



การเสริมสร้างการเรียนรู้ไวยากรณ์ภาษาอังกฤษของผู้เรียน โดยใช้แบบฝึก ไวยากรณ์ในบริบทหลักการใช้ภาษาอังกฤษสำหรับนักศึกษามหาวิทยาลัยการกีฬา แห่งชาติ วิทยาเขตกรุงเทพ

ชญาภรณ์ เกตุพันธ์

มหาวิทยาลัยการกีฬาแห่งชาติ วิทยาเขตกรุงเทพ

chayaporn714@gmail.com

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อพิจารณาผลที่ตามมาของการใช้รูปแบบการเสริมสร้างการเรียนรู้ไวยากรณ์ภาษาอังกฤษในบริบทที่มีต่อภาษาอังกฤษที่ใช้ และตรวจสอบความพึงพอใจ ของนักศึกษาระดับปริญญาตรี ที่มีต่อการเรียนรู้ไวยากรณ์ภาษาอังกฤษในบริบท ทั้งในด้านการเรียน ภาษาอังกฤษที่น่าสนใจ และภาษาอังกฤษที่ใช้ในมหาวิทยาลัยการกีฬาแห่งชาติ วิทยาเขตกรุงเทพ แบบทดสอบการใช้ภาษาอังกฤษ ก่อนและหลังเรียนนั้น จัดทำโดยผู้วิจัยเพื่อทดสอบความรู้ของผู้เรียน เกี่ยวกับโครงสร้างทางภาษาศาสตร์ เทียบเท่ากับที่ใช้ภาษาอังกฤษนั้น แบบทดสอบการเรียนรู้ไวยากรณ์ภาษาอังกฤษในบริบท มีคำถามตามบทเรียนที่ศึกษา ผลการวิจัยพบว่าการนำไปใช้ภาษาอังกฤษ สูงขึ้นอย่างมีนัยสำคัญที่ระดับ .05 หลังจากเรียนรู้ผ่านแนวปฏิบัติในการใช้แบบฝึกไวยากรณ์ในบริบท กล่าวอีกนัยหนึ่งแนวทางปฏิบัติในการใช้แบบฝึกไวยากรณ์ในบริบท สามารถปรับปรุงการใช้ภาษาอังกฤษของผู้เรียนได้อย่างมีประสิทธิภาพการสัมภาษณ์ แบบกึ่งโครงสร้างถูกรวมไว้เพื่อวัดความพึงพอใจของแนวทางปฏิบัติในการใช้แบบฝึกไวยากรณ์ในบริบทในการเรียนรู้ภาษาอังกฤษ ผลการสัมภาษณ์พบว่ากลุ่มตัวอย่างพึงพอใจกับการใช้รูปแบบการจัดการเรียนรู้หลักการ ใช้ภาษาอังกฤษแบบไวยากรณ์ในบริบทเพื่อการเรียนรู้ภาษาอังกฤษ นอกจากนี้บันทึกหลังสอนของผู้สอนยังเป็นรายงานประจำวันที่บ้านที่การมีส่วนร่วมของผู้เรียนในกิจกรรมรวมถึงสภาพโดยรวมและอุปสรรคในห้องเรียน

คำสำคัญ : วิธีการใช้ไวยากรณ์ในบริบท, ความสำเร็จในการศึกษาไวยากรณ์ในบริบท, ความพึงพอใจของผู้เรียน, บันทึกหลังสอน



Developing Syntax-in-Setting Practices as the English Language in Use for Undergraduate Students at Thailand National Sports University Bangkok Campus

Chayaporn Ketphan

Thailand National Sports University Bangkok Campus

E-Mail: chayaporn714@gmail.com

Abstracts

The objective of this research was to consider the consequences of utilizing syntax-in-setting practices in the English language being used and to examine undergraduate students' satisfaction with syntax-in-setting practices both in intriguing language learning and language being used at Thailand National Sports University Bangkok Campus. The pre-test and post-test of the English language in use test. The English language being used test was directed by the researcher to qualify learners' knowledge of linguistic structure as far as the language being used. The test contained questions according to the lesson studied. The findings showed the English language in use was significantly higher at a level of .05 after learning through syntax-in-setting practices. In other words, the syntax-in-setting practices could effectively improve the learners' English language use. The semi-structured interview was included to measure the satisfaction of the syntax-in-setting practices used in English language learning. The result of the interview revealed that the sample was satisfied with the use of syntax-in-setting practices for English language learning. Additionally, the instructor's journal was a daily report that recorded the participation of learners in the activities. It included the overall conditions and the obstacles in the classroom.

