

**การเพิ่มพูนทักษะการเขียนภาษาอังกฤษโดยใช้รูปภาพ
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4**

วิทยานิพนธ์

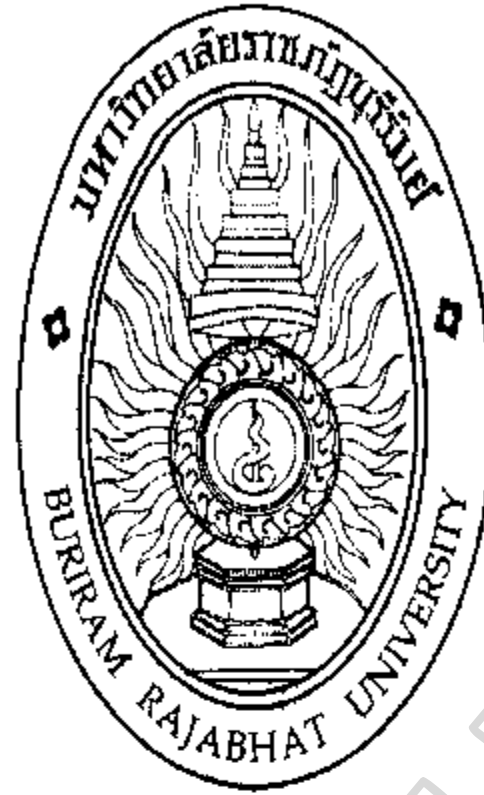
ของ

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**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

มิถุนายน 2559

ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**IMPROVING ENGLISH WRITING SKILLS THROUGH THE USE
OF PICTURES FOR PRATHOMSUKSA 4 STUDENTS**

Wanida Thanuanram

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

June 2016

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ชื่อเรื่อง	การเพิ่มพูนทักษะการเขียนภาษาอังกฤษโดยใช้รูปภาพสำหรับนักเรียน ชั้นประถมศึกษาปีที่ 4		
ผู้วิจัย	วนิดา ทะนวนรัมย์		
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สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2559

บทคัดย่อ

การวิจัยในครั้งนี้มีจุดประสงค์เพื่อ 1) หาประสิทธิภาพของแผนการจัดการเรียนรู้การเขียนภาษาอังกฤษโดยใช้รูปภาพ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เปรียบเทียบผลสัมฤทธิ์ด้านการเขียนภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4 โดยใช้รูปภาพ ก่อนเรียนและหลังเรียน และ 3) ศึกษาความพึงพอใจของนักเรียนชั้นประถมศึกษาปีที่ 4 ที่มีต่อการเขียนภาษาอังกฤษ โดยใช้รูปภาพ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็น นักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 16 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ14101) ภาคเรียนที่ 2 ปีการศึกษา 2558 โรงเรียนวัดธรรมถาวร อำเภอกระสัง จังหวัดบุรีรัมย์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 ได้มาโดยการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แผนการจัดการเรียนรู้การเขียนภาษาอังกฤษโดยใช้รูปภาพจำนวน 24 แผน แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบประเมินความพึงพอใจในการเรียนภาษาอังกฤษโดยใช้รูปภาพ สถิติใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05 ผลการวิจัยพบว่า

1. แผนการจัดการเรียนรู้การพัฒนาทักษะการเขียนภาษาอังกฤษโดยใช้รูปภาพสำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพเท่ากับ 80.42/77.50 ซึ่งมีประสิทธิภาพตามเกณฑ์ 75/75 ที่ตั้งไว้

2. นักเรียนชั้นประถมศึกษาปีที่ 4 ที่เรียนการเขียนภาษาอังกฤษโดยใช้รูปภาพ มีความสามารถในการเขียนภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. นักเรียนชั้นประถมศึกษาปีที่ 4 ที่เรียนการเขียนภาษาอังกฤษโดยใช้รูปภาพมีความพึงพอใจโดยรวมอยู่ในระดับมากที่สุด

TITLE	Improving English Writing Skills through the Use of Pictures for Prathomsuksa 4 Students		
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SCHOOL	Buriram Rajabhat University	YEAR	2016

ABSTRACT

The purposes of this study were 1) to examine the efficiency of English lesson plans through the use of pictures for Prathomsuksa 4 students in order to meet the criterion set at 75/75, 2) to compare the students' English writing achievement before and after learning through the use of pictures, and 3) to study the students' satisfaction towards learning through the use of pictures. The samples were 16 Prathomsuksa 4 students who enrolled in the fundamental English course (E14101) in the second semester of academic year 2015 at Watthamathaworn School, Krasang District, Buriram Province. They were selected by using purposive sampling technique. The instruments were 24 lesson plans through the use of pictures, achievement test, and a satisfaction questionnaire. The statistics used for analyzing the collected data were percentage, mean, standard deviation, and dependent samples t-test. The findings revealed that:

1. The efficiency of the lesson plans for teaching English writing through the use of pictures for Prathomsuksa 4 students was 80.42/77.50 which was higher than the criterion set at 75/75.

2. The students' learning achievement of posttest mean score on writing through the use of pictures was higher than the pretest mean score at the .05 level of statistical significance.

3. Prathomsuksa 4 students' satisfaction towards learning English writing through the use of pictures as a whole was at the highest satisfactory level.

มหาวิทยาลัยสุโขทัย
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ACKNOWLEDGEMENTS

This study would not have been completed without a great deal of assistance from many people whom I am very grateful for their help, support and encouragement.

First of all, I would like to express my deepest gratitude and greatest appreciation to Assistant Professor Dr. Chookiat Jarat, my major advisor, for his supervision, valuable suggestions, support, and kindness throughout my study. Without his professional mentoring and encouragement, I would not be able to finish my master's study. My appreciation also goes to Assistant Professor Dr. Nawamin Prachanant, my research co- advisor, for his valuable advice and guidance. I would never have been able to complete this study without his help and suggestion. I own a particular debt to my chairperson, Dr. Prayoon Chaowaneenart, for his devotion to be a chairperson of my thesis committee, and for his support. I would like to dedicate my deepest thanks to Dr. Kampeeraphab Intanoo, agreeing to serve as a member of my thesis committee. This study would not have been possible without them.

I also would like to extend special thanks and my deep gratitude to Dr. Surachai Piyanukool, Dr. Saowarot Ruangpaisan, and Assistant Professor Suthamat Kotcharat my experts, who devoted their precious time to give me advice, feedback and comments on this study. I also would like to express my sincere gratitude and my respect to all the M.A. English teachers in the English programme at Buriram Rajabhat University (BRU) for what they taught me and gave me a great deal of knowledge.

I am particularly owed to Wathamaworn School for allowing me to conduct this study. Sincerest thanks are owed to all the participants, Prathomsuksa 4 students at Wathamaworn School, for their enthusiastic co-operation. I would like to thank my colleagues and my friends for their encouragement.

My grateful thanks are due to my dear classmate, Paweena Prawanram, for her kindness and warm encouragement throughout my difficult times. Without her help the entire effort would never have come this far. I also want to acknowledge to all my classmates for their assistance and supports.

Furthermore, I would like to express my whole-heart thanks to my beloved parents for their love and for unconditional support. My special thank also goes to my lovely sister for her encouragement throughout my study. I am particularly indebted to all the teachers who have taught me since my childhood.

Finally, I offer my regards and blessings to all of those who supported me in any respect during the completion of the project.

Wanida Thanuanram

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
ASEAN	The Association of Southeast Asians Nation
B.E.	Buddhist Era
E1/E2	Efficiency of the Process/ Efficiency of the outcomes
EFL	English as a Foreign Language
IOC	Index of Item Objective Congruence
S.D.	Standard Deviation

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English is one of the most important languages in the world. It is widely used as a second and a foreign language as well as an official language in many countries. Nowadays, English spreads in many aspects of our daily lives such as economics, science and technology, computer and internet, entertainment, sport, tourism, politics, education, etc. Especially, in this twenty first century it is the information and technology era. Every part of this world can easily connect without time and space barrier, English has become vital as the international or global language being used among countries, institutions and individuals all over the globe.

The role of English is very important both in local and global context. As in the ASEAN context, English has been chosen as the official working language of the Community. Moreover, the importance of English can be seen in the region's education curriculum that several countries in ASEAN now use it as a medium of instruction (Kirkpatrick. 2010). In Thailand, as in the education system, English has been part of the curriculum from primary school to the university level. Following the Basic Education Core Curriculum B.E.2551 (A.D.2008), learning English language is very important and essential to daily life, as English serve as an important tool for communication, seeking knowledge, livelihood and creating understanding of cultural diversity of the world community (Ministry of Education. 2008). Thus, English is the useful and necessary language that Thai students have to learn.

As we all know, in learning English students require to learn four basic skills namely listening, speaking, reading and writing. Focus on writing, writing is a skill, and like other skills, it has to be acquired. Raimes (1983) states that when learning a second language, writing is an important skill and it should be taught in the language classroom. Writing is not only a means for communication but also helps learners learn a language. Sommer (1989) states that writing is a way of learning other subjects, it can be use in every discipline as a strategy for teaching and learning. Smith (1990) mentions that writing is a powerful tool for learning as well as for communication. Similarly, Weigle (2002 : 5) points that writing is not only mean of communication with a standardized system, but also an important tool for learning. Hence, writing becomes the main factor that affects people's real-life communication

Although writing is very useful and essential for current communication, it is considered as the most difficult skill for students to master because it require students to use a lot of knowledge and also a lot of practice. Wongsothorn (2006) states that writing is a visual communication skill in which students need to apply proper spelling, grammar, punctuation, vocabulary, and thinking analysis in order to communicate successfully. Narasri (2007) states that writing is a difficult skill for students to develop because they need preliminary knowledge before starting to write a piece, let alone produce a quality finished product straight away. It is difficult when students wish to use appropriate lexicon and grammatical structure. Kainoonsingha (2008) mentions that writing seems quite difficult for students because they cannot compose their ideas and sentences in English, moreover they feel uncomfortable and do not know what to write as well. In addition, Pearsall and Cunningham (1998) and Emmons (2003) advocate

that writing is definitely “hard work”. Consequently, it is evidently true that writing poses a number of problems to the students as it is a skill that is difficult to master.

Due to various studies, it is indicated that students have problems in English writing. Sattayamart (1985:69) and Pimpanit (1986:103) state that many students still cannot write English because they lack of writing skill practice. Tor (2000) and Msanjila (2005) mention that students have problems most in writing, it concerns with capitalization and punctuation, spelling, poor organization and grammatical errors. In addition, Sun (2010) and Widdowson (1981 : 26) point that many students have a great difficulty in English writing. They do not know how to write and express their ideas, they also make many mistakes in using vocabulary and sentences. This may indicate that students’ achievement in learning writing is low.

According to English teaching and learning problems in Wathamathaworn School in Buriram Province, most of the students have low mean score achievement in English competency skills. From teaching experience and observation, the researcher has found that most of them cannot write sentences and their background of English is very poor. They lack of the basic writing skills and require a lot of practice, they lack of the interest and long attention toward writing and also they lack of the idea of what is very important to their writing as well. Moreover, they are not confident in writing English and believe that English is too difficult for them. For example, when give them about writing exercises, many students do not know how to start writing first, they cannot use punctuations, capitalization and basic grammar and structure correctly. Furthermore, when writing a sentence they often write from translating the meaning of Thai word and then write it into English that make them get confused and cannot complete their sentences. In addition, their vocabulary is quite poor and they always

make many mistakes on their spelling not only in a short sentence but even in a short word. More than that, it seems that the students can remember just a few words and a few part of the sentence after class.

To help the students acquire the basic writing skills and to encourage them expressing their ideas in writing, several kinds of teaching techniques have been implemented including using pictures. Latuheru (1988) states that pictures have several functions in the teaching and learning process. It can illustrate abstract ideas, into more realistic forms. Pictures are easily obtained and pictures can save the teacher's time and energy. Klasek (1972) states that there are several advantages of pictures. First, the picture are inexpensive, familiar medium of communication. Second, pictures can be arranged in sequence and can be adapted to many subjects. And third, pictures can illustrate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment. Furthermore, Brown et al. (1993) state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

According to the role of pictures in teaching writing, Raimes (1983) states that pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. Picture provides a shared experience for students in the class, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students. Wright (1989) adds that pictures give contribution to

students' interest and motivation, sense of language in context, and stimulate students' idea. The role of pictures in productive skills (speaking and writing) are (1) pictures can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practice; and (5) pictures can stimulate and give information in dealing with conversation, storytelling and discussion. Additionally, Harmer (2004 ; cited in Sa'diyah. N.d) points out that pictures are often used to present situations to help students work with grammar and vocabulary. Furthermore, Heaton (1990:107) states that in everyday life, students may sometimes be required to describe people, objects, places, and even processes. There will also be times when they will have to write about sequences of events, incidents, etc., and give directions, Pictures provide students with ideas for such tasks, enabling them to give their full attention to use written language.

Therefore, it could be said that pictures are good materials for teaching writing, it provides a shared experience and a common base that lead to a variety of language activities. Pictures also help students work with grammar and vocabulary. They also help students to stimulate the ideas and draw attention toward writing. In addition, pictures are easy to prepare and organize and also interesting and meaningful. Thus, it is beneficial for teacher to use pictures to improve the students' writing skill.

1.2 Purposes of the Study

The purposes of this study are as follows :

1.2.1 To examine the efficiency of English lesson plans through the use of Pictures for Prathomsuksa 4 students.

1.2.2 To compare the students English writing achievement before and after learning through the use of pictures for Prathomsuksa 4 students..

1.2.3 To study the students' satisfaction towards learning through the use of pictures.

1.3 Research Questions

In accordance with the stated purposes, three research questions are raised:

1.3.1 What is the efficiency of pictures on writing?

1.3.2 Are there any differences between the pretest and posttest mean scores?

1.3.3 What is the level of the students' satisfaction in writing through the use of pictures?

1.4 Research Hypothesis

Student's learning achievement of posttest mean scores on writing through the use of pictures will be higher than the pretest mean scores.

1.5 Significance of the Study

This study may gain appropriate material to improve the achievement of the students in English writing skills. It is also expected that the results of this study may solve the English writing problems and improve learning process in an English class.

The finding can be applied as follows:

1.5.1 This study would be significant information for teachers who are interested in planning to find an effective teaching material as pictures for improving the students' achievement in English writing especially in the primary level.

1.5.2 This study might be useful for students in term of picture is an effective means to promote the students' positive attitude and increase students' attentions toward writing. This in turn helped the students to be productive in generating ideas which is very important for improving their writing.

1.5.3 Based on the results of this study, it can be used by the researcher to evaluate the students' writing mastery. In addition, it can be used as teachers' resource or guidelines for further studies relates to the writing field.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

1.6.1.1 The population of this study were 55 Prathomsuksa 4 students, who took fundamental English (E 14101) course in the second semester of academic year 2015 at Ban Anothai School, Ban Koksung School, Ban Sriphum School Krasang District, Buriram Province under the Primary Education Service Area Office 2.

1.6.1.2 The samples of this study were 16 Prathomsuksa 4 students who studied in the second semester of academic year 2015 of Watthamathaworn School, Krasang District, Buriram Province, selected from one class, by purposive sampling technique with the main reasons that, the samples of this study were taught by the researcher myself.

1.6.2 Variables

1.6.2.1 The independent variable of this study is English lesson plans through the use of pictures constructed by the researcher.

1.6.2.2 The dependent variables are students' achievement in English writing skill and learners' satisfaction toward learning through the use of pictures.

1.6.3 Contents of the Study

Twenty-four English lesson plans through the use of the pictures for Prathomsuksa 4 students, based on the 2008 National Fundamental Curriculum, Foreign Language Area, Ministry of Education will be used. The contents consist of: Animals, My House, My Family, My Friends, My Daily Routine, and Weather and Seasons.

1.6.4 Duration of this Study

The study was conducted in the second semester of academic year 2015 for seven weeks, for a total of 26 periods described as follows: 1) 24 periods for learning through the use of pictures, 50 minutes for each period; and 2) 2 periods for orientation, doing pre-test to check their prior knowledge before learning through the use pictures, and for doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the use of pictures.

1.7 Definition of Key Terms

The following terms are defined within the context of this study as follows:

1.7.1 **Writing** refers to spelling or creating words, sentences and a short paragraph through pictures based on the picture assigned.

1.7.2 **Writing skill** refers to the students' writing ability to spell, to create words, sentences and a short paragraph based on the picture assigned, which is reflected in the form of writing score.

1.7.3 **Writing Exercises** refer to the exercises relevant to each lesson plans in order to make sure the students understand each lesson.

1.7.4 **Pictures** refer to cartoon pictures selected from websites. They were relevant to daily life and based on the 2008 National Fundamental Curriculum.

1.7.5 **Lesson plans** refer to twenty four lessons plans which the researcher constructed in order to be used for teaching writing.

1.7.6 **Learning Achievement** refers to the students' mean scores from achievement test conducted on the six contents of twenty-four lesson plans.

1.7.7 **Efficiency criterion 75/75** refers to the score used to find out the efficiency of the lesson plan through the use of pictures as follows:

First efficiency criterion 75 (the process) is percentage of students' total mean scores from the exercises through the use of pictures.

Second efficiency criterion 75 (the outcomes) is percentage of students' total mean scores from achievement test (Posttest).

1.7.8 **Satisfaction** refers to the feeling or attitudes of the students that indicates favorableness, pleasure, and gladness which the students reveal toward the pictures on English writing of Prathomsuksa 4 students.

1.7.9 **Students** refer to Prathomsuksa 4 students who study English as a foreign language in the second academic year 2015 at Wattamathaworn school, Krasang District, under Buriram Educational service Area Office 2.

1.8 Summary of the Chapter

In this chapter, the researcher has given a statement of the problem of the study, followed by purposes of the study, research questions, and research hypotheses. Then, significance, scope and limitation of the study, and definitions of key terms are presented. To attain the purposes of the study, the literature review is presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

This study was designed to investigate the development of students' achievement in English writing skills focus on the use of pictures as teaching materials to improve the students writing's ability. This chapter reviews related literature, covering the following main topics:

- 2.1. Basic Education Core Curriculum B.E.2551 (A.D.2008)
- 2.2. Learning Theory
- 2.3. Writing
- 2.4. Teaching Writing
- 2.5. Pictures
- 2.6. Advantage of Using Pictures in Teaching and Learning
- 2.7. Pictures in Teaching Writing
- 2.8. Satisfaction
- 2.9. How to Find out the Efficiency of Lesson Plans
- 2.10. Previous Studies Related to the Present Study

2.1. The Basic Education Core Curriculum B.E.2551 (A.D. 2008)

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is conducted by the Ministry of Education, Thailand (2008). The emphasis of this curriculum have been placed on morality, preference for Thai-ness, skills in analytical and creative thinking, technological know-how, capacity for teamwork and ability to live in peace

and harmony in the world community. The goal of this curriculum aims at the full development of learners in all respects-morality, wisdom, happiness, and potentiality for further education and livelihood. In the core curriculum, it provides local communities and schools with a framework and orientation for preparing school curriculums. Teaching and learning activities organizes for enhancing learners' quality regarding essential knowledge, and skills required for their lives in an ever-changing society. The learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

The basic curriculum 2008 covers three educational levels as follows: primary education level (primary education grades 1-6), lower secondary education level (lower secondary education grades 1-3, also known as grades 7-9), and upper secondary education level (upper secondary education grades 4-6, also known as grades 10-12). The learning areas are divided into eight learning areas: Thai language; Mathematics; Science; Social Studies, religion, and culture; Health and physical education; Art; Career and technology; and foreign languages.

2.1.1 Foreign Languages Learning Areas in the Basic Education

Core Curriculum B.E.2551 (A.D.2008)

Ministry of Education, Thailand (2008) states that learning foreign languages is very important and essential to daily life in the present global society, as foreign languages are used as an important tool for communication, education, seeking knowledge, livelihood, creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with

various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of language and cultures, customs and traditions, thinking, society, economy, politics and administration. The foreign language constituting fundamental learning content prescribed for the complete basic education core curriculum is English.

2.1.2 Learning Areas of Foreign Languages

The learning areas of Foreign Languages is aimed at enabling learners to gain a positive attitude towards foreign languages, the capacity to utilize foreign languages for communicating in different situations, searching for knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

1) Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

2) Language and Culture: use of foreign languages harmonious with Culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

3) Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

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

4) Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

Standard F4.1: Ability to use foreign languages in various situations in 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.

2.1.3 Learners' Quality Graduated Grade 6 (Primary Education Level)

After graduating grade 6, students will have the qualities as follows:

- 1) Act in compliance with the orders, request and instructions that have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentence and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories.
- 2) Speak/write in an exchange in interpersonal communication; use orders and request and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situation; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feeling about various matters and activities around them, as well as provide brief justifications
- 3) Speak/write to give data about themselves, friends and surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them.
- 4) Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests.

5) Tell similarities/difference between the pronunciations of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign language and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais.

6) Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing.

7) Use language to communicate various situations in the classroom and in school.

8) Use foreign languages in searching for and collecting various data.

9) Are skilful in the using foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, climate, with vocabulary of around 1,050-1,200 words (concrete and abstract words).

10) Use simple and compound sentences to communicate meanings in various contexts.

2.1.4 English Writing Skills in the Curriculum

As we all know, in learning language, there are four skills that need for complete communication; listening, speaking, reading and writing. When compared to other those skills, writing is the most difficult skill because it requires a lot of practice and students need to apply proper spelling, grammar, punctuation, vocabulary, and thinking analysis in order to communicate successfully. Bunin (2010) states that the abilities to communicate successfully through writing is an essential skill of life because good communication in

writing skill is a fundamental skill in education as well as an essential skill in practically every career and also in many other areas of life.

Although, writing is very useful in numerous aspects of human life, researchers and educators weigh the importance of writing skill as the final skill level to attain. Wongpralab (2006), mentions that the Academic Department, Ministry of Education put the writing skill importance as the final step. In fact, students can study listening and speaking skills themselves, while reading and writing skills, they need to be taught, modelled and trained in institutes. It means that these two skills must be included in the school curriculum and be formally taught to students. (Finocchiaro. 1980; cited in Panunto. 2009).

According to writing in the curriculum 2008, there are four learning strands for foreign language; Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas and Language and Relationship with Community and the World. For Prathomsuksa4 level (Grade 4), writing appears in two strands of 1) Strand 1: Language for Communication and 2) Strand 3: Language and Relationship with Other Learning. In each strand has its own learning standards and grade level indicators as follows;

Strand 1: Language for Communication

Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions.

Grade 4 level indicators (1, 3, 4)

1. Write in an exchange in interpersonal communication.
3. Write to express their own needs and to ask for help in simple situations.
4. Write to ask for and give data about themselves, their friends and families.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Grade 4 level indicators (1)

1. Write to give data about themselves and matters around them.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Use foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Grade 4 level indicators (1)

1. Search for and collect the terms related to other learning areas, and present them through writing.

Relate to Writing in the Learners' Quality, after graduating grade 6, students will have the qualities as follows:

- 1) Write in an exchange in interpersonal communication; use orders and request and give instructions; write to express needs; ask for help; accept and refuse to give help in simple situation; write to ask for and give data about themselves, friends, families and matters around them; write to express their feeling about various matters and activities around them, as well as provide brief justifications

2) Write to give data about themselves, friends and surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; write to show opinions about various matters around them.

3) Search for and collect the terms related to other learning areas from learning sources and present them through writing.

4) Are skilful in the using foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, climate, with vocabulary of around 1,050-1,200 words (concrete and abstract words). (For Prathomsuksa 4 students (Grade 4) vocabulary around 550-700 words).

In conclusion, writing for Prathomsuksa 4 level (grade 4) in the 2008 curriculum focuses on the ability to use language for presenting and exchanging the data and information about themselves and various matters around them, including expression feelings and opinions and seeking for knowledge which relates to other learning areas with vocabulary both concrete and abstract around 555-700 words.

2.1.5 English Writing Skills in the Curriculum of Foreign Language

Department for Students in Watthamathaworn School

Watthamathaworn School has developed the curriculum according to the learning manual, Foreign Language Department that parallel with Basic Education Curriculum 2008. As for the English course, the researcher has responsible for Basic English in Prathomsuksa 1-6, for conducting this research, the researcher intends to improve the English writing skill for students in Prathomsuksa 4 level with the reason that Writing in the 2008 curriculum start at Grade 4 onwards, its means that students

in this level is the first stage of learning writing for Primary level, therefore enhancing the students to have good basic skills in writing will enable them to have an essential knowledge for their higher education. The Basic English course for Prathomsuksa 4 level (Grade 4) has details as follows:

Course Code	E14101
Course Name	Fundamental English
Department	Foreign Language
Semester	Second
Level	Prathomsuksa 4
Durations	4 periods per week

Course Description:

Act in compliance with orders, requests and simple instructions heard or read. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. Choose/specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read in the theme of themselves, families, school, environment, food and drinks, free time and entertainment, health and welfare, shopping, and weather. Answer questions from listening to and reading sentences, dialogues and simple tales. Write in an exchange in interpersonal communication. Write to ask for and give data about themselves their friends, families, and matters around them about name, age, appearances, color, size and shape of things, number 1-100, days and months, season, position and punctuations. Draw pictures to show relationships of various objects around them according to what they have heard or read. Tell differences of the sounds of the alphabet, words, group of words, sentences and texts in foreign languages and

Thai language. Search for and collect the terms related to other learning areas, and present them through speaking and writing.

From the Course Description as mention above, students in Prathomsuksa 4 level (Grade 4) will learn language for communication about themselves and various matters around them in the theme of families, school, environment, food and drinks, free time and entertainment, health and welfare, shopping, weather and seasons, including days and months with emphases on listening, speaking, reading and writing.

In order to help students improve their English and have better communication in writing, Improving English Writing skill in this research is focuses on the language learning areas of Strand 1: Language for Communication with the six topics of; Animals, My House, My Family, My Friends, My Daily Routine and Weather and Seasons. In each content, the researcher put emphasis on the basic writing practices concern with spelling, vocabulary, grammar, structure, capitalization and punctuation.

