THE DEVELOPMENT OF THAI LANGUAGE SKILLS BY USING THE STAD TECHNIQUE FOR GRADE 12 OF THE DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The objectives of this research were 1) to develop Thai language skills by using the STAD technique for students in grade12 of the Demonstration School of Suan Sunandha Rajabhat University, 2) to compare the Thai achievement between the pre-test and the post-test before and after STAD technique of Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University. 3)To study the students' satisfaction in studying by using the STAD technique to develop Thai language skills. The sample of this study was obtained from a cluster sampling, totaling 24 students from class 4 of grade 12 in semester 2, the academic year 2022. The research instruments were the learning management plan, the Thai language skills test, and the questionnaire on students' opinions on studying by using the STAD technique to develop Thai language skills. Data were analyzed with mean, standard deviation, and t-test dependent.

Keywords: Thai language Skill, STAD technique, and grade12

INTRODUCTION

Thai language skill plays a fundamental role in learning science and art in various fields. Reading and listening skills are blended and coherent skills as the more they read and listen, the more successful their learning is. Reading skills promote intelligence. Speaking skills underscore the importance of using Thai language skills in life because speaking skills are the skills of communication, expressing opinions, giving information, presenting academic work, and persuasive speaking, as well as helping to strengthen the understanding of the relationship between people. Speaking well will help you communicate clearly with others. By practicing proficiency and fluency speaking skills, you will achieve success in everyday communication. This was in line with Atcharavadee Sawatsuk (1999: 86) who said that speaking referred to the behavior of communication between people by using words, tone of voice, language, gestures, facial expressions, and eyes to convey feelings, thoughts, and needs of the speaker to the listener. This leads to understanding and response. Writing skills are considered the most difficult skills because they convey knowledge, thoughts, feelings, and the need to convey thoughts in writing. Sanit Tangthavee (2015: 153) said that writing skills are more difficult than other skills because writing is a communication process that involves many steps. In addition, writing skills help to promote the use of knowledge in the development of work more effectively. It can be said that Thai language skills are essential skills for life and need to be

developed together and in harmony. Poth Potjanapichakul (2013) said that the operation required communication skills of listening, speaking, reading, and writing, including gestures with different purposes. For this reason, practitioners should be trained to improve their communication skills in a timely manner by choosing to use both verbal and non-verbal means to convey meanings clearly, appropriately, and effectively to continue to work and live. However, some collaborative learning structures formalize this effect by awarding certificates of achievement or improvement to students, or extra credit to groups for an individual's or group's improvement. Kulik & Kulik(1989), and Jacobs(1990) assert that positive interdependence is the apperception among group members that what helps one group member helps all. And Keramati (2009) entitled "The effect of cooperative learning on academic achievement of physics course", it is found that experimental group students taught by cooperative learning (STAD technique) are more successful than control group students. Therefore, the STAD technique stands for student team achievement divisions, it is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal.

From the above study, the Thai language skills in listening, reading, speaking, and writing is very important skills and memory that should accelerate development. Those who can use Thai language skills to communicate clearly and correctly have a chance to succeed in carrying out various activities in life. Teaching and learning are important principles that will help enhance the potential of Thai language skills of all learners. I, as a teacher of the Thai language learning group, realize the importance of developing language skills for communication. Therefore, I want to use the STAD technique to develop Thai language skills for grade 12 at the Demonstration School of Suan Sunandha Rajabhat University. The STAD technique in this research was a plan to develop Thai language skills in accordance with the learning nature of students and to integrate listening skills with other Thai language learning skills appropriately. The plan started with developing cognitive reading skills, developing academically-oriented speaking skills, developing creative writing skills, developing analytical reading skills, developing persuasive speaking skills, and developing analytical writing skills to grade 12 students. The STAD technique was made to be useful for students to gain knowledge, use their understanding of learning to develop themselves, and enjoy learning. Teachers can also use The STAD technique to strengthen and develop Thai language skills for learners to be more efficient and effective, which will affect the development of quality national education and sustainability.

