

บทความวิจัย

การเปรียบเทียบผลสัมฤทธิ์ในการเรียนทักษะการเขียนโดยวิธีBrookesและWithrow
และวิธีการสอนเขียนแบบภาษาเพื่อการสื่อสาร:กรณีศึกษาของนักเรียนชั้นมัธยมศึกษาปีที่ 2
โรงเรียนวรนาธิเฉลิม จังหวัดสงขลา

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาความสามารถในการเขียนภาษาอังกฤษ ก่อนและหลังการจัดการเรียนรู้ โดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ 2) เพื่อศึกษาความสามารถในการเขียนภาษาอังกฤษ ก่อนและหลังการจัดการเรียนรู้ โดยใช้การสอนแบบภาษาเพื่อการสื่อสาร 3) เปรียบเทียบความสามารถในการเขียนภาษาอังกฤษ 4) เพื่อศึกษาความพึงพอใจต่อการจัดการเรียนรู้ โดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ กลุ่มตัวอย่างเป็นนักเรียนมัธยมศึกษาชั้นปีที่ 2 โรงเรียนวรนาธิเฉลิม จังหวัดสงขลา ภาคเรียนที่ 1 ปีการศึกษา 2566 ซึ่งได้มาจากการสุ่มอย่างง่าย จำนวน 2 ห้องเรียน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ แผนการจัดการเรียนรู้โดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ แผนการจัดการเรียนรู้โดยใช้การสอนเขียนภาษาเพื่อการสื่อสาร แบบทดสอบความสามารถในการเขียนภาษาอังกฤษ และแบบวัดความพึงพอใจต่อการจัดการโดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าทีแบบไม่เป็นอิสระจากกัน และแบบเป็นอิสระจากกัน

ผลการวิจัยพบว่า 1) ความสามารถในการเขียนภาษาอังกฤษ กลุ่มที่ได้รับการจัดการสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีค่าขนาดของผลอยู่ที่ 3.73 2) ความสามารถในการเขียนภาษาอังกฤษ กลุ่มที่ได้รับการจัดการสอนเขียนภาษาอังกฤษเพื่อการสื่อสาร หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีค่าขนาดของผลอยู่ที่ 0.29 3) ความสามารถในการเขียนภาษาอังกฤษ กลุ่มที่ได้รับการจัดการเรียนรู้โดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ สูงกว่ากลุ่มที่ได้รับการจัดการสอนเขียนแบบภาษาเพื่อการสื่อสาร อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีค่าขนาดของผลอยู่ที่ 2.09 และ 4) ความพึงพอใจต่อการจัดการเรียนรู้โดยใช้การสอนเขียนภาษาอังกฤษตามแนวคิดของบุ๊คส์และวิทโธร์ อยู่ในระดับมากที่สุด

คำสำคัญ: การพัฒนาทักษะการเขียนภาษาอังกฤษ, กระบวนการเขียนของบุ๊คส์และวิทโธร์, กลวิธีการสอนเขียน

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**THE COMPARISON WRITING SKILL ACHIEVEMENT BETWEEN BROOKES AND WITHROW'S
WRITING INSTRUCTION AND A COMMUNICATIVE LANGUAGE TEACHING'S WRITING
INSTRUCTION: A CASE STUDY OF GRADE 8 STUDENTS, WORANARI CHALERM SCHOOL,
SONGKHLA PROVINCE.**

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Abstract

This research aims to: 1) To compare the English writing proficiency between before and after using writing skill teaching instruction based on Brookes and Withrow's writing instruction. 2) To compare the English writing proficiency between before and after using writing skill teaching instruction based on English for communicative language teaching (CLT). 3) To compare the English writing proficiency. 4) Investigate the satisfaction with the learning by using Brookes and Withrow's English writing instruction. The sample consisted of Grade 8 students from Woranari Chalerm School, Songkhla Province, during the first semester of the academic year 2023. The sample included two classrooms selected through purposive sampling. The research instruments included lesson plans based on Brooks and Whitrow's English writing methods, lesson plans for teaching communicative language teaching's writing, an English writing proficiency test, and a satisfaction survey regarding the management of English writing instruction based on Brooks and Whitrow's approach. The statistical methods used for data analysis were mean, standard deviation, paired t-tests, and independent t-tests.