Keywords: Syntax-in-setting Approach, Accomplishment in Syntax, Learners' Satisfaction, The instructor's journals



INTRODUCTION

The English language was considered perhaps the most normal dialect utilized among unknown dialect speakers everywhere in the world. All through the world, when individuals from different nations, whose native language was not the English language, need to contact, talk and speak with one another, they utilized the English language. This was the reason it was designated "the language of correspondence". In addition, communicating in English will empower individuals to contact others worldwide and to travel all the more effectively among nations by utilizing the English language. In English language learning, information on sentence structure was required and ought not to be overlooked in the language study (Richards & Lockhart 1999). It was the depiction of how the words changed their structures and joined into sentences (Harmer, 2015).

Researchers of the English language consistently got some information about the techniques, ways, and methodologies that could assist them with encouraging syntax focused all the more successfully. In reality, utilizing structures focused and governed by training syntax was considered immediate information. Nunan, (2001, p.1) demonstrated that the express and direct information was the cognizant information on punctuation focused that could be educated by means of deliberate instruction at formal schools and the understood and strategy information was the oblivious one which was existing and accessible for simply aimless circumstances. Nunan (1998) proposed the further preferences of the syntax in-setting approach that improved learners' occasions to distinguish sentence structure in a setting and to know how and why language structures existed to communicate diverse informative implications. The researcher, in this way, had expected that creating language syntax in setting practices could have useful outcomes for learners learning English. Accordingly, the researcher had expected to contemplate the learning results and the utilization of the syntax in-setting approach.

OBJECTIVES

1. To create syntax-in-setting practices as an English language being used for undergraduate students at Thailand National Sports University Bangkok Campus.
2. To consider consequences of utilizing syntax-in-setting practices towards on language being used accomplishment.
3. To examine undergraduate students' satisfaction with syntax-in-setting practices both in intriguing in language learning and language being used.
4. To consider the instructor's journals towards syntax-in-setting practices as a medium for language teaching and learning management.



MATERIALS AND METHODS

This research was conducted in the second semester of 2021. The samples were selected by purposive sampling method from three faculties; sports science and health, liberal arts, and physical education, which were twenty-five, undergraduate learners, in each faculty of Thailand National Sports University Bangkok Campus. The examination instruments were separated into two sections: first, teaching tools, and second, tools used for data collection which comprised of lesson plans and syntax-in-setting practices, while the information assortment devices comprised of a language structure accomplishment test, undergraduate learners' attitude towards syntax-in-setting practices both in intriguing in language learning and language being used through interviews and instructor's journals towards syntax-in-setting practices as a medium for language teaching and learning management. The researcher utilized to make a syntax-in-setting practice in an aggregate of six topics: they were parts of speech, phrases, clauses, tenses, sentences, and the structure of different types of sentences.

The samples were assigned to do the English language in use test before the syntax-in-setting practices were applied and the pre-test scores were collected. After taking the pre-test, the samples were taught using the syntax-in-setting practices four hours a week over a period of six weeks. Once the syntax-in-setting practices were taught, a post-test, the same as the pre-test, was used, and the learners' satisfaction with the use of the syntax-in-setting practices was conducted through interviews. The researcher utilized learners' satisfaction in three kinds: First, the learners' satisfaction towards the syntax-in-setting practices both in substance and introduction. Second, is the learners' satisfaction with the capacity to gain from the syntax-in-setting practices. Third, the satisfaction of the language structure practice in the setting. Learners towards applying syntax information to use in tuning in, talking, perusing, and composing capacities.

