

A STUDY OF LEARNING ACHIEVEMENT ON KLUI PIENG OR PRACTICE, USING REPETITION TECHNIQUE OF PRATHOMSUKSA 5 STUDENTS, DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY (ELEMENTARY DEPARTMENT)

Suparanee Sarasa

Demonstration School of Suan Sunandha Rajabhat University

E-Mail: suparanee.sa@ssru.ac.th

ABSTRACT

A Study of Learning Achievement on Klui Pieng Or Practice, Using Repetition Technique of Prathomsuksa 5 Students, Demonstration School of Suan Sunandha Rajabhat University (Elementary Department). 1) To compare music learning achievements of Prathomsuksa 5 Students, 2) To study satisfaction of Prathomsuksa 5 Students towards the repetition practice of Klui Pieng Or playing. The population used in this study were students studying in Prathomsuksa 5, Demonstration School of Suan Sunandha Rajabhat University, and studying in semester 2, academic year 2022, 3 classrooms, 75 students; by conducting research in 1 classroom, Prathomsuksa 5/1, totaling 25 students; Also used to collect data by means of purposive sampling.

The study found that

1. The mean effectiveness of the test scores before learning the Klui Pieng Or of Prathomsuksa 5 students was 9.3, the Standard Deviation was 2.09, and it was found that the Mean of the test after taking Klui Pieng Or lessons of Prathomsuksa 5 students were 15.8 and the Standard Deviation was 1.65.

2. The effectiveness of analyzing the satisfaction of Prathomsuksa 5 students towards the practice of the Klui Pieng Or skills was learning to gain more knowledge, students understood the content of the subjects studied, and teaching media made them understand the lesson the most. Students were enthusiastic about learning music, not monotonous, and the atmosphere in the classroom did not cause stress; students have applied the knowledge of playing the Klui Pieng Or in daily life, the overall level is at the highest level.

3. The effectiveness of playing the Klui Pieng Or allowed students to exercise their creativity, and students had the opportunity to express their opinions during class; the overall level is high.

Keywords: Demonstration School of Suan Sunandha Rajabhat University, 5 students, Achievement skill development. The operation is characterized by multiple repetitions.

INTRODUCTION

Music is considered an important subject to help support teamwork, help build personality, and also help promote morality, ethics, and strengthening physical and mental health; It also helps to enhance the teaching and learning of other subjects more interesting, which nowadays music is recognized as a subject that has its own content, and most importantly, music makes people in society have a better taste in music.

In addition to this importance, it has been discovered that playing music does not use only the right hemisphere of the brain as was previously understood, but simultaneously uses both hemispheres of the brain; using the emotional right hemisphere aesthetics, and musical abilities, in conjunction with using the left hemisphere of the brain to read music scores. Therefore, as children play music happily, and emotionally, the two hemispheres of the brain exchange information which each other, making the brain work more efficiently (Nantiya Tansricharoen. 2002: 26). Playing music not only improves performance, but the size of the brain that works in sound is also larger, and Playing music at an early age increases the development of the brain (Nongyao Khaengpenkhae and Patchara Prawalathip 2002:57), therefore, many elementary schools around the world, especially in Germany, require students to play violin, to play the flute, or play at least one type of music, 10-15 minutes before the start of the first lesson on a daily basis, and requiring all students to choose at least one musical instrument for each person because it is believed that giving students regular music lessons will improve their mood, mind and intelligence of students (Nuntiya Tansricharoen. 2002: 26).

From the aforementioned reasons and necessity, the researcher has taught music at Prathomsuksa 1- 6 levels; But in Prathomsuksa 5, the researcher taught music about the Klui Pieng Or playing and found that the students did not have the basics and could not play the Klui Pieng Or. Therefore, the researcher was looking for a way to make the students have basic knowledge and correct Klui Pieng Or playing, the researcher conducted a classroom research on the Study of Learning Achievement on Klui Pieng Or Practice, Using Repetition Technique of Prathomsuksa 5 Students, Demonstration School of Suan Sunandha Rajabhat University (Elementary Department).

Objectives/Research Methodology

1. To compare the music learning achievement in studying the learning achievement in Klui Pieng Or Practice, Using Repetition Technique of Grade 5 Students, Demonstration School of Suan Sunandha Rajabhat University (Elementary Department).
2. To study satisfaction of Grade 5 Students towards the repetition practice of Klui Pieng Or playing.

