

A Study of Activity-Based Learning Towards Participation in the English Class of Grade Five Students at saint Andrew School

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Abstract

The aims of this research were 1) to study activity-based learning in the English class of grade five students at Saint Andrew School., 2) to develop activity-based learning in the English class of grade five students at Saint Andrew School. To be effective according to the criteria 75/75, 3) to study satisfaction using activity-based learning in the English class of grade five students at Saint Andrew School. This research has used research and development (R&D), including one group pre-test and post-test design.

The status of activity-based learning towards participation in the English class of grade five students at Saint Andrew School was found that the overall average was 4.22, which was at a satisfied level. If it was separated individually as an aspect. It was found that the item with the highest average was item no. 1. Students are feeling sleepy in the classroom. ($\bar{x} = 4.63$, S.D. = 0.49), and the lowest level was no. 9. Students dare not ask the teacher some questions. ($\bar{x} = 3.90$, S.D. = 0.55). The efficiency of the manual of activity-based learning towards participation in the English class of grade five students at Saint Andrew School model with the standard level at 75/75. It was found that the score during the semester was 82.25% and the score of post-test 88.00%, so the efficiency of E1/E2 is 82.25/88.00 which is higher than the standard level. The students' opinions towards the satisfaction of developing a learning model of factors for using activity-based learning in the English class of grade five students at Saint Andrew School was found that the overall average was 4.28, which was at a very satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 1. The activity materials were engaging and fun. ($\bar{x} = 4.80$, S.D. = 0.41), and the lowest level was no. 3. The difficulty level of the materials was appropriate for students. ($\bar{x} = 4.20$, S.D. = 0.88), respectively.

Keyword: activity-based learning; participation In the English; saint andrew school

Introduction

The widespread use of English as a lingua franca in countries where it is not an official language has significantly impacted various aspects of society. English has emerged as a vital medium of communication, facilitating interactions among individuals from diverse linguistic and cultural backgrounds (Marlina & Xu, 2018). Recognizing its importance, many countries have incorporated English language education into their early schooling systems, aiming to equip students with the necessary skills to navigate the globalized world.

Among the countries that have witnessed a substantial influence of English teaching within their educational systems, Thailand stands out as a prime example. English has become an integral part of second language learning in Thailand, reflecting the country's aspiration to enhance its citizens' proficiency in the language. Despite the widespread adoption of English in Thailand's education system, Thai students often struggle to develop a strong command of the language.

Unfortunately, Thailand's English proficiency ranking among non-native English-speaking countries paints a rather discouraging picture. According to the EF English Proficiency Index (EF Education First, 2022), Thailand currently ranks 100th out of 112 countries, highlighting the urgent need to address the existing challenges in English language learning among Thai students. This low proficiency level raises concerns about the effectiveness of the English education system and calls for a deeper understanding of the underlying factors contributing to this situation.

Thailand's English proficiency results highlighted significant issues in Thai students' language learning and revealed a negative attitude towards English among some students. They perceive English as unnecessary since it is not the official language in Thailand. Therefore, it is crucial to shift their mindset and emphasize the importance of English as a second language. Additionally, although many Thai students make an effort to study English, they face challenges in understanding the language due to ineffective teaching methods employed in schools (Smith, 2019). The effectiveness of English education largely depends on the teaching techniques implemented in educational institutions (Jones, 2020).

There are numerous approaches to teaching and learning that can be categorized into traditional and modern approaches. In Thailand, the education system primarily relies on the traditional style, where teachers provide instruction through note-taking for primary students. However, the effectiveness of language acquisition is influenced by various factors, and learners' strategies play a crucial role in their success. Language learning strategies are not isolated but interconnected with other factors associated with language learners. Students make efforts to employ diverse learning strategies (Wariyaporn et al.,

2019). Consequently, it is essential to introduce innovative techniques, such as student-centered approaches, in the classroom.

Various innovative approaches to English learning have emerged, including game-based learning, technology-based learning, and activity-based learning. These new methods have shown promising results in enhancing students' comprehension compared to traditional approaches. In particular, activity-based learning not only makes studying enjoyable for students but also facilitates knowledge acquisition through engaging activities. This approach aligns well with the needs of students studying English as a second language. According to Rathee & Rajain (2016), activity-based learning promotes self-directed learning and enables students to study according to their aptitudes and skills.

