The Effectiveness of the Triple Kit Package for Enhancing English Proficiency of Grade 9 Students in Schools with Limited English Teachers

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Abstract

The study aimed to (1) evaluate the effectiveness of the triple kit intervention in enhancing the English competence of Grade 9 students, (2) examine the English competence of Grade 9 students with designed tests, and (3) compare the English competence of Grade 9 students by analyzing the results of pretests and posttests. The study was conducted during the first semester of the 2023 academic year. The participants were Grade 9 students from Watcharachai Municipality School, located in Phetchabun Province. A random sample of 39 participants was carefully chosen based on specific criteria, including collaborative skills and motivation to learn. Data were collected using tests and a triple kit intervention. Data were analyzed using basic statistical procedures. This included frequency (f), percentage (%), mean ($\bar{x}$), standard deviation (S.D.), and hypothesis testing for paired samples using a t-test. The analysis revealed that the intervention (E1 process) achieved an efficiency of 83.42% and an efficiency of 80.06 (E2 result). This indicated that the intervention was successful in achieving its objectives to a large extent. Scores on the posttest also demonstrated improvement, with scores ranging from 28 to 36 out of a possible maximum of 40. Importantly, the overall posttest score of the 39 participants was statistically significantly higher than their pretest score. This difference was confirmed by a t-test, which yielded a t-value of 12.384 and a p-value of less than 0.05 (p .000).

Keywords: Effectiveness, Triple Kit Package, English Proficiency

Introduction

The English language holds immense significance in today's world, serving as a primary tool for international communication across various domains like commerce, diplomacy, and science. Its dominance has steadily grown due to globalization, particularly in technology and culture. English has surpassed French as the de facto language in these spheres. The rise of the internet has further solidified English's position as the most commonly studied foreign language. It's spoken natively or as a second language by a vast and growing global population. Additionally,

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educational systems worldwide emphasize English language learning. However, this global trend presents a challenge for Thailand, a country grappling with educational inequality. Inconsistent educational quality, from kindergarten to university, hinders effective English language acquisition. The current shortage of qualified English teachers in Thai schools further exacerbates this issue.

To begin with, several factors exacerbate this teacher shortage. Firstly, there's a mismatch between teachers' academic backgrounds and their assigned subjects. Many teachers lack the necessary expertise in English, as they weren't English majors themselves. This leads to a lowering of educational standards. Secondly, government policies aimed at reducing teacher numbers and encouraging early retirement have further depleted the workforce. This leaves a staggering gap of approximately 90,000 teachers per year. Finally, budgetary constraints prevent schools, particularly smaller ones, from hiring highly qualified English teachers. Low salaries, sometimes as low as 4,000 baht per month, further discourage potential candidates (Kruwandee, 2023). The aforementioned challenges necessitate a collaborative approach. Students themselves often struggle with limited English proficiency, a fear of public speaking, and a lack of motivation. Concerted efforts are needed to address these issues and equip students with the necessary language skills to thrive in an interconnected world.

In addition, the teaching of English for middle school students has been an ongoing issue which remains unsolved from the past to the present. One of the problems students face when learning English is insufficient vocabulary and grammar fundamental skills. Therefore, they are unable to acquire English and cannot understand what others are trying to convey (Phumchan, 2019). If the students learn a lot of vocabulary, remember it accurately and use it correctly, their listening, speaking, reading, and writing skills will improve. Another problem is that students are shy and anxious when communicating in English; as a result, they become so stressed that they forget words and phrases, pronounce words incorrectly, and fail to recognize word meanings (Srisitthimuni, 2021). Furthermore, teaching emphasizes the structure of language rules rather than the use of language for communication (Juhana, 2012). In contrast to the nature of language learning for communication, students should begin by listening and speaking. In conclusion, a lack of interest and motivation in learning English was eliminated by playing on the phone, talking with friends, doing other subjects' assignments during class, and not revising lessons after class. These factors make students unable to clearly understand what they have learned. Therefore, solving problems in English learning should pay equal attention and importance to all the students; in addition, the use of high-quality teaching methods and resources is essential, especially in schools with a shortage of teachers.

