

THE DEVELOPMENT OF SKILLS-ENHANCING EXERCISES ALONG WITH THE USING OF TEACHING MODEL BASED ON THE FLIPPED CLASSROOM CONCEPT TO IMPROVE ACADEMIC OUTCOME IN ENGLISH SUBJECT OF PRIMARY SCHOOL STUDENTS AT DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The aims of this research were (1) to develop an English skills improving exercise to be effective according to the 80/80 criteria (2) to compare the pre- and post-learning outcome with the using of teaching model based on the flipped classroom concept of primary school students at Demonstration School of Suan Sunandha Rajabhat University. The sample group in this study were 27 students in grade 1/3 of Demonstration School of Suan Sunandha Rajabhat University, semester 2, academic year 2022, selected by using purposive sampling. The research tools composed of learning management plan based on the flipped classroom concept and English skills improving exercises on the topic of My family and I, and the English learning achievement evaluation on the topic of My family and I were used for 10 hours. This finding revealed that skills-enhancing examination was efficiency according to criteria 80/80 at 84.33/82.13 (2) pre- and post-learning outcome studied by skill-enhancing exercise implemented with teaching methods based on flipped classroom concept of primary school students at Demonstration School of Suan Sunandha Rajabhat University showed academic achievement after learning was higher than before learning at statistical significance level at the 0.05.

Keywords: learning management, flipped classroom, skills-enhancing exercise, learning achievement

INTRODUCTION

In current society, foreign languages were crucial and necessary for communication, searching of knowledge, job and comprehension of the cultural diversity of the global society. Moreover, foreign languages were utility to access various knowledge to access basic education core curriculum. English was assigned as the basic language that should be studied throughout the basic education curriculum. [1]Ministry of Education, (2008, p. 220)

Learning management in the 21st century with rapid technological improvement caused communication channels and searching knowledge in the easiest ways. Learning management

should be improved fit in with the times in order to stimulate students to grow up to be global citizens. [2]Vicharn Panich,(2014) concern that current learning management should focus on the learners to gain skills and revised their competencies by learning activities which stimulated learners to learn and research supplemental information by themselves.

Based on the above information about English learning management in the 21st century, teachers required to adapt their teaching roles related to the times and reply to the technological improvement to empathize with the current world and society. The teacher should facilitate and encourage students to access learning, and they can review the lessons to promote the seeking of knowledge in order to extend learning in the class become effective.

[3] Jonathan Bergnam and Aaron Sams (Online) revealed that the flipped classroom learning was invented because the students were unable to attend classes at normal times. Therefore, flipped classroom learning was designed to create learning accessible to all students and reduce the problem of lack of learning opportunities in each subject.

Thus, the researcher therefore studied the development of skills-enhancing examination in along with the using of teaching model based on the flipped classroom concept improved learning achievement in English subject of primary school students at Demonstration School of Suan Sunandha Rajabhat University to further develop learning skills in English subjects.

Research objectives

1) To develop English skills enhancing exercise became effective according to the criteria of 80/80

2) To compare the pre- and post-learning achievements learned with skill- enhancing examination and teaching methods based on the flipped classroom concept of primary school students at Demonstration School of Suan Sunandha Rajabhat University. Research objective

Research hypothesis

1) Skills-enhancing exercise was effective according to the criteria of 80/80.

2) The post-learning achievements learned by using the skills-enhancing exercises along with the teaching methods based on the flipped classroom concept were higher than pre-learning.

METHOD

Population

1) The population of this study consisted of 106 students in 4 class of primary school students at Demonstration School of Suan Sunandha Rajabhat University, semester 1, academic year 2022.

2) The sample group in this research were grade 1/3 students of Demonstration School of Suan Sunandha Rajabhat University, semester 1, academic year 2022. The researcher selected sample group by a purposive sampling.

Research tools

The researcher used a skills-enhancing exercise along with the using of teaching model based on the flipped classroom concept as a tool to develop learning achievement in English of primary school students at Demonstration School of Suan Sunandha Rajabhat University as follows:

- 1) Skill-enhancing exercise in topic My family and I of Grade 1
- 2) Learning management plans based on the concept of flipped classroom 10 plans
- 3) English Achievement Test, 40 items

The process of creation and evaluation the quality of the English learning management plan in topic of My family and I used the learning model based on the Flipped classroom concept as follows:

1) Studied content and indicators of the standards curriculum learning English subject at Grade 1 level in accordance with the basic education core curriculum 2008 to define the detail such as scope of content, standards and key indicators for designing activities, media, learning resources, and measuring learning outcomes.

