

DEVELOPMENT OF READING SKILLS USING EXERCISES FOR PRATHOM SUKSA 1 STUDENTS AT DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Winita Naeprakhon

Demonstration School of Suan Sunandha Rajabhat University

Email: vinita.ne@ssru.ac.th

ABSTRACT

The purpose of this research was to develop reading skills by using reading skills practical set of prathom suksa 1/4 students at Demonstration School, Suan Sunandha Rajabhat University. The sample group was 25 of prathom suksa 1/4 students at Demonstration School, Suan Sunandha Rajabhat University by cluster random sampling. The instrument used in this research was reading skills practical set. The data was analyzed by using x-bar average (\bar{X}), standard deviation and T-test dependent sample.

The result of this study found that the average score of post-usage reading practical skills set of prathom suksa 1/4 students was higher than the average score of pre-usage reading skills practical set at .05 of significance.

RESULT

The result of this study indicated that promoting reading skills of Prathom Suksa 1 / 4 of Demonstration School, Suan Sunandha Rajabhat University in the organization of reading promotion activities which students use reading skills at a high level ($\bar{X} = 4.00$).

The students who were supported reading by using reading practice had higher scores than before using at the significance level 0.05.

Key words: development of reading / reading skills / reading practice

INTRODUCTION

Reading Thai language is an important basic skill for learners in various subjects. Students will achieve academic success when they develop all 4 skills in parallel. From our observing, students are unsuccessful in learning Thai because they neglected and not aware in the importance of reading. Teachers should find strategies to turn students back into reading skills. Thus, the researcher suggests that it should do research about promoting reading skills by using reading exercises.

Thai language is national language of Thailand. It is a cultural property that makes unity and promotes the personality of the people in the nation to be Thai. Thai language is a tool for communication which makes understanding and good relationships with each other. The language is useful in business, work and supports peaceful live together in a democratic society. Thai language is a tool for finding knowledge, developing analytical, critical, and creative

thinking processes to keep up with social changes and progression of science and technology. The language can apply in career development for economic stability. Besides, Thai language acts as media presenting the wisdom of ancestors in the culture, tradition, and aesthetics aspects. It is a national treasure that people should learn, preserve, and carry on with the Thailand forever (Foundation course for basic education, B.E. 2551, page 37).

According to importance of the Thai language that mentioned above. The Ministry of Education has set the key to Thai language in the core education curriculum 2551. It describes that Thai language skill need a practice to become proficient in the use of language for communication. Effective learning and aiming to apply in real life include reading, reading aloud, words, sentences, prose reading, poems reading, silent reading, and analytical thinking, synthesize knowledge from reading and using in daily life (Foundation course on basic education, B.E.2551, page 37). The students can read aloud the prose and verse as rhyme correctly after graduate grade 6. They can explain the direct meaning and implicit meaning of words, sentences, phrases, idioms from the stories read, and understands the instructions descriptions in various manuals. The students can distinguish opinions and facts, capture the essence of the story, and apply this knowledge to decide in solving real life problems. The graduated students must be courteous and being a habit of reading and appreciate the read (Foundation course on basic education, B.E.2551, page 40).

The Ministry of Education has set importance subject 1: T 1.1 standards that use the process of reading, creating knowledge and ideas for decision making, life problem-solving and being a habit of reading (Foundation course on basic education, B.E. 2551, Page 44).

