



**Development of the 2013<sup>th</sup> Buddha-jayanti  
Packet of the Buddha's Enlightenment to Grow  
the English Skills for Students at  
Mahachulalongkornrajavidyalaya University,  
Khonkaen Campus**

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**ABSTRACT**

The main purposes of this research were to develop the efficiency of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, to compare the achievement before and after using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, and to survey the students' opinion on using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment. This was a mixed method of a research study with the one-group pretest posttest design at Mahachulalongkornrajavidyalaya University, Khonkaen campus. The research instruments were the achievement test before and after using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, small tests in each unit of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, and the poll. The statistics for the data analysis was percentage, mean, standard deviation, and t-tests.

A result of this study was found in the following aspects. The efficiency of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was found that its efficiency was good efficient with a higher result of the field work than the set standard (80/80). The comparison of the achievement before and after using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was found that the average of the purposive-sample students' capacity of using English after learning the created teaching packet was higher than using English before learning it with the statistically significant difference

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at the .01 level. The students' view on the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment created by the researcher was in the high level for every unit. Similarly, the students' view on this teaching packet was in the highest level.

**Keywords:** Buddha-jayanti, Buddha, English skill, student, Khonkaen campus

### Introduction

English plays an important role on the daily activities: employment, business, communication, etc. Many careers still require English as a means to grow business in societies, schools and institutions. "Both the governmental servants and businessmen must improve their English for more progress of work."<sup>2</sup> As a means of communication, English in four skills of speaking, listening, reading and writing are necessary learned with great practice because it can make "a man perfect."<sup>3</sup> Here, a reading skill is "more important than the other skills"<sup>4</sup> and it is "a key of intelligence, profession and success."<sup>5</sup> The skill of listening is also important in searching new ideas from interlocutors, public speakers, broadcasters or disk jockeys. The skills of speaking and writing are useful to

take out some considered idea for social benefits. Thus, each skill of using English comes with different art of individual training from systematic education and personal experience in societies.

The process of teaching and learning requires greatly the right way to train students about all skills of learning English. After getting each skill, students can grow their knowledge by collecting ideas from various persons, places and times. This hope will be fulfilled if the teaching and learning process is full of the organized factors: teaching, learning and media. However, "If students are not motivated to read, they will not engage in the breath and depth of reading."<sup>6</sup> In the present time, there are many problems about techniques of teaching how to grow the skill of using English for all students

<sup>2</sup> Wisakh Chitiwatr, "Instruction of English Teaching," Second Edition (Nakhonpathom: Silapakorn University Press, 2000), p. 1.

<sup>3</sup> M.E.S. Elizabeth, "Methods of Teaching English," (New Delhi: Discovery Publishing House, 2004), p. 8.

<sup>4</sup> Suphatra Aksornnukhio, "Instruction of English Skills," (Bangkok: Chulalongkorn University Printing House, 1987), p. 50.

<sup>5</sup> Chawiwat Khuhaphinan, "Reading Techniques," (Bangkok: Silapakhan Printing House, 1999), p. 3.

<sup>6</sup> Jon Davison and John Moss, "Issues in English Teaching", (London: New Fetter Lane, 2000), p. 9.



who are a witness of effective output of systematic education in the recent time. Generally, a recent teaching in Thailand still faces a problem to grow the English skills which are not enough to hold English communication in daily life. The next factor is a learning process that deals directly with students' intention to search new knowledge both in the classroom and the daily experience. If there is no intention to learn English, it is difficult to develop the English skills because the receiver denies whatever a sender gives every day. The student's brain is empty and hallow with useless information that is different from daily improvement of English. The last factor is the teaching media which requires greatly the interesting organization with new ideas. If all of these factors come together to support the student's education, they become a facility to grow the skills of using English in daily life. However, if these factors are not good enough to play their role on systematic education, they become something very far from the systematic improvement of English skills.

The problem of developing the English skills is actually found in various

educational institutions within the developing countries. This problem of developing the English skills is also found in the teaching and learning process of Mahachulalongkornrajavidyalaya University, Khonkaen campus. A main focus of this problem deals with a method how to search and create good media to encourage students to improve their English skills with their great attempt and great intention. The concluded media of the teaching and learning process still depends upon academic books and collected sheets of paper. This way of learning English may make students happy in a short time but in a long period, they seem to get boring in such instructional media because there is no new one to encourage them in the instructional process. The fourth-year students of English department at Mahachulalongkornrajavidyalaya University, Khonkaen campus are not far from this happening reality in the recent instructional process. In order to resolve such a problem, "a good teacher"<sup>7</sup> tries to use the instructional aids like the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment to prove the students' English.

<sup>7</sup> Qaiser Zoha Alam, "English Language Teaching in India Problems and Issues," (New Delhi: Atlantic Publishers and Distributors, 1999), p. 20.



The main purposes of this research were to develop the efficiency of the 2013<sup>th</sup> Buddha-jayanti packet of the Buddha's enlightenment, to compare the achievement before and after using the 2013<sup>th</sup> Buddha-jayanti packet of the Buddha's enlightenment, and to survey the students' opinion on using the 2013<sup>th</sup> Buddha-jayanti packet of the Buddha's enlightenment. The limitation of this research study dealt with directly eighteen fourth-year-undergraduate students who were actually studying at Mahachulalongkornrajavidyala University, Khonkaen campus. The area of this study was Mahachulalongkornrajavidyala University, Khonkaen campus, Khoksi sub-district, Mueang district, Khonkaen in the first semester of the 2013 academic year.