2) Studied the theory and guidelines to create learning plan using the Flipped classroom concept from related documents and research.

3) Designed a quality testing tool and learning management plan using a model based on the Flipped Classroom concept was in a 5-level estimated scale.

4) Used the designed tools to verify the quality of teaching model of the English subject in topic My family and I to examine the correctness before the use creating tools.

5) Created the tool, skills practicing learning management plan using a flipped classroom concept model for English subjects in topic My family and I, the learning achievement test with a difficulty index or easiness ranging from 0.20 -0.80, discrimination ranging from 0.20-1.00, and confidence value for the entire issue equal to 0.98. Statistics using in this study were mean, standard deviation, coefficient of E1/E2 exercise and t-test.

6) Submitted the quality exercise form, learning management plan using the concept of Flipped Classroom in English subject in topic My family and I verified by 3 experts.

7) Improved according to expert suggestions.

8) Efficiency evaluation step according to E1/E2 criteria [4] Chaiyong Phromwong,(2013)

8.1) Experiment 1 was used to test a skills-enhancing exercise, learning management plan using a flipped classroom concept model for English subjects in My family and I and the learning achievement test with a small group of learners as 1:1 amount 3 learners including good, medium, and weak learner. The reporter closely observed the behavior and record deficiency and doubts of the participants to improve the experimental results and learning management plan. The experiment found that the learners were not familiar with the skill enhancing exercises and learning management plan along with concept of Flipped classroom in English subjects on topic My family and I, and the achievement test. There are still questions of these exercises and plan. Students take more time than required because the content was too much, and the language also was difficult resulting in the learners take a lot of time. Learners preferred colors and illustrations, and they also preferred using the information to improve difficulty or easiness of using the language and understanding of the content of the lesson.

8.2) The second experiment was test with 10 small groups of learners by selecting 3 good, 4 medium and 3 weak trainers to check the accuracy and suitability of the content and

time, and then discussed and asked question about the difficulty or easiness of using the language and understanding of the content of the lesson. The results of the experiment showed that the group of weak learners could not do exercise in time because their read and thinking ability were slow causing take time. The reporter has improved to make it more appropriate.

8.3) evaluated efficiency of skills-enhancing exercises and learning management plan using a flipped classroom concept model for English subjects on topic My family and I, and the learning achievement test with the criteria E1/E2 determined at 80/80.

Data collection

1) The sample group used in the research was 27 grade 1/3 students who tested using the English learning achievement test on My family and I.

2) Created a research tool such as learning management plan based on the Flipped classroom concept, a skill-enhancing exercise, and the English learning achievement test on topic My family and I, and presented to experts to check the quality of the tools.

3) Examined pre- test class before learning by using the English learning achievement test on topic My family and I.

4) Started teaching by using experimental time 10 hours.

5) Examined post- test class after learning by using the English learning achievement test on topic My family and I.

6) Analyzed the collected data by using statistical methods such as mean (\bar{x}), standard and deviation (S.D.) to test the hypothesis.

Data analysis

Comparison of the learning outcomes of Grad 1/3 students who used the English skills enhancing exercises on the topic My family and I combined with learning management according to the Flipped classroom concept pre and post learning.

RESULTS

1) The English skills enhancing exercise on topic My family and I was effective according to the criteria E1/E2 at 80/80.

Table 1. Efficiency of the skills-enhancing exercises along with the teaching model according to the Flipped classroom concept of teaching model based on the flipped classroom concept to improve academic outcome in English subject of primary school students at Demonstration School of Suan Sunandha Rajabhat University.

List	N	S.D.	Percentage
Pre-leaning Score E ₁	30	3.8	84.33
Post-leaning Score E ₂	30	1.55	82.13

From Table 1 effectiveness of the skills-enhancing exercises along with the teaching model according to the flipped classroom concept of primary school students at Demonstration School of Suan Sunandha Rajabhat University was evaluated. The quality criteria of E1/E2 were

determined at 80/80. The results of efficiency evaluation found that pre- learning E1 was 84.33, and post- learning E2 was 82.13. This finding demonstrated that the efficiency of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University according to the specified criteria was 84.33/82.13.