Study Focus: 1) To develop Thai language skills by using the STAD technique for students in grade 12 at the Demonstration School of Suan Sunandha Rajabhat University 2) To compare the Thai achievement between the pre-test and the post-test before and after using the STAD technique of Grade 12 at the Demonstration School of Suan Sunandha Rajabhat University. 3) To study the students' satisfaction in studying by using the STAD technique to develop Thai language skills.

LITERATURE REVIEWS

Communicative language teaching is a concept of language teaching that focuses on the importance of the learner. There is a step-by-step order of learning according to the learning process of learners to linguistic Knowledge, language skills, and communicative ability to enable learners to apply their knowledge of the language in communication. The researcher applied the concept of teaching language for communication Davis (1992) Wilkins (1976) as a guideline for teaching and learning activities. The activities emphasized practical training at each level and combined the knowledge of language teaching for communication together with the integration of knowledge with other educational concepts and theories. This was to ensure effective communication language teaching activities by categorizing the integration of knowledge at grade 12 by organizing teaching and learning activities as follows. (1) Developing reading skills with valuable knowledge was taught to read a book outside the class, namely, Harry Potter and the Half-Blood Prince (Book 6). Cooney (1975) defined reading instruction as teaching in which students engage in activities in small groups or individually, with a manual set of procedures for performing the activities for students to follow. After that, students answer questions about the knowledge gained from the activity so that students can summarize their knowledge and rules by themselves. (2) The development of speaking skills with an academic focus was the integration of task-based language teaching and learning activities. It was found that this concept applies mostly to teaching a foreign or second language. Eg, Bunmak (2009) ; Krashen Stephen D. (1987) ; Muriel Saville – Troike. (2006) ; Rod Ellis. (1997) ; Krisanaphon Chanprom. (2005). Rapeepan Suthapannakul and Wisa Chatiwat (2015). However, 4-5 years ago, Nattakit Nata (2016) did research and found that in addition to helping to develop students to have higher learning management abilities, it also increased their analyzed reading ability for high school students who learned on a task-based basis. (3) Development of creative writing skills to share ideas by integrating language teaching activities in the form of a diagram with creative writing to develop students' creative writing abilities. That ability was to train students to convey stories in an essay that reflects their own unique thoughts and feelings. It was then used to create an interesting piece of writing as measured by subjective creative writing exercises. Therefore, the researcher chose to use the diagrams (4) The development of analytical reading skills for academic penetration was to organize language teaching activities for communication together with task-based learning activities. (5) The development of persuasive speech was the integration of speech activities in Communicative Language Teaching (CLT). Laswell, H.D. (1948) said that communicative language teaching can describe simple communication processes as a framework for education, and Ngiwline, Phuwitch. (2018) said that students' English speaking skills can be significantly improved by using teaching aids that promote learning, such as the use of movie media. (6) The development of creative analytical writing was a teaching activity together with the Whole Language Approach in the form of local nonfiction writing. The communication process definition consists of (1) the messenger, (2) the message, (3) the media, and (4) the person. (6) The development of creative analytical writing was a teaching activity together with the Whole Language Approach in the form of local nonfiction writing. Krashen Stephen & Terrell, T.D. (2000) said that the holistic approach to language teaching was based on the Natural Approach,

with an emphasis on comprehensible input with the teaching process that was suitable for the learner's language learning, which made the learner successful in language learning. Rijal M. & Subgan D. (2015) support STAD development stent's interpersonal skills. In all steps of research used, The STAD technique integrates instruction in the class. The steps to be taken in applying STAD type cooperative learning model consists of six stages, as follows: the First step of delivery of goals and motivation Second step of group division Teacher's third presentation step the Fourth step of team learning activities teamwork, teamwork is STAD's most important image The fifth step of the quiz (is evaluation) The sixth step of the team achievement award, then awarding the certificate or other prize for the group's success. Ling W.N. & Gazali M.I. (2016) support the same that STAD enables the students to communicate and interact with each other. Furthermore Adesoji & Ibraheem (2009) said that the STAD method is most appropriate for teaching well-defined objectives with right answers, such as mathematical computations and application, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances. And then the approach was based on the same principles as Halliday (1978)'s Systematic Linguistic Theory, a teaching theory that emphasized the use of language to convey meanings appropriate to the situation. The main principles of the concept-based language teaching approach referred to the main principles of systematic language teaching theory.