Small schools often face unique challenges in preparing students for standardized English proficiency exams like O-NET. Limited budgets, teacher shortages, and a lack of access to modern teaching materials can hinder students' progress. Unlike larger schools, smaller institutions may struggle to create a competitive academic environment and provide consistent, high-quality English instruction. Studies by Williams & Chatruprachiwin (2017) and Khattiyasuwan, Jankaew, & Srisatanon. (2021) support these observations, highlighting the consistently lower O-NET scores in rural and small suburban schools. This disparity underscores the need for targeted support and a

differentiated approach to standardized testing. To bridge the gap and ensure equitable opportunities for all students, several strategies could be considered: Targeted funding: Allocate additional resources to small schools to improve facilities, acquire up-to-date teaching materials, and support professional development for teachers. Mentorship programs: Connect experienced teachers from larger schools with those in smaller institutions to share best practices and provide ongoing support. Developing alternative assessments: Explore the use of assessments that go beyond standardized tests and consider factors like student progress, learning environment, and available resources. By implementing these or similar solutions, we can work towards a more equitable education system that empowers all students, regardless of school size, to achieve their full potential in English language learning.

Equipping students with effective tools is crucial for their success in the 9th-grade Ordinary National Educational Test (O-NET). These tools should promote high-quality teaching practices and lead to demonstrably improved learning outcomes. Modern teaching methods should be accessible, engaging, and encourage active participation. Here are three impactful approaches: Collaborative Learning (CL): This student-centered approach emphasizes teamwork and problem-solving in English. By working in groups, students share responsibilities, fostering communication, cooperation, and a deeper understanding of the subject matter (Sornsin, Jongjit, & Ketchart, 2014). Research by Piankan & Thatphuthorn (2017) using CL demonstrated significant improvements in reading comprehension and positive learning behaviours among students. Role-Playing: This method simulates real-life scenarios, allowing students to practice language skills in a practical context. By assuming different roles and engaging in activities like greetings, directions, or shopping dialogues, students enhance their fluency and communication abilities (Bupphachat, 2018). Kongnawang & Tanunchaibutrathe's (2018) study using role-playing tasks showed a significant increase in students' spoken English scores. Multimedia Learning: Integrating multimedia elements like text, images, animations, audio, and videos creates a dynamic and engaging learning environment. This approach caters to diverse learning styles, sparks curiosity, and promotes knowledge retention (Leepud, Mummong, & Rueamhen, 2015). Studies like one conducted by Suan Sunandha Rajabhat University (2012) highlight the effectiveness of multimedia in improving learning outcomes and fostering independent learning. Effective implementation of these methods requires teachers to act as facilitators and guides. They can provide clear instructions, encourage active participation, and offer constructive feedback to ensure students maximize their learning potential. By incorporating these interactive and engaging methods, educators can create a stimulating learning environment that empowers students to develop their English language skills and achieve success in O-NET and beyond.

In conclusion, this research investigates the development and implementation of a Triple Kit Package to improve English proficiency among Grade 9 students in Phetchabun schools facing teacher shortages. The target population includes students struggling with shyness, anxiety, limited vocabulary, and weak grammar fundamentals. The Triple Kit Package, designed specifically for this population, will provide a structured and comprehensive language learning program. This intervention has the potential to significantly improve students' English skills and academic performance. The research will not only benefit the participating students but also contribute to the identification of

effective teaching methods for implementing the Triple Kit Package in resource-constrained rural areas. Ultimately, this research aims to demonstrate how the Triple Kit Package can enhance educational outcomes and empower students in rural Thailand to achieve their socio-economic goals.

Objectives

1. To evaluate the effectiveness of the Triple Kit Package in enhancing the English proficiency of Grade 9 students.

2. To examine the English proficiency of Grade 9 students with designated tests.

3. To compare the English proficiency of Grade 9 students by analyzing the results of pretests and posttests.

Benefits of the Study

1. The effectiveness of the Triple Kit Package intervention will meet the 80/80 criterion.

2. The Triple Kit Package can enhance O‑NET English achievement for schools experiencing English teacher shortages.

3. O‑NET English achievement at schools with English teacher shortages will improve over prior year results.

4. Students at schools with English teacher shortages will have significantly higher posttest versus pretest results after receiving the Triple Kit Package intervention.

Scope of the Study

1. Population and samples: The population used in this study was Grade 9 students from Phetchabun Watcharachai School, Mueang district, Phetchabun province. These students were studying in term 1 of the academic year 2023. In addition, the purposive sampling method was used to select a sample of 39 students from the entire class.

2. Instruments: The instruments developed to collect data were a 40‑item designated test and the Triple Kit Package with 5 learning units and exercises.

3. Variables: In this research, the key variables were determined as follows: 1) the independent variable was the Triple Kit Package and other related materials, and 2) the dependent variable was the English proficiency of Grade 9 students.

