DEVELOPING THAI LANGUAGE SKILL BY MULTIPLE INTELLIGENCES THEORY

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Abstract - The purposes of this study were to compare pre- and post- test achievement of Thai Language skills The samples consisted of 35 twelfth grader of Secondary Demonstration School of SuansundhaRajabhat University in the first semester of the academic year 2016. The researcher prepared the Thai lesson plans, the pre and post achievement test at the end program. Data analyses were carried out using means, standard deviations and descriptive statistics, independent samples t-test analysis for comparison pre- and post- test. The study showed that there were a statistically significant difference at (α = 0.05; therefore the use Multiple Intelligences Theory can develop Thai languages skills. The results after using the Multiple Intelligences Theory forThai lessons had higher level than standard.

Keywords - Language Skill, Multiple Intelligences, Development

I. INTRODUCTION

THAI language is a national identity and it is measure for conversation for Thai people. Therefore, it is important for an education. Her Royal Highness Princess MahaChakriSirindhorn [1] said that, the language is a culture and, used for conversation in social living. Learning Thai language had four skills as, listening, speaking, reading, and writing. Therefore, learning Thai language is important very much and the instruction for Thai language skills must deploy modern into learning, because listening, speaking, reading and writing are goals of successions in learning all subjects.

However, the process of educational development is a continuous process and the searching for solutions to the educational problems is the main concern of civilized societies. Johnson, Johnson, &Holubec [2] pointed out that there are many problems in all schools regardless of their level. Students spend twelve years in school, listening to the teacher and memorizing the information to be discharged later in the exam paper without any attention to the process of knowledge reconstruction. Many researches have shown that the true understanding of any knowledge takes place through the rebuilding of the information actively; by posting questions, solving problems, researching, thinking and reviewing. According to Zaitoon [3], the effective teaching is the teaching which helps the learner to gain knowledge and skills he/she needs and enables him to address problems and overcome obstacles.

Multiple intelligences theory grew out of the work of Howard Gardner who challenged the narrowly defined intelligence with his proposal of basic human intelligence types (linguistic, logical, mathematical, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal). Although originally started as 7 intelligences, an eighth intelligence, "naturalistic intelligence" has been added to the list and now there is the possibility of a ninth intelligence, called "emotional intelligence" [4] or "spiritual intelligence" [5].

Chen and Gardner [6] described the types of intelligences as the following; 1) Linguistic intelligence, describes the ability to perceive and generate spoken and written language, 2) Logical-mathematical intelligence, involves the ability to appreciate and utilize numerical, abstract, and logical reasoning to solve problems,

3) Musical intelligence, entails the ability to create, communicate, and understand meanings made out of sound, 4) Spatial intelligence, refers to the ability to perceive, modify, transform, and create visual and/or spatial images, 5) Bodily-kinesthetic intelligence, deals with the ability to use all or part of one's body to solve problems or fashion products, 6) Naturalistic intelligence, concerns the ability to distinguish among critical features of the natural environment, 7) Interpersonal intelligence, describes the ability to recognize, appreciate and contend with the feelings, beliefs, and intentions of other people and, 8) Intrapersonal intelligence, involves the ability to understand oneself including emotions, desires, strengths, and vulnerabilities and to use such information effectively in regulating one's own life.

This study is integration between the multiple intelligence skills theory with the Thai language skills such as listening, speaking, reading and writing for a created Thai lesson plans and development instruction for the students to enjoy reading, writing, speaking and listening with the ability to organize different ideas by cooperative learning group. The researcher's interested to development of Thai language skills of tenth grader using multiple intelligences theory for the best teaching. This study focuses on the using Multiple Intelligence Theory objective was to develop Thai languages skills, when

the program finished, a comparisons was made pre- and post- test achievement for Thai Language Skill.

II. THEORETICAL BACKGROUND

In support of the quotation above, Poole's [7] clear description of Multiple Intelligences classroom seems to be helpful in understanding the potential of the theory in practice. In an integrated and cooperative Multiple Intelligences classroom, the teachers employ non-traditional approaches to construction of meaning through a flexible but careful plan. The small social groups and learner-centered activities enable the students to share information and get a better understanding of what is learnt. In such a relaxed and non-threatening learning environment that is characterized by contextual clues, learners receive comprehensible input by working collaboratively.

These characteristics of Multiple Intelligences classroom, as described by Poole, lead the researcher to the conclusion that Multiple Intelligences Theory is inclusive of many familiar approaches such as whole language, cooperative learning, and other appropriate pedagogies that take children beyond the limits of rote learning [7].

Emig [8] associates multiple intelligences theory with "magic" since it is highly advantageous for both students and teachers because students feel more competent and confident in a multiple intelligences - based classroom. Similarly, in agreement with Emig [8] and Haley [9], Hamurlu [10] found that Multiple Intelligences Theory -based instruction increased students' achievement in English classes and had positive effect on students' attitudes towards English. While learners are in the center of some studies, teachers are the center of attention in others. Sad and Arıbas [11] investigated the effect of materials and activities based on Multiple Intelligences Theory in relation to some variables on 102 English teachers from32 primary schools and found that English teachers utilized Multiple Intelligences Theory at a moderate level and a balanced attention was not paid to students' intelligence types. Furthermore, there are no significant difference was found in terms of gender, the program of graduation and seniority in related to teachers' utilization of Multiple Intelligences Theory. Therefore, assessment and evaluation of the instruction designed specifically for Multiple Intelligences Theory types have also drawn attention.

