Research Article

DEVELOPMENT OF LEARNING PACKAGE FOR ENHANCING READING AND WRITING ACHIEVEMENT IN THAI FOR COMMUNICATION COURSE FOR UNDERGRADUATE STUDENTS

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Abstract

The objectives of this study were 1) to develop learning packages to improve reading and writing performance in Thai for undergraduate students' communication course to meet the 80/80 criteria, 2) to compare the learning outcomes of the learning packages using pre-test and post-test, and 3) to investigate students' attitudes toward the learning packages. The research instrument used in the current study was the learning package. The sample group included 50 students enrolled in the Thai for Communication course. The statistics used in the data analysis were percentage, mean, standard deviation, and t-test. The results of the investigation were as follows: 1) the learning package was used to promote reading and writing performance in Thai language communication course, the quality was of high and efficiency according to the standard criteria, 2) the Thai language reading and writing performance, after learning with the learning package, was significantly higher than before learning at the .01 level, and 3) the students' attitude toward learning with the learning package was at the extremely high level.

Keywords: Learning Package, Reading and Writing, Thai for Communication Course

Introduction

Thai is the official language of Thailand and the native language of Thai people. It is regarded as the cultural treasure, also served as a means of communicative spoken language for people in the country. It helped to create understanding and a feeling of solidarity as well. The Thai language literacy of Thai people will lead to normal daily living, including doing business, causing good interactions to one other.

It can be seen that education, exchanging ideas, expressing concepts, arts, and sciences, all required the use of Thai language. Therefore, teaching Thai language is crucial in developing people in the nation to use the Thai language effectively for the development of their own knowledge and abilities to inherit the language

heritage which is national culture and have a good attitude towards Thai language and be able to communicate effectively.

Reading plays a fundamental role in learning new vocabulary. Reading a lot builds word memory in the human brain. Skilled readers will have the ability to convey stories well linguistically because they have many words to choose from, leading to rhetorical expression in communication. (Aksornkan, 2016; Kaewnunual & Chalongdet, 2018; Kramjantuek, 2018)

Writing is an advanced language skill formed by integrating knowledge and ideas through various experiences. Writing is a more complex language skill than any other skill because writing a story requires the art of word choice, as well as arranging ideas into written language that is readable, understandable, clear, and graceful (Chiowohan et al., 2014; Ueatrirat & Sornjitti, 2019).

Reading and writing are interrelated. It has been shown that readers can take the knowledge gained from reading to improve their writing skills. Reading skill is, therefore, essential as it is a tool to acquire knowledge and writing strategies to develop writing. Reading and writing skills are essential skills as tools to develop people in the society to be desirable qualities as required in today's world. Because reading can develop human as a tool to search, analyze, organize and process a variety of knowledge and information, moreover writing presents information that is synthesized and presented in an artistic way. Both reading and writing are important communication skills and are inextricably linked. It is a complementary process because reading gained information that become knowledge, study and understand the writing styles of what they have read. While writing is the product of data collection, analysis and imitation obtained from reading.

From the test results of student’s reading and writing abilities of those who enrolled in the Thai language for communication course, office of General Education, Udon Thani Rajabhat University, found that students had 45 percent of scores in reading and writing which was considered as failed. This is because learners lack of the reading comprehension ability and analysis of reading text, and logical communicative writing. There is also a problem with spelling. errors. It is very important to find a way to help resolve these issues. (Office of General Education Udon Thani Rajabhat University, 2016)

Satuwicharn et al. (2019) developed learning package on ‘read to know, watch to understand, write fluently’ that affects the reding and writing ability of the 1st graders. Chanasid and Toochinda (2020) developed student’s reding and writing of Thai language by using a skill-enhancing learning package based on the SQ4R lesson plan, for primary school students in the Academic service area of Nakhon Pathom Rajabhat University. The results indicated that learners gained higher learning outcomes after learning with the learning package than before learning statistically. Using a learning package is one of the ways to achieve teaching and learning goals. The use of learning package is an effective innovation that allowed students to learn quickly and meet the goal.

