The Learning Achievement and Satisfaction on Language Expression Using Situational Teaching Method of Sophomore Majoring in Tourism Management of Guangxi Agricultural Vocational and Technical University

Min Teng [1] Sirikarn Thanawutpornphinit [2]

Abstract

The objectives of this research were (1) to compare pre-test and post-test learning achievement, (2) to compare post-test with 75% criteria, and 3) to study students' satisfaction on language expression using Situational teaching method. The sample group was 21 students from two classes of tourism management in grade 2 of Guangxi Agricultural Vocational and Technical University in 2021, which was conducted by simple random sampling. The research design was one group pre-test post-test design. Research tools were included of 1) management plans using situational teaching method to cultivate students' language expression ability, 2) 30 questions for the achievement test, and 3) The satisfaction survey form. The statistics used for data analysis were mean, percentage, standard deviation, and t-test.

The results of the research were as follows:

1. The comparison of learning achievement on language expression, the post-test scores were significantly higher than pre-test at the 0.01 level

2. The comparison of learning achievement on language expression, posttest scores were significantly higher than the 75% criterion at the 0.01 level.

3. The study of the students' satisfaction on language expression, was at the highest level ($\bar{x}$ = 4.84, S.D. = 0.38).

---

[1]M.Ed. Student of Innovative Curriculum and Learning Management, Pathum Thani University

E-Mail: min_teng@ptu.ac.th

[2]Lecturer of Innovative Curriculum and Learning Management, Pathum Thani University.

E-mail: sirikarnt@gmail.com

Keywords: Situational Teaching, Teaching Activities, Language Expression Ability

Satisfaction, Learning Achievement

Introduction

With the rapid development of social economy, the development of tourism has attracted the attention of all sectors of society. Especially as the epidemic is effectively under control, the global tourism industry has picked up, the world tourism industry has entered a period of high growth, and the development of China's tourism industry has also entered period of rapid growth. With the development trend of collectivization and internationalization of tourism, the tourism market is expanding rapidly, and professional tourism talents are in short supply. According to relevant reports, at present, there are about 6 million people directly employed in the national tourism industry, and the actual demand for professional tourism talents will reach 8 million, and the gap of tourism talents is at least 2 million. In the future, this gap will increase at a rate of 200,000 people every year. While the gap of tourism talents is constantly expanding, the quality and ability requirements of tourism practitioners will be higher and higher, and the tourism market will be in urgent need of comprehensive tourism talents. More requirements have been put forward for the improvement of the professional skills and comprehensive knowledge of tourism practitioners, and "one specialty and multiple capabilities" has become the basic requirement for tourism practitioners. In the new historical period, professional tourism talents should not only have the basic learning ability and knowledge mastery ability, but also should have more new ability to adapt to the development of The Times. On the current tourism talent market, the existing part of the tourism professionals team is tourism professional, they lack school system education and professional education, under the guidance of empirical work, prone to serious knowledge blind spots, there will be great disadvantages in the tourism reception, so the tourism practitioners quality remains to be improved. In order to ensure the sustainable development and orderly development of tourism and improve the service quality of tourism reception, it is very necessary for the training of tourism professionals. Therefore, colleges and universities

should carry out systematic and scientific teaching arrangements for the training of tourism professionals, so as to cultivate comprehensive talents to adapt to the development of tourism and meet the needs of the tourism market.

Tourism management students must have language ability, teamwork ability, learning ability, problem solving ability, innovative thinking ability and other key abilities. Language ability is an important and key ability for the employment competitiveness of graduates of tourism management major, which directly affects students' first employment and future career development. Therefore, the research on the cultivation of language ability of students majoring in tourism management is an important content of tourism education. The language skills of tourism management students cover the comprehensive expression skills of listening, speaking, reading and writing. Specific performance is in: 1. Language quality. 2. Communication quality. 3. Communication and communication. 4. Foreign language communication. First of all, you can speak fluent Mandarin, accurate pronunciation, moderate speed, be able to cadence, broad and moderate vocal range, learn to control the volume in smiling and passionate conversation, accurately and properly express views. Secondly, to have good oral expression ability, able to use their own language to strengthen communication, explain scenic spots. The tour guide explanation is to convey all kinds of information to the tourists through the language expression of the tour guide, so that they can edify their sentiment and increase their knowledge. Whether the tour guide explanation is beautiful and whether to attract tourists is an extremely important factor in the success or failure of the tour guide work.

