

# The Creation of Chinese Educational Resources for Sixth Grade Students

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## **Abstract**

The majority of the Chinese teaching resources for sixth graders are textbooks that originate in China. These textbooks are written at a level that is too advanced for sixth graders. The purpose of this project is to generate teaching materials in Chinese for students in the sixth grade. The research is conducted using a pretest and posttest method, the sample consists of students in the sixth grade, and the research instruments consist of Chinese teaching materials, Chinese exercises, academic achievement exams, and a learning satisfaction questionnaire. The findings revealed that the average score on the pre-school achievement exam for the 44 kids who participated in the research was 45.34 percent, but the post test score was 82.39 percent. The standard deviation of the scores on the pre-test was 3.08 percent, whereas on the post-test it was 1.62 percent. This paper indicated that students had significant differences in their pre-test and post-school accomplishment at the level of 0.05,

and postschool achievement scores were greater than pre-test achievement scores. In addition, students were highly happy with the Chinese language teaching materials.

**Keywords:** Chinese, instruction, teaching materials

## 1. Introduction

These days, the government of Thailand is beginning to place a greater emphasis on the teaching of Chinese as a second language in Thailand. Instruction in Chinese was eventually made available in schools across the country. The primary school has a pilot government school beginning with elementary school grades 4-6; the junior high school teaches Chinese as a special topic and opens a special subject group for the high school; and the high school also has a special subject group (Wang, 2018; Luo, 2021; Luo & Nuangchalem, 2022).

Research into Chinese language teaching and learning in Thailand has been going on for a long time, but the current situation regarding the instruction of elementary Chinese is still quite problematic. The learning effectiveness is low because learners are unable to put their knowledge to good use effectively, and the learning methods that are used in Thailand lack decency. The situation regarding the instruction of elementary Chinese is still quite problematic (Nuansri, 2015; Sato, 2021).

The most often used learning materials are from China; whether they are used in formal or informal classrooms, these materials are notoriously difficult to comprehend for Thai students, and the teaching techniques that accompany them are incapable of catering to the requirements of students. As a result, it is unable to entice students to take an active interest in and make a commitment to learning Chinese language. In addition, the teaching of Chinese as a foreign language in Thailand largely adheres to the outdated approach, which places an emphasis on rote memorizing, reading, and writing, but provides little incentive to really put this knowledge into practice in one's daily life. The texts that were utilized are likewise not up to date (Zhao et al., 2020).

The results of the tests taken by sixth graders make it possible to recognize that exercises are very important and necessary for learning language skills. They assist students in better comprehending the lesson and in remembering the lesson material as well as vocabulary (D. Bradley & M. Bradley, 2019). This makes it possible to recognize that exercises are very important and necessary for learning language skills (Kulachit & Nuangchalem, 2021). The teachers will be able to save a lot of time and money as a consequence of this, and the students will be able to utilize the language to communicate more successfully (Aimin, 2015).

Another advantage is that the weaknesses of the students may be identified and addressed in a timely way (Hung et al., 2018). As a result of this, the researchers intended to develop teaching materials for sixth graders by utilizing Chinese teaching materials in order to use these newly developed teaching materials as supplementary teaching materials for the Chinese language. These newly developed teaching materials were going to be used in order to teach sixth graders Chinese.

The purpose of this study is to develop Chinese teaching materials for students in the sixth grade. By doing so, the researchers seek to find a solution to the problem of teaching and learning the Chinese language, as well as the scarcity of Chinese language teaching materials in schools. as well as to investigate the extent to which students are content with the implementation of Chinese instructional materials developed by the researchers, and to investigate the extent to which students' learning is improved as a result of their use of Chinese instructional materials in the classroom.

## **2. Method**

### *2.1 Participants*

Students in the sixth grade at Khot Hin Mettraphap 42 School have access to tools for learning Chinese within the school. In order to carry out their research, the researchers in this study utilized a methodology known as a pre-test and a post-test design. The children that took part in this research were all in the sixth grade at Wat Khot Hin Mettraphap 42 School. There were a total of 44 participants. These pupils received Chinese language instruction from a range of curricular sources in order to develop their language skills.