From the problem of learning achievement in reading and writing of students enrolled in Thai language for communication, it is therefore crucial that teacher need to study and find out the ways to develop learning package that can enhance student achievement. So that students can apply their knowledge to further develop them to be useful in learning and daily life.

From the foregoing, the researcher's interest is to develop a learning package for Thai language communication courses to promote Thai language reading and writing performance for undergraduate students, motivate them to learn and acquire knowledge from the classroom, and improve students' reading and writing performance. In addition, such research will help those involved in producing graduates and developing their communication skills. As a result, graduates are of sufficient quality to develop the country in a desirable direction according to the National Strategy Buddhist Era 2018-2037 (Office of the Secretary of the National Strategy Board, 2019) which aims to develop people of all ages qualitatively. It also helps to increase the quality of graduates which is an important factor affecting the overall quality of education in the country.

Research objectives

1. to develop a learning package to improve reading and writing performance in Thai for an undergraduate communication course to meet the 80/80 criteria,

2. to compare the learning outcomes of the learning packages using pre- and post-tests,

3. to investigate students' attitudes toward the learning packages. The research tool used in the current study was a learning package.

Research Methodology

Population and samples used in the research

The population is undergraduate students at Udon Thani Rajabhat University, who enrolled in the course Thai for communication in the first semester of the academic year 2019, number of populations was 300 students.

The sample group is undergraduate students at Udon Thani Rajabhat University who enrolled in the Thai for communication course in the second semester of the 2019 academic year, 50 students of sample were obtained from cluster random sampling method.

Variables

1. Independent Variable includes learning package to promote reading and writing performance in Thai language for communication course for undergraduate students,

2. The dependent variable is learning outcomes from using learning package to promote reading and writing performance in Thai language for communication course for undergraduate students.

Data Collection stage.

Step 1: Development of Learning Package and lesson plan for Enhancing Reading and Writing Achievement in Thai for Communication Course for Undergraduate Students involves the following steps:

1) The researcher studied and reviewed the literature on developing a learning package and guidelines for creating lesson plan.

2) Development of 6 learning package and 6 lesson plans for teachers.

3) 5 experts checked up the lesson plans to examine the Index of Item Objective Congruence (IOC) between the questions and the objectives of the study. Furthermore, to look at the quality of the learning package and provide comments to improve the learning package.

4) Improve the learning package and lesson plans as per the recommendations reviewed by the experts and revised accordingly.

5) The implemented learning package and lesson plans were tried out with non-sample students to study the effectiveness of the learning package.

The test has the accuracy value from the consistency between experts (Index of Item - Objective Congruence) between 0.60-1.00, can be used for a total of 83 items out of 100 items, and then used to find the difficulty (P) with a value of 0.2-0.8 and the value (R) with a value of 0.2 or higher, then determine the confidence of the test and select the remaining 60 items as appropriate and consistent with the objectives. The test was a multiple-choice test with 4 options, 60 items, had a consistency (IOC) between 0.67-1.00, a difficulty (P) between 0.20-0.79, a discriminatory power (R) between 0.37-0.93 and has a confidence (reliability) of 0.82.

Application of the learning package to the non-sample students obtained through Cluster Random Sampling i.e., 3 students in the second semester of the academic year 2017 to check the efficiency of the one-to-one experiment. The efficiency value of lesson plan E_1/E_2 = 81.02/80.56. For the second semester of academic year 2018, to check the efficiency (Small Group Tryout) with a small group of 10 students. The results show that the efficiency of lesson plan E_1/E_2 = 82.14/81.83. And for the second semester of academic year 2019, the efficiency (Field Tryout) of 30 students had an efficiency value of lesson plan E_1/E_2 = 82.86/81.72. It indicated that the lesson plan prepared by the researcher was effective according to the 80/80 benchmark.

Step 2 using learning package and lesson plan for enhancing reading and writing achievement in Thai for communication course for undergraduate students with the sample group who were in academic year 2/2019. The number of students in the classroom were 50 students and obtained by cluster random sampling.

