THE DEVELOPMENT OF WRITING SKILL EXERCISES FOR ENGLISH SUBJECT BY USING ACTIVE LEARNING METHOD FOR GRADE 9 STUDENTS

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ABSTRACT

The purposes of this research were to: 1) develop of writing skill exercises for English Subject by using active learning method for Grade 9 students 2) compare academic achievement before and after learning with writing skill exercises for English subject by using active learning method and 3) study the effectiveness index of learning management with writing skills exercises for English subject by using active learning method. The sample of this study consisted of 30 students at Suan Sunandha Rajbhat University School, Bangkok, Thailand. They were selected by purposive sampling. The research instrument used for data collection were English writing skill exercise, lesson plans and the achievement test. The statistics used for data analysis included mean, standard deviation, t-test, percentage, E1 /E2 and effectiveness index (E.I.). It found that the efficiency of writing skill exercises for English subject by using an active learning process was 85.20/82.35, which was more effective than the criteria set out at 80/80. The results of comparing the academic achievement before and after study showed that the posttest score was significantly higher than before studying at the .05 level. Index of effectiveness of learning management with English writing skills exercises, it was indicated that the effectiveness index was 0.7235, higher than the criteria of 0.50, indicating that the learner developed learning and writing skills English for communication increased by 0.7235, or 72.35 percent.

Keywords: Skill exercise, English writing, Active learning method

INTRODUCTION

English is very important in today's world society because English is an important tool or device for communicating, such as in education, seeking knowledge, occupation, creating an understanding of cultural traditions. Trade and business as well as the communication with community groups ASEAN and foreign countries around the world when there is diversity and cultural differences surely realize communication for understanding the medium language to show mutual understanding is English because English is used as an international language and the language of communicating with countries that do not speak a single language. understand It is necessary to communicate in English. That's not just Thai language. Learning English requires listening, speaking, reading and writing skills and the hardest skill to learn is writing skills [5] and [12] said that writing skills it's the last communication skill. It's the hardest skill. It takes a longer process of thinking and producing language than other skills and is a skill that

is important for learners to learn. English is a foreign language in Thailand. This is because writing is an important skill that human beings use to communicate. Therefore, it is essential that the author must have knowledge in using writing skills whether it is the structure of words in sentences and grammar therefore it is necessary to be taken into account because of writing incorrectly. The reader will misunderstand the meaning which corresponds to Sasina [10] concluded that writing is a difficult and important skill. The author must It has been trained in listening, speaking, reading skill and can be used to write to communicate effectively to others. However, most teachers are aware of the problem and try to solve it when students lack writing skills, it will affect their academic achievement. From the overall results of the National Educational Test (O-NET) of students of the Demonstration School of Suan Sunandha Rajabhat University in the academic year 2021, it appeared that the students of Suan Sunandha Rajabhat University had an average school score of 45.96 when compared to the average level of their affiliation. had an average score of 56.91, which was lower than the median of 58.30, at 1.31 out of 100 [4].

RESEARCH OBJECTIVES

1. To develop English writing skill exercises using an aggressive teaching method for Grade 9 students.

2. To compare academic achievement before and after the lesson with an English writing skill exercise using an aggressive teaching method.

3. To study the effectiveness index of learning management with English writing skill exercises using proactive teaching methods.

SCOPE OF RESEARCH

The researcher has defined the scope of research as follows:

1. The scope of content research content This is the content in the English course, code ENG 23101. The essence is that the learners are able to write to express their feelings and opinions about various subjects such as activities and their own experiences, as well as to give reasons appropriately, emphasizing the basic writing skill.

2.The scope of population and sample group Research population be a grade 9 students, 3 rooms, 30 students each class, totaling 90 students, the Demonstration School of Suan Sunandha Rajabhat University. The students in each room consist of students with mixed good, medium and weak academic results. The sample group is the students from grades 9 class 4 that required by a specific random sampling method (Purposive Random Sampling) that uses a classroom as a random unit by randomly drawing 1 classroom with 30 students.

3. The scope of variables

3.1 Independent Variables, namely, learning management with writing skill English exercises by using active teaching method.