The reason for utilizing the instructor's journals to gather the information was that the researcher who instructed the journal was utilized to record the occasions and instructing exercises that occurred in the classroom, including the conduct of the learners and the instructor. This was an impression of the instructor's sentiments on the educating and realizing, which the information from the teaching could be utilized along with the information acquired from interviews and journals to clarify the general image of the instruction and pick up utilizing syntax-in-setting practices. The utilization of post-training journals would assist the instructor with thinking about the teaching and seeing how each progression of the education ought to be improved so the learners would master as per the targets.



The researcher broke down research instruments into two gatherings: First, quantitative data analysis that language structure with regards to learners as far as the pre-test and post-test English language in use test. The mean of pre-test and post-test scores were utilized to discover the score of the test progress of every learner and afterward utilized by the SPSS program to locate the mean, standard deviation, and paired t-test. Second, qualitative data analysis, and open-ended questions with a semi-structured interview were investigated utilizing satisfaction with the learning experience using the syntax-in-setting practices. The questions allowed learners to freely express the use of syntax-in-setting practices to develop the English language in use.

FINDINGS

To collect quantitative data, the English language in use test was used as the instrument to measure the pre-test and post-test scores. Comparison of the mean scores of the learners' English language in use on the pre-test and post-test were calculated. Using a t-test to investigate the effectiveness of the syntax-in-setting practices on the learners' English language in use.

Table 1 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	18.68	75	8.16	0.94
Post-test	26.41	75	9.19	1.06

Table 1 showed Paired Samples Statistics; which was the mean, standard deviation, and standard error mean of the English language in use test from the pre-test and post-test. The standard deviation measured the amount of variability, or dispersion, from the individual data values to the mean. The standard deviation of the pre-test was 8.16, and the standard deviation of the post-test was 9.19. Thus, a low standard deviation signified less variability while a high standard deviation indicated more spread out of data, while the standard error of the mean measured how far the sample mean of the data was likely to be from the true population mean. The standard error mean of the pre-test data was 0.94 and the standard error mean of the post-test was 1.06 which meant that the sample means of the pre-test were closely distributed around the population mean; the sample was representative of the population.



	Paired Differences							Sig. (2-tailed)
	95% Confidence					t	df	
	Interval of the							
	Difference							
	Mean	Std. Deviation	Std. Error	Lower	Upper			
Pretest	-7.73	5.85	0.68	-9.08	-6.39	-11.45	74	0.00
Posttest								

Table 2 showed the significant difference between the pre-test and post-test scores of the learners' English language in use to be at the 0.05 level. The mean score of the post-test was significantly higher than the mean score of the pre-test. The results showed that the learners' English language in use improved after using syntax-in-setting practices as a strengthening material.

The learners' satisfaction with syntax in-setting practices was both intriguing in language learning and language being used; it could be summarized that syntax instruction was a difficult issue in English language learning. Learning syntax-in-setting practices would help the learners perceive the structures of the English language effectively. If they were given grammatical structures in context, they would be able to master the English language better. Learning syntax-in-setting practices would help them to acquire new syntax structures and forms. They would use grammatical conventions more effectively in communication if they learned syntax-in-setting practices.

Considering the instructor's journals towards syntax in-setting practices as a medium for language teaching and learning management. The instructor needed to help learners and saw that effective communication involved achieving harmony between functional interpretation and formal appropriacy by giving them tasks that dramatized the relationship between grammatical items and the discoursal contexts in which they occurred. In genuine communication beyond the classroom, syntax and context were often so closely related that appropriate grammatical choices could only be made with reference to the context and purpose of the communication. In addition, only a handful of grammatical rules were free from discoursal constraints. This, by the way, was one of the reasons why it was often difficult to answer learners' questions about grammatical appropriacy: in many instances, the answer was that it depended on the attitude or orientation that the speaker wanted to take towards the events he or she wished to report.



Furthermore, it was confirmed that syntax-in-setting practices had a positive influence on the learners’ English language learning and the language being used. Moreover, the instructor had to be aware of how to introduce the syntax-in-setting practices needed to devote time to introduce the lessons. Furthermore, the instructor had to be sure that all the learners understood the syntax-in-setting practices’ objectives, the rules, and the tasks that they had to complete.

