



ED069

Results of “Learning Reduction-Learning Activity Increased” in Enhancing English Knowledge of Prathomsuksa 5 – 6 Students of Bann Chaisri School, Banpaeng District, Nakhon Phanom Province

Asst. Prof. Dr. Sumalee Sriputtarin¹,
Dr. Watcharee Seangboonrueng²,
Kanlayanee Muangthai³,
Wantipha Unarat⁴, Pawadee Pantharak⁵
Suwimon Khamnoi⁶ and Apiradee Kaeso⁷

Abstract

The purposes of this research were (1) to manage the activities of “Learning Reduction-Learning Activity Increased” of Bann Chaisri School in collaboration with the Faculty of Education, Nakhon Phanom University, and (2) to study the satisfaction of the students who participated in “Learning Reduction-Learning Activity Increased” of Prathomsuksa 5 – 6 Students of Bann Chaisri School. This action research was based on the concept of Kemmis & McTaggart, including 4 steps: Planning, Action, Observation, and Reflection. The group of researchers consisted of 9 persons including: 7 lecturers from Nakhon Phanom University and 2 teachers from Bann Chaisri School. The instruments used in data collection were 12 “Learning Reduction-Learning Activity Increased” plans, an observation form, an interview form, a record form (AAR), and a satisfaction questionnaire. Triangulation technique was used in data analysis, and the descriptive research findings were employed in presentation.

The findings were as follows: Before implementing this activity, teachers, educational personnel, and students did not know much about “Learning Reduction-Learning Activity Increased”. There were 2 development strategies: (1) a training workshop about “Learning Reduction-Learning Activity Increased”, and (2) a supervision in an action research based on PAOR. The results showed that (1) all activities were implemented appropriately and completely

¹⁻⁷ Lecturers of the Faculty of Education, Nakhon Phanom University



as required, and (2) the students revealed their satisfaction towards “Learning Reduction-Learning Activity Increased” at the high level.

Keywords: (1) Learning Reduction-Learning Activity Increase (2) Bann Chaisri School (3) The Faculty of Education, Nakhon Phanom University

1. Introduction:

Her Royal Highness Princess Maha Chakri Sirindhorn has the royal remark in education that it should be considered in overall image of country. Nowadays the education is focused on learning in some content too much; therefore, she suggests Cognitive Education (Head), Ethical Education (Heart), Handicraft Education (Hand), and Physical Education (Health), and also listening, thinking, asking and writing to apply in education. She has the royal remark to utilize two aspects in education and education should be reformed substantially. The royal remark accordingly relates to government policy in academic learning reduction which does not impact the core content. It is very important that teachers have to manage learning subject areas completely and effectively. As the results of Ordinary National Educational Test: O-Net in every year, Thai students shows substandard knowledge. This result

relates to the study of Organization for Economic Co-operation and Development, OECD or it is known as PISA (Program for International Students Assessment) that reveals science knowledge of Thai students for only 1 %, although Thai students spend more than 8 hours a day in learning. In addition, PISA reveals that 74 % of Thai students lack learning literacy; they cannot read, interpret, analyze and apply Thai language correctly and fluently. Some educators still believe that Thai students have to be developed in preliminary model (Office of the Basic Education Commission, Ministry of Education. 2015: 1).

The Faculty of Education, Nakhon Phanom University as the educational institute realizes the significance and usage of “Learning Reduction-Learning Activity Increased”; therefore, some lecturers have arranged the seminar to teachers and educational personnel in Nakhon Phanom Province under the project of educational



and local development in the academic year 2017 that the project was defined Higher Education personnel to be mentors. The Faculty of Education, Nakhon Phanom University cooperated with Bann Chaisri School under the Office of Nakhon Phanom Primary educational Service Area 2. The teachers of Bann Chaisri School and some lecturers of the Faculty of Education co-prepared the handout for English activity under the supervision of the lecturers of the Faculty of Education, Nakhon Phanom University. The research paper was conducted on “Results of Learning Reduction-Learning Activity Increased in Enhancing English Knowledge for Prathomsuksa 5 – 6 students of Bann Chaisri School” in Banpheang District, Nakhon Phanom Province under the Office of Nakhon Phanom Primary educational Service Area 2.

