

Thesis Title : Use of Exercises to Reinforce Prathom Suksa 1 Karen
Students' Skills in Writing Words Containing the
Final Consonants • น จ ด ม ก ฎ

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Abstract

This research was designed to construct a writing skill drill exercise for Prathom Suksa 1 Karen students. The word students would practice on are those containing น จ ด ม ก ฎ as final consonants. At the same time, the constructed drill exercise's effectiveness was tested and established and students' post-drill writing achievement scores compared. The construction of such drill exercise was based on observed data concerning problems they encountered in spelling and pronouncing those words. Concurrently, it relied on available research studies and documents related to instructional methods and guidelines as well as the researcher's personal teaching experience and recommended activities prescribed by Ministry of Education, Department of Curriculum and Instruction's teaching manual.

The constructed drill exercise comprised 32 sub-exercises with directions for involved teachers. They contained passages, illustrations, directions and examples with each requiring 2-3 20-minute teaching/drilling periods. Drill procedures began with a review of students' existing knowledge on consonants and vowels, their word construction (consonants with vowels) ability, their knowledge on final consonants in the $n\ n\ n$ family and their ability in writing words with $u\ v\ n\ u\ n\ u$ final consonants respectively. They ended with instruction involving words in those families as prescribed by the Ministry of Education, Department of Curriculum and Instruction and administration of the word-writing achievement test. The later's reliability value was .60 according to the Kuder Richardson 20 reliability testing formula. The study sample comprised 30 Prathom Suksa 1 students during the 1991 academic year of Ban Thung Cham Roeng School, Office of Omkoi District Primary Education.

Research finding were as follows:

1. The drill exercise's effectiveness was found to be 89.26/80.00 higher than the established standard criteria. Moreover, students were found to be quite interested and dedicated in the exercise.

2. Students' pre and post-drill achievement scores were found to be statistically different at the .01 significance level, indicating that the constructed drill exercise was able to help improve their knowledge about and ability in writing words with $u\ v\ n\ u\ n\ u$ final consonants.