



**EFFECTS OF THE ACTIVE LEARNING APPROACH ON
THE ENGLISH ACHIEVEMENT OF THAI EFL
SECONDARY SCHOOL STUDENTS**

BY

MR. SARAWUT THONGTHEE

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020
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INDEPENDENT STUDY PAPER

BY

MR. SARAWUT THONGTHEE
ENTITLED

EFFECTS OF THE ACTIVE LEARNING APPROACH ON THE ENGLISH
ACHIEVEMENT OF THAI EFL SECONDARY SCHOOL STUDENTS

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

on June 5, 2021

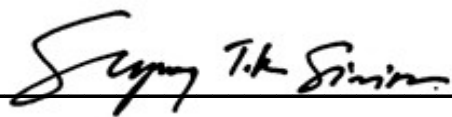
Chair


(Assistant Professor Vajjaganh Suriyatham, Ed.D.)

Member and Advisor


(Associate Professor Pragasit Sitthitikul, Ph.D.)

Director


(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Independent Study Paper Title	Effects of the Active Learning Approach on the English Achievement of Thai EFL Secondary School Students
Author	Mr. Sarawut Thongthee
Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Paper Advisor	Associate Professor Pragasit Sitthitikul, Ph.D.
Academic Year	2020

ABSTRACT

This study investigated the effects of the active learning approach on the English achievement of Thai EFL secondary school students. There were 188 participants in the study, chosen through the convenience sampling technique. The instruments were a pretest and posttest used to measure the students' performance after being taught with the passive as well as active approaches and a five-point Likert scale questionnaire to survey students' satisfaction levels toward the active learning approach as a teaching methodology. The data was collected from 188 Thai EFL secondary school students and analyzed by conducting a paired sample t-test using the Statistical Package for the Social Sciences (SPSS) to compare the students' performance on the pretest and posttest, and the data on students' satisfaction levels toward the active learning approach (ALA) was analyzed using means and standard deviations. The average mean score of their pretest was at 4.96, while the average mean score of their posttest was at 13.51. The results from the questionnaire showed that the students' satisfaction level toward the active learning approach was high with mean score of 3.47 and a standard deviation of .508. Moreover, it could be interpreted from the questionnaire and the pretest as well as the posttest that the students had effective satisfaction toward the active learning approach on the English achievement of Thai EFL secondary school students.

Keywords: Active learning approach, Effects, Thai EFL secondary students

ACKNOWLEDGEMENTS

I would like to convey my special thanks to many people who contributed to make this study completely successful.

Firstly, I would like to express my gratitude to Assoc. Prof. Dr. Pragasit Sitthitikul, who kindly advised me on everything. I do appreciate his knowledge and skills in many areas. He is always patient with my work and me. I dare to say that my work disappointed him many times. However, he kindly revised my work and gave me useful advice which was valuable for my study. My independent study could not be successful without his guidance and contribution.

Secondly, I would like to thank Assist. Prof. Dr. Vajjaganh Suriyatham, who provided useful comments and suggestions for my study.

Thirdly, I would like to thank all the lecturers and my classmates in the ELT program who made my 2 academic years in this institute meaningful. I gained a lot of knowledge and experience while having a great time here with LITU people.

Next, my classmates were very important to me in contributing to the success of this study. I would like to thank Mr. Lester Sudoy Sanggalang and other ELT students who always shared good ideas whenever I consulted them.

Finally, I was very thankful for having my lovely study participants, my students. They were never absent in my class and they completed the questionnaire to express their satisfaction toward the active learning approach.

Mr. Sarawut Thongthee

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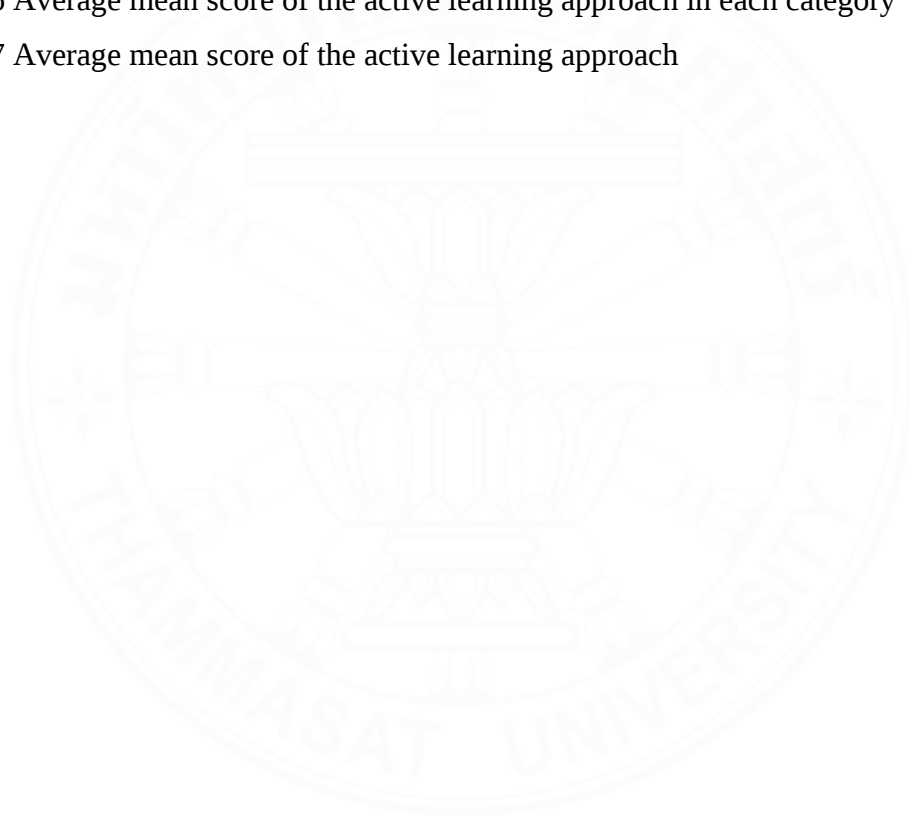
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LIST OF ABBREVIATIONS

Symbols/Abbreviations

Terms

EFL

English as a foreign language

ALA

Active Learning Approach



CHAPTER 1

INTRODUCTION

English is widely accepted and used as an international language. English language has played an important role in Thai education for more than a century (Darasawang, 2007). Various factors must be taken into consideration in teaching English as a Foreign Language (EFL), for instance, choices about which language skills to teach, how to teach, where the language will be used, the learning environment, choices of content and materials, and assessment criteria (Graddol, 2006).

In today's global world, the importance of English cannot be denied or ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The feeling among many EFL students is that it is not possible to achieve fluency or mastery over the English language. This attitude prevents students from learning English. Most of the students look at English from an examination point of view, so they are not able to produce even a single sentence without a grammatical error. Furthermore, sufficient practice is not given to students to learn the language. Knowledge of English is necessary if one wants to come up in life. It is the major window to the modern world (Nishanthi, 2018).

English is increasingly important in Thailand. However, there are many concerns to be addressed. The expansion of English in Thailand has occurred in spite of deficient English language education and a lack of English language teaching resources (Baker, 2012). According to the EF English Proficiency Index 2015, conducted by the Education First Language Institute, Thailand is deemed a non-English speaking country with very low English proficiency (Fredrickson, 2016). Furthermore, the English language competence of many Thai teachers and students remains relatively low (Noom-ura, 2013). According to Hayes (2010), the overall perception of the inferior English skills of teachers who failed government English tests has also been a problem in Thailand.

In response to this, the Thai government has encouraged the adoption of the active learning principles (Cheuansuang, 2017). However, many teachers, particularly

in provincial areas outside of the Bangkok metropolitan area, have shown indifference to the reforms and continue to use teacher-centered approaches (The Economist, 2017). As such, for the typical provincial university, they can do little about passive learning at K-12 level. Yet, assessing the use of active learning at the tertiary level can provide insights into the benefits of this learning style among young adults in the context in which traditional styles of teaching may persist.

Active learning is an umbrella term and is broadly defined as anything in class in which the students are doing something rather than receiving a one-way transmission of knowledge from the teacher (Mizokami, 2018). The concept of active learning is derived from constructivism, which is the philosophy viewing that students use prior knowledge to make sense and understand current learning experiences (Schunk, 2012). This concept of developing knowledge actively is the heart of active learning. Examples of active learning include problem-based learning, flipped classrooms, and classroom discussion.

Active learning has been found to improve academic performance particularly in small classes of less than 50 students (Freeman, et.al., 2014). In particular, the use of the flipped classroom has also been found to improve attitudes towards learning (Roach, 2014). However, another study found that there is nothing special about the flipped classroom as long as some form of active learning is employed in the learning experiences of the students (Jensen, Kummer, and Godoy, 2015).

Research on the effects of the active learning approach has mostly investigated the significant effect of the approach on the English achievement of Thai EFL students. Students have been the main subjects to be examined in investigating the benefit of the active learning approach. Numerous research studies have shown that not only does the active learning approach encourage students to participate in class and interact with each other, but it also promotes students to practice skills through thinking, analysis, creativity, presentations, and listening to others. This kind of approach is suitable for Thai EFL students because there are a lot of activities encouraging students to think and work with friends. Students can discuss in class and share their opinions with partners, so students are eager to study (Insook, Achariyasakchai, and Imtap, 2016).

1.1 Statement of the problem

According to the most recent Education First English Proficiency Index (EF EPI, 2020), Thailand ranked 89th out of 100 countries, having ‘very low proficiency’. In addition, the English scores in the Ordinary National Education Test (O-NET is the Thai national examination) have been below 50 over the last half-decade (Imsa-ard, 2020). Such failures would seem to contradict the considerable emphasis given to English language learning in Thailand. As part of education reform, there has been an emphasis on improving English language skills among Thai students so as to raise their proficiency. However, Kirkpatrick (2012) observed that Thailand has been investing a great deal of money in education but is still unable to produce sufficient graduates skilled in English. Baker and Jarunthawatchai (2017) and Hayes (2016) further illustrate that English proficiency among Thai students is still low in comparison with other countries in Southeast Asia despite the hard efforts made.

