Development of Reading Skills Training to Grasp The Lao Language for Students in The 2nd Year of Junior High School in Pakse City, Champasak Province, Academic Year 2021-2022

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Abstract

This study aims to develop an effective reading skill training method for second year high school students, measured by the 80/80 criteria, and to compare students' reading achievement before and after using this method. The sample population consists of 30 students from Pakse Teacher Training College, randomly selected from the first semester of the 2021-2022 school year. The study employs a Lao language reading skill training program, consisting of 12 subjects and a 30-question test to measure academic achievement. The findings indicate that:

1. The Lao language reading skill training model for second year high school students developed by the researcher is effective, meeting the 80/80 criteria with a score of 82.86/81.67.

2. After using the Lao language reading skill training program, students' academic achievement significantly improved compared to their achievement prior to the training, with statistical significance at a .05 level, consistent with the study's hypothesis.

Introduction

Technology has connected the world and is driving rapid progress in various fields. This progress has also brought about significant social changes in the 21st century that affect the way of life of society as a whole. As a result, teachers must be proactive in preparing students with the necessary skills to thrive in a rapidly changing world. In the 21st century, learning skills are of utmost importance, and the organization of learning must change to equip students with the knowledge, abilities, and skills required. This requires a reform of teaching and learning management systems, as well as the preparation of various supporting factors that facilitate learning in the current era of high social competition. Given the comprehensive changes that occur in the social context, learners must strengthen their knowledge, skills, and specific expertise to navigate the social era of change effectively. The era of globalization has resulted in rapid progress and significant cultural changes that impact society in various dimensions. Therefore, it is a challenge for humans to define strategies and prepare for the changes that occur by creating innovative ways of learning that can support and adapt to these changes.

Reading is a universal means to acquire knowledge and wisdom for people of all nationalities, religions, classes, and genders. In today's society, reading has become increasingly vital, particularly in the face of constant changes. Although computer-mediated information may affect children's and youths' reading habits, reading remains a crucial component of education policy, with the government aiming to develop Lao society into a learning society that provides equal opportunities for learning and training throughout life. Wisdom is seen as capital to create jobs and generate income, with a policy that supports all parties to organize education, reform learning, prioritize students, promote self-learning, and encourage lifelong learning. The focus is on developing creative thinking, creating a love for reading, providing libraries, learning resources, and diverse learning media, and promoting the development of professional teachers with quality and virtue. The ability to read is essential to a student's success in learning, leading to the expansion of knowledge throughout life. Reading is the heart of teaching and learning activities for children and young people, and it is crucial for families, educational institutions, and communities to prioritize it. The principle of "reading is the path to success" must be emphasized, and efforts must be made to create a permanent habit of reading and continuous learning throughout life.

Despite the introduction of new teaching techniques and innovative methods in the classroom, teaching and learning activities can still fail. This is often due to the problem of reading comprehension, which is a prevalent issue in current teaching practices. Students struggle with comprehending the importance of reading, summarizing text, distinguishing between different types of information such as knowledge, correct information, and opinions. As a result, they are unable to fully benefit from reading, which in turn becomes a hindrance in learning and studying various subjects. (Department of Education, 2003:188)

The failure to teach reading skills effectively can be attributed to various factors. One of the main causes is the intellectual level of students, as some students struggle to grasp the concepts presented to them. Additionally, a negative attitude towards reading can hinder the learning process, and unengaging lessons fail to stimulate interest. Another significant problem is the lack of comprehension of reading materials, which can impact academic achievement. This issue is exacerbated by outdated teaching methods used by teachers who may not be adequately prepared to teach the material. Furthermore, some students may lack interest in reading or read slowly, which can lead to boredom and disengagement. (Velmayura Vunnin, 2014: 5) The problem with unsuccessful reading instruction is caused by the lack of engagement and interest from students during lessons. This can be attributed to a number of factors, including the students' level of intelligence, teaching methods that fail to stimulate interest, and a lack of student motivation leading to boredom.

