

**Comparison of English Learning Achievement on Creating New Sentences
To Have the Same Meaning as the Given Sentences before and after Using
the Skill Training of Grade 12 Students Demonstration School of
Suansunandha Rajabhat University**

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ABSTRACT

This research aims to compare the English learning achievement on creating sentences to have the same meaning as the given sentences before and after using the skill training exercises of grade 12 students (mathayomsuksa 6). The sample group used in this research was 10 students in mathayomsuksa 6/6 Demonstration School of Suan Sunandha Rajabhat University. This research is Quasi-Experiment Design, which uses One Group Pre-test / Post-test Experiment. The tools used in this research were 3 exercises and test for creating new sentences to have the same meaning as the given sentences. The statistics used for data analysis were the mean (\bar{X}), standard deviation (S.D.) and percentage.

The research found that :

The students who were trained by using the skill training exercises for the creating sentences to have the same meaning as the given sentences had the English learning achievement on creating sentences to have the same meaning as the given sentences better.

Keywords : *English Learning Achievement, the Skill Training Exercises*

INTRODUCTION

At present, teaching English emphasizes the use of language for communication in everyday life. Therefore teaching and testing change according to the way called "Communicative Approach", which does not focus on English grammar learning. This makes many students think that it isn't necessary to study English grammar. This is a misunderstanding. Although there is not testing the knowledge of English grammar directly, there is testing the use of language in context, or surrounding texts to choose words or phrases to fill in conversation or reading. It must choose the correct grammar as well, not just the meaning. In reading comprehension it has to rely on knowledge of grammar and sentence structure. Restatement or rewriting is a new grammar testing which does not directly test grammar rules. This testing does not use only memory but requires observation, analysis, and practicing exercises often. It is more difficult than learning grammar in the past, so we should pay attention to this too.

Therefore, the researcher is interested in study the effects of teaching about "Creating new sentences to have the same meaning as the given sentences" by using the skill training exercises to develop new grammar rules.

OBJECTIVES

1. To compare the English learning achievement on creating sentences to have the same meaning as the given sentences before and after using the skill training exercises of grade 12 students (Mathayomsuksa 6)
2. To use the research results to develop the teaching and learning English media more efficiently

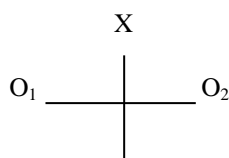
RESEARCH SCOPE

1. The sample group used in this research was 10 students in mathayomsuksa 6/6 Demonstration School of Suan Sunandha Rajabhat University.
2. The tools used in this research were 3 exercises for creating new sentences to have the same meaning as the given sentences. Each exercise used 60 minutes and the test for creating new sentences to have the same meaning as the given sentences.
3. Data collection : this research is Quasi-Experimental Design, which uses One-Group Pre-test / Post-test Experiment.
4. The statistics used for data analysis were the mean (\bar{X}), standard deviation (S.D.) and percentage from English learning achievement scores on creating sentences to have the same meaning as the given sentences before and after using the skill training exercises

METHODOLOGY

1. The researcher had taken the test for creating new sentences to have the same meaning as the given sentences before learning 1 test, 15 items to test with the students.
2. The researcher had found the statistical value after the students took the test before learning, and then saved results.
3. The researcher organized activities using skill training exercises.
4. The researcher took the test for creating new sentences to have the same meaning as the given sentences after learning 1 test, 15 items to test with the students.
5. The researcher had found the statistical value after the students took the test after learning, and then saved results.
6. The researcher checked the accuracy and took the results to analyze.

Research Format



This experimental plan specifies that X is the exercise of knowledge in foreign language (English). O1 is pre-test and O2 is post-test.

RESULTS

This table is English achievement scores on creating new sentences to have the same meaning as the given sentences of students before and after being trained with skills training.

The students	Before	After
1	6	8
2	5	8
3	10	11
4	8	10
5	13	13
6	7	8
7	9	12
8	8	8
9	9	10
10	4	7
total	79	95
\bar{x}	7.9	9.5
Percentage	52.67	63.33
S.D.	0.78	0.6

From the table shows that the mean score (\bar{x}) on creating new sentences to have the same meaning as the given sentences of students before practice is 7.9 and after practice is 9.5. The mean score (\bar{x}) on creating new sentences to have the same meaning as the given sentences increased 1.6 or 10.66 percent. When considering the standard deviation (S.D.) after teaching is 0.6, which has less distribution than before teaching, which is 0.78. Therefore, it can be concluded that English achievement scores on creating new sentences to have the same meaning as the given sentences of students increased after being trained by the skill training exercises which was in accordance with the hypothesis.

CONCLUSION AND DISCUSSION

This research aims to compare the English learning achievement on creating sentences to have the same meaning as the given sentences before and after using the skill training exercises of grade 12 students (mathayomsuksa 6) and to use the research results to develop the teaching and learning English media more efficiently. From the results, it can be concluded that English achievement scores on creating new sentences to have the same meaning as the given sentences of students increased after being trained by the skill training exercises which was in accordance with the hypothesis. It corresponds to the research of Dokrow and his team (Doctorow, et al., 1978, pp. 109-118) called the processes that create reading comprehension by experimenting with grade 6 students in the United States and found that the students trained to summarize the story have a

higher reading comprehension score than the students that was not trained to summarize the story. And Gajria and Salvia (Gajria & Salvia, 1992, pp. 508-516) that studied the effects of story strategy teaching on the development of comprehension reading in the students with learning disabilities who studied between grades 6-9, the study found that direct teaching of story strategy led to higher achievement in reading comprehension.

Moreover, It corresponds to the domestic research of Phuwitch Ngiwline, Suchat Nilsamranchit, English Program, Secondary Demonstration School, Suan Sunandha Rajabhat University. This research was called "The Effects of Using Animation Movies to Develop Listening and Speaking Skills and Satisfaction towards English Studying of Grade 8 Students" (2018) and found that

1. The efficiency of the developed English learning activities by using Animation Movie had a value at 89.12/89.60 which was higher than the set value of 75/75.

2. After the intervention, the students had higher mean score of listening and speaking abilities than that of before at the .01 level of significance.

3. The average score of students' attitudes toward the developed English learning activities by using Animation Movie to enhance listening and speaking abilities was at the highest level ($x = 4.56$).

Therefore, creating sentences to have the same meaning as the given sentences by using the skill training exercises is a good teaching of new English grammar rule development. The researcher will use the research results to develop the teaching and learning English media more efficiently.

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