The research findings revealed that: 1) The English writing proficiency of students taught using the Brooks and Withrow approach significantly improved post-instruction compared to pre-instruction, with a statistical significance level of .05 and an effect size of 3.73. 2) The English writing proficiency of students taught using the communicative language teaching's writing approach also significantly improved post-instruction compared to pre-instruction, with a statistical significance level of .05. and an effect size of 0.29. 3) The English writing proficiency of students taught using the Brooks and Whitrow approach was significantly higher than that of students taught using the communicative language teaching's writing approach, with a statistical significance level of .05 and an effect size of 2.09. 4) The students' satisfaction with the English writing instruction based on the Brooks and Whitrow approach was at the highest level.

Keywords: English writing skill development, Brookes and Withrow's English writing instruction, Teaching strategy of writing skill

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Introduction

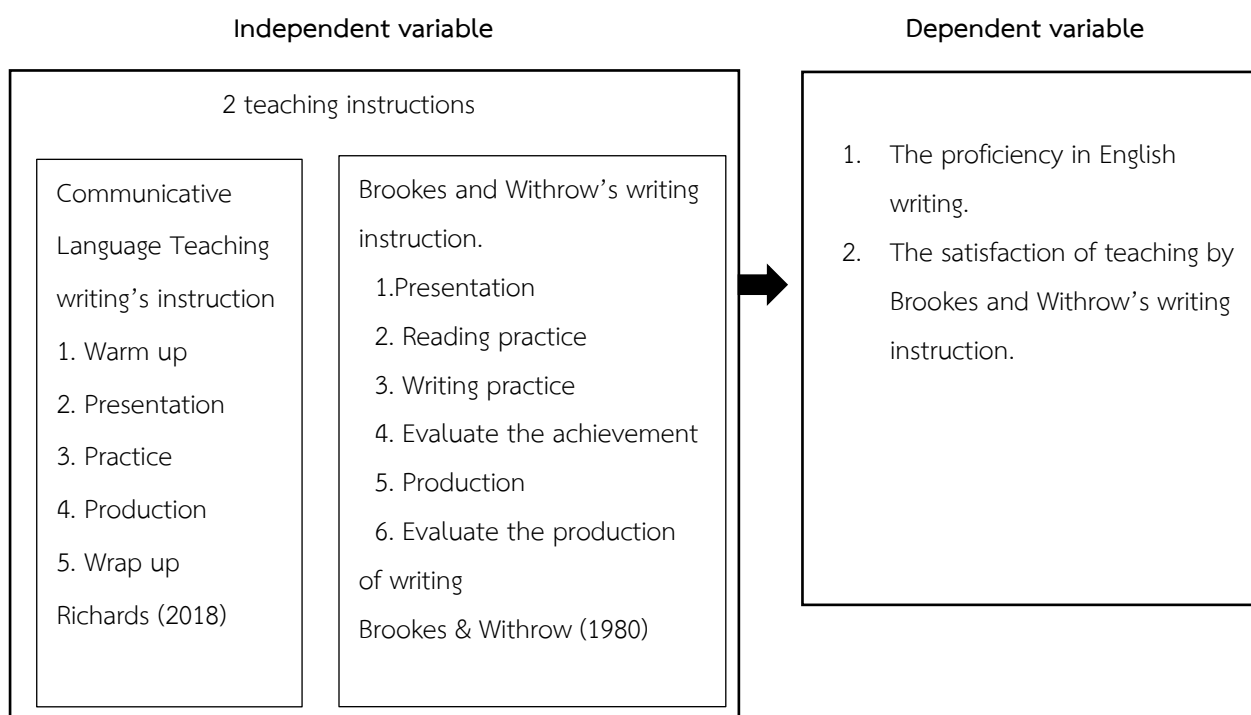
In the English curriculum of Thai schools, there are four main skills that the students will learn such as listening comprehension, speaking, reading comprehension, and writing. Especially writing skill is important because the writers are able to show their thoughts, senses, and feelings to the readers to understand what the communications would like to inform. However, writing is a difficult skill to teach so many teachers to postpone this skill to teach others skills before. The important problem that is the weak point of the student's writing skill comes from the lacking of vocabulary knowledge writing strategy and activeness in practicing. Moreover, the students do not have the motivation in writing. Nowadays, teaching English as a foreign language in Thailand showed that writing ability is the weak point of Thai students. Furthermore, there are several problems with writing skills. The first priority of the problem is writing English by using the Thai language format. But actually, the Thai format and English format are different. For this reason, it will become a misunderstanding in communication. The detail above it showed that the mother tongue language can influence to use of a second language. Additionally, the study addresses issues related to the techniques and methods employed by teachers in their instruction. The focus is on how these approaches can effectively engage students, enhance their understanding, and contribute to the development of their writing skills. The study from several research relates to a writing teaching strategy. There are two researchers such as Brookes and Withrow who designed a writing teaching strategy that is efficient for teaching writing skills and understanding it simply. In addition, the instruction media and material that were used in teaching are very important. It can persuade and build a positive attitude among students studying. Moreover, it should be modern and appropriate for the student's age.