Situational teaching method is to create a real language environment or simulation situation according to the needs of students 'learning, so that students can feel in the real situation, and constantly stimulate students' interest in learning language expression. Situational teaching method can be said to be a teaching method, which occupies an important role in language learning. 1) Stimulate students 'thirst for knowledge and cultivate students' ability to study independently; 2) Provide students with a realistic external language environment for learning English. The implementation of situational teaching method: 1) The creation of the situation should conform to the psychological characteristics of students. Related psychological research shows that students are more likely to be interested in intuitive and vivid images, and their

memory is particularly strong. 2) With the help of advanced teaching means to create language communication situation for students, multimedia teaching technology is increasingly mature and developing, can appropriately add some things that students are interested in, in order to stimulate students 'interest in learning, improve the effect of students' learning. 3) Use games or role-playing So, situational teaching method is a very effective teaching method, in the language ability of teaching plays a very important role, it can according to the needs of students to create real language environment or simulation, make full use of vivid, image, realistic artistic conception, make students feel in the real situation, to stimulate students 'interest in learning language, improve the students' ability to master the language.

Therefore, this paper used the theoretical knowledge and educational principles of situational teaching, method and applies the method of situational teaching design in the teaching of language expression ability of students majoring in tourism management. It was hoped to improve the language expression ability of students majoring in tourism management through situational teaching method.

Research Objectives

1. To compare learning achievement on language expression using Situational teaching method between pre-test and post-test

2. To compare learning achievement on language expression using Situational teaching method with the 75% criteria

3. To study students' satisfaction on language expression using Situational teaching Method.

Hypothesis

1. Post-test learning achievement on language expression using Situational Teaching Method is higher than pre-test.

2. Post-test learning achievement on language expression using Situational Teaching Method is higher than the 75% criteria

Conceptual framework

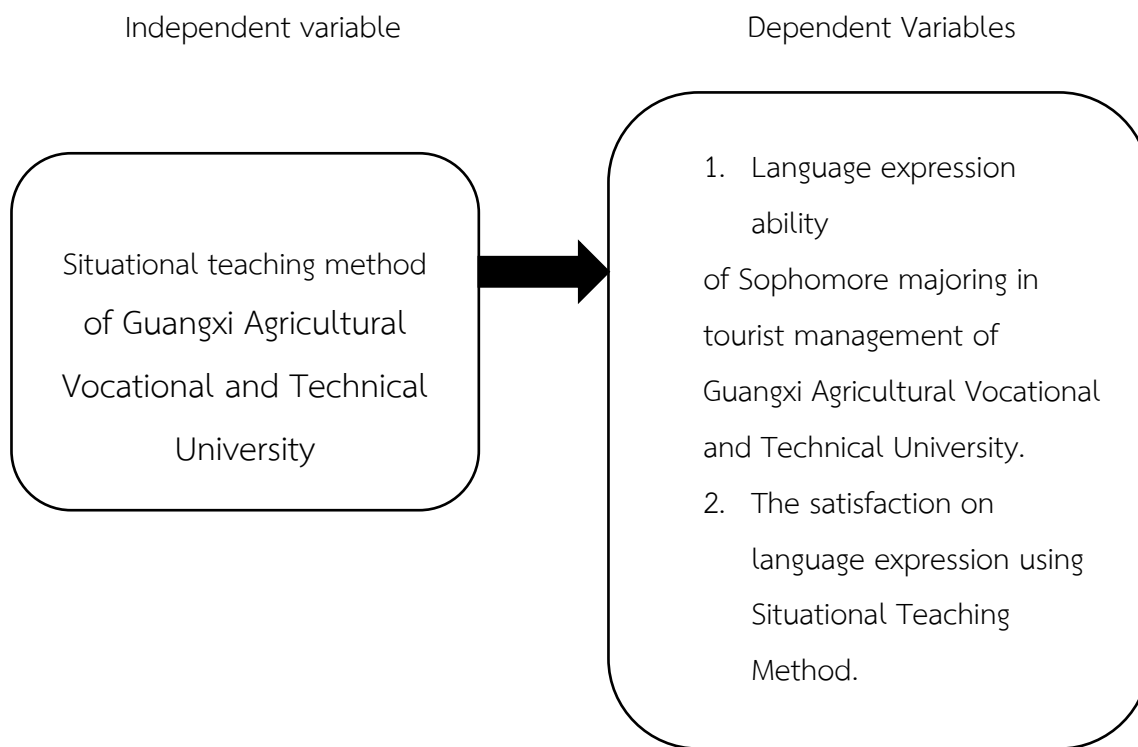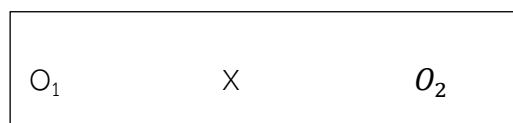The conceptual framework of this research was as follows.

