

---

## Learning Achievement of Thai Language on poetry writing by using Learning Together (LT) Collaborative group

---

**Khanungchai Viriyasoonthorn\***

Faculty of Education, Sisaket Rajabhat University, 33000 Thailand.

Viriyasoonthorn, K. (2017). Learning Achievement of Thai Language on poetry writing by using Learning Together (LT) Collaborative group. International Journal of Agricultural Technology. 13(7.2): 2109-2116.

The purposes of research were 1) to assess the efficiency of lesson plans on poetry writing by grade 8 students using Learning Together (LT) collaborative group that meet the criteria of 80/80 2) to assess the effectiveness index of lesson plans on poetry writing by grade 8 students using Learning Together (LT) collaborative group. The samples consisted of class 2/9 of HuaiThapThanWittayakhom School, HuaiThap Than district, Srisaket Province, office of basic education commission area 28, 1st education year 2017. The samples is obtained by the cluster random sampling. The research instruments were: 1) lesson plans on poetry writing for grade 8 using 4 sets of learning together (LT) collaborative group. The arithmetic mean of 4.86 was the standard that most appropriate. 2) Achievement test of the poetry writing lesson plan by grade 8 students, 2 subjective questions with arithmetic mean of 1.00. The collected data were analyzed were percentage, arithmetic mean, standard deviation and effectiveness index (E.I).The results of this research were that lesson plans on poetry writing by grade 8 using Composed Learning Together (LT) collaborative group has the efficiency of 84.81 /82.96 which was higher than the criteria of 80/80 and has the effectiveness index of 0.7224 or 72.24 percent

**Keywords:** Poetry verses, LT collaborative group

### Introduction

Thai language is a national identity. It is also a cultural asset that promotes unity and strengthen the personality of the people in the country to be Thai. It can be a communication tool to build understanding and a good relationship as well as making it possible to carry out business activities and live together in peaceful democratic societies.

Moreover, Thai language is a tool to seek knowledge experience from various information sources in order to develop knowledge, critical thinking, creative thinking and keep up with social changes and technological advances

---

\* **Coressponding Author:** Viriyasoonthorn, K. ; **E-mail:** [Khanungchaivir@gmail.com](mailto:Khanungchaivir@gmail.com)

in technology. It is also used in career development to ensure social and economic stability.

In addition, Thai language is a medium to express wisdom of our ancestors culturally. Aesthetic traditions are a valuable asset to learn, preserve for our Thai nation forever. (Ministry of Education, 2009) Core Curriculum for Basic Education 2008 It is required that when Grade 3 students finishes, they must be able to compose poetry verses. (Ministry of Education. 33)

HuaiThapThanWittayakhom School, HuaiThap Than District, Srisaket Province, Office of basic education commission area 28 Academic Year 2017. According to the results of the National Basic Education Testing (O-NET), Thai language subject is at the third level with average score of 49.14% which is in need of improvement. Moreover, from the questionnaires for Thai teachers found that the biggest problem for students in the second highest grade is composing. Students lack of skills and interests in the field of poetry composing because the plot is complicated and required prosody. They must use vocabulary knowledge to compose poetry verses. In addition, teachers is lack of interesting media and proper teaching methods. As a result, the students have negative attitudes towards composing poems.

According to the mentioned problems, there should be an improvement on learning efficiency by using techniques and interesting media to solve the problems and satisfy the needs of students. Teaching Composing Poetry, we must train the students to write from the worldview and student's imagination. When students are practicing their skills in thinking and writing and it teaches students to choose the correct word for prosody.

The verse is beautiful with its contents, students should be allowed to think freely. Practice using simple words so they can choose words to blend stories neatly and accurately to the poetics of the poem. (WaraphonBamrunpon, 1997) Teaching by LT Collaborative Group, the aim is to help learners learn the contents by themselves and the help of friends.

It is the development of social skills and it encourages learners to have knowledge acquisition skills. Problem solving skills and others (VimolratSoontornRojn, 2010)

The researcher studied the rationale as well as the related researches on composing poetry of 8 graders using LT collaborative exercises. To use it as a guide for Thai language teachers and people who are interested in developing Thai language teaching effectively.

## **The purpose of research**

1. To find out the effectiveness of the lesson plan for poetry writing of 8 graders using the LT collaborative group 80/80 criteria.
2. To find out the effectiveness index of the lesson plan of poetry writing of grade 8 students using LT collaborative training

## **Research method**

### **Sample population**

1. The population used in this research is grade 8 students from HuaiThapThanWittayakhom School, HuaiThap Than District, Srisaket Province, Office of basic education commission area 28. There are the total of 7 rooms, 236 students.
2. Sample Used in this research is a high school students, 2/9 HuaiThapThanWittayakhom School, HuaiThap Than District, Srisaket Province, Office of basic education commission area 28, 36 students using Cluster Random Sampling.

### **Research tools**

1. The lesson plan for poetry writing the learning of 8 grade students using 4 sets of LT collaborative exercises shown the mean of 4.86 which is the most suitable.
2. Achievement test of the study on poetry writing for 8 grade students used two subjective questions with an average of 1.00.