4. Contents: The contents covered the following 3 kits: 1) Writing is composed of warm-up activities before entering the lesson (Warm‑up). This includes introducing oneself and playing a Kahoot game with 12 questions. The lesson covers 3 learning topics: Topic 1 ‑ Part of Speech, Topic 2 ‑ Tense, and Topic 3 ‑ Subject‑verb Agreement. There are activities to fill in missing vocabulary and exercises with 5 multiple-choice questions. 2) Listening and speaking also have warm-up activities before entering the lesson (Warm-up).

These activities involve hinting at postures from specified images with 5 sentences. The lesson covers 4 learning topics: Topic 1 - Conversation, Topic 2 - Listening, Topic 3 - Speaking, and Topic 4 - Question-answer format. There are activities to compose dialogues from specified situations and play assigned roles, as well as exercises with 5 multiple-choice questions. 3) Reading includes warm-up activities before entering the lesson (Warm-up). These activities involve finding vocabulary from specified tables with 15 words. The lesson covers 4 learning topics: Topic 1 - Scanning, Topic 2 - WH-Question, Topic 3 - Main idea, and Topic 4 - Prefix-Suffix. There are group activities to help each other find answers and explain learning stages, as well as exercises with 5 multiple-choice questions.

Literature Review

The effectiveness index E1/ E2 provides a quantitative methodology for evaluating educational interventions, with E1 measuring process efficiency and E2 gauging result efficiency (Brahmawong, 2013; Prachumchai & Anghirun, 2020). While thresholds such as 60/60 for individual models or 90/90 for gifted students have been suggested, there is a lack of empirical evidence on optimal benchmarks across educational contexts or analysis on the validity of this dual factor approach compared to other evaluation frameworks.

Training packages allow customized content delivery, spanning foundation to advanced concepts through features like pre/post testing (Adelana, Adeeko, & Ishola, 2021; Khlangkhonkha, 2021). However, research on the comparative effectiveness of training package designs and platforms in improving various student competencies is limited. Adaptive and interactive digital training warrants exploration.

Team Assisted Individualization (TAI) groups students based on ability to encourage peer learning and development through collaborative analysis, discussion, and problem- solving (Muangpathom, 2014; Queen's University, 2019). Studies consistently demonstrate TAI's capacity to improve both test scores and interpersonal skills. Yet application in online environments remains questionable. Integrating TAI with educational technologies for hybrid learning could be impactful.

While objective tests are widely used in education and professional settings due to their standardized administration and consistent scoring (Campbell, 2015), research on optimizing format, question types, cognitive levels, and inclusion of innovative item types to reduce limitations is lacking. Moreover, objective tests are characterized by predetermined answers, limited response latitude, and non-ambiguous stimuli (Wagner, 2007). These features allow for efficient, standardized assessment while minimizing potential biases in scoring. Investigating impacts on validity and reliability would enrich the scholarly foundation supporting use of objective tests.

Learning together (LT) techniques cultivate important teamwork and collaborative problem-solving skills (Murdani & Sumarli, 2019; Chaluirat & Wiriyapong, 2020; Wieng-In, 2018). However, best practices on teacher facilitation, group composition, activity sequencing, and duration to maximize knowledge transfer and skill

development require elaboration through continued research. Comparative assessment and factor analysis related to LT outcomes could enlighten implementing adaptive peer learning.

Incorporating multimedia in education increases engagement and accessibility, particularly for technical, visual, or abstract content (Gonzalez-Sanmamed, Carril, & Sangra 2014; Suthirat 2018; Tuhuteru, Misnawati, Taufiqoh, & Imelda, 2023). However, multimedia integration varies widely in both form and function. Quantitative and qualitative guidelines detailing optimal multimedia elements and applications to enhance learning processes and outcomes remain under development across educational contexts.

Finally, role play promotes communication, creativity, empathy, and critical thinking skills when guided to align with learning objectives (Afdillah, 2015; Klawichan, 2017; Rosmayanti, & Yahrif, 2019). Nonetheless, role framing, scaffolding, directing, and debriefing protocols would benefit from additional characterization through case study and validation research. Formalizing best practices for role play construction and facilitation presents rich investigative potential.

Methodology

1. Data preparation: The data preparation was clarifed into the following steps: 1) Survey the target group's issues and needs in the area of English. 2) Identify the issues that need to be researched and developed for the target group. 3) Review related documents and literature to create a research framework. 4) Draft a research proposal. 5) Create and check the Index of Item Objective Congruence or IOC of research instruments. 6) Try out the research instrument with a non-sample group to determine its validity and reliability. 7) Utilize the research instruments with a sample group to collect the data.