Step 3 Assessing learners' opinions about the literacy learning package; Thai language for communication course for undergraduate students.

Data Analysis and Statistics Used in the Research

The data analysis and statistics used in the research are as follows:

1. Information from the documents related to the creation of the learning package and the guidelines for creating the learning management plan using content analysis.

2. Finding the quality of the tools: 1) Finding the consistency index between the questions and the learning objectives in the test (IOC), 2) Assessing the degree of adequacy of the learning management model using the 5-point Likert rating, 3) to determine the difficulty of the test (p), 4) to determine the dissimilarity of the test (r), 5) to determine the confidence of the test using the KR -20 (Kuder-Richardson, 1937)

3. To examine the effectiveness of the learning management plan according to the 80/80 criteria (Brahmawong, 2013).

4. The data and statistics were analyzed using descriptive statistics to draw conclusions about the important characteristics of the data. The statistical values used were percentage, mean and Standard Deviation. The differences between pre-test and post-test scores were analyzed using Dependent Samples t-test.

5. Analyze students' opinions about learning. using Likert's (1967) 5-level rating.

Data Analysis and Statistics used in the research

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1. Information from the documents related to the creation of the learning package and the guidelines for creating the learning management plan, using content analysis

2. Finding the quality of the tools: 1) finding the consistency index between the questions and the learning objectives in the test (IOC), 2) assessing the level of appropriateness of the learning management model. Using Likert's 5-level assessment, 3) to determine the difficulty of the test (p), 4) to determine the discrimination power of the test (r), and 5) to determine the test's confidence. Kuder-Richardson using the KR-20.

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5. Analyze students' opinions on learning. using the Likert's 5-level assessment (1967).

Findings

Development of Learning Package for Enhancing Reading and Writing Achievement in Thai for communication course for Undergraduate Students, it can be summarized the objectives as follows:

1. The results of the development of learning package for enhancing reading and writing achievement in Thai for communication course for undergraduate students

Table 1 The quality assessment of Learning Package for Enhancing Reading and Writing Achievement in Thai for communication course for Undergraduate Students by 5 experts.

items	Experts' Opinions					$\bar{X}$	SD	Quality
	1	2	3	4	5			
1. Objectives	5.00	4.33	4.00	4.33	4.00	4.33	0.06	Good
2. Contents	5.00	4.20	4.40	4.60	4.00	4.44	0.04	Good
3. Activities	5.00	4.25	4.25	4.50	4.00	4.40	0.05	Good
4. Book format	4.33	4.33	4.33	4.33	4.00	4.27	0.06	Good
Totally						**4.36**	**0.01**	**Good**

Table 1 showed the results of the data analysis to determine the quality of the learning package to promote the achievement of reading and writing in the Thai language for communication course. For undergraduate students from 5 experts, the quality of the learning package in all aspects was at a good level with a mean of 4.36 and a standard deviation of 0.01.

The results of the efficiency analysis of the learning package for promoting the achievement of reading and writing in Thai language for communication course for undergraduate students for promoting the achievement of reading and writing in Thai language for communication course for undergraduate students the results are shown in Table 2.

Table 2 Shows the results of the efficacy analysis of the learning package to promote the achievement of Reading and writing Thai language courses for communication for undergraduate students.

No.	items	E_1	E_2
1	21st century communication	80.17	
2	Reading for career in the present time	81.39	
3	Reading for writing	82.06	
4	Basic writing	82.61	
5	4.0 Writing types in the 4.0 age	84.44	
6	Creative writing on Public Media	86.50	
	Total average of 6 learning packages	**82.86**	**81.72**

From Table 2 it can be seen that the efficiency of Learning Package for Enhancing Reading and Writing Achievement in Thai for communication course for undergraduate students In the non-sample group using the 80/80 criterion, it was found that the process evaluation (E_1) had an efficiency value of 82.86 and the outcome evaluation (E_2) had an efficiency value of 81.72, which satisfies the stated criterion, 80/80, indicating that the Effective Learning package was appropriate and can be used in the classroom.