Active learning is probably more attractive for learners than more passive forms of learning. Learners are likely to be more motivated and interested when they can make decisions about their own learning and when their intellectual capacities are challenged. Being involved in the decisions about learning enables them to connect to their prior knowledge and their needs and interests optimally. In finding out things independently, they can follow their own interests and motivation. Furthermore, they will learn all kinds of valuable skills like social skills, decision-making skills, and taking responsibility.

Moreover, active learning is important because of the opportunities for learning to learn. Students can learn how to learn by practising how to do it. Giving them responsibility for parts of the decisions that can or should be made is one way to teach them how to learn. In earlier times, it was thought that learning to learn and active learning were for the elite. Only the best students were expected to learn actively. For the weaker students, highly structured forms of teaching were to be preferred, so was the conventional wisdom. In the eighties, however, this picture changed (cf Resnick, 1987). Several empirical studies showed that active learning and learning to learn and think are especially important for the weaker students. One reason why they are weak students proved to be that they are not able to learn

actively. When the weakest students learned how to learn and think, their learning performance improved drastically (see for instance Palincsar and Brown, 1984).

Since the active learning approach can help Thai English teachers who need to improve the proficiency of their students in their EFL class, it is worthwhile to investigate the effects of the active learning approach on the English achievement of Thai EFL secondary school students and their opinions for the particular approach, so that it could be useful for any teachers who need to use it in their EFL classroom.

1.2 Objectives of the Study

1.2.1 To determine if the active learning approach has effects on the English achievement of Thai EFL secondary school students.

1.2.2 To determine students' satisfaction levels toward the active learning approach.

1.3 Research questions

The current research study aims to answer the main research questions:

1.3.1 What are the effects of the active learning approach on the English achievement of Thai EFL secondary school students?

1.3.2 What are the students' satisfaction levels toward the active learning approach?

1.4 Significance of the Study

This study will be significant to students, teachers, and school administrators as well as to syllabus and curriculum developers. The results from the study will provide students the opportunity to know that active learning is effective toward learning English.

The findings from this study should be beneficial for English teachers by providing a platform to understand the approach they should use in teaching English. In addition, it augments teachers' approaches in teaching English.

Furthermore, school administrators may also find this study to be beneficial as it gives information on an approach that can be used in teaching English. The

information can aid administrators to conduct courses, activities or prepare instructional materials that complement other approaches in learning English.

Moreover, syllabus and curriculum makers can reap the benefits in designing syllabuses and curriculum that help students, teachers, and school administrators learn English with the most effective approach.

1.5 Definitions of Terms

In this research study, the key terms are defined as follows.

1.5.1 Active Learning

In this study, the active learning approach in the English language classroom refers to lessons that aim to provide both competency in the language and knowledge of the content areas at the same time. The prospective classes will be English classes where teachers use interesting topics and the active learning approach motivates students to learn both the content and the linguistic features of the target language.

1.5.2 EFL secondary school students

EFL secondary school students in this study are Thai students who were in Matthayom 6 in a government secondary school, Khlonglanwittaya School, located in Khlongnamlai, Khlonglan, Kampheang Phet Province, Thailand. A total of 188 M6 students participated in this study. From 188 M6 students, 61% were female and 39% were male. Most of the students' ages were between 17-18 years old. Matthayom 6 includes lessons that provide students with five main subjects: science, mathematics, Thai, social studies, and English. All the students use English as the medium to present in lessons and communicate with their teachers. All the EFL students in this study were Thai. This study focused on all the Matthayom 6 English Course students of Khlonglanwittaya School. The English class was the only focus in this study of the adoption of the active learning approach.

1.5.3 English Achievement

English achievement refers to the results of the study after all 188 students were administered a test by the researcher when the teaching with the active learning approach was finished.

1.5.4 Satisfaction

The satisfaction levels of Thai EFL secondary school students toward the active learning approach were assessed. Students in this study were Thai EFL students learning in Matthayom 6 in a government secondary school, Khlonglanwittaya School located in Khlongnamlai, Khlonglan, Kamphaeng Phet Province, Thailand. To measure students' satisfaction levels toward the active learning approach, the researcher used a 5-point Likert scale (1 = Very low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very high).

1.6 Scope of the Study

The study focused on the effects of the active learning approach on Thai EFL students with respect to their English achievement. The participants were 188 students from Khlonglanwittaya School, a public school in Kamphaeng Phet Province. Analysis was conducted with the pre-test and post-test scores of the students. To analyze the data, the researcher used a t-test to determine if the active learning approach had a significant effect on the English achievement of the students, while descriptive statistics were used to measure the students' satisfaction levels toward the active learning approach.

CHAPTER 2

REVIEW OF LITERATURE

This research investigated the effects of the active learning approach on the English achievement of Thai EFL secondary school students. Some related literature and research studies are reviewed to present the background of the research study. The topics reviewed in this study include the concept of the active learning approach, the theory of active learning, the differences between active learning and passive learning, and related studies concerning the active learning approach.

2.1 The Concept of Active Learning

2.1.1 Definitions of Active Learning

Active learning is a process where all students in the class are actively engaged in building an understanding of facts and ideas, as well as skills, through the completion of instructor directed tasks and activities related to the course material (Bell and Kahrhoff, 2006:1). Active learning is also defined as a learning process that requires pupils to use their brain actively during the educational process.

Students are more likely to engage in active learning when they are doing something other than listening because they have the opportunity to express their feelings, ideas, and thoughts (Ryan and Martens 1989, p. 20 in Bonwell and Eison 1991).

According to the preceding arguments, learning necessitates students engaging in meaningful learning activities while also thinking about what they are doing. Traditional lectures, in which students passively acquire knowledge from the teacher, are frequently contrasted with active learning.

2.2 Theory of Active Learning

Active learning implies the active role of the learner in the process of achieving new knowledge or skills and is associated with the term learning by doing. Pupils who actively engage with the material are more likely to recall information later and to be able to use that information in different contexts (Bruner, 1961 in N. van Diepen, Eliza Stefanova, & Malgorzatta Miranowicz, 2007), (Vygotsky 1978 in

N. van Diepen, Stefanova E., & M. Miranowicz, 2007), (Vygotsky 1978 in N. van Diepen, Stefanova E., & M. Miranowicz, 2007). Both in Bruner's constructivist theory, as in the social learning theory of Vygotsky and in Piaget's genetic epistemology with its concepts of cognitive structure, there is an active role for the learner. This of course has consequences for the design of the educational environment. Keller (1983, as cited in N. van Diepen, Stefanova E., & M. Miranowicz, 2007) developed the ARCS model, referring to Attention, Relevance, Confidence and Satisfaction.

Active learning requires the construction of activities that challenge learners to perform the tasks the instructor has in mind. This can be done in many forms, like problem-based learning, simulations, games, writing papers, and debating. All forms are based upon learning by doing and learners are engaged in their own learning. To develop skills and competencies, learners must thoroughly reflect on their actions. And last but not least, active learning is often done cooperatively.

Active learning is a broad word that refers to a variety of teaching methods that hold students accountable for their own learning. The leaders in the field of active learning, Bonwell and Eison (1991), have contributed heavily to its development and to the acceptance of active learning as a viable approach. Proponents of active learning describe a process in which students engage in "doing things and thinking about what they are doing" in the classroom (Bonwell & Eison, 1991, p. 2). Active learning encompasses various practices, such as pausing in lectures for students to consolidate their notes, interspersing short writing exercises in class, facilitating small-group discussions within the larger class, incorporating survey instruments, quizzes, and student self-assessment exercises into the course, leading laboratory experiments, taking field trips, and using debates, games, and role play (Bonwell & Eison, 1991; Ebert-May, Brewer, & Allred, 1997; Sarason & Banbury, 2004). Bonwell and Eison (1991) suggest that active learning provides the following benefits: students are more involved than in passive listening; students are engaged in activities such as reading, discussing, and writing; student motivation is increased; students can receive immediate feedback; and students may engage in higher-order thinking, such as analysis, synthesis, and evaluation.

Educators must apply the ideas of active learning to the actual environment of the classroom in order to have a beneficial impact on students. Auster and Wylie (2006, as cited in Michel, Cater & Varela 2009) suggest that four dimensions are necessary to create a systematic approach to promote active learning in the classroom: context setting, class preparation, class delivery, and continuous improvement. The term "context setting" refers to the process of creating an open and relaxed learning environment in the classroom. Prior to the class session, students must think, plan, and be creative in order to prepare for it. The implementation of the scheduled lesson in the classroom is referred to as class delivery. Continuous improvement requires obtaining and implementing feedback on the teaching method.

Active learning instructional strategies including a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing (Bonwell & Eison 1991). Active learning instructional strategies can be created and used to engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process.

It should also include notes on learning instructional tactics that can be accomplished by students in class or outside of class, by students working individually or in groups, and by students using or without using digital tools.

