

Improving Supplementary Readings Concerned Local History for Elementary Students

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Abstract

The paper was written with the purpose of studying aimed to (1) to examine the background of local history and supplementary documents concerning the background of local history, (2) to investigate the current conditions and problems on studying local history and supplementary documents concerning the local history and (3) to improve the quality of the supplementary readings concerning local history for elementary students. This study was a qualitative research in 3 specific areas including the historical cities of Nakorn Champa Si, Fa Daet Song Yang, and Sagatenakorn. The population chosen for this study included citizens associated with the development of supplementary documents concerning local history in 3 provinces included Maha Sarakham, Kalasin and Roi Et with a purposive sampling of 65 people. Research was conducted through surveys, interviews, observations and focus groups. Using survey forms, questionnaires and observation as research tools, the methods and contents were checked through triangulation. Content analysis was conducted by using related concepts and theories concerned. Data were analysed by descriptive analysis.

Research Result

It was found that, in the nature of the subject, the study of local history by elementary school students tends to focus on the history, mythology, and archaeological sites. The curriculum for this subject, from first year elementary school level to last year

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of high school, tends to be classified by the locality of the archaeological sites and grades of the learner. Supplementary readings concerning local history are few and far in between, what documents there are written classroom materials only.

Study of the current conditions and the problems of the supplementary readings concerning local history indicates that there are demands in place, that history teachers do want supplementary readings concerning local history, as such things would facilitates the teachings of history lessons, with the status as a distinct subject. The local curriculum can be supplemented by the students being responsible for their own studies of local matters. While published articles and books could prove a useful and convenient method of supplementing the students' self-study. Further complicating the matter is that the documents are paradoxically designed as a teaching aid and thus are largely concerning the curriculum, making it difficult for standardized publication.

There are 6 steps to the development of supplementary readings for elementary school students. The first (1) is the Analysis, the second (2) is Design, the third (3) is Development, the fourth (4) is the Creation process, the fifth (5) is the Assessment process sand The sixth (6) is the Distribution stage.

Keywords : Development; Supplementary Readings; Local History; Nakorn Champa Si; Fa Daet Song Yang; Sagatenakorn

Background

The ever evolving, ever moving forward nature of society poses a problem to the study of local history, potentially leading to the disastrous result of communities losing the memories of their own roots. Similarly, other cultural aspects of their history, whether it be local history, mythology, folktales or ancient sites also faded from the minds, despite their status as past-down cultural heritage. (Pramuan, 2004) Even though the study of history can facilitates the wider and deeper understanding of the past, the vital foundation of which we could uses to propel us forward into a more stable, more realized future. The process of learning local history should incorporate the people living there, such allows true understanding of the problems of the people in the community and see the ongoing dynamics borne of societal change in a more physical, tangible manner, for the purpose of inviting various parties to identify the community's problems and fixing them correctly. (Jamaree, 2000)

Supplementary readings as a teaching tool would be appropriate response to the difference in the personality and capability of each students. This is because over the course of normal education the teacher and the student would uses the normal study books, and such things cannot by their very nature of being in line with the general outline of things delve deep into true purpose of local history, a learned teacher could publish a book, and the good book would be wield by the teacher and their fellows alike as they would coincide with the actual situation of the community and be appropriate to the age of the student, in turn honing the effectiveness of the study of local history. (Amornrat, 1998) The improvement of the supplementary readings concerning local history for elementary students is thus of vital importance. The benefits of supplementary readings are to promote of the student's aspect as follow: (1) curiosity. (2) critical thinking skill. (3) critical reading skill. (4) the usage of time (5) problem solving skills and (6) attitude toward book learning. (Rossukon, 2010)

The researcher notes the importance of local history and cultural heritage supplementary readings, which provides the interested students with knowledge of; as such, the researcher is interested in finding ways to improve upon the supplementary readings concerned local history such that they would be effective for their intended purpose and works as a medium for education alongside more conventional study books, and also fulfilling the goal of preservation and dissemination of local history to students as well.

Purpose of the Research

1. To examine the background of local history and supplementary readings concerned local history for elementary students.
2. To investigate the current conditions and problems of local history and supplementary readings concerned local history for elementary students.
3. To improve supplementary readings concerned local history for elementary students.