The survey of the problem in English teaching of grade 8 students in Woranari Chalerm school, Songkhla province, showed that there are many students who cannot write English sentences correctly. Ungrammatical sentences were found in the students' essays. It revealed that; the students lack accuracy in grammatical knowledge and the correct of English writing process. Moreover, it is the important problem that can bring the students to communicate unclearly. Moreover, the researcher surveyed the students' score from CEFR (Common European Framework of Reference for Language) test that the students had done since last semester. It showed that the most students have the weak point in the writing skill. At Woranaree Chalerm School, we have showed the level of score that the students got it: The most student in Grade 7-9 (Mathayom 1-3) got in level A1 in four skills such as listening, speaking, reading and writing. It is lower than the standard score. Actually, the Thai Ministry of Education has set the following targets for Thai students: Primary 4-6 students (Prathom 4-6) should reach A1 proficiency, Grade 7-9 students (Mathayom1-3) should reach A2 proficiency and Grade 10-12 students (Mathayom4-6) should reach B1 proficiency.

Source: <https://www.english-room.com/cefr-thailand/>

For this reason, the researcher would like to find a writing strategy and design a teaching strategy to improve the English writing skill of the students. This research employs the writing skill instruction methods of Brooks and Withrow in the teaching and learning process for grade 8 students at Woranari Chalerm School in Songkhla Province. The study compares this instructional approach with the communicative language teaching method that has been used for a long time. The objective is to determine which teaching method more effectively enhances students' writing skills.

Conceptual Framework



Picture No.1

From picture No.1, In this research, the independent variables include two teaching methods: the Communicative Language Teaching approach, which will be used to instruct the control group, and the Brookes and Withrow writing instruction method, which will be used to instruct the experimental group. Additionally, the dependent variables in this study are: (1) the proficiency in English writing, and (2) the satisfaction with the teaching method based on Brookes and Withrow's writing instruction.

Objective of the Research

1. To study the English writing proficiency between before and after using writing skill teaching instruction based on Brookes and Withrow's writing instruction.
2. To study the English writing proficiency between before and after using writing skill teaching instruction based on English for communication approach.
3. To compare the English writing proficiency between Brookes and Withrow's writing instruction and English for a communicative approach writing instruction and their effect size.
4. To survey the students' satisfaction with Brookes and Withrow's writing instruction and English for a communicative approach writing instruction.

Research Hypotheses

1. On average, the students' mean score in English writing skills in the experimental group is higher than that of the control group after being taught by Brookes and Withrow's writing strategy when $p = 0.05$.
2. On average, the students in the experimental group have positive satisfaction at a high level after being taught by Brookes and Withrow's writing strategy when $p = 0.05$.

Research Methodology

Population and sample

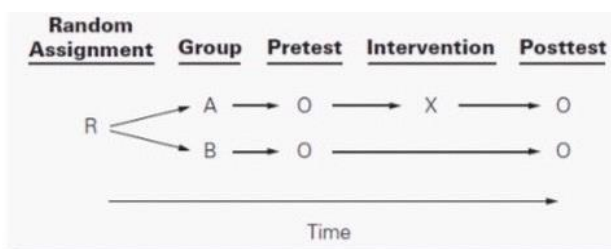
The population in this study was 611 students who are studying in grade 8 in the first semester of the year 2023, Songkhla province. Moreover, sample in the research is 84 students who are studying in grade 8 in the first semester of the year of 2023, Woranari Chalerm school, Songkhla province. The sample size in the research consists of 84 students. This sample size is considered reliable and appropriate because it falls within the range of the mean of sample numbers, ranging from 30 (minimum) to 400 (maximum). The research separated the sample students into two groups: the experimental and controlled groups. For this work, a simple random sampling method was used, facilitated by a computer program. The result showed that the experimental group came from students in grade 8 class 6. The number of students is 42 students and the controlled group came from students in grade 8 class 9. The number of students is 42 students.