Training style, practice style, or skill training style refers to the use of various types of teaching media by teachers to convey and exchange content, experience, ideas, skills, and attitudes with students. The purpose of using these media is to enable students to practice and develop knowledge, understanding, and skills necessary to achieve the learning objectives. The use of teaching media is essential in learning as it helps students acquire learning behaviors that encompass all aspects of knowledge, skills/processes, morals, and values needed for successful learning. (Ministry of Education Sunthonlot, 2003: 238) Skill training is a crucial component in teaching a language, as it allows learners to develop their abilities in reading, thinking, working with others, logical reasoning, and creative writing. It is a technique used to address problems in organizing teaching activities and is often used in combination with other teaching methods that focus on student-centered learning. Practicing language skills frequently is an effective way to develop fluency. On the other hand, neglecting to practice a skill for an

extended period can result in a decline in performance. However, with training and repetition, the skill can be improved. (SoukhaLith PianMak and Saay Thin in Thaphon, 1995: 65-82)

Using skill training as a teaching method is an essential element in an effective learning plan. To develop a skill training model that aligns with the principles of psychology, it is crucial to understand that learning occurs through repetition and practice, as stated by Thorndike. Lao language is a skill-based subject, and with regular practice, learners can attain proficiency. Additionally, the Ministry of Education Sunthonlot (2003: 130) emphasizes the significance of using training as an engaging and enjoyable medium in teaching. This approach can help learners remember the material more effectively and persistently.

Yupha Yamphong (2007: 15) also highlights the benefits of training as a supplement to textbooks in writing, which can help improve language skills, bridge the gap between individuals, and enhance language proficiency through consistent practice. In addition, Udon Phu Nkhuk (1996: 24-25) emphasizes the benefits of the practice method, which helps learners understand lessons better, memorize content and words persistently, enjoy learning, track their progress, and identify areas that need improvement. By reviewing the original content, students can recognize their weaknesses and teachers can save time while helping students use language effectively. Therefore, it is crucial to enhance the management of reading instruction and analyze teaching methods based on new ideas to create more effective teaching and learning approaches, boost motivation, and enhance students' academic achievements.

Based on the identified problem and its significance, the researcher has conducted a thorough review of relevant research papers to inform the planning and design of a classroom-based study aimed at developing a skill training model for reading the Lao language. The primary objective of this study is to engage second-year secondary school students by creating skill training content that is tailored to their learning pace and interests. This will include 12 sets of engaging stories, such as short stories, articles, poems, and songs, to improve the students' reading skills, address reading-related challenges, and foster a love for reading that can be applied in their daily lives. Ultimately, this study aims to encourage effective reading habits and increase students' academic achievement.

Objective

1．To develop a way to practice reading skills in Lao language to capture the attention of second year high school students to be effective according to the 80/80 standard.
2．To compare the reading achievement of students before and after learning with the Lao language reading skill training model to capture the students' second year of high school education.

Research Methodology

Population and sample
The population for this research consists of 2nd year high school students in the 1st semester of the 2021-2022 academic year. The sample group for this research consists of 30 2nd year high school students in the 1st semester of the 2021-2022 academic year at Pakse Teacher Training College in Pakse City, Champasak Province. The sample group was selected as a group.

Data Collection

This study is an experimental research where the data is collected by the researcher who teaches and spends 12 hours for teaching and 1 hour for testing using the following procedures:

1. The researcher conducted a pre-test with the students one day before the skill training session.

2. The researcher introduced the Lao language reading skill training method to the students and made sure they understood the procedure. Then, the students practiced the skill training method.

3. The researcher taught the content using the skill training method for 1 hour per session, with a total of 12 sessions, and allowed the students to practice the skill training method. The researcher checked the scores and informed the students.

4. After the 12 sessions, the researcher conducted a post-test using the original educational achievement test model and checked the scores.

5. The scores from the sub-tests in all skill training sessions and academic achievement scores from the pre- and post-tests were collected and analyzed to test the hypothesis.

The population used in this study is the 2nd year high school students in the 1st semester of the school year 2021-2022 at Pakse Teacher Training College, Pakse City, Champasak Province. The sample group consisted of 30 students who were selected by group.

Data Analysis

1. To analyze the effectiveness of the Lao language reading skills training model in capturing the attention of second year high school students, the researcher will collect data by taking scores from the sub-tests in each training module and finding the average percentage value. The scores will then be compared to the scores from the post-test of all students, and the average percentage value will be calculated according to the 80/80 standard (Sayyet Bang Suwan, 2010: 109).