Reading is extremely important as might be seen from the learning activities of Thai language in the core basic education, BE 2551. Reading skill is determined in Thai subject as first in a standard T 1.1 that use the reading process to create knowledge and ideas for decision making, solve life problems and being a habit of reading. Learning standard and the indicators defined for the learners are following; 1) correctly read aloud prose and verse 2) explain the meaning of words sentences and phrase 3) reading various short stories by using a timer and asking about reading content 4) separate facts and opinion from the reading story 5) explain the application of knowledge and ideas from the reading stories to make decisions in problem-solving 6) read explanatory writing, instructions, and practice 7) explain the meaning of data from reading diagrams, maps, charts and graphs (Foundation course on basic education, B.E. 2551, Page 44)

Teaching and learning of Thai language subjects needs to be practiced since it is a skill course, especially reading skill require practice to be proficient. Therefore, exercises frequencies use in practice and develop students' skills in reading Thai and analytical thinking. Somsak Sinthawet (1997, p40) said that exercise is a training experience for students to study and learn by themselves, and able to solve various problems accurately. This saying consistent with Somporn Toiyepe (2011, page 32) who said that skills exercises is a learning media which helps learners practice to improve their skills and knowledge leading learners become proficient and able to apply knowledge correctly.

According to the reasons and importance mentioned above, the researcher as Thai language instructor aware and realize in promoting reading skills with reading practice exercises of students. Therefore, the researcher chooses reading practice exercises to use the instruments in

this study. The statistics were used in this study including mean, standard deviation (S.D.) and dependent t-test. Thai language group of prathom sukka 1/4, Demonstration School of Suan Sunandha Rajabhat University aims to encourage students to practice reading skills to develop the learning process and have higher analytical ability to apply critical thinking skills in daily life.

OBJECTIVES

1. To study the students' attitudes on learning and teaching by using reading exercises for critical thinking cooperate with reading skills supporting techniques.

2. To compare the ability in promoting reading skills by using exercises of prathom sukka 1 / 4 students in the Demonstration School, Suan Sunandha Rajabhat University before and after study with reading skills exercises. The statistics were used in this research including mean, standard deviation (S.D.) and dependent t-test.

METHOD

This research is to development of reading skills by using exercises of prathom sukka 1/4 students., Demonstration School of Suan Sunandha Rajabhat University

The population was 25 students of prathom sukka 1/4 of Demonstration School of Suan Sunandha Rajabhat University.

The samples size were 25 students of prathom sukka 1/4 of Demonstration School of Suan Sunandha Rajabhat University receiving form simple random sampling.

RESEARCH TOOLS

1. Research tools

The tools used in this research were a questionnaire 1 issue for research, divided into 2 parts as follows:

Part I: Basic information

Part II: Opinions about development of reading skills with reading practice exercises of students

The questionnaire was created according to the research objectives consisting of checklist questionnaires and 5 levels of satisfaction gauges.

2. Building and finding quality tools

The researcher created and developed quality tools for using in this study thereby studying from relevant documents and research. The quality tools were approved suitability of text and accuracy suggestions for improvement, consisting of checklist questionnaires and 5 levels of satisfaction gauges. Then, the researcher used the questionnaires to try out with 30 sets of students who are not samples. The data then collected to check for reliability coefficient (Alpha) was 0.853 by using statistical software.

DATA ANALYSIS

The collected data in the research were analyzed by using statistics including percentage, mean, standard deviation (S.D.) and dependent t-test.

RESULTS

The purpose of this research was to study opinions on development of reading skills with reading practice exercises of prathom sukka 1/4 students, Demonstration School of Suan Sunandha Rajabhat University. The research findings can be summarized as follows.

1. Analysis results of basic information

According to the questionnaires with basic information of prathom sukka 1/4 students, Demonstration School of Suan Sunandha Rajabhat University among sample group as results follows:

The of prathom sukka 1/4 students, Demonstration School of Suan Sunandha Rajabhat University among sample group pass the reading skills development of reading skills test by using exercises of prathom sukka 1/4 students in the Demonstration School, Suan Sunandha Rajabhat University (78.10%) in the first semester of the academic year 2022 The results of an analysis of students' opinions on development of reading skills by using exercises of prathom sukka 1/4 students in the Demonstration School, Suan Sunandha Rajabhat University.

