

# The Development of Reading Skills in Thai Language Course by Cooperative Learning Techniques CIRC for Primary 1 (Grade 1) Students at Wat Nong Keim School, Nakorn Nayok Province

Wanrudee Sookchoun<sup>1</sup> and Sutthiporn Boonsong<sup>1\*</sup>

<sup>1</sup>Wat Nong Keim School, Nakorn Nayok Primary Educational Service Area Office, Thailand

<sup>2</sup>Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand

<sup>1</sup>wanrudee\_s@mail.rmutt.ac.th, <sup>2\*</sup>sutthiporn\_b@rmutt.ac.th

## Abstract

*This study aims to: 1) compare reading skills in Thai language for primary 1 (Grade 1) students at Wat Nong Keim School before and after using study with Cooperative Learning Techniques CIRC, 2) study the satisfaction of students who study Cooperative Learning Techniques CIRC in Thai language for primary 1 (Grade 1) Students at Wat Nong Keim School. A sample group were 5 students who studying in grade1 at Wat Nong Keim School, Nakorn Nayok Primary Educational Service Area Office during their 2<sup>nd</sup> semester in year B.E.2562 (2019). Research tools were 1) the Thai lesson plan on Cooperative Learning Techniques CIRC approach. 2) The Thai reading skills achievement test. 3) the satisfaction evaluation form for evaluate satisfaction in learning by Cooperative Learning Techniques CIRC in Thai Language course. The mean, percentage, average value, standard deviation and dependent samples of t-test were used for statistical data analysis. As a result, it was found that: 1) Reading skills in Thai language course for primary 1 (Grade 1) Students at Wat Nong Keim School after using the Cooperative Learning Techniques CIRC higher than before using them with .05 of statistically significance, 2) The satisfaction of students who study in Thai language Course by Cooperative Learning Techniques CIRC had shown at the high level.*

**Keywords:** reading skills, cooperative learning techniques CIRC, Thai language course

## 1. Introduction

Thai is unique nationally a cultural treasure that creates unity, strengthening the personality of the people of the nation to be Thai. It is also a communication tool to create a good understanding and relationship. This makes it possible to engage in business. Peaceful work and living in a peaceful democratic society. It is also a tool in the pursuit of knowledge. Experience from information sources to improve knowledge, improve the process of thinking, analyze, criticize and create knowledge. It can be used to develop careers to ensure economic stability and improve quality of life. In addition, Thai language also is a media that shows the wisdom of cultural ancestors. Traditions and aesthetics are worthy of learning, conservation and succession to the Thai national counterparts. Learning in Thai language is a skill subject that students must be trained to be proficiency in language use for effective communication and learning to be used in real life. This includes several skills such as listening, speaking, reading, and writing skills, where reading skills are considered a basic language proficiency that is important and essential for study knowledge and improve quality of life. In addition to making knowledge, it also creates fun, enjoyment and to promote creativity thinking. Reading is at the heart of education at all levels, basic skills and tools to seek knowledge in various matters, which define reading sins in Thai learning groups, including reading aloud words, sentences, poetry. Various types of poems are read in mind to create understanding

and thinking, synthesizing knowledge from what they read. To apply to daily life and set standards, T.1.1 is to use the reading process, create knowledge and ideas to make decisions [1].

Effective reading must be flexible combination of letters, words, sentences, and then ponder aloud text fluently. Proficiency in reading and can be read aloud immediately can bring knowledge and understanding to the reading experience in the development of self and society. The people have grown to maturity and more intellectual abilities. Reading also supports the quality of life and soul of the reader as to the good by themselves, including the development to benefit the public as well. Therefore, it was concluded that reading is the heart of learning, is important skills, and essential in the development of knowledge, experience seeking which can be the basic knowledge to learn at high levels and for lifestyles of student [2]-[3].

In the management of learning Thai course for Grade 1 students face many problems because they need to practice proficient skills. This class is in class level at which to start learning and at a higher level of basic knowledge. Therefore, the development of the four skills is listening, speaking, reading and writing reading skills are very important development. Knowledge and experience are the basic for study at a high level of learning and life living, such as the application of ideas and knowledge to solve problems in life. From the assessment of the ability to read out the students (Reading Test: RT) study in 2018 found the student achievements scores in reading aloud average at 70.00 percent, the comprehensive reading at 67.50 percent, school average score was at 68.75 which an average score below the school standard and lower than the average rate of the Primary Education Area Office Nakorn Nayok. Students' score were individual differences. There were score in very good level at good level at 50.00 percent and fair level at 25.00 percent [4].

The researcher is interested in studying the development of reading skills to develop the students on such matters and promote the work group. The Collaborative Learning techniques CIRC is very interesting because it focuses the learners. All learners have been known to help each other. The opportunity to learn the group process, accept the others comments which contribute to a good atmosphere for learning [3]. CIRC techniques developed by Johnson and Johnson, with CIRC a distinctive feature are encouraging learners through the group process, work and participate in the group process. Each group is composed of students who can excel at both mild to moderate activities to develop their language skills directly both training groups and individual coaching. The students in the group take responsibility and help each other. Success is the group score of the reading and writing skills development step by step as follow: Step 1. Preparation, Step 2. Teaching, Step 3. Group Activity, Step 4. Check the result and test, Step 5. Summary the lessons and result of group working [5]-[6].