However, the majority of institutions still employ a passive lecture format, requiring students to passively listen to the information presented (Johnson, 2012). Consequently, teachers must recognize the significance of incorporating active learning techniques, as research has demonstrated their positive impact on the learning process (Prince, 2004). Teachers need to explore and adopt new learning activities that promote student engagement and participation. In the current educational landscape, various teaching methodologies are being discovered and developed. Therefore, it is essential for teachers to carefully select and implement the most effective methodology based on their students' learning levels and interests. Thus, this study aims to shed light on the implementation of activity-based learning towards the participation of students in English classes.

Research Questions

- 1) How is activity-based learning in English classes for Grade 5 students at St. Andrew School?
- 2) The St. Andrew School is developing activity-based learning in English classes for Grade 5 students. Is it effective according to the 75/75 criteria?
- 3) How pleased are Prathom 5 students at St. Andrew School with activity-based learning in English classes?

Research Objectives

- 1) To study activity-based learning in the English class of grade five students at Saint Andrew School.
- 2) To develop activity-based learning in the English class of grade five students at Saint Andrew School. To be effective according to the criteria 75/75
- 3) To study satisfaction using activity-based learning in the English class of grade five students at Saint Andrew School.

Methodology

The research study is activity-based learning towards participation in the English class of grade five students at Saint Andrew School. The researcher has created an activity-based learning model for English classes and used it to compare students' participation before and after employing an activity-based approach in English classes of the Intensive English Program and Regular English Program of Saint Andrew School. This research has used research and development (R&D), including one group pre-test and post-test design. The research design is shown in the following details:

The research design is divided as follows:

Step 1: Research (R1): To study general information. (Analysis: A).

Step 2: Development (D1): To develop a model of activity-based learning towards participation in the English class. (Design and Development: D&D).

Step 3: Research (R2): To experiment, and develop a model of activity-based learning towards participation in the English class. (Implementation: I).

Step 4: Development (D2): To evaluate the participation in the model of activity-based learning towards participation in the English class. (Evaluation: E).

Research Results

1) Study activity-based learning in the English class of grade five students at Saint Andrew School. illustrates the status of activity-based learning towards participation in the English class of grade five students at Saint Andrew School. It was found that the overall average was 4.22, which was at a satisfied level. If it was separated individually as an aspect. It was found that the item with the highest average was item no. 1. Students are feeling sleepy in the classroom. (\bar{x} = 4.63, S.D. = 0.49), and the second item was no. 7. Students dare not raise their hands when the teacher asks for students' participation. (\bar{x} = 4.55, S.D. = 0.60), and the third item was no. 3. Students talk with friends in the classroom. (\bar{x} = 4.40, S.D. = 0.67), and the lowest level was no. 9. Students dare not ask the teacher some questions. (\bar{x} = 3.90, S.D. = 0.55), respectively., the status of activity-based learning towards participation in the English class of grade five students at Saint Andrew School is at a satisfied level.

2) Develop activity-based learning in the English class of grade five students at Saint Andrew School. To be effective according to the criteria 75/75 illustrates the efficiency of the manual of activity-based learning towards participation in the English class of grade five students at Saint Andrew School model with the standard level at 75/75. It

was found that the score during the semester was 82.25% and the score of post-test 88.00%, so the efficiency of E1/E2 is 82.25/88.00 which is higher than the standard level.

3) Study satisfaction using activity-based learning in the English class of grade five students at Saint Andrew School. illustrates the students' opinions towards the satisfaction of developing a learning model of factors for using activity-based learning in the English class of grade five students at Saint Andrew School. It was found that the overall average was 4.28, which was at a very satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 1. The activity materials were engaging and fun. ($\bar{x} = 4.80$, S.D. = 0.41), and the second item was no. 8. The teacher selects the activity suitable for the lesson. ($\bar{x} = 4.73$, S.D. = 0.45), and the third item was no. 9. Students enjoyed the interaction with friends while doing the activity. ($\bar{x} = 4.70$, S.D. = 0.52), and the lowest level was no. 3. The difficulty level of the materials was appropriate for students. ($\bar{x} = 4.20$, S.D. = 0.88), respectively. In conclusion, the students' opinions towards the satisfaction of developing a learning model of factors for using activity-based learning in the English class of grade five students at Saint Andrew School were at a very satisfied level.

