

**Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health
International Conference (UMGESHIC)**

UMGCINMATIC : 1st Rethinking Education during Covid-19 Era: Challenge and Innovation

**A CLASSROOM ACTION RESEARCH TO DEVELOP ENGLISH
COMMUNICATION SKILLS OF GRADE 9TH STUDENTS AT BAN HUAI SOM TAI
SCHOOL**

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ABSTRACT

The purposes of this study were (1) to develop English communication skills of Grade 9th Students at Ban Huai Som Tai School, Thailand by using an online instruction with short story, (2) to study the satisfaction of the students. The participants in this study were thirteen students selected one group-class of the students in the 9th Grade by purposive sampling. The action research methodology was applied for development procedure consisted of planning, action, observation, and reflection. The instruments were lesson plans, questionnaire, behavioral observation form, learning recording and quiz. The results indicated that (1) students were improved their communication skills through classroom action research and reached the development score ,(2) most participants were very satisfied on English learning through classroom action research to develop English communication skills.

Keyword: communication skills, classroom action research, short story

1. INTRODUCTION

Nowadays, English became the global language or lingua franca. People around the world use English for communication, politics, especially education. English is very important and necessary.

(Anek Choksiriwuttikul, 2021) But now Covid-19 is continuing to spread around the world, cities are being shut down and social distancing is becoming a normal practice. This meant that school can no longer run classes and, in some places students and teachers were not allowed into the school. This is a situation not only happening in Thailand, but it is affecting school worldwide. Each country has to find a way for teaching students but may not be able to manage teaching and learning as fully as before. Therefore, it is a question that each school including education policy makers must think “How to create effective learning for student? in the condition that their school has not returned to normal or use this crisis as an opportunity to develop students’ skills. The Covid-19 pandemic and the social distancing that followed have affected all walks of society, also education. In order to keep education running, educational institutions have had to quickly adapt to the situation. This has resulted in an unprecedented push to online learning. However, online learning can’t be as good or even better than in classroom learning. In the past, online learning was just an option that was used only occasionally, but in the wake of the pandemic online learning has immediately become the 'mainstream' of teaching in

many parts of the world. Therefore, each country has developed its own online teaching platform in different ways. Alternatively, the existing program can be applied to instantly change the teaching mode to online. It is certainly not an easy task for almost all schools around the world who have never studied through online with a hundred percent. But another problem that is more important than unfamiliarity is the fact that not all students are ready to change to a full online course (Wongphan Amarinthewa, 2021). From the results of English learning management of Mathayomsuksa 3 students in the first semester of the academic year 2021, Ban Huai Som Tai School was found that the students lack of communication skills, including listening skills, speaking skills, reading skills and writing skills. Therefore, the researcher has studied educational theories that will be used to solve problems in order to improve students' English communication skills by using the process of conducting action research. It consists of important research activities.

The four main steps are 1) planning for better change 2) taking action according to the plan. 3) observation and 4) reflection. Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. Moreover, it can be based in problem-solving, if the solution to the problem results in the improvement of practice. (J. Spencer Clark, Suzanne Porath, Julie Thiele, and Morgan Jobe, 2020)

From the study of innovations and teaching styles in the situation of the epidemic situation of the Coronavirus disease 2019 (COVID-19), it was found that teaching on line is widely used in different countries. It is the management of teaching and learning between teachers and students in a two-way communication style, similar to study in the classroom, but changing the atmosphere from studying in the classroom to study at home or at various places through programs such as Zoom meeting, Google meet, Facebook and Messaging applications. etc.

For the reasons above, the researcher recognized the importance of developing English communication skills to enhance grade 9th students' learning achievement by using the 4 steps of action research via various applications such as Zoom meeting, messenger, Facebook and etc.

2. METHOD

A. Participants

The participants of this research were 13 students of grade 9th, Ban Huai Som Tai School, Phukradeung District, Loei Province, Loei Primary Educational Service Area Office 2, who were studying in the 1st semester of the academic year 2021, using a purposive sampling method for selecting the samples.

B. Measures

The tools used for collecting data were:

1. Lesson plans for grade 9th students: 4 lesson plans, 12 hours, divided into 4 learning units as follows (Semester 1/2021).
 - Unit 3 What do We Need?
 - Unit 4 Going Shopping
 - Unit 5 Did You have a Great Time?
 - Unit 6 Accidents Happen!
2. Multiple choice test to investigate the students' English learning achieving before and after learning by using the designed lesson plans, contained 30 items, 30 points (1 point each).
3. 5-level of rating scale questionnaire. The questionnaire form comprised of 3 parts for making decision about the final quality of the students' satisfaction by using action research to develop English communication skills.
4. Behavioral observation form is used to measure students' attending, following direction, and communication skills while observing in a classroom setting.
5. Learning recording is used to record learning outcomes, problems or obstacles and solves.