2. Research Objectives

1. To develop “Learning Reduction-Learning Activity Increased” of Bann Chaisri School under the Office of Primary Educational Service Area 2.

2. To study the satisfaction of Prathomsuksa 5 – 6 students of Bann Chaisri

School under the Office of Primary Educational Service Area 2 who participated in “Learning Reduction-Learning Activity Increased.”

3. Research Conceptual framework

The researchers followed the conceptual framework in doing activity plans of “Learning Reduction-Learning Activity Increased” according to 4 aspects as follows: (1) Head, (2) Heart, (3) Hand and (4) Health based on the Ministry of Education (2015(A); the guideline in doing activity plans of “Learning Reduction-Learning Activity Increased” of Prathomsuksa 1 – 3 based on the Basic Education Commission, the Ministry of Education (2015B); the guideline in doing activity plans of “Learning Reduction-Learning Activity Increased” of Prathomsuksa 4 – 6 based on the Basic Education Commission, the Ministry of Education (2015C).

The researchers followed the action research concept of Kemmis and McTaggart (Kemmis and McTaggart. 1988 : 11-15) including 4 steps: Plan, Act, Observation and Reflection.

Moreover, the researchers had studied other related research; for



examples, “Results of Learning Reduction-Learning Activity Increased of Prathomsuksa 4 Students of Anuban Nakhonphanom School in Nakhon Phanom Province” (Sriputtarin, Sumalee and et al., 2016); “Results of Learning Reduction-Learning Activity Increased of Prathomsuksa 3 Students of Anuban Nakhonphanom School in Nakhon Phanom Province” (Nankhantee, Athirat and et al., 2016), etc.

4. Research Methodology:

1. Researchers group and collaborators were as follows:

1.1 Researchers: There were 7 researchers: Asst. Prof. Dr. Sumalee Sriputtarin (Head of research project) and other 6 researchers: Kanlayanee Muangthai, Pawadee Pantharak, Wantipha Unarat, Suwimon Khamnoi, and Apiradee Kaeso.

1.2 Collaborators: There were 2 English teachers, Pornnapha Mirattanaprai and Jirarak Khasudjai, taught English for Pratomsuksa 5 – 6 students of Bann Chaisri School under the Office of Primary Educational Service Area 2.

1.3 The students participated in “Learning Reduction-Learning Activity Increased” were 25 Pratomsuksa 5 – 6

students Bann Chaisri School under the Office of Primary Educational Service Area 2 who were selected by Purposive Sampling.

2. **The research process** in “Learning Reduction-Learning Activity Increased” of Pratomsuksa 5 – 6 students Bann Chaisri School under the Office of Primary Educational Service Area 2 followed the concept of Kemmis and McTaggart (Kemmis and McTaggart. 1988 : 11-15) including 4 steps as follows:

Planning: the researchers had studied the government’s policy and Ministry of Education’s policy in term of conducting “Learning Reduction-Learning Activity Increased”, and also coordinated with the Office of Primary Educational Service Area 2 to contact schools that needed to develop educational quality and locality based on the significance of higher education’s role promotion of being a mentor for local development. The researchers coordinated with the school administrator and teachers of Bann Chaisri that needed to attend the project in doing PLC, arranging the handout of “Learning Reduction-Learning Activity Increase”, and attending seminar how to enhance English knowledge for Pratomsuksa 5 – 6 students



of Bann Chaisri School under the Office of Primary Educational Service Area 2.