METHODS

A. The research design; Conducting experiments according to the Pretest-Posttest Control Group Design and Static Group Comparison Design by experimenting with a sample group of students in the second semester, the academic year 2022, 24 students from room 4 of grade 12.

B. The Study Sample; The study sample was 24 students from room 4 of grade 12 by a cluster sampling in semester 2 of the academic year 2022 of the Demonstration School of Suan Sunandha Rajabhat University.

C. Measurement Construction; The tools used in this research consisted of a learning management plan, a Thai language skill test, and a questionnaire on students' opinions on studying by using the STAD technique to develop Thai language skills.

D. Data Analysis; Data were analyzed with basic statistical values such as mean and standard deviation (S.D.). Homogeneity of variance of the sample language skill scores was examined. Differences in pre- and post-study scores of the samples were tested using the t-test independent statistic.

E. The Research Planning; This research disrupted the research process into 3 steps: (1) Pre-testing of 24 students of Demonstration School of Suan Sunandha Rajabhat University was a sample group in semester 2, the academic year 2022. (2) The organization of learning activities according to the specified learning management plan. (3) Summarizing the results of learning and testing after studying.

RESULTS

The results of the data analysis were shown as follows.

Part 1 The results of the develop Thai language skills by using the STAD technique for students in grade 12 of the Demonstration School of Suan Sunandha Rajabhat University were shown in Table 1.

Table 1. Assessment results of the develop Thai language skills by using the STAD technique for students in grade 12 of the Demonstration School of Suan Sunandha Rajabhat University by experts.

Assessment Items	$\bar{X}$	S.D.	Suitability Level
1. The principle of the STAD technique for developing Thai language skills was appropriate for basic theories and concepts.	5.00	0.00	Highest
2. The objectives of the STAD technique for developing Thai language skills were suitable for basic theories and concepts.	5.00	0.00	Highest
3. The objectives of the STAD technique for developing Thai language skills were clear and can show what the students hope for.	5.00	0.00	Highest
4. The learning material was suitable for teaching and learning activities.	5.00	0.00	Highest
5. The process of teaching and learning activities was suitable for the purpose and use of teaching and learning.	4.90	0.24	Highest
6. Teaching activities promoted Thai language skills.	5.00	0.00	Highest
7. Instructional media were suitable for learning subjects	5.00	0.00	Highest
8. The measurement and evaluation were appropriate in accordance with the theoretical concepts and objectives.	4.80	0.24	Highest
9. The measurement and evaluation were appropriate in accordance with the teaching and learning activities process.	4.90	0.20	Highest
10. The STAD technique for developing Thai language skills can be used in practice.	5.00	0.00	Highest
Total	4.96	0.02	Highest

From Table 1, it was found that the assessment of the appropriateness of the development of the STAD technique for developing Thai language skills can be used in practice for grade 12 of Demonstration School of Suan Sunandha Rajabhat University of the experts as a whole at the highest level ($\bar{X}$ = 4.96., SD = 0.02).

Part 2 The results of comparing the Thai achievement between the pre-test and the post-test before and after using the STAD technique of Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University were shown in Table 2 and Table 3.

Table 2. Test results of comparing the Thai achievement between the pre-test and the post-test before and after using the STAD technique of Grade 12 of the Demonstration School of Suan Sunandha Rajabhat University.