2. Data collection: The data collection was classified into the following steps: 1) Conduct a pretest with 40 multiple-choice questions on 45 sample students before class teaching and activities for 90 minutes in the first week. 2) Administer an exercise with 5 multiple-choice questions after each unit, which is related to the pretest and posttest question design, to the sample students. 3) Administer a posttest with 40 multiple-choice questions to the same 45 sample students after class teaching and activities for 90 minutes in the last week. 4) Administer a satisfaction form with 4 aspects to survey the sample students' satisfaction with the Triple Kit Package, specifically targeting Grade 9 students.

3. Data analysis: The data analysis was conducted in alignment with the stated research objectives: 1) The effectiveness of the Triple Kit Package was evaluated using the E1/E2 efficiency criteria, 2) Grade 9 students' the English proficiency was examined through common statistical measures including frequency, means, and standard deviations, and 3) Pretest and posttest results were compared using a paired samples t-test to assess changes in student achievement.

Results

1. The effectiveness of the triple kit package in enhancing the English proficiency of Grade 9 students

1.1 Efficiency of Process (E1)

$$\frac{488 \times 100}{585} \qquad 83.42\%$$

Fig. 1 Analysis of the Efficiency of Process at 80%

According to the data analysis of the three total exercise results of the whole class, the score obtained was 488 out of 39 samples, which was divided by 100 and then divided by the total score of 585. The efficiency of the process was 83.42%. Therefore, 83.42% of the efficiency of the process met 80% of the established criteria.

1.2 Efficiency of process (E2)

$$\frac{1,249 \times 100}{1,560} \qquad 80.06\%$$

Fig. 2 Analysis of the Efficiency of Process at 80%

According to the data analysis of the three total exercise results of the whole class, the score obtained was 1,249 out of 39 samples, which was divided by 100 and then divided by the total score of 1560. The efficiency of the process was 80.06%. Therefore, 80.06% of the efficiency of the process met 80% of the established criteria.

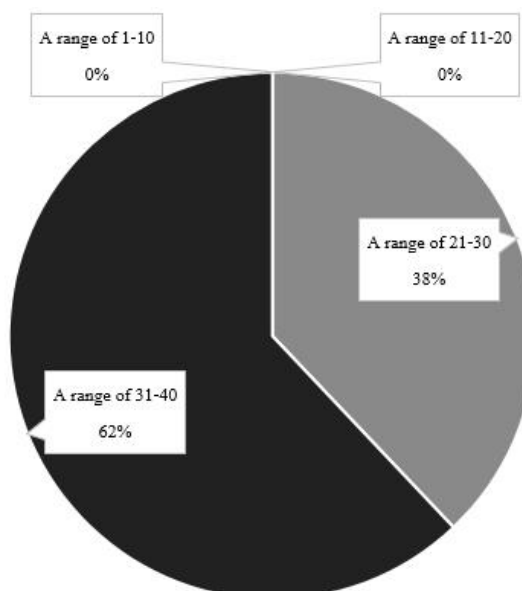2. The English proficiency of Grade 9 students with designed tests

Fig. 3 Pretest Results of 39 Samples

As shown in Fig. 3, the pie chart represented the distribution of 39 samples based on their frequency within specified ranges. The total points for these samples were 947 out of a possible 1,560 points. The chart segments were as follows: 0 samples (0%) fall within the range of 1‑10; 21 samples (49%) fall within the range of 11‑20; 20 samples (46%) fall within the range of 21‑30; and 2 samples (5%) fall within the range of 31‑40. The minimum value among the samples was 18, and the maximum value was 33.
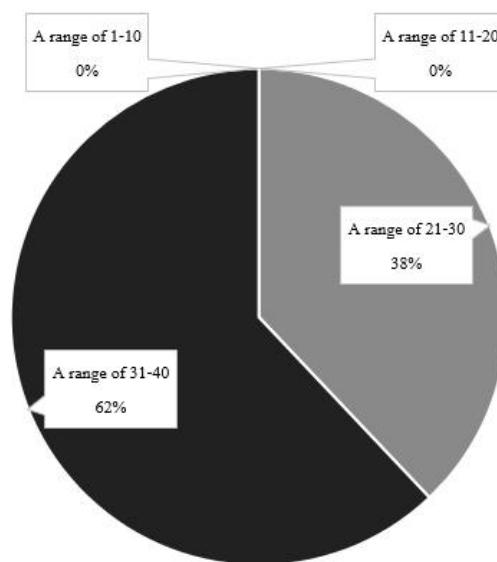