2.2 Learning Theory

Learning theory explains how people and animals learn there by assisting us to comprehend the innate complex process of learning. There are three principle categories or philosophical frameworks under which learning theories fall as follows (Wikipedia. 2010; cited in Namkeaw. 2011).

2.2.1 Behaviorism Theory

2.2.1.1 Skinner (1953) is a behavioral psychologist who became famous for his work. He evolves the theory of operant conditioning called Radical Behaviorism where there is encouragement of the manners by a reward or a penalty. The word “operant” means the way in which behavior performs on the circumstance.

Pleasant experiences such as rewards or praise are positive reinforcements, which motivate learners to make desired connections between stimuli and responses.

Unpleasant experiences such as penalty are negative reinforcements, which cause learners to avoid undesirable responses to stimuli. The stipulations punishment and reinforcement are decided as an effect of the actions. Valuable reformations in performances are principally keen on for this framework. In general, there are three basic assumptions. First, learning is demonstrated by a change in behavior. Next, the environment forms performance. Finally, the rules of contiguous, and reinforcement are hearty to explain the learning process. In summary, learning is the attainment of new behavior through stipulation.

2.2.1.2 Thorndike (1969), an American psychologist, is one of the first pioneers of active learning, a theory that proposes letting children learn themselves, rather than receiving instruction from teachers. There are several laws from part of Thorndike's theory of learning:

1. The most basic form of learning is trial and error learning.
2. Learning is incremental not insightful.
3. Learning is not mediated by ideas.
4. All mammals learn in the same manner.
5. Law of Readiness: Interference with gold directed behavior causes frustration and causing someone to do something they do not want to do is also frustrating.
6. Law of Exercise: We learn by doing. We forget by not doing, although to a small extent only.

7. Law of Effect: If the response in a connection is followed by a satisfying state of affairs, the strength of the connection is considerably increased whereas if followed by an annoying state of affairs, than the strength of the connection is marginally decreased.

8. Multiple Responses: A learner would keep trying multiple responses to solve a problem before it is actually solved.

9. Set or Attitude: What the learner already possesses, like prior learning experiences, present state of the learners, etc., while it begins learning a new task.

10. Prepotency of Elements: Different responses to the same environment would be evoked by different perceptions of the environment which act as the stimulus to the responses. Different perceptions would be subject to the prepotency of different elements for different perceivers.

11. Response from Analogy: New problems are solved by using solution techniques employed to solve analogous problems.

12. Associative Shifting: Let stimulus S be paired with response R. stimulus Q is likely to get paired with response R.

13. Belongingness: If there is a natural relationship between the need state of an organism and the effect caused by a response, learning is more effective than if the relationship is unnatural.

From this model, there are educational approaches such as applied behavior analysis, curriculum based evaluation, and direct teaching occurrence.

2.2.2 Cognitive Theory

Looks beyond behavior to describe brain-based learning by Bode, a gestalt psychologist. Gestalt psychologists focus on the patterns rather than separated circumstances. Two main suppositions cause this cognitive approach: 1) that the remembrance method is an active managed mainframe of information, and 2) that previous experience acts a significant part in learning. Cognitivists emphasize the individual learner more than the surroundings that behaviorists emphasize (Wikipedia, 2010).

Phases of cognitivism can be found in learning how to learn, social role acquisition, intelligence, learning, and memory as associated to era.

2.2.3 Constructivist Theory

Educators have been interested in constructivism theory because it is potential theory for supporting student learning as explained below.

Liaw (2001) has set down a list of six characteristics of constructivist learning environments. They are presenting multiple representations of reality, emphasizing on knowledge creation, setting the focus on authentic tasks in a meaningful context, supporting considerate reflection on experience, enabling context dependent and content-dependent knowledge construction, and encouraging collaborative construction of knowledge during community cooperation.

McDonough (2001) indicates that knowledge is created by the individual rather than transferred to the individual. People construct their own meaning rooted in what they already know or their experience, and how they achieve the new information. It is believed that one individual cannot completely understand anything in the same precisely way that another individual understands.

Suwanbenjakul (2002) summarises that constructivism accentuates the learner rather than the teacher. Constructivist prospects learners learning by including new information to what they previously know. Learners learn best when they are engaged in the procedure of perception, and the instruction.

In summary, constructivism focuses on the learner rather than the teacher. The teacher is a facilitator who motivates learners to conduct knowledge by operating to solve realistic problems and to find out principles for themselves. Learners learn best when they are participated in the process of learning with the appropriate instructional materials.

With learning theories as mention above, Behaviorism emphasizes on the purposely noticeable phases of learning. Cognitivism focuses on learners' behaviors to express brain-based learning. Constructivism is a procedure which the student enthusiastically creates or constructs new thoughts and ideas derived from previous knowledge and experience.

To improve the English writing skill though the use of pictures, the researcher apply all of these learning theories in this study. In the way of the behaviorism theory, the use of pictures could help the students to stimulate in learning process. For the cognitive theory, the use of pictures could help the students to remembrance and manage information and previous experience as a significant part in learning. And for the constructivist theory, the use of pictures could help the students to participate in the process of learning with the appropriate instructional materials.

2.3 Writing

The terms of writing have several meanings. Many educators have proposed the definition and explanation of writing as follows.

Byrne (1986) mentions that writing comprises the use of graphic symbols or letters to form words which are arranged in a particular order and linked together to form sentences.

Pongpaiboon (1988) states that writing is a process of transferring knowledge, thought, and experience toward the readers. The information will be expressed through the symbol, the alphabets used for writing of communication.

Aksaranukrow (1989) states that writing is a process of thought to create the beauty of both idea and content. The language presented comes from the writer's experiences to the readers. The writer must be able to transfer his thought to the reader directly.

Czerniewska (1993:32), and Celce-Murcia (2001:207) point out that writing is the ability to express one's ideas in a way to rearrange the alphabet, words, phrases and sentences together that ideas, thought, experiences and feeling will be mutually understand between the writer and the reader.

Phringphro (2002) mentions that writing is the system of arranging the graphic symbols into words and sentences in order to give meaning. As a result, teaching writing is to lead the writers to know how to put their own ideas, thought and feeling with the graphic symbol system for giving meanings.

Ghaith (2007) defines writing as a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for

reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

In conclusion, writing is the ability to express one's idea, knowledge, feeling and experiences through the way of arranging the graphic symbols or alphabet into words and sentences in order to give meaning and communicating to other people.

2.3.1 Importance of Writing Skills

Murray (1979) says that writing is a skill which is important in a complex and changing society. More people are needed who can write, who can order, communicate information and experience. Writing for many students is the skill which can unlock the language arts.

Raimes (1983) suggests that writing is an important skill it helps learners learn a language. Teaching writing helps to reinforce grammatical structures, idioms, vocabulary, etc., which are taught to learners. Teaching writing also helps the learners to be adventurous and creative.

Bacan (1995) rightly says "reading makes a full man, conference a read man, and writing an exact man". Writing is an important medium and it is used for different purposes. Writing performs many functions in a person's day to day life in different areas like academic, official, media, social, cultural and personal settings.

Worasuk (2007) points out that English writing skill has a significant role in the educational lives of Thai learners as they have to cope with general writing assignments at school and up to university level. They have to deal with the overwhelming innovation of word technology and global communication. They necessitate obtaining English skills and a capable level of accuracy and fluency to get

access to crucial information and primarily deal with the above mentioned circumstances.

Pillai (2010) considers writing skills are necessary for achieving in education, applying for a job, web content writing, business communication, scientific papers, government, international affairs, and disturbing trends of today goals. It is a significant standard of communication.

Yale (2010) states that practice in writing helps students build their reading skills, in the sense that practice in the process of writing their own texts helps them analyze the pieces that they read. As a result, they can apply their knowledge about the ways to use particular language (word choice, combining words into logical and grammatical sentence structures, appropriate registers, etc.) to better understand a professional author's construction of texts. It will also help students strengthen their vocabulary and language use which can also be applied in speaking.

In summary, writing is the effective tool for communication that should be taught in the language class room. Writing helps students strengthen their vocabulary and language use. It also helps students to express their ideas or thought that very important in language learning. Writing also involves the reinforcement of other skill like reading and speaking, thus, writing is an important skill for students to learn.

2.3.2 Approach to Teach Writing

Raims (1983 : 5-6) states that there is no answer to the question of how to teach writing in ESL class. There are many answers as there are teachers and teaching styles, or learners and learning styles. The Following diagram shows what writers have no deal with as they produce a piece of writing:

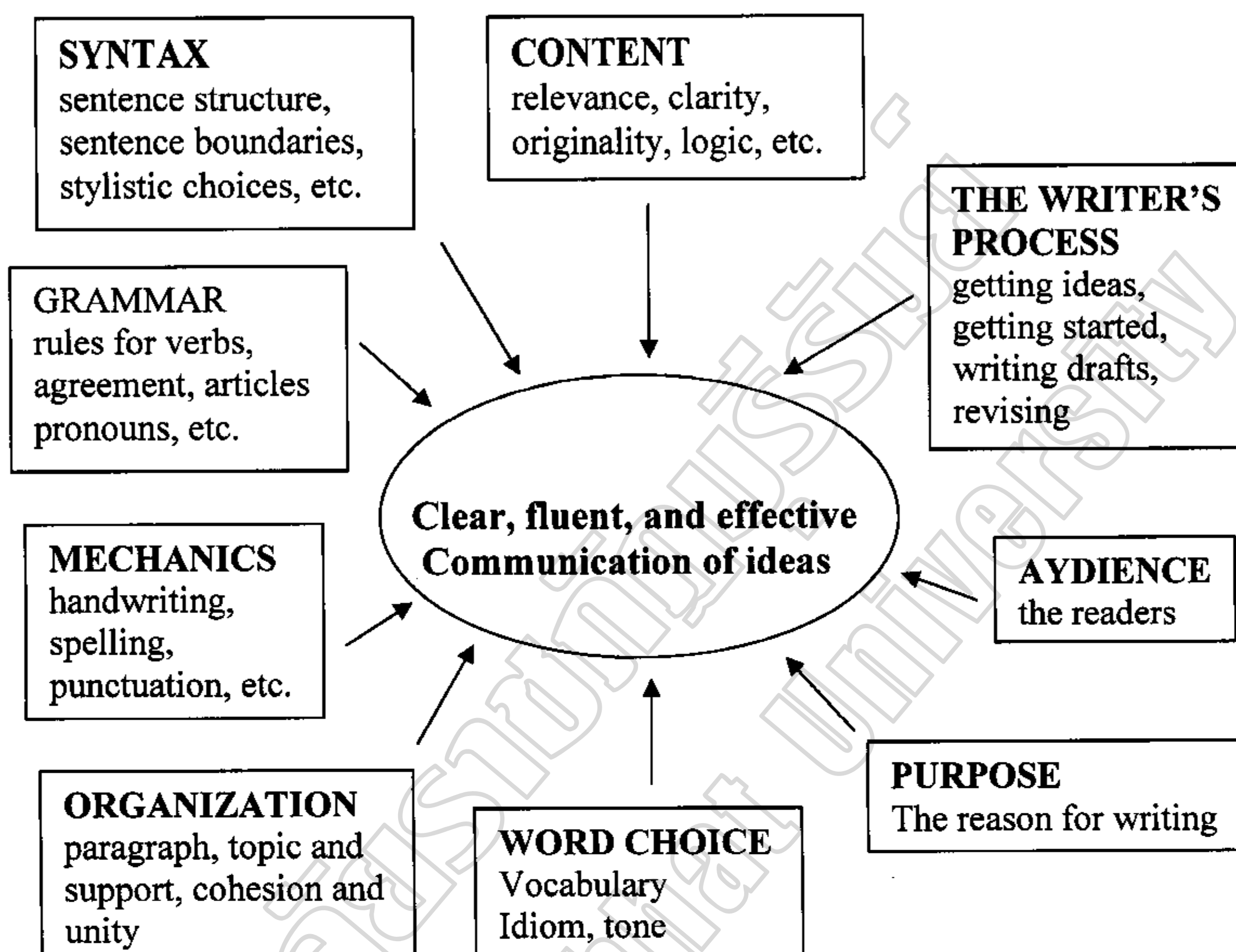


Figure1: Producing a Piece of Writing

As teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of approaches to the teaching of writing.

Raimes (1983:6) has presented the several approaches to teach writing as follows:

1. The Controlled-to-Free Approach

In the 1950s and early 1960s, the audio-lingual approach dominated second-language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used

techniques to enable student to achieve this mastery. The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. Because the students have a limited opportunity to make mistake, the teacher's job of marking papers is quick and easy. Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions, in which they express their own ideas. This approach stresses three features of the diagram above: grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality

2. The Free Writing Approach

This approach emphasizes students to put fluency and content rather than on accuracy and form. According to this approach, once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. Thus, teacher may begin the class by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teacher does not correct these pieces of free writing. They simply read them and may volunteer to read their own writing aloud to the class. Concern for "audience" and "content" are seen as important in this approach.

3. The Paragraph Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph Pattern Approach stresses on organization. In this approach students copy paragraphs analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, choose

or invent an appropriate topic sentence, they insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

4. The Grammar – Syntax – Organization Approach

This approach stresses on simultaneous work on more than one composition feature in the composition diagram. This approach believes that writing is not composed of separate skills which are learned one by one. So, this approach focuses on devising writing tasks that lead students to pay attention to organization, while they also work on the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the students need more than the appropriate vocabulary. They need the simple forms of verbs; an organizational plan based on chronology; sequence words like first, then, finally; and perhaps even sentence structures like “When..., then...” During discussion and preparation of the task, all these are reviewed or taught for the first time. Students see the connection between what they are trying to write and what they need to write it. This approach, then, links the purpose of a piece of writing to the forms that are needed to convey the message.

5. The Communicative Approach

This approach stresses the purpose of a piece of writing and the audience for it. This approach is a vast improvement on the previous methods. According to this approach writing should be taught as a real communicative act with the writer purportedly writing for a real audience. This approach involves the setting of purposeful, meaningful tasks. Activities in this approach include information gap exercises through language games, role play, group work, pair work, etc.

6. The Process Approach

This approach gives emphasis to the process of writing. According to this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

From the writing approaches as mentioned above, the controlled-to-free approach seems to be the most appropriate approach in teaching writing for the beginners and lower students. Because, it encourages students to use the accuracy of language form which is very important for the students at the beginning level. Elturki (2014) mentions that Controlled writing is seen as a useful tool for teaching composition to English language learners (ELLs) at different levels of English proficiency especially beginner learners of English who are totally new to language. Owens (1970) claims that there are several advantages of using controlled writing. One of these potential advantages is that it provides learners with plenty of writing practice using correct grammar form as opposed to free composition writing. In addition, it allows learners to watch their progress within certain limits. Another benefit to use controlled writing comes from

the fact that it can be prepared and corrected quickly which reduces the burden on the teacher. Moreover, Pongtongcharoen (1982) and Potjananon (1984) state that in teaching English writing for beginners, Controlled Writing is considered suitable, it use to support the students to practice grammatical structures and it is the first step on the way to essay writing. Additionally, Changlek (1999) and Tompkins (1990) point that Controlled writing is used to reinforce the students to learn how to use appropriate sentences to describe people, animal, things and places. On the other hand, Silva (1990) adds that controlled writing assists in both preventing errors that apparently occur from first language interference and reinforcing proper use of second language patterns. Hence, Controlled-to-Free writing is an effective tool for improving English writing for primary students.

In conclusion, the controlled-to-free approach is the suitable approach in teaching writing especially for the beginners and lower students. It encourages the students to use the accuracy of language form, provides learners with plenty of writing practice using correct grammar form as opposed to free composition writing and reinforce the students to learn how to use appropriate sentences to describe people, animal, things and places. Therefore, in this study the researcher use this approach to help the student improve their English writing.

2.3.3 Characteristics of Writing

Many scholars have attempted to explain the characteristics of writing. To help readers understand writing. The followings are the characteristics of writing by Robert Barrase (2005; cited in Nirmala. 2013)

Table 2.1:
Characteristics of Writing

Characteristics of your writing	Impression created
(a) Desirable Clearly expressed Correct spelling Good in punctuation and grammar Well Presented Helpful	Favourable Clear thinking Well educated Competent Well organized Considerate
(b) Undesirable Badly expresses Poor spelling Poor in Punctuation and grammar Baldy presented Illegible Handwriting	Unfavourable Inconsiderate Lasy Careless Incompeyent Inconsiderate

Source : Barrass (2005)

The followings are the essential characteristics of a good piece of writing:

1. Explanation: The purpose of writing should be made clear. The title should be explained clearly. So writing should be informative.

2. Order: A good piece of writing should be broken into separate steps, with each step distinct and arranged in the right order. Ideas should flow in an order to help the reader to comprehend the text.

3. Clarity: Each stage of writing should be complete and carefully constructed. Unambiguous sentences lead to confusion and misunderstanding. So, clarity is essential.

4. Relevance: Only the information needed to complete the task should be provided. Material relevant to the title or question should be included.

5. Simplicity: Unnecessary words and bombastic language could be confusing. Therefore, simplicity in writing is essential.

6. Completeness: If an essential idea is omitted, meaning-making becomes difficult. Careful attention is necessary to produce a clear and complete piece of writing.

7. Accuracy: A good piece of writing should help the reader by conveying information and ideas clearly and pleasurably, without mistakes. Sufficient explanation, the orderly presentation, simplicity and completeness contribute to accuracy in writing.

2.3.4 Writing Process

According to Phringphro (2002:11) states that when students write, it means that they are trying to convey their own ideas, feelings and needs through the graphic symbols for communicating with others. If they can write well, it means that they have a good writing process. Angwattanakul (1996) states that most skilled writers always compose their writing by using the writing process involving prewriting, planning, jotting down thoughts in abbreviated forms or drafting, making ongoing decisions about word choice, syntax and style, or reviewing and revising multiple times or reviewing and revising multiple times, then, re-reading from the reader's perspective, putting the text aside for a while, then contemplating the final written text, expressing the author's intended meaning.

Process of writing consists of five strategies. The first step is pre-writing. It is a step of writing motivation. There are objectives in order to be able to format and arrange later. The second step is writing. The writer begins to write on which contents and objectives the writer is based beforehand. However, the appropriateness of the language, grammar and spelling are not yet concentrated. The third step is revising and editing. This step is for improving writing quality.

The writer must review and edit his task correctly. The fourth step is rewriting. After taking back his task from the editor or the teacher, the writer must carefully consider his mistakes and correct them because his new task must be perfect in order to be ready for evaluation. The last step is evaluation. This final step is for qualified writing evaluation. However, all these five steps are not necessary to be in the above mentioned sequences. Focusing on evaluation, there are a lot of strategies. It is not necessary to evaluate by only paper writing test. The behavioral test is expansively used nowadays. For example, attention, interesting, interaction or cooperation in writing activities are as well evaluated. Moreover, the result of exercised book, vocabulary, and sentence correctness are also considered. (Angwattanakul. 1996).

2.3.5 The Components of Writing

Even there are many aspects about an analysis of components of writing, Harris (1969 : 68-69; cited in Chanphram. 2009) identified that writing is the competence in the integration all components together; these are:

1. Content is the theme of writing showing the ideas of writers.
2. Form is the format of the context collocation.
3. Grammar is the proficiency in using language of grammatical and sentence structures.
4. Style is the manner in using language of each writer intentionally; for instance, choosing idioms in writing to make that sentence has more beautiful wording.
5. Mechanics is other components which take to adapt in writing such as the conclusion, punctuation, etc.

From this attitude, it can determine that to be good in writing, they need to know essential elements; these are content, form, grammar, style, and mechanics. The more writers can combine all these elements together well, the more they can develop their writing skills better.

Writing is a skill we use to communicate. Writers use it to convey the concept into a form of letters along with many components. This made writing is difficult and complicated. Experts divide writing into many levels as well as Valette and Desik (1976: 171-172; cited in Chanphram. 2009) who assorts levels of writing from the easiest to the most difficult into 5 levels:

1. Mechanical skill (Reproduction) writers can copy essences from textbooks and spell words correctly.
2. Knowledge (Recall) writer know the relation between sounds and symbols of sounds. They can make a sentence from a picture by using the linguistic structures and understand what they write.
3. Transfer (Application) writers can write the pattern or model sentences which are often found in everyday life. Moreover, they can make new sentences from the linguistic structures they learned.
4. Communication (Self-Expression) writers can write to reveal their own concepts to readers which highlight understanding in substance more than the proficiency of grammatical structures.
5. Criticism (Synthesis) writers can write to express ideas fluently. They can use words and idioms appropriately. Also writers can use style in writing conform to linguistic contexts and purposes of each writing professionally.

In conclusion, from these aspects to writing of many experts indicate that every writer has different skills. Therefore, considering to levels of writing skills of writers is very important because it will be easier to set up any courses or activities to develop their thought and proficiency in writing.

2.3.6 Writing Activities

Phringphro (2002) states that in teaching writing, the teacher should provide and organize the types of writing activities based on the level of students' competence. At the same time, those should have various kinds and relevance to use in real situations. As a result, this part will present about the type of writing activities and the teaching of writing activities for beginners from many researchers.

2.3.6.1 Type of writing activities

According to Pongthongcharoen (1982 : 139-143), Wiriyajitra (1989), Angwattanakul (1996:185), Ministry of Education (1995 : 22), and The Curriculum Development center of Academic Department, Ministry of Education (1999 : 7) propose the types of writing activities, which can be classified and concluded as follows.

1. Sentence writing activity or Mechanical Copying is the basic writing activity that is mostly used to encourage the students to write. The students write by copying the words, sentences and passages given without creating their own language to add the content or without considering the meanings such as scramble words and sentence builder. These are mostly used with the lowest beginners in order to provide the basis of writing language and control them to write correctly.

2. Controlled writing activity comprises two types: Full-controlled Writing and Less-controlled Writing. The first type, Full-controlled Writing, is used to control wholly the beginners to use the accuracy of language form or structure given. But, sometimes they are allowed to create their own language to add the content. To illustrate, the learners can make a sentence from the words "Yaya-school-bus" as "Yaya goes to school by bus." As a result, in having students writing by changing forms of grammar and certain words, a teacher should consider carefully the writing activities which can lead the students to be controlled in correct writing tasks. So, the Full-controlled Writing activities include copying, gap filling, re-ordering words, changing forms of certain words, and substitution tables.

The second type is the Less-controlled Writing. It allows the students to have more independence in writing tasks. They can learn writing through reading. However, they are still asked to follow the instruction, a model text, terms of vocabulary and forms of grammar given. For example, when the teacher gives the forms or structures, the students read, complete or write some sentences by themselves. Less-controlled Writing activities include sentence combining, describing people, questions and answers, composition and parallel writing.

3. Free Writing is the writing activity in which the learners have mostly created their own writing compositions. However, the theme or topic needs to be prepared beforehand by the teacher. So, before teaching, the teacher has to set everything in terms of content for writing and the topic related to the student's life and interest.

In summarize, it is essential that in providing the English writing activities, the students' interests should be taken into consideration, along with opportunities for them to use simple language in real situation based on their ability level, especially the activities for beginners or low proficient students. Therefore, the controlled writing is used in this study.

2.3.6.2 Writing activities for beginners

With regard to writing activities, Pongthongcharoen (1982), Wiriyajitra (199), Angwatanakul (1996), and The curriculum Development Center of Academic Department, Ministry of Education (1999:7) state that the most suitable writing activities provided for the beginners and lower secondary students are Controlled Writing activities, which will be elaborated below.

1. Controlled Writing activities

Spencer (1967) states that the controlled writing activities is extensively used to reduce the number of mistakes when students begin to write and thereby give them greater confidence. This kind of activities is effectively used to practice forming sentences by copying, following the model text, and describing the pictures of people, animals, and objects. Controlled Writing activities are subcategorized into Parallel Writing and Descriptive Writing.

1.1 Parallel Writing

This kind of writing activity is defined as a situation in which something is similar to another thing but take place in different time. On the whole, parallel writing is used to stimulate the students to write by integrating listening and reading skills based on the information related to their interests and real situations.

1.2 Descriptive Writing

This activities is also one of Controlled Writing activities provided for the students to learn how properly put or use words of various form, including verbs and adjectives in sentences. The activity is provided with model sentences, words or suggested words and pictures for student to fill in the blank, form sentences to describe people, animals, things and places. As for its presentation, the activity will provide the reading model or word or sentence model. In the exercise, pictures may be presented as well as sentences for students to copy, imitate and describe what they know or see. Pongthongcharoen (1982 : 143; cited in Phringphro. 2002) proposes the steps in Descriptive Writing as follows:

1. The pictures and topics are mostly prepared by teacher, but the words, contents and forms must be easy and suitable for the levels of the students.
2. Difficult vocabulary should be presented with the meaning before the class begins.
3. While showing pictures and suggested words, the teacher should encourage the students to take part in the explanation of the meaning or to repeat the words until they remember.
4. The students can write when they have enough drills and acquire the skill in using the words and forms.

In short, parallel writing is used to stimulate the students to write by integrating listening and reading skills based on the information related to their interested. For descriptive writing, it provides the students to learn of using words from the reading model or sentence model. In this study the researcher focuses on the descriptive writing. The researcher use this activities to help the students to learn

using words of various form including verbs and adjectives in sentences from sentence model and the exercises through the use of pictures.

2.4 Teaching Writing

Writing is the most difficult skill for both learners and teacher. It takes a lot of time to practice, so, for many people, it can become boring. Moreover, the burden of teaching writing usually falls on teachers. The factor that negatively affects the teaching of writing is the lack of experience and knowledge about teaching composition among teachers and researchers. Most teachers, untrained as writers or as writing teachers, know almost nothing about theories and practices in the teaching of writing.