Comparison of learning success by using learning packages to promote reading and writing performance in Thai language for undergraduate communication course and pre and post learning, the results are shown in Table 3.

Table 3 Shows the results of the pre and posttest.

Assessments	N	Total	$\bar{X}$	SD	t
Pretest	50	60	41.06	3.48	22.47*
Posttest	50	60	52.14	1.84	

*Statistical significance level at .01 level

From table 3 the experimental results of using Learning Package for Enhancing Reading and Writing Achievement in Thai communication course for Undergraduate Students, found that learners had a statistically significant higher posttest performance score at the .01 level, which was higher than that of the pretest.

3. The results of students' opinions on the learning package for enhancing reading and writing achievement in Thai for the communication course for undergraduate students as shown in Table 4.

Table 4 The results of students' opinions on the learning package for enhancing reading and writing achievement in Thai for the communication course for undergraduate students

Items	Levels		
	$\bar{X}$	SD	Interpreted as
1. the handout is interesting with beautiful illustrations.	4.5	0.51	Extremely Hight
2. The content is understandable.	4.46	0.50	High
3. The directions for each lesson exercise was clear.	4.6	0.49	Extremely Hight
4. the activities were ordering from east to difficulty.	4.46	0.50	Extremely Hight
5. The timing for each lesson was suitable.	4.54	0.50	Extremely Hight
6. The illustrations went along with the conversations.	4.56	0.50	Extremely Hight
7. Each unit contained interesting learning activities.	4.82	0.39	Extremely Hight
8. Self-study was included in the learning package.	4.52	0.50	Extremely Hight
9. Learners are happy while learning.	4.24	0.43	High
10. The leaning package helped learners to acquire more language skill.	4.48	0.50	High
Totally	**4.52**	**0.04**	**Extremely Hight**

From Table 4 the results of examining learners' opinions on Learning Package for Enhancing Reading and Writing Achievement in Thai for Communication course for Undergraduate Students can be seen, it was overall at the highest level with 4.52 of mean and 0.04 of standard deviation. Looking at the individual items, the item that had the highest mean score was the attractiveness of the content of Learning Package ($\bar{X}$ = 4.82, SD = 0.39).

Discussions

1. Development of the Learning Package for Enhancing Reading and Writing Achievement in Thai for Communication Course for Undergraduate Students was evaluated by experts at the high level because the researcher studied related documents and research involved to the topic along with conducting the study about the current reading and writing guidelines. Therefore, this learning package's content was up-to-date both knowledge and illustrations. As a result, it become the high level of quality. The results were consistent with the concept of Utranan (1986) that developed learning package according to the 4-step process, namely the study of basic information; drafting a learning package, take the learning package for a quality assessment from experts, and evaluate and improve. theses process represented the implementation of an activity from start to finish. It is considered a systematic development process. Thiankhanithikun and Wongdokmai (2015), the quality from the experts Then improve and test with the sample. and consistent with research by

Boonmahome et al. (2019) development of interactive online lessons on Learning Theory of Learning Psychology for Media Design The quality of lessons was assessed by experts. and then used to study the efficiency in the next step.

The learning package for enhancing reading and writing achievement in Thai for communication course for undergraduate students has an efficiency of 80/80 because the researcher has conducted the document research on the Thai language for communication course for Udon Thani Rajabhat University undergrad. It consists of student ‘s handout, textbooks, together with the study of principles of creating learning package and creating learning activities that are consistent with the content of the lesson as a guideline for creating learning package and through validation and assessment of the quality of the learning package. The learning package was evaluated with quality assessment; difficulty, power of discrimination, and the reliability of the test. In addition, one-to-one try out, small group try out, and learning set improvements were performed prior to field try out. This corresponds to the practical application of knowledge in daily life. In line with the concept of Brahmawong (2013) mentioned. Media performance test or tutorial series It must be quality checked and the effectiveness of the material or instruction set before it is put into practice. According to Sikkhabandit (1985) said that the learning package validity and reliability should be tested and modified before being used in practice to meet the standards first. The quality and deficiency of the instructional package should be tested before being used in the classroom. The researcher should not bring the teaching package to make an experiment with non-sample groups to determine what should be improved and then edited. In line with the research of Pramada, Worakham and Arthan (2019) developed learning package to improve Thai reading and writing skills to solve the illiteracy of 5 graders. The results indicated that learners gained higher learning outcomes after learning with the learning package than before learning statistically. Using a learning package is one of the ways to achieve teaching and learning goals. The use of learning package is an effective innovation that allowed students to learn quickly and meet the goal.

