

บทความวิจัย (ก.ค. – ธ.ค. 2563)

การรับรู้ของนักศึกษาต่อการใช้เทคนิคการเรียนรู้แบบร่วมมือร่วมใจสำหรับการสอนการอ่านเพื่อความเข้าใจ  
: กรณีศึกษาในสถาบันเทคโนโลยีไทย-ญี่ปุ่น

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**บทคัดย่อ**

ในปัจจุบันผู้คนที่ทำงานในแวดวงอุตสาหกรรมการศึกษาได้มีความตื่นตัวที่จะพัฒนาการจัดการเรียนการสอนด้วยรูปแบบต่างๆที่หลากหลายให้มีทั้งความท้าทายและประสิทธิภาพมากขึ้นเพื่อให้เกิดผลสัมฤทธิ์ต่อผู้เรียนรวมทั้งให้ทันการเปลี่ยนแปลงอย่างต่อเนื่องของระบบการเรียนการสอน ด้วยเหตุนี้ เทคนิคการจัดการเรียนการสอนแบบร่วมมือร่วมใจจึงถูกนำมาใช้เพื่อความสำเร็จของผู้เรียนในแวดวงทางการศึกษา การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสำรวจทัศนคติของนักศึกษาระดับปริญญาตรีต่อการใช้เทคนิคการเรียนรู้ภาษาแบบร่วมมือร่วมใจสำหรับการสอนการอ่านเพื่อความเข้าใจ 2) เพื่อศึกษาการรับรู้ของนักศึกษาต่อผลของการใช้เทคนิคการเรียนรู้แบบร่วมมือร่วมใจในชั้นเรียนการอ่านภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้เป็นนักศึกษาชั้นปีที่ 1 จำนวน 30 คน ซึ่งมาจากต่างคณะกันในสถาบันเทคโนโลยีไทย – ญี่ปุ่น ที่ลงทะเบียนเรียนภาษาอังกฤษพื้นฐาน ในภาคเรียนที่ 1 ปีการศึกษา 2562 กลุ่มตัวอย่างทั้งหมดไม่ได้เป็นนักศึกษาวิชาเอกภาษาอังกฤษ และได้ถูกเลือกมาโดยวิธีการแบบเจาะจง (purposive sampling) โดยที่ผู้วิจัยได้อ้างอิงจากชั้นเรียนที่ได้รับมอบหมายจากสำนักทะเบียนที่มอบหมายให้ผู้วิจัยรับผิดชอบสอนข้อมูลได้ถูกรวบรวมโดยการใช้แบบสอบถาม

ผลการศึกษาพบว่านักศึกษามีแนวโน้มสนับสนุนการใช้ยุทธวิธีการเรียนรู้แบบร่วมมือร่วมใจต่อการเรียนการสอนอ่านเพื่อความเข้าใจ นักศึกษาพบว่าพวกเขามีแรงจูงใจในการเรียนที่สูงขึ้นในการมีส่วนร่วมในรูปแบบการสอนนี้ ยิ่งไปกว่านั้นนักศึกษายังรู้สึกว่าเขาารู้สึกผ่อนคลายมากขึ้นเมื่อพวกเขามีส่วนร่วมในการทำกิจกรรมกลุ่มในชั้นเรียนการอ่านภาษาอังกฤษเป็นภาษาต่างประเทศ ด้วยเหตุผลดังกล่าว พวกเขาเลยไม่รู้สีกังวลเลยในระหว่างทำกิจกรรมกลุ่มและนักศึกษาส่วนใหญ่ยังยืนยันว่าพวกเขามีความมั่นใจมากขึ้นกว่าเดิมเมื่อพวกเขาต้องอ่านบทอ่านภาษาอังกฤษตามลำพัง

**คำสำคัญ:** ความเข้าใจในการอ่าน, เทคนิคการเรียนรู้แบบร่วมมือร่วมใจ, การรับรู้

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## Students' perception towards using collaborative learning techniques for teaching reading comprehension: a case of thai-nichi institute of technology