From the information above, the sample size that calculated by using formula for testing two independent (two-tailed test) from G*Power. The sample size is 36 participants per group. Calculated drop out = 20%, the sample size is 42 participants per group. The total number of participants was 84. Moreover, the sample students were selected the average of the student's English scores in the class. The sample

groups are the class that has the average score and the number of students similarly. The researcher will spend about 20 periods to collect the data. The contents that were taught come from Basic English subject for grade 8.

Research design

Quasi-experimental study pretest-posttest.



Picture No.2

From Picture No.2: Group A is Grade 8/6 experimental group. Group B is Grade 8/9 controlled group. Intervention is teaching by using writing skill teaching instruction based on Brookes and Withrow's writing instruction.

Research instruments

1. Pretest and posttest of the writing proficiency to students in grade 8, Woranari Chalerm school. The test contained 30 items were selected, with difficulty indices (p) ranging from 0.2 to 0.8 and discrimination indices (r) of 0.2 or higher. The reliability of these items was then analyzed using the Kuder-Richardson Formula 20 (KR-20), resulting in a reliability coefficient of 0.90.
2. The lesson plan by using Brookes and Withrow's writing instruction in Basic English subjects for grade 8 students in the first semester of the year 2023, Woranari Chalerm school, Songkhla province.
3. The lesson plan by using Communicative Language Teaching's writing instruction in Basic English subjects for grade 8 students in the first semester of the year 2023, Woranari Chalerm school, Songkhla province.
4. The questionnaire about the satisfaction of teaching by Brookes and Withrow's writing instruction in Basic English subject for grade 8 students, in the first semester of the year of 2023. The questionnaire contained 20 items were analyzed, and the results indicated that the questionnaire has high reliability ($\alpha = 0.79$) as well as high content validity and criterion-related validity.

Data Collection

1. Separate the students into 2 groups such as experimental group and controlled group.
2. Check and record the score from pre-test that used for test the students in experimental group and controlled group moreover, analyze the writing error that found in the student's pre-test.
3. Design the teaching strategy and the lesson plan by using Brookes and Withrow's writing instruction. The researcher will spend 20 periods to teach.
4. Teach the students in a controlled group by using the lesson plan which was designed for a Communicative Language Teaching writing instruction.
5. Teach the students in the experimental group by using the lesson plan which was designed from Brookes and Withrow's writing instruction.
6. Use posttest to test the students in the controlled group and the experimental group.
7. Check and record the score from posttest that used for test the students in the experimental group and the controlled group moreover, analyze the writing error was found in the student posttest.
8. Compare the student's score between the pretest and posttest.

Data analyses and statistical treatment

Data Analyses

- Compare the students score between pretest and posttest of the students in experimental group after teaching by Brookes and Withrow's writing instruction. The researcher uses this statistic (t-test for Dependent Samples) to test it.
- Compare the achievement and the students score between pretest and posttest of the students in controlled group after teaching by English for the Communicative Language Teaching's writing instruction. The researcher uses this statistic (t-test for Dependent Samples) to test it.
- Compare the achievement and the student's score between the pretest and posttest of the students in the experimental group and the controlled group after teaching by Brookes and Withrow's writing instruction and Communicative Language Teaching's writing instruction and to find the students group that has the higher score. The researcher uses this statistic (t-test for Dependent Samples) to test it.

The method to analyze the statistic

Find P value to test and compare the achievement of the students on both the pretest and posttest. Moreover, the researcher wants to compare the achievement of the student's writing skill in both the experimental group and the controlled group.

