

The Development of Spelling abilities of Prathomsuksa 2 Students Using CIRC Technique Integrated with Exercise

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Abstract - The objective of this research: 1) To compare the ability of spelling of prathomsuksa 2 students between pre-test and post-test that study by cooperative CIRC technique integrated with exercise, 2) To study the opinion of prathomsuksa 2 student semester 2 in Academic year 2015 at Watputthiprangpramote School, Amphoe Mueang Nonthaburi Province. There are 30 students in class choosing by random, spend 2 week-4 hour per week. The tools are: 1) Thai lesson plan-section spelling that do not follow section for prathomsuksa 2, 4 lesson plan-8 hours, 2) Spelling exercise 4 sets, 20 exercise, 3) Pre-test and Post-test, and 4) Questionnaire about opinion of student about using CIRC technique integrated with exercise. Analyze the average, standard deviation, statistics of t-test that not independent. The results of the study were as following: 1) The results of spelling exercise the score of post-test is higher than pre-test, statistically significant at 0.05, 2) The review of student about cooperative CIRC technique integrated with exercise is very good.

Keywords - Cooperative Learning CIRC, Writing Exercise

I. INTRODUCTION

Language spelling word importance, especially in the use of language as a foundation of the writing words. Spelling wrong meaning will change. The word spelling right is necessary in learning because it has a direct effect on communication

between author and reader. Although the written word is research into multiple volumes. But students can't pass as is evident from the Local Assessment System test results. Test results showed that an average of 54.77 percent, which is lower than the standard of the school. The researcher interviewed Thai teachers everyone agreed that the students has wrong spelling caused by students language skills is quite low. reading skill, the basic knowledge of writing isn't good enough, the students didn't get continues training. Teachers no remedial teaching. There is good training for the students and attract the attention of the students. Teachers must pay attention to the students closely. When students write misspelled teachers must be solved immediately.

Teaching efficiency is very important. The teaching method that allows students to learn and develop, there are many ways such as using the game , simulation, using case studies, role play teaching, problem solving, using programmed.

Cooperative learning is a form of teaching where students work together in small groups consisting of students who are capable of different. Cooperative learning, not how to organize students into groups plain but as the integration with structured activities and is aimed at students to do self-study format, cooperative learning from texts and documents research found that there are many forms.

Cooperative Integrated Reading and Composition is designed for the teaching of

reading and writing, especially a teaching style that is integrating reading and writing collaborative learning. There are three key elements, namely the basic activities of reading and writing, performing teachers. Learning management, integrated reading and writing is a form of cooperative learning is the way - the same principles and goals of the management class that focuses on teaching reading and writing. A teacher is an innovator conducted before students and groups of 3-5 people mixed ability children excel mild to moderate Cooperative learning and practice activities to achieve defined goals. Have a responsibility to work for themselves and the group. As a result, the students opportunities to learn independently. Interact and exchange thoughts cause feelings of solidarity and unity within the group to create a powerful, positive and motivating to learn more.

For that reason, the researcher is interested in conducting research on spelling instruction ability development for spelling words of grade 2 that cooperative learning techniques CIRC with exercises.

This research is an experimental research. The research is one group pretest and posttest. The samples were 30 students of Prathomsuksa 2 Watputthiprangpramote school. During the second semester of Academic year 2015. They were selected by simple random sampling.

II. RESEARCH METHODOLOGY

Step 1: Preparation Stage

The researcher has defined population variables used in education, the education and the research design.

Step 2: Create a Research Instruments

1. Spelling exercise 4 volumes efficiency ratio as follows: the individual has the efficiency 80.83/81.65. Evaluation of efficiency in small groups has the efficiency 81.11/81.11 Field try out has the efficiency 81.68/85.35 then took the spelling exercise 4 volumes used with the samples.

2. Thai lesson plan-section spelling that do not follow section for prathomsuksa 2 has verified the validity and content validity. And expert opinion for the index of consistency (IOC), which has the consistency index is 1.00.

3. Pre-test and Post-test get quality inspection content validity by experts 3 people were 1.00 the difficulty (P) between 0.25 - 0.80 and discrimination (R) since 0.20 degree and reliability using the KR - 20 of Kuder and Richardson which has reliability as 0.84.