The tool used for gathering information on the effectiveness of using syntax-in-setting practices was an interview, and the learners were allowed to freely express their satisfaction. It revealed the learners were awarded for using syntax in-setting practices in creating a good atmosphere in the learning. Generally, the majority of the learners were interested to utilize syntax in-setting practices and they were motivated to improve their language learning and the language being used.

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From the findings, the syntax was very often presented out of context. Learners were given isolated sentences, which they were expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises were designed to provide learners with formal, declarative mastery, but unless they provided opportunities for learners to explore syntax-in-setting practices. If learners were not given opportunities to explore syntax-in-setting practices, it would be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passive following a model, was a standard way of introducing the passive voice. However, it needed to be supplemented by tasks that gave learners opportunities to explore when it was communicatively appropriate rather than the active voice.

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DISCUSSION / CONCLUSION

The finding from the comparison of the pre-test and post-test showed that the learners' English language being used worked after using syntax-in-setting practices instruction. The mean scores of the English language being used test in the post-test were significantly higher than the mean scores in the pre-test. The results from the English language being used test indicated that learners improved their English language use after studying with syntax-in-setting significantly, and there was a significant difference between pre-test and post-test. Previously, learners did not have the foggiest idea about the meaning of the whole sentence and could not guess what the meaning was, so they spent considerable time doing the pre-test. After finishing the pre-test, learners said that the test was very difficult. From that point forward, learners studied with syntax-in-setting for six weeks and did the post-test; they could get the English language being used. Learners showed up more confident when they did the post-test.

The researcher analyzed the data in the SPSS and a test of normality was conducted in the preliminary stage. Mean (M) and standard deviation (SD) were used to describe the scores of the sample. The T-test was utilized to analyze whether there were significant differences between the mean scores of the pre-test and post-test. Content analysis of the interviews was used to examine how the learners were satisfied with using syntax-in-setting practices learning in the classroom. The analysis of the results indicated that there was a significant difference between the pre-test and post-test scores. That was, the syntax-in-setting practices were effective for the English language use of undergraduate students. As concerns the qualitative findings, the sample was interviewed and observed. The learners were fulfilled, had an appreciation, had incredible delight, joy, fascination, entertainment, gain certainty, and had more encounters with the English language being used through sentence structure.

Utilizing syntax-in-setting practices could foster the learners' English language being used; thusly, the English instructor should attempt to remember open movement for learning and instructing. The finding of the review prompted the accompanying ideas for the English instructor. The instructor ought to give various types of informative exercises on account of learners' various capacities and learning styles. Additionally, the instructor should set significantly more an ideal opportunities for rehearsing. Learners were expected to practice the English language through exercises that were appropriate for them.

Furthermore, the correspondence exercises could be applied in showing the English language being used and assist learners with knowing the importance and seeing how to utilize the English construction in the sentences. Later



learners have concentrated on utilizing informative exercises, they ought to be relegated from composing errands to work on composing sentences utilizing the objective linguistic structure.

There were two sorts of open exercises: individual exercises and grouping exercises. For the grouping exercises, the instructor should set the learners' gatherings which ought to have blended capacities so the great learners could help the slower learners. The participation expanded cooperation openings among learners and advanced independent learning. Learning existed when learners cooperated to achieve shared learning objectives. They likewise characterized agreeable learning as the informative utilization of little gatherings so the learners cooperate to expand their own and each other's learning. Additionally, utilizing agreeable learning may assist learners with fostering their learning in the classroom.

SUGGESTIONS

There were a few ideas that the exploration may be extended and improved. To begin with, the research may be done over a more drawn-out period than only six topics in about a month and a half. The information may be accumulated from more learners as old as different universities. A portion of the English language structure learned in the research was not new for the learners. In this way, the idea was to utilize the new strategy that would be new for them in light of the fact that, later in the research, the improvement of the learners would be most likely clearer. There was one more inquiry that may be addressed with regards to how long the learners recalled the language structure. It would be intriguing to concentrate on retaining language structure in setting practices techniques later in the test. It very well may be feasible to discover the number of words or sentences the learners could recall, including the spelling, which means, or elocution. It may likewise be fascinating to understand similar tests with a grouping of learners with learning disabilities and to see whether the syntax-in-setting practices could be a compelling device for the English language being used learning.

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