The term "active learning" refers to a teaching style in which students participate actively in the learning process (Bonwell and Eison 1991). Instead of just sitting during a lecture, students participate in active learning. Students will work with the topic in new ways in an active learning environment, discover connections between new content and previous theories, and discuss the material with others (or alone). To truly understand the material, students must do more than merely listen to lectures. As Chickering (1987, as cited in Candido, P. Jacqueline, Murnan, M. Earll & McManus, Hugh, 2007) explains "Learning is not a spectator sport," says the author. With this in mind, it is vital that lessons be designed in a way that allows students to participate. Students must read, write, discuss, or otherwise actively engage with content. Psychologist Jeromy Bruner (1961, as cited in Candido, P. Jacqueline, Murman, M. Earll & MacManus, Hugh, 2007) supported this concept when he reports

that classroom students who are actively engaged with the topic are more likely to recall that information later. Students that are actively involved are better able to use or apply information in novel ways. Encouraging pupils to collaborate will assist them in finding personal significance in subjects. People are getting increasingly adept at multitasking with computers, cell phones, tablets, and other devices in today's digital age. It's not always easy to create classes that keep children active, motivated, and engaged, but it's critical if we want them to learn. (Brown, 1999, as cited in Candido, P. Jacqueline, Murman, M. Earll & McManus, Hugh, 2007). Students will be doing something in an active learning environment. Young children will learn through play, while older students will discuss and exchange ideas, as well as apply principles. It's more vital to consider how the exercise will reinforce the subject covered than what material to cover when creating an active learning environment. There are a variety of approaches that can be used to get pupils to think about or interact with the concepts being taught. Any lesson can be improved by including simple active learning techniques. Here are some ideas to engage students in learning:

- ➔ Learners write down a short summary of what they learned
- ➔ Guided note taking – students complete a form or fill in missing information
- ➔ Learners participate in a team exercise
- ➔ Students read and share ideas with others
- ➔ Participants discuss their experiences
- ➔ Students choose a project

The theory of active learning can be linked with the quote of the Confucius “I hear, and I forget, I see and I remember, I do, and I understand.” (Braxton, Jones, Hischy & Hartley, 2008; Nguyen & Trimarchi, 2010 in Agbaton, A.O., 2014). Unlike in the traditional classroom, active learners have more opportunities to decide about aspects of the learning process; they move beyond mere acquisition of information to getting engaged in higher order thinking tasks of analysis, synthesis and evaluation.

2.3 The differences between Active Learning and Passive Learning

According to many educators, learning by doing is the most prevalent learning method. Student-centered learning is promoted through active learning (Acikgoz 2007 in Ali, Mohammad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013). In

active learning, students take charge of their own education and are given the opportunity to make decisions about many aspects of the learning process. As a result, problem-solving, critical thinking, and learning to learn skills can be developed. (K. Acikgoz, A. Ogrenme, and E. D. Yayinlari, 2007, as cited in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013). This is owing to the fact that active learning allows students to learn more effectively. Students complete the majority of the assignments by generating ideas, attempting to solve issues, and finally applying what they have learnt. (Silberman, 1996, as cited in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013).

The advantages of active learning as opposed to passive learning are well known. (Cottrell 2003, as cited in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013). The differences between active and passive learning are listed in the table below.

Active Learning	Passive Learning
Students will be looking for means to get involved in learning activity.	Students will be waiting for directions and information to be given to them.
Students make a conscious effort to make sense of content and find meaning. Usually results in a deeper understanding.	Students replicate information and are unaware of the meaning.
Students are involved in reflection and self-assessment.	Students do not reflect on what they have learned.
Students' attention spans are longer because their minds are optimally engaged.	Students may easily become bored and tired.

2.4 Related studies concerning the Active Learning Approach

Several research studies have investigated the active learning approach. These research studies, similar to the current one in terms of the objectives, teaching procedures, and activities, will be presented chronologically.

Cavide (2017) conducted a study to investigate the effect of the active learning approach on the attitudes of 7th grade students in the spring term of the 2015-2016

school year in Melahat Unugur Secondary School in the city of Eskisehir, Pakistan. A pretest-posttest control group design was used for the study. The first step within this design was to randomly assign subjects from a pre-determined pool and divide them into two groups as randomized control and experimental (treatment) groups. Then, the subjects from the two groups were measured in terms of the dependent variable before the treatment. The experimental group was tested for the effectiveness of active learning, while the control group continued to receive formal teacher-centered instruction. The results showed a significant difference between the average post-attitude scores of the experimental group to which the active learning approach had been applied and the control group which had received the traditional learning method. There was a significant change in the attitudes of the students in the experimental group towards the science lesson during the treatment, while there was no significant change in the attitudes of the control group students towards the lesson. This indicates that the active learning approach was effective in teaching the science lesson and improved the attitudes of the students towards the lesson. This result bears resemblance to some studies in the literature.

Meryem Nur Ayde (2010) conducted research to examine the effect of active learning applications on students' views about scientific knowledge. This research was conducted in a quasi-experimental design using a pretest and posttest design with a control group during the academic year of 2008-2009 in Turkey. The students in the experimental group were instructed with active learning applications adapted according to the purpose, content and acquisition of the Turkish National Science and Technology Curriculum prepared by The Ministry of Education in 2005. On the other hand, the control group was instructed according to the Turkish National Science and Technology Curriculum. The topic was "Matter and Energy for the Living Creatures" and "States of Matter and Heat" for the eighth grade in both groups. At the beginning of the study, an awareness-raising program was applied to the experimental group in order to assist with their adaptation to the active learning applications. This awareness program also covered activities helping students in the experimental group to develop behavior appropriate for the method applied during the experimental period. As a result, nearly all the students' nature of science views were changed positively.

Karma Dema and Tshering (2020) conducted a case study on the effects of the active learning approach in teaching and learning science in primary schools in Bhutan. The use of the active learning approach in the study would help students to improve their academic performance in science. The study would also motivate science teachers to use the active learning approach as an alternative teaching method to teach 21st century students. This case study was quantitative in nature with a one-group pretest-posttest design, which aimed to improve the learning achievement of 5th grade students in science using the active learning approach. The population of the study included 59 students in the 5th grade divided into two sections, consisting of 29 students in one section and 30 students in the other section. The cluster random sampling method was used to select one section of 5th grade students from the two sections as the sample group of the study. The sample group comprised 29 students with mixed gender and mixed ability. The age group of the students ranged from 9-14 years old. The results of the study revealed that students had a positive viewpoint towards the active learning approach. The majority of students in the experimental group viewed that the active learning approach helped them to develop their interest, curiosity and provided them with lots of enjoyment. Therefore, the researchers concluded that the active learning approach enhanced the learning achievement of students in science.

Mustafa and Eylul (2012) conducted research on the effects of active learning on foreign language self-concept and reading comprehension achievement. The research was carried out through an experimental design with experimental and control groups. In the spring term of the 2005-2006 academic year, 182 male college students were randomly selected to form experimental and control groups. Active learning techniques were applied to the experimental group for 13 weeks, while the control group was educated through traditional methods in teaching English. The data of the research were gathered using the Foreign Language Self-Concept Scale, which was developed by the researcher, and a reading comprehension placement test. The results demonstrated that the researcher-mediated learning environment, i.e. the group engaged in the active learning techniques, was successful in enhancing reading comprehension achievement. On the other hand, the effect of active learning on foreign language self-concept was found to be insignificant. Furthermore, there was

no significant correlation between the foreign language self-concept and the reading comprehension scores according to the types of high schools the students graduated from.

Zewdu (2017) conducted research on active learning in teaching English language support courses to first-year students in Ethiopian universities. The general aim of this study was to investigate the implementation of active learning approaches in the teaching of English language support courses to first-year university students. The study sought to identify factors that affected the implementation of active learning in classrooms where English as a foreign language (EFL) was taught, the perceptions of EFL instructors and their students regarding active learning, the linkage between assessment practices and productive skills, and the commonly used types of active learning techniques. The study was conducted in three Ethiopian universities and employed a qualitative approach to data generation and analysis. As such, the data generation strategies focused on relevant documents, classroom observation, individual interviews, and focus group discussions. The participants of the study included 27 EFL instructors and their students (17 groups of focus group discussion), enrolled for English language support courses at the freshmen level. The participants of the study were aware of the importance of active learning and student-centered approaches and in favor of the implementation thereof. Despite this, they did not feel that they practiced them effectively in the teaching and learning process. In fact, the instructors explained that, in the face of very unfavorable circumstances for active learning and student-centered approaches, they felt utterly disappointed, with no sense of achievement, when attempting to use these approaches in their classrooms; they did not believe that the existing situation was conducive to the implementation of active learning and the student-centered approach. Furthermore, these EFL instructors did not use a variety of active learning techniques in the teaching and learning process of English supportive courses. The dominant techniques they used were group work and pair work. They did not utilize alternative techniques to teach essential productive skills (i.e. speaking and writing). The participants also indicated that the assessment techniques they used were not closely related to lesson objectives or language learning goals in the development of productive skills. The relationship between assessment types and active learning techniques was

characterized by traditional pencil-and-paper tests designed solely for grading purposes, and not to improve the actual learning process. In grading, the weight given to productive skills was very small in contrast to that assigned to receptive skills (i.e. listening and reading), grammar and vocabulary. Their relationship involved teaching simply to prepare students for tests, irrelevant and untimely feedback, substandard assessment, absence of dynamism in the two-dimensional assessment techniques, and incongruence between assessment techniques and actual language skills and competence. In relation to feedback, both the students and their instructors pointed out that EFL students were more concerned with their grades than with the potential to learn when receiving feedback on their writing or oral presentations. In line with these findings, this thesis concluded by offering relevant recommendations for alleviating the problems observed in the teaching of English language support courses—both in general and with particular regard to productive skills development.

Aydede and Matyar, (2009) conducted research to investigate the effectiveness of the active learning approach in science teaching on the cognitive level of student achievement and determine the ideas of students about the active learning approach. The study was organized according to a quasi-experimental design. Quasi-experimental design is mostly used when it is impossible to control all the variables, especially in the studies carried out in education (Cohen, Manion & Marrison, 2000). In the study, the active learning approach was used in the experimental group and a traditional teacher-centered instruction was used in the control group. The study was carried out on the “What is there on the cells, plant cells”, “Let us to recognize animal cells, plant tissues, roots, plants in the different body structures” subjects of a science teaching program. In order to determine students’ cognitive level of achievement in science education, a Science Course Achievement Test developed by Aydede (2006) was applied before and after the application as a pre and posttest. While developing the scale, local and foreign literature was reviewed and the students’ opinions were taken. While developing the test, the questions were prepared in the levels of knowledge, comprehension, application, according to the attainments in the 2005 Science and Technology course national teaching program. The pilot application of the items was revised according to experts’ opinions. The test was composed of 29 items using a four-point Likert scale. The KR-20 value of the Science Course

Achievement Test was .85. In the research, interviews were used to find out the opinions of the experimental group students about the active learning approach at the end of the research. The interviews were carried out to determine whether the active learning approach was effective. The results of variance analysis with two-factor technique showed that scores of students' science course achievement posttest didn't have significant differences ($p>.05$) in terms of gender. Analysis of the qualitative data showed that experimental group students had positive opinions on the active learning approach after the instruction.