Test	N	Full score	$\bar{X}$	S.D.	t	p
Pre-test	24	60	28.82	1. 98	-36.658**	.000
Post-test	24	60	56.11	1.31		

**had significance at the .01 level.

From Table 2, it was found that the Thai language skills of students before and after learning using the STAD technique to develop Thai language skills for grade 12 of Demonstration School of Suan Sunandha Rajabhat University were significantly different at the .01 with the mean after-school ($\bar{X}$=56.11 S.D.=1.31) higher than before ($\bar{X}$=28.82 S.D.=1.98).

Table 3. Thai language skills during learning with the STAD technique to develop Thai language skills for grade 12 of Demonstration School of Suan Sunandha Rajabhat University.

Teaching	Workload		Work piece		Results		Total		Interpretation
	Knowledge		Presentation and self-assessment		Communication and presentation activities				
Ability in Thai language skills	$\bar{X}$	S.D.	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	Good
1. Listening and Viewing	2.55	0.75	2.52	0.70	2.56	0.70	2.54	0.70	Good
2. Reading	2.56	0.75	2.51	0.71	2.53	0.71	2.53	0.71	Good
3. Writing	2.50	0.74	2.38	0.71	2.35	0.71	2.45	0.71	Good
4. Speaking	2.58	0.75	2.56		2.57	0.71	2.56	0.72	Good
	Score 1 = 3 persons Score 2 = 7 persons Score 3 = 14 persons								
Mean	2.54	0.75							
Full score	3								
Performance score	84.35								

From Table 3, it was found that the scores of Thai language skills during by learning with the STAD technique to develop Thai language skills for grade 12 of Demonstration School of Suan Sunandha Rajabhat University 24 students had a total average score of 2.54 points, representing an average of 0.75%. Summary of process efficiency score (E1) = 84.35.

Part 3 The results of the student's satisfaction in studying by using the STAD technique to develop Thai language skills as in Table 4.

Table 4. Opinions of grade 12 of Demonstration School of Suan Sunandha Rajabhat University towards the STAD technique to develop Thai language skills.

Assessment item	Agreement Level			No.
	$\bar{X}$	S.D.	Agreement	
1. Content aspect				
1.1 The content is difficult and suitable for students' abilities	4.34	0.55	High	5
1.2 The content is relevant to the interests of the students	4.47	0.60	High	3
1.3 Content is useful to apply in daily life.	4.38	0.51	High	2
1.4 The content can be used as a basis for further advanced learning	4.35	0.63	High	4
1.5 The content is current and up-to-date	4.39	0.52	High	1
Assessment item	**Agreement Level**			**No.**
	$\bar{X}$	S.D.	Agreement	
1. Content aspect				
Total-Content aspect	**4.38**	**0.56**	High	**3**
2. Teaching and learning activities				
2.1 Encourage students to practice critical listening and viewing skills.	4.44	0.56	High	**2**
2.2 Encourage students to practice valuable reading skills and analytical reading skills	4.53	0.55	High	**3**
Assessment item	**Agreement Level**			**No.**
	$\bar{X}$	S.D.	Agreement	
2.3 Encourage students to practice speaking skills with an academic focus and persuasive speaking skills.	4.36	0.53	High	**4**
2.4 Encourage students to practice creative writing skills Share ideas and writing skills, and creatively communicate.	4.47	0.66	High	**1**
2.5 Encourage students to apply their knowledge to create benefits for society	4.35	0.58	High	**5**
Total Teaching and learning activities	**4.43**	**0.58**	High	**2**
3. Benefits received				
3.1 Learning with the STAD technique helps to improve students' Thai language skills.	4.49	0.52	High	1
3.2 Learning with the STAD technique provides students with a more procedural mindset.	4.45	0.54	High	3
3.3 Learning with the STAD technique allows students to communicate more appropriately, clearly, and accurately.	4.47	0.50	High	2

Assessment item	Agreement Level			No.
	$\bar{X}$	S.D.	Agreement	
3.4 Learning with the STAD technique makes students more creative.	4.43	0.55	High	4
3.5 Students intend to apply their knowledge and practice activities to real life.	4.40	0.52	High	5
Total Benefits received	**4.45**	**0.55**	High	**1**

From Table 4, it was found that the opinions of grade 12 of the Demonstration School of Suan Sunandha Rajabhat University towards the STAD technique to develop Thai language skills overall were at a high level ($\bar{X}$4.45, S.D.=0.55).