### *2.2 Research Tools*

The following are the four categories of tools used in research:

- (1) Chinese educational resources for 6<sup>th</sup> graders.
- (2) Practice in Chinese for sixth-graders.
- (3) Chinese language proficiency examination for sixth-graders in 20 items.
- (4) Ten item of satisfaction evaluations of 6<sup>th</sup> graders' satisfaction with Chinese.

### *2.3 Procedure*

The researchers were responsible for doing quality control on the instrument, outlining the methods involved in producing it, and evaluating its overall usefulness. Creating instructional tools in Chinese for kids in the sixth grade who are studying Chinese. Performing study on the challenges faced by sixth-graders while attempting to acquire understanding of Chinese terminology. After that, the researchers do an analysis of the research data on themes that the researcher has a special interest in examining or on research that is relevant to research that has been conducted in the past.

In addition, students will construct resources for teaching Chinese to students in the sixth grade by researching and examining materials to aid in learning Chinese that were taken from a range of publications and studies. Developing activities for students in the sixth grade that will evaluate the knowledge of three specialists using a grading system with five levels in accordance with the Likert methodology. After that, the researchers provide the Chinese activities as well as the assessments that were created by the students in the sixth grade by given to three experts, who then examined it to determine whether or not the learning approach utilized was suitable, as well as whether or not the terminology used was correct.

The evaluations of the experts were compiled and averaged to provide a score of 4.60. This implies that one collection of Chinese educational materials for pupils is at the level that is most suitable for them. Testing the hypothesis included using a design with a single group for both the pre-test and the post-test. The research on learning satisfaction was based on the mean scores and their ranges (4.50-5.50: Very high; 3.50-4.49: High; 2.50-3.49: Medium; 1.50-2.49: Low; 1.00-1.49: Very low).

### 3. Result

The examination of the effectiveness of Chinese teaching materials for 6th graders at Wat satisfied the 80/80 criteria, which we tested with 44 students using the pre-school achievement test. Twenty of these are taught through research-based teaching materials and exercises developed by the researchers. After class, grade each set of tasks, average them, calculate standard deviations and percentages, and then assess academic attainment.

Table 1. Chinese workouts

Exercise	Score			
	Full score	$\bar{X}$	S.D.	Percent
1	10	8.55	1.47	85.45
2	10	8.70	1.41	87.05
3	10	8.20	1.44	82.05
Average	30	25.45	0.03	84.51

According to Table 1, when students had completed the learning process and used three different sets of Chinese language teaching materials, the average score from each set of exercises was 25.45 out of a total score of 30 points, the standard deviation was 0.03, and the average was 84.51 percent. This information was gathered after the students had used three different sets of Chinese language teaching materials. After the students had finished the learning process and had used the Chinese language teaching materials, this was found to be the case. The standard deviations, as well as the average findings of the analysis.

After administering post-school tests to a total of 44 students, the majority of which were composed of Chinese exercises and achievement evaluations, the researchers came to the conclusion that 6th grade students at Khot Hin Mettraphap 42 School performed an average of 42.1% of all Chinese exercises. These conclusions are based on the findings that the researchers found when they examined the Chinese exercises that the students had completed. Before they started school, students in the sixth grade had an average score of 9.07, which was equal to 45.34 percent of the total score, and a standard deviation of 3.08. Following that, their scores improved, bringing them to an average of 16.48, which represented 82.39 percent of the overall score.

Table 2. Comparison of academic success differences before and after school

Test	N	Full score	$\bar{X}$	S.D.	Percent
Pre-test	44	20	9.07	3.08	45.34
Post-test	44	20	16.48	1.62	82.39

The pre-school accomplishment test was taken by 44 pupils, who collectively obtained an average score of 45.34 after class, 82.39, with a standard deviation score of 3.08 after class, which was 1.62. Table 2 displays these findings for your perusal. After making use of educational materials from China, on average, the disparities were detected after being examined. This was the case. The performance of the pupils in class is much improved after the class has ended.

The results of a survey concerning the level of satisfaction experienced by students in the 6th grade Chinese educational resources which developed for Khot Hin Mettraphap 42 School. The level of satisfaction with Chinese educational materials was determined via the use of questionnaires, after which the results were averaged and standard deviations were calculated. The evidence may be shown in Table 3.