### **Research process**

1. Pre-test to measure basic knowledge of the sample group using the achievement test for poetry writing in grade 8 Students. There were 2 questions, taking 1 hour.
2. Perform the learning management of the poetry writing of 8 grade students using the LT collaborative training one plan at a time and collect scores during class by sub-tests and assess student behavior as well as evaluate student works.
3. Post-test at the end of the learning management using the same quiz to measure learning achievement in 8 grade students
4. Take scores during class, pre-test and post-test scores to analyze using statistic method.

**Data analysis**

Regarding data analysis, the researcher analyzed the data in the following order:

**Part 1:** Analyze the effectiveness of the lesson plan of poetry writing in 8 grade students using the 80/80 criteria as shown in table 1

**Table 1:** Efficiency of the Learning Plan on poetry writing for 8 graders using the LT

Lists	Full score	Total scores	Means	S.D.	Percentage of average score
Process efficiency (E1)	200	8311	169.61	8.67	84.81
Efficiency Results (E2)	40	1626	33.18	2.66	82.96
<b>The efficiency of the lesson plan (E1/E2) equal to 84.81/82.96</b>					

Table 1 shows that the efficiency of the process (E1) is equal to 84.81 and the efficiency of the result (E2) is 82.96. Therefore, the efficiency of the management learning for poetry writing lesson plan in 8 grade students using LT (E1 / E2) 84.81 / 82.96 is higher than the set threshold.

**Part 2** Analysis of effectiveness Index of Learning Management Plan Poetry writing of grade 8 students using the LT Collaboration set as shown in Table 2

**Table 2:** Effectiveness index of the 8 grade students using the LT Collaborative Training Kit

Number of students	Full score	Sum of test scores		Efficiency Index
		Before study	After study	
49	40	757	1626	0.7224

From Table 2, it was found that the effectiveness index of the learning plan for the mathematics of grade 8 students using LT collaborative training was 0.7224. This means that students scored higher than before study, 72.24 percent.

**Conclusion**

Thai Language Learning Achievement on grade 8 students using the LT Collaboration Training Kit can be concluded below:

1. the lesson plan for poetry writing in 8 grade students using the LT collaborative training set was as effective as 84.81 / 82.96 which is above the 80/80 threshold and has a performance index of 0.7224 accounted for 72.24%.

## **Discussion**

Based on the study of the Thai language learning outcomes of 8 grade students using the LT Collaborative Training Kit, Discussion results are provided as follows.

1. The Lesson Plan for the Learning of grade 8 students using the LT training package has the efficiency of 84.81 / 82.96 which means that student behavior assessment and the evaluation of student work accounted for 84.81 percent. The average score from the achievement test of poetry writing in grade 8 was 82.96% which is more effective than the 80/80 criterion set. This is result from researcher's studies and the collaborative learning management. This includes Teacher's guides, content Analysis, Measurement and evaluation of relevant textbooks, papers and researches. Then it was implemented in a systematic learning management plan. Writing meaningful lessons plan with the consistent content and emphasis on students engaging activities are prioritized as well as checking and fixing problems as suggested by the advisors. In addition this has passed evaluation of content consistency and learning objectives from the experts. The average score of the evaluation of 4.86 is the most suitable and passed the trial with students who have similar characteristics to the sample. After that the defects are corrected before deploying. Therefore, the learning management plan is more effective than the set criteria. This is consistent with the results of the study by KwanwapatRatanonpol (2010), Effects of Learning Management in Thai Language, Letter writing by Grade 6, writing a mind mapping. LT collaborative group found that the learning plan 88.90 / 83.20 is more effective. It is corresponding to the results of TippawanPhanlert (2010) on Thai language learning outcomes. Creative Writing in grade 9 by Learning Collaborative Techniques, LT The effective learning plan was 87.93 / 81.26 which is consistent with the results of the study by LekruthaiRaksamuang (2010) the result of Thai language learning activities in grade 8.

The development of the ability to compose poems with LT collaborative group found that the effectiveness of the learning plan was 83.49 / 81.28 which corresponding to PralomchitChokchai (2010) Learning Thai for Grade 2, by organizing learning activities, LT training techniques. It is found that the effectiveness of the learning plan was 76.14 / 79.17, consistent with the results

of the study by SomkuanNachai (2010), Learning outcomes of Thai language on Creative writing Using Cooperative Learning Model LT for grade 5, it was found that The effective learning plan was 82.87 / 85.09, consistent with PrapaiBanlu (2010). The result of the development of ability Learning Thai Language Group Grade 6 by learning The LT (Learning Together) Learning group, it is found that the learning management plan was as effective as 86.40 / 83.33