3.2 Dependent Variables such as learning achievement and learning effectiveness index.

METHODOLOGY

This research is experimental research. (Experimental Research) with one group, pre-test and posttest, with a total of 4 research steps as follows:

Step 1: Preparatory stage.

To study knowledge, concepts, theories from books, textbooks, documents, and research related to English writing skill exercises using a self-learning process Including studying the course Basic Education Core 2008, contents and learning standards foreign language learning group grade 9 analyzed contents and learning objectives by studying the details of the school curriculum. English course Secondary school grade 3, then used to determine It's purposeful, behaviour, and timely used for active activities.

Step 2: Create a tool.

Bring the results of the knowledge study. The mentioned concepts and theories create research tools, consisting of:

1) English writing skill practice using proactive teaching method for grade 9 students, analyzing from the school curriculum, English subjects for grade 9, 8topics: 1) Me and My Life, 2) Survival, 3) Food and Health, 4) High-tech, 5) City and Country, 6) What's the matter? 7) Favorite Sport and 8) My Future.

2) Lesson plan by using a self-learning process, 8 plans are consistent with the use of writing skills exercises created 8 subjects by designing active learning management activities (Active Learning) in each learning management plan according to the concept of Grow (1991) 4 steps:

Step 1: Introduction the teacher guides the learners through lectures or try practicing.

Step 2 Motivation step the teacher motivates and encourages learners to want to learn by themselves by informing them of learning goals and the learning process.

Step 3 Facilitate the learner's learning by the teacher as the director convenient to study group discussion or seminar.

Step 4: Self-learning and evaluation by students learn with self-direction teacher is a mentor. This can be done by trying to practice the exercises on your own. Self-assessment by examining the answers to the exercises which takes a total of 8 periods of 50 minutes, excluding pre-test and posttest periods as shown in the following table.

Table1: Shows the learning management plan.

Lesson plans	English writing skill exercises	Number of periods
	Pretest	1
1	Topic 1: Me and my life	1
2	Topic 2: Survival	1
3	Topic 3: Food and health	1
4	Topic 4: High-tech	1
5	Topic 5: City and country	1
6	Topic 6: What's the matter?	1
7	Topic 7: Favorite sport	1

Lesson plans	English writing skill exercises	Number of periods
8	Topic 8: My future	1
	Posttest	1
Total		10

Later, the learning management plan was presented to the experts. To check the suitability of the language and the validity of the content, then record the results of the expert's consideration and summarize the consistency index, found that there is a value between 0.65 - 1.00, and improve the management plan. Learn to follow the advice of experts to implement a plan. Improved learning management edited and applied to the next sample group.

3) Achievement test for English subject code ENG 23101. The researcher has studied the curriculum Basic Education Core, 2008, foreign language learning group, theories, principles and guidelines for creating learning achievement tests, then create a test analysis table by studying the content and learning objectives to get the test at aligned with learning objectives cover content as specified then create a knowledge test as a multiple-choice type with 4 options, 40 questions, after which the test will be presented to the experts for Check the appropriateness of the language and validity of the content, and then determine the revised Concordance Index. The test according to the advice of experts was then used to try it on 30 grade 9 students who had passed the ENG 23101 course, then checked the test. Then analyzed to find the difficulty, and power of classification. The analytical results of this 40-question test had a difficulty value between 0.30-0.95 and a discriminating power between 0.20-0.96. ridge 20 (KR-20), which is 0.90, complete the test for collection. 4) Assessment form to ask opinions about appropriateness of the English writing skills practice form using active learning methods for grade 9 students in the amount of 5 main topics, namely 1) book 2) content 3) language usage 4) illustrations and 5) presentation techniques and 17 sub-items. The researcher studied theories, principles and guidelines for constructing the assessment form. It was created according to the 5-level evaluation scale. offer to experts to verify the suitability of language and content accuracy then find the index acceptable conformity from 0.5 and above Analysis results the consistency index found that all items were in the range of 0.62-1.00, and the use of language was corrected. On the advice of experts, then apply to the group. next example.