Independent variable   Dependent Variables

Fig.1 Conceptual framework

Methodology

1. Research design

This research used one group pre-test and post-test design

O_1	X	O_2

O_1 is pre-test

X   is Situational Teaching Method

O_2 is post-test

2. Population and sample

2.1 The population was the 2 classes of sophomore students majoring in tourism management of Guangxi Agricultural Vocational and Technical University.

2.2 The sample were 48 student's sophomore students majoring in in Tourism Management of Guangxi Agricultural Vocational and Technical University

Students which were obtained from simple random sampling.

3. Research instruments

The instruments used to collect information on data were;

1. The learning management plan of language expression using Situational Teaching Method (10 learning management plans) of the second-grade students of Guangxi Agricultural Vocational and Technical University.

2. Pre-test and post-test achievement test, which was 4 of multiple choice,30 items.

3. Satisfaction evaluation of second year students majoring in Tourism Management in Guangxi Agricultural Vocational and Technical University Level 5 including 15 questions.

Creation and quality of research instruments

1. The lesson plan for teaching Language expression using Situational teaching method

1.1 Study the course documents such as teacher manuals, evaluation results, learning subject groups of Guangxi Agricultural and Technical University.

1.2 Study concepts, theories, principles from documents and research of Language expression.

1.3 Study concepts, theories, principles from documents and research of Situational teaching method.

1.4 Study the Curriculum and course description of Language expression course.

1.5 Develop guidelines for learning management plans of Language expression using Situational teaching method in totaling 10 topics, 20 hours in various contents of tour guide.

1.6 Submit the developed learning plan to an advisor to determine the suitability.

1.7 Submit the developed learning plan to 5 experts to determine the suitability and quality of the learning management plan. Experts used an analytical rating scale to assess the appropriateness of the questions. By using the criteria to consider the suitability of a 5–level scale as follows: Level 5 means the most appropriate. Level 4 means very appropriate. Level 3 means moderate suitability. Level

2 means less suitable. Level 1 means least appropriate. The findings are based on an average of the requirements of the criterion as follows: (Bunchom Srisa-at. 2017).

4.51–5.00 is most suitable

3.51–4.50 is very appropriate

2.51–3.50 is moderately appropriate

1.51–2.00 is less appropriate

1.00–1.50 is least appropriate

Based on the average score of 3.51 or higher as a criterion to judge that experts believe that learning management plan of suitable quality and in accordance with the essence, subject matter, learning management process learning materials measurement and evaluation. The results of the expert review found that the learning management plan created the mean value of 4.84, which means that the learning management plan created is appropriate at the highest level

2. The learning achievement test

2.1 Study course documents, such as teacher's manual, evaluation results, study subject group of Guangxi Agricultural Vocational and Technical University, according to the state to the tour guide practitioners to explain the evaluation standards. The researchers used a model of episodic teaching to create basic standard tests and created small tests of multiple-choice questions

2.2 Create a 4 multiple choice test.

2.3 Test results were established. Appropriateness for testing time The difficulty and the suitability of the question and options. The criteria for consideration of conformity are as follows:

+1 means when you are sure that the test measures the purpose.

0 means when you are not sure whether the test measures the purpose.

-1 means when you are sure that the test does not measure the purpose.