Research Method

The research on the improvement of supplementary readings concerned the local history for elementary school students was conducted as a qualitative research in the area whereupon the great importance and teaches a provincial level of local

history, and that the provincial authority have ruled it such that it is of enough importance to teach the subject compound with Nakorn Champa Si, Fa Daet Song Yang and Sagatenakorn. The target subjects for the study are personnel with ties to the development of supplementary readings concerning local history, being Wiseman, teachers, experts, parents, and students in the Maha Sarakham, Kalasin and the Roi Et Province, divided into 18 experts, 32 participants and 15 general populace, for a sum of 65.

Sampling and data collection using research tools such as surveys, questionnaires and observations with quality controls through 5 experts on the subject who oversaw collection and compilation of the data with survey data. Interview and Observation of the sample and group discussion provides the data obtained from the action and the contents are checked by means of triangulation. Data were analyzed for the research purposed outlined above. Content analysis were conducted with related concepts and theories. Resultant conclusion are thusly submitted with goal of illumination and comparison with the stated goals of the research.

Research Result

Part 1 : The background of the local history study and the local history for elementary students

Research indicated that the boundary of the contents may be defined as three aspects: history, mythology, and ancient sites.

1. The historical background of the local history of Nakorn Champa Si is the locale being situated at Na Dun District, Maha Sarakham Province. There are many archaeological sites in the possible location of the Nakorn Champa Si, and it was theorized that the city had two separate era of prosperity the Dharavadi Era in the years 1,000 to 1,200 and the Lopburi Era in the years 1,600 to 1,800. As for the background of the study of local history in the locale of Nakorn Champa Si for elementary school students, the schools in the area gave their students learn the local culture, had the mythology be taught divided by the grades of the students, focused on the archaeological sites of Maha Sarakham province and surrounding provinces, and on historical aspect focuses on the history of the province and that of Thailand.

2. The historical background of Fa Daet Song Yang, situated in the Gamalasai District, Kalasin Province, there are traces of prehistoric communities over the years, from Dharavadi to Ratanagosin Era. On the local historical aspects includes

the learning and development of Kalasin province in various era. On the educational aspect of local history of Fa Daet Song Yang for elementary students, the system is akin to other provinces.

3. On the historical background of Saketnakorn, the locale is situated in the Roi Et province and was an ancient prehistory city established since the Dharavadi Era. In the past, it was a large town known as Mueng Saketnakorn, in ancient times having 11 subordinate towns and 11 gates into the city. Ancient sites was a large part of elementary students year 4 - 6's studies, there were much educational materials regarding local history and vital historical educational centers included Gu Gasing and Roi Et Museum

Part 2 : Current condition and problems of the study of local history and local history supplementary readings for elementary students

1. The current conditions of learning the local history sites for primary school students have been divided into the historical archaeological studies for local grades 4 - 6 in the area, divided into 3 areas as follows

1.1 Learning about local archeology Nakorn Champa Si with learning resources local to give students learn history, archeology, local Nakorn Champa Si include Ku Santarat, Holy Pond, Sala Nang Khao, Ku Noi and Phra That Na Doon. Study the history, archeology, local aspects of nakorn Champa Si in the schools in the Mahasarakham Province through slide animation media, including media and books and following the elementary curriculum. The joint traditions and tourism boost for the learning process is done by are inherited from teachers and lectures, or watching a video or reading a book in the classroom. Teachers would be able to operate the various tools and supplementary readings in the long run. The field trips faces concern about the safety of the student, time, and cost. Learning in the historical section 1 time per year would be optimal for students.

1.2 Learning local History in Fa Daet Song Yang can be done in the following locations: Old Fa Daet Song Yang City Canal, Phra That Yakuu, Wat Pho Chai Semaram Lamphao Dam and Dinosaur Excavation Site Phu Gum Khao; Fa Daet Son Yang as a whole serves to be a teaching environment for elementary students in Kalasin Province. Various ways exist to aid in the teaching of local history, such as still media, motion media, media learning through the internet and books, including the opportunity to learn about the curriculum, joint learning of local traditions and tourism. Teachers learning to teach the material over the career, with most teachers satisfied with the activity. The teachers become more knowledgeable,

and the students in turn understand more. Responsibilities and duty therefore rests with the teachers. For students, there is also a duty to find and report satisfaction in activities as well. By learning to see clearly and more understanding, the students would be less likely to be bored than by book learning in the classroom. Thus, learning outside of history by learning through the media in various forms. While in the current condition teachers have the satisfaction of learning and teaching, the students need something more, to meet and share idea with other students and matches the lessons taught to compare and contrast. Students report high satisfaction from learning from the media.