2. To compare the success of the pre-test and post-test using the Lao language reading skill training model in capturing the attention of second year high school students, the researcher will use the dependent sample t-test formula (Bounpang Sinang, 2004: 109).

Conceptual Framework
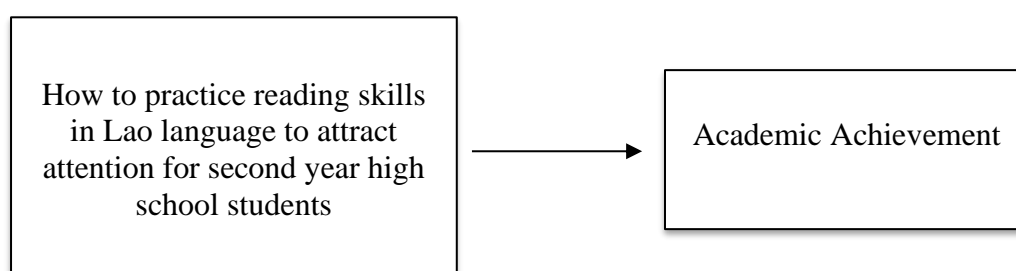
Figure 1: Conceptual Framework

Research Finding

Part 1 The results of analyzing the effectiveness of the Lao language reading practice for attracting students' attention

Table 1 Finding the effectiveness of the Lao language reading skill training model to attract attention for second year high school students

Using the Lao language reading skills practice to capture the attention	Full score	$\overline{X}$	S	P	E1 /E2
Between classes	120	99.43	7.23	82.86	82.86 /81.67
After school test	30	24.50	2.01	81.67	

From Table 1, it can be observed that the average score of the students during the study using the Lao language reading skills training method for second year secondary students was 99.43, with a standard deviation of 7.23. The efficiency value of the process was 82.86. On the other hand, the average score after using the Lao language reading skills training method to capture the attention of second year high school students was 24.50, with a standard deviation of 2.01. The efficiency value of the results was 81.67. Based on these results, it can be concluded that the Lao language reading skill training model to capture the attention of second year high school students has an efficiency that meets the set criteria of 80/80, which is 82.86/81.67 efficiency.

Part 2 Comparison of the difference in the academic achievement of students before and after school using the Lao language reading skills training model to capture the attention of second year high school students using Dependent Samples t-test as shown in Table 2

Table 2 Comparison of the difference in the academic achievement of students before and after school using the Lao language reading skills training method for second year high school students

Using the Lao language reading skills practice to capture the attention	n	$\overline{X}$	S	t	P
Before using the Lao language reading skills practice method to capture the meaning	30	8.90	1.99	**43.63	.00
After using the Lao language reading skills practice method to grasp the meaning	30	24.50	2.01		

Df = 29
**p < .01

Based on Table 2, the results of the experiment showed that the average score before using the Lao language reading skill training method to capture attention was 8.90, with a standard deviation of 1.99. The average score after using the method was 24.50, with a standard deviation of 2.01. The t-value was 43.63, indicating that there was a significant increase in academic achievement after using the training method with a significance level of .05, which supports the hypothesis set for this research.

Conclusion

In the study aimed at developing reading skills in the Lao language to capture the attention of second-year high school students, the following conclusions were drawn based on the research results:

1. The reading skill training method in the Lao language, designed to capture the attention of second-year high school students, was found to be effective, with an efficiency rating of 82.86/81.67, meeting the set criteria.

2. The academic achievement of second-year high school students after learning with the Lao language reading skill training method to capture their attention was significantly higher than before learning, with statistical significance at the .05 level, meeting the established criteria.