Record the results of each expert's consideration. then find the index. Consistency (the Item Objective Congruence; IOC) The results of the expert review found that the correspondence between the exam and the learning objectives got IOC values from 0.60 –1.00

3. The questionnaires of students' satisfaction

3.1 Study the definition, theory and relevant research literature of satisfaction.

3.2 Create an assessment scale questionnaire based on the data obtained in the study.

3.3 Obtain valid data through the questionnaire survey. As part of monitoring and providing feedback, the questionnaire provides the data needed for the course the scholar is studying.

3.4 Submit the questionnaire questions to a five-member expert group for review to ensure the accuracy of the questions and the proper use of language and content. by the IOC is 1.00

4. Data analysis

The statistics used for data analysis were mean, percentage, standard deviation, and t-test.

Results

1. To compare the results of the language expression ability test of the 21 students of the 2021 tourism Management major of Guangxi Agricultural Vocational and Technical University, using Situational Teaching Methods to carry out teaching activities, and the 75% standard between the language expression ability test and before the test

Table 1 Comparison between post-test and pre-test

Test Score	n	$\overline{x}$	SD	df	threshold score	t
Pre-test	21	21.95	2.48	20		50.98
Post-test	21	25.24	2.00			

**Statistical significance at the 1% level, t(0.01, 20)=X25.280

It was shown that the post-test of learning achievement on language expression ability using Situational Teaching Method of second grade students of Guangxi Agricultural Vocational and Technical University was higher than pre-test with

statistically significant at 01 level, based on assumptions, the mean score was 25.24, the T value was 50.98.

Table 2 Comparison between post-test and 75% of the criteria

Test Score	n	full score	threshold score	$\overline{x}$	S.D.	%	t
Pre-test	21	30	22.50	25.24	2.00	84.13	16.45
Post-test	21		25.24	25.24			

** Statistical significance at the .01 level, t (0.01 ,20) = 2.5280.

From Table 2 the students' average scores after the test, was 25.24 (84.13%) higher than 75 of criteria. The T value was 16.45, which was, significant differences at 0.01 level, based on the assumptions.

Table 3 Student satisfaction of Guangxi Agricultural Vocational and Technical University

No.	Article	Satisfaction level		Interpret
		$\overline{x}$	S.D.	
1	Teachers use the materials that fit for the learning activities	5.00	0.36	the most
2	Teachers give students the opportunity to ask questions.	4.95	0.22	the most
3	Students have opportunities to express their opinions	4.95	0.22	the most
4	Learning activities make the students have fun.	4.90	0.30	the most
5	The students participate in learning activities.	4.90	0.30	the most
6	Teachers have the ability to transfer knowledge.	4.62	0.59	the most
7	Teachers organize interested leaning activities.	4.86	0.36	the most

No.	Article	Satisfaction level		Interpret
		$\bar{x}$	S.D.	
8	Teachers have the normally polite manner and easy to understand.	4.81	0.40	the most
9	Teachers suggested making the practice less activity at the close.	4.95	0.22	the most
10	Students use the learning materials in learning activities to do at the performance.	4.86	0.36	the most
11	Learning materials encourage students to understand the content.	4.81	0.40	the most
12	learning materials help students be able to learn on their own.	4.81	0.40	the most
13	Leaning materials are appropriate to the learning activities.	4.81	0.40	the most
14	The content included in the learning activities is interesting.	4.71	0.46	the most
15	The duration of the learning activities for each content is appropriate.	4.67	0.66	the most
	Total	4.84	0.38	the most

Table 3 was shown that the students are satisfied with the learning activities using Situational teaching method at the highest level with a mean of 4.84 and a standard deviation of 0.38, reaching the maximum satisfaction level

Discussion and Conclusions

Academic performance test score is higher than the prediction test, which is of statistical significance.01 Level and post-test scores were statistically above 75%, meeting the set hypothesis. This is because the situational teaching mode, learning activities in students' language expression ability to find the right content, the purpose of these contents is to let students from easy to difficult, fully show their ability, so that students from each activity to stimulate their potential. Learners must set

common goals, and under the correct learning methods, combined with their own learning ability and knowledge mastery of the situation of learning. Let all learners have the same learning opportunities to acquire the same knowledge, so that each learning member can stimulate their own potential, and can improve the language expression ability to a certain extent. Therefore, students' academic scores after study are higher, higher than the prescribed value of pre-class and after-class exam scores. The results of the sophomore students majoring in tourism management in Guangxi Agricultural Vocational and Technical University showed that the improvement scores during the study period were higher, respectively, and the threshold scores higher than 70% after the test were significantly higher than before the test. The teaching practice of using the teaching method of situational painting to expand the teaching practice shows that compared with the traditional teaching method, the situational teaching method significantly reduces the anxiety of students 'opening and expression, improves the students' habit of language expression, and has a statistical significance level. The method of situational teaching differently affects the performance and attitudes of students with different cultural backgrounds, but through the teaching practice of this semester, the academic performance of students' language expression ability test has been significantly improved.