2. The result of an analysis of reading skills development of reading skills exercise of prathom sukka 1/4 students in the Demonstration School, Suan Sunandha Rajabhat University

According to the analysis of information on questionnaires about opinions on development of reading skills with reading practice exercises of prathom sukka 1/4 students, Demonstration School of Suan Sunandha Rajabhat University among sample group. The research findings can be summarized as follows.

Table 1 Opinion of the sample group of students about development of reading skills test by using exercises of prathom sukka 1/4 students in the Demonstration School, Suan Sunandha Rajabhat University

Text	\bar{X}	S.D.	Meaning
1. The school organized activities to promote good attitude on students' reading	3.96	0.69	very
2. The school creates environments that accommodate work in development of reading skills aspect	3.79	0.73	very
3. The school has organized reading promoting activities that allow students to use reading skills	4.00	0.78	very
4. The school provides incentives for students who participate development of reading skills activities	3.75	0.82	very
5. The school supports, give advice, and help solve problems development of reading performance	3.74	0.84	very

Text	\bar{X}	S.D.	Meaning
6. The school has verified progression, development of reading skills activities both before, in progress and after finishing the operations	3.86	0.79	very
7. The school has evaluated all development of reading skills activities	3.84	0.79	very
8. The school uses the evaluation results to improve and development of reading skills activities	3.80	0.78	very

From Table 1, Promoting reading skills with reading practice exercises of prathom sukka 1/4 students, Demonstration School of Suan Sunandha Rajabhat University in organizing activities to promote reading that encourages students use reading skills was at high level ($\bar{X} = 4.00$). When consider each item, every item was practiced at a high level. The text that “the school organized activities to promote good attitude on students' reading” has average mean value was highest ($\bar{X} = 3.96$) as meaning very, followed by “the school has verify progression, promote reading activities before, in progress and after finish the operations” being at a high level ($\bar{X} = 3.86$). The text that “the school has evaluate all development of reading skills activities” was at a highest level ($\bar{X} = 3.84$), followed by “the school uses the evaluation results to improve and develop reading supporting activities” being at a high level ($\bar{X} = 3.80$), followed by “the school creates environments that accommodate work in reading supporting aspect” being at a high level ($\bar{X} = 3.79$). The text that “the school provides incentives for students who participate in reading promoting activities” was at a highest level ($\bar{X} = 3.75$), followed by “the school supports, give advice and help solve problems in the development of reading skills performance” was at a highest level ($\bar{X} = 3.74$), respectively.

Table 2 The comparison results of development of reading skills by using exercises of prathom sukka 1/4 students in the Demonstration School, Suan Sunandha Rajabhat University with the statistic t –test shows the test scores after study higher than the test scores before study.

Test	\bar{X}	S.D.	t	Sig.(1-tailed)
Pre-test	6.83	0.97	8.45 *	0.0000
Post-test	8.55	0.74		

From Table 2, this finding shows that the pre-test and post- tests of prathom sukka 1 / 4 students have an average score was 6.83 and 8.55 points, respectively. The post-test scores of the students were significantly higher than before learning at the level 0.05 compared with before learning.

1. Samples were 25 prathom sukka 1 / 4 students from Suan Sunandha Rajabhat University Demonstration School were selected by clustering sampling. These students were in mixed ability class which the students are smart, medium, and weak skill. The researcher has taught

them by himself. The tools used in the study include reading practice exercises, and the test was to assess reading ability, analytical thinking before and after learning. The data was collected by using the achievement test and statistically analyzed by using mean, standard deviation (S.D.) and dependent t-test.