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### Abstract

People, who work in the education industry, are nowadays responsible for the development of methodologies which are both challenging and effective in matching students' learning achievements and to keep pace with ever-changing demands of teaching and education. By these means, student success in the academic field is strengthened when collaborative learning techniques are used. The purposes of the study were 1) to investigate the students' attitude towards using collaborative language learning techniques for reading instruction at Thai – Nichi Institute of Technology and 2) to identify the students' perception towards the impacts of using collaborative learning techniques in the EFL reading classroom at Thai – Nichi Institute of Technology. The samples were 30 first year students who studied an English Foundation Course and came from different faculties at TNI in the first semester of 2019 academic year. All of students selected for the study were non-English major students. They were selected by purposive sampling based on the class assigned for the researcher by the university registrar's office. The data was collected through a survey questionnaire.

The results of the research indicated that the students generally tend towards supporting the implementation of collaborative learning strategies in teaching and learning reading comprehension. In addition, it was found that their learning motivation increased after engaging in this approach. Last but not least, they also felt more relaxed when they got involved in group activities for EFL reading classroom. Consequently, they did not feel any anxiety during the group activities and most of them claimed that they gained more confidence when they had to read English passages alone.

**Keywords:** *Reading comprehension, Collaborative learning techniques, Perception*

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## Introduction

The learning of the English language is becoming increasingly important at all levels of the Thai education system. A better understanding of English, in turn, leads the Thai people to increase their knowledge of other academic areas such as politics, economics, social studies, education and science and technology both in their home country and worldwide. In teaching English as a foreign language, the four skills of English must be taught: listening, speaking, reading, and writing. However, it is obviously seen that reading skill becomes one of the most important skills in languages' learning for Thai students especially at the university level. Being able to read well in English can be a basis of knowledge to develop people's way of life. Carrell (1988) stated that reading is the most important of the four skills and the most useful skill for EFL learners. Nonetheless, a study of freshmen at Chiang Mai University by Wongbiasaj and Chaikitmongkol (2010) found that the reading skills of the freshmen were the lowest of the four skills. Moreover, Chawwang (2008) carried out research to investigate the problem of reading skills of students M.6 level, the last year of study before college, in educational regions 1, 2, 3, and 7 in Nakhonratchasima. The investigation showed that the students' ability was less than average for each of the three problem areas: sentence structure, vocabulary in context, and paragraph organization. Consequently, one possible way to help students have better understanding when they read is to use an approach called "Collaborative Learning". This approach seems to attract a lot of attention and becomes popular. Smith and Macgregor (1992) stated that the term 'collaborative' in collaborative learning comes from any combined effort of students, or of students and teachers. The 'learning' part simply involves the educational tactic employed. Apart from that, Dhitsakul (2000) mentioned that collaborative learning helps to develop both personal responsibilities as well as interpersonal relationships. Interpersonal relationships are developed by increased cooperation when students work together and the acceptance of ideas from class colleagues. Moreover, Jolliffe (2007) supported that collaborative learning is the whole process that includes the ways the students teach one another, the students teach the teacher, and undeniably the teacher teaches the students, too. Therefore, both nonverbal communication (paralinguistic) and verbal communication (linguistic) are available to students when collaborative learning is undertaken.

From the above, it can be noticed that collaborative learning is a technique which is focused on learning outcome which allows the students to improve their knowledge by interacting with others. Furthermore, this type of learning approach decreases competitiveness and individualism but increases opportunities to actively construct or transform the knowledge among students. Additionally, evidence of positive impacts of teaching reading comprehension, delivered via collaborative learning techniques can be found in the research of Momtaz and Garner (2010) who conducted a study on how collaborative learning improved EFL students' reading comprehension. A mix-method study was used in Iranian EFL reading

comprehension classes with the objective to establish whether collaborative learning leads to greater comprehension of a text than private reading and if so, the process by which it enhances comprehension. According to the results, students practising collaborative learning performed better than other students on a consistent basis. The effects of collaborative reading appear to enhance the reading comprehension ability of Iranian EFL university students. Similarly, Karabuga and Kaya (2013), also discovered that collaborative strategic reading positively affected the comprehension and reading related problems of adult EFL learners.