2. The learning achievement from using the learning package for enhancing reading and writing achievement in Thai for Communication Course for Undergraduate Students after studying is higher than before. This is due to the learning package created by the researcher contains elements, sorting content from easy to difficult. Learners can gain knowledge from reading gradually. Developed to integrate knowledge from reading to writing in various formats that correspond to the state of human exposure in the present and the content illustrations of each lesson are clear, modern, suitable for the age of the learners. Students were interested in the content of the learning package and have good interaction with learning, resulting in learners having scores from the test after studying significantly higher than before at 0.01. This was consistent with the concept of Srisa-ard (2017) that the components of the teaching set must include a teacher manual Order card, task cards, media and quizzes. These elements will contribute to the development of teaching sets to be successful in learning management. Phongpluem and Chamnankit (2014) developed a learning package for teaching science process skills, included teaching documents, a quiz, and posttest. The learning package resulting in higher test scores after studying than before. In the line with Chimpalee et al. (2017) developed a learning package for beginner-level Chinese language course by applying a collaborative learning process and creating learning

content that is close to the learners to apply into a learning package. Each lesson is consistent and has a hierarchy of learning from easy to difficult. As a result, such teaching package, learners' achievement after learning was higher.

3. The results of the study of learners' opinions on learning packages to promote reading and writing achievements of the Thai language for communication course for undergraduate students was at a high level. Because the learning package in each lesson has content that is consistent with the current way of life in communication in Thai society. The handout has a beautiful design. The picture is clear and modern. There are activities in the lessons that are not too difficult and can be used to study on their own. As a result, the overview in each lesson is interesting. There is a clear explanation for doing exercises at the end of the lesson make learners happy in learning with such learning package. In line with the concept of Pankhian (2006) mentioned that the development of learning kits requires content arrangements to suit learners. There should be a hierarchical arrangement of learning content, so that students have a systematic learning In line with the research of Milung et al. (2018) developed a learning activity set to develop Analytical reading ability of Thai language learning subject groups by providing content in learning in order students can study and research on their own. As a result, the students' opinions on the learning activities were at a high level.

Suggestions

1. Suggestions for applying the research findings

1.1 From this research, encouraging students to engage in collaborative activities in small groups is an important part of getting them to learn and try challenging activities. Brainstorming takes place within the group. This leads to students showing more interest and learning strategies for reading and writing.

1.2 Thai language for communication course is a subject managed the Office of General Education. Learners will come from a variety of disciplines to enroll. Therefore, to assess the learning achievement in reading and writing. Teachers should consider the individual differences of the learners. Instructors should develop a learning package and assessment criteria appropriate to the context of the learners.

1.3 This learning pack is part of the courses in the School of General Education. Therefore, it is suitable for learners who have a basic knowledge of Thai language from senior high school or equivalent level. The learning package is a continuation of reading and writing from the regular curriculum and enables learners to develop their analytical, synthetic and creative applications. This leads to the development of communication in daily life.

2. Suggestions for the further research

2.1 The factors that influence the learning outcomes with the self-learning package should be investigated, such as internal factors, environmental factors, staff factors, etc.

2.2 A follow up study should be conducted after the entry into learning with the learning package. To see the persistence of knowledge about reading and writing and to document the problems and doubts of students in learning to use the information to improve the learning packages more effectively.

2.3 The learning package should be developed to promote the performance of reading and writing in Thai language courses for communication for students in such a way that all learners can learn anywhere and anytime, such as learning through the website or the development of various learning media such as e-book, e-learning, including contemporary technology.

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