However, many researchers have identified several approaches or techniques used in the teaching of writing. Aksaranukrow (1989; cited in Pongpuehee. 2012) states that in teaching writing, first, the teacher should let learners familiarize themselves with various forms of writing such as narrative and descriptive, etc. After that, the teachers should teach them about the mechanics and punctuation and let the students write with everyday language used in daily life. In addition, the teachers should keep in mind that there is no best approach in teaching, so they should combine many teaching approaches and select the one that is the most appropriate for the students. Then the teachers should change their roles from error indicators to be readers who criticize the written work of the writer in order to point out the weaknesses and suggest ways to improve the written work. Moreover, she also mentions that activities used in teaching writing should be divided into three stages as follows:

1. Prewriting activities. At this stage, teacher should motivate learners to be interested in what they are writing about and teach some writing technique such as punctuation and mechanics including revision about the use of tense.

2. While-writing activities. These activities are while learners are writing. For example, teaching assign learners to write an invitation card by using some given invitation cards as writing models. This kind of practice permits the learners to change some words or some statements. It is considered a kind of guided writing.

3. Post-writing activities. After finishing writing, teachers let learners use their ability in other activities related to writing. For instance, teachers let the learners read their own written work in class or let the learners criticize the written work of each other, including using the written work as material in role-play. However, teachers should choose an interesting topic relating to the learners' age and ability.

2.5 Pictures

A picture is a general language which is able to be understood and can be enjoyed everywhere. Picture provides for most people critical contacts with the real world. In the ESL classroom, pictures are powerful visual aids which are not only easy to find but also advantageous in learning and teaching as they can be used in to motivate the students develop their language abilities. According to Werff (2003) indicates that pictures are good source of material for practicing speaking, listening, writing, vocabulary and grammar. Some vocabulary can be learned more quickly with only mere sight of the pictures. It can lead students to go from description to story telling. Moreover pictures also make the drills more exciting and enjoyable class atmosphere. Yoshiko (1996) points that picture is the instruction media that makes

the students understand the lessons rapidly and correctly. Furthermore, Jantasin (2001:

6) states that nowadays pictures are a part of media in modern society, which effects the feeling, thinking and attitude of the people who can communicate with others by visual communication and visual literacy. Pictures will construct learning and understanding of a story better than using writing material only. In addition, Candlin (1987) suggests that good pictures should draw objectives from the communicative needs of learner; promote attention to meaning, purposes and negotiation; encourage attention to relevant data and involve learner contributions, attitudes and affects.

To sum up, pictures are good sources for learning and teaching. Pictures make the students understand the lessons rapidly and correctly. They also help students in practicing speaking, listening, writing, vocabulary and grammar. Moreover, pictures help students to stimulate ideas, promote attention and develop their language abilities. Therefore, pictures are useful in language teaching and learning.

2.5.1 The Category of Pictures

According to Chaichaowong, (1982: cited in Duangsin. 2008) she categorizes the kinds of pictures in nine types including the criteria of choosing pictures and the principles of using pictures in teaching as follows:

- 1) Postcards are the pictures which are photos or drawings in small size, being color or black and white.
- 2) Illustration are pictures in books, handbooks, newspapers, journals.
- 3) Half stones, prints, lithographs are pictures which are constructed by using special techniques.
- 4) Painting and sketches picture.

5) Murals are pictures which are drawings on a long paper or other long materials on the wall.

6) Cartoons and comics are pictures which are drawn to satire people, situations and things.

7) Posters are pictures which use designs and styles to communicate with people.

8) Photographs are pictures which are made by camera.

9) Maps, charts and graphs are pictures that show the relevant places, structures or planning, quality and aims, such as, using pictures to teach new vocabulary, using picture to write the sentence, using pictures to practice, to tell the story, to teach the time, to help understand listening.

In teaching, the teachers should know how to choose the pictures to use in the lessons in the following manners;

2.4.1.1 The criteria of choosing pictures

- 1) Choosing the pictures that are appropriate for the lessons.
- 2) Choosing the pictures that are appropriate for the age of the learners.
- 3) Choosing the real pictures that have one important point.
- 4) Choosing color pictures which help the learners succeed in learning that lessons.
- 5) Choosing pictures which have interesting patterns.
- 6) Choosing pictures that are clear for the learners or everybody.
- 7) Choosing pictures that are relevant to the previous experiences of the learners.

2.4.1.2 The principles of using pictures in teaching

1) Using a few pictures for good result is better than using many pictures in one time.

2) Using picture that are relevant to the objectives of teaching.

3) Using pictures that are related with other media instructional media.

4) Choose the methods that are appropriate for presenting those pictures.

5) Teaching the students how to read the pictures meaning.

6) Comparing using pictures with other materials.

2.5.2 The Characteristics of Pictures that Younger Students Like

Sirising (1994; cited in Duangsin, 2008) concludes that the pictures which younger students like are as follows;

1) The students like simple pictures.

2) The students like the picture of actions and adventures.

3) The students like colour pictures more than black and white pictures. They like pictures of people which are in full part of body more than in half part of body.

4) The students are interested in the pictures which are on the right hand more than in the left hand of the page of paper.

5) The students like the story which has many pictures more than the story which has few pictures.

6) The students like pictures that have meaning more than the pictures that have no meaning.

7) Water colours pictures help the students to imagine more than the other colours.

8) The size of pictures is also important and the students like big pictures more than small pictures.

Similar to Wipple (1953) concludes his research about the children interested in pictures as follows;

- 1) Moving pictures are highly interesting.
- 2) Simple pictures are interesting.
- 3) Color pictures are more interesting than black and white pictures.
- 4) Big size pictures are more interesting than small size.
- 5) Books which have many pictures are more interesting than few pictures.
- 6) Picture books relevant to topic are more interesting than pictures books that are not connected to the topic.
- 7) Adventure pictures are the most interesting.

2.6 Advantage of Using Pictures in Teaching and Learning

According to Latuheru (1988), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Thirds, pictures are usable in different kinds of academic levels. Fourth, picture can save the teacher's time and energy. Meanwhile, Klasek (1972) states that there are several advantages of pictures. First, the picture is inexpensive, familiar medium of communication. Moreover, picture can be arranged in sequence and can be adapted to many subjects. Besides, picture can translate words symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment. Furthermore, Wright (1989) points that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures

help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students. Dale (1996) adds that pictures have advantages of their own. They can bring the student closed to the very point of visual context with reality itself. They can also compress or otherwise manipulate reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. They enable us to travel to an inaccessible place, to study in detail, and to accomplish a great many other learning that would be impossible otherwise. In addition, Brown, et. al. (1983) mention that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

2.7 Pictures in Teaching Writing

According to Raimes (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources in teaching writing. She states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that pictures can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. A picture brings the outside

world into the classroom in a vividly concrete way. Finally, a picture is a valuable resource as it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of task, and (4) a focus of interest for students.

Additionally, Wright (1989) mentions that picture give contribution to students' interest and motivation, sense of language in context, and stimulate students' idea. The role of pictures in productive skills (speaking and writing) are (1) picture can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practices; and (5) pictures can stimulate and give information in dealing with conversation, storytelling and discussion. He furthermore, mentions that there are five practical criteria of pictures to be applied in the classroom, (1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, and (5) sufficient amount of the language in order to justify its conclusion in the language lesson.

Moreover, Heaton (1990:107) points that, in everyday life, students may sometimes be required to describe people, objects, places, and even process. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language.

In conclusion, pictures can be used in many teaching situations. Some tasks, exercises, activities can be designed. Creativity, thinking ability of the students can be encouraged and maximum involvement of the students can be ensured. Therefore,

writing is an important skill, which requires attention in the ESL classroom. Teaching writing can be made interesting with the use of pictures.

Improving English writing skill in this study, the researcher use cartoon pictures for help the student to stimulate ideas, drawing attention and making them participate in learning. In writing exercises, various pictures will be use for help the students work with grammar and vocabulary. Moreover in writing sentences and short paragraphs, pictures will be use as guideline for student to practice describing animals, people, things, places or events and so on. Therefore, pictures are useful for teaching writing.

2.8 Satisfaction

2.8.1 Definition of Satisfaction

Many educators define the satisfaction as follows.

Satisfaction which Wikipedia (2006) explains is a feeling of a positive emotion response (happiness) to a fulfillment of desire. Students performance is an important measure of the success of writing, so students' satisfaction is an important for the continued success of such a project. It is therefore important to know students feeling about learning writing by the use of picture description technique.

Chanpreecharat (2000: 52) claims that satisfaction is person's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response.

Saengchai (2000: 11) indicates that satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to love

to work on their duty. They want to do, and find out the effective performance process. It leads them to effective performance which achieve organization purpose.

Khinna (2003: 29) states that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labour, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them lack of enthusiasm and bad performance. Satisfaction of performance are supported by administrator to motivate the performers to want to act happily and achieve the performance efficiency based on the purposes of the organization.

In summary, satisfaction is one's feeling toward something which occurs in mind and affects a display of behaviour.

2.8.2 Principle of Enhancing Motivation

Issarapreeda (2003: 310) states that principles of enhancing motivation in learning are as follows:

2.8.2.1 Praise and blame, both of them influence the students' learning.

2.8.2.2 Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.

2.8.2.3 Self-learning provides students to always want to learn.

2.8.2.4 New methods enhance students' desire to learn.

2.8.2.5 Setting the prize for assignment enhances students' aspiration to learn.

2.8.2.6 Giving example which the students are familiar is simple to comprehend for students.

2.8.2.7 Connection the new lessons with the knowledge that they have learned supports the students' learning.

2.8.2.8 Games and drama, learning by doing or real situation is easy to understand for students.

2.8.2.9 Reducing and avoiding stress situation are crucial factors reduce students' anxiety in learning affects students can learn effectively.

Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

2.8.3 Theories Related to Satisfaction

2.6.3.1 Maslow's the Human Needs Theory

Issarapreeda (2003: 310) considers Maslow's the human needs theory, human always needs which never end when he achieve some needs he will need another. There are 5 needs as follows.

1) Basic physiological needs, these needs are the most basic and instinctive needs in the hierarchy such as the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.

2) Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but they are not as demanding as the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.

3) Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as family, and social group. These needs are less basic than physiological and security needs.

4) Self esteem needs are the esteem from others. They are the needs that influence display behaviour of human in firstly.

5) Self-actualization is the highest level of human needs such as need to be a leader of organization and famous people.

2.6.3.2 Murray's Psychogenic Needs

Murray (2007) lists 27 psychogenic needs as follows:

- 1) Abasement: To surrender and accept punishment.
- 2) Achievement: To overcome obstacles and succeed.
- 3) Acquisition: To obtain possessions.
- 4) Affiliation: To make associations and friendships.
- 5) Aggression: To injure others.
- 6) Autonomy: To resist others and stand strong.
- 7) Blame avoidance: To avoid blame and obey the rules.
- 8) Construction: To build or create.
- 9) Contrarianism: To be unique.
- 10) Counteraction: To defend honor.
- 11) Defendance: To justify actions.
- 12) Deference: To follow a superior, to serve.
- 13) Dominance: To control and lead others.
- 14) Exhibition: To attract attention.
- 15) Exposition: To provide information, educate.

- 16) Harm avoidance: To avoid pain.
- 17) Infavoidance: To avoid failure, shame, or to conceal a weakness.
- 18) Nurturance: To protect the helpless.
- 19) Order: To arrange, organize, and be precise.
- 20) Play: To relieve tension, have fun, or relax.
- 21) Recognition: To gain approval and social status.
- 22) Rejection: To exclude another.
- 23) Sentence: To enjoy sensuous impressions.
- 24) Sex: To form and enjoy an erotic relationship.
- 25) Similance: To empathize.
- 26) Succorance: To seek protection or sympathy.
- 27) Understanding: To analyze and experience, to seek knowledge.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.9 How to Find out the Efficiency of Lesson Plans

Lesson plans are tried out with the target groups of students. Most of lesson plans are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test as follows (Kitrakarn, 2001):

Two numeric values such as $E_1/E_2 = 75/75$, $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, etc.

The criteria of calculating for the efficiency such as $E_1/E_2 = 75/75$ has meaning as follows.

Standard criterion 75/75, first standard criterion 75 (efficiency of the process) is percentage of learners' total scores means from exercises scores of lesson plans. Second standard criterion 75 (efficiency of the outcomes) is percentage of learners' total means from achievement test (Post-test). The statistics are as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the process

$\sum X$ = The total scores of post-test.

N = Number of samples

A = Total score of the exercises in the lesson plans

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = The total score of samples who pass the post-test

N = Number of samples

B = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of lesson plans should be 75/75, 80/80, 85/85, or 90/90 depends on the content and characteristic of subject. Normally, definiton standard criterion 75/75 for the subject with relate to skill or attitude, and 80/80, 85/85, or 90/90 for the subject with relate to cognition. The level of mistake is accepted at 2.5 percentages.

2.10 Previous Studies Related to the Present Study

Many studies on the use of picture in teaching have been done by both Thai and foreign researchers. These studies are summarized and presented as follows:

2.10.1 The Previous Studies in Thailand

Boonpoom (1981) investigated the factors that helped students develop their English speaking and writing. The study revealed that the group learning English through pictures had better skills in English than those in the group learning without pictures.

Meethong (2006) conducted this research to design and construct an English writing skill package for describing pictures for Pratomsuksa 5 students at 70 criteria, determine the effectiveness of the English writing skill package for describing pictures for Pratomsuksa 5 students at 70/70 criteria, and determine the level of student satisfaction with the English writing skill package for describing pictures. The research results found that the average test score after using the English writing skill package for describing pictures was 89.76, the English writing skill package for describing pictures for Pratomsuksa 5 students was 80.26 / 89.76 and the students' level of satisfaction towards the English writing skill package for describing for Pratomsuksa 5 students was at a high level.

Budsadi (2008) conducted this research to examine and compare the achievement of English writing skill of Mattayom Suksa 1 students focusing on present simple tense before and after learning with pictures. The research findings revealed that the Mattayom Suksa 1 students' proficiency of writing was improved after they had learned English writing by using pictures.

Duangsin (2008) conducted this research to investigate and compare the achievement of Prathom Suksa 2 students learning English vocabulary through using and without using pictures with two groups of students, one which learned English vocabulary through picture-based instruction and the other learned English vocabulary through the instruction without using pictures. The results found that there was no statistically significant difference at .05 critical level between the scores of the pretest of the two groups of students and the achievement of the experimental group that learned the vocabulary through using pictures was higher than that of the control group that did not learn vocabulary through pictures at .05 critical level of significance.

Kainoonsingha (2008) conducted the research to investigate the effectiveness of using Comic Guided Tasks in developing students' writing skills and enhancing their English communicative skills. The results of this study revealed that the use of Comic Guided Tasks improved students' writing competence in the aspects of ideas, organization, word choices, sentence structure and mechanics. The findings also indicated that the subjects' writing skills could be developed in terms of organization, word choices, and mechanics better than in terms of ideas and sentence structure. In conclusion, this teaching model was appropriate to use with lower secondary students in promoting their writing skill.

Thepraksa (2008) investigated the extent to which written error corrections for Mathayomsuksa 5 students in regard to their ability to judge grammaticality by using written pictures description tasks. The results of the study showed that the posttest scores of the grammaticality judgment test were significantly different at .05 level.

Suripan (2010) conducted this research to investigate and compare the effect of using pictures to teach narrative writing to the majoring in accounting students at Warinchamrab Industrail and Community Education College. The findings showed that the effectiveness of narrative writing after using pictures was significantly higher than before teaching at level 0.05.

2.10.2 The Previous Studies Abroad

Wipple (1993) concluded his research about the children interested in pictures as follows; 1) Moving pictures are highly interesting. 2) Simple pictures are interesting. 3) Colour pictures are more interesting than black and white pictures. 4) Big size pictures are more interesting than small size. 5) Book which have many pictures are more interesting than few pictures. 6) Picture books relevant to topic are more interesting than picture books that are not connected to the topic. 7) Advanture pictures are the most interesting.

French (1960) studied about the characteristics of pictures whether the students like complex pictures or simple pictures and the students like the same style of the pictures or not. It was found that the students like simple pictures. Girls like simple pictures more than boys.

Traver (1970) studied the design of the picture for teaching in children in the elementary school. He found that the students like simple pictures and they did not like elaborate pictures.

Nurayana (2014) who studied the efficiency of using pictures technique in to improve the students writing ability. The finding found that pictures were effective in improving the students' writing ability at statistical significant set at .05 level.

In summary, the results of the previous studies likely to conclude that pictures is valuable tool for language teaching and learning. The teachers can choose and use several kinds of pictures for different objective in language teaching. Pictures are not only help for improving the students' ability in writing skill but also help to improve listening, speaking, and reading ability.

2.11 Summary of the Chapter

This chapter has presented the details of basic education core curriculum, writing, teaching writing, picture, picture in teaching writing, Technique in teaching writing by using pictures and learning theory, Finally, this chapter finishes off previous studies. The next chapter discusses research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter involved an explanation of the procedures used in the study. It described detail about the population and samples, the instruments and how to construct them, the data collection, the data analysis, and the statistical method.

3.1 Population and Samples

3.1.1 Population

The population of this study were 55 Prathomsuksa 4 students, who took fundamental English(E 14101) course in the second semester of academic year 2015 at Ban Anothai School, Ban Koksung School, Ban Sriphum School Krasang District, Buriram Province under the Primary Education Service Area Office 2.

3.1.2 Samples

The samples of this study were 16 Prathomsuksa 4 students who studied in the second semester of academic year 2015 of Watthamathaworn School, Krasang District, Buriram Province, They were selected by purposive sampling technique because the samples of this study were taught by the researcher.

3.2 Research Instruments

The research instruments used in the study were as follows:

3.2.1 Lesson Plans

There were twenty-four lesson plans based on the 2008 National Fundamental Curriculum. And the researcher used one lesson plan for one period. The whole lesson plans took a total of 24 periods. The contents consisted of: Animals, My House, My Family, My Friends, My Daily Routine, and Weather and Season. Each lesson plan was equipped with the writing exercises which students had to write down the words, sentences or short paragraph through the use of pictures.

3.2.2 Achievement Tests (Pretest and Posttest)

The pretest and the posttest were about matching, gap-filling, written cloze, rewrite sentences, true or false, and questions and answers composition for Prathomsuksa 4 students (Grade 4).

3.2.3 Satisfaction Questionnaire

The questionnaire on students' satisfaction toward the use of pictures was designed to collect the information from the samples.

3.3 The Construction of Research Instruments

The procedures of instruments construction and the determination of the instruments' efficiency were as follows:

3.3.1 Lesson Plans

The researcher conducted the lesson plans through the use of pictures for Prathomsuksa 4 students (Grade 4) as described in the following steps:

3.3.1.1 The researcher studied and analyzed the causes and problems while learning and teaching English through observation, teaching record, and students' learning report.

3.3.1.2 The researcher studied the basic Education Core Curriculum B.E. 2551 (A.D.2008) about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, and strands and learning standards of foreign languages.

3.3.1.3 The researcher studied methodology, principles, theory, and writing techniques on the lesson plans.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on Basic Education Core Curriculum B.E.2551 (A.D.)

3.3.1.5 The researcher constructed twenty-four lesson plans from six topics and each topic had four lesson plans. Each lesson plan was equipped with the writing exercises which students had to write down words, sentences or short paragraph through the use of pictures.

The contents were consisted of:

1. Topic 1: Animals (4 lesson plans)
2. Topic 2: My House (4 lesson plans)
3. Topic 3: My Family (4 lesson plans)
4. Topic 4: My Friends (4 lesson plans)
5. Topic 5: My Daily Routine (4 lesson plans)
6. Topic 6: Weather and Seasons (4 lesson plans)

The researcher found out correlation between the topics and learning strands and indicators.

3.3.1.6 The lesson plans were given comments and examined by thesis advisors about content validity quality and overall pictures. Then the researcher improved the lesson plans based on the advisors' suggestions.

3.3.1.7 The lesson plans were examined by the three experts on contents validity by using five-point Likert's rating scale as follows (Srisa-ard. 2002 : 102):

5 marks for the most appropriate

4 marks for more appropriate

3 marks for average appropriate

2 marks for less appropriate

1 marks for the least appropriate

Therefore, it was confident that the instruments used in this research presented accepted validity. The name of three experts were as follows:

- 1) Dr. Surachai Piyanukool, Buriram Rajabhat University
- 2) Dr. Saowarot Ruangpaisan, Buriram Rajabhat University
- 3) Assistant Professor Suthamat Kotcharat, Buriram Rajabhat University.

3.3.1.8 The researcher analyzed the scores from the experts to find out mean scores to compare with these criteria (Srisa-ard. 2002: 103)

Meaning	Opinion Level
4.51 - 5.00 means	It is the most appropriate
3.51 - 4.50 means	It is more appropriate
2.51 - 3.50 means	It is average appropriate

1.51 - 2.50 means It is less appropriate

1.00 - 1.50 means It is the least appropriate

Appropriate score at 3.50 and upper was considered that the lesson plans can be utilized. (See Appendix E). The mean score obtained was 4.56 (S.D.=0.11)

3.3.1.9 The researcher improved the lesson plans based on the experts' suggestion and proposes them to check again.

3.3.1.10 The lesson plans were tried out with Prathomsuksa 4 students in academic year 2015 at Ban Anothai School School, Ban Sriphum School, Ban Khoksoong School who were not samples to find out the reliability and validity, and the researcher revised them before using with the samples. (See Appendix H).

To appraise the effectiveness of the lesson plans, there were three steps to perform. The three steps of the pre-trials were as follows (Promwong. 1978):

1) The individual trial

The lesson plans were utilized with 3 different proficiency level students, namely; 1 high, 1 moderate and 1 low student who were not samples in the study. The criteria of discrimination to divide the students into different levels of English learning achievement were as follows: 1) the students who had got grade 3.5 or 4 in English in Prathomsuksa 3 in the academic year 2014 was high proficient students, the students who had got grade 2, 2.5 or 3 was moderate proficient students, and the students who had got grade 1 or 1.5 was low proficient students; and 2) the three students were allocated to carry out a pretest for 1 hour, and they learned English writing through the use of pictures by utilizing lesson plans for 24 fifty minute periods. While the students were studying via the lesson plans, they were requested to do the

exercises. After that, they were requested to do a posttest for 1 hour, and do a questionnaire about learning writing through the use of pictures and gave some opinions about lesson plans for learning writing through the use of pictures for a period. The scores which the students gained from the exercises and the posttest were computed to find out the efficiency of process ($E1=73.70$) and the efficiency of the outcomes ($E2=63.33$) respectively. Then the researcher improved the lesson plans for teaching English writing through the use of pictures based on the students' comments.

2) The small group trial

The nine students who participated in this step are 3 high proficient, 3 moderate proficient, and 3 low proficient students. Before learning writing via lesson plans for 24 fifty minute periods, they were asked to do a pre-test for a period. While the students were learning via lesson plans, they did the exercises. Then they were asked to do a post-test and provide some opinions for a period. In this step, the efficiency of the process ($E1=77.96$) and the process of the outcomes ($E2=74.72$) were analyzed from the students' exercises and posttest respectively. The result revealed that the efficiency of the lesson plans in English writing through the use of pictures was $77.96/74.72$. Then the researcher improved the lesson plans based on the students' comments.

3) The field trial

In this step, there were 22 students with three different proficiency levels of English achievement participate. They did pretest for a period. Then they learned through the use of pictures for 24 fifty minute periods, they did the exercises while learning via lesson plans. After learning, they did posttest. The scores of the exercises in the lesson plans, and the posttest scores from the field trial were decided

to find out the efficiency of the lesson plans based on 75/75 standard level (Promwong, 1978). The result of the trail revealed that the efficiency of the lesson plans through the use of pictures was 78.81/76.02 which met the specific criteria.

To conduct this study, the assessment of efficiency of the lesson plans through the use of pictures was performed as shown in the following figure.

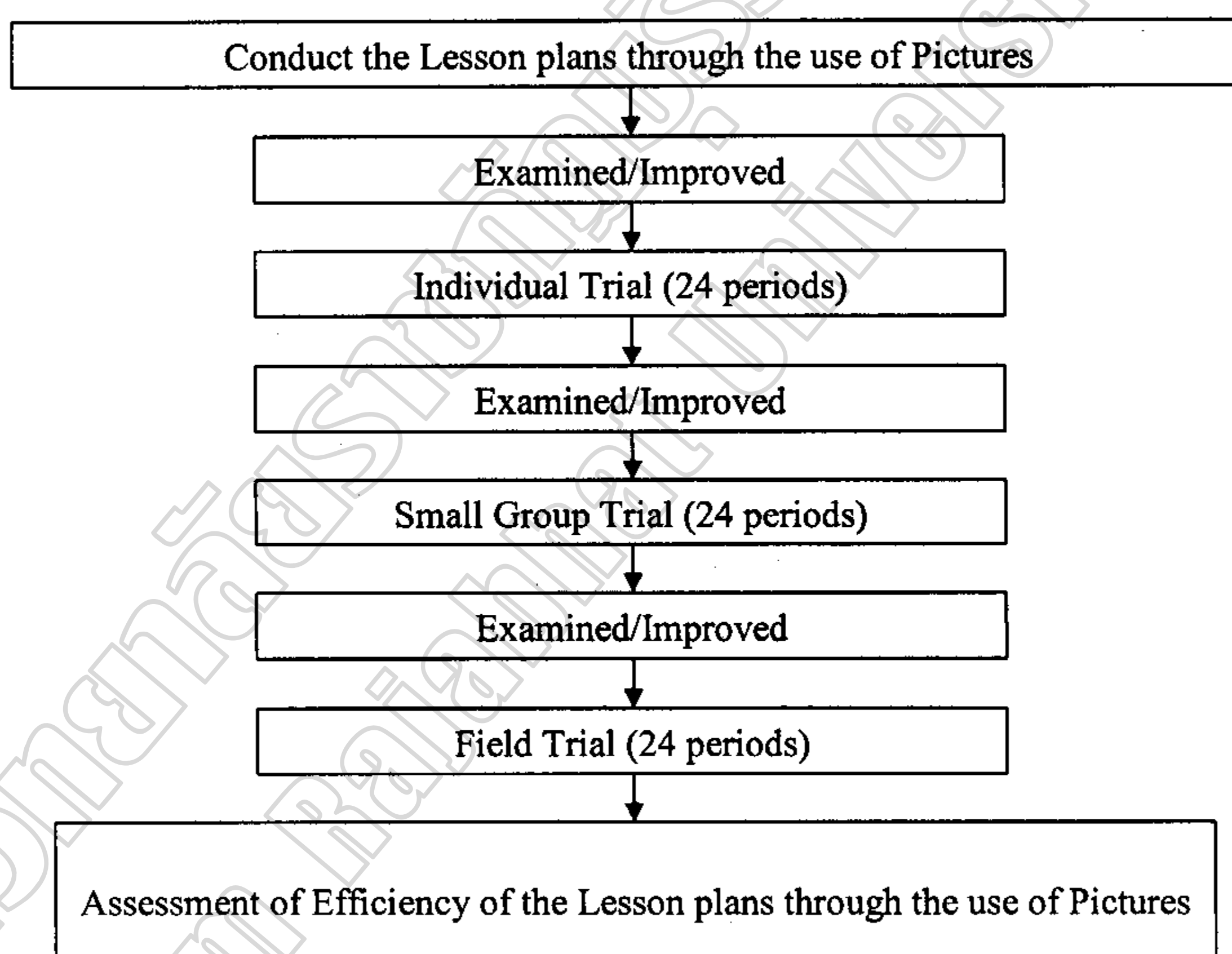


Figure 3.1 Steps of Trying out the Lesson Plans

Source: Suwanbenjakul (2002: 52).