Fig. 4 Posttest Results of 39 Samples

As shown in Fig. 4, the pie chart illustrated the distribution of 39 samples based on their frequency within specified ranges. The total points for these samples were 1,249 out of a possible 1,560 points. The segments of the pie chart were divided as follows: 0 samples (0%) fell within the range of 1‑10; 0 samples (0%) fell within the range of 11‑20; 11 samples (38%) fell within the range of 21‑30; and 18 samples (62%) fell within the range of 31‑40. This chart also showed that the majority of the samples were within the 31‑40 range, while the remaining samples fell within the 21‑30 range. The minimum value among the samples was 28, and the maximum value was 36.

3. The Comparisons of the English proficiency of Grade 9 students by analyzing the results of pretests and posttests

Table 1 English Proficiency Scores of Grade 9 Students: Pretest vs. Posttest Comparison

Test	N	Full Score	M	S.D.	Std. Error Mean	t	P
1. Pretest	39	40	24.28	5.276	.650	12.384	.000
2. Posttest	39	40	32.03	2.170			

Table 1 compared the English proficiency of 39 Grade 9 students on a pretest and posttest. The results showed a significant improvement after the educational intervention. Samples scored considerably better on the posttest (average score: 32.03 or 80.08%) compared to the pretest (average score: 24.28 or 60.7%). Their scores were more spread out on the pretest (standard deviation: 5.276), indicating a wider range of performance. In contrast, the posttest scores (standard deviation: 2.170) suggested greater consistency in achievement. The t‑statistic (12.384) and p‑value (0.000) confirmed a statistically significant difference between the pretest and posttest scores ($p < 0.05$).

Table 2 English Proficiency Scores of Grade 9 Students: Pretest vs. Posttest Comparison by Part

Parts	Test	N	M	S.D.	Std. Error Mean	t	P
1. Listening & Speaking	Pretest	39	6.79	2.002	.293	8.926	.000
	Posttest	39	9.41	1.186			
2. Reading	Pretest	39	9.74	2.521	.371	8.086	.000
	Posttest	39	12.74	1.312			
3. Writing	Pretest	39	7.74	2.009	.299	7.121	.000
	Posttest	39	9.87	1.105			

Note: N = number; M = mean; S.D. = standard deviation; t = t-test; P = significance

Table 2 demonstrated a clear difference between the pretest and the posttest for all three parts, in terms of both mean and standard deviation. Listening & Speaking: The pretest mean score was 6.79, while the posttest mean score jumped to 9.41. A statistically significant improvement in listening and speaking proficiency was confirmed by the t-statistic of 8.926 and a p-value of 0.000. Reading: The pretest mean score for reading was 9.74, which rose significantly to 12.74 on the posttest. This improvement was statistically significant, as evidenced by the t‑statistic of 8.086 and a p‑value of 0.000. Writing: Similar to the other sections, writing proficiency also showed a statistically significant improvement. The pretest mean score was 7.74, increasing to 9.87 on the posttest. The t‑statistic of 7.121 and a p‑value of 0.000 confirm this statistically significant advancement.

Discussions

The process and result efficiency values of 83.42% and 80.06% respectively exceeded the minimum 80% threshold and aligned with the study's initial hypothesis. This finding corroborates the efficacy benchmarks suggested by Brahmawong (2013) and Prachumchai & Anghirun (2020) while highlighting the need for empirical validation of these thresholds across diverse educational contexts. The results reinforce the value of the E1/E2 index as a quantitative tool for assessing educational interventions but also underscore the necessity for further research on optimal benchmarks and the comparative validity of this dual-factor approach relative to other evaluation frameworks.

Several pedagogical factors potentially explain the significant improvements in student achievement. The Triple Kit Package's topics, content, and activities were intentionally designed to build language skills most relevant for testing scenarios. Incorporating objective assessments with single correct answers allows for efficient competency evaluation and rapid student improvement across weak areas. This aligns with Campbell's (2015) findings on the advantages of objective tests, though further research on optimizing test formats and item types is warranted to maximize validity and reliability (Wagner, 2007). The observed effectiveness in this study supports previous literature emphasizing focused training in linguistic comprehension and retrieval for enhancing teenage Thai students' English performance.