Discussion

Study activity-based learning in the English class of grade five students at Saint Andrew School. illustrates the status of activity-based learning towards participation in the English class of grade five students at Saint Andrew School. It was found that the overall average was 4.22, which was at a satisfied level. If it was separated individually as an aspect. It was found that the item with the highest average was item no. 1. Students are feeling sleepy in the classroom. ($\bar{x} = 4.63$, S.D. = 0.49), and the second item was no. 7. Students dare not raise their hands when the teacher asks for students' participation. ($\bar{x} = 4.55$, S.D. = 0.60), and the third item was no. 3. Students talk with friends in the classroom. ($\bar{x} = 4.40$, S.D. = 0.67), and the lowest level was no. 9. Students dare not ask the teacher some questions. ($\bar{x} = 3.90$, S.D. = 0.55), respectively., the status of activity-based learning towards participation in the English class of grade five students at Saint Andrew School is at a satisfied level. Consistent with according to the study of **Atitaya Wiengni (2010)**., The research study A Study OF Out-of-Class English Language Learning Activities of Secondary School Students in English Program. The findings showed that 'surfing the Internet in English' was the most popular outdoor English class learning activities for the students. This was followed by listening to English songs; reading aloud in English; reading English signs, announcements, or billboards; and setting the language on the computer in English, respectively. The activities found most effective to English language development were searching the Internet in English, translating English texts into Thai, speaking English with

teachers, participating in English camp, and listening to English songs, respectively. All students perceived the advantages of outdoor English class learning activities for their English language skill development even though the purposes and goals of participation in those outdoor English class learning activities were different. Outdoor English class learning activities are therefore a channel which helps increase exposure to more language use for these students. Thus, it is recommended, based on the study findings, that English Language teachers should encourage students to involve more outdoor English class learning activities and carefully consider utilizing the outdoor English class learning activities by integrating them into indoor class English language instruction. Consistent with according to the study of **Phrakruwisitdhammothai (2017)**., the study of the condition of developing english communication skills for student at mahavajiralongkorn rajavidyalaya school. The research finding were as follows: 1. The level of English communicative skill developing of the students at this school of the whole was high. (Mean = 3.77, Standard Deviation = 0.49), when considering of each part; it was high. as listening (Mean = 3.82, Standard Deviation = 0.44), reading (Mean = 3.82, Standard Deviation 0.55), speaking (Mean = 3.73, Standard Deviation = 0.54) and writing (Mean = 3.72, Standard Deviation = 0.65) respectively. 2. When comparing the level of communicative English skills of each listening skill, speaking skill, reading skill and writing skill by classifying all of them as class of study, and age of students, the research found that the comparison the level of communicative English skills of listening, speaking, reading, and writing classifying by classes and ages of the whole and each part was not different. So they were not comply to the hypothesis of this research. 3. Suggestions about problem conditions and guidelines for developing English language skills for communication, It was found that there were some problems such as some students could not communicate English very well because of lacking of words and the meaning of them so they were unable to communicate English and could not follow the class as well. The suggestion for the teachers, the teachers should use techniques of remedial teaching and simplifying all topics and applying technology to suit to individual differences effectively. Consistent with according to the study of **Wandee Na Lampang et al. (2020)**. The research study Situations and Problems in Learning English for Primary 3 at Kamphaengphet Affiliated School. The results of the research showed that the condition and problems of English learning management. The curriculum is not fixable Teachers have many teaching tasks and still have many other work responsibilities. The teaching and learning activities will be organized in the classroom. The teaching materials used were word cards, sentences, games, pictures, and textbooks. The most common problems teachers had less time to prepare. There are frequent of Affiliated School activities, whether academic competition, sports competitions. Therefore, reduce study time. In addition, the teaching and learning activities will be conducted in Thai rather than English. Moreover, the

students are lack of confidence and no language laboratory, because of none budget for hiring more teachers and buying teaching materials. Therefore reducing the time spent on English learning activities.

