THE DEVELOPMENT OF LEARNING ACHIEVEMENT IN CHINESE SUBJECTS BY USING THE FLIPPED CLASSROOM MODEL FOR PRATHOMSUKSA 5 STUDENTS, DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Somchit Sriphanason
Demonstration School of Suan Sunandha Rajabhat University
E-Mail: somchit.sr@ssru.ac.th

ABSTRACT

The purposes of this research were 1) the development of learning achievement in Chinese subjects, using the Flipped Classroom model for Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University, 2) comparing Chinese language learning achievements during pre-learning and post-learning with the improved Flipped Classroom; The research sample were 75 Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University, in the first semester, academic year 2022. By specific selection method, the research tools were (1) Multimedia teaching materials to read aloud Chinese consonants, (2) pre- and post-tests. The statistics used in the data analysis were Percentage, Mean, Standard Deviation, Efficiency determination of E1/E2 tools, t-test for dependent samples, qualitative data analysis was performed with Content analysis.

The research results concluded that (1) the development of multimedia teaching materials for listening, reading Chinese consonants using the Flipped Classroom model, Prathomsuksa 5 students had a very good quality. The evaluation results were at a very good level ($\bar{x}$ = 4.87, S.D. = 0.33), and (2) comparing learning outcomes between pre-learning and post-learning with produced teaching materials clips; Chinese consonant reading aloud using Flipped Classroom model, Prathomsuksa 5 students, with the Mean of 62.50/83.70 percent.

Keywords: Achievement, Pinyin Chinese Consonants, Flipped Classroom

INTRODUCTION

No one dares to deny that a powerful country like China is a reformer in economics, trade and investment, industry, agriculture; State-owned enterprises within China and abroad, by expanding investment expansion, coupled with the development of scientific knowledge, technology and military power. China can continue to be the world's top economic powerhouse, exporter of goods; also participated in the World Trade Organization (WTO), caused the world to pay attention, wanted goodwill for business dealings. Therefore, communicating with China which has its own language, both spoken language -writing Chinese characters; unique pronunciation, spoken by more than a billion Chinese people worldwide. In communicating, communication is a meaningful science and is very important in human daily life; it is a very important activity according to Wood (Wood. 2000, p.11).) said that humans spend more time

communicating than other activities. On a daily basis, people use communication to convey thoughts, needs, and feelings and tell stories.

The relationship between Thailand and China has been connected for a long time since the Sukhothai period to the present, which has contacts in the public-private sector, in investment, industrial economy, trade, social culture. There is still immigration to Thailand, building up, blood relations throughout Thailand; until it has been said that "China and Thailand are not so far away. Brothers and sisters…" The important communication to build mutual understanding and good relations, the Chinese government offers scholarships to study in China, with the Chinese Proficiency Test center (HSK), is The International Standard Chinese Language Proficiency Test for those who speak Chinese as a second language, organized by the International Chinese Language Propagation Office, People's Republic of China since 2005, Beijing University of Languages and Culture, Bangkok Office, has been Appointed as an agent for the Chinese Proficiency Test (HSK) in Bangkok, Thailand, certified by the Ministry of Education; For this reason, all schools with potential, included in the school curriculum, foreign language groups, added Chinese courses in all years; The Demonstration School of Suan Sunandha Rajabhat University is open every year, teaching will focus on listening, speaking, reading, and writing. Teaching at the basic level in order to have an understanding of learning, in teaching Chinese. In these four learning processes, the emphasis is on reading so that reading helps students to understand and improve.

Education reform issues in Thailand (Academic Bureau, Secretariat of the House of Representatives. 2014. Pages 30-32) has discussed the problem of past education that teachers are the center of learning, causing students to not see the value of learning. Therefore, the new education reform should Emphasize and focus on learners; teachers must take into account individual differences, find suitable teaching methods in order for learners to fully learn, and should have three basic beliefs: believe that everyone has individuality, believing that everyone can learn, and believing that learning can happen anywhere, anytime. Through self-thinking processes, learning by doing, gaining understanding, and being able to integrate knowledge into everyday life, and qualifying for the goals of education management, emphasizing the ability of learners, good people, and happy.