2. Student satisfaction test. The situational teaching method is integrated into the teaching activities. Students conducted a satisfaction questionnaire survey on this teaching method activity, and the average value was 4.84, which led to a higher level of satisfaction, which may be due to students' active participation in the development of teaching activities. In the learning management stage, teachers must organize students to review the previous learning content and conduct teaching practice in a planned and orderly way. In the process of learning, students are biased and their abilities are different. We should strengthen the interaction between students and let students dare to express their interest in language expression. Through a series of classroom learning, students can master the basic ability of language expression. The goal of teachers 'teaching is to significantly improve students' language expression ability through a period of learning. Teachers should constantly think and summarize repeatedly in teaching practice, make correct use of situational teaching methods, and constantly improve students' language expression ability in class. These were

related with Sarathayut (2017) explored the effectiveness of using situational teaching methods among non-native Thai learners, especially in improving students' listening and speaking skills in Thai. the author found that the situational approach can significantly improve students' listening and speaking abilities in Thai, while enhancing their learning motivation and interest. And according to Thanapaisal (2018) studied how to improve Thai English as a Foreign Language (EFL) learners' listening comprehension through situational context. He found that by placing language learning in specific contexts, students can more deeply understand and apply what they have learned, thereby improving their listening and language expression abilities

Recommendation

    1. Recommendations for implementing

       1.1. Because the students' academic performance test higher than the test scores test higher than the prescribed standard. It is suggested that teachers should apply the learning mode of situational teaching to the teaching practice of tour guide practice classroom.

       1.2 When using the method of situational teaching to carry out teaching, teachers should make a set of course teaching plan in the learning management plan, and adapt to the time and place of learning management, so as to effectively implement learning management in all steps according to the prescribed learning management plan.

       1.3 Combine the situational teaching method with the traditional teaching mode, and each one. Teaching links should be well planned and time control, time and activities need to be flexible, and students' learning efficiency should be improved as much as possible.

    2. Future research direction

       2.1 Classroom teaching needs to conduct the classroom research and design the classroom content according to the actual situation of the students, pay attention to the basic situation of the learning group, and study and analyze the learning situation before class, so as to effectively play the role of the situational teaching method in the teaching practice.

2.2 For the next research the researcher should study the efficiency factors of learning using situational teaching method, activities may need to be flexible as appropriate to maximize student efficiency.

2.3 The situational teaching method should be used in conjunction with a series of another learning skills with the population and other sample groups

2.4 A series of learning activities should be developed to promote student characteristics in areas such as creative thinking skills. critical thinking, problem solving, and morality and ethics of students.

2.5 The development of situational teaching method in other subjects should be encouraged.

References

Bunchom Srisa-at. 2017). **Basic research.** Bangkok: Suviriyasan.

Pithayarungsarit, N., & Supasorn, S. (2019). "The Teaching Effects of Situational Teaching Methods on Thai Listening and Speaking Skills in Secondary School," in **Journal of Academic Studies**. Vol. 16 (No. 1): pp. 1-15.

Sarathayut, J. (2017). "The Effectiveness of Using Situational Teaching Method Among Non-native Thai Learners: A Case Study of Listening and Speaking Skills in Thai," in **Journal of Education**. Vol. 16 (No. 1): pp. 1-14.

Thanapaisal, C. (2018). "Improving Thai EFL Learners' Listening Comprehension through Situational Context," in **Journal of Humanities and Social Sciences**. Vol. 35 (No. 2): pp. 1-22.

Zhang, Z. and Zhang, T. (2021). "The Application of Situational Teaching Method in Higher Vocational English Listening Teaching," in **China Journal Net**. Vol.320 (No.8052): pp. 1-4.