Action: the researchers had delivered the handout of “Learning Reduction-Learning Activity Increased” to implement the activities for Pratomsuksa 5 – 6 students of Bann Chaisri School. The 12 activities were conducted during 5 - 30 June, 2017 from 2.30 p.m. – 4.00 p.m.

Observation: the researchers had observed the participation of the students in order to collect data during conducting the activities. Two English teachers of Bann Chaisri School under the Office of Primary Educational Service Area 2 conducted the activities for Pratomsuksa 5 – 6 students. The researchers observed and mentored the students’ participation to analyze in the next step.

Reflection: This step revealed the data analysis of collecting “Learning Reduction-Learning Activity Increased”. Two English teachers conducted the activities for 12 plans. The teachers concluded the activities and analyzed the advantages, disadvantages and suggestions for development including the evaluation of the students’ satisfaction.

3. Research Instruments used in data collection consisted of 3 types as follows: (1) the handout of 8 learning activity plans of “Learning Reduction-Learning Activity Increased”, (2) a satisfaction questionnaire towards “Learning Reduction-Learning Activity Increased” which employed to query the students after participating in activities, (3) After Action Review forms (AAR), and (4) a meeting record form of the researchers which employed to record data and information during conducting activities, consulting, and other situations.

4. Data analysis: the qualitative data were analyzed from observation, interview, AAR. The data obtained were checked for defects and for completeness; then they were classified, compiled and analyzed by clarifying the findings in descriptive analysis. Otherwise, quantitative data obtained from a five-rating scale satisfaction questionnaire of the students towards “Learning Reduction-Learning Activity Increased”. The statistics were employed to analyzed for mean and standard deviation which were interpreted and followed (Boonchom Srisa-art. 2002 : 100) as follows:



Average	Meaning
4.51–5.00	Highest satisfaction
3.51 – 4.50	High satisfaction
2.51–3.50	Moderate satisfaction
1.51–2.50	Low satisfaction
1.00–1.50	Lowest satisfaction

5. The statistics employed in data analysis were mean and standard deviation.

5. Research Results

“Results of Learning Reduction-Learning Activity Increased in Enhancing English Knowledge of Prathomsuksa 5 – 6 Students of Bann Chaisri School, Banpaeng District, Nakhon Phanom” under the Office of Nakhon Phanom were as follows:

1. The research result of using workshop strategy based on the academic service integrated with research was found that all participants gained knowledge and “Learning Reduction-Learning Activity Increased” well. The teachers could arrange the handout appropriately. Moreover, the research result of using supervision strategy was found that the researchers could implicate the plans of “Learning Reduction-Learning Activity Increased” effectively. All activities were achieved perfectly.

2. The Prathomsuksa 5 – 6 students of Bann Chaisri School who participated in “Learning Reduction-Learning Activity Increased” revealed their overall satisfaction at the high level ($\bar{X} = 4.28$). Considering in an individual activity, it was found that the students revealed their satisfaction at the high level in all activities. The first three activities that revealed the highest activities were Domino Vocabulary ($\bar{X} = 4.33$), Fun with Words ($\bar{X} = 4.32$), and The Animal Sounds for Children ($\bar{X} = 4.31$). The students revealed the lowest satisfaction was Myself ($\bar{X} = 4.18$).

6. Discussion

The research entitled “Results of Learning Reduction-Learning Activity Increased of Prathomsuksa 5 – 6 Students of Bann Chaisri School, Banpaeng District, Nakhon Phanom Province” used the strategies of workshop and supervision was found that all researchers gained knowledge and understood how to arrange the handout and conduct the activities effectively. The result was accorded to the research of Sumalee Sriputtarin and et al.(2016) which revealed that the teachers who were trained in “Learning Reduction-