Teaching Chinese reading-writing skills, basic Pinyin vocabulary 300 words, consonants, vowels, tonal pronunciation, comprehension, clarity and fluency; Flipped Classroom at the elementary level, review and understand at any time, so it is a student-centered teaching, in line with learning in the technology age, encouraging students to communicate with others to understand things that they need to communicate in order to develop learning effectively.

The researcher is therefore interested in studying and researching on the topic of developing learning achievement in Chinese subjects; A specific selection method using the Flipped Classroom model of Prathomsuksa 5/1 students, 25 students, Demonstration School of Suan Sunandha Rajabhat University, to make teaching and learning consistent with the vision of Demonstration School of Suan Sunandha Rajabhat University, Leading quality educational institutions to international standards, in measuring the level of Chinese knowledge according to international standards (HSK) that meets the standard and quality certificate, The office of Chinese Language Council International : HANBAN of the Chinese government.

RESEARCH OBJECTIVES

1. To develop learning achievement in Chinese subject using the Flipped Classroom model for Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University with good quality.
2. To compare the mean of learning results between before and after learning with Flipped Classroom teaching media, Chinese courses. Based on the Flipped Classroom concept.

RESEARCH HYPOTHESIS

1. Chinese language learning results For Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University were managed to learn using the Flipped Classroom model higher than before.
2. The students were satisfied with the teaching activities using Flipped Classroom in the Chinese subjects according to the Flipped Classroom concept at a good level.

METHODOLOGY

This research produced teaching materials, tests to measure listening, writing, and consonant reading skills using a prepared vocabulary clip, a 300-word YouTube application that Researcher was self-produced.

1. Population and sample

1.1 Population: 1) Prathomsuksa 5 students, Academic Year 2022, Demonstration School of Suan Sunandha Rajabhat University, 75 students.

1.2 A sample group used to develop learning achievement in Chinese subjects, Flipped Classroom teaching model, Prathomsuksa 5 students, academic year 2022, Demonstration School of Suan Sunandha Rajabhat University, random sampling method, 75 students.

2. Research tools

2.1 The researcher created a test to measure listening and reading skills before and after learning, Chinese subjects, divided into 20 questions on listening, and 20 on reading, compiled from retrospective exams of the International Standard Chinese Proficiency Test (HSK).

2.2 Multimedia media, including 300-word YouTube application clips, which are produced by the researcher.

2.3 Vocabulary reading exercises related to vocabulary clips, YouTube application clips based on the International Standard Chinese Proficiency Test (HSK).

2.4 Vocabulary knowledge test, after watching the vocabulary clip in the YouTube application for 4 times, which the researcher produced.

In creating research tools; The researcher performed the following tasks: 1) a test to measure listening and reading skills, before and after learning Chinese subjects, taking a retrospective examination of the international standardized Chinese Proficiency Test (HSK) that is standardized and certified quality, The office of Chinese Language Council International

: HANBAN of the Chinese government, 2）multimedia media or word clips in the YouTube application produced by the researcher, conducting vocabulary building, vocabulary publication with meaning translations so that students can understand the context of that word in a variety of ways, and use the Zoom program to record clips to make mouth shapes in pronunciation, 3）Practice reading words related to clips, in vocabulary app, YouTube application according to the guidelines for the International Standard Chinese Proficiency Test (HSK), 4）Vocabulary knowledge test after watching the vocabulary clip in the YouTube application ,which the researcher produced, took the test from the post-test of the Chinese Language Proficiency Test (HSK).

3. Data Collection
    The researcher has collected the following data.
    1. The students took the listening-reading skills test before learning Chinese subjects and analyzed the results.
    2. The Researcher sent a link to the YouTube application, vocabulary clip to students through the group line application, created by the researcher, allowed students to learn on their own before learning or doing activities together in the classroom.
    3. The researcher assigned the students to read aloud the words according to the clip, with various methods such as reading with the researcher one-on-one in the morning or homeroom, recording the reading clip and sending it to the researcher via LINE application, Google Classroom.
    4. The researcher tested the students on a case-by-case basis, 2 weeks each time, a total of 4 times.
    5. Took the test results each time to save the data for use. Analyzed statistics for E1 values.
    6. Students took listening and reading skills test after Chinese class and took the results for statistical analysis and E2 value.