CONCLUSION AND FUTURE WORK

1. The development of Thai language skills by using the STAD technique consisted of steps, elements, and activities for creating a learning management plan to meet the needs of learners. The development process has four main steps: 1) A study of student needs, subject content, philosophy, and educational psychology, including criteria, rules, and regulations to be used as information in determining guidelines for the development of the STAD technique to develop Thai language skills. 2) Determine the principles, goals, and objectives of the curriculum, content management, teaching activities, and teaching materials. 3) Using the generated STAD technique. 4) Measurement and evaluation. In the beginning, researchers conveyed learning the needs of students with the curriculum and Communicative Language Teaching (CLT) to find information for papers on the development of STAD technique to develop Thai language skills. At this point, Wilkins (1976) claimed that organizing curriculum and learning courses by Communicative Language Teaching (CLT) had a significant impact on the development of Communicative Language Teaching (CLT). Currently, Communicative Language Teaching (CLT) is also greatly accepted and encouraged in second-language classrooms. Communicative Language Teaching and other approaches with less influence can also inspire us. All of them were once quite the rage. Communicative Language Teaching (CLT) is becoming more popular in the second language teaching classroom. It spreads widely and constantly develops the class gaining great harvest in a communicative way.

2. Design and development results were the design of the STAD technique to develop Thai language skills for grade 12 of the Demonstration School of Suan Sunandha Rajabhat University. The findings were as follows.

The result of the design of the STAD technique to develop Thai language skills for grade 12 of the Demonstration School of Suan Sunandha Rajabhat University consisted of 4 steps: 1) Set objectives. 2) The learning process according to the principles of various learning management and learning from cooperative activities. 3) Exchange and learn together. 4) Students participate in self-assessment of learning outcomes. There were three key conditions for the successful use of the STAD technique: 1) Learners have the basic ability to think systematically and are responsible for their work. 2) Working with others in a group. 3) The role of the teacher is to facilitate and support learners' learning. In the learning process, the

researcher conveyed the lesson objectives to be achieved on the STAD technique and motivated students to learn actively and creatively. It gives the stimulus for each student to work together, and encourage each other at best. Presentation, in this step, the researcher submits the STAD technique matter by first explaining the lesson objectives to be achieved at the meeting and the importance of the material learned.

3. The results of the STAD technique experiment. The researcher conducted an experiment with a sample of 24 students in grade 12. From the research conducted, the findings were that the Thai language skills of grade 12 before and after using the STAD technique to develop Thai language skills had a statistically significant difference at the .01 level. The students' Thai language proficiency scores after studying were higher than before. In this step, the researcher uses learning management mixed with the STAD technique in cooperative learning more successfully to develop Thai language skills. It is found that cooperative learning increased the achievement of students to a higher level when compared to the conventional teaching method (Keramati, 2009), and the same study by Yu (1998) asserts that subjects in cooperation tended to higher scores on both the posttest and questionnaire measuring attitudes toward science course.

4. The opinions on the STAD technique to develop Thai language skills for grade 12 found that the overall level was at a high level. The benefit was the highest average. It was followed by teaching activities and content, respectively. In the process, the researcher delivers learning objectives, materials, group activities, quizzes, and group awards, The main idea behind STAD is to encourage students to assist each other. If students want the group to get a reward, they need to help the team members in the lesson. They should encourage group members to do their best and show the norms that learning is important, valuable, and enjoyable. Therefore, the STAD technique is able to encourage and develop the Thai language skills of students the best.

This research is limited to the use of the STAD technique of branch control structural material. There is a need for further research by applying the STAD technique to cooperative learning models or other subjects or material, and also as study material for the next researcher.

ACKNOWLEDGEMENTS

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