Thus, looking to develop reading skills in Thai Language Course with the model of Collaborative Learning techniques CIRC for Grade 1 students Wat Nong Khiem, Nakhon Nayok province which aims to provide students to higher reading achievement. This was main reason for researchers which expect to study for comparing reading skills of Grade 1 students at Wat Nong Khiem, Nakhon Nayok between before and after study Thai Language course by Collaborative Learning techniques CIRC and study the satisfaction of students. And this reseach also has purpose as follows to compare reading skills of Grade 1 students at Wat Nong Khiem, Nakhon Nayok between before and after study Thai Language course by Collaborative Learning techniques CIRC. To study the satisfaction of students who study Cooperative Learning Techniques CIRC in Thai language for primary 1 (Grade 1) Students at Wat Nnong Keim School.

## 2. Methodology

This research in title “The Development of Reading Skills in Thai Language course by Cooperative Learning Techniques CIRC for Primary 1 (Grade 1) Students at Wat Nong Keim School, Nakorn Nayok Province” have taken with the following methodologies.

- a. The research was conducted by a research plan with Pre - Experimental Model of One Group Pretest Posttest Design.
- b. Population  
Grade 1 students of Wat Nong Keim School, Nakorn Nayok Primary Educational Service Area Office.
- c. Sample  
Five children of Grade 1 students of Wat Nong Keim School, Nakorn Nayok Primary Educational Service Area Office in second semester of academic year 2019
- d. Variables of this study  
Independent variable: Collaborative Learning techniques CIRC  
Dependent variable: Thai language Reading skills of Grade 1 students at Wat Nong Khiem, Nakhon Nayok
- e. The research tools include:
  - 1) Lesson Plans of Thai Language course for Collaborative Learning techniques CIRC study for 15 hours.
  - 2) The test of Thai language reading skills which was a 30 multiple-choice.
  - 3) Satisfaction questionnaire
- f. Data collections were started after build a research tool and test the efficiency of tools.
- g. Data analysis and statistics used include percentage, mean, standard deviation, and T-test.

## 3. Results and Discussion

### 3.1. Results

Reading skills of Grade 1 students at Wat Nong Khiem, Nakhon Nayok after study Thai Language course by Collaborative Learning techniques CIRC higher than before the study at statistically significant 0.05.

The satisfaction of Grade 1 students at Wat Nong Khiem, Nakhon Nayok after study Thai Language course by Collaborative Learning techniques CIRC found overall satisfaction at high level.

### 3.2. Discussion

From the results showed the reading skills in Thai Language Courses of Grade 1 students at Wat Nong Khiem, Nakhon Nayok after learning with collaborative learning techniques CIRC higher than the previous at statistically significant 0.05. The research results are according to the research assumptions, which consistent with the study of [7] which found the effect of learning CIRC techniques that reflect the capability of reading comprehension in English and attitudes towards learning. The Grade 9 students showed their ability in reading and understanding English.

The result of the study in Thai Language Courses of Grade 1 students at Wat Nong Khiem, Nakhon Nayok showed the students' reading skill higher than the previous may be because the study was collaborative learning. Students have group activities motivation to learn the results of the assessment of the ability to read out the students (Reading Test:

RT) in year 2019 found that the reading aloud average score was at 97.90 percent, the comprehensive reading average was at 83.60 percent, the school average score was at 90.75 percent higher than the year 2018. Therefore, this research It can be confirmed that the CIRC technique gives students high scores. The students were satisfied with the learning management according to the CIRC learning model at a high level both now and in the future.

#### **4. Conclusion**

Teachers should constantly reflect on students' performance that should made students can understand their own advantages and disadvantages. The CIRC cooperative learning model should be suitable for students and teacher can adapt for using in other levels or other groups according to learning standards and indicators.

#### **Acknowledgments**

Thank you my advisors for every suggestion, correct the defects for the duration of the research and thank the students, teachers and school director of Wat Nong Khiem School for cooperate in conducting research on how to do this research.

#### **Reference**

- [1] Ministry of Education. 2020. Core curriculum for basic education. Bureau of Academic Affairs and Educational Standards, Office of the Basic Education Commission, Ministry of Education.
- [2] S. Amphornwisitsopa. 2015. Thai genius: Thai usage set. Bangkok: Phoom Bundit Printing.
- [3] T. Khammanee. 2018. Teaching science: Knowledge for effective learning process. Bangkok: Chulalongkorn University.
- [4] Registration and Evaluation Work. 2018. Results of the student's literacy assessment (Reading Test: RT). Wat Nong Keim School, Nakorn Nayok Primary Educational Service Area Office.
- [5] D.W Johnson, & R. Johnson. 1999. Learning together and alone: Cooperative, competitive, and individualistic learning. Boston: Allyn & Bacon.
- [6] D.W. Johnson, 2009. Reaching out: Interpersonal effectiveness and self-actualization. Boston: Allyn & Bacon.
- [7] Boon-arkas Chompoonut. 2016. The effect of CIRC learning management together with reflection techniques for ability in reading comprehension in English and attitudes towards learning management of Grade 9 students. Master thesis, Rambhai Barni Rajabhat University.