2) The pre- and post-learning achievements with skills-enhancing exercises and teaching methods based on the flipped classroom concept of primary school students at Demonstration School of Suan Sunandha Rajabhat University were compared. The researcher was compared the learning achievement in English on My family and I along with the learning model based on the Flipped classroom concept by using t-test.

Table 2. Comparison of the pre- and post-learning achievements 1 with the skills-enhancing exercises along with teaching methods based on the flipped classroom concept of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University.

Test	N	\bar{x}	SD	t	Sig
Pre-learning	27	11.37	1.78	14.10	.00
Post-learning	27	17.30	1.87		

The level of statistical significance at the .05 level, df =26.

From Table 2, the result demonstrated that the learning achievement of students who studied with the skills enhancing exercises combined with the teaching model based on the flipped classroom concept of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University. The pre-learning mean score was 11.37, and the post-learning mean score was 17.30. The t value by calculation was 14.10*, and the t value by opening the distribution table was 1.7056. The calculated t value was higher than the table t value indicating that the experimental results accepted the hypothesis This finding interpreted that the learning achievement of students who study with the skills enhancing exercises combined with the teaching model based on the Flipped classroom concept of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University after learning was higher than pre-learning. The difference was statistically significant at the .05 level.

CONCLUSION AND FUTURE WORK

The research in topic development of a skills-enhancing exercise along with using of teaching model based on the flipped classroom concept to improve academic outcome in English subject of primary school students at Demonstration School of Suan Sunandha Rajabhat University aimed to 1) the skills-enhancing exercises were effective according to the criteria 80/80 2) the post-learning achievements learned by the skills-enhancing exercises combined with the teaching model based on the Flipped classroom concept were higher than pre-learning.

Researchers performed research and obtained results according to the objective 1) the skills enhancing exercises were effective according to the criteria 80/80. The results presented that the English skills enhancing exercises on topic My family and I had been proved through the research process which results concluded that the English skills enhancing exercise on topic

My family and I was effective according to the criteria of 80/80 which this finding was agree with the research of [5] Butsirin Jiwpanich, (2018) who performed a research on the development of activity along with a using Kahoot application to develop English communication skills of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University to develop English communication skills of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University. There is a research finding efficiency E1 / E2 = 83.67 / 86.53 according to determined criteria and [6] Pitchsinee Yodjit Patamaporn Kaewkongka and Kornkamol Chuchuai, (2022) performed a research on developing Web-Based tool using google site combined with Google Site with animation media for learning achievement improvement in field of force lesson of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University. The research results E1 was 88.66 and E2 was 88.49, which 88.66/88.49 implied that computer lessons via the web with Google site along with animation media was effective higher than the 80/80 threshold.

The research results according to objectives 2) the post-learning achievements with the skills-enhancing exercises combined with the teaching model based on the flipped classroom concept were higher than pre-learning. The results of t evaluation showed that the calculated t was 14.10*, and the t value by opening the distribution table was 1.7056. The calculated t value was higher than the table t value indicating that the experimental results accepted the hypothesis showing that the learning achievement of students who study with the skills enhancing exercises combined with the teaching model based on the Flipped classroom concept of Grade1 students at Demonstration School of Suan Sunandha Rajabhat University after learning was higher than pre-learning. The difference was statistically significant at the .05 level which this result was consistent with the research of [7] Chaiwat Jiwpanich who had done research on the developing of a project-based learning model by discussion and lesson taking via social media to develop problem-solving skills of students at bachelorof education program. The research results t calculated was 97.66, df value was 29 and the t value by opening the distribution table was 1.6820 at the statistical significance level .05. The calculated t-values higher than t-distribution table result in accepting the determined hypothesis.

Suggestion

1. Development of skills enhancing exercises to receive efficiency was able to further study the pleasure of students towards the skills-enhancing exercises.
2. The preparation of skills-enhancing exercises can be created in all subject groups and concern into amount of content and grade level of students.
3. Learning management according to the concept of flipped classrooms can be implemented in all subject groups and concern into amount of content, grade level and requirement of student.

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