ENGLISH LEARNING ACHIEVEMENT BY USING 4EI MODEL OF PRIMARY 1 STUDENTS OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

Learning and Teaching in English for Prathom Suksa 1 students of the Suan Sunandha Rajabhat University Demonstration School, by using the 4EI teaching and learning model, with the objectives of finding the effectiveness of the 4EI teaching and learning model and to compare English learning achievement of Prathom Suksa I students, Suan Sunandha Rajabhat University Demonstration School.

The Sample was Prathom Suksa 1 students, 60 students of Suan Sunandha Rajabhat University Demonstration School by using purposive sampling. The research instruments were the English Learning Participatory Behavior Assessment Form, 3 Learning Management Plans, and 30 items of the English language test. Data analysis using mean statistics ($\bar{x}$), standard deviation. (S.D.), and t-test.

The results showed that the 4EI teaching and learning model was effective (E1 / E2) 86.89 / 83.78, they were higher than the specified criteria according to the hypothesis and the English learning achievement of Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School when they used the instructional management, by using the 4EI teaching and learning model, with higher learning achievement than before learning at the statistical significance of .05.

Keywords: English subject, 4EI teaching and learning, Suan Sunandha Rajabhat University Demonstration School

INTRODUCTION

Today, English is very much involved in daily life, including communication between individuals and people, or through various media, English is involved and because English is a popular international language for communication, it is very important to have a good foundation for English language students. The Foreign language learning group, Basic Education Core Curriculum, (2008) explained the importance of English learning that "In today's world society, learning a foreign language is very important and necessary in daily life, because it is an important tool for communication, education, seeking the knowledge, careers, creating understanding about the culture and vision of the global community, and recognizing the diversity of cultures and perspectives of the global society, bringing friendship and international cooperation, helping to develop learners to better understand themselves and others, learning and understanding differences in language and culture, traditions, thinking the society, economy, politics, governance, having a good attitude towards the foreign language and a foreign language to communicate, as well as accessing to knowledge and information easily and widely, and having a vision in life. The foreign language is a subject of basic learning, which is determined to learn throughout the basic education Curriculum, namely English. "[1]

From the above importance, teachers have foreseen the importance of English language teaching for Prathom Suksa I students, Suan Sunandha Rajabhat University Demonstration School, and have prepared a teaching process a lot for the learners to have good English achievement and a good attitude towards English learning in order to be able to extend the use of English in various fields in the future, teachers are able to think about what to do with teaching and learning for students who have just passed the preschool age, to gain knowledge together. With happiness and fun, which is important because it creates a positive attitude towards English learning that will continue in the future. With these factors, teachers have designed English language instruction for Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School, by using the 4EI teaching and learning model, which uses techniques and various activities to create happiness and fun in learning.

The 4EI teaching and learning model has a teaching and learning process by encouraging students to participate in learning, activities that strengthen courage, confidence in learning and use of English by creating a good attitude towards English learning. The Foreign language learning group, Basic Education Core Curriculum, (2008) said that " The Foreign language learning group aims to provide students with a positive attitude towards learning foreign languages", The 4EI teaching and learning process has established a teaching and learning process.

E: English teaching and learning content. The teacher must consider the suitability of the teaching material, suitable for the grade of the student. The curriculum is to study the purpose of education, understanding the subject objectives, and setting clear learning objectives, as well as selecting content that is appropriate, consistent with the locality. The instruction is the selection of teaching methods and appropriate learning management techniques, to help learners achieve their learning objectives. The Measuring is the selection of an appropriate measurement method and can be analyzed. And the evaluating is the ability to evaluate the results of all learning management, the learning management is an important process in bringing the curriculum into practice. The basic education core curriculum is a curriculum that has standard of learning, has important competencies for learners, and desirable characteristics are an important goal for the development of children and youth, teachers must try to select knowledge, learning management to develop learners to meet the quality of learning standards in all 8 groups of learning, including cultivating, promoting and creating desirable characteristics, developing skills that are important competencies needed for students (Ministry of Education, 2008). [2]

1) Choose the content that is appropriate for the duration of the teaching session for the students.

2) Consistency sequence of important content, to make it easier to understand and to help organize activities easier.

E: Entertainment from teaching and learning activities. Instructors create activities that make students happy, enjoy learning, through various activities, suitable for learning and content, for students to have new experiences, exciting with activities, which will make students curious, always want to participate in activities, is to organize a variety of activities, challenging of the learner, allowing the student to develop the potential in the learner, and make the student want to learn more, giving the student the opportunity to practices and interaction with the environment, which the students had the opportunity to observe the practice of using reflective thought (McCarthy, 1990, p. 29), thus causing a learning experience. Students are able to create knowledge by themselves when the learners have been practicing activities continuously for a reasonable period, resulting in ingrained knowledge, allowing the learners to know the content. [3]

1) Organize a variety of activities to encourage students to learn such as games, short movies, music, etc.

2) Choose activities that are appropriate for the content used

3) Set the duration of the activity so that it is not too long. Organizing activities that are too long can cause students to be bored and may lead to a lack of participation.

4) There is a summary after every activity in order to review what happening is and check students' understanding of that activity.

E: Engagement from the various activities are met with full participation excitement by all students: The Participation in various activities resulting from the cooperation of students who would like to participate in activities with teachers, a response to show the need for Cooperate with learning through activities organized by the teacher, cooperating shows that the activities of the teachers are successful. Learning management refers to the activities of a person that must have reason and reason, an activity in which a person uses their knowledge creatively in order to encourage others to learn and well-being, which requires interaction between the teacher and students (Hills, 1982), [4] and students develop themselves in all areas to their full potential (Moore, 1992). [5]

1) Students cooperate actively in activities. The students express their enthusiasm for cooperation, showing that they value and want to study and activities.