Step 3: Data collection process

The researcher conducted learning management according to the model of learning management plan developed and used in experiments with sample The methods for collecting data are as follows: 1) Explain to the sample about the organization of Learning activities with English writing skill practice using active learning methods (Active Learning) 2) Take a test before class by using the evaluation test achievement in learning the English subject that was created takes 1 period (50 minutes per period) to check the score and record the results. 3) Implement learning management according to the management plan. learn developed and let the sample group learn by themselves using the created skill exercises, 1 period per subject, totaling 8 periods, during which Learners will receive assessment during class from activities in each skill practice form, along with recording scores. 4) After the sample group has completed all subjects. Therefore, the test was done after the lesson by using the achievement test. English language learning that was created as the same version that was used for the test

before studying. It took 1 period to check the scores from the learning achievement test after learning. with score record 5) Take the evaluation scores from the practice skills each week and the test scores after the lesson to analyze the efficiency of the learning management plan. 6) Take the pre-learning and post-learning scores of the group. The samples were analyzed to compare learning achievements. and analyzing the data to determine the learning effectiveness index.

Step 4: Data analysis step

Check the appropriateness of the language and the content validity of the skills practice form, the learning management plan, the learning achievement test and assessment form the index of item Objective Congruence (IOC) was used to analyze the difficulty (p), classification power (r) and confidence. (Reliability) of the learning achievement test, analyzing the mean ($\bar{X}$) and standard deviation (S.D.) from the skills training assessment form. performance analysis of the skills practice form with statistics E1/E2 to analyze and compare learning achievements before and after learning. with t-value statistics independent samples (t-test, Dependent Samples) and analyzing the Effectiveness Index (E.I.) of learning management with skills training.

RESULTS

The results of the data analysis are divided into 4 parts as follows:

Part 1: Assessment of the appropriateness of the created skills practice form was appropriate at the highest level ($\bar{X} = 4.50$). When considering each aspect, it was found that the content aspect was appropriate at the highest level ($\bar{X} = 5.00$). and illustration aspect was appropriate at the highest level ($\bar{X} = 5.00$) as well, followed by book aspect was appropriate at the highest level ($\bar{X} = 4.62$), technical presentation was appropriate at a high level most ($\bar{X} = 4.60$) and language use was at a high level of suitability ($\bar{X} = 4.45$), respectively, which indicated that the developed skill exercises were suitable for use with learners in Secondary school level

Part 2: Efficiency analysis of exercise English writing skills for communication using a self-learning process according to the 80/80 criterion. collect information by group the samples were learning with skills training developed according to the activities designed in the learning management plan by using a 4-step self-learning process based on the concept of Grow (1991) [2], totaling 8 plans. The created skill training form was at the level of 85.20/82.35, indicating that the said skill training form was effective in accordance with the criterion of 80/80 with higher values than the criterion, which is shown in Table 1 as follows.

Table 1: Shows the effectiveness of the practice skills Written English for improved communication

Item	Full Score	Mean	Percentage
Exercise during class	4	36.45	87.33 (E1)
Test after class	40	34.50	83.75 (E2)

From Table 1, it was found that the mean scores of exercises during the study, the percentage was equal to 85.20 and the average score of the post-test. Representing a percentage equal to 82.35, indicating that the developed skills training model was effective 87.33/83.75, which the aforementioned research results were considered that the skill training developed in this research. Efficiency is higher than the specified criteria.

Part 3: The comparison of learning achievement before and after learning with skills training in an experiment to determine the efficiency of the developed skills training, the researcher conducted according to the research plan. Exam before and after by starting from the sample group Take a pre-test (Pretest), then let the group the samples conducted learning according to 8 learning management plans, in which each learning plan the sample must do exercises during class by the results obtained from doing exercises in each learning management plan, the researcher uses a performance check method to assess English writing skills by using the rubric criterion. specified and when the sample group has completed all 8 learning plans the sample group took a post-test test immediately and the data were analyzed as well. The t-test was used to compare the learning achievement of the samples before and after learning. The process of learning management with skills training developed using an aggressive teaching method the results are shown in Table 2.

Table 2: Shows the results of the comparison of achievements. Study before and after class with skill exercises.

Items	(n)	($\bar{x}$)	(S.D.)	t-test	Sig
Pretest	30	25.50	4.25		
				14.205*	0.00
Posttest	30	39.50	3.35		

It was statistically significant at the .05 level.