SCOPE OF RESEARCH

1. Population

1.1 The population is Grade 5 students. Demonstration School of Suan Sunandha Rajabhat University (Elementary Department), Academic Year 2022, 75 students.

1.2 The sample group is a Grade 5/1 student. Demonstration School of Suan Sunandha Rajabhat University (Elementary Department), Academic year 2022, 25 people.

1.3 Time spent in the experiment

The duration of the experiment in the 2nd semester, the Academic year 2022, by repeating the flute playing once and for all.

Research Hypothesis

1. Teaching by repetition, music learning subject group, Grade 5 students, and learners are effective 80/80.

2. The mean of the difference between the scores from the pre-repetition test and after the repetition test for teaching development is higher than 50% of the mean score from the pre-repetition test.

3. Prathomsuksa 5 students have a good satisfaction with repeating flute playing once and for all.

RESEARCH TOOLS

1. The repetition of Klui Pieng Or playing affects music learning achievement of Grade 5 students, Demonstration School of Suan Sunandha Rajabhat University (Elementary Department). Multiple choice, 5 choices, total of 20 items.

2. Satisfaction questionnaire of Grade 5 students towards the repetition of Klui Pieng Or playing.

Data collection

1. Studying the basic education curriculum, 2008, and the demonstration school curriculum of Suan Sunandha Rajabhat University, Visual Arts Teaching Guide (Music), Grade 5.

2. Analysis of learning content, expected learning outcomes related to Visual Arts (Music) learning subject group, Visual Arts (Music) manual, Prathomsuksa 5 according to the basic education curriculum, 2008.

3. Study the curriculum, concepts, Klui Pieng Or repetition theory, documents, and related research to design.

4. The Klui Pieng Or Repetition Theory was tested with Grade 5 students, Academic Year 2021, to see the responses of learners' satisfaction; from the survey, all students were satisfied with the use of Klui Pieng Or repetition.

5. Bring the Klui Pieng Or Repetition exercises to the experts for examination.

6. The Klui Pieng Or Repetition Exercises were revised according to the recommendation of the experts in terms of the size of the letters, and the illustrations.

7. Bring the Klui Pieng Or Repetition exercises, Grade 5 to experts for examination as well as evaluating the quality of the Klui Pieng Or playing skill practice.

8. Trial of the Klui Pieng Or practice, Grade 5.

9. Klui Pieng Or playing exercises, Grade 5, for use in real experiments with the population, in the study using the revised draft with the population in this activity.

RESULTS

Data analysis results

Table 1: Results of the analysis of learning achievement before and after teaching

	Full score	\bar{X}	S.D.	T - test
Before	20	9.3	2.09	
After	20	15.8	1.65	6.67

From Table 1, it was found that the Mean scores for taking the Klui Pieng Or pre-test of Grade 5 students were 9.3, the Standard Deviation was 2.09, and it was found that the Mean scores of taking the test after just playing the Klui Pieng Or were of Prathomsuksa 5 students was equal to 15.8, and the Standard Deviation was equal to 1.65.

Table 2: Analyze the student's satisfaction with the Klui Pieng Or repetition exercise on music learning achievement of Grade 5 students, Demonstration School of Suan Sunandha Rajabhat University (Elementary Department) developed by the researcher after testing the learning achievement after learning by using the Klui Pieng Or playing skill practice of the students.

Table 2: Results of the analysis of the satisfaction assessment form for the use of the flute repetition practice, Prathomsuksa 5.

Behavior/Practice Coaching	Mean (\bar{X})	(S.D.)	Level
1. Teaching process	4.86	0.35	Most
2. Instructional media	5.00	0.00	Most
3. The clarity of the skill exercises	4.93	0.26	Highest
4. Practice period	4.90	0.31	Highest
5. Teaching preparation	5.00	0.00	Most
6 . techniques, methods of transferring knowledge	5.00	0.00	Most
7. Teacher's attention to students	5.00	0.00	Most
8. Teacher expertise	5.00	0.00	Most
9. Appropriateness of skill exercises	5.00	0.00	Most
10. Give students the opportunity to express their opinions.	5.00	0.00	Most
Total	4.97	0.092	Most

From Table 2: The Mean and the Standard Deviation of the overall the Klui Pieng Or repetition practice ability were at the highest level (= 4.97, SD = 0.092). It was found that the behaviors with the highest Mean were found to be:

- Instructional media gained more knowledge (= 5.00, S.D.= 0)
- Teaching preparation as a teaching aid to understand the lesson the most (= 5.00, S.D. = 0)
- Teaching technique is the most (= 5.00, S.D. = 0)
- Teacher's attention to students (= 5.00, S.D. = 0)
- The teacher's expertise is the most (= 5.00, S.D. = 0)
- Appropriateness of skill exercises (= 5.00, S.D. = 0)
- Give students the opportunity to express their opinions at the highest level (= 4.93, S.D. = 0.26)
- The Practice period were at the highest level (= 4.90, S.D. = 0.31), respectively.
- Teaching process (= 4.86, S.D. = 0.35)

CONCLUSIONS AND DISCUSSION

Creation of repetitive exercises for developing learning achievement of Grade 5 students, Demonstration School of Suan Sunandha Rajabhat University; The study found that the repetition exercise performed according to the set benchmark, as a result of the repetition exercise following the planned steps and methodologies, and the procedure construction and revised according to the advice of experts, and also in building skill exercises; Students took a test to measure learning achievement about the use of Microsoft PowerPoint program, then the scores before and after the experiment were compared, the results of which were compared to the ability to use the Microsoft PowerPoint program, it was found that, overall, the Mean score before learning was 9.40 and the Mean score after learning was 14.10, the Mean score increased by 4.70.

DISCUSSION

In this research, a skill training model was created to develop learning achievement of Grade 5 students, Demonstration School of Suan Sunandha Rajabhat University; The results showed that the skill exercises were effective according to the set criteria, as a result of the skill exercises following the planned steps and methods, and the steps being constructed and revised according to the recommendations of the experts and also in the construction of the skill training; the researcher took into account the construction of a good skill training as Billow (Billow, 1926:87) described the characteristics of the training that a good aspect of the exercise must attract and concentrate the child's attention, sorts them from easy to difficult, gives them the opportunity to practice specific things, uses language appropriate to their age, culture, traditions, linguistic background, and it can be a skill training for good children and remedial for not good children at the same time, and in accordance with the research of Juthaporn (Kamolchai) Wongkhamdee (2002: Abstract), and can solve problems on their own, in line

with the Education Act of National,1999, which aims to encourage all students to learn and develop themselves naturally and to their full potential. (Office of the Learning Reform Subcommittee. 2000: 9).

Learning activities with normal teaching do not have any restrictions or rules during class, students have fun, feel comfortable, and carefully follow the instructions of the teacher before teaching.

SUGGESTIONS FOR CONDUCTING RESEARCH

1. The use of the on Klui Pieng Or practice exercises for students and teachers, the practice exercises can be used to test for students to have better flute skills, and also to encourage students to do it yourself for better learning.

2. In teaching, teachers should adjust the content to be used in teaching to suit students at the grade level, and arrange the teaching style to suit the age of the students in order to enable students to develop their abilities of their own.

3. In teaching and learning, teachers should prepare media, or various learning materials that students can grasp, easily find, inexpensive, and should consider the ability of students as a priority.

ACKNOWLEDGEMENT

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.

REFERENCES

- Kasem Sudhom (1975: 99): The general teaching principle that
Nantiya Tansricharoen. 2002 : 26) : Principles of Thai Music and Klui Pieng Or
Nongyao Khaengpenkhae and Patchara Prawalathip 2002:57): Thai music book.
The Royal Institute Dictionary 1999 (2003: 517-641): Skill Practice
Office of the National Primary Education Commission (2002: 18): Preliminary Klui Pieng Or
Practice
Office of the National Primary Education Commission (2002: 14-15). Principles for skill
development.
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,ISSN: 2697-
5033 Issue 12, December.Pages 50-59.
Phawinee Thonsungnoen (2000: 31) has mentioned the principle of constructing the exercise
as follows: an effective exercise.

Suchin Wisavathiranon (1993: 97-98): Teaching style in general.

Watcharee Suwannaphin (1994: 13) Criteria for constructing skill exercises.

Wiwat Prasarnsuk (1998: 15) mentioned the principle of creating a skill training model as follows.

Worawut Phosri (2000: 29) Principles of skill construction.

Worawut Phosri (2000: 31): Benefits of Klui Pieng Or Skill Practice Model.