

THE EFFECT OF GROUP PROCESS THROUGH "O4MAT" TECHNIQUE TO COMMUNICATIVE ENGLISH ACHIEVEMENT OF GRADE 7TH STUDENTS

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ABSTRACT

The Effect of Group Process through "O4MAT" Technique to Communicative English Achievement of Grade 7th Students aimed to (1) create and develop a communicative English reinforcement exercise using a group process through "O4MAT" technique for the grade 7th students (2) determine the efficiency index of a communicative English reinforcement exercise using a group process through "O4MAT" technique (3) study the communicative English achievement of the students and (4) study the satisfaction of the students toward learning process. The participants of this study were 23 students of grade 7th in the first semester of academic year 2021 at Chearavanon Uthit 3rd School, Pha Khao District, Loei Primary Educational Service Area Office 2 by purposive sampling. The tools used in this study were lesson plans with exercises, achievement test. The statistics used were percentage, mean standard deviation and dependent samples t-test for data analysis. The results of the study found that

1. The efficiency of the communicative English reinforcement exercise using a group process through "O4MAT" technique was 87.20/87.17.
2. The students had higher communicative English achievement after studying than before with statistical significance at the .05 level.
3. The students had satisfaction with the English communication learning at the highest.

Keyword: O4MAT, group process, Communicative English

1. INTRODUCTION

Language is an essential means of communication and a medium for building mutual understanding among all human beings. Language is a tool of knowledge, idea and culture. It is a national tool for this era of globalization. English is a necessary tool especially for Thai people as one of the lingua franca for communication between nations All over the world in today's era, so learning English is essential for Thai people. English is the key to unlocking every treasury of knowledge, providing a gateway to intellectual treasures and learning new ideas and a pathway for a good career (Krisna Sikkhaman, 2005), in line with an article from the Institute of English Language Development Online states that English as

an important language of the world English is now an international language as the world's lingua franca. English is the lingua franca of humanity. It is the language that humans on Earth use primarily to communicate with each other. No matter what language each person uses as the national language when dealing with people from different languages and cultures, everyone needs to use English as a prerequisite. For this reason, all nations and languages have English as a second language following the national language as the core of the course of study at all levels from early childhood to lifelong education.

For teaching and learning in the foreign language learning subject group (English), Chearavanon Uthit 3rd School still encountered many problems because most students did not see the importance of learning English as they should. Teachers therefore need to find techniques and teaching processes in a variety of new ways for learners to be interested in learning. As a result, learners have higher academic achievement including the situation of infection from COVID-19 that has spread around the world, causing teaching activities to encounter problems in communicating with learners, therefore. It is necessary to organize teaching in the form of online teaching via telephone and television media instead of teaching in school. From the problems that arise, this study tried to find the cause and develop various media to be adapted to teaching and learning activities learners effectively.

2. METHOD

2.1 Participants

The target group of this research consisted of 23 students of grade 7th, Chearavanon Uthit 3rd School, Pha Khao District, Loei Province, Loei Primary Educational Service Area Office 2, who were studying in the first semester of the academic year 2021, using a purposive sampling method for selecting the samples.

2.2 Measures

The research tools were:

1. The communicative English reinforcement exercise using a group process through "O4MAT" technique: 9 lesson plans, 12 hours, divided into 3 learning units as follows (Semester 1/2021).

- | | | |
|-----------------------------|----------------|---------|
| 1. Unit: Home Sweet Home : | 3 Lesson plans | 4 hours |
| 2. Unit: Wonderful Journey: | 3 Lesson plans | 4 hours |
| 3. Unit: Occupation: | 3 Lesson plans | 4 hours |

2. Multiple choice test to investigate the students' English learning achieving before and after learning by using the designed lesson plans, contained 20 items, 20 points (1 point each)

2.3 Procedure and design

Procedure and design were one group pre-test and post-test design. Learning units 1-3 were used to create a learning activity plans for data collection. The lesson plans were constructed through 6 stages as follows.

Before teaching

Stage 1: Plan. Teachers designed lesson plans by identifying teaching objectives, selecting teaching media and supplementary activities which were appropriate for the learner's ages, classrooms, and the school contexts.

Stage 2: Warm-up. Teachers prepare for the before studying and after by the researcher via Google form and students played games that correspond to lessons through the blookey game program.

Stage 3: Share. Teachers shared teaching videos to students and explain about the content of the video to be taught the classroom.

In classroom

Stage 4: Knowledge Sharing. This stage was an online classroom-style teaching where students asked and answered questions through chat rooms in Vroom.

Stage 5: Group work. Students were divided into groups to achieve the results as planned. Divided students into groups, Students took the test before studying (Pre-test) by the researcher via Google form.

Stage 6: Discussion. Students returned in group again for group work presentation. It was a platform provided for all classmates to share opinions and ask questions.

After teaching

Reviewed teaching to find out whether the designed lesson plans, videos, and materials included in the plans were effective or not, how effective the lesson plans were, and how were the results of the assessment and the evaluation of teachers' teaching as well.

2.4 Data analysis

1. The efficiency of the lesson plan for grade 7th students comparing with the 80/80 criteria was analysed by percentage.
2. The learning achievement of grade 7th students was analysed by mean, standard deviation and dependent samples t-test.
3. The result of the satisfaction data of grade 7th students was analysed by mean and standard deviation.

3. RESULTS

Part 1: The evaluation results of the communicative English reinforcement exercise using a group process through "O4MAT" technique efficiency according to the 80/80 criteria.