1.3 Learning local history in Sagatenakorn can be done in the following locations: Roi Et National Museum, Ku Kasing Ku Phonrakang Ku Pohnawit Ku Kradon, Ku Phra ona, Ku Muengbua, Phra That Bor Punkun, Prang Ku, Ku Kantanam, and the Hingong Castle; Sagatenakorn as a whole serves to be a teaching environment for elementary school students in Roi Et Province. Various ways exist to aid in the teaching of local history, such as still media, motion media, media learning through the internet and books, including the opportunity to learn about the curriculum, joint learning of local traditions and tourism. The learning process is inherited from teachers with teaching and lecturing, to watching a video or reading a book in the classroom. Excursions outside the classroom and self - learning condition. Reflection and introspection from lessons taught by history. Teachers learning to teach the material over the career, with most teachers satisfied with the activity. Thus, learning outside of history by learning through the media in various forms. While in the current condition teachers have the satisfaction of learning and teaching, the students need something more, to meet and share idea with other students and matches the lessons taught to compare and contrast. Students report high satisfaction from learning from the media.

2. The current conditions and problems of supplementary readings for local history in all 3 areas, Nakorn Champa Si Fa Daet Song Yang and Sagatenakorn are catalogued by the subject matters of the supplementary readings as follow

2.1 Study of the current conditions and the problems of a dearth of supplementary readings concerned local history indicates that there are demands in place, that history teachers do want supplementary readings concerning local history, as such things would facilitates the teachings of history lessons, with the status as a distinct subject. Yet actually organizing the schedule for teachings proves difficult whatever media used must serves to lessen the preparation time for both the teacher and students; therefore, supplementary readings which would free time for teachers to pursue other agenda are in high demand.

2.2 Study of the current dynamics and the problems of a dearth of supplementary readings concerning local history indicates that there are demands in place, that history teachers do want supplementary readings concerning local history, as such things would facilitate the teachings of history lessons, with the status as a distinct subject. The local curriculum can be supplemented by the students being responsible for their own studies of local matters, as such it is vital to provide them with books and documents to help them in their learning.

2.3 Though published articles and books could prove a useful and convenient method of supplementing the students' self-study, there are many complicating factors. While most teachers do write down books on the subject matters allowing such documents to be readily available, being generated in the locale by experts on such subjects, study has shown that most teachers don't actually use the books they wrote as part of their teachings. Further complicating the matter is that the documents are paradoxically designed as a teaching aid and thus are largely concerning the curriculum, making it difficult for standardized publication.

Part 3 : The development of local history supplementary reading for elementary students

From using qualitative research methodology conducted through surveys, interviews, observations and focus groups with research tools, the methods and contents were checked through triangulation. Content analysis was conducted by using related concepts and theories concerned. Data were analysed by descriptive analysis. After brainstorming from focus groups found and concluded the factor of document production as need, analysis and choose and planning. Then the collected data was analyzed for developing the historical supplementary reading through background and current situation and theoretical background. After descriptive and triangulation check could conclude six steps to develop the local history supplementary reading for elementary students as follows:

1. The first is the analysis, whereupon the teacher or publisher must divide the end products into components and go over the various facets, including curriculum, need, webs of content and fieldwork.

2. The second is design, the planning stage whereupon the methods of bringing the contents to the students through means of supplementary readings are considered, and the most effective and convenient means are selected. In this stage, the teacher or publisher would define the presentation method of the subject, the purpose of the subject, and set boundary for the subject.

