

Development Of Extracurricular Activities To Develop Skills Of Learners In Thai Dramatic Arts

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Abstract

This research aims 1) to develop a model of extra-curricular activities to develop the practical skills of Thai classical dance learners 2) to study the achievements of extra-curricular activities. The sample group was 60 first year undergraduate students in Thai Drama Studies program, Department of Dramatic Arts, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi by purposive method for those who had lowest entrance exam scores. An experimental research model was designed by using the extra-curricular activities plan and result before- after the experiment to collect data and analyzed by statistics: mean, standard deviation and percent.

The findings revealed that extra-curricular activities plan contains important Cognitive Development Skills, including choreography practice, rhythmic catching, manages learning by emphasizing basic understanding and repeating until it can be performed automatically, group activities to build relationships, emphasis on self-learning. The overall average result of the knowledge and dancing skills after the activity experiment was higher than before the experiment with a statistical significance at the .01 level. 95% passed the activity to develop dance moves with the rhythm of the instrumental music, and 93.3% passed activities to develop listening skills for catching the rhythm, which is in a very good level.

Keywords: Extra-curricular activities, skill development for learners, activities for learning Thai dancing arts.

Introduction

Prosperity of the world that is constantly developing has resulted in a trend of continuous development of countries around the world. Thailand established the 12th National Economic and Social Development Plan (2017-2021) at the time of national reform to solve many fundamental problems (Office of the National Economic and Social Development Board, 2018: 1). One of the six main strategies in the 12th National Development Plan is about enhancing and developing human capital potential aiming to develop and promote Thai people of all ages to become perfect people with morals and ethics, discipline, and good values. Have a public spirit and being happy by being a smart person with skills and knowledge that can continuously improve himself throughout his life, all of these things are born from the most important foundation, which is education. Because education is a mechanism for producing quality people who will develop the country continuously and sustainably. Education creates knowledge for people to live, work and have the patience to fight life's obstacles. Therefore, education becomes more important and necessary tool to develop quality people to lead the society and the country flourish as well.

People therefore rely on the educational process for self-development. Higher education plays an important role in the development of the country because higher education institutions are people development processes to support the growth of the country. The mission framework that must be performed is to transfer knowledge, which is a process through the teaching and learning system, seeking new knowledge by studying, analyzing, and researching in order to apply new knowledge for teaching and academic development or national development. Academic service to society According to the National Education Act of 2019, higher education is defined as higher education than basic education. with the objective of enhancing Disseminate knowledge and innovation, aiming to promote, produce and develop manpower in academics and high-level professions. The management of higher education

is:1) Develop human resources to be proficient in their fields of expertise or profession, be able to respond to the needs of the country and build competitiveness on a global level. 2) Develop the person to be a complete human being, physically, mentally, intellect, knowledge and necessary skills, be a good person, disciplined, proud of the nation, understanding society and culture in life, be able to adjust themselves to support the world society that will change in the future, be responsible to family, community, society and the nation, jointly solve social problems and can live happily with others. 3) Respond to the national strategy, master plan, national economic and social development plan. The National Education plan in the higher education program must be linked to lower education because it prepares the human resources of the country as well as promoting education training to enhance the skills of a person's career as well as life-long education (National Education Act B.E. 2019, 2019: 55-57), May 1). Educational institutions produce quality graduates in order to develop high-level manpower for society and the nation research to create knowledge for academic excellence academic service to society in order to create and sustain the progress of society in order to improve the quality of life of people in society by using advanced academics as the basis and the preservation of arts and culture to maintain national identity of Thailand (Maoon, 2016: 159). Therefore, it is a process of developing people into a high-level career including the field of Thai dance studies that can develop people into a variety of high-level careers as well.

From the survey of those who are interested in studying in the field of Thai Drama Studies, it was found that some of them were from students who continued to study from the original professional line. Others are from a group of students studying in general program which chooses to study from preference without regard to aptitude or professional knowledge. Some applicants therefore have little or no basic knowledge of Thai dancing. As a result, it greatly affects the learning of practical skills, which skills are considered essential because teaching and learning in the field of Thai classical dance studies emphasizes practice. Therefore, learners should have fundamental skills in order to become a quality dance teacher in the future. For this reason, it may result in students who have little background knowledge or skills in Thai dancing arts. There is not a good study result in practical subjects that

are major subjects as they should be. It may cause students to experience stress and pressure because they learn slowly and cannot keep up. The researcher therefore foresees such problems that should give importance to and accelerate the development of learners in practical skills. in order to study according to the curriculum well.