Develop activity-based learning in the English class of grade five students at Saint Andrew School. To be effective according to the criteria 75/75 illustrates the efficiency of the manual of activity-based learning towards participation in the English class of grade five students at Saint Andrew School model with the standard level at 75/75. It was found that the score during the semester was 82.25% and the score of post-test 88.00%, so the efficiency of E1/E2 is 82.25/88.00 which is higher than the standard level. Consistent with according to the study of **Narissara Siriwong. (2023)**, The research study Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students. The findings were as follows: 1. The English learning activities on the topic of English for Daily Life based on activity-based learning for Prathomsuksa 4 students met the efficiency criteria of 84.57/80.89, which was higher than the defined criteria of 75/75. V 2. The students' learning achievement after learning through the developed learning activities was higher than that before the intervention at the .01 level of significance. 3. The students' satisfaction toward learning through the developed learning activities was at the highest level ($\bar{X} = 4.55$, S.D. = 0.51). Consistent with according to the study of **Chanon Pakginnon et al. (2020)**. The research study The Results of the Engagement in English Learning Activities through Vocabulary Games of Matthayom 1 students at Rittiyawannalai School. It found that 1) Matthayom 1/14 students had high engagement behaviors in English learning. The student's engagement behaviors in the classroom were 77.90% 2) Matthayom 1/14 students had quite a good level of English vocabulary achievement with 66.31 percent of the total students' scores. Consistent with according to the study of **Krongkan Moonthaisong (2020)**. The research study Development of English Learning Activities on Food and Drink Using the STAD Cooperative Learning Technique with Games for Prathomsuksa 4 Students. The findings were as follows: The developed English learning activities on Food and Drink using the STAD cooperative technique with games met the efficiency criteria of 85.40/84.25, which was higher than the set criteria of 75/75.

Study satisfaction using activity-based learning in the English class of grade five students at Saint Andrew School. illustrates the students' opinions towards the satisfaction of developing a learning model of factors for using activity-based learning in the English class of grade five students at Saint Andrew School. It was found that the overall average was 4.28, which was at a very satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 1. The activity materials were engaging and fun. ($\bar{X} = 4.80$, S.D. = 0.41), and the second item was no. 8.

The teacher selects the activity suitable for the lesson. (\bar{x} = 4.73, S.D. = 0.45), and the third item was no. 9. Students enjoyed the interaction with friends while doing the activity. (\bar{x} = 4.70, S.D. = 0.52), and the lowest level was no. 3. The difficulty level of the materials was appropriate for students. (\bar{x} = 4.20, S.D. = 0.88), respectively. In conclusion, the students' opinions towards the satisfaction of developing a learning model of factors for using activity-based learning in the English class of grade five students at Saint Andrew School were at a very satisfied level. Consistent with according to the study of **Chamaibhorn Suttanon (2018)** has proposed the thesis called "An Investigation on Using Activity-Based Learning to Enhance English Speaking Ability of Primary 3 Students in A Private Bangkok School" This research tested many problems in using the language of Thai students. One way to address this problem is to introduce communicative teaching methodologies that use activities to motivate students to speak English during their lessons. The finding showed that the students had positive attitudes through each activity and students were less hesitant in using English and more relaxed when learning with the activities. Their satisfaction with the three activities was at high levels. Consistent with according to the study of **Krongkan Moonthaisong (2020)**. The research study Development of English Learning Activities on Food and Drink Using the STAD Cooperative Learning Technique with Games for Prathomsuksa 4 Students. The findings were as follows: 1. The students' satisfaction toward the developed English learning activities as a whole was at the highest level (X = 4.48, S.D. = 0.44). 2. The group work behavior of students after the intervention as a whole was at the highest level (X = 4.51, S.D. = 0.43). Consistent with according to the study of **Angkana Onthanee (2021)**. The research study the effectiveness of participatory learning to promote occupational competency for secondary school students. The research findings were as follows; 1) students who studied through participatory learning had a higher score of occupational competency than those of their pre-test at the .01 level of significance, and 2) the students had a highest level of satisfaction towards Participatory Learning (\bar{x} = 4.53, S.D. = 0.50).

Suggestions

Suggestion for teaching and learning

1) After doing the activity in the class, the researcher should take the exam to check students' knowledge from the class, and it means students can participate in the class truly.

2) The researcher should study the students' problems to make them not participate in English and ask their reasons to make sure the problems that make students not want to participate in English class.

3) For the question to ask students in the questionnaire, the researcher should add more questions about students' health. Some students cannot participate in the class because they have problems with their health.

Suggestion for the further study

1) In the next research, the researcher should notice the people in each activity in English class to improve the effectiveness of the activity; for example, the researcher should check the students' interaction with each other, or every student should do the activity in the class.

2) The research should use the material to do every activity and let students make the group consult each other. This method can make the teacher know that the activity has the effectiveness for students to do by themselves.

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