

THE DEVELOPMENT OF LEARNING ACHIEVEMENT AND LEARNING BEHAVIOR ON ENGLISH LANGUAGE THROUGH THE ACTIVE LEARNING FOR PRIMARY 3 STUDENTS AT DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Natnicha Thanachai

Demonstration School of Suan Sunandha Rajabhat University

Email: natnicha.th@ssru.ac.th

ABSTRACT

This research aims to compare the English language achievement of third graders before and after active learning to study learning behaviors by managing active learning of primary 3 students at Demonstration School of Suan Sunandha Rajabhat University, which is studying in semester 1 of the academic year 2022, 9 items, which are derived from purposive technique, the research instruments are (1) the English language achievement test which is a 4 choice of 30 questions (2) 9 learning behavior assessments the basic statistics used are percentage, mean, standard deviation (S.D.). (Active Learning) for primary 3 students, Demonstration School of Suan Sunandha Rajabhat University Post-test achievement averaged 25.48, representing 82.20 percent, higher than pre-test achievement, which averaged 13.29, representing 42.86 percent. The average was higher than 12.19 percent, representing 39.32 percent, which suggests that using an active learning management model can result in higher student achievement. It has been shown that using a learning management model with active learning processes can result in improved learner achievement and based on the results of the analysis of data from the Learning Behavior Assessment after the use of the Active Learning Management model in English, it was found that the overall level of behavior towards active learning management is high. There's a huge level of overall. With an average of 3.87 when considered on a descending basis, it was found that learners were most focused on their studies overall with an average of 3.96 students, there is the highest level of empathy for what they learn with an average of 3.93, learners are self-disciplined and learners distinguish what to do and what not to do it has an average of 3.90.

Keywords: Active Learning, Achievement, Behavior

INTRODUCTION

Today global society learning a foreign language is essential in everyday life as it is an important for communication education, the pursuit of knowledge occupations and understanding of the culture and vision of the global community and recognize the multiculturalism and perspectives of a global society it brings friendship and cooperation with countries help develop learners to have a better understanding of themselves and others learn and understand the nuances of language and culture, traditions, thinking, society, economy and politics government have a good attitude towards using foreign languages and using foreign languages for communication, as well as having easier and broader access to knowledge and having the vision to live

The Ministry of Education has established guidelines to improve the English language by aiming for students to Understand English language communication, that is, to be able to enter society and understand the social and cultural functions and then convey the meaning correctly

according to the principles of language (Cognitive Linguistic Functions) speaking, reading and writing to suit the conditions of learners and Thai society with such importance, the National Education Act B.E. 2542 (1999) helps the Thai population to gain knowledge English language proficiency applies in everyday life, so the Basic Education Curriculum B.E. 2544 requires learners to achieve learning achievements with various standards (Ministry of Education, 2008 : 3-5) In the age of a globalized society where the world has merged into one without borders, communications, dissemination. The exchange of information both domestically, internationally, and with people all over the world has expanded rapidly This has resulted in changes in various aspects of the Living for example economically therefore it is a huge challenge for today's teachers to develop their learners to keep up with the changes and be ready to cope with the world in an era where everyone has to meet and communicate it's undeniable, but the English language is becoming increasingly important because English is universal mediator used to communicate and build understanding of the culture of different countries. Understand the vision of people of different nationalities, and especially with future occupations (Kanchana Chartrakul. 2008: 1-2) for learners in the 21 century students must have the necessary skills comprising 4 Cs: Critical Thinking, Communication, Collaboration, Creativity Quality of learners in the 21 (Partnership for 21st Century Learning (P21). 2009: Online therefore instructors need to value these attributes to learners in order to provide them with knowledge skills and desirable attributes that can be used to solve problems as well as to have judgment in speaking communicating and receiving information these issues are important to address for all learners because they are the needs of today's global society (Madoc-Jones. 2005: 755-768) and it is a great necessity to develop the ability to use English especially the ability to speak English to learners higher and more effectively in today's global society (Pattanapichet. 2009: 2; Khamkien. 2010: 148)