From the aforementioned information, it can be seen that educational institutions are unable to improve the level of knowledge and basic Thai dancing skills of students who come to study, but can develop a process to enhance learning better. Therefore, it is necessary to introduce more activities to develop Thai dancing skills for learners resulting in reducing students' problems when entering the system. For this reason, the researcher is interested in studying the development of an extra-curricular activity model that can be used to develop learners' dance performance, Thai Drama Program Faculty of Fine and Applied Arts Rajamangala University of Technology Thanyaburi.

Research Objectives

1. To develop a form of extra-curricular activities that can be used to develop learners' dance practices, Thai Drama Program Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi.
2. To study the achievements of extra-curricular activities.

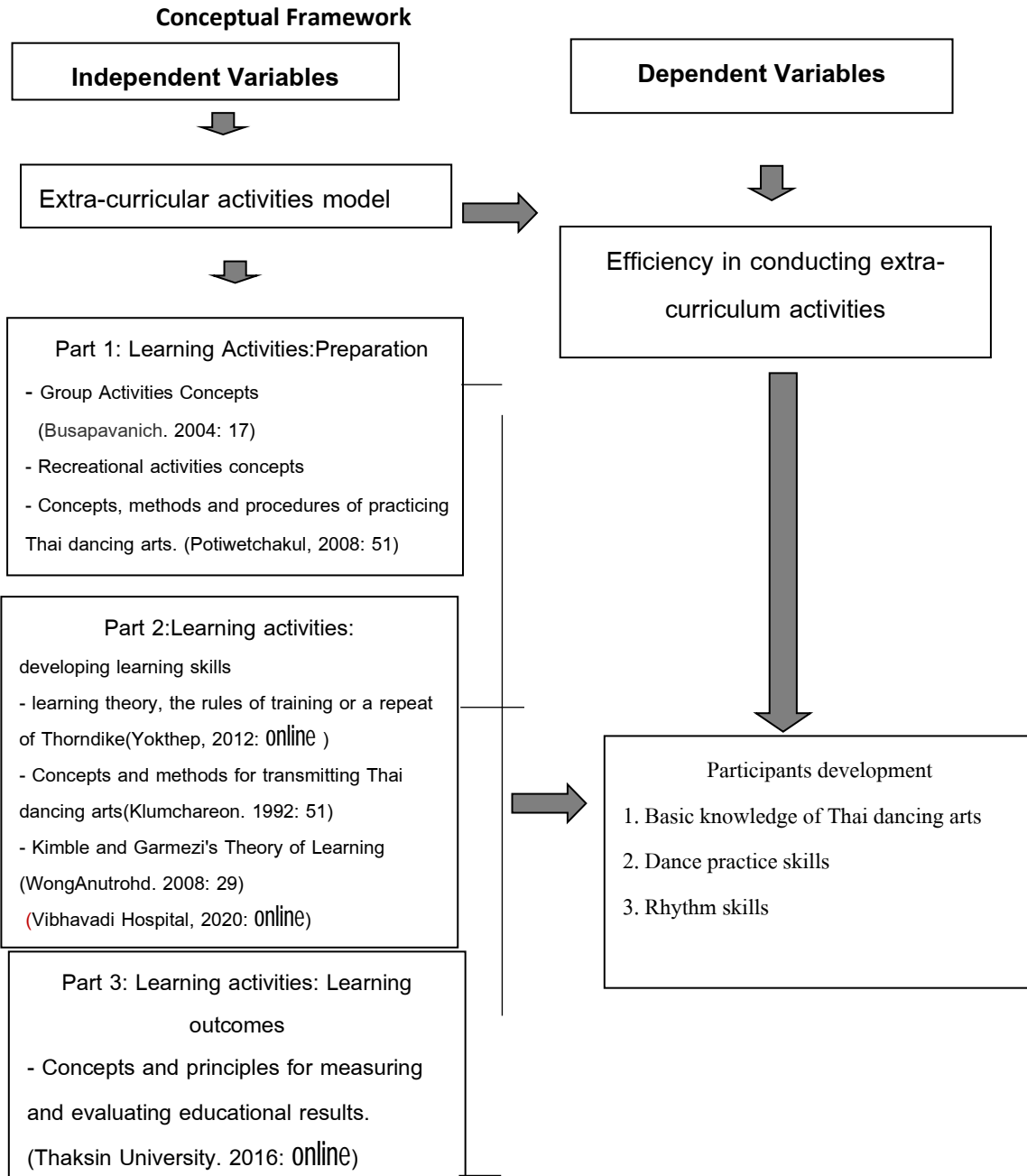


Figure 1: Conceptual Framework
Source: Artitaya Ngerndang (2022)

Methodology

Population and Samples

The samples used in this research were first-year undergraduate students in Thai Drama Studies program, Department of Dramatic Arts Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi by selecting

purposive sampling for the leading actors and actresses drama group with the lowest entrance exam score of 60 ranks.