3.3.1.11 The researcher conducted the complete lesson plans with the samples. (See Appendix G).

3.3.2 Achievement Tests

These tests as both the pretest and the posttest, they were conducted and tried out by the researcher. The test comprised matching, gap-filling, written cloze, rewrite sentences, true or false, and questions and answers composition. The procedures of construction of the tests were as follows:

3.3.2.1 The researcher studied a syllabus for primary level of English subject and the content on writing skills based on the main contents of Language for Communication Prathomsuksa 4 students.

3.3.2.2 The researcher constructed the test consists matching, gap-filling, written cloze, rewrite sentences, true or false, and questions and answers composition.

3.3.2.3 The items of the test were edited and revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathanee, 2003, 219).

+1 = When it was sure that items of the test were coincident with objectives.

0 = When it was not sure that items of the test were coincident with objectives.

-1 = When it is sure that items of the test were not coincident with objectives.

3.3.2.4 The researcher calculated IOC index, and chooses the questions which had the IOC index at level 0.5-1.00 to be a test. (See Appendix K)

3.3.2.5 The test was tried out with the other class students who studied in Prathomsuksa 5 that were not samples at Watthamathaworn School in academic year 2015.

3.3.3 Satisfaction Questionnaire

The researcher designed and created a questionnaire concerning satisfaction of students towards learning English writing through the use of pictures including 3 main parts as follows:

Part 1: Personal Information

The samples were required to answer the questions about gender and Fundamental English grade they got in Prathomsuksa 3. This part was in the form of a check list.

Part 2 : Information of Satisfaction Questionnaire

This section comprised 10 statements of five-point rating scales questionnaire with Likert's rating scale. It aimed to elicit students' satisfaction toward learning English writing through the use of pictures for Prathomsuksa 4 students. Five-point Likert scales used for rating their satisfaction were as follows (Srisa-ard, 2002: 102).

	Meaning	Opinion Level
5	means	The Most satisfactory
4	means	Very satisfactory
3	means	Average satisfactory
2	means	Less satisfactory
1	means	The least satisfactory

Part 3: Additional Opinions

This section was about another opinion in learning English writing through the use of pictures apart from part 2. The question was in the open-ended form in which the samples can write their suggestions or comments down.

The questionnaire was constructed and developed gradually as follows:

3.3.3.1 The researcher studied literature review on satisfaction.

3.3.3.2 The researcher studied literature review on how to construct the satisfaction questionnaire as defined by Likert's method or five-point rating scales.

3.3.3.3 The researcher gathered and arranged the issues concerning learning through the use of pictures into a list.

3.3.3.4 The researcher proposed the statements to the thesis advisors before creating fifteen statements based on the issues compiled from learning via the use of pictures.

3.3.3.5 The statements were examined by the three experts to check for correctness and appropriation. There were five scales as follows (Srisa-ard. 2002: 102):

Meaning	Opinion Level
Strongly agree	is given 5 scores
Agree	is given 4 scores
Uncertain	is given 3 scores
Disagree	is given 2 scores
Strongly disagree	is given 1 score

The researcher calculated to find out the mean scores. Appropriate scores at 3.50 and upper were considered as the questionnaire items statement. The researcher was edited and revised the weak points. (See Appendix M)

3.3.3.6 The researcher selected ten statements to be part of the questionnaire.

3.4 Data Collection

In this study, research design was quasi-experimental one group pretest - posttest design as shown in Table 3.1. below:

Table 3.1

Research Design

Group	Pretest	Treatment	Posttest
Quasi- Experimental	T ₁	X	T ₂

Source : Sai-yot (1995 : 248-249)

As shown in the Table 3.1 above, T₁ was pretest, X was the treatment, and T₂ was posttest, respectively.

To collect the data, the present study included lesson plans, achievement test, and the satisfaction questionnaire. The procedures for collecting data were as follows:

3.4.1 A study was done with a pretest. A pretest was given to all of samples at the beginning of a class for 1 period.

3.4.2 The samples were orientated to understand about learning through the use of pictures. Then they were taught English writing by utilizing the use of pictures and do the exercises for 24 periods.

3.4.3 A posttest was given to all of the samples after the class for 1 period.

3.4.4 After doing a posttest, the samples were asked to fill out the questionnaires for their satisfaction about learning through the use of pictures.

The research design could be illustrated as follows:

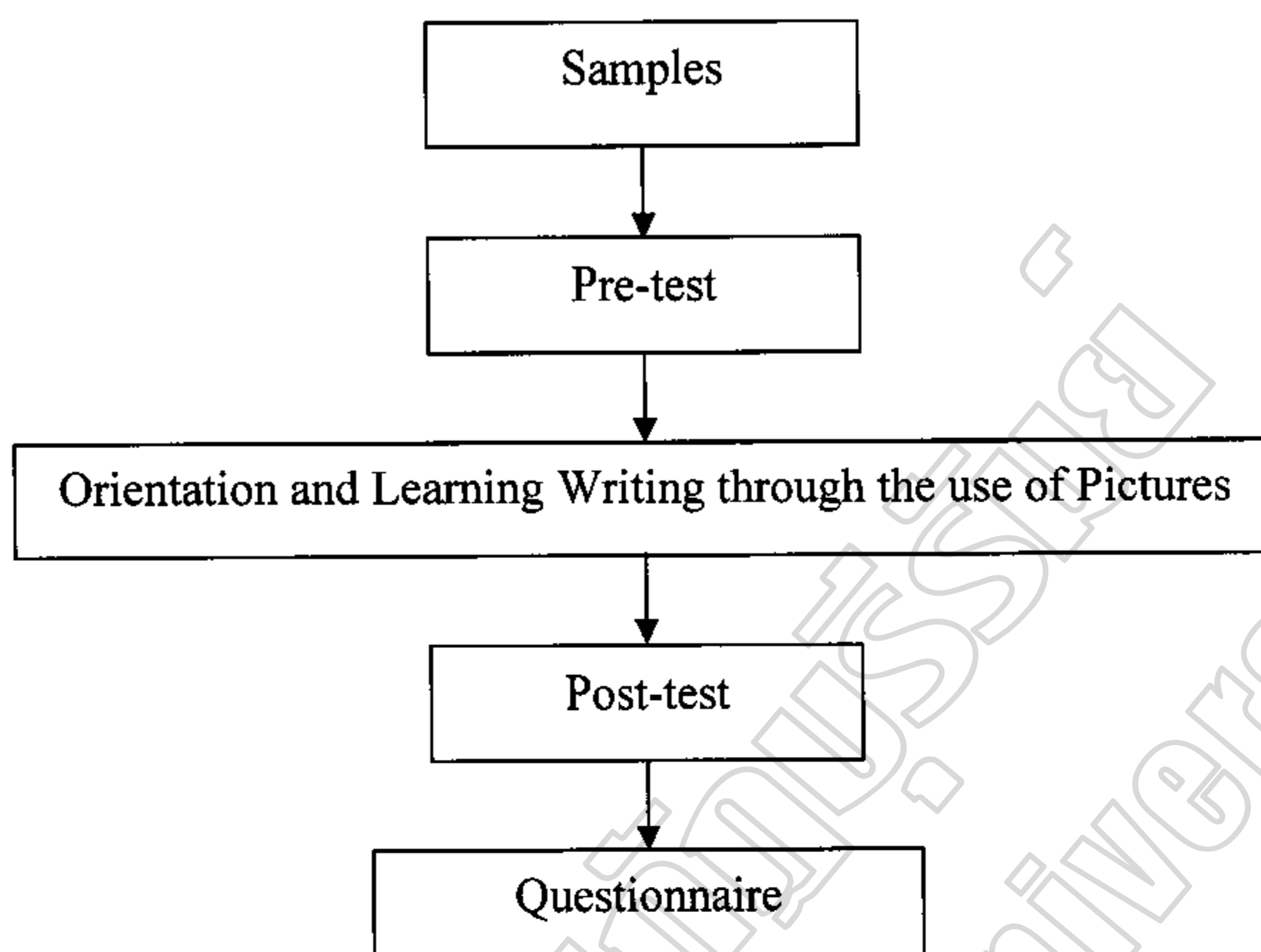


Figure 3.2 Research Design

3.5 Data Analyses

The collected data was analyzed and deduced by using the data analysis methods as follows.

3.5.1 The data obtained from the exercise, the pretest and posttest

3.5.1.1 In order to evaluate the students' English proficiency before and after being taught through the use of pictures, the pretest and posttest were computed for the mean (\bar{x}) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the exercises and a posttest were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference between pretest and posttest mean scores to detect a significant difference set at .05.

3.5.1 The Data Obtained from the Satisfaction Questionnaire

3.5.2.1 Frequency and percentage were used to analyze the data of the personal information of the samples.

3.5.2.2 In order to evaluate the students' satisfaction toward learning through the use of picture, the data from five-rating scales was computed for the mean (\bar{x}) and standard deviation (S.D.). The following criterion was employed for interpretation (Srisa-ard. 2002: 103).

Meaning	Interpretation
1.00 – 1.50 means	The least satisfactory
1.51 – 2.50 means	Less satisfactory
2.51 – 3.50 means	Average satisfactory
3.51 – 4.50 means	More satisfactory
4.51 – 5.00 means	The most satisfactory

3.5.2 Qualitative Data for the Final Part of Questionnaire

The data obtained by learners' opinions and suggestions were interpreted to find out their satisfaction and reaction towards learning through the use of pictures

3.6 Statistics Used in Data Analyses

The following statistic techniques were employed in analyzing the data for the research instruments.

3.6.1 Basic Statistics

The basis statistics used to figure out the general data were as follows:

3.6.1.1 Percentage (%) (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.1.2 Mean (\bar{x}) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.6.1.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

\sum = Total scores

3.6.2 Statistics Used to Find out the Quality of Instruments

3.6.2.1 Validity of achievement test by using IOC (Index Item of

Congruence) formula (Phattiyathanee. 2003 : 220) as follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.6.2.2 Reliability coefficient of the satisfaction questionnaire by using

Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard. 2011 : 117)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.6.2.3 The efficiency of Lesson plans through the use of picture (E_1/ E_2)

(Kitrakarn. 2001 : 44-49)

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

E_1 = Efficiency of the process

$\sum X$ = Total scores of exercises that the samples gained

N = Number of samples

A = Total scores of the exercises in the lessons

$$E_2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = Total scores of samples who passed the post-test

N = Number of samples

B = Total scores of the posttest in the lessons

3.6.4 The differences between pretest and posttest mean scores calculated by dependent samples t-test formula (Srisa-ard. 2002 : 112).

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

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.7 Summary of the Chapter

In short, this chapter proposes a research procedure. It explains a description of population and samples in the study. Then, the research instruments, and the construction of research instruments are described. In addition, data collection, and data analyses are indicated. Finally, statistics used in data analyses are identified.

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are described in the following order: 1) research question one regarding the determination the efficiency of pictures on writing for Prathomsuksa 4 students to meet the criterion set at 75/75; 2) research question two regarding the differences between the pretest and posttest mean scores of English writing through the use of pictures; 3) research question three regarding the level of the students' satisfaction in writing through the use of pictures. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of pictures on writing?

The first research question was directed toward the efficiency of the lesson plans for teaching English through the use of pictures reported to be used by Prathomuksa 4 students who participated in this study. To answer this question, the researcher used quantitative data from the lesson plans for teaching English writing through the use of pictures and the achievement test, which determined the efficiency of the lesson plans based on the criterion set at 75/75

All of the students were given the orientation before they began doing the test.

This orientation involves letting the students know about the learning method, students' role, learning objectives and the assessment procedures.

Table 4.1

The Efficiency of the Lesson Plans through the Use of Pictures (n = 16)

Lesson Plans	(E1)							Posttest
	(1-4)	(5-8)	(9-12)	(13-16)	(17-20)	(21-24)	total	
Scores	30	30	30	30	30	30	180	40
1	24	23	22	23	24	23	139	32
2	23	22	20	22	22	21	130	25
3	24	23	23	22	23	22	137	30
4	23	22	21	21	21	21	129	25
5	23	23	21	23	23	23	136	26
6	26	22	23	23	23	23	140	33
7	25	23	21	23	23	23	138	29
8	24	22	21	22	22	22	133	27
9	28	24	24	24	24	25	149	35
10	30	29	28	28	28	28	171	37
11	29	26	26	26	27	26	160	34
12	30	26	27	27	26	26	162	35
13	26	21	21	22	25	21	136	28
14	30	25	26	27	26	25	159	36
15	30	24	24	25	25	23	151	33
16	28	23	23	24	25	23	146	31
Total	423.00	378.00	371.00	382.00	387.00	375.00	2316	496
\bar{x}	26.44	23.63	23.19	23.88	24.19	23.44	144.75	31.00
S.D.	2.80	2.03	2.46	2.13	1.94	2.03	12.65	3.98
%	88.13	78.75	77.29	79.58	80.63	78.13	80.42	77.50

As shown in Table 4.1, the efficiency of the lesson plans through the use of pictures for Prathomsuksa 4 students, which were conducted by the researcher, is 80.42/77.50, which was higher than the criterion set at 75/75. It claims that students, who has learned English writing through the use of pictures, has received total mean scores from the exercises scores at 80.42% and total mean scores from the achievement test after learning through the use of pictures at 77.50%

4.2 Research Question Two : Are there any differences between the pretest and posttest mean scores?

The second research question focused on gaining an understanding of the differences which existed between pretest and posttest scores of students regarding to learn English writing through the use of pictures. To address this question, the researcher used quantitative data in term of the comparison the difference between pretest and posttest scores taught through the 24 lesson plans. Moreover, dependent samples t- test was applied to all lessons reported to be used by each student whether the observed differences in the overall means of the students were statistically significant. For this study, the level of significance was set at .05

Table 4.2

The Difference between Pretest and Posttest Scores

No.	Pretest (40)	Posttest (40)	Difference (D)	Double Difference (D²)
1	18	32	14	196
2	12	25	13	169
3	14	30	16	256

Table 4.2 (Continued)

No.	Pretest (40)	Posttest (40)	Difference (D)	Double Difference (D²)
4	11	25	14	196
5	12	26	14	196
6	16	33	17	289
7	14	29	15	225
8	9	27	18	324
9	22	35	13	169
10	20	37	17	289
11	19	34	15	225
12	18	35	17	289
13	13	28	15	225
14	19	36	17	289
15	15	33	18	324
16	14	31	17	289
Total	246	496	250	3950
\bar{x}	15.38	31.00	15.63	246.88
S.D.	3.65	3.98	1.71	53.03
%	38.44	77.50	39.06	617.19

As showed in Table 4.2, the findings revealed that the mean scores of the posttest of the treatment group were 31.00 which were higher than the pretest mean scores which reached at 15.38. Importantly, the percentage of the posttest was 77.50 which was higher than the pretest 38.44. The results indicated that the experimental group was developed.

Another aspect that is worth discussing is that the significant difference between the pre-test and post-test scores of the treatment group or not. The table 4.3 below shows the results:

Table 4.3
Comparing the Difference between Pretest and the Posttest Mean Scores

Achievement	n	%	X	SD	df	t-test
Pretest	16	38.44	15.38	3.65	15	36.59*
Posttest	16	77.50	31.00	3.98		

*significant difference at.05

As indicated in the table above, the dependent sample t-test was conducted in order to find whether there was a significant difference in English writing through the use of pictures of the pretest and the posttest scores. The results showed that there was statistically significant difference between the pretest and the posttest scores in learning English writing through the use of pictures at a level of .05 level.

4.3 Research Question Three: What is the level of the students' satisfaction in writing through the use of pictures?

The third research question focused on gaining an understanding of the level of the students' satisfactions in learning English through the use of pictures.

All of 16 Prathomsuksa 4 students were asked to complete the 10 items of 5 rating scale satisfaction questionnaire, ranging from the most satisfactory(5) to least satisfactory (1). Table 4.6 below demonstrates the mean and standard deviation for each questionnaire item.

Table 4.4**Mean and Standard Deviation for Each Satisfaction Questionnaire Item (n=16)**

No.	Statements	\bar{x}	S.D.	Meaning	Rank
1	Pictures helped me practice English writing.	4.63	0.50	The Most Satisfactory	4
2	Pictures helped me understand how to use capitalization and punctuation in sentences writing.	4.56	0.63	The Most Satisfactory	5
3	Pictures made the lesson more interesting.	4.69	0.48	The Most Satisfactory	3
4	Pictures encouraged me to write more English.	4.44	0.63	More Satisfactory	8
5	Pictures made me feel confident in writing English.	4.31	0.87	More Satisfactory	9
6	Pictures stimulated my idea when I am writing.	4.56	0.73	The Most Satisfactory	5
7	Pictures helped me complete what I write.	4.25	0.58	More Satisfactory	10
8	Pictures helped me write the new words better.	4.50	0.52	More Satisfactory	7
9	Pictures helped me pay more attention to writing.	4.75	0.45	The Most Satisfactory	2
10	Pictures made me feel that writing English through the use of pictures is better than writing without them.	4.88	0.34	The Most Satisfactory	1
Grand Total		4.56	0.58	The Most Satisfactory	

As showed in Table 4.4, it indicates that the students' satisfaction toward learning English writing through the use of pictures as a whole was at "the most satisfactory" level ($\bar{x}=4.56$, S.D. = 0.58). When considering at each item, it was found that the first three highest mean scores were no. 10 "Pictures made me feel that writing English through the use of pictures is better than writing without them." ($\bar{x}=4.88$, S.D. = 0.34), and no. 9 "Pictures helped me pay more attention toward writing." ($\bar{x}=4.75$, S.D. = 0.45), follow by no. 3 "Pictures made the lesson more interesting." ($\bar{x}=4.69$, S.D. = 0.48) respectively. In contrast, the three lowest mean scores were no. 7 "Pictures helped me complete what I write." ($\bar{x}=4.25$, S.D. = 0.58), follow by no. 5 "Pictures made me feel confident in writing English." ($\bar{x}=4.31$, S.D. =

0.87) , and no. 4 “Pictures encouraged me to write more English.” (\bar{x} =4.44, S.D. = 0.63), respectively.

Additionally, opinions from the open-ended questions, most students mentioned that learning English writing through the pictures made them know how to start writing a sentence and a short paragraph and helped them practice writing English, Moreover, they knew and understood how to use the capitalization and punctuation for example full stop and question mark in the different sentences and they also stated that pictures help them know more vocabulary and can describe animals, things, and people. However, they suggested that they did not want teacher to limit time when they were writing or doing the exercises in class because it made them could not have good handwriting.

4.4 Summary of the Chapter

In short, this chapter presents the findings and data analysis of this study. The results of each question are expressed from question one to three. Detailed summary of the findings; discussions and implication for instruction are presented in the next chapter

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter concludes and discusses the finding of the study reported in chapter four with reference to the research questions presented in chapter one. First, the researcher presents the summary of the study, followed by the discussions of the findings of the present study. Then, the pedagogical implications and suggestions for further research are described

5.1 Summary of the Findings

The study aimed to 1) examine the efficiency of English lesson plans through the use of Pictures for Prathomsuksa 4 students. 2) to compare the students English writing achievement before and after learning through the use of pictures. 3) to study the students' satisfaction towards learning through the use of pictures.

The samples of this study were 16 Prathomsuksa 4 students who studied in the second semester of academic year 2015 at Watthamathaworn School, Krasang District, Buriram Province, selected by purposive sampling technique with the main reasons that, the samples of this study were taught by the researcher myself. The study was conducted in the second semester of academic year 2015 for 26 periods described as follows: 1) 24 periods for learning English writing through the use of pictures, 50 minutes for each period; and 2) 2 periods for orientation, doing pretest to check their prior knowledge before learning through the use pictures, and for doing an achievement test (posttest) to check their learning achievement, and the satisfaction

questionnaire with the use of pictures. The research instruments were lesson plans, achievement test, and the satisfaction questionnaire toward learning English writing through the use of pictures. The contents of the study consisted of 6 topics: 1) Animals for 4 periods, 2) My House for 4 periods 3) My Family for 4 periods 4) My Friends for 4 periods 5) My Daily Routine for 4 periods, and Weather and seasons for 4 periods, 60 minutes for each period; The data were derived from multiple sources, namely; 24 lesson plans for teaching English writing through the use of pictures for Prathomsuksa 4 students, English writing achievement test, and a questionnaires for students' satisfaction. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test. The findings of this study were as follows:

1. The efficiency of the lesson plans for teaching English writing through the use of Pictures for Prathomsuksa 4 students was 80.42/77.50 which was higher than the criterion set at 75/75.

2. The 16 Prathomsuksa 4 students who learned English writing through the use of pictures had higher achievement than before learning English writing through the use of pictures at the .05 level of statistical significance.

3. The 16 Prathomsuksa 4 students' satisfaction towards learning English writing through the use of pictures as a whole was at the most satisfactory level.

Additionally, opinions from the open-ended questions, most students mentioned that learning English writing through the pictures made them know how to start writing a sentence and a short paragraph and helped them practice writing English, Moreover, they knew and understood how to use the capitalization and punctuation for example full stop and question mark in the different sentences and they also stated that pictures

help them know more vocabulary and can describe animals, things, and people.

However, they suggested that they did not want teacher to limit time when they were writing or doing the exercises in class because it made them could not have good handwriting.

Below is the discussion of the following aspects based on the findings: 1) the efficiency of the lesson plans for teaching English writing through the use of Pictures; 2) the difference between students' learning achievements; and 3) the students' satisfactions toward learning English writing through pictures.

5.2 Discussion of the Findings

The three research questions and the finding presents in Chapter 4 are discussed in this section.

5.2.1 The Efficiency of the Lesson Plans for Teaching English Writing through the Use of Pictures for Prathomsuksa 4 students

The findings showed that the efficiency of the lesson plans for teaching English writing through the use of Pictures for Prathomsuksa 4 students was 80.42/77.50 which was higher than the criterion set at 75/75. In addition, the results illustrated that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). That means the students got exercise scores more than posttest scores. This is because before doing the exercises the teacher reviews the lessons and give the explanation to students, teach them about new vocabulary and new structures used in each model more than that the students had more time to practice or do the exercises. Besides, when the students do not understand the lesson they can ask the teacher immediately to make sure their understanding

Furthermore, the exercises are quite easy because the students have learned some vocabulary and some topics already so most of them can do the exercise easily. Additionally, the efficiency of the outcomes was lower than the efficiency of the process since the posttest had more difficult than the exercises.

The finding of the study could be considered that the researcher studied and analyzed the cause and problems while learning and teaching writing from observation and students' writing. Then the researcher reviewed the related literature such as the Basic Education Core Curriculum B.E.2551(A.D.2008), writing, pictures, lesson plans, etc. In the production of the lesson plans for teaching English writing through the use of pictures, the researcher made a systematic study of the procedures for lesson plans production, the contents and pictures to ensure relevance to the objective and students' interest. After that, the lesson plans was examined by the experts for consistency. Then the lesson plans were put on trail and improved before they were employed with the sample group. As a result, the lesson plans for teaching English writing through pictures for Prathomsuksa 4 students was characterized as efficient as expected by the standard. Moreover, the lesson plans consist of pictures which assist the students' ability to understand and learn about English writing.

Raimes (1983) states that pictures can be valuable resources in teaching writing. It provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students. Moreover, Heaton (1990:107) points that, in everyday life, students may sometimes be required to describe people, objects, places, and even process. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions.

Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language.

The finding partially is consistent with previous studies, namely Nurayana (2014) who studied the efficiency of using pictures technique in to improve the students writing ability. The finding found that pictures were effective in improving the students' writing ability at statistical significant set at .05 level. Also, the finding is similar to Rosmawiti (2002) who found that the use of pictures is effective to teach narrative writing.

5.2.2 The Difference between Students' Learning Achievement

The results revealed that the students' English writing achievement posttest mean scores was higher than the pretest mean scores with statistically significant difference at .05 level. This is because the researcher reviewed the related literature such as the Basic Education Core Curriculum B.E. 2551 (A.D.2008), writing, pictures, pictures in teaching writing and contents of writing for Prathomsuksa4 students before constructing the test. Then, the tests were edited and revised by the thesis advisors. After that, the researcher improved the test based on their suggestions. Moreover, the test was examined and evaluated by the experts to find out the validity. Again, the researcher improved the test following to their suggestions. In addition, the researcher followed the steps of teaching English writing activities for beginner by Spencer D.H. (1997) as follows: 1) copying, 2) following the model text, and 3) describing the pictures. According to the teaching writing activities, the researcher presents new vocabulary and new structure sentences used in each topic then let the students learn new vocabulary and new structure sentences and practice writing from doing the exercises through the use of pictures. After they understand the structure sentences

the teacher present writing model through pictures and let students practice writing following the model given, and finally write their own sentences or a short paragraph independently, respectively. Moreover, the lesson plans were tried out and found the efficiency before used with samples. Therefore, students who learned English writing through the use of pictures had higher writing achievement.