Table 1. The efficiency index of the communicative English reinforcement exercise using a group process through "O4MAT" technique according to the 80/80 criteria.

number of students	score during class			Post-test scores			E ₁ /E ₂
	ΣX	Full Score	E ₁	ΣX	Full Score	E ₂	
23	6,318	7,245	87.20	401	460	87.17	87.20/87.17

According to table 1, it was found that the efficiency index of the communicative English reinforcement exercise using a group process through "O4MAT" technique created was 87.20/87.17. The process index was 87.20 and the outcome index was 87.17. This confirmed the efficiency of the treatment that outperformed the specified criteria of 80/80.

Part 2: The comparison of academic achievement before and after study by the communicative English reinforcement exercise using a group process through "O4MAT" technique.

Table 2. The comparison of academic achievement before and after study by the communicative English reinforcement exercise using a group process through "O4MAT" technique.

Test	N	\bar{X}	S.D.	ΣD	ΣD ²	t	p-value
Pre-test	23	7.09	1.76	238	2,504	36.256**	.000
Post-test	23	17.43	1.47				

p** < .05

According to table 2, it was found that the learning achievement of the students of Chearavanon Uthit 3rd School. A total of 23 students in grade 7th, using the communicative English reinforcement exercise using a group process through "O4MAT" technique, total score 20 points. It was found that the students had the mean achievement score before studying was 7.09 (\bar{X} =7.09, SD = 1.76), the mean achievement score after studying was 17.43 (\bar{X} = 17.43, SD = 1.47). The students had academic achievement after studying higher than before with statistical significance at the .05 level.

Part 3: The Satisfaction towards learning with the communicative English reinforcement exercise using a group process through "O4MAT" technique.

Table 3. The mean and standard deviation of students' satisfaction towards learning with the communicative English reinforcement exercise using a group process through "O4MAT" technique.

Item No.	Assessment Items	\bar{X}	S.D.	level satisfied
1	The lesson plans had clear instructions.	4.22	.42	very satisfied
2	The lesson plan had interesting materials and worksheets	4.30	.64	very satisfied
3	The lesson plan helps to make the content easier to understand and had a clear example	4.65	.48	most satisfied
4	The lesson plan had content that arouses interest and challenging to learn.	4.78	.42	most satisfied
5	Learning activities promote collaboration.	4.70	.47	most satisfied
6	Students like to do activities with others.	4.74	.45	most satisfied
7	Students had the opportunity to exchange and learn together.	4.61	.50	most satisfied
8	English learning activities are step-by-step and easy to do.	4.57	.51	most satisfied
9	Students always finished their work on time.	4.48	.67	very satisfied
10	Students like media and equipment used in learning activities.	4.57	.51	most satisfied
11	Teachers used various methods of presenting media. Give students the opportunity to ask questions, express opinions and practice.	4.65	.49	most satisfied
12	Students feel satisfied with the results they had done every time.	4.65	.49	most satisfied
13	Students appreciated assessments during teaching activities.	4.43	.79	very satisfied
14	Students had the opportunity to know the results of their own assessments and those of their peers.	4.17	.58	very satisfied
15	Students enjoyed learning English.	4.48	.51	very satisfied
average		4.51	.39	most satisfied

According to table 3, it was found that grade 7th students at Chearavanon Uthit 3rd School were satisfied with the learning management plan for English communication in a group process using the "O4MAT" technique was the most satisfied ($\bar{X} = 4.51$, $SD = .39$) indicated that the students' satisfaction with the overall learning management plan was at the highest level of satisfaction. It was found that the lesson plan had content that arouses interest and challenging to learn was the most satisfied ($\bar{X} = 4.78$, $SD = .42$), followed by students like to do activities with others ($\bar{X} = 4.74$, $SD = .45$), and learning activities promote collaboration ($\bar{X} = 4.70$, $SD = .47$). Students had the opportunity to know the results of their own assessments and those of their peers was the least satisfaction ($\bar{X} = 4.17$, $SD = .58$).

4. DISCUSSION

Development of teaching and learning management techniques and English communication in a process format the group using the “O4MAT” technique of grade 7th students was 87.20/87.17. The process index was 87.20 and the outcome index was 87.17. This confirmed the efficiency of the treatment that outperformed the specified criteria of 80/80.

The learning achievement of the students of Chearavanon Uthit 3rd School. A total of 23 students in grade 7th, using the communicative English reinforcement exercise using a group process through "O4MAT" technique, total score 20 points. It was found that the students had the mean achievement score before studying was 7.09 ($\bar{X}=7.09$, SD = 1.76), the mean achievement score after studying was 17.43 ($\bar{X}=17.43$, SD = 1.47). The students had academic achievement after studying higher than before with statistical significance at the .05 level.

The students at Chearavanon Uthit 3rd School were satisfied with the learning management plan for English communication in a group process using the “O4MAT” technique was the most satisfied ($\bar{X}=4.51$, SD = .39) indicated that the students' satisfaction with the overall learning management plan was at the highest level of satisfaction. It was found that the lesson plan had content that arouses interest and challenging to learn was the most satisfied ($\bar{X}=4.78$, SD= .42), followed by students like to do activities with others ($\bar{X}=4.74$, SD = .45), and learning activities promote collaboration ($\bar{X}=4.70$, SD= .47).

5. CONCLUSION

Students had the opportunity to know the results of their own assessments and those of their peers was the least satisfaction ($\bar{X}=4.17$, SD= .58).

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