Discussion

In conducting a research on the development of Lao language reading skills training for second year high school students, the researcher determined the results of the research as follows

1. According to the set criteria, the experiment to determine the effectiveness of the Lao language reading skill training model for second-year high school students was successful, with a score of 82.86/81.67, demonstrating that the model is suitable for teaching and learning in the "Know the Lao Language" content group for the second year of secondary education. The researcher developed this model using a systematic and appropriate approach that involved selecting and organizing content, studying course materials, teacher manuals, and documents related to teaching and learning Lao language, conducting content analysis and determining behavioral objectives, and creating 12 learning units. The Lao language reading skills training for second-year high school students uses a top-to-bottom reading style that emphasizes the brain's function in capturing the significance of story sentences and words to understand the entire story and then return to analyze the text, sentences, and words in detail. This reading style is particularly useful when the reading material is at an intermediate level, and it aims to develop the reading comprehension of second-year high school students using songs, stories, chapters, news, advertisements, and articles that are categorized by their level of difficulty in the "Sakan" category. The selection of technical books for this training model is appropriate for the age and reading ability of the students. The thesis committee chairman has reviewed and approved the Lao language reading skill training method for second-year high school students developed by the researcher. Kulab Vongloun (2013) conducted a study on the effectiveness of an engaging reading skill training method for 6th grade students at Ban Non Som Bon School, Primary Education Area Office, Ratsimha City, District 3. The study found that the engaging reading skill training method was effective for 6th grade primary school students, with a score of 87.63/85.11, which exceeded the set standards. The academic

achievement of students who used the reading skill training method was also higher after the training compared to before, with statistical significance at the .05 level. Additionally, Vongloun conducted research on the development of an engaging reading skill training method using mind mapping for 3rd year primary school students. The study found that the training method for engaging reading skills using a mind mapping system was effective for 3rd year primary school students, with a score of 83.42/85.71, exceeding the set standard of 80/80. Moreover, academic achievement was higher after learning with the skill of reading comprehension using mind maps compared to before learning, with statistical significance at the .01 level.

2. The researcher developed Lao language reading skill training to capture information for secondary school students in the 2nd year based on teaching and learning psychology principles. The study found that the academic achievement after school with the training was higher than before with statistical significance at the .01 level. This is in line with the work of Naritha Sunthalat (2010: abstract) researched the development of engaging reading skills training content groups in Thai language learning in the third year of primary education. The study found that the effectiveness of engaging reading skills training was 87.72/86.36 and that captivating reading in the Thai language learning content group had higher academic achievement than before learning, but there was no statistical significance at the .05 level. Sirilat Ano's (2010: Abstract) research on the development of reading comprehension using the method of reading comprehension for third-year high school students found that the method was effective (85.18/84.33) and students had higher academic achievement than before school, with statistical significance at the level of 0.01. Phonthip Chaemhuan (2015: abstract) developed a method to practice reading skills to capture the importance of a set of folk tales and legends in Phet Boon province. The study found that the group of Thai language learning content for high school students in the 1st year was as effective as 84.25/86.08. Students' ability to read engagingly using the method of engaging reading skills Phetboun province had a good attitude towards learning Thai language. Nungyao Thongkan (2018: Abstract) developed a method to practice reading comprehension skills in Thai language for primary school students in year 3 of Mr. Samau in Rayong province. The study found that the method had an efficiency of 82.42/83.19, which is higher than the 80/80 standard set. Academic achievement after school using the Thai language reading skills training method for students in the 3rd year of primary education, Mr. Samau, Rayong province, had a higher grade level than before school, with a statistically significant level of .05.

In conclusion, the reading skill training model in Lao language developed by the researcher for second year secondary education students has been found to be effective with an efficiency rate of 82.86/81.67, meeting the set criteria. This suggests that the model can be effectively used in teaching and learning Lao language subject in the second year of secondary education, resulting in higher academic achievement compared to before studying with statistical significance at the .05 level.

Suggestion

Suggestions for Research Implementation

1. Lao reading skill training method for students in the second year of high school education can be used both to teach reading comprehension directly and to use additional teaching or special teaching for students who lack reading skills to develop and solve reading problems

2. Lao language reading skills training to capture the attention for second year high school students to use in the teaching and learning of the captivating reading skills should use a complete 12 sets of skill training so that the students can practice the reading skills continuously and in many ways.

3. Because the training of reading comprehension skills requires the use of reading and writing skills in meaningful media as the primary basis for the use of Lao language reading skills training for comprehension, so students with reading and writing problems should be given special care.

4. Teachers of Lao language and other subjects can bring their knowledge about the development of Lao language reading skills to capture the attention of second year high school students to use in the development of skills training or other innovations to develop students' skills.

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