Subsequently, collaborative learning techniques were expanded to incorporate undergraduate students at Thai - Nichi Institute of Technology (TNI). This was done because of the benefits of collaborative learning techniques in enhancing the students' reading comprehension with regard to learning English as a Foreign Language (EFL). Consequently, the purposes of this study were to investigate the students' attitude towards using collaborative language learning techniques for reading instruction. Another purpose of this research was to identify the students' perception towards the impacts of using collaborative learning techniques in the EFL reading classroom. To achieve the purpose of this study, it was expected that the finding of this study would shed light on ways Thai teachers can effectively enhance their students' English reading skills in their class. From personal experience in the classroom and the research already mentioned, we could make the claim that collaborative learning techniques could develop the students' reading comprehension in order to succeed in their classroom learning.

### **Purposes of the Study**

The purposes of the study were as follows:

1. To investigate the students' attitude towards using collaborative language learning techniques for reading instruction at Thai – Nichi Institute of Technology.
2. To identify the students' perception towards the impacts of using collaborative learning techniques in the EFL reading classroom at Thai – Nichi Institute of Technology.

### **Method**

#### **Research Design**

The present study aimed at investigating the students' attitude of Thai undergraduates towards using collaborative language learning techniques for reading instruction at Thai – Nichi Institute of Technology (TNI). Another aim of this study was to identify the students' perception towards the impacts of using collaborative learning techniques in an EFL reading classroom. The study adopted the quantitative research design in order to achieve its objectives. Nunan(2000) stated that the methods used to collect vast numbers of data or, in fact, anything that can be measured is called quantitative research. Also, this type of research is valuable in allowing us to summarize and compare large amounts of data with other material or research.

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## Participants

The population of the study was undergraduate students at Thai – Nichi Institute of Technology. The sample were 30 first year students who studied an English Foundation Course and came from different faculties at TNI in the first semester of 2019 academic year. All of them were selected for purposive sampling based on the class assigned for the researcher by the university register's office.

## Research instrument

The instrument used in this study was a questionnaire. It was developed by the researcher based on students' perception towards using collaborative learning technique for teaching reading comprehension in EFL reading classroom. Part 1 of the questionnaire asks for students' attitude towards using collaborative language learning techniques for reading instruction. Part 2 deals with students' perception towards the impacts of using collaborative learning techniques in EFL reading classroom. Apart from this, no particular parameter such as age, group and gender was collected.

## Research procedures

The participants had already been instructed reading comprehension by the researcher using collaborative learning techniques called Student Team-Achievement Divisions (STAD) for a period of 8 weeks. To determine the views of the learners towards collaborative learning techniques, the survey questionnaire was distributed among them after they had received the treatment.

## Data Collection

The data for this research was collected through the administration of a survey questionnaire administered to the participating students. The 18-item questionnaire was constructed and administered during the last class of the semester which was directly after using collaborative learning techniques for a period of eight weeks. The purpose of the questionnaire was to elicit the learners' attitude and perception towards using collaborative learning techniques in their EFL reading classroom.

## Data Analysis and Statistical Procedures

The data collection through the questionnaire were to analyze using descriptive statistics of frequency and percentage.

## Results and Discussion

There were two objectives in this study:

1. To investigate the students' attitude of Thai undergraduates towards using collaborative language learning techniques for reading instruction at Thai – Nichi Institute of Technology.

This results obtained from this study revealed the students' attitude towards using collaborative learning techniques for reading instruction in their English lessons. The table below demonstrates the frequency, and

percentage of variable of students' attitude towards using collaborative language learning techniques for reading instruction in their lessons (see table 1).

**Table 1:** The results of students' attitude towards using collaborative language learning techniques for reading instruction in their lessons

Item No.	Variables	Frequency	Percentage
1	I am a happy participant in activities of learning that include other people.	26	86.6%
2	I attain greater success as part of a team than as an individual.	25	83.3%
3	Teamwork helps to improve my perception and attitude in the working environment.	27	90%
4	Collaborative learning helps me to socialize more.	25	83.3%
5	Collaborative learning enhances good working relationship among students.	28	93.3%
6	Collaborative learning enhances class participation.	28	93.3%
7	Creativity is facilitated in the group setting.	24	80%
8	Group activities make the learning experience easier.	29	96.6%
9	My work is better organized when I am in a group.	24	80%
10	I learn to work with students who are different from me.	25	83.3%