III. METHODOLOGY

A. The research Design

To answer the researched questions previously mentioned, it was essential to establish an empirical framework that guides the research process and focuses on the study intended to examine to get answers to the purpose of the study by the experimental research in the One – Group Pretest – Posttest Design.

B. The Study Sample

The populations in this research were students of tenth graders of Secondary Demonstration School of SuansunadhaRajabhat University in the first semester of the academic year 2016. There are 182 peoples in total. The sample of this study consisted of purposive 35 people in the class of 6/5 in twelfth grader of Secondary Demonstration School of SuansunadhaRajabhat University in the first semester of the academic year 2016.

C. Measurement Construction

This study used three instruments as; first, the Thai lesson plan covered multiple intelligences theory, there were total eight plans. The second, researcher constructed the pre and post testing achievement test; it had thirty items for testing both before and after instruction. And the final, the measurement attitudes of students by questionnaire, it was Likert's summated rating scale and, there are twenty lists.

A pilot study was try-out with the populations group (N=30) taking evening courses at the context of the study in order to determine the time necessary for the students to complete. While doing the research, the reliability analysis of the instrument was completed which showed that the Cronbach's alpha reliability coefficient was 0.894, indicating that the instrument can be considered as a reliable tool to be used for the purposes of this study.

D. Data Analysis

The descriptive statistics was used to analyze the data collected for the study. In this step, simple descriptive statistics were attained to identify group by means and standard deviation for analysis Thai lesson plans, the pre and post testing achievement and attitude questionnaire. Independent samples t-test analysis was used to determine whether, the posttest had higher pretest level; the statistically significant difference at ($\propto = 0.05$). Therefore, it was successful the used multiple intelligences theory could development tenth grader of Thai languages skill.

E. The Research Planning

The program had three sections which followed the following procedure, first was pretest achievement of Thai Language skill of samples were 35 people (They were twelfth grader in the first semester of the academic year 2016 of secondary demonstration school of SuansunadhaRajabat University). The second step was the experiment by Thai lesson plan instruction covered eight weeks learning (June, 13 to August, 5 2016) and third was the posttest achievement of Thai Language Skill after experiment.

F. The Results Data Analysis

The deals with a description of the statistical treatments used in data analysis as means, standard deviations and independent samples t-test for compare pre and post testing achievement, The study that following ;

The experts' analysis of Thai lesson plans content validity. Table 1 presents the results of the descriptive statistics.

TABLE I: Thai Lesson Plans Content Validity

Topic assessment.	Points.	
	Mean	Results
1. The activities learning were integration.	1.00	Agree.
2. The activities step appropriated for students.	1.00	Agree.
3. The content appropriated for instruction.	1.00	Agree.
4. The activities construction linguistic intelligence.	1.00	Agree.
5. The activities construction logical-mathematical intelligence.	.75	Agree.
6. The activities construction spatial intelligence.	.75	Agree.
7. The activities construction bodily-kinesthetic intelligence.	1.00	Agree.
8. The activities construction musical intelligence.	1.00	Agree.
9. The activities construction interpersonal intelligence.	1.00	Agree.
10. The activities construction intrapersonal intelligence.	1.00	Agree.
11.The activities construction naturalistic intelligence.	.75	Agree.
12. An assessment and evaluation had appropriate.	.75	Agree.

The analysis revealed that Thai lesson plans had content validity were high levels (Mean: 0.75 and 1.00)

2. The comparisons independent samples t-test (pre and post testing achievement) to the used multiple intelligences theory learning of Thai language skill of students. Table 2 presents the results of the descriptive statistics.

TABLE II: The Used Multiple Intelligences theory Learning of Thai Language Skill

The deals assessment		n	$\bar{X}$	df	S.D.	t	p
Thai language skills	Pre test	40	9.84	39	1.27	-89.03**	0.00
	Post test	40	28.49				

** p< .05

The analysis revealed that an independent samples t-test was performed resulting in a statistical significant mean higher score for posttest (mean: 28.49) Thai language skills of the students than pretest (mean: 9.84). The table showed that there was a statistically significant difference at ($\propto$ = 0.05).

CONCLUSION

The main objectives of this study were given in two items. The first objectives showed results Thai lesson plans had content validity were high levels. The experts presents score 0.75 and 1.00, showing were more than standard (0.5), and the second objectives showed a statistically significant difference at ($\propto$ = 0.05) because independent samples t-test was performed resulting in a mean higher score for posttest achievement of Thai language skills for the students then pretest achievement. Therefore, the students liked and enjoyed learning by the using Multiple Intelligences Theory for Thai language skill.

ACKNOWLEDGEMENT

This paper was accomplished with the cooperation of all parties, both the Demonstration School of SuanSunandhaRajabhat University and the students participating in the study. The author thanks to the Research and Development Institute, SuanSunandha University, Bangkok, Thailand for financial support. My thanks also goes to Associate Professor LuedechKerwichai, the President of SuanSunandhaRajabhat University, DrWicharnLertlop, the School Director, and MrsYuwadeeKarahabodee for supporting I have received.

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