But one of the problems the researchers found was that a number of learners who learned English but were unable to communicate in English resulted in low English language achievement some people do not intend to study and because past learning arrangements may not be based on learner principles, they are not sufficiently focused therefore we think that active learning should be encouraged to use active learning to make teaching and learning more effective. Learners come up with ideas or knowledge Performance and Desirable Characteristics Hands-on learning or cognition-based learning, is a learning that develops high-level thinking skills effectively helping learners analyze, synthesize and evaluate information in new situations motivated to study We synthesized the teaching model and chose to use active learning methods for teaching using role-play cooperative learning activities and group activities for learners to clearly and motivate their roles English Speaking Give children the opportunity to express themselves organize fun lesson activities suitable for learners One way. Today's technological age the use of media for learning activities is used games and online media to allow learners to memorize vocabulary and stories and review their knowledge using context from the real environment around the students and can apply them in their daily lives therefore the researchers devised a plan for active learning activities to improve English language skills in English courses of students in primary 3, semester 1 of the academic year 2022 of Demonstration School of Suan Sunandha Rajabhat University

OBJECTIVE

1. To compare the English language achievement of primary 3 before and after active learning.
2. To study learning behaviors by managing active learning of primary 3 students in English language

METHODOLOGY

This research is research to improve academic achievement and learning behavior in English by organizing active learning for students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University, with details of how the research was conducted as follows

1. Population and samples

The population used in this research was 92 students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University

The sample used in this research was 31 students in primary 3/1 of demonstration school of Suan Sunandha Rajabhat University studying in semester 1 of the 2022 academic year which was purposive technique

2. Research instruments

1. The English Language Achievement Test is a 4 choice with 30 questions for a total of 30 points, which takes 60 minutes

1.1 Study English course description according to the course

1.2 Study textbooks English subjects

1.3 Create a learning objective analysis table that corresponds to the content of English subjects

1.4 Create a 4 choice English language achievement test of 30 questions created in accordance with the learning objective analysis table and then present the test to the expert and revise it according to the instructions

1.5 Revise the achievement test according to the instructions

1.6 Take the updated test to a mathematics teaching specialist and measurement and evaluation to verify its validity this includes the comprehensiveness of the questions by considering the IOC (Index of Objective Congruence) in which a good test should have an IOC value of not less than 0.5 (Vejrit Ankanaphatrakhajorn, 2012, 160)

The criteria for consideration are as follows

+1 score for exams that correspond to learning objectives

0 score for exams that are not sure they align with learning objectives

-1 score for exams that do not correspond to learning objectives

1.7 Revise the English language achievement test, which answers 4 of the 30 options based on the recommendations and then proposes them to the experts for reconsideration. To check for accuracy, done

1.8 An improved English language achievement test was tested on 31 non-sample third graders to determine the quality of the test

1.9 Analyze the test results individually for difficulty (p) and classification authority (r), and then select four choice tests with difficulty values (p) between .20 - .80 and classification authority values (r) .20 or higher

1.10 The selected test was tested on 30 primary 3 who were not sampled to determine the accuracy/certainty of the test, calculated from Kronbach's alpha coefficient formula (Vejrit Ankanaphatrakorn, 2012, p. 161)

1.11 Take the complete achievement test and experiment with the sample

2. Learning Behavior Assessment

2.1 Learn how to create a learning behavior assessment for hands-on learning management Active Learning English.

2.2 Create a learning behavior assessment for hands-on learning management, Active Learning, English primary 3 as a rating scale based on 9 Likert methods.

2.3 Direct the experts to check their suitability and then apply the learning behavior assessment to improve according to the recommendations.

2.4 The assessment of learning behavior towards hands-on learning management, Active Learning, English subjects were tested on 31 non-sampled third graders and determined for consistency and suitability.

3. 8 Active Learning management plans

3. Data Collection

The researcher followed the following steps

1. The researcher prepares the students as a sample.
2. Clarify to the sample how to use the active learning model in teaching and learning so that students can act correctly
3. Conduct English language learning activities using the active learning model of primary 3
4. Once the active learning activities have been completed as planned students must take the English language achievement test then score the test and record the scores for data analysis
5. Take the scores obtained from the sample student achievement test and analyze the results by statistical methods and summarize the findings

4. Analysis

In this research the data were analyzed in the following order

1. Find basic statistical values including percentages arithmetic averages and standard deviations
2. Find the statistical values used to verify the quality of research tools including conformity index values
3. Find statistics to test hypotheses including one sample t-test