Yenen & Dursun, (2019) conducted research to determine the effect of the active learning approach on student achievement in the learning outcomes of the "My Town" unit in a fifth-grade English course in a secondary school. The research was organized according to a quasi-experimental design with experimental and control groups. The experimental ($n=34$) and the control groups ($n=31$) were chosen by a group matching method among 11 fifth-grade classes in a secondary school in the Elazığ Province of Turkey in the fall semester of the 2016-2017 academic year. In the data collection process of the study, a semi-structured interview and an achievement test was conducted to determine the fifth-grade English course learning outcomes according to the Ministry of National Education (MONE, 2016). The data collected from interviews were analyzed by descriptive analysis. In order to determine whether there was a significant difference between the experimental and the control groups and to examine the effect of active learning on permanence, an independent group t-test was used. Before the implementation, three teachers and 15 students were interviewed about how the implementation could be more effective, and where the students had more difficulty in the unit. Then, the activities were organized in line with the needs analysis, and the activities were implemented. The study determined that active learning activities contributed to the learning outcomes of the students in the experimental group for the My Town unit when the t-test results were taken into consideration. This result is consistent with other studies in the literature since it shows that the active learning approach positively affects students' achievement. The findings of this research both support the results of previous studies and show similar conclusions.

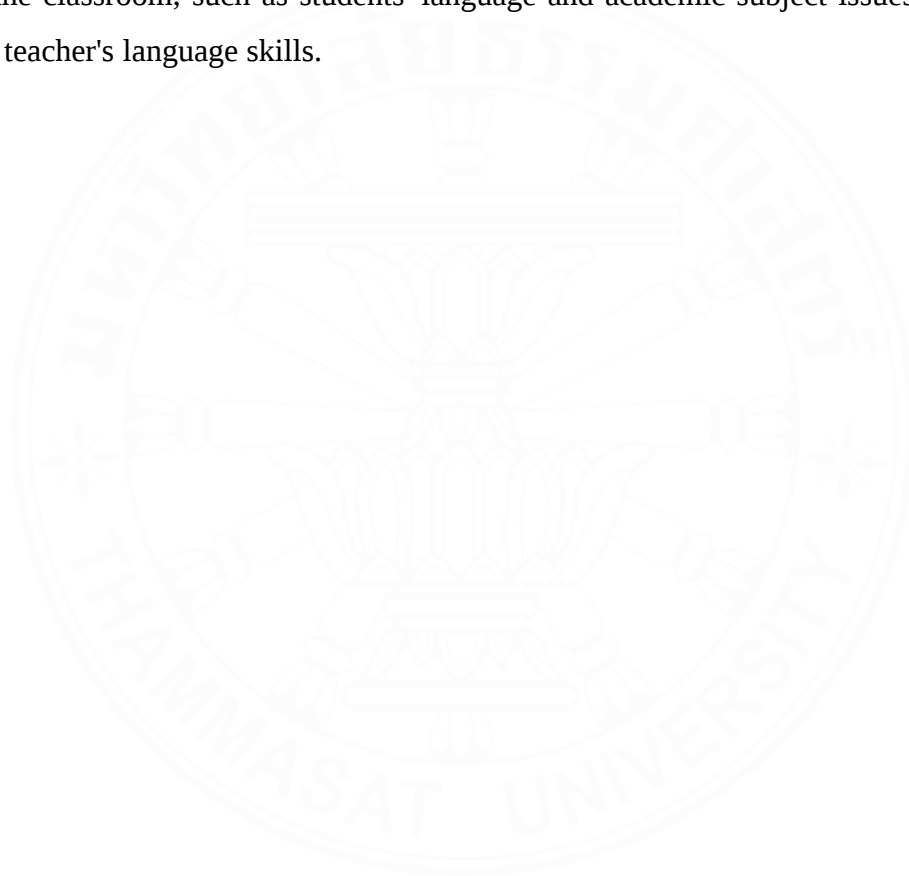
Salhi and Hamada, (2013) conducted research to investigate the effectiveness of a suggested program based on active learning strategies on fourth graders' performance in English. The findings showed that active learning strategies improve performance in the four abilities of listening, reading, writing, and speaking when compared to the traditional way. The study found that active learning practices can help students learn more effectively. Active learning activities strengthen the learning environment, allowing students to participate, act, react, and reflect on their personalities individually and in groups. The following three strategies have been validated: interactive games, think, pair and share and computerized quizzes which consolidate students' interaction and engagement in the activities. As a result, students of varied levels and talents may be able to improve their performance in all skills.

Al-Shihri (2019) conducted research to examine the effect of using active learning strategies on Saudi 1st secondary EFL learners' grammar achievement. The results revealed that there were statistically significant differences between the experimental and control groups' mean scores, favoring the experimental group; in other words, the experimental group outperformed the control group.

Hyun, Ediger and Lee (2017) conducted research to examine the effect of active learning pedagogies on students' satisfaction of learning processes in active learning classrooms and traditional classrooms. The findings reveal that in both active learning and traditional classrooms, active learning pedagogical activities are a key element in positively impacting students' satisfaction with their individual and group learning processes. At the same time, the research reveals that active learning pedagogical activities in graduate level courses have a beneficial impact on student satisfaction. In today's higher education, new technology is being introduced, and new teaching methods are being developed and used. However, installing new technology on a big scale can be expensive and in some cases impossible throughout campus. Learning can be promoted and increased in classrooms with limited resources by instructors intentionally implementing active learning methodology practices.

From this review of the literature, it is clear that one of the most effective language teaching approaches is the active learning approach. Students who learn from the approach will get not only academic knowledge but also English language

skills. This is because the teaching method's components, such as the teacher, teaching process, atmosphere, activities, and the evaluation process, are all engaging and effective. Moreover, the learning is based on learner-centeredness. While the teacher's role is reduced, students have more time to practice learning. In terms of students' satisfaction levels toward the active learning approach, they have positive satisfaction toward this learning and teaching method because of the reasons mentioned earlier. However, there are a few challenges in integrating active learning in the classroom, such as students' language and academic subject issues, as well as the teacher's language skills.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology of the study, consisting of (1) research design, (2) population and participants, (3) instruments, (4) research procedures, and (5) data analysis.

3.1 Research design

In this research, the researcher investigated the effects of the active learning approach on the English achievement of Thai EFL secondary school students. The researcher employed a quantitative approach for this study. Quantitative research was used by the researcher “to establish relationships between variables and sometime explain the causes of such relationships” (Fraenkel & Wallen, 2008, p. 15). A quantitative research design tends to be implemented with research that seeks to develop and prove (often mathematical) theories or equations that can be used to explain or predict the observations made via qualitative methods (Fraenkel & Wallen, 2008). Therefore, quantitative research was used in this research as to collect raw data through questionnaires that were provided to the students.

3.2 Research context

The setting of this research was a Thai EFL classroom. The participants were Thai EFL secondary students in Matthayom 6 at Khlonglanwittaya School. This study focused on all Matthayom 6 English course students. There were 188 students in total. Khlonglanwittaya School is a government secondary school located in Khlongnamlai, Khlonglan, Kamphaeng Phet Province, Thailand. It is 57 km away from the town. The school is headed by Mr. Sanit Hongsamsibjet, the school director, together with the sub-directors Kaweewat Nguenkaow and Sirilak Lakawattana. The school is composed of 75 teachers and is considered as a medium one with 1,461 students attending grade 7 to 12 in the academic year 2020. Specifically, there were 269 M1 students, 276 M2 students, 234 M3 students, 207 M4 students, 167 M5 students, 188 M6 students and 120 accounting students. It offers Chinese, math and science,

accounting and English program courses. The curriculum of the school is divided into 3 levels, based on the basic education core curriculum 2008 including:

1. Lower secondary level includes grade 7-9 students divided into 7 classes.

1.1 Mini English Program students who are taught by foreign teachers using English instructions while learning except in Thai Language and Social Studies, where the two subjects are taught by Thai teachers.

1.2 Math Program students who study in a Thai program with additional English, science, mathematics, and technology. The teachers who teach them are Thai except for English subject in which they learn with foreigners.

1.3 Normal Program students are ones who learn in a Thai program with Thai teachers, except in English subject which is taught by foreign teachers.

2. Upper secondary level includes grade 10-12 students divided into 4 groups including:

2.1 Science-math students whose major is science and math. They learn more selective science and math subjects. The program is in Thai and they learn with Thai teachers except for the English Communication subject.

2.2 English Program students who are taught by foreign teachers using English instructions while learning (except Thai Language and Social Studies where the two subjects are taught by Thai teachers).

2.3 Chinese Program students who are taught by Thai teachers using Chinese and Thai instructions while learning (except Thai Language and Social Studies where the two subjects are taught by Thai teachers).

2.4 Accounting Program students who study about professional practice in management accounting, financial accounting, taxation and auditing.

3.3 Population and participants

The population in this research study was Thai secondary school students in Matthayom 6 of Klonglanwittaya School. A total of 188 students in Matthayom 6 were selected to participate in this research study. All 188 students of Matthayom 6 had been studying English two hours a week. Their ages were 17-18 years old.