The results confirms with the past research works, namely Boonprom (1991) who found that the group learning English through pictures had better skills in English than those in the group leaning without pictures.

5.3 Students' Satisfaction in Learning Writing through the Use of Pictures

The results illustrate that students' satisfaction toward learning English through the use of pictures was at the most satisfactory level. Overall, the mean score of students' level of satisfaction was 4.56. The first three highest mean score were Pictures made me feel that writing English through the use of pictures is better than writing without them (4.88), Pictures helped me pay more attention toward writing. (4.75), and Pictures made the lesson more interesting (4.69), respectively. The finding showed that students were satisfied with learning English writing through the use of pictures. This finding is strengthened by the results from the researcher's observation of their attention while they practiced writing through pictures. This because learning English writing through the use of picture is an advantage activities to create students' positive attitudes toward English writing. Pictures helped student practice English writing. Pictures made the lesson more interesting. Pictures helped students to stimulate their idea and pay more attention toward writing. In addition, picture made the students feel more confident and can write more English. These could be

conclude that the students were satisfied with learning English writing through the use of pictures. Additionally, opinions from the open-ended questions most students mentioned that learning English writing through the pictures made them know how to start writing a sentence and a short paragraph and helped them practice writing English. Moreover, they knew and understood how to use the capitalization and punctuation for example full stop and question mark in the different sentences and they also stated that pictures help them know more vocabulary and can describe animals, things, and people. In contrast, they suggested that they did not want teacher to limit time when they were writing or doing the exercises in class because it made them could not have good handwriting.

Finally, this could be conclude that the student who learned English through the use of pictures had higher achievement in learning and students' satisfaction toward learning English writing through the use of pictures were highly positive.

5.4 Pedagogical Implications

As a result of the finding from the study, the researcher made useful pedagogical implications as follows:

5.3.1 Pictures have several advantages in teaching and learning process.

Based on the finding of this study it is suggested that the teacher should employ pictures, especially color pictures in teaching English in general, and teaching writing in particular colorful stimulate students' learning interest and long attention as well as help create meaningful classroom lesson. Therefore, school administrators and related persons should take into consideration in promoting the English teacher to use pictures in classroom teaching.

5.3.2 Pictures also help students work with grammar and vocabulary before choosing the pictures in each lesson teacher should consider about level and age of students, relevant to the objectives of teaching writing, especially the student at the beginner level. Using the simple and colorful pictures helped them felt easy and succeed in learning writing.

5.3.3 In practice writing activities, teacher should put emphasis on their spelling, hand writing, grammar and structures, capitalization and punctuation in each sentence to make sure that they understand and can write correctly. During the production activities the teacher should gave the writing model which be as guideline for students to describe pictures. Before let them write their own task the teacher should review and explain all of the structures that student have learned and gave enough time for them to think and create their writing completely.

5.5 Suggestions for Future Research

Some following suggestions may be beneficial to English teachers who are teaching in a lower secondary level and helping students improve their writing skill.

5.4.1 The future research should use pictures to improve the writing skill of students at every grade level in order to compare the results of the study.

5.4.2 The future research should use pictures in several kinds of writing activities in order to improve their writing ability.

5.4.3 The future research should use pictures in other skill such as reading, and speaking.

5.4.4 The future research should be replicated with a larger sample and longer duration.

In conclusion, the findings will be as a guideline for teachers and students to develop and improve their writing skills by using pictures in the EFL setting.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

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Buriram Rajabhat University

APPENDICES

APPENDIX A

**Letter for Experts: The Letters Requesting to be the Expert
for the Research Instruments**



No. 0545.11/๓ 516

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 29, 2014

Dear Dr. Surachai Piyanukool

Subject : Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Wanida Thanuanram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students”** under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Please accept, Dr. Surachai Piyanukool, my sincere appreciation and the assurances of my highest consideration.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School
Tel: 044461 1221, 04460 1616 ext. 3806
Fax: 04461 2858



No. 0545.11/๓ 516

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 29, 2014

Dear Dr. Saowarot Ruangpaisan

Subject : Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Saowarot Ruangpaisan, the English lecturer at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Wanida Thanuanram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students”** under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Please accept, Dr. Saowarot Ruangpaisan, my sincere appreciation and the assurances of my highest consideration.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858



No. 0545.11/๓ 516

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 29, 2014

Dear Assistant Professor Suthamat Kotcharat

Subject : Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Assistant Professor Suthamat Kotcharat the English lecturer at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Wanida Thanuanram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students”** under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Please accept, Assistant Professor Suthamat Kotcharat, my sincere appreciation and the assurances of my highest consideration.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School
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APPENDIX B

Formal Letter: The Letters Asking Permission to Try Out the Research Instruments

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/ ๓ 501

Buriram Rajabhat University

Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

9th December 2014

Mr. Samran Yunan

School Director of Ban Anothai School

Dear Mr. Samran Yunan

Subject : Asking Permission to Try Out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, the Director of Ban Anothai School, to ask your permission to try-out the research instruments. I wish to inform you that Miss Wanida Thanuanram, a student studying in a Master of Arts Program in English at BRU, is conducting the research, entitled "**Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students**" under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, I would like to ask your permission to allow her to try-out the research instruments with grade 4 (Prathomsuksa 4) students at Ban Anothai School in November 2014 - January 2015.

Your kind consideration is very much appreciated.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

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Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858



No. 0545.11/ ๓ 501

Buriram Rajabhat University

Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

9th December 2014

Mr. Wirot Keawsorn

School Director of Ban Khoksoong School

Dear Mr. Wirot Keawsorn

Subject : Asking Permission to Try Out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, the Director of Ban Khoksoong School, to ask your permission to try-out the research instruments. I wish to inform you that Miss Wanida Thanuanram, a student studying in a Master of Arts Program in English at BRU, is conducting the research, entitled "**Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students**" under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, I would like to ask your permission to allow her to try-out the research instruments with grade 4 (Prathomsuksa 4) students at Ban Khoksoong School in November 2014 - January 2015.

Your kind consideration is very much appreciated.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858



No. 0545.11/ ๓501

Buriram Rajabhat University

Jira Road, Amphoer Mueng,

Buriram 31000, THAILAND

9th December 2014

Mr. Jaran Warin

School Director of Ban Sriphum School

Dear Mr. Jaran Warin

Subject : Asking Permission to Try Out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, the Director of Ban Sriphum School, to ask your permission to try-out the research instruments. I wish to inform you that Miss Wanida Thanuanram, a student studying in a Master of Arts Program in English at BRU, is conducting the research, entitled “**Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students**” under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, I would like to ask your permission to allow her to try-out the research instruments with grade 4 (Prathomsuksa 4) students at Ban Sriphum School in November 2014 - January 2015.

Your kind consideration is very much appreciated.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858



No. 0545.11/ ๓ 501

Buriram Rajabhat University

Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

9th December 2014

Miss Wannee Saisorn

Acting School Director of Watthamathaworn School

Miss Wannee Saisorn

Subject : Asking Permission to Try Out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you the Acting Director of Watthamathaworn School, to ask your permission to try-out the research instruments. I wish to inform you that Miss Wanida Thanuanram, a student studying in a Master of Arts Program in English at BRU, is conducting the research, entitled **“Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students”** under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, I would like to ask your permission to allow her to try-out the research instruments with grade 4 (Prathomsuksa 4) students at Ban Khoksoong School in November 2014 - January 2015.

Your kind consideration is very much appreciated.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858

APPENDIX C

Formal Letter: The Letters Asking Permission to Collect the Research Data

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/ 14

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

19th January 2015

Miss Wannee Saisorn

Acting School Director of Watthamathaworn School

Dear Miss Wannee Saisorn

Subject : Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you the Acting Director of Watthamathaworn School, to ask your permission to collect the research data. I wish to inform you that Miss Wanida Thanuanram, a student studying in a Master of Arts Program in English at BRU, is conducting the research, entitled **“Improving English Writing Skill Through the Use of Pictures for Prathomsuksa 4 Students”** under the supervision of Assistant Professor Dr.Chookiat Jarat, a Chairperson of the Thesis.

In this regard, I would like to ask your permission to allow her to collect the research data with grade 4 (Prathomsuksa 4) students at Watthamathaworn School In February 2015 - January 2015.

Your kind consideration is very much appreciated.

Your sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel: 044461 1221, 04460 1616 ext. 3806

Fax: 04461 2858

APPENDIX D

**The Evaluation Form of Content Validity of Lesson Plan and Pictures
of Improving English Writing Skills through the Use of Pictures
for Prathomsuksa 4 Students**

**The Evaluation Form of Content Validity of Lesson Plan and Pictures of
Improving English Writing Skill through the Use of Pictures
for Prathomsuksa 4 students**

Direction:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you tick (✓) in the table which is your opinion. There are five alternatives as follows:

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means least appropriate

No	Statements	Experts' Opinion (Appropriateness)			\bar{x}	S.D.	Level of Appropriateness
		1	2	3			
1	Core Concept						
	1.1 Correspond with learning objectives						
	1.2 Useful for daily life						
	1.3 Suitable for students						
	1.4 Clear and easy to understand						
Total							
2	Learning Objectives						
	2.1 Correspond with contents						
	2.2 Clear and easy to understand						
	2.3 Suitable for students' age						
Total							

No	Statements	Experts' Opinion (Appropriateness)			X	S.D.	Level of Appropriateness
		1	2	3			
3	Contents						
	3.1 Clear and easy to understand						
	3.2 Correspond with learning objectives						
	3.3 Suitable for students' s level						
	3.4 Appropriate with duration						
Total							
4	Learning Activities						
	4.1 Enhance learning						
	4.2 Correspond with contents						
	4.3 correspond with learning objectives						
	4.4 Appropriate with duration						
	4.5 Suitable for students' age						
	4.6 Learning activity begin from easy to difficult						
Total							
5	Assessment and Evaluation						
	5.1 Correspond with learning objectives						
	5.2 Assess by covering all contents which consist of activities, pre-test, and post-test						
Total							
6	Pictures						
	6.1 Interesting and relevant to the learning objectives						
	6.2 Enhance learning						
	6.3 Clear and easy to understand						
	6.4 Appropriate for the lesson						
	6.5 Suitable for students' age						
Total							
Total							

APPENDIX E

**The Evaluation of Content Validity of Lesson Plans and Pictures of
Improving English Writing Skills through the Use of Pictures
for Prathomsuksa 4 Students**

**The Evaluation of Content Validity of Lesson Plan and Pictures of Improving
English Writing Skills through the Use of Pictures
for Prathomsuksa 4 students**

Direction:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you tick (✓) in the table which is your opinion. There are five alternatives as follows:

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means least appropriate

No	Statements	Experts' Opinion (Appropriateness)			X	S.D.	Level of Appropriateness
		1	2	3			
1	Core Concept						
	1.1 Correspond with learning objectives	4	4	4	4.00	0.00	More appropriate
	1.2 Useful for daily life	4	5	4	4.33	0.58	More appropriate
	1.3 Suitable for students	4	5	4	4.33	0.58	More appropriate
	1.4 Clear and easy to understand	4	5	4	4.33	0.58	More appropriate
Total					4.25	0.29	More appropriate
2	Learning Objectives						
	2.1 Correspond with contents	4	4	4	4.00	0.00	More appropriate
	2.2 Clear and easy to understand	5	4	5	4.67	0.58	The most appropriate
	2.3 Suitable for students' age	5	4	5	4.67	0.58	The most appropriate
Total					4.44	0.33	More appropriate

No	Statements	Experts' Opinion (Appropriateness)			X	S.D.	Level of Appropriateness
		1	2	3			
3	Contents						
	3.1 Clear and easy to understand	5	5	5	5.00	0.00	The most appropriate
	3.2 Correspond with learning objectives	4	5	5	4.67	0.58	The most appropriate
	3.3 Suitable for students' s level	5	5	5	5.00	0.00	The most appropriate
	3.4 Appropriate with duration	4	5	4	4.33	0.58	More appropriate
Total					4.75	0.33	The most appropriate
4	Learning Activities						
	4.1 Enhance learning	5	4	4	4.33	0.58	More appropriate
	4.2 Correspond with contents	5	4	4	4.33	0.58	More appropriate
	4.3 correspond with learning objectives	4	4	5	4.33	0.58	More appropriate
	4.4 Appropriate with duration	5	5	5	5.00	0.00	The most appropriate
	4.5 Suitable for students' age	5	5	5	5.00	0.00	The most appropriate
	4.6 Learning activity begin from easy to difficult	5	5	5	5.00	0.00	The most appropriate
Total					4.67	0.32	The most appropriate
5	Assessment and Evaluation						
	5.1 Correspond with learning objectives	5	4	5	4.67	0.50	The most appropriate
	5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	4	5	4.33	0.58	More appropriate
Total					4.50	0.05	More appropriate
6	Pictures						
	6.1 Interesting and relevant to the learning objectives	4	4	5	4.33	0.58	More appropriate
	6.2 Enhance learning	4	4	5	4.33	0.58	More appropriate
	6.3 Clear and easy to understand	5	5	5	5.00	0.00	The most appropriate
	6.4 Appropriate for the lesson	5	5	5	5.00	0.00	The most appropriate
	6.5 Suitable for students' age	5	5	5	5.00	0.00	The most appropriate
Total					4.73	0.32	The most appropriate
Total					4.56	0.11	The most appropriate

APPENDIX F

Achievement Test

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement Test

Subject: English





Class: Prathomsuksa 4

Items: 40

Score : 40 scores

Time: 40 minutes

1-4 Directions: Look and match: 4 marks

- 1. 
- 2. 
- 3. 
- 4. 

a. read book

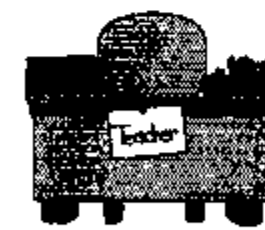
b. family

c. giraffe

d. rainy


5-8 Directions: Circle the right verbs: 4 marks


- 5. It (is, are) a rabbit.
- 6. The books (is, are) on the desk.
- 7. He (is, are) my grandfather.
- 8. She (get up, gets up) at six o'clock.




9-12 Directions: Complete the sentences from the words given: 4 marks

have long to read pretty

9.  An elephant has a trunk.

10. My sister is very 

11. She likesbooks in her free times. 

12.  They.....breakfast at seven o'clock.

13-17 Directions: Rearrange and write the correct sentences: 5 marks

13. It/ bird /a/ small/ is .
=.....



14. in/ the/ A/ lamp/ is/ bedroom/.
=.....



15. My/ hair/has/ long/got/ sister/.
=.....



16. TV/ likes/ She/ to/ watch/.
=.....



17. school/ I/ go/ seven / o'clock/ to/ at/.
=.....



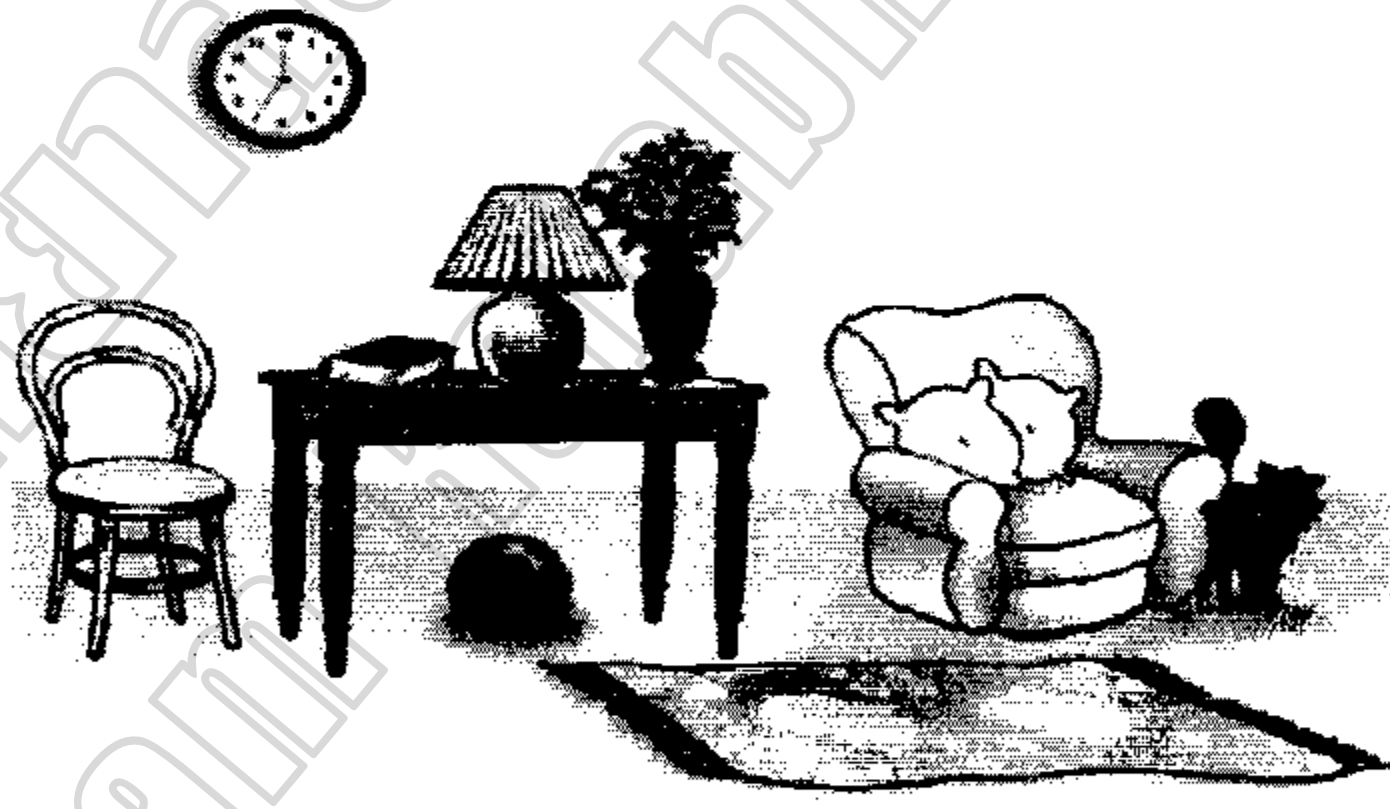
18-23 Directions: Fill in the blanks with the words in the box: 6 marks



has monkey hair lovely big and

It is a baby 18)..... It has two (19).....black eyes. It has brown 20)..... It 21).....a black nose (22).....a long tail. It is a (23) monkey.

24-27 Directions: Tick True (✓) or False (×)



24. This is the living room.

25. There is a balloon under the table.

26. There are two books on the table.

27. There is a clock on the wall.

28-30 Directions: Look and match



a



c.



d.

28.....She is old and small.

29.....She wears a blue dress.

30.....She is beautiful and has got long orange hair.


31-33 Directions: Look and fill from the given words: 6 marks



friend read ten free time

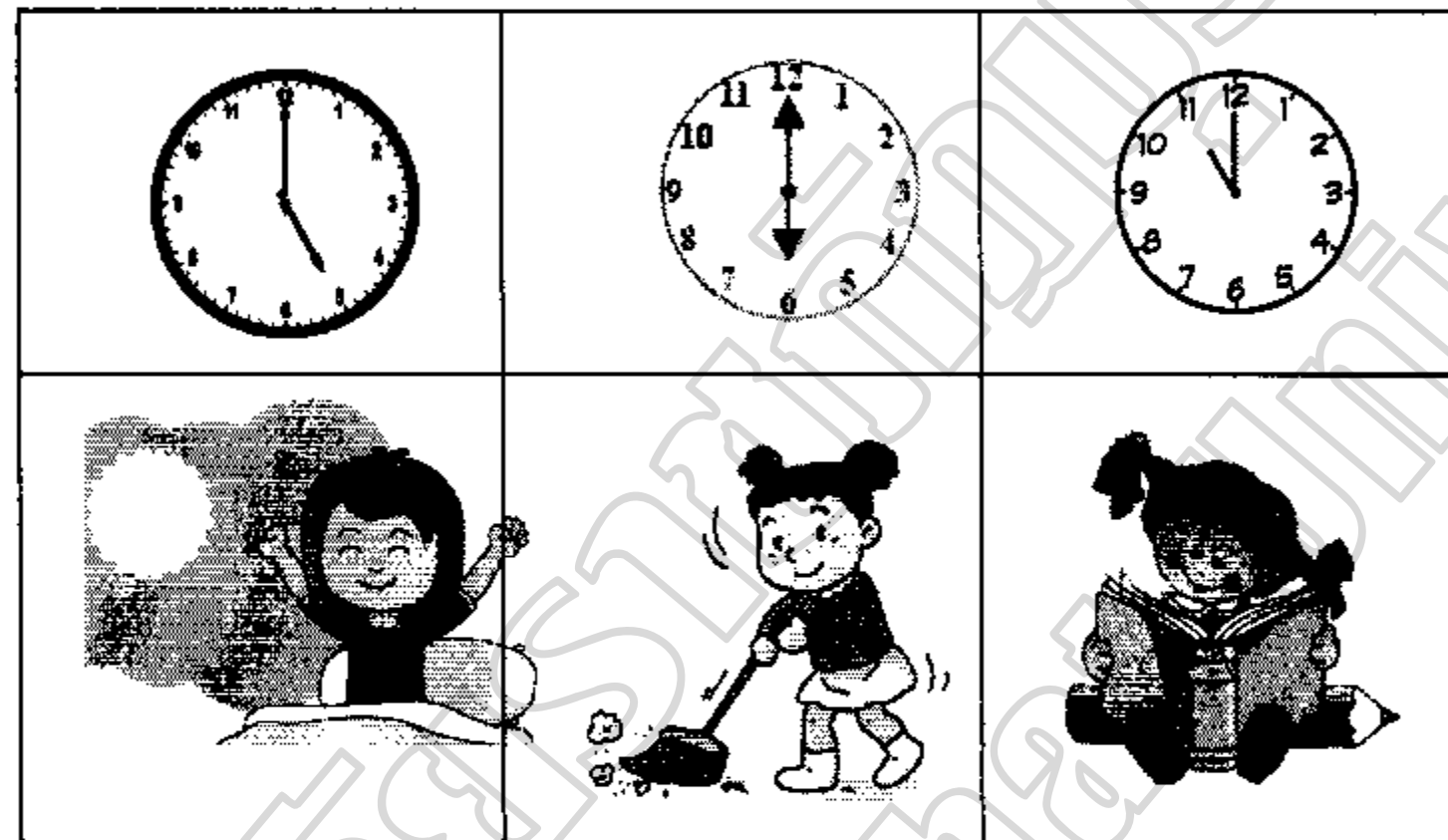
This is the picture of my 31) His name is Tom. He is (32)..... years old. He is a student. He has got orange hair. He likes to 33).....book in his free time. His favorite hobby is

Directions: Look at the pictures then write the answers

34.  What time is it?

.....

35-37 Directions: Look and match



35. What time do you get up?

36. What time do you clean the house?

37. What time do you read book?

a. I read book at eleven o' clock.

b. I get up at five o'clock.

c. I clean the house at six o'clock

38- 40 Directions: Look at the pictures then write the correct answers from the box

38. What is the weather like?



.....

39. What season is it?



.....

40. What do you like to do in the cold season?



.....

- a) I like to fly a kite.
- b) It is the rainy season.
- c) It is sunny.

Wanganagar University
Burriram Rajabhat University







Achievement test (Key Answer)







1. read book 2. rainy 3.family 4.giraffe
5. is 6. are 7.is 8.get ups
9. long 10. pretty 11.read book 12.have
13. It is a small bird.
14. A lamp is in the bedroom.
15. My sister has got long hair
- 16.She likes to watch T.V.
17. I go to school at 7 o'clock.
- 18.monkey 19. big 20. hair 21. has
22. and 23. Lovely
24. (✓) 25. (×) 26. (×) 27. (✓)
28. c 29. b 30. C
31. friend 32. Ten 33. Read
34. It is five o'clock. 35. b. 36. C 37.a
38. It is sunny. 39. It is the rainy season. 40. I like to fly a kite.