RESULTS

Improving academic achievement and learning behavior by managing English language learning by managing active learning for primary 3 students, Demonstration School of Suan Sunandha Rajabhat University. Researcher presented the results of sequential data analysis as follows

1. Symbols used to present data analysis results
2. Presentation of data analysis results
3. Data analysis results

Table 1 The results of the comparison of test averages between pre-test and post-test with the management of English language learning by Active Learning management

Evaluation (30 points)				Improving academic performance	
Pre-test	Percentage (%)	Post-test	Percentage (%)	Score	Percentage (%)
13.29	42.86	25.48	82.20	12.19	39.32

Table 2 Averages, standard deviations and assessments of learning behavior after the use of the Active Learning Management model in English

Description	Satisfaction level		
	\bar{X}	S.D.	Level
1. Learners are attentive to what they learn	3.93	0.81	good
2. Learners are self-disciplined	3.90	0.78	good
3. Learners submit their work on time	3.83	0.77	good
4. Learners are focused on their studies	3.96	0.79	good
5. Learners use reasoning to make decisions in different situations	3.83	0.77	good
6. Learners distinguish what to do and what not to do	3.90	0.78	good
7. Learners know how to use media and technology appropriately	3.80	0.79	good
8. Learners review the material they have learned	3.87	0.80	good
9. Learners summarize their priorities and write down key points	3.83	0.77	good
Total	3.87	0.01	good

CONCLUSIONS AND DISCUSSIONS

Conclusions

Improving academic achievement and learning behavior in English by managing active learning for primary 3 students, Demonstration School of Suan Sunandha Rajabhat University summary of findings

1. Comparison of achievement before and after school of students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University Post-test averaged 25.48, representing 82.20 percent, higher than Pre-test, which averaged 13.29, representing 42.86 percent a higher average of 12.19, representing 39.32 percent showed that using an active learning management model can result in improved learner achievement

2. The results of the analysis of data from the Learning Behavior Assessment After using the Active Learning Management Model in English language showed that students in primary 3 of Demonstration School of Suan Sunandha Rajabhat University there are learning behaviors towards hands-on learning management, active learning English subjects. With an average of 3.87 when considered on a descending basis, it was found that learners were most focused on their studies overall with an average of 3.96 students, there is a highest level of empathy for what they learn with an average of 3.93, learners are self-disciplined and learners distinguish what to do and what not to do It has an average of 3.90

Discussions

Based on the findings of the research on the development of academic achievement and learning behavior in English by active learning for students in primary 3 students of Demonstration School of Suan Sunandha Rajabhat University Post-test achievement averaged 25.48, representing 82.20 percent higher than pre-test achievement which averaged 13.29, representing 42.86 percent. The average was higher than 12.19 per cent, representing 39.32 percent, which suggests that using an active learning management model can result in higher student achievement. It shows the use of learning management models with active learning processes and based on the analysis of data from the Learning Behavior Assessment after the use of the Active Learning management model in English, it was found that the overall level of behavior towards active learning management is high. There's a huge level of overall with an average of 3.87 when considered on a descending basis, it was found that learners were most focused on their studies overall. It has an average of 3.96 Learners have the greatest level of attention to what they learn overall with an average of 3.93, learners are self-disciplined and learners distinguish what to do and what not to do it has an average of 3.90, which is consistent with research by Deshdnai Shuichum et al. (2015) comparing achievement in thinking skills. With participatory learning the results showed that students have the ability to work, work in groups, express their opinions expressions to reflect common opinions Post-test achievement scores are higher than Pre-test

RECOMMENDATIONS

1. Research should be conducted to study the results of learning management with active learning processes in other subjects of Demonstration School of Suan Sunandha Rajabhat University in the academic year 2023 to improve learning management and check the accuracy of the tools used in the research
2. Other subjects a variety of pedagogical activities should be used and different teaching techniques are used a modern and diverse medium to enhance the learning atmosphere and improve academic achievement and satisfaction of learners

ACKNOWLEDGEMENTS

This research owes its success to the contributions of many people. Most appreciations go to those experts for their advice and also to Suan Sunandha Rajabhat University for their valuing this research and funding support. Special thanks also go to participating teachers at Demonstration School of Suan Sunandha Rajabhat University for their questionnaire responses. Utilization of the current research results will be ensured.

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