Statistical treatment

The statistic was used in this research such as

1. The basic statistic is Calculating Percentage and Average (Mean or \bar{X}) and (Standard Deviation or S.D.)

2. The statistic for testing of the hypothesis.

2.1 Testing of the hypothesis1 by Calculating Effectiveness Index: E.I. (Srisaard, B, 2008, page 102) such as

$$(\text{Effect size}) = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Total score of Posttest} - \text{Average score of Pretest}}$$

2.2 Testing of the hypothesis1 by comparing student's Writing proficiency in Pretest and Posttest by using (t-test for Dependent Samples). The formula of it, such as (Srisaard, B, 2010, page 83)

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

$$df = n-1$$

t = The t-statistic (t-test) for a paired sample t-test

D = Difference between two paired samples

n = The sample size

3. Research instruments for evaluating the satisfaction in teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun app consisted of questionnaires. The questionnaires of Thai opinions toward grade 8 students, the Essay More Fun app on the smartphone application were created using a 5-point Likert rating scale (Likert, 1932):

- | | | |
|---|-------|-------------------|
| 5 | means | strongly agree |
| 4 | means | agree |
| 3 | means | neutral |
| 2 | means | disagree |
| 1 | means | strongly disagree |

The interpretations of the agreement are as follows (Likert, R.1932):

The average between 4.50 – 5.00 means the highest level of agreement

The average between 3.50 – 4.49 means the high level of agreement

The average between 2.50 – 3.49 means the neutral level of agreement

The average between 1.50 – 2.49 means the low level of agreement

The average between 1.00 – 1.49 means the lowest level of agreement

The questionnaires were proven for the Item Content Validity Index (I-CVI) by 5 experts: Assoc. Prof. Dr. Suphat Sukamonson from International College, Maejo University; Assoc. Prof. Dr. Suwaree Yodchim from Linguistics Program, Suan Sunandha Rajabhat University, Mrs. Suphalak Ninrat, Mrs. Duangta Musikachana, and Mrs. Orathai Chantharangsri, Senior Professional Level Teachers (K3 Teachers) from Woranaree Chalerm School, Songkhla province. The Item Content Validity Index was found to have the value of I-CVI = 1.

The formula of I-CVI

$$I-CVI = N_c / N$$

In this formula, N_c = the number of experts who agreed that the item is relevant

N = the number of experts

Waltz & Bausell (1981)

The contents of the questionnaires were based on the structural basis which consisted of media characteristics, design standards, and technical standards (Intira Robroo, 2017). The questionnaires were divided into 5 parts:

1. The design of the teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun application.
2. The accessibility of the teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun application.
3. The content of the teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun application.
4. The use of the teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun application.
5. The advantages of the teaching by Brookes and Withrow's writing instruction collaborated with Essay More Fun application.

Research Conclusions and Discussion

The Result of Data analysis.

Section 1: Analysis Pre and Post-teaching English writing proficiency using Brookes and Withrow's writing strategy. In this chapter, we present the results of the comparative analysis of English writing proficiency before and after teaching by using Brookes and Withrow's writing strategy.

Table 1 Comparative Analysis Results of English Language Writing Ability Before and After Instruction for the Experimental Group Under Instructional Management Utilizing the Process Writing Approach Based on Brooks and Withrow's Concept

Experimental Group	N	Full score	\bar{X}	S.D.	D	t	p
Pre-test	42	35	13.48	2.87	3.73	30.67*	.00
Post-test	42	35	24.38	2.98			

*replaced the critical value of t at the .05 level, is 1.68 (one-tailed)

From **Table 1**, the results of the comparison of average scores of English writing proficiency overall show that the difference in scores between after learning and before learning \bar{X} is 10.90, with a t-statistic value of 30.67, which is greater than the critical value of t (1.68) as specified in this study. Additionally, the effect size (d) is 3.73, indicating that after learning using the teaching approach of Brooks and Withrow, students have significantly higher average scores in English writing proficiency compared to before learning, with statistical significance at the .05 level, representing a very large effect size.

Section 2: Comparative analysis of English writing proficiency using the English for a communicative approach writing strategy. In this section, we provide a comparative analysis of English writing proficiency when employing the English for a communicative approach writing strategy.

Table 2 Comparative Analysis Results of English Language Writing Ability Before and After for the Control Group

Control Group	N	Full score	\bar{X}	S.D.	D	t	p
Pre-test	42	35	14.55	4.55	0.29	4.35*	.00
Post-test	42	35	15.91	4.89			

*replaced the critical value of t at the .05 level, is 1.68 (one-tailed).

From **Table 2**, the results of the comparison of average scores of English writing ability overall reveal that the difference in scores between after learning and before learning \bar{X} is 1.36, with a t-statistic value of 4.35, which is greater than the critical value of t (1.68) as specified in this study. Additionally, the effect size (d) is 0.29, indicating that after learning using language-based communication-focused teaching

methods, students have significantly higher average scores in English writing ability compared to before learning, with statistical significance at the .05 level, representing a small effect size.