3.4 Instruments

This research study was designed to find out the answers to the two research questions. To answer the first question, the researcher conducted a 16-item test (pretest) where the passive approach was used and another 16-item test (posttest) where the active learning approach was used. Each test was identical. The test was composed of four parts. Part 1 was a 5-item multiple choice test. Part 2 was a 5-item supplied item test. Part 3 was a sequencing test. Part 4 was a 1-item essay test.

To answer question number two, the researcher decided to use a Likert-scale response questionnaire divided into five parts. Each part was characterized individually. There were three questions to elicit the participants' satisfaction towards the instructor. These were questions number 1, 2, and 3 in part I. Part II was questionnaire statements about students' satisfaction level toward the active learning approach. There were six questions which asked about their satisfaction levels toward the teaching process of the active learning approach. These were questions number 4, 5, 6, 7, 8 and 9. Part III surveyed their satisfaction toward the atmosphere in class. These were questions number 10, 11, 12, and 13. The questions in part IV asked them to express their satisfaction levels toward the active learning approach as well as evaluate the benefits from learning by the active learning approach in their English class. These were questions number 14, 15, 16, 17, and 18. The last part was assessment process questions. These were questions number 19, and 20 in part V. All questionnaires were translated into Thai so that the participants could express their satisfaction levels in their native language. The response scale ranged from very high, high, moderate, low to very low. A Likert scale was applied to measure the satisfaction levels of the students toward the active learning approach. The responses were interpreted as follows:

5 = Very high

4 = High

3 = Moderate

2 = Low

1 = Very low

3.5 Lesson Plan Development

In planning to teach learners English through the active learning approach, the researcher followed the strategy from Think-Pair-Share developed by Frank Lyman and his colleagues in Maryland as follows.

1) The researcher explored a lot of studies about the active learning approach so that he could plan his teaching of the students in his classroom. The chosen strategy that this study followed was Think-Pair-Share strategy. The reason why the researcher implemented this approach in his classroom was because it was appropriate for the active learning approach. This strategy is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then partners must report to the class.

2) The researcher made lesson plans based on Think-Pair-Share Strategy to apply the active learning approach.

Step 1: Think. The teacher provokes students' THINKING with the given pictures. The students should take a few moments (probably not minutes) just to THINK about the given pictures. For example, the teachers ask students to look at the given pictures and think of the pictures. The students brainstorm and help each other write down vocabulary into worksheet 1 or problems that occurred in the pictures as much as possible. After that, the teacher assigns them to present their work after thinking about the given pictures.

Step 2: Pair. The students PAIR up to talk about the given pictures. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. Both teacher and students ask their opinions on the topic of the unit based on the given pictures. The possible answers are problems, pollution, energy, and effects and after that they present their work.

Step 3: Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. They discuss about the living things that live on the earth. They help each other to create their Mind Mapping about what living thing are on our Earth on worksheet 2. The teacher and students share, advise, and comment on their work.

Finally, all of the 188 M6 students had studied English 6 through the active learning approach based on the Think-Pair-Share strategy lesson plans. The completed topic of unit 4 of the lesson was “Earth is Dearer than Gold”. It took 10 periods, (50 minutes/period) in the second semester of the academic year 2020.

3.6 Research procedures

The researcher taught the students on the 18th of August 2020 about the unit topic “Earth is Dearer than Gold” using the passive approach. After that, the researcher gave the test to the students. The researcher also taught the students the same topic on the 10th of February 2021 and then gave the same test afterwards using the active learning approach. The researcher gave various activities that can engage the students with the course material through discussions, role plays and other methods. This is reflected to the attached lesson plan in the appendix. The scores of the students were recorded.

For the questionnaire, the researcher collected the data on the 22nd to 26th of February 2021 from the selected respondents, 188 M6 English course students of Khlonglanwittaya School. Before the questionnaire was given to the respondents, the purpose along with the aims of this study were briefly explained by the researcher. The researcher also guaranteed that their responses would be kept confidential. When the students finished answering the questionnaire, the researcher asked to double check if there were incomplete or missing answers. All the respondents completed and returned the questionnaires.

3.6.1 All 188 students were provided the test twice by the researcher. The pretest was provided as the first test and the posttest was provided as the second test when the teaching with the active learning approach was finished.

3.6.2 All 188 students answered the questionnaire about their satisfaction levels toward the active learning approach via paper form. They received the paper and started doing the questionnaires.

3.6.3 The data obtained from the questionnaire survey was analyzed. When all the data was ready, the results were used to answer the two research questions about the effects of the active learning approach on the English achievement of Thai EFL secondary school students.

3.7 Data Analysis

The study aimed to investigate the effects of the active learning approach on the English achievement of Thai ELF secondary school students. The data in the survey questionnaire was analyzed as follows:

3.7.1 The data obtained from this study was analyzed by conducting a paired sample t-test using the Statistical Package for the Social Sciences (SPSS) in order to calculate the percentages and means, and to clarify the dissimilarity between the different responses (scores of pretest and posttest). The main reason for using SPSS was its ability to inspect every single detail with regard to the vital features from the data collected in order to learn about the relationship between the active learning approach and students' English achievement.

3.7.2 The data on students' satisfaction levels toward the active learning approach (ALA) was analyzed using mean and standard deviation. In addition, the results of the average means were categorized to indicate the satisfaction level based on Best (1983). It was scaled as follows:

1.00 – 1.79	= Very low
1.80 – 2.59	= Low
2.60 – 3.39	= Moderate
3.40 – 4.19	= High
4.20 – 5.00	= Very high

CHAPTER 4

RESULTS AND DISCUSSION

The previous chapter explained the methodology of this research study. This chapter reports the results of investigating the effects of the active learning approach towards the English achievement of Thai EFL secondary school students. The results are divided into two parts. The first part presents the effects of the active learning approach on the English achievement of Thai EFL secondary school students. The second part shows the results of students' satisfaction levels toward the active learning approach.

4.1 Demographic Data

This part shows the general demographic data of the participants. The results are shown based on the questionnaires as follows:

Table 1: Gender of the participants

Gender	Frequency	Percentage (%)
Male	73	39
Female	115	61
Total	188	100

Table 1 demonstrates the gender of the participants: 73 were males (38.82%) and 115 were females (61.18%).

Table 2: Age of the participants

Age (year)	Frequency	Percentage (%)
17	85	45
18	103	55
Total	188	100

Table 2 illustrates the ages of the participants: 85 students (45%) were aged 17 years old while 103 students (55%) were aged 18 years old.

4.2 Effects of the active learning approach on the English achievement of Thai EFL secondary school students

Table 3: Paired sample t-test results of pretest and posttest of the students

	Mean	t-value	Df	p-value
Pretest	4.96	-39.813	187	<.001
Posttest	13.51			

Table 3 illustrates the mean score, t value and the p value of the pre-test and post-test scores of the students. The means of the pretest and posttest were 4.96 and 13.51 respectively. This shows that the mean score of the posttest was greater than the pretest score of the students.

The results showed the t-value and the p value of the student's scores in the pretest and posttest which were -39.813 and <.001. The p value was less than .05, which indicated that there was a significant difference between the pre-test and post-test scores of the students, meaning that the intervention used by the teacher had an effect on students' achievement. This supports the study of Yenen & Dursun (2019), which found that the active learning approach positively affects students' achievement.

4.3 Students' satisfaction levels toward active learning approach

The questionnaire items which aimed to elicit students' satisfaction levels toward the active learning approach were used by the researcher. There was a total of 20 items in this study. The questionnaire was divided into five parts. There were three questions to elicit the participants' satisfaction towards the instructor on Part I. Part II was questionnaire statements about students' satisfaction level toward the active learning approach, which asked about their satisfaction levels toward the teaching process of the active learning approach. Part III measured their satisfaction toward the atmosphere in class. The questions in part IV let them express their satisfaction levels toward the active learning approach as well as evaluate benefits from learning by the active learning approach in their English class. The last part was assessment process questions. These questions were found in part V.

Table 4: Students' satisfaction levels toward the active learning approach

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Instructor	188	2.00	4.00	3.2979	.69881
Teaching Process	188	2.00	4.00	3.5691	.51761
Atmosphere	188	2.00	4.00	3.2713	.48045
Benefits for students	188	2.00	4.00	3.4734	.58897
Assessment Process	188	3.00	4.00	3.8670	.34046
Valid N (listwise)	188				

Table 4 shows that the maximum score for instructor questions was 4.00, which meant high. The minimum score for the instructor questions was 2.00, which meant low. The standard deviation was .69881. The maximum score for the teaching process questions was 4, which meant high. The minimum score for the teaching process questions was 2.00, which meant low. The standard deviation was .51761. The maximum score for the atmosphere questions was 4, which meant high. The minimum score for the atmosphere question was 2.00, which meant low. The standard deviation was .48045. The maximum score for the benefits was 4.00, which meant high. The minimum score for the benefits was 2.00, which meant low. The standard deviation was .58897. The maximum score for the assessment process questions was 4.00, which meant high. The minimum score was 3.00, which meant moderate, and the standard deviation was .34046.