CONCLUSION AND DISCUSSION

According to research about promoting reading skills with reading practice exercises of prathom sukka 1 / 4 students, Demonstration School of Suan Sunandha Rajabhat University provide discussion as followed:

1. Reading ability

According comparing the abilities of students studying with, enhancing reading skills by using exercises combined with group sampling, it was found that students had better read ability after studying than before learning with statistical significance at the level of 0.05. In regarding, the teaching and learning activities of the researcher practiced language skills including listening, speaking, reading, and writing which aim to analytical thinking process through a joint discussion process between groups and individual activities by teachers – students and students- students. Moreover, this result caused by teaching and learning management promotes reading skills by using exercises with a variety of media through the senses of the learner. This process stimulates attention leading students be critical thinking all the time. Therefore, it helps to develop students until they have higher analytical thinking ability after studying than before learning. This result agrees with previous study Prasart Nuengchalerm (2015, page 143-145) who suggested that organizing learning activities allowing students to use their senses to solve problems through selecting appropriate experiment activities will enhance knowledge and understanding. Similarly, finding of this study agrees with Panisara Chanchalala (2010) who study about the development of activity sets to enhance reading skills by using Thai language exercises for Prathom Sukka 6 students, it was found that students had better read ability after using the activity sets than before using the activity package at statistical significance of 0.05.

From our preliminary results, it can be concluded that the teaching and learning with development of reading skills activities by using exercises combined with Cluster Random Sampling in Thai language group of prathom sukka 1 / 4 students can develop reading and analytical skills as well. This is because the teaching and learning arrangement allowing students participate, express their opinion and practice.

2. Attitude study results

The study of attitude on teaching and learning through reading promoting activities by using exercise aims to reading practice exercises of prathom sukka 1 / 4 students 25 person. The researcher has created reading practice, spelling words in Thai language subjects which were difficult with the level of the students including 2 sets of activities, and using reinforcement by praise and give points during the activity to improve learning.

According to the reading skills test of students used practice exercises, the samples were Prathom Sukka 1 / 4 students at Demonstration School, Suan Sunandha Rajabhat University,

comprised of 25 students from cluster random sampling. The instruments used in this research were reading practice exercises. The statistics were used in this study including mean, standard deviation (S.D.) and dependent t-test.

ACKNOWLEDGMENT

This research is supported by the research budget of the fiscal year 2022 from the Research and Development Institute, Suan Sunandha Rajabhat University, and the Demonstration School of Suan Sunandha Rajabhat University.

REFERENCES

- Department of Academic Affairs (2001). Promoting reading habits. Bangkok: Religious Printing House Ministry of Education. (2008) Basic education curriculum B.E. 2551. Bangkok Courier and Delivery Organization
- Ministry of Education, Office of the Basic Education Commission (2013). Guidelines for project implementation Promoting reading habits and library development 2014 – 2018. Bangkok: Community Printing House agricultural co-operatives of Thailand.
- Ministry of Education, Office of the Basic Education Commission (2013). Library standards Schools under the Office of the Basic Education Commission 2013. Bangkok: Printing House of Agricultural Cooperative Community of Thailand
- Ministry of Education Secretariat Office of Education Council (2010). National Education Plan, Revised Edition (2009 - 2016). Bangkok: Office of the Education Council: ONEC.
- KanMani sakcharoen. (2013). Activities to promote reading. Bangkok: Kurusapa Publishing House, Lat Phrao
- Panisara Chancha. (2010). Development of an activity package to promote analytical thinking. Group learning Thai language for Prathom Suksa 6. Students Self Study Naresuan University
- Prasart Nuengchalerm. (2013). Teaching and learning research. 2nd edition, Bangkok: Chulalongkorn University.
- Prateep Yodaket. (2007). Development of a Learning Package in Thai for Promoting Ability in Analytical Thinking for Prathom Suksa III Students. Thesis, Phibun Songkhram Rajabhat University, Phitsanulok
- Laddawan saikwa. (2013). Development of reading, writing and analytical achievement of Prathom Suksa 1 students by using mind mapping to distribute spelling children. Independent Study Maha Sarakham University
- Thanawat Srirawat (2013) A study of factors affecting mathematics learning achievement of students at the level of Lower secondary school Suan Sunat Rajabhat University