3. The third is development, or generally improving the contents. In this stage, the teacher or publisher would organize and prioritizes the contents, such that there are links between the written details, photograph, cartoons and conversations. The main concern for this stage is that the contents be easily accessible and easy to follows; the narrative flows, the storytelling, the prioritization of certain subjects and questioning and answering session between actors are all vital in this stage.

4. The fourth is the creation process, where the teacher starts outlining the substances of the supplementary readings and send them over to the experts to check on various aspects, building upon them where needed, checking again until the book reaches a certain quality standard. This step also includes the publication itself.

5. The fifth is the assessment process, the printed or written book would be assessed for quality by the target teachers and students that would use the products, testing for effectiveness and satisfaction.

6. The last is the distribution stage, the completed local history books being disseminated to the target schools and other interested parties. This stage includes also the researcher teaching the methods to other schools.

Conclusion

Research Result in conjunction to the purposes of the research are as follows

1. It was found that, in the nature of the subject, the study of local history by elementary school students tends to focus on the history, mythology, and archaeological sites. Supplementary readings concerned local history are few and far in between, what documents there are written as classroom materials only.

2. The current condition and problems of study of local history indicates the present existence of learning nodes, media, and various sources to facilitate learning through ancient sites in the local communities. There are many problems in the process of teaching itself - the selection of teachers' complex the matter and the failure of interdependence webs and standardized materials all leads to inefficient methods of education. While books and documents exist, it proves difficult to uses them in an actual learning environment.

3. There are 6 steps to the development of supplementary readings for elementary students. The first is the analysis and the second is design, which is, the planning of the bringing methods of the contents to the students. The third is development, or generally improving the contents. The fourth is the creation process,

where the teacher starts outlining the substances of the supplementary readings. The fifth is the Assessment process by the target teachers and students that would use the products, testing for effectiveness and satisfaction. The last is the Distribution stage.

Advisory

The researcher offers the following advice on how to accomplish the research's objectives

On the background of local history and supplementary readings concerned local history for elementary students: it was found that a complete local history studies comprises of 3 aspects: History, Mythology and Ancient Sites; this may be because mythology and historical anecdotes are not concrete observable places in the ilk of ancient sites, needing Wisemans to passes them on from generation to generation, or through reading historical documentations. As such, Wisemans are of vital importance in ensuing continued passing of historical anecdotes and mythology, a trend consistent with what Puangrat Wittamaporn (Puangrat, 1998) learned of in the Community Experience and wisdom Learning node in the Office of Elementary School Education, Khonkaen. He found that most teachers are of the opinion that learning nodes are important in reinforcing the love and attraction a student, as a member of the community, should have of their community.

On the background of local history studies for elementary school students, the lesson plans were divided into two major parts: in class studies, sectioned by different grades and field excursion. There were little in the ways of supplementary readings for local history for elementary students; most are published only for uses in class as a teaching aids for teacher. Further complicating the process is the school's need to complies with the template laid down by the Office of Education Commission of Thailand (Office of Education Commission of Thailand, 1998), whom in the past concluded that, on the subject of increasing local Thai cultural wisdom, there would be great difficulties in bringing local Thai cultural wisdom into the conventional education system due to the yet still disparate nature of education. Different schools have their own methods to deal with ever present lacks of funding and essentials.

On the current conditions of learning local history and supplementary readings concerned local history for elementary students, it was found that there were 2 main types of lessons: classroom studies and exclusion studies. While provincial - level schools tend to focus on brining students out on excursion to historical sites, research have shown that the interest level and, correspondingly, the benefits of and to the

students are still low. Conversely, schools already situated onsite of the local archaeological sites tend toward learning the archaeological sites from a national level, mostly of other provinces. All these leads to a problem in the process of education and excursion; one reason for this maybe that the process of publishing supplementary readings or media are fraught with multiple complications and steps, thus making them unattractive prospects to educators in spite of their long-term usage, consistent with the research of Sarawut Chitpilai (Sarawut, 2008) on the development of multimedia for the Museum of Thai Soh of Kusuman District, Sakhon Nakorn Province, where it was discovered with interactive multimedia collected in the computer in the format of CD-ROM multimedia for uses in the Museum of Thai Soh of Kusuman District, Sakhon Nakorn Province was rated by students as having very good impacts, especially on the convenience aspect, a vital characteristics in generation of education medium.