From Table 2, the results of comparative data analysis the scores of the pretest (Pretest) and the scores of the posttest (Posttest) by a computer program found that the t-test value was equal to 14.205 higher than the t-value obtained from the open. Table at position $\alpha = .05$ and df = 30-1, the t value is 1.6991 and the calculated Sig value is .00 less than the value $\alpha = .05$. Study after is higher than before which statistically significant was at the .05 level.

Part 4: Analyze the management effectiveness index learn with skill exercises analysis results of management effectiveness index learn with developed English writing skill exercises appearing in Table 3.

Table 3: Analysis of the effectiveness index of the developed skills practice

Test	Number of students	Sum of points	Effectiveness Index (E.I.)
Before learning	30	676	
			0.7235
After learning	30	1005	

From Table 3, it was found that the effectiveness index of the learning management with the developed English writing skills practice form was equal to 0.7235, which was higher than 0.50, indicating that the learners had increased English writing skills by 0.7235 or 72.35 percent.

DISCUSSION AND CONCLUSION

The results of this research can be discussed that from the results of assessing the appropriateness of the constructed skill model, it was found that the appropriateness was at the highest level ($\bar{X} = 4.50$), possibly due to the created skill model through the process. systematic construction process and use appropriate learning management method is to study the curriculum, principles, theories, techniques, and practical methods and benefits to the creation of skill training, taking into account the principles of building and relationships that are consistent and mutually reinforcing, such as learning objectives, learning activities, content, examples, measurement and evaluation, etc. suggest from all thesis advisors and experts Steps and improvements according to the instructions until the tools are obtained. With integrity, the effectiveness of the practice skills Written English using proactive teaching methods for grade 9 students was effective at 85.20/82.35. developed in this research the efficiency is higher than the criteria set according to the 80/80 criterion. The research results are consistent with the research on the development of an English writing skill practice set in the foreign language learning group. For grade 9 students [8], it was found that the English writing skills training package Efficiency was 82.35/80.00, meeting the 80/80 criterion set later. When comparing the learning achievements before and after learning by using the developed skills practice form, it indicated that the test scores after learning was higher than before learning at statistical significance at the .05 level, indicating that learning with the practice skills written English using a developed active leaching method can make samples learning and writing skills in English increased probably because the researcher has organized a step-by-step learning management process according to the concept of Grow (1991) [3], 4 steps from introduction, motivation, the facilitating and self-learning stage, from step 1 to step 3, will be carried out by the teacher when the learners are motivated and gained. It is convenient from the teacher, that is, the teacher prepares the skills training form for the learners to learn by themselves in the 4th step and the learners can self-assess by checking from the answer to the exercise immediately. This is in line with the concept of which states that the exercise is a document or exercise used as teaching aids so that students can practice, help students have higher skills and exercises are also very important in developing teaching all subjects. It is a tool that helps to learn to be motivated and can check the results know the progress and defects that affect attitude and efficiency in learning as well because the development of English writing skills by using exercises to enhance students' English writing skills for the high school grades will make achievements in writing English skills[7]. After learning was significantly higher than before learning at the .01 level [11]. Next was the index analysis. The effectiveness of the developed practice skills It was found that the effective index of the developed skills practice was equal to 0.7235, which is higher than 0.50 indicating that the learners had skills. English writing for communication increased by 0.7235, or 72.35 percent, indicating that the developed practice skills made the learners learn and have skills. English writing for communicative purposes has

increased, which is considered a skill exercise that is very useful for learning. for students to be successful and have progress and improve learning because the practice is beneficial for both to students and teachers [6]. It saves time as a learning tool after completing each lesson. It helps teachers see the problems of each student. teaching flaws as for the learners, the exercises help solve the problems between people and help them practice various skills for proficiency. and solve the shortage of media Exercises will help learners have corrected their own shortcomings, it is important for students to review knowledge helps learners to know their ability to study. and monitor progress in learning and as a motivation to make learners succeed in learning [2].

SUGGESTIONS

1. There should be development of skills training in other subjects to be used for learners to learn and review content.

2. There should be development of skills training related to academic practice with a proactive teaching method to develop student skills which will make it useful to be applied in daily life.

3. Should be a comparative study between teaching by using skill exercises and other teaching methods in the content level same and same level.

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