Learning Activity Increased” could implicate their knowledge to arrange the plans of “Learning Reduction-Learning Activity Increased” effectively. Furthermore, the results were accorded to the principles of training workshop of Chantrane Sanguannam (2002 : 55) which revealed that the training workshop commonly used in a seminar for group of people who were interested in the same issue of their discussion. They also demonstrated how to operate and practice their workshop after studying theoretical section that showed the achievement. Therefore, the first strategy for developing teachers and educational personnel to gain knowledge and understand well in “Learning Reduction-Learning Activity Increased” was Training Workshop, and could operate their learning activity plans effectively. The results were accorded to the research of Khuannakorn Pokpong (2012 : Abstract). It was a Participatory Action Research to develop the potentiality of teachers in learning activity management of Ban Nonsa-art Namoad School under the Office of Sakhon Nakhon Primary Educational Service Area 3. The results of developing teachers’ potentiality in learning activity management by using

were found that teachers gain knowledge, understood and could manage learning activity development at the high level. The results were accorded to the research of Krongkaew Chanket (2005 : 123 - 124) which found that the activity arrangement for developing learners, the teachers had to attend the seminar and workshop for learner activity development. The activity arranged had to accord to the need and the learner interest, school or local situation including the activities for personality enhancement both in physicality and mind.

The strategy of supervision was the way to supervise and observe the implementation of “Learning Reduction-Learning Activity Increased” by the researchers which followed the activity schedule. The supervision was giving feedback of conducting the activities to the researchers to consider if the activities followed the schedule, had the advantages or disadvantages, and what for improvement. The supervision was found that some activities kept well which showed that the students were interested in and enthusiastic for participating in the activities. Some activities that the researchers emphasized on academic or gave too much



time for describing, the students had less interest and enthusiasm. Therefore, the duration of activity operation had to be appropriate. The activity operation had to have enough material for students; and also had contextual situations and suitable buildings for activity operation. Furthermore, the contents and activities had to be appropriate to the students' age as well. The results were found that the researchers could conduct better "Learning Reduction-Learning Activity Increased". The students were interested in the activities and had more participation. They revealed their satisfaction towards activity participation which was accorded to the target of supervision to help, advise and enhance students effectively in various aspects. The results were accorded to target of supervision of Kamon Siriban (1996 : 113) that the supervision the way to improve and develop the effectiveness of the operation. As a result, the students had desirable characteristics as required, and supported the teachers to work successfully and effectively both in instruction and student development in physicality, emotion, society and intelligence. Moreover, the supervision helped the teachers be

confident and work effectively in all aspects. The supervision also helped the teachers evaluate the works themselves, and they knew how successfully they did. They shared experiences, and studied how the other did to be guidelines for oneself. The supervision helped the teachers motivate themselves in planning the guidelines for enhancing academic, developing curriculum and doing action research. They also had more satisfaction towards the activities which was accorded to the target of supervision in terms of helping, advising, enhancing the personnel in fullest potential. The supervision supported the teachers to evaluate their works by themselves. The supervision also made the teachers exchanged experiences; they could observe working and teaching of other teachers in order to improve their teaching. Moreover, there were exchange the teaching materials and receiving new methods from other teachers to try out in their ways including learning how to help and support other teachers. Each teacher could help other teachers by motivating to plan in academic enhancement and curriculum development, and doing classroom action research. Moreover, the teachers had to be motivated



in group working, management, dependability and academic aspects. The supervision was a challenging process for teachers to have more abstract thinking while implementing their works. They would have informative feedback from the supervision which showed advantages and disadvantages of the implantation including various concepts for more effective works. This method was a challenging process for teachers to have more abstract thinking which accorded to the research of Khuannakorn Pokpong (2012 : 155). The research results were found that the potentiality development of teachers in learning activity development for learners of Ban Nonsa-art Namod School under the Office of Sakon Nakhon Primary Educational Service Area 3 was using a seminar to develop teachers' potentiality and internal supervision. As the result, the teachers gained knowledge and understood the structure of learning activity development for learners. The activities had been arranged the objectives and guidelines concretely, age-appropriate, interest, aptitude, ability and great culture. The activities had been integrated with learners' awareness in significance of lifelong learning;

they enjoyed their eagerness to learn. When the supervision was conducted, the teachers had more potentiality to operate the learning activity development for learners.