APPENDIX G







**The Results of IOC for Assessing the English Writing through the Use
of Pictures Achievement Test by three Experts**


**The Results of IOC for Assessing the English Writing through the Use
of Pictures Achievement Test by three Experts**




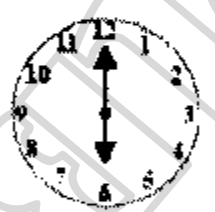







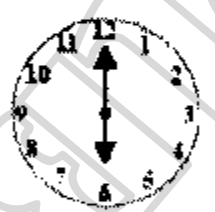







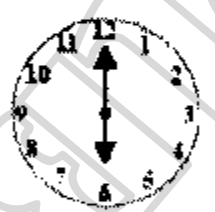






Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
1-6	Directions: Look and match: 6 marks						
1.	 a. friends	+1	0	+1	2	0.67	pass
2.	 b. rainy	+1	0	+1	2	0.67	pass
3.	 c. giraffe	+1	0	+1	2	0.67	pass
4.	 d. read book	+1	0	+1	2	0.67	pass
5.	 e. house	+1	0	+1	2	0.67	pass
6.	 f. family	+1	0	+1	2	0.67	pass



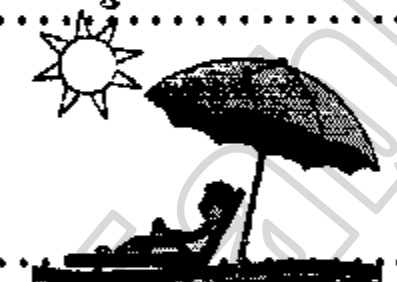



Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
7-12	Directions: Circle the right verbs: 6 marks						
	7. It (is, are) a rabbit. 	+1	+1	+1	3	1	pass
	8. The books (is, are) on the desk. 	+1	+1	+1	3	1	pass
	9. He (is, are) my grandfather. 	+1	+1	+1	3	1	pass
	10. They (like, likes) to play football. 	+1	+1	+1	3	1	pass
	11. She (get up, gets up) at six o'clock. 	+1	+1	+1	3	1	pass
	12. We (go, goes) to the beach in summer. 	+1	+1	+1	3	1	pass

Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
13-18	<p>Directions: Complete the sentences from the words given: 6 marks</p> <p>have long There are hot to read pretty</p>						
13.	 <p>An elephant has a trunk.</p>	+1	+1	+1	3	1	pass
14.	 <p>..... two cats in the living room.</p>	+1	+1	+1	3	1	pass
15.	 <p>My sister is very</p>	+1	+1	+1	3	1	pass
16.	<p>She likesbooks in her free times.</p> 	+1	+1	+1	3	1	pass
17.	 <p>They.....breakfast at seven o'clock.</p>	+1	+1	+1	3	1	pass
18.	<p>The weather is veryin the hot season.</p> 	+1	+1	+1	3	1	pass

Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
19-24	<p>Directions: Rearrange and write the correct sentences: 6 marks</p> <p>19. It/ bird /a/ small/ is .</p> <p>=..... </p>	+1	+1	+1	3	1	pass
	<p>20. in/ the/ A/ lamp/ is/ bedroom/ .</p> <p>=..... </p>	+1	+1	+1	3	1	pass
	<p>21. My/ hair/has/ long/got/ sister/.</p> <p>=..... </p>	+1	+1	+1	3	1	pass
	<p>22. TV/ likes/ She/ to/ watch/.</p> <p>=..... </p>	+1	+1	+1	3	1	pass
	<p>23. school/ I/ go/ seven / o'clock/ to/ at/.</p> <p>=..... </p>	+1	+1	+1	3	1	pass
	<p>24. The / very/ cold / weather/ is/.</p> <p>=..... </p>	+1	+1	+1	3	1	pass

Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
25-30	<p>Directions: Fill in the blanks with the words in the box: 6 marks</p>  <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> has monkey hair lovely big and </div> <p>It is a baby 25)..... It has two (26)..... black eyes. It has brown 27)..... It 28).....a black nose (29).....a long tail. It is a (30) monkey.</p>						
	25).....	+1	+1	+1	3	1	pass
	26).....	+1	+1	+1	3	1	pass
	27).....	+1	+1	+1	3	1	pass
	28).....	+1	+1	+1	3	1	pass
	29).....	+1	+1	+1	3	1	pass
	30).....	+1	+1	+1	3	1	pass

Items	Items Considered	Specialist's Opinion			Total	IOC	Result								
		1 st	2 nd	3 rd											
49-50	<p>Directions: Look at the pictures then write the answers</p> <p>49.  What time is it?</p> <p>50.  What time is it?</p>	+1	+1	+1	3	1	pass								
51-54	<p>Directions: Look and match</p> <table border="1" data-bbox="388 1573 1249 2107"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>51. What time do you get up?</p> <p>52. What time do you clean the house?.....</p> <p>53. What time do you wash dishes?.....</p> <p>54. What time do you read book?</p>									+1	+1	+1	3	1	pass
															
															
		+1	+1	+1	3	1	pass								
		+1	+1	+1	3	1	pass								
		+1	+1	+1	3	1	pass								

Items	Items Considered	Specialist's Opinion			Total	IOC	Result
		1 st	2 nd	3 rd			
	a. I wash dishes at six thirty. b. I read book at eleven o' clock. c. I get up at five o'clock. b. d. I clean the house at six o'clock						
55-60	<p>Directions: Look at the pictures then write the correct answers from the box</p> <p>55. What is the weather like? </p> <p>.....</p> <p>56. How many seasons are there in Thailand. </p> <p>.....</p> <p>57. What season is it? </p> <p>.....</p> <p>58. What season do you like best? </p> <p>.....</p> <p>59. What do you like to do in the cold season? </p> <p>.....</p> <p>60. What is the weather like in the cold season? </p> <p>.....</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>a) I like to fly a kite. b). It is cold and windy.</p> <p>c) There are three seasons in Thailand.</p> <p>d) I like the rainy season. e) It is sunny.</p> <p>f) It is the hot season.</p> </div>	+1	+1	+1	3	1	pass
		+1	+1	+1	3	1	pass
		+1	+1	+1	3	1	pass
		+1	+1	+1	3	1	pass
		+1	+1	+1	3	1	pass

Opinion Level**+1 = The most appropriate****0 = Average appropriate****-1 = Less appropriate**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX H

The Table of IOC Analysis of Achievement Test

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

The Table of IOC Analysis of Achievement Test

Topic: English Writing through the Use of Pictures

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	1	0	1	0.67	Coincide
2	1	0	1	0.67	Coincide
3	1	0	1	0.67	Coincide
4	1	0	1	0.67	Coincide
5	1	0	1	0.67	Coincide
6	1	0	1	0.67	Coincide
7	1	0	1	1.00	Coincide
8	1	0	1	1.00	Coincide
9	1	0	1	1.00	Coincide
10	1	0	1	1.00	Coincide
11	1	0	1	1.00	Coincide
12	1	0	1	1.00	Coincide
13	1	0	1	1.00	Coincide
14	1	0	1	1.00	Coincide
15	1	0	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
16	1	0	1	1.00	Coincide
17	1	0	1	1.00	Coincide
18	1	0	1	1.00	Coincide
19	1	0	1	1.00	Coincide
20	1	0	1	1.00	Coincide
21	1	0	1	1.00	Coincide
22	1	0	1	1.00	Coincide
23	1	0	1	1.00	Coincide
24	1	0	1	1.00	Coincide
25	1	0	1	1.00	Coincide
26	1	0	1	1.00	Coincide
27	1	0	1	1.00	Coincide
28	1	0	1	1.00	Coincide
29	1	0	1	1.00	Coincide
30	1	0	1	1.00	Coincide
31	1	0	1	1.00	Coincide
32	1	0	1	1.00	Coincide
33	1	0	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
34	1	0	1	1.00	Coincide
35	1	0	1	1.00	Coincide
36	1	0	1	1.00	Coincide
37	1	0	1	1.00	Coincide
38	1	0	1	1.00	Coincide
39	1	0	1	1.00	Coincide
40	1	0	1	1.00	Coincide
41	1	0	1	1.00	Coincide
42	1	0	1	1.00	Coincide
43	1	0	1	1.00	Coincide
44	1	0	1	1.00	Coincide
45	1	0	1	1.00	Coincide
46	1	0	1	1.00	Coincide
47	1	0	1	1.00	Coincide
48	1	0	1	1.00	Coincide
49	1	0	1	1.00	Coincide
50	1	0	1	1.00	Coincide
51	1	0	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
52	1	0	1	1.00	Coincide
53	1	0	1	1.00	Coincide
54	1	0	1	1.00	Coincide
55	1	0	1	1.00	Coincide
56	1	0	1	1.00	Coincide
57	1	0	1	1.00	Coincide
58	1	0	1	1.00	Coincide
59	1	0	1	1.00	Coincide
60	1	0	1	1.00	Coincide

From the table, it shows that Index Item of Congruence (IOC) is 0.67-1.00

Remark :

+1 = When it is sure that items of the test areCoincident with objectives.

0 = When it is not sure that items of the test areCoincident with objectives.

-1 = When it is sure that items of the test arenot Coincident with objectives.

APPENDIX I

**The Evaluation Form of Correctness and Appropriateness
of the statement in The Questionnaire of Students' satisfaction
toward Writing English through the Use of Pictures
for Prathomsuksa 4 Students**

**The Evaluation form of Correctness and Appropriateness of the Statement
in the Questionnaire of Students' Satisfaction towards Writing
through the Use of Pictures for Prathomsuksa 4 Students by the Experts**

Items	Statements	Experts' Opinion (Appropriation)				
		5	4	3	2	1
1	Pictures helped me practice in English writing.					
2	Pictures helped me understand how to use capitalization and punctuation in sentences writing.					
3	Pictures made the lesson more interesting					
4	Pictures made me feel happy in learning writing					
5	Pictures encouraged me to write more English					
6	Pictures encouraged me to write better					
7	Pictures made me feel confident in English writing					
8	Pictures stimulate my idea when I am writing					
9	Pictures helped me complete what I write					
10	Pictures made me write the word better					
11	Pictures helped me use the words in writing correctly					
12	Pictures helped me find new words, can make a new sentence, and can write a short paragraph in English					
13	Pictures helped me pay more attention toward writing.					
14	Pictures made me feel that writing skill become easy					
15	Pictures made me feel that writing through pictures is better than writing without them					

Opinion Level

Strongly agree = 5 scores

Agree = 4 scores

Uncertain = 3 scores

Disagree = 2 scores Strongly disagree = 1 score

Suggestions.....

.....

APPENDIX J

**The Evaluation of Correctness and Appropriateness
of the statement in The Questionnaire of Students' satisfaction
toward Writing English through the Use of Pictures
for Prathomsuksa 4 Students**

**The Evaluation of Correctness and Appropriateness of the Statement in Questionnaire
of Students' Satisfaction towards Writing through the Use of Pictures
for Prathomsuksa 4 Students by the Experts**

Items	Statements	Experts' Opinion (Appropriation)			\bar{X}	S.D.	Level of Appropriateness
		1	2	3			
1	Pictures helped me practice in English writing.	5	5	5	5.00	0.00	The most appropriate
2	Pictures helped me understand how to use capitalization and punctuation in sentences writing.	5	5	4	4.7	0.6	The most appropriate
3	Pictures made the lesson more interesting	5	5	5	5.00	0.00	The most appropriate
4	Pictures made me feel happy in learning writing	4	4	5	4.3	0.58	more appropriate
5	Pictures encouraged me to write more English	5	5	5	5.00	0.00	The most appropriate
6	Pictures encouraged me to write better	5	4	5	4.7	0.58	The most appropriate
7	Pictures made me feel confident in English writing	4	4	4	4.00	0.00	more appropriate
8	Pictures stimulate my idea when I am writing	5	4	5	4.67	0.58	The most appropriate
9	Pictures helped me complete what I write	5	5	4	4.67	0.58	The most appropriate
10	Pictures made me write the word better	4	5	5	4.67	0.58	The most appropriate
11	Pictures helped me use the words in writing correctly	4	5	4	4.33	0.58	more appropriate
12	Pictures helped me find new words, can make a new sentence, and can write a short paragraph in English	4	4	4	4.00	0.00	more appropriate
13	Pictures helped me pay more attention toward writing.	5	5	5	5.00	0.00	The most appropriate
14	Pictures made me feel that writing skill become easy	5	5	4	4.67	0.58	The most appropriate
15	Pictures made me feel that writing through pictures better than writing without them	5	5	5	5.00	0.00	The most appropriate
	Total				4.7	0.30	The most appropriate

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Buriram Rajabhat University

APPENDIX K

Satisfaction Questionnaire

Satisfaction Questionnaire

The Satisfaction of Student of Learning English Writing through the Use of Pictures for Prathomsuksa 4 students''

This questionnaire aims to study the students' satisfaction towards English writing skill through the use of pictures. The questionnaire is divided into 3 parts

Part 1: General Information

1. Sex: Male Female

2. Fundamental English grade you got in Prathomsuksa 3

- 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students satisfaction towards English writing skill through the use of pictures

Directions: Read each statement in the questionnaire then put a tick in the box that best represents your opinions.

5 = The most satisfactory

4 = Very satisfactory

3 = Average satisfactory

2 = Less satisfactory

1 = The least satisfactory

No	Statements	Level of Opinion				
		5	4	3	2	1
1	Pictures helped me practice English writing.					
2	Pictures helped me understand how to use capitalization and punctuation in sentences writing.					
3	Pictures made the lesson more interesting.					
4	Pictures encouraged me to write more English.					
5	Pictures made me feel confident in writing English.					
6	Pictures stimulate my idea when I am writing.					
7	Pictures helped me complete what I write.					
8	Pictures helped me write the new words better.					
9	Pictures helped me pay more attention toward writing.					
10	Pictures made me feel that writing English through the use of pictures is better than writing without them.					

Part 3 :Additional Opinions

Direction: Please give your opinions on advantages and disadvantages toward learning English writing through the use of pictures.

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Thank you very much for your cooperation.

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APPENDIX L

Example of the Lesson Plans

Lesson Plan

Lesson Plan (1)

Subject: English Fundamental

Prathomsuksa 4

Time : 1 hours

Date: February 2015

Topic: Animals

1. Concept

The young students are familiar with the animals in their house and their community. Therefore, if they know the vocabulary of animals, they can communicate with other people or foreigners.

2. Objectives

2.1 Terminal Objectives

Students will be able to write the name of the animals

2.2 Enabling Objectives

2.2.1 Students will be able to spell, pronounce and tell the name of animals correctly.

2.2.2 Students will be able to write the name and sentences about the animals from the pictures correctly.

2.2.3 Students will be able to ask and answer about the name of animals correctly.

3. Contents

3.1 Vocabulary: cat, dog, fish, rabbit, bird, cow, ox, buffalo, hen, owl

3.2 Structure

1) What is it?

-It is a cow./ It is an ox.

3.3 Grammar

1) Verb to be

-It is a/ It is an

2) Article (a, an)

3.4 Dialogue

A: What is it?

B: It is a cow./ It is an ox.

3.5 Function: Giving the name of animals.

3.6 Culture: Animals in the community.

4. Material

4.1 Word cards

4.2 Picture of animals (cartoon pictures)

4.3 Dialogue

4.4 Worksheet

4.5 Pre-test

5. Teaching Procedure

5.1 Warm up

5.1.1 Students do the Pre-test.

5.1.2 Teacher shows the pictures of animals and asks the name of animals in Thai and in English. Students answer the questions.

5.1.3 Teacher and students talk about animals in the community

5.2 Presentation

5.2.1 Teacher presents the meaning of new vocabulary about animals by using word cards and pictures of animals.

5.2.2 Teacher pronounces the vocabulary and lets students repeat after teacher 2-3 times.

5.2.3 Teacher lets the students pronounce the vocabulary in group and one by one.

5.2.4 Teacher lets students spell each word then write down new vocabulary in their notebooks.

5.2.5 Teacher shows the pictures of animals and lets students tell the name of animals by groups and then one by one.

5.2.6 Teacher shows the pictures of a cow then ask students “What is it?. Students tell the name of animal. Teacher changes to another pictures then asks student with the same question. Students look at the picture and answer the questions.

5.2.7 Teacher presents the dialogue on the white board as follows:

A: What is it?

B: It is a cow./ It is an ox.

5.2.8 Teacher reviews verb to be (is, am, are) and article “a/an”

5.2.9 Teacher lets students look at the dialogue again then asks students how to write the capital letter or small letter and how to use question mark, and full stop in a sentence and students answer the questions.

5.2.10 Teacher explains how to use question mark, full stop, capital letter and small letter in a sentence to students.

5.5.11 Teacher lets students write the dialogue in their notebooks.

5.3 Practice

5.3.1 Teacher lets students make new dialogue in pair by changing to new word.

5.3.2 Teacher lets students practice asking and answering about animals in pairs

5.3.3 Teacher lets students act out the dialogue by random sampling.

5.3.4 Teacher lets students practice writing name of animals and sentences from the pictures.

5.4 Production

5.4.1 Students do the worksheets 1-2

5.4.2 Students draw and color the picture about animal that they love then write one sentence from the picture for example; student draws a picture of fish then he or she write "It is a fish." in worksheet 3.

5.5 Wrap up

-Teacher and students check worksheets together.

6. Measurement and Evaluation:

6.1 Pre-test

6.2 Examination of exercise works.

7. Suggestion Activities

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8. Director's comment

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.....

Signature

(Miss Wanee Saisorn)

Wattamathaworn School director

...../...../.....

9. Remark

9.1 Result of Learning

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9.2 Problems/Obstacles

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9.3 Other Suggestions

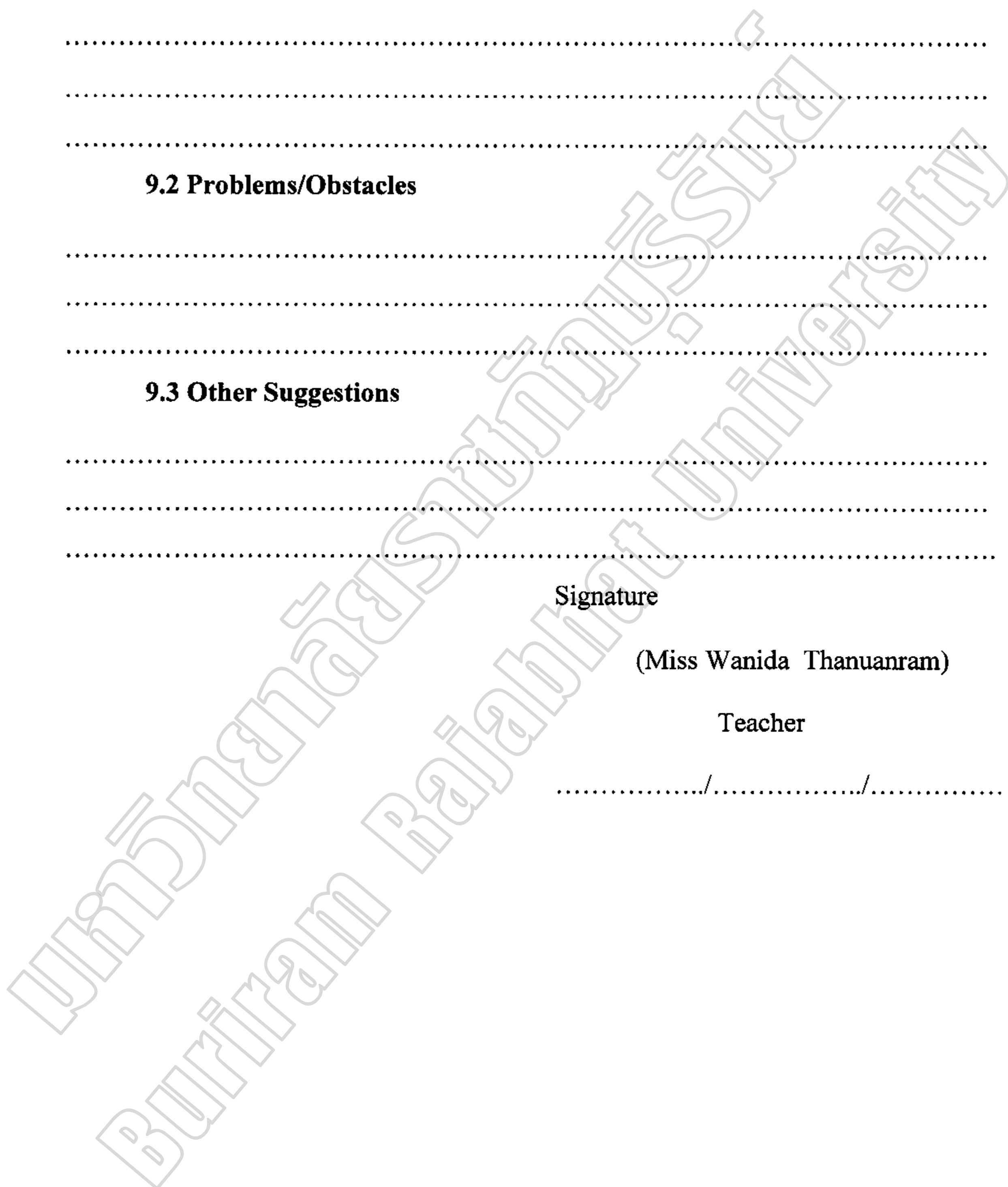
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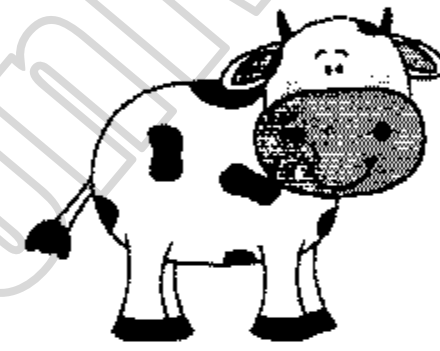
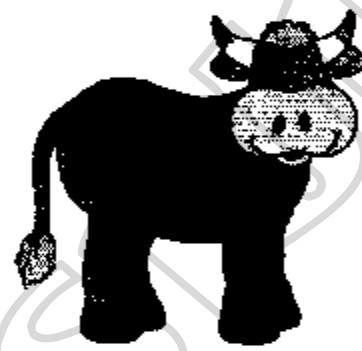
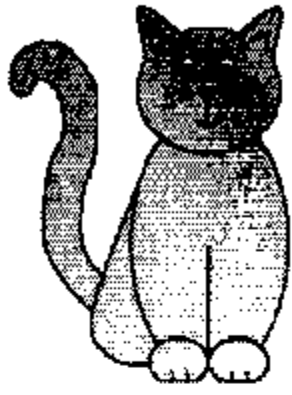
(Miss Wanida Thanuanram)

Teacher

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Animals Pictures and Word cards



cat

dog

ox

cow

buffalo

bird

owl

hen

rabbit

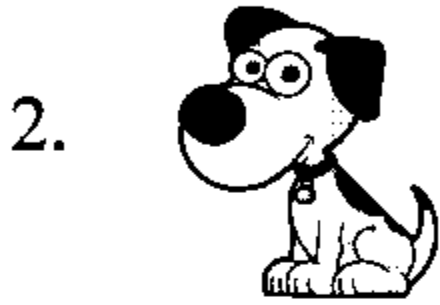
fish

Worksheet 1

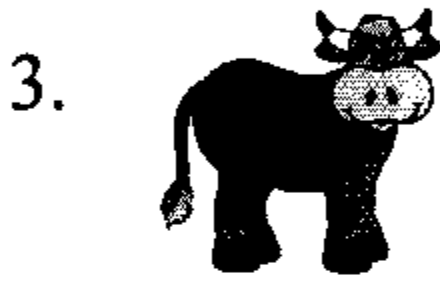
Direction: Unscramble the words



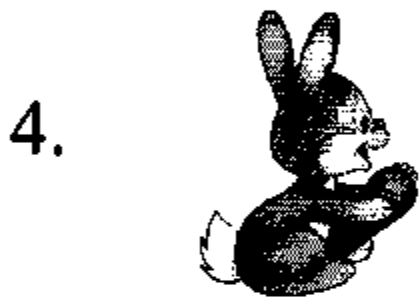
r b d i → _ _ _ _



g d o → _ _ _



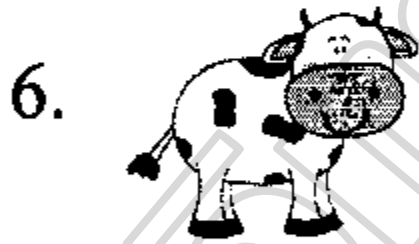
x o → _ _



a r i b t b → _ _ _ _ _



l o w → _ _ _



o w c → _ _ _



s f h i → _ _ _ _



u b l f o a f → _ _ _ _ _



e n h → _ _ _



t a c → _ _ _

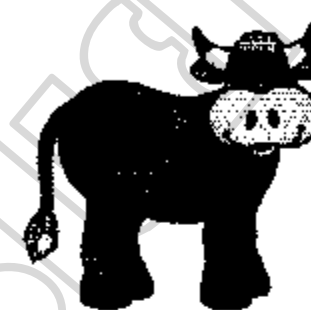
Worksheet 2

Direction: Look and write

What is it?

(cow) → It is a cow.

What is it?

(ox) → It is an ox.

1.



(hen)

→

2.



rabbit

→

3.



dog

→

4.



buffalo

→

5.



cat

→

6.



owl

→

7.



fish

→

8.



bird

→

Name.....Class.....Number.....

Worksheet 3

Direction: Draw and write about your favorite animal



A large, empty rounded rectangular box with a black border, intended for a student to draw and write about their favorite animal. A faint watermark is visible across the box, reading 'มหาวิทยาลัยสุโขทัย' and 'Buriram Rajabhat University'.

Name.....Class.....No.....

Answer Keys: Animals 1**Worksheet 1**

- | | | | | |
|---------|---------|------------|-----------|---------|
| 1. bird | 2. dog | 3. ox | 4. rabbit | 5. owl |
| 6. cow | 7. fish | 8. buffalo | 9. hen | 10. cat |

Worksheet 2

- | | |
|------------------|---------------------|
| 1. It is a hen. | 2. It is a rabbit. |
| 3. It is a dog. | 4. It is a buffalo. |
| 5. It is a cat. | 6. It is an owl. |
| 7. It is a fish. | 8. It is a bird. |

Worksheet 3

Depend on the teacher.

Lesson Plan

Lesson Plan (2)

Subject: English Fundamental

Prathomsuksa 4

Time : 1 hours

Date: February 2015

Topic: Animals

1. Concept

The young students are familiar with the animals in their house and their community. Therefore, if they know the vocabulary of animals, they can communicate with other people or foreigners.

2. Objectives

2.1 Terminal Objectives

Students will be able to write the sentences about the size and color of animals.

2.2 Enabling Objectives

2.2.1 Students will be able to pronounce and tell the meaning of vocabulary correctly.

2.2.2 Students will be able to use adjective in the sentences correctly.

2.2.3 Students will be able to use conjunction “and” in the sentences correctly

2.2.4 Students will be able to ask and answer about size and color of animals correctly.

3. Contents

3.1 Vocabulary: big, small, tall, fat, thin, long, yellow, black, brown, blue, white, pink

3.2 Structure

1) S + verb to be (is) + adj. (size)

-A rabbit is small.

-It is small.

2) S + verb to be (is) + adj. (color)

-A rabbit is white.

-It is white.

3) S + verb to be (is) + adj. (size) + and +(color) +noun

-A rabbit is small and white.

-It is a small and white rabbit.

3.3 Grammar

1) Verb to be

-It is(size) /It is(color)

2) Using adjective of size and color

3) Using conjunction "and"

3.4 Dialogue

A: Is a rabbit big or small?

B: It is small.

A: What color is the rabbit?

B: It is white.

A : It is a small and white rabbit.