2. The effectiveness index of the students in grade 8 using the LT training set was 0.7224 which means that students score higher after class than before study which was 72.24% of the learning management. Due to the usage of the LT Collaborative Training Kit and emphasis on group processes, it allows students to learn together, have an idea of freedom, dare to decide on their own and accept friends' abilities, combine ideas to create a group work. Everyone in the group has a role to play, which will continue to rotate. This encourages students to learn a variety of responsibilities and the students helped each other to do the training kits. That make students understand the contents easily. As a result, students have higher academic achievement which corresponds to the results of Kamika Sasunan (2007) on the result of learning activities in Mathematics Learning in Polynomial for grade 1 by collaborative learning, LT techniques. The effectiveness index was 0.6143, or 61.43%, consistent with the results of the study. Prayomrat Pakoktom (2007) subject: Learning outcomes of reading and writing summary of Thai language grade 4 by the LT collaborative learning process, the efficiency index was 0.6866, or 68.66 percent. This was corresponding to the results of Asean Chansawan's study (2007) Subject: Results of Thai language learning activities grade 4 using Activity Learning together with the Learning Together (LT) technique. It has a performance index of 0.6923 or 69.23% which is consistent with the results of Prapaporn Permpoon (2009). Subject : The effect of Thai language learning activities on reading comprehension grade 3 using the exercise model, the effectiveness index was 0.6756, or 67.56%.

## **Suggestion**

### **1. Suggestions to apply**

1.1 Teachers should study learning theory in conjunction with the use of learning plans for poetry writing in grade 8 students using the LT to make learning management effective and group activities on the first day students may not be able to collaborate to work well because they are not familiar. Teachers should encourage and guide students to work together to

achieve good learning outcomes. Use rewards and success of the group as reinforcement to motivate students to learn together.

1.2 Teachers should guide the learning process so that students understand the duties of each members in the groups because collaborative learning is learning, all members of the group have to depend on each other and make decision together. This is the characteristics of LT collaborative learning where each member of the group is responsible for their responsibilities. This will affect the scores of everyone in the group.

1.3 Teachers should focus on the students to recognize the prosody of the poetry and while students practice learning activities, teachers should encourage students to be more interested in working and keeping track of student works closely to give advice and help when they face problems.

1.4. Teachers should have many examples of poems for students to read and should create a calm and comfortable classroom atmosphere in order for students to use imagination to write freely.

1.5. Teachers should be flexible in terms of time at each stage in the segmentation. They may change rotation to group so students will learn together with their friends. Mixed categorical grouping, teachers must use each student's past year performance data or test results to group them into groups consisting of good, moderate and weak students equally.

1.6 Teachers should measure and assess learning outcomes along with learning activities. In order to know the development of the learners and improve the learner's learning activities effectively.

They also should give students the opportunity to show their work appropriately in class and outside the classrooms. A variety of methods to stimulate interest and encourage students to develop their work in the future.

1.7 While teaching, teachers must watch out for group behavior because some groups may not accept friends who are inferior. The researcher found and solved the problem in this research by reasoning reference to group score and the achievement. This will happen to each person in the class and school. Try to make everyone accept and help each other, good people are appreciated and accepted by friends. The weaker students are also paid attention by the group members.

## 2. Suggestions for the next research.

2.1. Should compare the results of Thai language learning on writing poems by using LT collaborative groups with other collaborative groups.

2.2 Study other Thai language learning outcomes by using LT Collaboration.

### 2.3 Should study the results of learning other topics, using LT Collaboration

#### References

- Chokechai, P. (2010). Development of writing skills, Thai Learning Group grade 2, by organizing LT learning activities, Independent Study M.Ed. Maharakham: Maharakham University, 2010.
- Junsawang, O. (2007). The result of learning Thai language. Grade 4 StoryUsing LT cooperative learning activities.MA: Maharakham University, 2007
- Ministry of Education. Core Curriculum Core Curriculum BE. (2008). Bangkok:Agricultural Cooperative Federation of Thailand Limited printing house, 2009.
- Nachai, S. (2010). Thai Language Learning Achievement in Creative Writing Using cooperative activities LT grade 5. Independent study M. Maharakham: Maharakham University, 2010.
- Pacokethom, P. (2007). The results of learning management on reading and writing summary of Thai language. Grade 4 by LT Collaborative Learning GroupIndependent Study M.Ed. Maharakham: Maharakham University, 2007.
- Permpoon, P. (2009). The results of Thai language learning activities on reading comprehension.Grade 3 using the training Independent Study M.Ed. MahaSarakham: Maharakham University, 2009.
- Phakrattanapon, K. (2010). The effects of learning Thai on writing letters.grade 6 by writing a conceptual map of collaborative learning.LT Technique. Independent Study Maha Sarakham: Maharakham University, 2010.
- Phanlert, T. (2010). The result of Thai language learning activities on creative writing. Grade 9: Learning by Team Collaborative Techniques LT.MA: Maharakham University, 2010
- Sasunan, K. (2007). Mathematics Learning Group on grade 7 by cooperative learning LT technique. Independent study M. Maharakham: MahaSarakham University, 2007.
- Soonthornrot, W. (2010). Innovative Learning Maharakham University: Maharakham University, 2010.
- Waraporn Bumrungphon, Poem. 2nd edition.Phitsanulok: Naresuan University, 1997.

(Received 27 October 2017 ; accepted 25 November2017)