Analyzing the score distribution among the 39 students indicates promising English proficiency development—all students scored at least 50% in the designated test, with total points accrued exceeding the cumulative pretest scores by 302 points, a substantial 19.35% gain. Over half the sample population (62%) achieved mastery level scores between 31-40 points, meeting the threshold for passing rates above 80% set by the research standards. These results underscore the effectiveness of the targeted instructional approach in fostering substantial learning gains.

The pedagogical approaches embedded within the Triple Kit Package offer explanatory value for the collective and individual gains made. The Team-Assisted Individualization (TAI) method fostered collaborative abilities, peer teaching, and engagement in language activities like role-plays, aligning with Muangpathom's (2014) and Queen's University's (2019) findings. However, the limited application of TAI in online environments suggests a potential area for further investigation, particularly in integrating TAI with educational technologies for hybrid learning. Role-playing exercises, which enhanced conversational fluency and situational summarization abilities, would benefit from additional research to formalize best practices for role framing, scaffolding, and debriefing (Afdillah, 2015; Klawichan, 2017; Rosmayanti & Yahrif, 2019).

Learning vocabulary terms through team peer teaching activities like word searches connects to wider literacy development, echoing findings from Murdani & Sumarli (2019) and Chaluirat & Wiriyapong (2020). However, best practices on teacher facilitation, group composition, and activity sequencing require further elaboration. Additionally, the incorporation of multimedia elements, as highlighted by Gonzalez-Sanmamed,

Carril, & Sangra (2014), Suthirat (2018), and Tuhuteru et al. (2023), significantly enhanced engagement and accessibility, yet quantitative and qualitative guidelines detailing optimal multimedia elements and applications remain underdeveloped.

In summary, the quantitative O‑NET improvements coupled with the observed in‑classroom benefits of TAI, role-playing, multimedia, and other hands-on activities substantiate the Triple Kit Package as an effective instructional approach for advancing teenage English language development. Student‑centered methods facilitating retrieval and production of language may activate learning for Thai populations. Further comparative work is merited, especially for resource-limited schools, to confirm and extend these findings.

A granular analysis of the test score changes across units reveals meaningful insights. The most substantial pre/post‑test differences emerged within the reading‑centered Unit 3. Scanning strategies enabled rapid information location, while WH questions helped derive key details from passages. The real‑world exam practice promoted skill transfer. Similarly, Unit 1's grammar and syntax content paired multimedia games with sample test items to drive engagement and performance. Unit 2 also exhibited noteworthy improvement; role-plays and conversational exercises‑built fluency. The "yes/no" question model facilitated quick response capabilities. Essentially, aligning in‑class activities with likely test scenarios catalyzed learning through relevance. Mimicking the real‑world assessments in a low‑stakes environment empowered content mastery. The diversity of techniques used across units reduced monotony while allowing customized approaches for each topic. Employing team collaboration, games, dialogues, and IT tools tapped into student preferences for interactive learning.

In summary, the score changes testify to the effectiveness of matching pedagogical strategies to academic goals across language domains from reading to writing to listening. Needs‑based customization for lesson planning proves beneficial relative to standardized one‑size‑fits‑all models. The social, stimulating, and skill-building components kept students motivated to achieve. This research solidifies customized, exam-mirrored instruction as an evidence-based practice for English as a foreign language (EFL) learner in Thailand, warranting ongoing curricular integration to raise proficiency. Further research should explore optimizing these approaches in varied educational contexts to generalize the findings more broadly.

Recommendations

Recommendations for Applications

The use of three complementary instructional techniques ‑ cooperative learning, multimedia lessons, and role‑play activities ‑ shows promise for improving reading comprehension, grammar knowledge, and communication skills that can be applied in daily life situations. Implementing short vocabulary review activities before lessons may support student learning and retention as well.

Recommendations for Further Research

To assess the scalability and generalizability of the Triple Kit Package, future research is warranted. A large‑scale study（Study 1）could involve implementing the package in a wider range of schools contending with English teacher shortages. This would provide valuable insights into the effectiveness of the Triple Kit across diverse educational contexts.

Furthermore, investigating the psychological underpinnings of the Triple Kit's effectiveness would be informative（Study 2）. Exploring how the package impacts student motivation, engagement, and self‑efficacy could illuminate the mechanisms by which it fosters learning gains.

Finally, considering the potential of technology‑assisted learning offers a promising avenue for future research (Study 3). Developing online platforms or mobile applications for delivering the Triple Kit content could supplement in-person instruction and contribute to broader English language proficiency among students.

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