3.5 Function: Giving the information about size and color of animals.

3.6 Culture: The animals in the community.

4. Material

4.1 Word cards

4.2 Picture of animals (cartoon pictures)

4.3 Dialogue

4.4 Worksheet

5. Teaching Procedure

5.1 Warm up

5.1.1 Teacher and students review the name of animal from pictures.

5.1.2 Teacher and students talk about size and color of each animals from the pictures.

5.2 Presentation

5.2.1 Teacher presents the meaning of new vocabulary about size and color by using word cards and pictures of animals.

5.2.2 Teacher pronounces the vocabulary and lets students repeat after teacher 2-3 times.

5.2.3 Teacher lets the students pronounce the vocabulary in group and one by one.

5.2.4 Teacher lets students tell the meaning of vocabulary and then write down new vocabulary in their notebooks.

5.2.5 Teacher shows the picture of a rabbit then asks student "What is it? Students answer the question. Teacher asks students "Is it big or small? Students look at the picture and help each other answer the question.

5.2.6 Teacher shows the picture of bird then asks student "What color is the bird? Students answer the question. Teacher asks students "Is it big or small? Students help each other answer the question.

5.2.7 Teacher writes three sentences on the blackboard then asks students about the different point in sentence as follows:

-It is a rabbit.

-It is small.

-It is white

5.2.8 Teacher explains about noun and adjective and how to put the adjective in the sentences and give the example to students.

5.2.9 Teacher lets students look at the sentences again then ask students how to combine the sentences together as follows:

-It is small. It is white.

→ It is small and white

-It is a rabbit. It is small. It is white.

→ It is a small and white rabbit.

5.2.10 Teacher explains how to combine the sentences together and give the example to students.

5.2.11 Teacher presents the dialogue on the blackboard as follows:

A: Is a rabbit big or small?

B: It is small.

A: What color is the rabbit?

B: It is white.

A : It is a small and white rabbit.

5.2.12 Teacher lets students look at the dialogue then asks students how to write the capital letter or small letter and how to use question mark, and full stop in a sentence and students answer the questions.

5.2.13 Teacher and students review how to use question mark, full stop, capital letter and small letter in a sentence to students.

5.5.14 Teacher lets students write the dialogue in their notebooks.

5.3 Practice

5.3.1 Teacher lets students make new dialogue in pair by changing to new word.

5.3.2 Teacher lets students practice asking and answering about size

and color of animals in pairs

5.3.3 Teacher lets students act out the dialogue by random sampling.

5.3.4 Teacher lets students practice writing sentences about using conjunction “and” and size and color of animals from the pictures.

5.4 Production

5.4.1 Students do the worksheets 1-3 in class.

5.4.2 Students do the worksheet 4-5 as homework. In worksheet 5 students draw and write the sentences about the name, size and color of animals that they love 2-3 sentences.

- Example
- It is a cat.
 - It is fat and black.
 - It is a fat and black cat.

5.5 Wrap up

-Teacher and students check worksheets together.

6. Measurement and Evaluation:

6.1 Observation of learning activities.

6.2 Examination of exercise works.

7. Suggestion Activities

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8. Director's comment

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Signature

(Miss Wanee Saisorn)

Wathamathaworn School director

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9. Remark

9.1 Result of Learning

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9.2 Problems/Obstacles

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9.3 Other Suggestions

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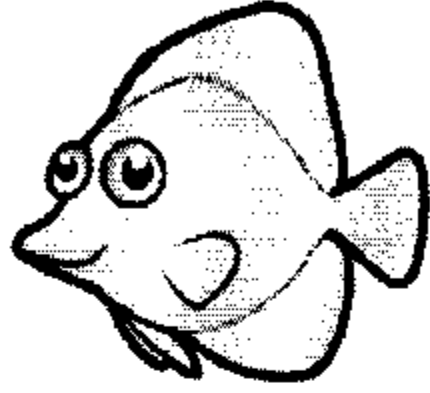
Signature

(Miss Wanida Thanuanram)

Teacher

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Pictures and Word cards



yellow



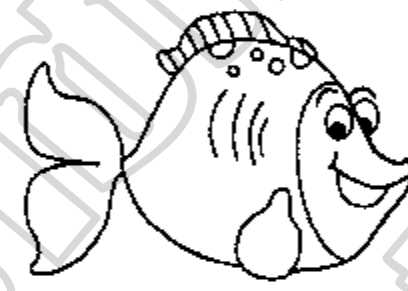
black



brown



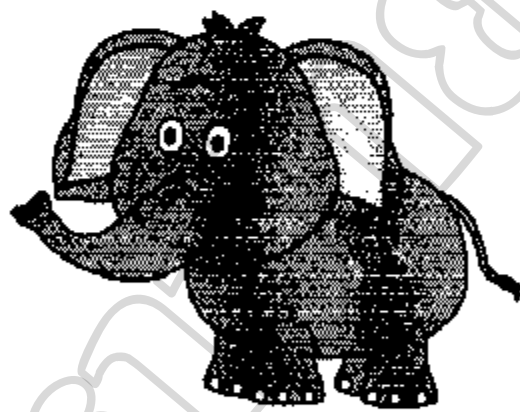
blue



white



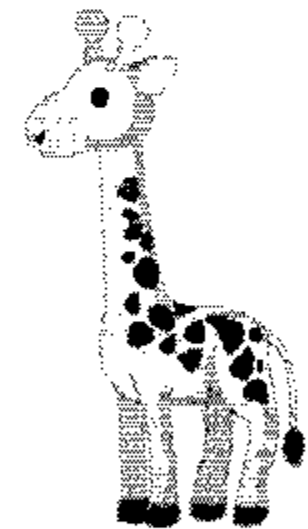
pink



big



small



tall



fat



long



thin

Worksheet 1

Direction: Look and match



.....

a. tall giraffe



.....

b. blue bird



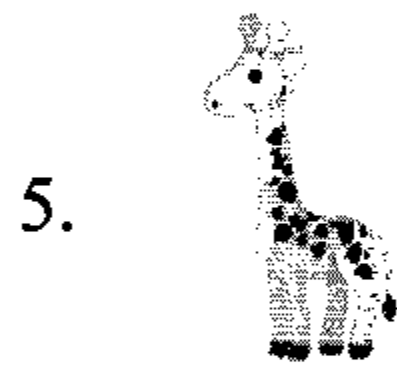
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c. white dog



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d. fat bear



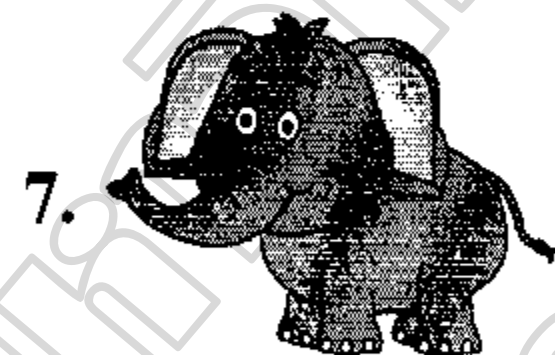
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e. big elephant



.....

f. small fish



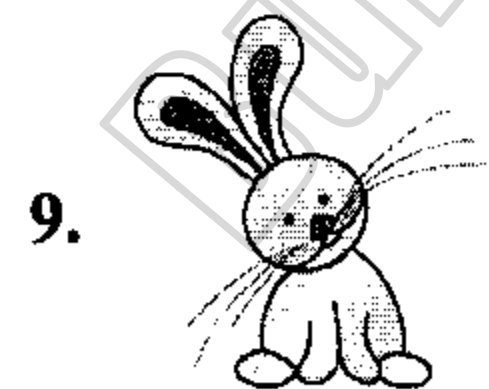
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g. long snake



.....

h. black cat



.....

i. brown owl



.....

j. pink rabbit

Name.....Class.....Number.....

Worksheet 2

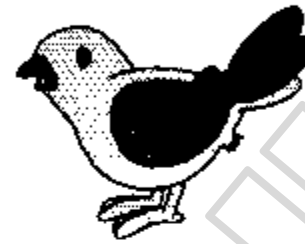
Direction: Look and fill

Part :1

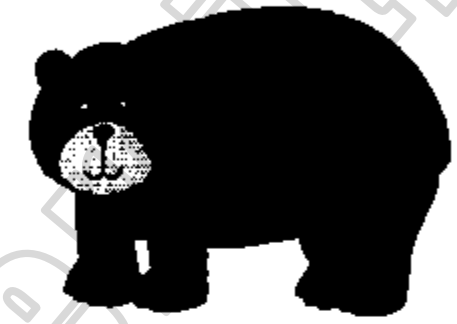
big	small	tall	fat	thin	long
-----	-------	------	-----	------	------



1)



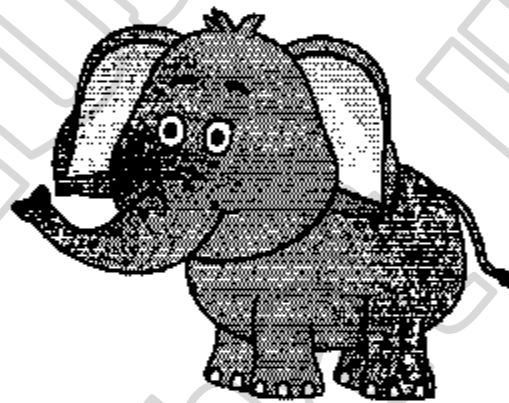
2)



3)



4)



5)



6)

Part : 2

1. A giraffe is

2. A bird is

3. A bear is

4. A dog is

5. An elephant is

6. A snake is

Name.....Class.....Number.....

Worksheet 3

Direction: Look and answer

Example



Is a bird big or small? (small)

⇒ A bird is small.

1.



Is a cow small or tall? (small)

⇒

2.



Is a snake short or long? (long)

⇒

3.



Is a buffalo big or small? (big)

⇒

4.



Is a cat fat or thin? (fat)

⇒

5.



Is a giraffe tall or long? (tall)

⇒

Name.....Class.....Number.....

Worksheet 4

Direction: Draw and write about your favorite animal 2-3 sentences



มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Name.....Class.....No.....

Answer Keys: Animals 2

Worksheet 1

- | | | | |
|--------------------|-------------------|--------------------|------------------|
| 1. c. white dog | 2. d. fat bear | 3. b. blue bird | 4. h. black cat |
| 5. a. tall giraffe | 6. i. brown owl | 7. e. big elephant | 8. f. small fish |
| 9. j. pink rabbit | 10. g. long snake | | |

Worksheet 2

Part: 1

- | | | | | | |
|---------|----------|--------|---------|--------|---------|
| 1. tall | 2. small | 3. fat | 4. thin | 5. big | 6. long |
|---------|----------|--------|---------|--------|---------|

Part: 2

- | | | |
|-----------------------|------------------------|---------------------|
| 1. A giraffe is tall. | 2. A bird is small. | 3. A bear is fat. |
| 4. A dog is thin. | 5. An elephant is big. | 6. A snake is long. |

Worksheet 3

- | | | |
|--------------------|-----------------------|---------------------|
| 1. A cow is small. | 2. A snake is long. | 3. A buffalo is big |
| 4. A cat is fat. | 5. A giraffe is tall. | |

Worksheet 4

Part: 1

- | | | | | |
|------------------|----------------|----------------|----------------|----------------|
| 1. It is yellow. | 2. It is brown | 3. It is white | 4. It is blue. | 5. It is black |
|------------------|----------------|----------------|----------------|----------------|

Part: 2

- | | | |
|-----------------------------------|---------------------------------|------------------------------|
| 1. It is a small and yellow fish. | 2. It is a small and brown hen. | |
| 3. It is pink and long snake. | 4. It is blue and fat owl. | 5. It is black and thin cat. |

Worksheet 5

Depend on the teacher.

Lesson Plan

Lesson Plan (3)

Subject: English Fundamental

Prathomsuksa 4

Time : 1 hours

Date: February 2015

Topic: Animals

1. Core Concept

The young students are familiar with the animals in their house and their community. Therefore, if they know the vocabulary of animals, they can communicate with other people or foreigners.

2. Objectives

2.1 Terminal Objectives

Students will be able to write the sentences about the animal's body parts.

2.2 Enabling Objectives

2.2.1 Students will be able to tell the meaning of vocabulary correctly.

2.2.2 Students will be able to fill and write the sentences about parts of body of animal correctly.

2.2.3 Students will be able to guess the animals from a riddle correctly.

3. Contents

3.1 Vocabulary: paw, wing, fin, trunk, hoof, tail, hair, feather, spot, horn, elephant, giraffe

3.2 Structure

1) S + has + adj. (size) +parts of body

-A rabbit has long ears. It has long ears.

2) S + has + adj. (color) +parts of body

-A rabbit has white hair. It has white hair.

3) S + has + adj. (size) +and +(color) +parts of body

-A rabbit has big and black eyes.

-It has big and black eyes.

3.3 Grammar

1) Verb to have

-It has(size) +parts of body

-It has(color) + parts of body

-It has(size) + and + (color) + parts of body

2) Using adjective of size and color and conjunction “and”

3.4 Riddle

- I have long ears. I have a short tail and I like to eat carrot.

What am I? (rabbit)

3.5 Function: Giving the information about body parts of animals.

3.6 Culture: The animals in the community.

4. Material

4.1 Word cards

4.2 Picture of animals (cartoon pictures)

4.3 Riddle

4.4 Worksheet

5. Teaching Procedure

5.1 Warm up

5.1.1 Teacher and students review the names of animals, talk about size and color of each animal from the pictures.

5.1.2 Teacher and students review using adjective about sizes, colors and conjunction “and” on the blackboard.

5.1.3 Teacher and students talk about parts of body of each animal.

5.2 Presentation

5.2.1 Teacher presents the new vocabulary about animals’ body parts from word cards and pictures.

5.2.2 Teacher pronounces the vocabulary and lets students repeat after the teacher 2-3 times.

5.2.3 Teacher lets the students pronounce the vocabulary in group and one by one.

5.2.4 Teacher lets students tell the meaning of vocabulary and then write down new vocabulary in their notebooks.

5.2.5 Teacher shows the picture of a rabbit and point to the body parts of its then asks student about the body parts of a rabbit. Students look at the picture and help each other answer the questions.

5.2.6 Teacher shows the picture of bird then asks student about the body parts of a bird. Students answer the question. Teacher changes the new pictures of cat, fish, buffalo, giraffe and elephant then asks students about the same and the different parts of body of each animal.

5.2.7 Teacher and students help each other check the body parts of animals on the blackboard.

5.2.8 Teacher presents the new structure and verb to have on the blackboard then explains and give the examples to students.

5.2.9 Teacher lets students write the new sentences structure in their notebook.

5.2.10 Teacher lets students look at the sentences then asks

students how to write the capital letter or small letter and how to use question mark, and full stop in a sentence and students answer the questions.

5.2.12 Teacher and students review how to use question mark, full stop, capital letter and small letter in a sentence to students.

5.3 Practice

- Teacher lets students practice filling words and write sentences about animals' body parts from the pictures in worksheets 1-3.

5.4 Production

5.4.1 Students do the worksheets 4-6 as homework.

5.4.2 Students draw and write the pictures of one animal they love then describe picture about the parts of body of animal by using size, colors, and conjunction "and" about 2-3 sentences in worksheet 6.

- For example -It is a rabbit.
- It has two long eyes
- It has a short tail and black eyes.

5.4.3 Teacher lets students guess the name of animal from a riddle.

5.5 Wrap up

-Teacher and students check worksheets together.

6. Measurement and Evaluation:

6.1 Observation of learning activities.

6.2 Examination of exercise works.

7. Suggestion Activities

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8. Director's comment

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Signature

(Miss Wanee Saisorn)

Wattamathaworn School director

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9. Remark

9.1 Result of Learning

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9.2 Problems/Obstacles

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9.3 Other Suggestions

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Signature

(Miss Wanida Thanuanram)

Teacher

...../...../.....

Pictures and Word cards



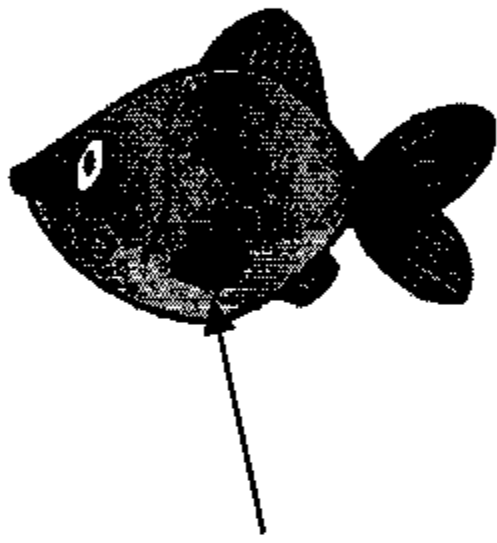
paw



trunk



wing



fin



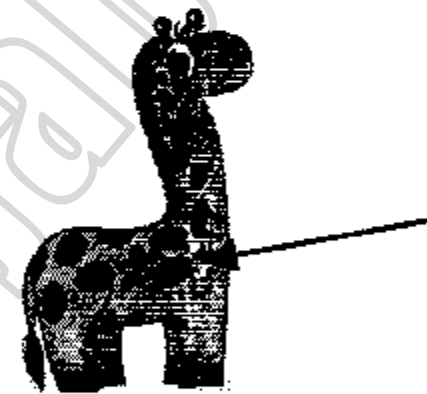
hoof



tail



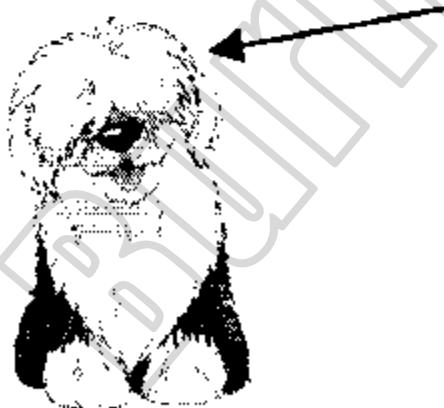
feather



spot



horn



hair









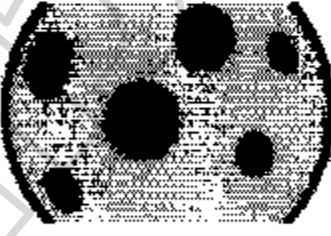



elephant



giraffe

Worksheet 1

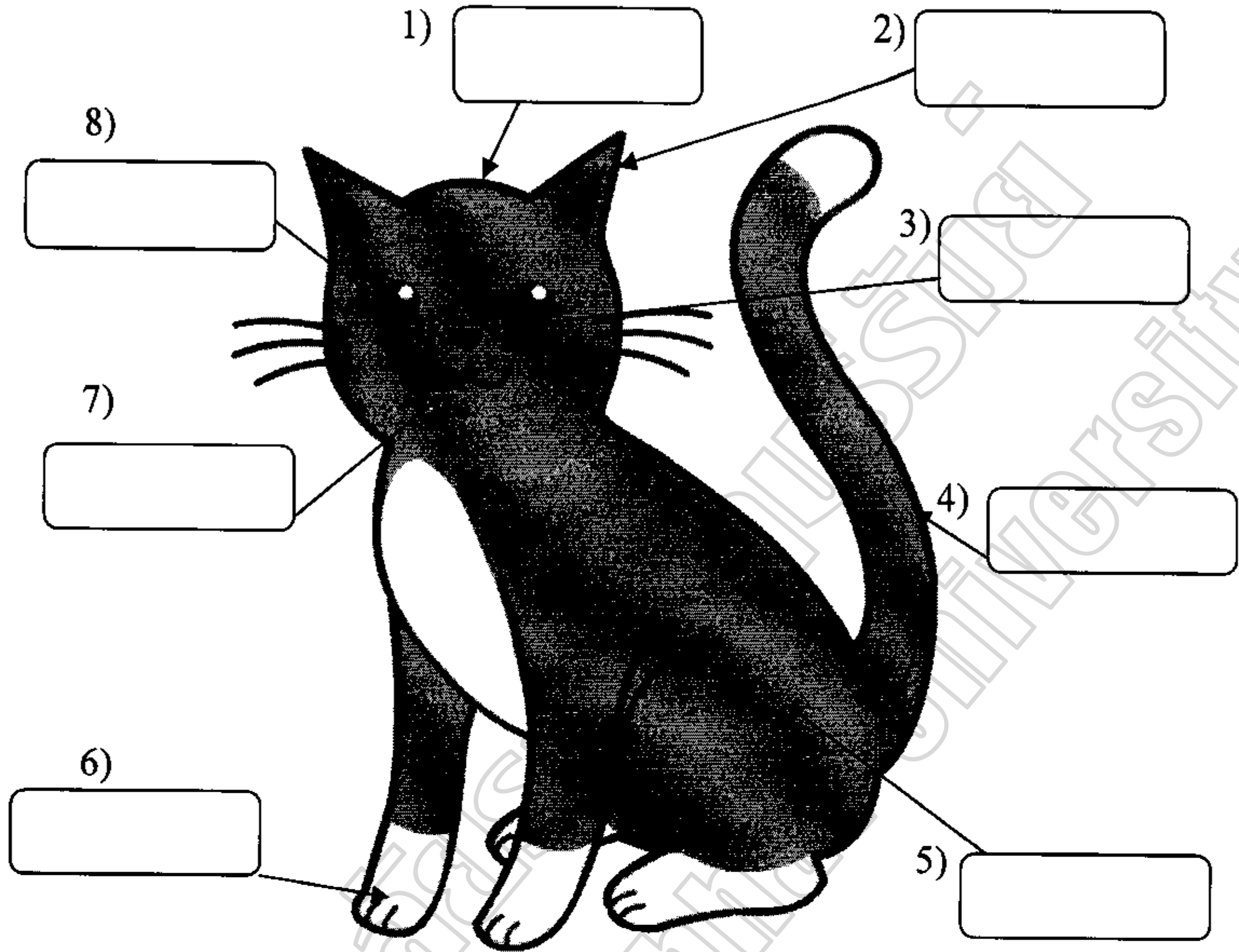
Direction: Look and match

- 1.  a. giraffe
- 2.  b. bird
- 3.  c. dog
- 4.  d. cow
- 5.  e. elephant
- 6.  f. fish
- 7.  g. rabbit
- 8.  h. cat
- 9.  i. hen
- 10.  j. buffalo

Name.....Class.....Number.....

Worksheet 2

Direction: Look and fill the body part of cat



paw	tail	eye	mouth
ear	nose	hair	head

1. A cat has brown It
2. A cat has two green..... It.....
3. A cat has a small It
4. A cat has four white It
5. A cat has a long It.....

Name.....Class.....Number.....


Worksheet 3

Direction: Look and write

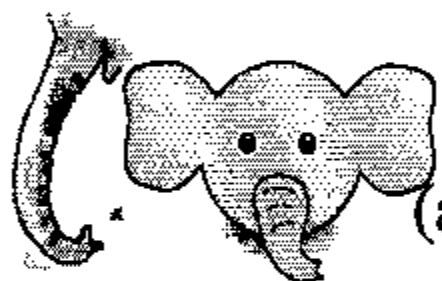
Example



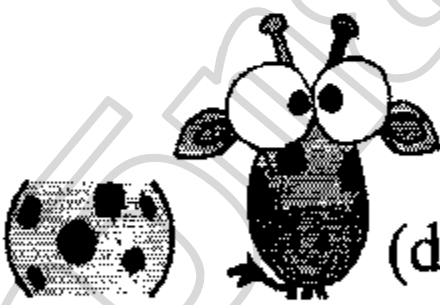
⇒ A cat has four paws.

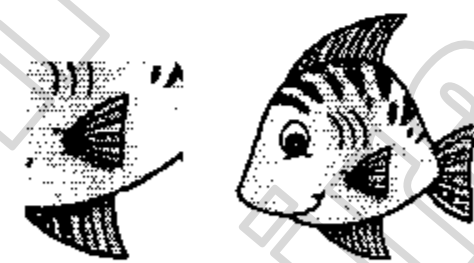
1.  (a short tail/rabbit) ⇒

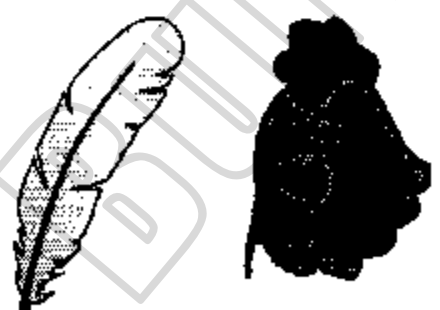
2.  (two wings/bird) ⇒


3.  (a long trunk/elephant) ⇒

4.  (four hoofs/cow) ⇒

5.  (dark brown spots/giraffe) ⇒

6.  (blue fins/fish) ⇒


7.  (brown feather/ hen) ⇒


8.  (white hair/dog) ⇒


Name.....Class.....Number...


Worksheet 4

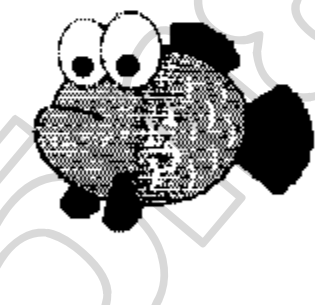
Direction: Look and rearrange the sentences


Example:  white/cat/ has/ spots /A/ and/black /hair
 ⇒ A cat has white and black spots hair.


1  two /A/ ears / has/ brown/ dog

2.  A/ has/ two/ yellows/ wings/ bird

3.  horns/cow /has /two/ small /A

4.  big /A/ purple/ fish/ two/ three /eyes/ has /fins/ and

5.  rabbit/ has /A/ long/ ears/ and/ hair /brown

6.  pink/ two/ An/ big /owl /has/ eyes /and /feather.

Name.....Class.....Number.....

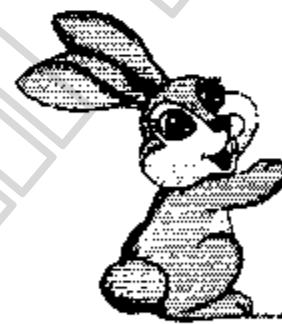
Worksheet 5 (Riddle)

What am I?

1. I have two wings. I can sing. I can fly. What am I?
2. I have a long neck. I am brown with dark brown spots. What am I?
3. I have long ears. I have a short tail and I like to eat carrot. What am I?
4. I am very big. I have a long trunk and big ears. What am I?
5. I am big and black. I like to eat grass. What am I?
6. I have two wings. I have many chicks. I like to eat rice. What am I?
7. I have four legs. I like a bone. I do not love cat. What am I?
8. I have four paws. I like to eat fish and sleep all day. What am I?
9. I live on the farm. I can give milk. What am I?
10. I have very big eyes. I have two brown wings. I live on the tree. What am I?
11. I have fins. I can swim. What am I?
12. I have four hooves. I am brown. I cannot give milk. What am I?



a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.



l.