RESEARCH RESULTS

    1. Comparison of the average achievement scores of pre-test and post-test, Chinese subjects, using the Flipped Classroom model based on the Flipped Classroom concept, it was found that the pre-test had the Mean of 62.50, when comparing test scores after studying, it was found that post-test scores were higher than before 83.70 of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University, statistical significance at the 0.05 level.
    2. Evaluation results of teaching clips of reading aloud words through the YouTube application based on the Flipped Classroom concept, developed by the researcher; The level was very good ($\bar{x} = 4.87$, S.D. = 0.32), and when considering each aspect of the design, it was found that the lesson design was flexible, the clip allowed the learners to control the lesson conveniently, gave feedback, reinforced, and provided help in proper pronunciation by looking at mouth shape ($\bar{x}$ = 5.00, S.D. = 0.00), and appropriate interaction with learners ($\bar{x}$ = 4.92, S.D. = 0.28), followed by content presentation, consonant writing, vowels, the tonal sounds

were clear, easy to understand, and the tone to emphasize the importance of vocabulary was suitable for learners ($\bar{x}$ = 4.88 , S.D. = 0.33), respectively.

Table 1: Evaluation results of teaching materials for vocabulary clips In the Flipped Classroom YouTube application

Assessment Items	$\bar{x}$	S.D	Interpretation
1. Presentation of content according to the HSK assessment level - The writing of consonants, vowels, tonal sounds is clear, easy to understand, and suitable for learners.	4.88	0.33	Very High
- Pronunciation, tonal sounds are clear, easy to understand, and suitable for learners.	4.80	0.50	Very High
- Voice narration is clear, easy to understand, pleasant to listen to, and inviting to follow.	4.72	0.46	Very High
- Spacing, cutting words, sentence patterns are appropriate.	4.72	0.46	Very High
- There is a tone of voice to emphasize the importance of content / vocabulary.	4.88	0.33	Very High
2. Design/interaction aspect - Images / animations / sounds / videos that are suitable for the content, and learning media well.	4.76	0.44	Very High
- Lessons are flexible, clips allow learners to control lessons conveniently.	5.00	0.00	Very High
- Provide appropriate feedback, reinforcement, and assistance.	5.00	0.00	Very High
- Clear pronunciation by looking at the shape of the mouth	4.92	0.28	Very High
Media interacts with learners appropriately.	5.00	0.00	Very High
Overview	4.87	0.33	Very High

From Table 1, multimedia evaluation results of teaching media experts: evaluation results were at a very good level ($\bar{x}$ = 4.87, S.D. = 0.33), and when considered individually in terms of design, it was found that lesson design was flexible, Clips allowed learners to easily control the lesson, provided feedback, reinforced, and provided appropriate assistance in pronunciation, by looking at the mouth shape ($\bar{x}$ = 5.00, S.D. = 0.00), and interaction with the students appropriate ($\bar{x}$ = 4.92, S.D. = 0.28), followed by content presentation of consonants, vowels, clear tonal sounds, easy to understand, and tone of emphasis on the importance of vocabulary suitable for learners ($\bar{x}$ = 4.88 , S.D. = 0.33), respectively.

SUMMARY AND DISCUSSION

Learning Achievement in Chinese Subject Using Flipped Classroom Model Based on Flipped Classroom Concept of 25 Prathomsuksa 5 Students, Demonstration School of Suan Sunandha Rajabhat University, and Experimental Time of 4 Weeks; Scores of pre-learning and post- learning test results can be explained as follows.

1. The comparison of the average learning results between before and after learning with multimedia teaching media, Chinese subjects, using the Flipped Classroom model according to the concept of Flipped Classroom found that the pre-test has the Mean of 62.50, the post-test score found that the post-test score was higher than before 83.70 of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University.

2. The results of research on reading Chinese vocabulary through multimedia teaching media based on Flipped Classroom concept of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University, multimedia assessment results of teaching media experts were in Very good level ($\bar{x} = 4.80$, S.D. = 0.50), and when considering each aspect, it was found that the presentation of the content - writing consonants, vowels, tonal sounds were clear, easy to understand, and had a tone to emphasize the importance of the content / Vocabulary suitable for learners ($\bar{x} = 4.88$, S.D. = 0.33).