Table 3. Findings of the sixth-grade satisfaction survey

Item	$\bar{X}$	S.D.	Satisfaction level
The lesson's specifics.	4.36	0.56	High
The novelty of the learned material.	4.36	0.62	High
The relevancy of the content to the learner's age.	4.46	0.58	High
The lesson's attractiveness.	4.61	0.57	Very high
The ease with which the material was learned.	4.25	0.52	High
The length of knowledge gained.	4.07	0.54	High
The knowledge gained increases comprehension of Chinese subjects.	4.46	0.58	High
Content to learn in order to foster creativity in Chinese learning.	4.18	0.55	High
The knowledge gained can be applied in everyday situations.	4.39	0.57	High
The requirement to reorganize the material learned in this manner.	4.25	0.52	High

According to Table 3, sixth graders who reported having access to materials for teaching Chinese as a foreign language had a high level of overall learning satisfaction.

#### 4. Discussion

During the course of this study, Chinese instructional materials for sixth graders were prepared, a comparison was made between pre-school and post-school academic achievement, and the degrees of satisfaction sixth graders have with the Chinese instructional materials was determined. The ratio of 84.51 to 82.39 for the Chinese teaching materials used in the sixth grade suggests that students learn Chinese through the use of Chinese teaching materials in conjunction with activities devised by the researchers. This was determined by looking at the ratio for the Chinese teaching materials used in the sixth grade. The findings of the achievement exam that was administered after the students had finished the Chinese language exercises resulted in an average score of 84.51 percent, which was higher than the results of the post-school accomplishment examination. This is due to the fact that Chinese workouts involve not only a wide range of exercises but also content that is designed to accomplish a specific goal (Cai & Wang, 2006; Dangol & Shrestha, 2019).

There is graphic information that is not only detailed but also vibrant, and it can be accessed easily (Kanoksilapatham, 2013). Students have a higher level of interest in taking part in the activities since they do not contain any elements that are comparable to anything else they have studied in the past. There are all examples of multiple training exercises. When designing new training activities for children, it is important to factor in both the level of challenge presented by the content as well as the child's level of interest in the activities. In addition, the researchers devised some fantastic workout programs for the participants.

In addition to this, it has been through a laborious process known as curriculum analysis, which is based on the fundamental principles of psychology, a suitable approach, and an algorithm (Kondo-Brown & Brown, 2017). This procedure was carried out in order to ensure its quality. In addition to a method for determining the areas in which there is room for development in terms of efficiency (Gong et al., 2018; Intasena & Nuangchalerm, 2022). Beginning with the guidance of the expert, and prior to implementing Chinese exercises with the sample population, we performed experiments with the students who are going to be taught by us in order to assess the effectiveness of the activities, as well as to discover and correct any inadequacies. Until such time as it can be utilized in a manner that is productive inside the workplace (Liu & Lo Bianco, 2007).

This results in a higher degree of academic accomplishment, the fulfillment of specific standards, and a greater amount of variation in the Chinese exercises. The activities that the students participate in do not tire them out to the extent that one might expect. Make it a point to make sure that the pupils enjoy themselves during each and every one of the training sessions (Ma et al., 2017; Jing-Schmidt & Peng, 2018).

When comparing academic performance using activities from the sixth grade of Chinese, it was discovered that post-school accomplishment was higher than before acquiring Chinese teaching materials (Manomaiviboon, 2004). This was discovered through a comparison of academic performance. This was determined by drawing parallels between the two. Students who study using Chinese instructional materials and also complete activities see an increase in their success that is statistically significant at the .05 level.

This impact is to make students more successful overall. The notion that underlies learning psychology is supported by this observation. It is recommended that experiences that are meant to improve one's life should first be simple to understand before they can become the basis for more challenging activities or workout suggestions. Students are now aware of the areas in which they need improvement. It has the ability to fast improve things despite the fact that they already have flaws. It meets and reinforces the learner's demand to gain extensive information while also being easy to use, and its usage is straightforward. In addition, it is easy to use. The students will have the most fun and satisfaction overall (Wang et al., 2021, Yue, 2021).

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