C. Procedure and design

Learning units 1-3 were used to create a learning activity plans for data collection. There are 4 steps as follows:

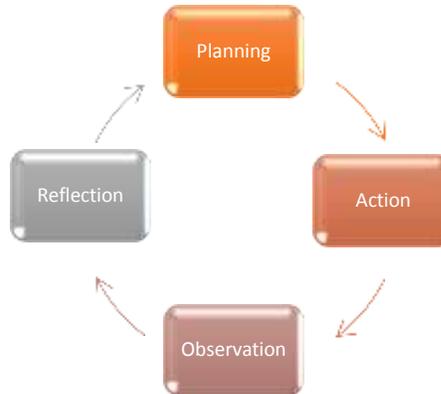


Figure 1. Procedure and design were one group pretest and posttest design

Before teaching

Step 1 Planning: Teachers analysed the problem of English teaching and learning management then designed lesson plans by identifying teaching objectives, selecting teaching media and supplementary activities which are appropriate for the learner's ages, classrooms, and the school contexts.

During

Step 2 Action: Teachers organized learning activities as planned by allowing students to participate in all activities. Moreover, teacher used of peer learning techniques to organize learning activities in small groups or in pairs, learners participate in activities by helping each other.

Step 3 Observation: Teachers observed by recording what happened in class. The data gathered from the quiz, questionnaire, behaviour observations, and learning recording.

After Learning

Step 4: Reflection: Teachers reflected the results after using lesson plan. It is an analysis of supporting factors and barriers to development, including problems. Moreover, teacher reflected to find out whether the designed lesson plans, videos, and materials included in the plans are effective or not, how effective the lesson plans are, and how are the results of the assessment and the evaluation of teachers' teaching as well.

D. Data analysis

1. The evaluation results of using lesson plans for grade 9th students was analysed by mean and standard deviation.
2. The effectiveness of the lesson plan for grade 9th students comparing with the 75/75 criteria was analysed by percentage.
3. The effectiveness index of the learning achievement of grade 9th students was analysed by percentage and relative gain score.
4. The result of the satisfaction data of grade 9th students was analysed by mean and standard deviation.

2. RESULTS AND DISCUSSION

Table 1. Assessment results of the Plan for grade 9th students by 3 experts.

Lesson plan	Mean (\bar{x})	Standard Deviation (S.D)	Meaning
1	4.33	0.49	High quality and appropriateness
2	4.43	0.51	High quality and appropriateness
3	4.50	0.52	High quality and appropriateness
4	4.33	0.49	High quality and appropriateness
Overall	4.40	0.51	High quality and appropriateness

According to Table 1, the results of using lesson plans for grade 9th students evaluated by experts were averagely scored from 4.33– 4.50, the overall mean score was 4.40, and standard deviation was 0.51. For the efficiency of the lesson plans for grade 9th students, it was found that the quality and appropriateness of each lesson plan was the high level, and the overall assessment results of all lesson plans was at the high level ($\bar{x} = 4.40$, $SD = 0.51$).

Part 2 The effectiveness of the lesson plan for grade 9th students comparing with the 75/75 criteria. The researcher examined the effectiveness of the lesson plans calculated from the scores of assessments of students' learning behaviours in class, assessment of worksheets, and pretest and posttest scores. The results were presented in the following table.

Table 2. The effectiveness of the lesson plans for grade 9th students.

Activities/Scores	Full score	Average score	Percentage
Activity 1	10	7.08	70.77
Activity 2	20	14.54	72.69
Activity 3	20	15.08	75.38
Activity 4	20	16.08	80.38
Average score		13.19	74.81
E1			75.38
After learning	30	23.77	79.23
E2			79.23

Table 2 the evaluation results showed the efficiency processes of the lesson plans for grade 9th students was (E1) of 75.38 and the effectiveness of the lesson plans (E2) was 79.23. Consequently, the efficiency of the lesson plans development (E1/E2) was 75.38/79.23 which is higher than the set criteria of 75/75.

Table 3. Effectiveness Index of lesson plans for grade 9th Students (N=13)

Total score of pretest (30)	Total score of posttest (30)	Effectiveness Index (E.I.)
211	326	0.6571

From Table 3, it was found that the effectiveness index of the lesson plans for grade 9th students (N=13), as overall, was averagely 0.6571. It is indicated that the lesson plans designed by the researcher increased the student achievement by 65.71%.

Part 3 The study results of the learning achievement of grade 9th students who studied by using steps of action research.

3.1 The Growth scores of students' English learning achievement

The growth score of English language achievement of grade 9th students analysed by using relative ability growth scores according to the formula of Sirichai Kanchanawasi (2009), the criteria for assessment of the ability growth scores was as follows:

Growth score (percentage)	Meaning
76-100	Very high development
51-75	High development
26-50	Fair development
1-25	Less development
Lower than 0	No development

The results of the analysis the development of English language learning achievement of grade 9th students was shown in the following table.

Table 4. The results of the analysis of the development of grade 9th students who studied by using the steps of action research through on line.