3. The results of data analysis from the student satisfaction questionnaire who learnt with the development of multimedia teaching materials, Chinese subjects, using the Flipped Classroom format according to the Flipped Classroom concept of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University found that teaching clips allow learners to control the lesson convenience, reinforcement, and appropriate assistance ($\bar{x}$ = 5.00, S.D. = 0.00), followed by media that interacts with learners appropriately ($\bar{x} = 4.92$, S.D. = 0.28); Prathomsuksa 5/1 students.

SUGGESTION

1. The development of multimedia teaching materials on basic Pinyin vocabulary based on the Flipped Classroom concept of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University: Next time, new techniques should be brought to the conclusion of this research, to be improved and corrected to benefit the learners even more.

2. Learning according to the concept of the Flipped Classroom of Prathomsuksa 5 students, Demonstration School of Suan Sunandha Rajabhat University, students should have time management to learn by themselves, so that students know time management. To study knowledge outside of time, to be used in normal classes appropriately.

ACKNOWLEDGEMENT

Demonstration School of Suan Sunandha Rajabhat University for their questionnaire responses. Utilization of the current research results will be ensured.

REFERENCES

Basic Education, Fiscal Year 2015. Bangkok: The Royal Institute Dictionary. (1999). Section A.: Communication. [Online] http://rirs3.royin.go.th/new-search/word-1-search.asp accessed on March 25, 2013.

Kitanun Malithong.(2013). Teaching and training materials from basic media to digital media. Bangkok: Chulalongkorn University.

Ministry of Education. Office of the Basic Education Commission. Policy of the Office of the Commission: Developing Teacher Quality for Developing the Quality of Education for the 21st Century (short edition). Teacher Development Institute. Faculty and educational personnel, 2014.

Office of the Secretariat of the Council of Education. (2014). Research report on Thai educational development approaches and preparation for the 20th century.21. Bangkok: The Secretariat of the Education Council.

Pattra Untinakorn. (2021). Development of integrated learning management model to enhance skills in the 21st century for elementary school students of Demonstration School Suan Sunandha Rajabhat University. Journal of Roi Kaensarn Academi .Year 6,Issue 12, December.Pages 50-59.

Reasons why you should learn Mandarin. Retrieved October 4, 2022, from https://accent.gg/10-Reasons-why-you-should-learn-mandarin/

Reasons to Learn Chinese. Retrieved October 8, 2022 from https://www.thechairmansbao.com/10-reasons-learn- Chinese/

Reasons to Learn Chinese. Retrieved October 8, 2022 from https://www.thechairmansbao.com/10-reasons-learn- chinese/

Seri Wong Montha (2010). Teaching documents. Theory of Persuasion and applied in public relations work in E-learning. [Online] http://elearning.aru.ac.th/3033601/ser02/tp13/linkfile/print5.htm accessed on October 14, 2022.

Sawitree Boonnuchit, Librarian, Office of Academic Resources and Information Technology, article Why Study China, accessed on October 16, 2022, http://lc.nstru.ac.th/th/news/archive/md_content/view/623.html.

Taweethong , Nualmorakot. (2018) " The Social Benefits of E-Learning for the Study of Foreign Languages in the Thai Education System " , International Journal of Management and Applied Science (IJMAS) , ISSN : 2394-7926 pp. 5-9, Volume-4,Issue-4

The Importance of learning Chinese as a second language. Retrieved October 4, 2022 from https://www.lindamandarin.com.sg/blog/the-importance-of-learning-chinese-as-a-second-language/

Why study Chicness? Retrieved October 8, 2022, from https://www.bu.edu/wll/home/why-study-chinese/

Wood, Joanne M. 1996. An Exploration of Adult Perception of Deterrents to Participation and Self-Directed Learning Readiness. Dissertation Abstracts International. 55/07 (1995) : 1800-A.

Zier Liu. (5 January 2019). 7 reasons why learning Chinese is important. Retrieved October 10. 2022 from https://blog.keatschinese.com/7-reasons-why-learning-chinese-is-important