On the development of quality supplementary readings for local history for elementary students, there are three aspects to consider compound with the contents, the mechanical and the frameworks aspect; this may be because supplementary readings counts as a medium for education and fortifying knowledge in students. It is very difficult, however, for a teacher to publish their own supplementary readings on local history and thusly there were organization created to assist them in this endeavor, as is the case with Jiraporn Chaowana (Jiraporn, 1999) who conducted research “On publishing a reading comprehension training book for 3rd year elementary school; “Travel Guide: Mueng Nakorn” where upon she took the stories told in the locale to weave a reading comprehension training book to improve education process; this book directly led to greater capabilities than pervious standards, and Chanisa Kachathong (Chanisa, 2000), who published “On publishing a reading comprehension training book for 5th year elementary school; “Travel Guide: Songkhla” and whom made uses of end-of-chapter exercises and examinations for the purpose of gauging understanding of the materials - results similarly shown her works to be of greater quality than previously set standard.

Research Beneficiary

1. All 3 schools in the research area: (1) Nakorn Champa Si in Mahasarakham (2) Fa Daet Song Yang in Kalasin (3) Sagatenakorn in Roi Et were duly educated of the background of local history in each provinces, and a compilation of media concerning local history in each provinces were provided to each schools in the historical area.

2. All 3 schools in the research area: were informed of the background of the education on and of the subject matter themselves concerning local history, and the present problems facing education of local history.

3. All 3 schools in the research area were given capability to develop their own supplementary readings concerning local history with subject matters covering historical anecdotes, mythology, and ancient sites, and can use the readymade supplementary readings as a teaching tool for their classes.

4. Other schools in other historical areas in Thailand may use this thesis as a template for the development of their own supplementary readings concerning local history in the cultural dimension, also as a guide for creation of media that fosters self-study in students through means of cultural research, allowing students who reach the set standard of history education to expand upon their knowledge base.

Commentary

1. Usage Suggestion

1.1 This research compiled the background of local history from each province and media concerning such for the purposes of education. The relevant schools and subjects of this research are 3 (1), historic area Nakorn Champa Si, Mahasarakham Province (2) historic area Fa Daet Song Yang, Kalasin Province (3) historic area Sagatenakorn, Roi Et Province, and it hence will thusly be known that these schools can use all results of this research as an educational medium for the school, and the generated supplementary readings are allowed to be used freely by the schools and communities in the historical area.

1.2 The problems faced over the course of learning local history through such means as book learning and excursions should be met and overcome through brainstorming from all relevant parties; success of which will lead to appropriate development of local history tailored to each school.

1.3 This research incorporated both documentations for data regarding local history and education on local history, all to the development and improving upon supplementary readings regarding local history and fieldworks; the result thus allows the reader to both delve in depth and learn of the process of development of supplementary readings and can be tweaked to apply to uses in conjunction with other research.

1.4 This research were conducted on a total of 3 research area schools in historical area; similarities maybe drawn with other schools of not dissimilar disposition and the research tuned to benefits such schools.

1.5 The research results has shown that the development of supplementary readings need the cooperation of the school and local Office of Elementary Education, especially concerning funding and minimizing time resource used to publish supplementary readings; this also can be tuned to answer similar questions in various subjects concerning publication of books and supplementary readings.

2. Suggestion for Future Research on the Subject

2.1 Interviews with educational personal and teachers in each schools indicated that they are of varying knowledge and experiences regarding the publication of supplementary readings, from never having written any at all to having tried 3 times. The researcher posits that there should be a research on the possible improvement of personal in regards to the creation of supplementary readings concerning local history.

2.2 It was found that archaeological sites are incredibly numerous, such that it is virtually impossible to create supplementary readings that covers all location; further research should be concentrated on area near the school, or schools near archaeological area.

2.3 This research was conducted as a systematic research, and by nature takes the big picture approach. It would be beneficial for there to be a follow through research that have a narrower scope, or that focus on the development of other educational medium.

2.4 This research was conducted in such a way that the participation of community members were unfortunately minimal. A more sociological approach hinging more on communities as a follow through could reveal dynamics unobservable through the smaller, experts and teachers demographics.

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