The activity of "Learning Reduction-Learning Activity Increased", the students revealed their satisfaction at the high level. The students participated in the activities happily; they attended academic English activities by playing games, songs and doing actual action. The results were accorded to the research of Sumalee Sriputtarin and et al. (2016) which found that Prthomsuksa 4 students of Anuban Nakhonphanom School had their satisfaction towards "Learning Reduction-Learning Activity Increased" for development in the aspects of Head, Heart, Hand and Health. The results also accorded to Atirat Nankhantee (2016) which found that Prthomsuksa 3 students of Anuban Nakhonphanom School had their satisfaction towards "Learning Reduction-Learning Activity Increased" at the high level.

7. Suggestions

1. The suggestions from the research: the arrangement of activities in "Learning Reduction-Learning Activity Increased" should be considered in meeting



all related parties to understand guidelines and students' advantages.

2. The suggestions for the next research: the next research should be studied the opinions of stakeholders in "Learning Reduction-Learning Activity Increased", i.e., school administrators, teachers, parents, students in order to query the satisfaction, situations, problems, advantages and suggestions in "Learning Reduction-Learning Activity Increased" development.

8. References

1. Athirat Nankhantee and et al. (2016). **Results of Learning Reduction-Learning Activity Increased of Prathomsuksa 3 of Anuban Nakhonphanom School, Nakhon Phanom Province.** Research. Nakhon Phanom : the Faculty of Education, Nakhon Phanom University.
2. Boonchom Srisa-art. (2002). **Basic Research.** 7th Edition. Bangkok : Suwiryasarn.
3. Chantranee Sanguannam. (2002). **Theory and Practice in School Administration.** Bangkok : Bookpoint.
4. Siriwan Chatmaneerungcharoan. (2012). **21st Century Skills: The Challenges Ahead.** Phuket : The Faculty of Education. Phuket Rajabhat University.
5. Kamon Siriban. (1996). **Paper for Knowledge Development in Prathomsuksa School Academic Administration.** Series 9/1993. Bangkok. Not appearing year of publication.
6. Krongkaew Chanket. (2005). **Situations and Problems in Learning Activity Management for Learners of Government Secondary Schools in Patumthani Province.** Research. Thesis of Master of Education in Educational Administration, Graduate School of Kasetsart University.
7. Khuannakorn Pokpong. (2012). **An Participatory Action Research for developing Teachers' Potentiality in Learning Activity Management for Learners of Ban Nonsa-art Namoad School under the Office of Sakhon Nakhon Primary Educational Service Area 3.** Thesis of Master of Education, Sakhon



- Nakhon : Sakhon Nakhon Rajabhat University.
8. Sumalee Sriputtarin and et al. (2016). **Results of Learning Reduction-Learning Activity Increased of Prathomsuksa 4 of Anuban Nakhonphanom School, Nakhon Phanom Province.** Research. Nakhon Phanom : the Faculty of Education, Nakhon Phanom University.
9. The Office of the Basic Education Commission, Ministry of Education (2015A). **The Handout of “Learning Reduction-Learning Activity Increased”.** Bangkok : the Office of School and Education Standards. The Office of the Basic Education Commission, Ministry of Education.
10. _____. (2015B). **Guidelines in “Learning Reduction-Learning Activity Increased” for Prothomsuksa 1 – 3. ”.** Bangkok : the Office of School and Education Standards. The Office of the Basic Education Commission, Ministry of Education.
11. _____. (2015C). **Guidelines in “Learning Reduction-Learning Activity Increased” for Prothomsuksa 1 – 3. ”.** Bangkok : the Office of School and Education Standards. The Office of the Basic Education Commission, Ministry of Education.