Table 5: Average mean score of active learning approach questionnaire

Active learning approach questionnaire (ALA)	Mean score	S.D	Satisfaction Levels
1. Teacher informs students about the activities and purpose of the lessons clearly.	3.37	.759	High
2. Teacher groups us according to our abilities.	3.34	.942	Moderate
3. Teacher gives advice and suggestions and observes us in	3.06	.822	Moderate

learning with the active learning approach.			
4. I can learn English through the active learning approach and understand the topic.	3.29	.680	Moderate
5. Activities are not too difficult for me to practice.	3.21	1.200	Moderate
6. I can work in a group.	3.52	.580	High
7. Activities encourage me to ask and answer the question.	3.46	.855	High
8. I analyze, evaluate and express my opinions in each step of the active learning approach.	3.41	.699	High
9. I use a greater variety of sources.	3.63	.506	High
10. I am happy to do the activities in each step.	3.49	1.140	High
11. The learning process encourages good interaction in group work.	3.02	.931	Moderate
12. The teacher had positive interactions with us.	2.91	.790	Moderate
13. The teacher advises and helps us in the classroom.	3.38	.884	Moderate
14. I gain a lot of knowledge and understand the topic.	3.48	.742	High
15. I developed my English abilities systematically.	3.63	.654	High
16. I practice the critical thinking process and solving problems.	3.20	1.094	Moderate
17. I show my abilities through the active learning approach.	3.22	1.019	Moderate
18. I can apply the knowledge from	3.44	.841	High

group work to real life.			
19. The teacher provides assessment and evaluation for individual and group work.	3.64	.625	High
20. The teacher provides various kinds of assessment and evaluation.	3.85	.357	High

Table 5 shows the average mean scores and standard deviations of the active learning approach questionnaire. The results revealed that most of the students had a satisfaction level of high. Regarding table 5, item number 20, the teacher provided various kinds of assessment and evaluation, gained the highest average mean score of 3.85 with the S.D of .357. It could be interpreted that the teacher provided a variety of activities to test the students' understanding about the lesson. Therefore, the students enjoyed the activities that the teacher gave them.

Table 6: Average mean score of active learning approach in each category.

Active learning approach:	Mean Score	S.D.	Satisfaction level
Instructor	3.29	.699	Moderate
Teaching process	3.57	.518	High
Atmosphere	3.27	.480	Moderate
Benefits for students	3.47	.589	High
Assessment process	3.87	.340	High

Table 6 shows the average mean scores and standard deviations of the active learning approach in each category. The results present the average mean scores to indicate the students' satisfaction levels based on Best (1983). The results revealed that the assessment process category had the highest satisfaction level with a mean score of 3.87 and a standard deviation of .340. It could be interpreted that the respondents were most satisfied with the assessment process in the active learning approach.

Table 7: Average mean score of active learning approach

	Mean Score	S.D.	Satisfaction Levels
Active learning Approach (ALA)	3.47	.508	High

Table 7 shows the average mean score and standard deviation of the active learning approach. The results indicate the students' satisfaction levels based on Best (1983). The results revealed that the satisfaction level of the active learning approach was high with an average mean score of 3.47 and standard deviation of .508. It could be interpreted that the students were satisfied with the active learning approach used by the teachers while teaching.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) the discussion of the findings, (4) the conclusion, and (5) recommendations for further research.

5.1 Summary of the study

5.1.1 Objective of the study

The teaching approach is one of the key factors affecting how well students learn, and this study investigated one approach of teaching that some teachers use nowadays. The objectives of this study were to explore the effectiveness of the active learning approach on the English achievement of the students through the two research questions as follows:

RQ1: What are the effects of the active learning approach on the English achievement of Thai EFL secondary school students?

RQ2: What are the students' satisfaction levels toward the active learning approach?

Research Question 1 examined the active learning approach and its effects on the English achievement of Thai EFL secondary school students. Research Question 2 identified the students' satisfaction levels toward the active learning approach.

5.1.2 Participants, Materials, and Procedures

5.1.2.1 Participants

The participants were Matthayom 6 students who had been learning in an English course. There were 188 students in total.

5.1.2.2 Materials

A pretest and posttest were used to measure the students' performance using the passive and active approach. Both tests were identical and were composed of 16 items. The test was divided into four parts. Part 1 was a multiple-choice test. Part 2 was a supplied test. Part 3 was a sequencing type of test. Part 4 was an essay type test.

A questionnaire was used to survey the students' satisfaction levels toward the active learning approach. It was a self-evaluation by a 5-point Likert-type scale about the active learning approach. The questionnaire consisted of five parts to measure students' satisfaction toward the instructor, the teaching process, the atmosphere, the benefits for students and the assessment process respectively.

5.1.2.3 Procedures

The researcher first taught the students the same topic with the different teaching approaches (passive and active) at different times. Then, the respondents were tested afterwards.

The questionnaire was distributed personally by the researcher. The purpose along with the aims of the study was briefly explained before handing the questionnaire to the respondents. All the respondents were asked to double check if they answered all the questions and then return the completed questionnaire to the researcher. The data were analyzed by conducting a paired sample t-test using the Statistical Package for the Social Sciences (SPSS) and presented in terms of mean, degrees of freedom, t value and p-value.

5.2 Summary of findings

The results of the study can be summarized as follows:

5.2.1 Demographic Information of Participants

From 188 respondents, 61% were female and 39% were male. Most of the participants' ages were between 17-18 years old.

5.2.2 Effects of the active learning approach on the English achievement of Thai EFL secondary school students

The findings revealed the effects of the active learning approach on the English achievement of Thai EFL secondary school students. It showed that the means score of the students was higher when active learning approach was used. This suggest that the active learning approach enabled the students to better understand the lesson.

It also revealed that the pretest scores were different from the posttest scores, which implies that the active learning approach affected students' achievement in learning English.

5.2.3 Students' satisfaction levels toward the active learning approach

The findings revealed the overall opinions of the students toward the active learning approach. They showed a high level of satisfaction toward the active learning approach in terms of class discussions.

Regarding table 2, item number 20, the teacher provided various kinds of assessment and evaluation, gained the highest average mean score of 3.85 with a standard deviation of .357. This suggests that the teacher gave the students activities that were enjoyable.

Regarding table 3, the active learning approach toward the assessment process gained the highest mean score of 3.87 with the S.D. = .340 among the categories in the active learning approach. This implies that the students enjoyed the activities given during the class discussions.

5.3 Discussion

This section discusses the findings with regard to the research questions in Chapter one.

5.3.1 What are the effects of the active learning approach on the English achievement of Thai EFL secondary school students?

The findings revealed that the active learning approach had effects on the English achievement of Thai EFL secondary school students. Table 1 presents the t value and the p-value of the pretest and posttest scores of the students. The t value and the p-value of the pretest and posttest of the students' scores were -39.813 and <.001 respectively. The p-value was less than .05. Therefore, they were significantly different. It can be concluded that the active learning approach had effects on the English achievement of Thai EFL secondary school students in learning English. This supports the study of Yenen and Dursun (2019), who found that the active learning approach positively affects students' achievement.

This confirms the importance of employing the active learning approach to help the students increase their achievement, acquire the ability to adjust in studying English, and develop their thinking skills to enable them to move to higher levels of learning compared to teaching with the passive learning approach, which may not enable them to increase their skills in studying English. This result agrees with those obtained by Farfoara's (2008) study, which showed the achievement of individuals taught by the active learning approach was greater than those taught with the passive learning approach; but it differs from the results of Tuckman's (2001) study showing that students' achievement was reduced by a statistically significant degree by active learning.

5.3.2 What are the students' satisfaction levels toward the active learning approach?

Table 2 presents the mean score and standard deviation of the active learning approach questionnaire. Most of the items had high satisfaction levels, and item number 20, the teacher provided various kinds of assessment and evaluation, gained the highest mean score of 3.85 with an S.D. of .357. This indicates that the activities given were interactive.

Table 3 presents the mean scores and standard deviations of the satisfaction toward the active learning approach in five different categories. Most of the categories got high satisfaction levels, and the active learning approach towards assessment process had the highest mean score of 3.87, with a standard deviation of .340. This indicates that the students were satisfied with the active learning approach in terms of the activities and the tests given.

Overall, the students' satisfaction level toward the active learning approach was high with mean score of 3.47 and a standard deviation of .508. This indicates that students were satisfied with active learning approach during the class discussions.

The results can also be interpreted through the lens of student effort. Students were active agents in their learning process, and their learning activities outside the classroom responded to what happened inside it. For example, suppose students are interested in learning the material, but they are also interested in passing

the course. If active learning methods improve learning, the effort made by the student is more efficient; in other words, the same amount of effort would lead to better learning and higher grades. But because the students are interested in passing the course, he/she can make less effort and still learn the same as before and pass. This supports Alcalde and Nagel (2016), who found that some students may choose to lower their effort, which would leave more time for other activities and could explain why active learning methods consistently induce greater satisfaction and self-reports of learning, while showing a mixed effect on achievement.

5.4 Conclusion

The following conclusions can be drawn from the discussion above.

5.4.1 The active learning approach had effects on students' learning.

5.4.2 Students learned better when they got the chance to be actively involved in the learning process.

5.4.3 Involvement of the students in the class discussion made it easier for them to understand the new topic they were learning and connect it to already existing knowledge.

5.4.4 The active learning approach had very high satisfaction levels toward the learning process.

5.4.5 The active learning approach in the assessment process positively influenced students' satisfaction with the individual and group learning process.

5.5 Recommendations for further research

Based on the findings and conclusion of this study, the following recommendations are made for future research.

5.5.1 As the subjects of this study were limited to Matthayom 6 English course students, further study could be done with a larger sample size that has more diverse backgrounds, such as students at lower levels that study in English program classes or university students who are English majors.

5.5.2 This study focused only on the active learning approach. Further studies could investigate other approaches in teaching.

5.5.3 This study investigated only English course students; further studies might investigate students in different courses.

5.5.4 Further studies could also investigate the effect of active learning in virtual/online classrooms.

5.5.5 As the findings of this study showed that active learning had effects on the English achievement of Thai EFL secondary school students, further studies could also investigate how to improve the active learning approach.



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The seal of Thammasat University is a circular emblem. It features a central five-petaled lotus flower. Above the lotus is a horizontal bar with five lines, and above that is a crown-like structure. The entire emblem is encircled by a ring containing the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' in English at the bottom, separated by small floral motifs.

