, and has a vision of life (Ministry of Education, 2008, page 211). Demonstration School (Primary Department) of Suan Sunandha Rajabhat University has arranged Chinese language teaching as an additional subject in the second level, from grade 4 - 6. Chinese subject is an additional subject which must have the basic knowledge for education at various levels. Currently, it is found that most Thai students write Chinese characters incorrectly and not beautifully according to the rules. Because they had never known or learnt before. For students who use spoken Thai to communicate familiar from birth. Students learn more and understand the basics of language so that students can use the language to communicate correctly. Nowadays, Chinese language plays an important role in Thai education. Teaching Chinese in the curriculum, basic Chinese learning skills that all students should study including skills of listening, speaking, reading, and able to order various numbers and vocabulary.

The teacher has studied and analysed that in order to enable students to learn and develop themselves efficiently, enthusiastically, interestedly .in learning, not bored of the lesson, and achieve the objectives of that course. An innovation that can help solve problems is the domino game. Therefore, the teacher has created domino game media in learning and teaching activities organisation on vocabulary of grade 4 students.

The objectives of the research

1. To create Domino game media for learning Chinese language vocabulary of grade 4 students at Demonstration School, Suan Sunandha Rajabhat University.
2. To measure the learning achievement in Chinese of grade 4/2 students of Demonstration School, Suan Sunandha Rajabhat University by using domino game media.

The scopes of the research

1. Population

Population of grade 4 students of Demonstration School, Suan Sunandha Rajabhat University, with 78 students studying in grade 4, academic year 2019, who have never studied Chinese before.

2. Sample

Grade 4 students in Room 2, 26 students, Demonstration school, Suan Sunandha Rajabhat University by using the purposive sampling method.

3. Variables

- 1 Independent variables are domino game, vocabulary and phonetic writing.
- 2 Dependent variable is the learning achievement in Chinese.

RESULTS

The researcher used the scores from the exams obtained from the pre-test and post-test to develop Chinese learning achievement on vocabulary by using the game for teaching and learning of grade 4 students, room 2 of Demonstration School of Suan Sunandha Rajabhat University, academic year 2018, with 20 items, giving the following analysis results.

Table 1: Show the development of memorisation and vocabulary skills.

Test	\bar{X}	S.D.	\bar{D}	S.D. _D	t	Sig.(1-tailed)
Pre - test	5.35	2.13	9.31	1.95	24.28*	0.0000
Post - Test	14.65	2.26				

From **Table 1**, the results of the data analysis show that grade 4 students learning by using learning management plans using the game to improve phonetic writing skills. The mean score of pre-test was 5.35 points and after the course was 14.65 points. When comparing between before and after scores, it was found that grade 4 students using domino game have skills in writing after studying higher than before learning at the statistical significance of .05 level.

Table 2: Results of finding the learning management efficiency of the learning management plan together with the use of domino game of grade 4 students at Demonstration School, Suan Sunandha Rajabhat University.

Pre-test			Post-test			Efficiency
Total	Mean	E ₁	Total	Mean	E ₂	E ₁ /E ₂
40	33.72	84.31	10	8.69	86.90	84.31 / 86.90

From **Table 2**, it was found that learning management using learning management plan by using the domino game on phonetic writing of grade 4 students of Demonstration School, Suan Sunandha Rajabhat University, is effective according to criteria 84.31 / 86.90.

RESULTS AND DISCUSSION

The analysis of the scores obtained from pre-test shows that some students do not yet have basic knowledge of Chinese vocabulary or have some basic knowledge but not enough. But after the students have recited the vocabulary according to the Domino game reviewing vocabulary by themselves for a while. When coming to do the test again, the results show that the students have more vocabulary recognition skills and correct reading of Chinese vocabulary, are able to do tests after studying to get more points. Although, some students have low test scores, It may be because the student still lacks continuity in understanding and sometimes there are various activities of the school causing the learning of the students to be discontinuous. The duration of pre-test and

post-test is only 1 lesson per week, allowing the student to not only remember the vocabulary, and another important factor affecting learning and development of Chinese vocabulary skills is that students do not go back to review and understand more outside the classroom. Which is in line with the concept of Wanaphaphon Kongthavorn (1996, p. 83) that stated that games can help students gain knowledge, fun, and games are also useful to entice students to become interested in the lesson, understand the lesson and practise language skills. Moreover, games help students to remember the lessons better. Because teachers can also use games for reviewing the study content, being in line with the concept of Schultz (1988, referenced in Angkana Deesri, 2004, p. 4), which stated that games are one way to relax students, causing tensions in school to be reduced and forgetting that they are studying in the classroom. In learning language, the main obstacle is the tension and pressure of the learning process. Teachers pronounce clearly. The old language teaching wastes of time and increases the pressure on the students. In which the increased pressure will interfere with your studies and learning effectiveness. In addition, it will destroy the students' motivation as well, consistent with the research of Jarinya Sonsoot (2007) researching on effects of teaching by using games on learning ability in vocabulary learning, durability in learning , and attitudes towards learning Chinese language of grade 4 students.

SUGGESTION

Students work together with friends/teachers in the school to jointly organise learning promotion activities or activities that can develop skills in other subjects. The research results compare academic achievement by using other innovations such as Chinese music, video, etc. in order to get a more appropriate and complete solution. While students do various activities, the researcher provides positive reinforcement, giving them rewards when receiving better scores for encouraging for the next time and improving oneself for the better.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for the invaluable help throughout this research.

Development of Learning Achievement in Chinese Subject Using Chinese Game Writing Skill Drill Exercise for Grade 4/2 students of Suan Sunandha Rajabhat University was successful because of the supports, information, suggestions and opinions from many individuals.

The author would like to show the gratitude for Associate Professor Dr. Somkiat Korbuakaew Director of Demonstration School for revisions all processes of this research study.

The author would like to appreciate Ajarn Petchpanom Jitman, Ajarn Teeraporn Plailek and all instructors at Demonstration School of Suan Sunandha Rajabhat University who transferred their knowledge to the author.

The author would like to thank Ajarn Siriluck Learthirunsap for supporting in technology.

The author would like to acknowledge the management of the Demonstration School of Suan Sunandha Rajabhat University for supporting and encouraging the author while conducting the study in the school.

The author would like to thank the authors' parents and siblings who helped and encouraged the author while conducting this study.

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