**Materials and methods**

Population in this study was eighteen fourth-year English students at Mahachulalongkornrajavidyalaya University, Khonkaen campus. The target group was randomized with the purposive sampling. This was the one-group pretest posttest design. The research instruments were the achievement test before and after using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, small tests in each

unit of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment, and the poll. The statistics for the data analysis was percentage, mean, standard deviation, and t-tests.

This study depended upon a mixed method: a qualitative research and a quantitative research. The first dealt with the data collection about the theory of the learning and teaching process, the project-based learning, related researches, academic paper. The quantitative research was all details in the learning and teaching process, i.e. marks of a pretest, a post test and the achievement test taken from the use of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment.

**Results and discussion**

In this research study, a satisfied result was taken directly from the learning and teaching process to show the students' skills of using English in the class. Here, the English-learning achievement of students who were taught with the use of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was in the following aspects.

1. The efficiency of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's



Enlightenment was found that its efficiency was good efficient with a higher result of the field work (80.34/87.22) than the set standard (80/80). Some discussion about a result of the recent study was in the following aspects.

1) That the efficiency of the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was successful possibly came from the good organization of the content in the compulsory curriculum and creation of the instructional media in accordance with the students' requirement and satisfaction. Therefore, it was concluded that the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was created relating to the students' interests and satisfaction. It could motivate all students to learn English and do completely the learning activities within the instructional packet and in the others books. As a result, this instructional packet had great efficiency with the proper consideration directly examined by students themselves.

2) This 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was really crated after studying the module of Lawrence Andrew and C.J. Gordon in

various steps: (1) organization of objectives before teaching, (2) the pretest before the students' study, (3) the grammatical presentation from easier explanation to difficult explanation, (4) students do exercises from the grammar learning in Teaching and (5) the test of students' knowledge on all exercises with the instructional packet.<sup>8</sup> In addition, the students could check the results of doing exercises by comparing it with the given answers. By means of knowing the progress of their recent study, the students could grow knowledge with improvement of English. Therefore, the efficiency of learning English, here, was possible for all students in the class.

2. The comparison of the achievement before and after using the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was found that the average of the purposive-sample students' capacity of using English after learning the created teaching packet was higher than using English before learning it with the statistically significant difference at the .01 level. Some discussion about this result was in the following points.

<sup>8</sup> Lawrence Andrew and C.J. Gordon, Florida Modules on Generic Teaching Competencies, (Gainesville, Florida: University of Florida, 1973), p. 18-19.



1) The 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was actually constructed with the selected content corresponding to the grammatical level that was proper for the learners. Each lesson covered the grammar rules, examples, exercises and a set of answers. The students could assess their knowledge with all activities within the instructional packet. Thus, the growth of knowledge came to the students more and more.

2) The 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment was designated after studying the nature, experience, background and interest of the students in the class. This way was useful to get the students' intention and encourage them in studying all content in the instructional packet. With the systematic organization, it helped the students to learn all points clearly with a proper study of English grammatical structure and general ideas. This result of the research study was really in accordance with L. Gordon's idea about the students' background that it had great influence on their recent study.<sup>9</sup>

3. The students' view on the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's

Enlightenment created by the researcher was in the high level for every unit, i.e. the average from 3.72 to 3.90. Similarly, the students' view on this teaching packet was in the highest level. The unit that contained the highest level was 'Unit 7 Buddha Jayanti in Other Countries. The inferior units were 'Unit 1: Legend of Buddha Jayanti', 'Unit 2: Life of the Buddha', 'Unit 4: Ritual and Cerebration of Buddha Jayanti', 'Unit 5: Buddha Jayanti in Thailand', 'Unit 6: Buddha-jayanti at MCU, Khonkaen Campus', and 'Unit 8: Buddha Jayanti and Mental Development'. The unit that contained the lowest level was 'Unit 3: Significance of Buddha Jayanti'.

The students' view on the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha's Enlightenment about the aspects of content, form, activities and advantages was found that the students' view on the content was in the high level. The inferior levels were the aspects of a form and activities. The lowest level of the students' view on this teaching packet was the advantages.

That the students gave good view on this instructional packet might come from a good design with modern style and

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<sup>8</sup> L. Gordon, *Module on Module O-A*, (Florida : Department of Education, 1973), p. 1.



clear explanation. This way helped them to understand all points clearly. If they could not make some point clear in mind, they were allowed to learn it again and again until it was clearly apparent in mind. The orderly organization of the content was another factor to make this learning activity complete and successful. This way of the media creation was really useful to make the students able to learn the content from easy point to the difficult one, from concrete meaning to abstract meaning and from a simple detail to a complex one.

### Conclusion

To conclude, the learning and teaching process requires various ways and media to achieve the main purposes of the compulsory English courses in the school and the university. The 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha’s Enlightenment is one of many instructional methods to make the students successful in the great achievement of learning English. This instructional media as “the progress model to enable the individual for self-fulfillment,”<sup>10</sup> requires properly good preparation of related elements before the learning and

teaching activities. With the usage of this instructional media, students get freedom to make the organized time to study all units of the created instructional packet step by step until they feel that all given topics are clear in mind. This self-study is very useful for all students who need to develop the English skills of listening, speaking, reading and writing after they completes all tests in all units. Here, the students are not only able to check the knowledge about whatever they are studying but also they have a change to get more knowledge with more English improvement. Thus, the instructional media is valuable in the teaching and learning process of all educational institutions. However, this element requires both an interesting aspect and new creative design. Thus, the instructional media like the 2013<sup>th</sup> Buddha-jayanti Packet of the Buddha’s Enlightenment which passed a process of the made research is greatly precious in the systematic education.

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<sup>10</sup> Jack C. Richards and Willy A. Renandaya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 73.



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