APPENDICES

APPENDIX A

LESSON PLAN: ACTIVE LEARNING APPROACH (ALA)



Subject:	English 6	Code:	EN33102
Topic:	Unit 4: Earth is dearer than Gold	Grade level:	Matthayom 6
Teacher:	Mr. Sarawut Thongthee	Total:	10 hours

1. Standard/Indicator

- | | |
|----------------|---|
| Standard F1.1: | Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions |
| Gr 10-12/3 | Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read. |
| Gr 10-12/4 | Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration. |
| Standard F1.2: | Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions |
| Gr 10-12/5 | Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning. |
| Standard F3.1: | Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view. |

Gr 10-12/1	Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.
Standard F4.1:	Ability to use foreign languages in various situations in school, community and society.
Gr 10-12/1	Use language for communication in real situations/simulated situations in the classroom, school, community and society.
Standard F4.2:	Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community
Gr 10-12/2	Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages.

2. Content

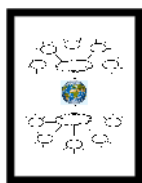
Speak to express their own feelings and to show their own opinions with proper reasoning about the surrounding environment through listening, speaking, reading, and writing which is the basic of usage language for communication in diary life and study in the higher level.

3. Task

1. Collection the data about “**Planet Earth**”



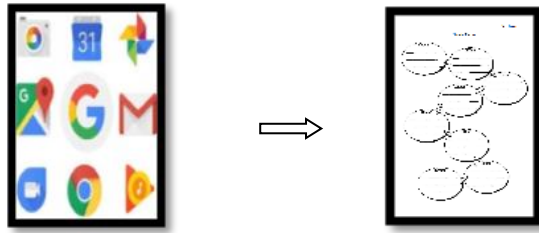
2. Categorization on “**What are on our Earth?**”



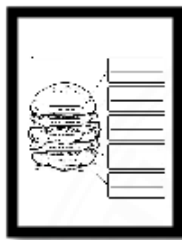
3. Situation rearrangement on **How can we make our planet a safer place for animals?**



4. Cause retrieval and impact climate change on Social Media and presentation



5. Conclusion new knowledge from reading.



6. Presentation.

4. Content Analysis

- Usage of language to express the feelings and giving the reasons.
- Expression opinions and giving the reasons.

5. Literacy Thinking Skills

Writing	Reading	Oral
		Data presentation Data analysis Discussion Question & Answer
		
		
 	 	
		

6. Activity: *Think-Pair-Share*
(Period 1-2)

Teacher	Students
Warm-up 5 minutes	
T greets Ss	Ss greets T
T provides Ss Brain Gym Song https://www.youtube.com/watch?v=ad2tLnXZs-w	Ss watch and sing a song
T informs Ss objectives of the lesson and guide them about the way to learn listening, speaking, reading, and writing skills and ask them to get into pairs.	Ss get into pairs.
T ask Ss to look at the given pictures and brainstorm. 	Ss study the given pictures (Picture 1-5) Ss brainstorm and help each other write vocabulary or problems about the pictures as much as possible. Write down into worksheet 1.
T assign them to present their work after brainstorming.	Ss present their work.

T and Ss share, advise, and comment their work.

Ss and T discuss to express about opinions on the topic the given pictures are according to the topic.

Possible answer

1. Problems
2. Pollution
3. Energy
4. Effects etc.

Ss share and discuss about the residents on the world.

Ss divide a group 3 or 4 Ss and choose someone to be a chairman of the group, secretary, and volunteer who will present the topic. Each group study and try to understand the instruction of worksheet No. 2.

Ss Watch VDO Clip about living and non-living things

<https://www.youtube.com/watch?v=tXadLteW9wY>

Each group help each other create Mind Map on the topic What are on our Earth? Into Worksheet No. 2

Ss can find more words besides VDO clip.

Ss present their work.

(Period 3-4)

Teacher	Students
Warm-up 5 minutes	
T and Ss talk, discuss, and express their opinions about topic how to help living thing and non-living things on the earth can live with happiness. T asks Ss “How can living and non-living things stay on the earth with happiness?” T divide group into 3-4 Ss per group. (Mixed with good, fair, and poor Ss in a group)	Ss read the story about “How can we make our planet a safer place for animals?” in the given worksheet 3a. Ss discuss the difficult words and express their opinions about the passage. Ss rearrange the situation before and after the story and answer the questions on the given worksheet 3.
Answer Key (1) <i>endangered species, panda, environment, habitat, nature, laws, nature reserves, wildlife parks, park rangers, etc</i> Answer Key (2)	

Topic Sentences	Supporting Sentences
Firstly, measures need to be taken to protect our environment.	The destruction of threatened animals' habitats should be illegal, with long prison sentences for people who break these laws. This would protect the animals and the environments they live in.
Another solution is to promote education about endangered species.	If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
Finally, we should create more national parks and conservation areas.	This would allow them to live and breed safely in their natural habitats. As a result, their numbers would increase and the species would not die out.

- A** **3** Another solution is to promote education about endangered species. If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
- B** **5** In conclusion, there are many ways to make our world a better place for animals. We all need to do whatever we can. As Malcolm Bradbury said "If you're not part of the solution, you're part of the problem."
- C** **1** Is our planet a safe place for animals? Unfortunately, it doesn't seem like it. Thousands of species have become extinct and many more are now endangered. We need to do something fast before it is too late for them.
- D** **2** Firstly, measures need to be taken to protect our wildlife. The destruction of threatened animals' habitats should be illegal, with long prison sentences for people who break these laws. This would protect animals and the environments they live in.
- E** **4** Finally, we should create more national parks and conservation areas. This would allow animals to live and breed safely in their natural habitats. As a result, their numbers would increase and species would not die out.

Writer's intentions	Phrases to introduce	The results the writer expects
Firstly, measures need to be taken to protect our wildlife.	Firstly	This would protect animals and the environments they live in.
The destruction of threatened animals' habitats should be illegal.		
Another solution is to promote education about endangered species.	Another solution is to ...	If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
Finally, we should create more national parks and conservation areas.	Finally	- This would allow them to live and breed safely in their natural habitats. - As a result, their numbers would increase and the species would not die out.

T assigns a task to each group in order to search for causes and effects of Climate Changes through Social Media and jot down on worksheet 4. T randoms some volunteer to present the data in order to share their knowledge, teacher asks those group present their different data from those previous group.	Ss divide group into 3-4 Ss per group (Mixed gender) Each group elect their group leader, secretary, and presenter the data presenter. Every group discuss and express their opinions about Climate Changes
T summarizes the topic and let them watch the following VDO Clip. https://www.youtube.com/watch?v=ld2maUitnTg&t=136s	

(Period 5-6)

Teacher	Students
Warm-up 5 minutes	
T talks about pollution at the moment. T asks Ss share their opinions about pollution which is generally found at the moment. T asks Ss How many types of pollution? What are they? What is the cause or who? and What is the things that cause the problems? What do you know about Pollution? How many	Ss help each other discuss Environmental Problems (Issues) as they live on the earth. How will Ss help our earth to be a better than this? To emphasis the better understanding, T might show clip about this topic. (In this case, this clip may not necessary for those Ss who are good at this topic.) https://www.youtube.com/watch?v=p1

types of Pollution what are they? What /Who causes those Pollution T randoms Ss to present in class. T randoms Ss to present in class. 7 Types of Pollution 1. Water Pollution 2. Land Pollution 3. Air Pollution 4. Noise Pollution 5. Soil Pollution 6. Light Pollution 7. Thermal Pollution T and Ss discuss about the characteristic of 7 kinds of pollutions T and Ss share their opinions about Environmental Problems that what most they are from. Read and understand about headlines and environmental problems. Help each other match the headlines on environmental problems. Answer and explain.	KxC-S7QgA&t=381s35 Ss work in pairs, study worksheet, do exercise about the impact of environmental problems that occurs, and the way to solve the problems in their workbook.
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Environmental problems

2 a. Match the headlines to the environmental problems.

A Push for whale sanctuary in South Pacific

C World to face water shortages by 2025

E Population will rise to 10 billion people in next 50 years

B Greenhouse gases blamed for sudden storms

D More land off limits for loggers

Problems

Overpopulation		Deforestation	
Lack of resources		Endangered species	
Global warming			

Answer Key

Problems			
Overpopulation	E	Deforestation	D
Lack of resources	C	Endangered species	A
Global warming	B		

Answer and explain.

Match the problems to their effects and their solutions.

Problems	Effects	Solutions
1. Global Warming	_____	_____
2. Pollution	_____	_____
3. Hunting/Overfishing	_____	_____
4. Deforestation	_____	_____

Effects:

A. Destruction of the rainforest
 B. Many animals and fish wiped out
 C. Change in world's climate - ocean levels rising - extreme weather conditions
 D. Very poor air quality in cities - rivers and lakes full of industrial waste

Solutions:

a. Have stricter laws and harsher punishments for illegal hunting and fishing.
 b. Encourage countries to control the number of trees that are cut down.
 c. Reduce gases emitted from factories. Use public transport instead of cars.
 d. Reduce use of aerosols. Use alternative sources of energy.

Answer and explain.

Answer Key

Problems	Effects	Solutions
A Global warming	3	d
B Pollution	4	c
C Hunting/Overfishing	2	a
D Deforestation	1	b

(Period 7-8)

Teacher	Students
Warm-up 5 minutes	
T and Ss discuss and express their opinions about The Energy.	Ss give some example on (The Energy Crisis) of the community and

1. Where do we get our energy today? 2. Which of these are mostly used in Thailand? 3. Which of these are renewable and non-renewable? 1. Coal / Gas / Oil / Sun(Solar) / Water / Wind / Wood 2. Oil/..... 3. Renewable : Sun(Solar) / Water / Wind Non-renewable : Coal / Gas / Oil / Wood T randoms Ss to present.	Thailand. Ss help each other to solve the problem and crisis. Each student writes the conclusion on their new knowledge from this unit “Earth is dearer than Gold” Write down on (Worksheet 5) T randoms Ss to present.
---	--

(Period 9-10)

Teacher	Students
Warm-up 5 minutes	
Ss write the invitation message or campaigning on saving the energy, environment, and conservative environment. (How can we do to conserve Energy, Natural Resources and Environment?) Ss decorate task. Ss present their task. Ss shows their task on the information board.	