2) The teacher gives every student an opportunity to show appropriately in the class, giving the opportunity is like showing respect for their opinions, it will make the students feel that they are important, which will lead to a good attitude towards the learning in the next order.

E: Evaluation of students in each lesson: The Evaluation in every lesson will enable teachers to develop students who are unable to keep up with friends, or do not understand the lesson quickly.

1) The instructor designs the assessment of the participation in the teaching and learning, using the 4EI teaching and learning model.

2) Use the assessment form to check how each time the activity is performed, students have an understanding and cooperation in the activity, in order to draw a summary and take the next steps.

I: Improvement for weak students in each lesson: Developing, or reinforcing students who are weak, or do not understand the lesson, will give the student a greater understanding of the content, and also give the student confidence. Even more, when encountering or encountering the same situations in the past, because students lack understanding and unresolved, may lead to the knot of study, and may lead to not wanting to study in next time.

1) The teacher looks at the assessment results, and asks students with low criteria to improve or supplement the part-time lesson.

OBJECTIVES

1. To find the effectiveness of the 4EI teaching and learning model.

2. To compare English learning achievement of Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School.

Hypothesis of the study

1. The 4EI teaching and learning model is effective in accordance with the 80/80 criteria.

2. The students had better learning outcomes after learning with the 4EI teaching and learning model higher than before learning.

Scope of study

      1. Population: 450 students from Suan Sunandha Rajabhat University Demonstration School

      2. Sample: Students of Suan Sunandha Rajabhat University Demonstration School, Prathom Suksa 1 students, academic year 2018

      3. The 4EI teaching and learning model

Tools used to study and collect data:

      1. The Assessment form for participation in English language activities.

      2. The Test for English language subjects.

Data Analysis

      The process efficiency (E_1) on the efficiency of the results (E_2) of the 4EI instruction set for Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School with E_1 / E_2 = 86.89 / 83.78, with the E_1 efficiency of the organized process. As in the lesson is 86.89 percent, and E_2 is the efficiency of the result as a percentage, from taking tests after studying is 83.78 percent.

Table 1: showing the comparison of assessment results between studying and after studying E_1 / E_2

Evaluation list	N	Full score	Σ x	$\bar{x}$	Percent
Study scores(E_1)	60	30	20.07	1.52	86.89
Scores after class(E_2)	60	30	25.13	1.37	83.78

      The English Language Learning Achievement of Prathom Suksa 1 Students , Suan Sunandha Rajabhat University Demonstration School, when using teaching management, by using the 4EI teaching and learning model, with an average score ($\bar{x}$) before studying at 11.03, and having an average score ($\bar{x}$) after studying at 16.43, the t-test is 45.256, which is higher than the table at 1.6706, shows that the 4EI teaching and learning model has higher learning achievement than before learning. With statistical significance at .05 according to the hypothesis.

Table 2: Comparison of differences between before and after assessment by using the t-test.

Evaluation list	N	$\bar{x}$	Σ D	Σ D2	Percent
Pre-test	60	11.03	324	104,976	45.256*
Post-test	60	11.43			

* Statistical significance at the level of .05, Df = 59

      From Table 1, the scores of 60 target group students before and after school, analyzed with the t-test, It appears that the value of the t-test is 45.256 greater than the value of the t-table is 1.6706, with statistical significance at the level of .05, can be said that before and after school scores are different, post-study scores are higher than before, which means that after students learn by teaching and learning English, for Prathom Suksa 1 Students , Suan Sunandha Rajabhat University Demonstration School by using the 4EI teaching and learning model, student achievement after learning is higher than before, the English Learning Management for Prathom Suksa 1 students of Suan Sunandha Rajabhat University

Demonstration School by using the 4EI teaching and learning model can improve student achievement higher.

DISCUSSIONS

According to the research on English teaching and learning for Prathom Suksa 1 students of Suan Sunandha Rajabhat University Demonstration School by using the 4EI teaching and learning model, it was found that the learning achievement of Prathom Suksa 1 students of Suan Sunandha Rajabhat University Demonstration School is higher than before, it can discuss the results as follows:

The 4EI teaching and learning model is effective as per the criteria (E1 / E2) 86.89 / 83.78 which is consistent with the research of Chaiwat Jewpanich (2016). The Development of Project-Based Learning Model by Discussions and Lessons Through Social Media to Develop Problem Solving Skills of Graduate Students in Education, found that the instruction set, which is a tool in learning style, developed with efficiency according to the criteria (E1 / E2) at 85.5 / 84.69, which is higher than the specified 80/80 threshold. [6]

The results of comparing before and after learning achievement, by using the 4EI teaching and learning model for Prathom Suksa 1 students, Suan Sunandha Rajabhat University Demonstration School, found that the post-test scores were significantly higher than before studying. Statistical level .05, Shows that formal learning can make the sample learn and have more skills and ability to learn English, which corresponds to which is consistent with the research of Unyarat Noonjin (2017). Comparison of English Communication Achievement and Satisfaction of Primary 5 students by using the B-SLIM Model and Traditional teaching method, which concluded that the students taught by the B-SLIM Model, having better learning result in using English for communication than students taught by normal methods at statistical significance of 0.05. [7] And Suwit Khamanee (2018), Development of English learning management model to enhance the communication ability of lower secondary school students, found that the results of using the English learning management model to enhance communication ability of secondary school students had an average score higher than before learning, statistical significance at the level of .05, students are satisfied with the style of learning management at a high level. [8]

SUGGESTION

From the study, the researchers suggest as follows:
1. As an example, to be used in other subjects
2. Teaching and learning using the 4EI model should be carried out in accordance with the process provided by the researcher, in order to be effective in the course management.

ACKNOWLEDGEMENTS

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