Name.....Class.....Number.....

Worksheet 6

Direction: Draw and color your favorite animal then describe parts of body of its 2-4 sentences



Name.....:.....Class.....No.....

Answer Keys: Animals 3

Worksheet 1

- | | | | | |
|---------|------------|--------|-------------|------------|
| 1. cat | 2. rabbit | 3. hen | 4. dog | 5. buffalo |
| 6. bird | 7. giraffe | 8. cow | 9. elephant | 10. fish |

Worksheet 2

Part:1

- | | | | |
|---------|--------|---------|--------|
| 1. head | 2. ear | 3.nose | 4.tail |
| 5. hair | 6.paw | 7.mouth | 8.eye |

Part: 2

- | | |
|------------------------------|---------------------------------|
| 1. hair/ It has brown hair. | 2. eyes /It has green eyes. |
| 3. nose/It has a small nose. | 4. paw/ It has four white paws. |
| 5. tail/It has a long tail. | |

Worksheet 3

- | | |
|------------------------------------|--------------------------|
| 1. A rabbit has a short tail. | 2. A bird has two wings. |
| 3. An elephant has a long trunk. | 4. A cow has four hoofs. |
| 5. A giraffe has dark brown spots. | 6. A fish has blue fins. |
| 7. A hen has brown feather. | 8. A dog has white hair. |

Worksheet 4

- | | |
|---|--|
| 1. A dog has brown ears. | 2. A bird has two yellow wings. |
| 3. A cow has two small horns. | 4. A fish has two big eyes and purple fins. |
| 5. A rabbit has long ears and brown hair. | 6. An owl has two big eyes and pink feather. |

Worksheet 5

- | | | | | | |
|---------|------------|----------|------------|-----------|--------|
| 1. bird | 2. giraffe | 3.rabbit | 4.elephant | 5.buffalo | 6. hen |
| 7. dog | 8. cat. | 9. cow | 10. owl. | 11. fish | 12. ox |

Worksheet 6

-Depend on the teacher.

Lesson Plan

Lesson Plan (4)

Subject: English Fundamental

Prathomsuksa 4

Time : 1 hours

Date: February 2015

Topic: Animals

1. Concept

The young students are familiar with the animals in their house and their community. Therefore, if they know the vocabulary of animals, they can communicate with other people or foreigners.

2. Objectives

2.1 Terminal Objectives

Students will be able to write and describe the animals following the writing model

2.2 Enabling Objectives

2.2.1 Students will be able to use adjective in the sentences correctly.

2.2.2 Students will be able to write the sentences about animals correctly.

2.2.3 Students will be able to describe the animals following the model correctly.

3. Contents

3.1 Vocabulary: sheep, monkey, baby, little, short, lovely, pretty

3.2 Structure (Review)

1) S + has + adj. (size) +parts of body

-A rabbit has long ears. It has long ears.

2) S + has + adj. (color) +parts of body

-A rabbit has white hair. It has white hair.

3) S + has + adj. (size) + **and** +(color) +parts of body

-A rabbit has big and black eyes.

-It has big and black eyes.

3.3 Grammar(Review)

1) Verb to have

-It has(size) +parts of body

-It has(color) + parts of body

-It has(size) + and +(color) + parts of body

2) Using adjective of size and color and conjunction “and”

3.4 Function: Giving the information about body parts of animals.

3.5 Culture: The animals in the community.

4. Material

4.1 Word cards

4.2 Picture of animals (cartoon pictures)

4.3 writing model

4.4 Worksheet

4.5 Post-test

5. Teaching Procedure

5.1 Warm up

5.1.1 Teacher and students review the name of animal, talk about size and color and part of animals from the pictures.

5.1.2 Teacher and students review using adjective about size and color and conjunction “and” on the blackboard.

5.2 Presentation

5.2.1 Teacher presents the new vocabulary from word cards and pictures

5.2.2 Teacher pronounces the vocabulary and lets students repeat after teacher 2-3 times.

5.2.3 Teacher lets the students pronounce the vocabulary in group and one by one.

5.2.4 Teacher lets students tell the meaning of vocabulary and then write down new vocabulary in their notebooks.

5.2.5 Teacher shows the picture of a cat and point to the body parts of its then asks student about the body parts of a cat for example; about size and color of its eyes, ears, legs, nose, hair and tail

5.2.6 Teacher lets students check the body parts of cat then teacher writes the answer on the blackboard.

5.2.7 Teachers and students review using adjective about size and color and conjunction “and” again then teachers and students help each other describe each body parts of a cat on the blackboard.

5.2.8 Teacher shows a picture of a rabbit with a writing model then lets students read in each sentence after that teacher asks students about the sentences they have read. Students help each other answer the question. Teacher shows the pictures of bird and the writing model which have the different point to describe then teacher lets students compare the two writing model.

5.2.9 Teacher asks students how to write the capital letter or small letter and how to use question mark, full stop in a sentence and students answer the questions.

5.3 Practice

- Teacher lets students practice writing sentences about animals from the pictures.

5.4 Production

5.4.1 Students do the worksheets.1-3

5.4.2 Students draw and color the picture of one animal they love and describe the picture using adjective of size, color, and conjunction “and” about 4-5 sentences in paper. If do not finish, students can continue it at home.

5.5 Wrap up

-Teacher and students check worksheets together.

6. Measurement and Evaluation:

6.1 Observation of learning activities.

6.2 Examination of exercise works.

6.3 Post-test

7. Suggestion Activities

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8. Director’s comment

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Signature

(Miss Wanee Saisorn)

Wattamathaworn School director

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9. Remark

9.1 Result of Learning

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9.2 Problems/Obstacles

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9.3 Other Suggestions

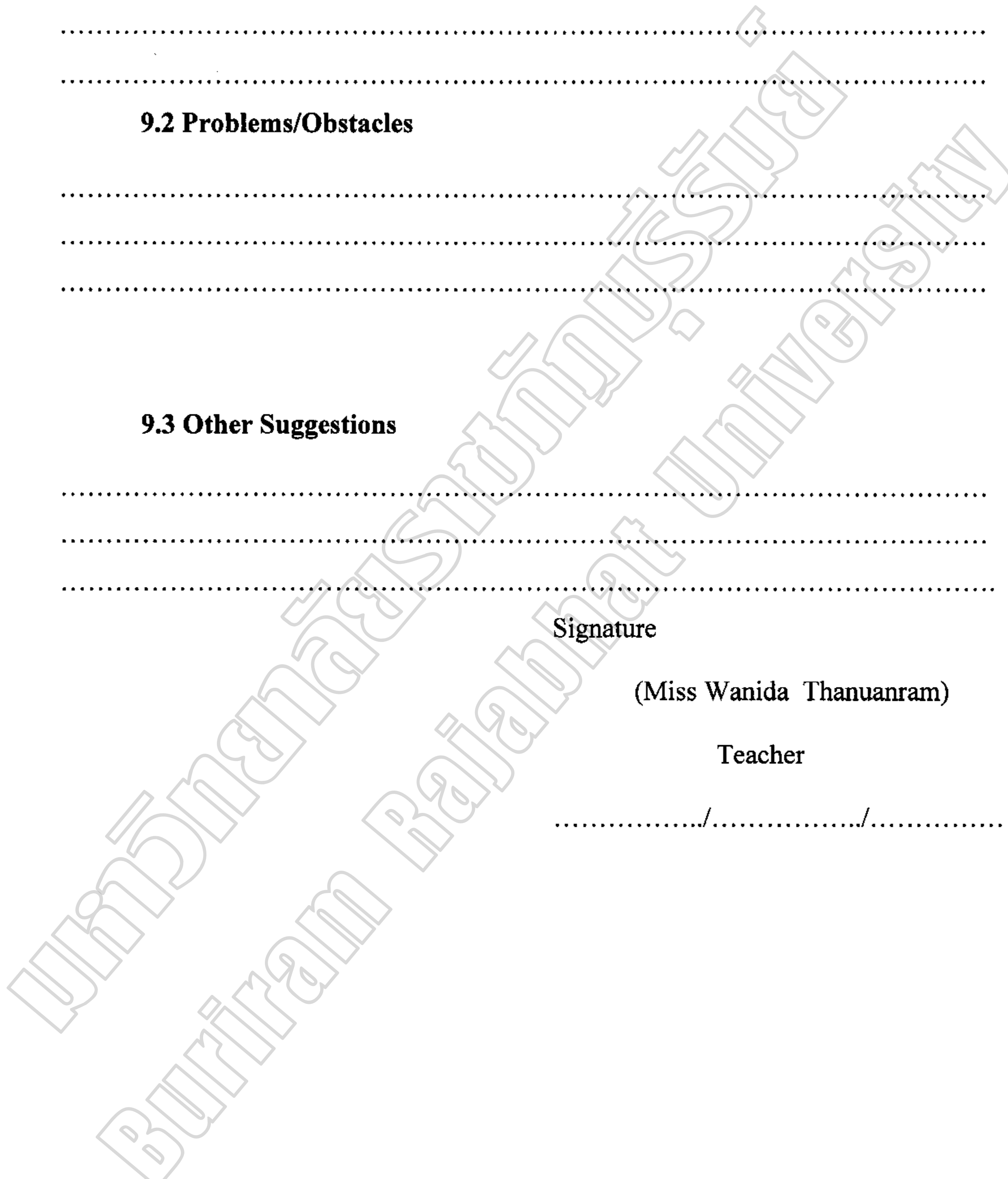
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Signature

(Miss Wanida Thanuanram)

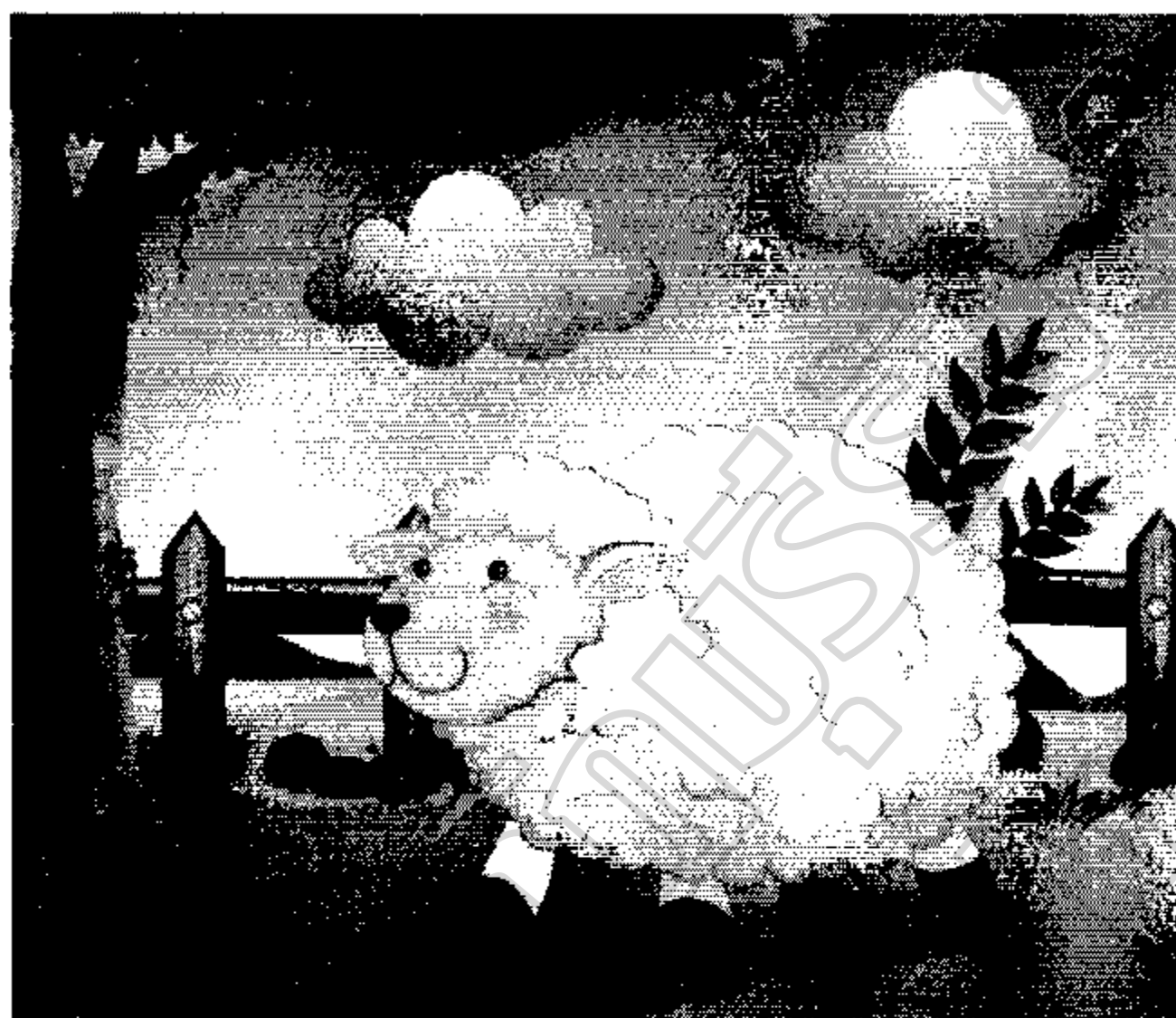
Teacher

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Worksheet 1

Direction: Look and fill in the blanks by using words given



Parts of body	Size	Color
body		-
hair		
eyes		
ears		
nose		
mouth		
legs		
tail		
hoofs		

Size →	big	small	tall	short	
	long	fat	thin		
Color →	white	black	pink	green	red
	yellow	blue	blown	orange	gray

Name.....Class.....Number.....

Worksheet 2

Direction: Look and fill in the blanks by using words given



big	has	short	long	sheep
fat	two	nose	black	pink

This is a sheep. It is 1)..... It has 2)..... and white hair.
 It has two small 3)..... eyes. It has 4).....pink ears. It has a
 black 5)..... It 6)..... a big mouth. It has four fat 7)
 legs. It has a 8)..... tail. It has four 9)..... hoofs. It is a
 lovely 10).....

Name.....Class.....Number.....

Writing Model

Writing Model 1



This is the picture of a rabbit. It is a small rabbit. It has two big eyes. It has brown and short hair. It has long and pink ears. It has a short tail. It is lovely.

Writing Model 2

It is a baby bird. It is blue. It has two big eyes and two small legs. It has a yellow mouth. It has two blue wings. It has green feather. It is a little bird.

Worksheet 3

Direction: Draw and write about your favorite animal



Name.....Class.....No.....

Answer Keys: Animals 4

Worksheet 1

Parts of body	size	color
body	fat	-
hair	long	white
eyes	small	black
ears	long	pink
nose	big	black
mouth	big	pink
leg	fat	pink
tail	short	pink
hoofs	big	black

Worksheet 2

1. fat 2. Long 3. black 4. two 5. nose
6. has 7. pink 8. Short 9. black 10. sheep

Worksheet 3

Depend on the teacher.

-It has short brown hair.

-It has a long tail.

-It has big ears.

-It likes to eat banana.

-It is a small and lovely monkey.

-It has two feet.

-It has two hands.

Pre-test

Subject: English

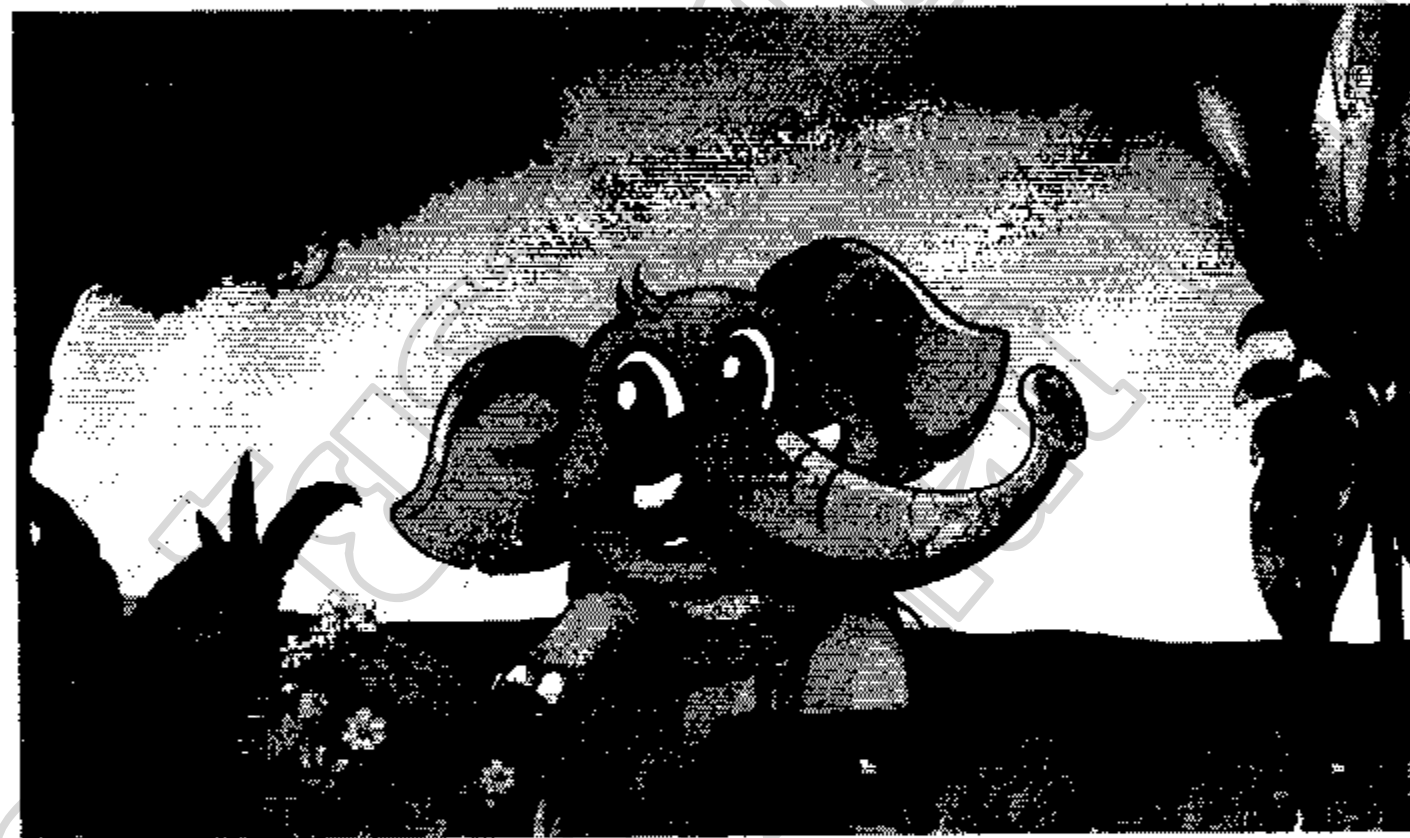
Class: Prathomsuksa 4

Items: 10

Score and Time: 10 scores, 10 minutes

School: Watthamathaworn School

Direction 1 : Fill in the blanks by using the given words



black

gray

big

four

long

elephant

fat

small

big

short

This is the picture of an It isIt has twoandeyes. It has two..... ears and a trunk. It haslegs. It has a and.....tail. It is aanimal.

Name.....Class.....Number....

Post-test

Subject: English

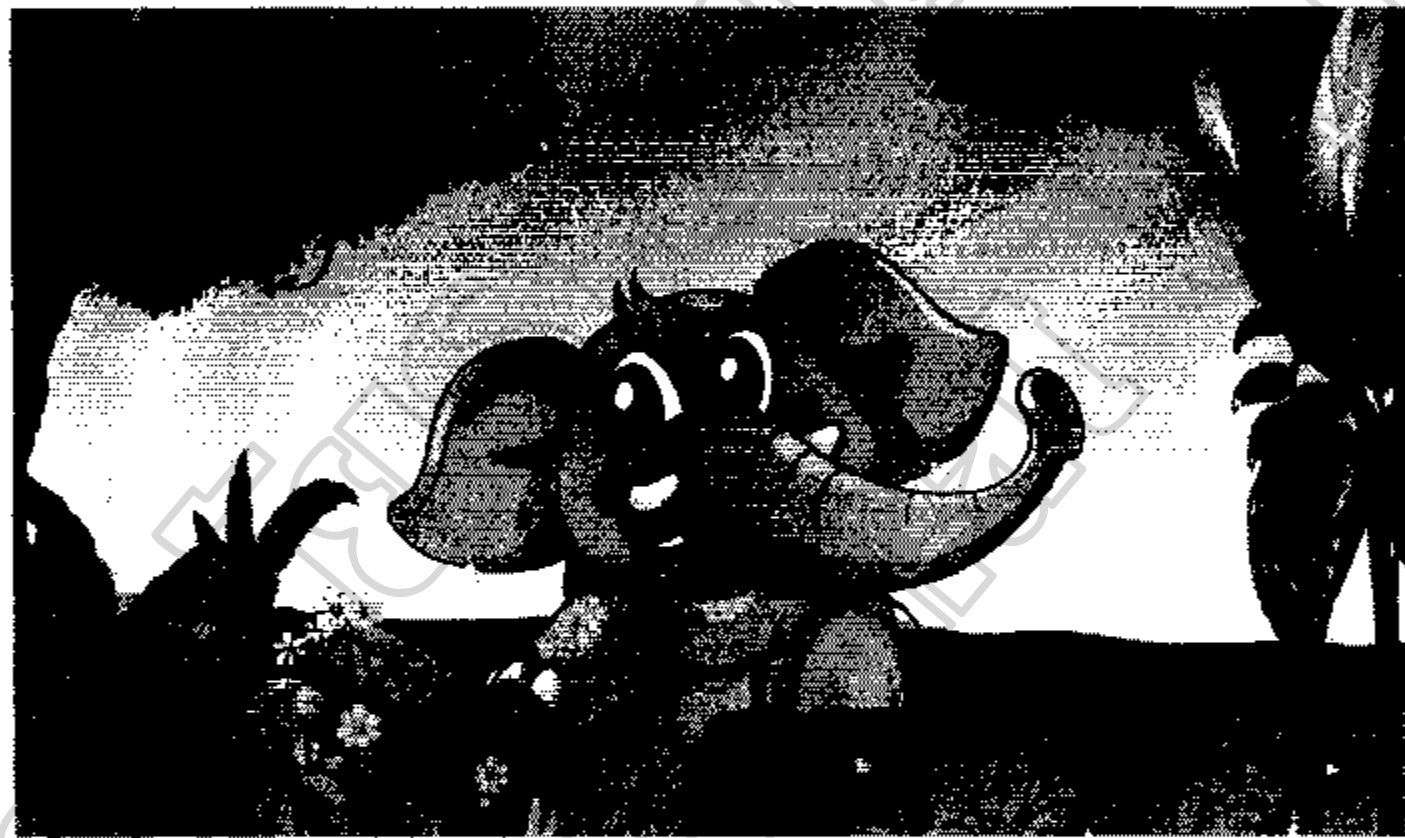
Class: Prathomsuksa 4

Items: 10

Score and Time: 10 scores, 10 minutes

School: Watthamathaworn School

Direction 1 : Fill in the blanks by using the given words



fat

lives

elephant

big

likes

long

black

fruits

four

wild

This is the picture of an It is It has two eyes. It has two..... ears and nose.

It haslegs. It..... to eat plants and It in the wild. It is aanimal.

Name.....Class.....Number....

APPENDIX M

**The Evaluation of Efficiency of Learning English Writing
Through the Use of Pictures for Prathomsuksa 4 Students**

**The Evaluation of Efficiency of Learning English Writing Through
the Use of Pictures for Prathomsuksa 4 Students**

**The Individaul Trail for Effectiveness Evaluation
in Learning English Writing through the Use of Pictures**

Students Number	Pretest	Exercise Scores	Posttest
1	22	148	29
2	18	134	26
3	9	115	22
Total	49.00	397.00	77
X	16.33	132.33	25.67
S.D	6.66	16.56	3.51
%	40.83	73.52	64.17

**The Small Group Trail for Effectiveness Evaluation
in Learning English Writing Through the Use of Pictures**

Students Number	Pretest	Exercise Scores	Posttest
	40	180	40
1	25	165	35
2	23	138	30
3	15	122	24
4	23	157	34
5	22	135	29
6	12	126	24
7	26	161	34
8	18	128	27
9	21	131	32
Total	185.00	1263.00	269
\bar{X}	20.33	140.33	29.89
S.D	4.84	16.31	4.23
%	51.39	77.96	74.72

**The Field Trail for Effectiveness Evaluation
in Learning English Writing Through the Use of Pictures**

Students Number	Pretest 40	Exercise Scores 180	Posttest 40	E1	E2
1	19	143	30		
2	21	149	32		
3	20	143	29		
4	24	161	36		
5	17	138	28		
6	23	161	36		
7	16	142	33		
8	11	118	19		
9	21	156	34		
10	10	136	28		
11	20	152	34		
12	21	131	29		
13	14	121	25		
14	13	119	26		
15	24	156	35		
16	26	159	36		
17	19	154	34		
18	15	148	32		
19	9	119	21		
20	19	149	33		
21	21	144	32		
22	13	122	27		
Total	396.00	3121.00	669		
\bar{x}	17.68	141.86	30.41		
S.D	5.09	14.53	4.73		
%	45.00	78.81	76.02	78.81	76.02

CURRICULUM VITAE

Name: Wanida Thanuanram

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Education: 1987 -1993 Primary School from Ban Yang School,
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1993-1996 Junior High School from Lamdaunpittayakhom School
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1996-1999 Senior High School from Burirampittayakhom School,
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1999-2003 Bachelor of Education in English, Buriram Rajabhat
Institute, Buriram Province, Kingdom of Thailand

2011-2016 Master of Art in English, Buriram Rajabhat University
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Working Place: English Teacher at Watthamathaworn School,
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The Secondary Educational Service Area Office 2