7. Assessment

- 7.1 Observe their behavior
- 7.2 Check their worksheet/task
- 7.3 Observe group working
- 7.4 Presentation

8. Materials/sources

- 8.1 Worksheet 1 : The data collecting about “Planet Earth”
- 8.2 Worksheet 2 : Rearrangement “What is on our Earth?”
- 8.3 Worksheet 3 : Situational rearrangement on How can we make our planet a safer place for animals?
- 8.4 Worksheet 4 : Searching for Causes and Effects on (Climate Changes) through Social Media and present.
- 8.5 Worksheet 5 : Conclusion new knowledge from learning.
- 8.6 Worksheet 3a: Topic: How can we make our planet a safer place for animals?
- 8.7 VDO Clip : Brain Gym เพลง คบมือ คบดัก คบไหล่
<https://www.youtube.com/watch?v=ad2tLnXZs-w>
- 8.8 VDO Clip : เรื่อง living and non-living things
<https://www.youtube.com/watch?v=tXadLteW9wY>
- 8.9 VDO Clip : ชม VDO Clip เรื่อง Causes & Effects of Climate Changes
<https://www.youtube.com/watch?v=ld2maUitnTg&t=136s>
- 8.10 VDO Clip : ชม VDO Clip เรื่อง Environmental Problems (Issues)
<https://www.youtube.com/watch?v=p1KxC-S7QgA&t=381s35>
- 8.11 Internet

APENDIX B

QUESTIONNAIRE (ENGLISH)

The questionnaire students' satisfaction levels toward Active Learning Approach (ALA) in English 5 (EN33101) of Matthayom 6 students

Instructions:

1. This questionnaire aim to evaluate students' satisfaction levels towards Active Learning Approach in order to develop English language teaching.
2. The questionnaire consists of two parts
 - Part 1 Personal Information
 - Part 2 The students' satisfaction levels toward active learning approach (ALA)
3. This questionnaire is divided into 2 pages.
4. There are 20 items of this questionnaire.
5. Please tick ✓ in the columns that represent the fact.

Evaluation criteria

- 5 = Very high
- 4 = High
- 3 = Moderate
- 2 = Low
- 1 = Very low

Part 1: Personal Information

Instructions: Please put a check (✓) in the box before the choice that applies to you.

1. Sex: ☐ male ☐ female
2. Age
 ☐ 17 ☐ 18

Part 2: The students' satisfaction levels toward active learning approach (ALA)

Statements	Level of Satisfaction				
	5	4	3	2	1
Instructor					
1. Teacher inform the activities and purpose of the lesson clearly.					
2. Teacher divided group with mixed their ability.					
3. Teacher give the advice, suggestion, and observe students in learning of Active Learning Approach.					
Teaching Process					
4. I can learn English through Active Learning Approach and understand the topic.					
5. Activities are not too difficult for me to practice.					
6. I realize on working through group working process with me.					
7. Activities encourage me to ask and answer the question with their needs.					
8. Activities encourage me to analyze, evaluate, and express their opinions in each step of Active Learning Approach.					
9. I know more various sources.					
Atmosphere					
10. I am happy to practice in each step.					
11. Learning process encourage a good interaction in group working.					
12. A teacher has a good interaction with me.					
13. Teacher advises and helps all students in classroom.					
Benefits for students					
14. I gain a lot of knowledge and understand in the topic.					
15. Students develop English ability systematically.					
16. I practice thinking process and solving the problem.					
17. I show the ability through Active Learning Approach.					
18. I can bring knowledge and group working from the lesson to apply in my life.					
Assessment Process					
19. Teacher provides assessment and evaluation for individual and group working.					
20. Teacher provides various kinds of assessment and evaluation.					

APENDIX C

QUESTIONNAIRE (THAI)

แบบสอบถามความพึงพอใจในการจัดการเรียนการสอนแบบเชิงรุก
(ALA)

ในรายวิชาภาษาอังกฤษ 5 อ33101 ของนักเรียนชั้นมัธยมศึกษาปีที่ 6

คำชี้แจง :

1. แบบสอบถามนี้จัดทำขึ้นเพื่อประเมินความพึงพอใจในการจัดกิจกรรมการเรียนรู้แบบเชิงรุก (Active Learning Approach) เท่านั้นแล้วนำไปปรับปรุงพัฒนาการจัดการเรียนการสอนในครั้งต่อไป ซึ่งไม่มีผลใดๆ ต่อระดับคะแนนของนักเรียน ขอให้นักเรียนประเมินตามความเป็นจริงเพื่อความชัดเจนสูงสุด
2. แบบสอบถามมีทั้งหมด 2 ส่วน
 - ส่วนที่ 1 ข้อมูลส่วนตัว
 - ส่วนที่ 2 แบบสอบถามความพึงพอใจในการจัดการเรียนรู้แบบเชิงรุก (ALA)
3. แบบสอบถามมีทั้งหมด 2 หน้า
4. แบบสอบถามความพึงพอใจในการจัดการเรียนรู้แบบเชิงรุก (ALA) ในรายวิชาภาษาอังกฤษ 5 อ33101 ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 มีทั้งหมด จำนวน 20 ข้อ
5. โปรดทำเครื่องหมาย ✓ ลงในช่องระดับคะแนนให้สอดคล้องความพึงพอใจของนักเรียนต่อการจัดการเรียนรู้แบบเชิงรุกของผู้สอนมากที่สุด เพียงระดับเดียวในแต่ละหัวข้อ

เกณฑ์การประเมิน

- ระดับ 5 หมายถึง มีพึงพอใจมากที่สุด
- ระดับ 4 หมายถึง มีพึงพอใจมาก
- ระดับ 3 หมายถึง มีพึงพอใจปานกลาง
- ระดับ 2 หมายถึง มีพึงพอใจน้อย
- ระดับ 1 หมายถึง มีพึงพอใจน้อยที่สุด

ส่วนที่ 1 ข้อมูลส่วนตัว

คำสั่ง: ให้ใส่เครื่องหมาย (✓) ลงในช่องว่าง

1. เพศ: ☐ ชาย ☐ หญิง
2. อายุ: ☐ 17 ☐ 18

ส่วนที่ 2 แบบสอบถามความพึงพอใจในการจัดการเรียนรู้แบบเชิงรุก (ALA)

รายการประเมิน	ระดับความพึงพอใจ				
	5	4	3	2	1
ด้านครูผู้สอน					
1. ครูชี้แจงกิจกรรมการเรียนรู้และวัตถุประสงค์					
2. ครูแบ่งกลุ่มโดยคล่องความสามารถ					
3. ครูให้คำปรึกษา แนะนำ ดูแลนักเรียนในการเรียนรู้โดยกิจกรรมการ					
ด้านการจัดกิจกรรมการเรียนรู้					
4. นักเรียนเรียนรู้ภาษาอังกฤษโดยกิจกรรมการ เรียนรู้เชิงรุก Active Learning แล้วมีความเข้าใจเนื้อหา					
5. กิจกรรมไม่ยากจนเกินไป นักเรียนสามารถปฏิบัติ ตาม ขั้นตอนได้					
6. นักเรียนรู้จักการทำงานโดยใช้กระบวนการกลุ่มร่วมกับเพื่อน					
7. กิจกรรมส่งเสริมให้นักเรียนคิดตั้งคำถามและค้นหาคำตอบใน สิ่งที่ต้องการเรียนรู้					
8. ส่งเสริมให้นักเรียนได้คิดวิเคราะห์ ประเมินค่าและแสดงความ คิดเห็นในทุกขั้นตอนของการเรียนรู้เชิงรุก (Active Learning)					
9. นักเรียนได้รู้จักแหล่งศึกษาค้นคว้าเพิ่มเติมที่หลากหลาย					
ด้านบรรยากาศ					
10. นักเรียนมีความสุขในการปฏิบัติกิจกรรมทุกขั้นตอน					
11. การจัดการเรียนรู้ส่งเสริมความสัมพันธ์ที่ดีในการทำงานกลุ่ม					
12. ครูมีปฏิสัมพันธ์ที่ดีต่อนักเรียน					
13. ครูคอยแนะนำและช่วยเหลือนักเรียนได้อย่างทั่วถึง					
ด้านประโยชน์ต่อผู้เรียน					
14. นักเรียนได้รับความรู้ความเข้าใจในเรื่องที่ศึกษาเพิ่มขึ้น					
15. นักเรียนได้พัฒนาความสามารถทางภาษาอังกฤษ อย่างมีระบบ					
16. นักเรียนได้ฝึกกระบวนการคิดวิเคราะห์ และการแก้ปัญหา					
17. นักเรียนได้แสดงความสามารถอย่างเต็มที่ผ่านกระบวนการเรียนเชิงรุก Active Learning					
18. นักเรียนสามารถนำความรู้จากการบทเรียนอ่าน และการทำงานกลุ่มไปประยุกต์ใช้ใน ชีวิตประจำวันได้					
ด้านการวัดและประเมินผล					
19. มีการวัดผลและประเมินผลการเรียนเน้นรายบุคคลและกลุ่ม					
20. มีการวัดผลและประเมินที่หลากหลายรูปแบบ					

BIOGRAPHY

Name	Mr. Sarawut Thongthee
Date of Birth	August 7, 1987
Educational Attainment	2016: Master degree of Education (Education Administration) 2014: Diploma Program in Teaching Profession 2010: Bachelor degree of Arts (English) Naresuan University, Phitsanuloke, Thailand
Work Position	Government Teacher Professional Level Teacher (K 2 Teacher)
Work Experiences	2010-Present: Government Teacher