Section 3: Comparative analysis of English writing proficiency between the controlled group and the experimental group. This part outlines the comparative analysis of English writing proficiency between the controlled group and the experimental group.

Table 3: Comparative Analysis Results of English Language Proficiency Between the Group Under Instructional Management Utilizing the Process Writing Approach Based on Brooks and Withrow's Concept and the Group Under Instructional Management Utilizing Communicative Language Teaching writing's Concept.

Experimentation	N	Full score	\bar{x}	S.D.	D	t	p
Experimental Group	42	35	24.38	2.98	2.09	9.59*	.00
Control Group	42	35	15.91	4.89			

*replaced the critical value of t at the .05 level, is 1.68 (one-tailed).

From Table 3, it is shown that the experimental group, which received learning management through teaching writing in English according to the principles of Brooks and Withrow, has an average English writing proficiency score of 24.38 points, with a standard deviation of 2.98. On the other hand, the control group, which received learning management through teaching writing by using communicative language teaching concept, has an average English writing proficiency score of 15.90 points, with a standard deviation of 4.89, out of a maximum score of 35 points. The t-statistic value is 9.35, which is greater than the critical value of t (1.68) as specified in this study. Additionally, the effect size (d) is 2.09, indicating that after learning using the teaching approach of Brooks and Withrow's writing instruction, students have significantly higher average scores in English writing proficiency compared to learning management through communicative language teaching methods, with statistical significance at the .05 level, representing a very large effect size.

Section 4: Analysis of satisfaction with English writing teaching based on Brookes and Withrow's writing instruction. In this final section, we present the analysis of satisfaction with English writing teaching according to the Brookes and Withrow's writing instruction.

Table 4 Analysis Results of Satisfaction Assessment towards Instructional Management in English Writing based on Brooks and Withrow's Concept

No.	List of satisfaction analysis	Median	Rating scale
The term of content			
1.	The content covers the learning objectives of the lesson.	4.00	high
2.	The subject matter is sequenced from easy to difficult.	4.00	high
3.	The content aligns with the students' needs	4.00	high
4.	The teacher possesses knowledge and expertise in the subject matter.	4.00	high
5.	Students can apply the subject matter in their daily lives.	4.00	high
The term of teaching and learning process.			
6.	The teaching and learning process is engaging.	4.00	high
7.	The teaching and learning process emphasizes student participation in activities.	4.00	high
8.	Students have the opportunity to showcase their knowledge and abilities.	4.00	high
9.	Students are happy and enjoy the teaching and learning process.	4.00	high
10.	The teaching and learning process is diverse and allows students to use the English language.	4.00	high
The term of instructional media.			
11.	Instructional media stimulate interest.	4.00	high
12.	Instructional media are adequate for the number of students.	5.00	highest
13.	Instructional media align with the lesson.	4.50	highest
14.	Instructional media enhance students' understanding of the lesson.	5.00	highest
15.	Instructional media are clear and align with the objectives.	5.00	highest
The term of assessment and evaluation.			
16.	Teachers inform about assessments on every occasion.	4.00	high
17.	Students receive fair and impartial assessments.	4.00	high
18.	Subtests align with objectives and correspond to lesson activities.	4.00	high
19.	Students receive beneficial feedback from the learning management.	4.00	high
20.	Students use assessment results for self-improvement.	4.00	high

From Table 4.1, it is shown that the satisfaction with the learning management using English writing instruction based on the concepts of Brooks and Whitlow is at the highest level, with a median value of 5.00. When considering individual aspects, the aspect with the highest average is instructional media, with an average of 4.70, which is at the highest level. When considering individual items, the items with the highest median values are: the instructional media are sufficient for the number of students, the instructional media can help students understand the lesson better, and the instructional media are clear and aligned with the objectives.

New body of Knowledge

The research findings indicate an improvement in writing skills among grade 8 students, who were the target group of this study. The study provided recommendations and guidelines for suitable teaching and learning activities to enhance students' writing abilities. The results of this research and the knowledge gained can be further utilized to maximize benefits for students in various contexts. Moreover, this research contributes to the advancement of education in Thailand, aiming to enhance its quality and development towards a better future.

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