Student	Before learning	After learning	Percentage of development	Level of development
1	11	19	42.11	fair
2	13	18	29.41	fair
3	15	23	53.33	high
4	15	22	46.67	fair
5	16	22	42.86	fair
6	17	26	69.23	high
7	17	28	84.62	very high
8	18	27	75.00	high
9	23	29	85.71	very high
10	17	25	61.54	high
11	18	24	50.00	fair
12	17	22	38.46	fair
13	14	24	62.50	high
Average score	16.23	23.77	57.03	high
Percentage	54.10	79.23		

Table 4 presented the relative growth scores of the academic achievement of grade 9th students who studied by using the steps of action research through on line. It was found that the percentage of scores before learning was 54.10, the percentage of score after learning by using the steps of action research through on line was 79.23, and the percentage students' growth scores was 57.03. Consequently, the overall development level of the students was considered at the high level.

Table 5. Summary of the analysis results of the relative growth scores of the academic achievement of grade 9th students who studied by using the lesson plans.

Number of students classified by the level of development					Total
Very high	high	Fair	Low	No development	
2	5	6	0	0	13

According to the growth score shown in Table 5 regarding the academic achievement of grade 9th students who studied using lesson plans, there were 2 students had a very high improvement, 5 students with high level of development, and 6 students with fair level of development.

Part 4 The result of the satisfaction analysis of grade 9th students. The students' satisfaction towards learning English according to the action research consisted of 4 parts; teacher, contents, learning activities and evaluation. The criteria for assessment of the questionnaire scores was as follows:

4.50 - 5.00	Very high level.
3.50 - 4.49	High level
2.50 - 3.49	Fair level
1.50 - 2.49	Less level
0.50 - 1.49	Very low level

Table 6. The result of the satisfaction analysis of grade 9th students.

Questionnaire	\bar{x}	SD	Meaning
Part 1 Teacher	4.49	0.64	high
Part 2 Content	4.56	0.59	very high
Part 3 Learning activities	4.62	0.51	very high
Part 4 Evaluation	4.33	0.67	high
Overall	4.50	0.61	very high

According to the Table 6. It was found that the students' satisfaction with learning English according to the action research was at the highest level (\bar{x} =4.50). When considering it as a part, it was found that the highest level of satisfaction was in terms of content and teaching activities (\bar{x} =4.56, \bar{x} =4.62), and high level was in term of teacher and evaluation (\bar{x} =4.49, \bar{x} = 4.33). Consequently, the overall he students' satisfaction with learning English according to the action research was considered at the highest level.

The results of the study of the evaluation results of the lesson plans for grade 9th students showed that the overall mean was 4.40 and the standard deviation was 0.51 which was at the high level (\bar{x} = 4.40, SD = 0.51). The assessment of the lesson plans for grade 9th students showed that efficiency of the lesson plans compared with the standard quality criteria 75/75 (E1/E2) was 75.38/79.23, higher than the preset criteria. It is possible that because the researcher had studied about concept of action research and designed the learning activities based on the 4 steps process by applying the steps of the action research that focuses improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. (J. Spencer Clark, Suzanne Porath et al.). The results of the study of the effectiveness index of the lesson plans for grade 9th students (N=13) revealed that the overall average effectiveness index was 0.6571. This means that the lesson plans improved the students' learning achievement 65.71 percent higher.

The results of a study of the learning achievement of grade 9th students who studied by using lesson plans by analyzing the relative growth scores of learning achievement revealed that the percentage

of pretest scores was 54.10, posttest score was 79.23, and the percentage of development was 57.03. It can be interpreted that the level of the development according to the criteria was high. Based on the criteria, there were 2 students with very high development, 5 students with high development, and 6 students with fair development. The results of this research may be due to learning management by applying through online teaching management (on line) due to the impact of the 2019 corona virus epidemic situation, the researcher has designed a variety of fun learning activities and create an atmosphere in the classroom that is attractive to learn By using peer-to-peer teaching techniques, learning activities are organized in small groups or in pairs. Students participate in the activities by helping each other. Modern applications are used to motivate students to learn by having both fun and knowledge (Play and Learn) to further develop students' communication skills. The result of the satisfaction analysis of grade 9th students. It was found that the students' satisfaction with learning English according to the action research was at the highest level ($\bar{x}=4.50$). When considering it as a part, it was found that the highest level of satisfaction was in terms of content and teaching activities ($\bar{x}=4.56$, $\bar{x}=4.62$), and high level was in term of teacher and evaluation ($\bar{x}=4.49$, $\bar{x}=4.33$). Consequently, the overall he students' satisfaction with learning English according to the action research was considered at the highest level.

4. CONCLUSION

According to the study of the problem conditions and the database to develop English communication skills to enhance learning achievement together with the action research of grade 9th students, the researcher found that for English learning management context of Ban Huai Som Tai School, students still have problems in listening, speaking, reading, and writing needed to be improved or improved to reach the higher level. The researcher studied how to apply the steps of action research to improve English language achievement for students to successfully achieve learning objectives. Finally, the researcher designed the lesson plans consisted of 4 plans for 12 hours, divided into 3 units.

ACKNOWLEDGMENTS

The authors wish to thank Dr. Wanida Simpol, the research advisor for giving me suggestions, ideas, as well as guiding me to get through obstacles and difficulties in conducting research.

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