4. Questionair about opinion of student about using CIRC technique integrated with exercise has verified the validity and content validity. And expert opinion for the index of consistency (IOC), which has the consistency index is 1.00.

Step 3: Experiments

Before the experiment, students pre-test. Then conducted by the researcher teach yourself at the end of the experiment, students post-test and do the questionnaire.

Step 4: Data Analysis

This step were analyzed using the mean and standard deviation. The score to compare the mean scores of the students before and after learning by testing t-test group samples, two groups have the relationship. The opinion of students using the mean and standard deviation.

III. RESULTS

1. The results of spelling exercise the score of post-test is higher than pre-test statistically significant at 0.05.

2. The review of student about cooperative CIRC technique integrated with exercise is very good.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The results of spelling exercise the score of post-test is higher than pre-test statistically significant at 0.05 because the researchers plan to learn quality by theory analysis of the

problems and shortcomings writing, spelling, students develop the research and creation of a good coaching, the background score higher than the previous corresponding to the result. Consistent with the results of research by Photchana Khensaadd (2004) was studied the learning group learning Thailand. The reading and writing of students five years using collaborative teaching techniques CIRC sample study of 23 peoples. Niramol Noichan (2011) was development of Learning Activities of Thai Reading Comprehension for Prathomsuksa 3 Students Using CIRC Technique. The research finding found that the score of students' learning achievement of Thai Reading Comprehension Using CIRC Technique was 79.58%. There were 83.33% of students who passed the setting score criterion and the students' satisfaction of learning activities of Thai Reading Comprehension for Prathomsuksa 3 Students Using CIRC Technique was at the "high" level ($x = 2.87$). Sarinee Nuomad (2016) was developing ability in Thai writing by using cooperative learning CIRC technique and using drawing organizers of Prathomsuksa 4 students, Satun Primary Educational Service Area Office. The research finding found that the ability to write in Thailand after learning collaborative higher after statistically significant at the 0.05.

2. Spelling skills of Prathomsuksa 4 after learning higher than before learning been statistically significant at the .05 level show that because the four verse poems based on Aesop Tales used in the learning management is the innovation can enhance and develop spelling skills of students follow as well. The selection process in the vocabulary used in the Four verse poems based on Aesop Tales as a step consistent with spelling problems the Prathomsuksa 4 students truly. Learning by the Four verse poems based on Aesop Tales was a variety of activities to students practice to develop spelling skills, which is a sort of natural learning activities from easy to more difficult consistent with the concept of the intellectual nature (Cognitive Characteristics) of children is the best way to teach children to develop the capabilities is to start to do simple things so difficult as the sequence.

3. The sample student was opinions at high agreement level about management learning using cooperative learning. Opinions of the Prathomsuksa 2 students towards cooperative learning techniques CIRC with exercises in overall levels. Agree, average and was 2.91 standard deviations were 0.02 and Consider one by one found that students had overall opinion agree very much in the field. The learning activities, average and was 2.92 standard deviations were 0.08 followed by the atmosphere of learning. The average and the standard deviations of 2.91 were 0.10 and the benefits and the use of 2.89 average and standard deviations as 0.11 respectively because the learning activities of students on cooperative learning techniques CIRC with a coaching atmosphere makes teaching fun and interesting. Motivate students actively in learning. Students have been working with others to cause harmony. Make students understand the lesson better. Improve students' writing ability. Exercises content corresponds to that subject. Consistent with the results of research by Sanprasert Phanneam (2009) was study comparing the ability to read and write the student's undergraduate teaching with cooperative learning techniques CIRC opinions of students at first on how cooperative learning techniques CIRC agreed at a high level.

B. Suggestions

1. Learning CIRC cooperation with practice. The event is the group work together to raise the interest of students to work together as a team to think. Solve the problem Teach young children to light Cause harmony in the workplace.

2. Teachers should study the steps and methods, cooperative activities to enhance the technical CIRC students incentives and easy to understand. Clear by providing proper group and ages of the students. Including the time period used in teaching and learning activities.

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(Arranged in the order of citation in the same fashion as the case of Footnotes.)

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