As shown in table 1, the results revealed that according to the variables in the table: item 8 indicated the highest percentage of 96.6%. It showed that the students agreed to the statement "Group activities make the learning experience easier." Followed by item number 5 and number 6 which had the same percentage of 93.3%, they showed that the students felt that the use of collaborative learning in the classroom could help them create an atmosphere in which they felt that they depended on each other in order to complete the assigned task; moreover, they had more chance to get involved in class activities. Item number 3 indicated the third highest percentage of 90%. 27 of the 30 participants chose the statement "Teamwork helps to improve my perception and attitude in the working environment." Finally, item number 1 indicated the fourth highest percentage of 86.6%. It proved that the students willingly participated in collaborative learning activities.

2. To identify the students' perception towards the impacts of using collaborative learning techniques in the EFL reading classroom at Thai – Nichi Institute of Technology.

The results obtained from this study revealed the students' perception towards the impacts of using collaborative learning techniques in EFL reading classroom at Thai – Nichi Institute of Technology. The table below demonstrates the frequency, and percentage of the valuables of students' perception towards the impacts of using collaborative learning techniques in EFL reading classroom (see table 2).

**Table 2:** The results of students' perception towards the impacts of using collaborative learning techniques in the EFL reading classroom

Item No.	Variables	Frequency	Percentage
1	Using this approach my English reading lessons are more interesting.	28	93.3%
2	I am more motivated to learn using this approach.	26	86.6%
3	My understanding of difficult passages is better using this approach.	25	83.3%
4	This approach helps improve my reading speed.	25	83.3%
5	I feel relaxed when learning English reading lessons through this approach.	29	96.6%
6	Understanding of the text is gained the first time using this approach. I don't have to read it again.	24	80%
7	This approach enables me to participate in sharing information, making decisions, and solving problems.	27	90%
8	When reading English passages alone, my confidence is increased.	28	93.3%
9	The passages are retained in my memory for a longer time using this approach.	24	80%
10	I don't get stressed using this method to learn English reading.	29	96.6%

As shown in table 2, generally the students agreed that collaborative learning techniques have a positive impact on their language learning. According to the variables in the table, item number 5 and 10 had the highest percentage of 96.6%. They showed that the students perceived their anxieties could be markedly lowered in such an encouraging and non-threatening atmosphere. Moreover, they felt relaxed when learning English reading lessons through collaborative learning techniques. Item 1 and 8 indicated the second highest percentage of 93.3%. They showed that the students agreed with the use of collaborative learning techniques in the classroom because they felt that their English reading lessons became more interesting with this

approach. Moreover, they perceived that this approach did help increase their self-confidence when they had to read English passages alone. Item number 7 indicated the third highest percentage of 90% as 27 out of 30 chose the statement “This approach enables me to participate in sharing information, making decisions, and solving problems.” For this statement, the students were in agreement that participating in group activities in class was better assisted by collaborative learning. Finally, item number 2 indicated the fourth highest percentage of 86.6%. It proved that the students supported the statement that this approach helped them increase their learning motivation.

### Discussion

The findings obtained from the survey indicated that the participants held generally a positive view of the implementation of collaborative learning strategies in teaching and learning context. The researcher found that overall class motivation had significantly increased after using group work or collaborative learning in an EFL reading classroom. Students were motivated to become more active learners. According to students’ responses, it could be elicited that most students were fond of learning English reading through collaborative learning strategies. It was also important to note that most students agreed with this approach in helping them to acquire the knowledge through working in a team. Students felt it was easier and made the learning process more interesting. This result was supported by Edge (1993) who stated that the more students enjoy language skills, the more language ability they are likely to acquire. In addition, by engaging in a collaborative learning approach in an EFL reading classroom, the students believed that their anxiety levels were reduced. Self-confidence levels can be raised in the classroom environment if anxiety levels are reduced. This result was similar to Brown (2002) who agreed that confidence can be promoted through experience with success and the reduction of anxiety. Therefore, based on the students’ perception, collaborative learning strategies produce good impacts for the students to reach the goals of the learning English reading in an EFL classroom; it means that collaborative learning is one of the effective approaches to apply in an EFL reading classroom.

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