Research Instrument

1. Extra-curricular activity plans to develop learners' dance performance skills Thai Drama Program, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi which consists of 14 activity plans.
2. A test to measure the achievement in knowledge of dramatic vocabulary before and after the use of extra-curricular activities.
3. Practical skills assessment forms before and after using extra-curricular activities.

Data Collection

In this research, data were collected from the first year undergraduate students in Thai Drama Studies (the leading actors and actresses drama group), Department of Dramatic Arts, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi. It is an experimental research. The process was conducted in order of steps: preparing the experimental group by random purposive method, selecting the persons who got the lowest score from the practical examination in the interview round to select the person to study further. After that, proceed to contact the place and carry out activities according to the extra-curricular activity plan to develop the dance skills of the learners in all 14 activity plans, in which each activity determines a form of measurement method and evaluation of learning outcomes in different areas. provided after the activities are completed and complete. The researcher analyzed the collected data from the sample using a statistical program and presented the experimental results before and after the activity as statistical values to support further experimental results.

Statistics used in data analysis

1. Mean (\bar{x})
2. Standard Deviation (S.D)
3. t-test Dependent
4. Percentage

Research Implication

This research is to develop a form of extra-curricular activities to develop basic learning skills in Thai dancing for undergraduate year 1 students, which could be regarded as a starting point for learners in Thai dancing. Many people still lack basic skills that the course time may not be enough to practice various skills. The form of extra-curricular activities thus helps to enhance learning for learners to understand the practice of dancing. even more contributes to better learning and practice of dance moves affects happiness in studying for further professional practice.

Data Analysis

1. The result of the creation of the extra-curricular activity plan. The organizer has determined the activity plan from analyzing curriculum data and surveying the need for developing students in Thai dancing skills from teachers who teach Thai dancing skills in the field of Thai dancing studies, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi. Then draw conclusions to formulate an activity plan. In which the said activity plan contains the essence of the activities event process measurement and evaluation. The researchers divided the activities into 3 periods as follows.

Session 1: Preparation (1st class)

- Orientation activities, relationship building and self-knowing

Session 2: Developing Learning Skill (2nd to 12th class)

- Basic knowledge development activities about dancing vocabulary

- Skill development activities for the head and body of Thai classical dance

- Activities to develop Thai dancing skills for arms and hands

- Activities to develop Thai dancing skills for the legs and feet

- Dance process development activities

- Rhythm listening development activities

Session 3: Evaluation (13th – 14th class)

- Listening Skills Assessment Activities for Catching Rhythm

- Skill assessment and orientation activities

The extra-curricular activities created by the researcher is used to develop and solve problems in learning skills of learners of Thai classical dance at the basic level by applying

basic understanding principles through learning from theory. The principle of understanding about the correct use of muscles and then repeatedly performing until proficiency and correctly performed automatically. However, group activities and recreational activities are used to build good relationships between each other. and self-learning to create a complete body of knowledge which takes 14 activities, 3 hours each time.

2. Analyze the results of extra-curricular activities to develop learners' dancing skills. Thai Drama Program, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi. The results of the extracurricular activities are focused on development in various areas, including basic knowledge of dance vocabulary, basic dance practice skills and listening and rhythmic skills. The result will be displayed in the following table.

Table 1: The average score for the knowledge of dancing vocabulary and skills in performing dance moves by Pretest-Posttest. The use of extra-curricular activities to develop learners' dance performance skills Thai Drama Program, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi (n=60)

Test	Test type	N	Full mark	\bar{x}	SD	t	Sig
Dance vocabulary	Pre	60	15	5.63	1.562	24.850**	.000
	Post	60	15	10.25	1.663		
Dance practice	Pre	60	30	11.85	2.629	71.877**	.000
	Post	60	30	24.50	2.418		

The results of the analysis according to Table 1 showed that the mean scores on the knowledge of dancing vocabulary before the use of extra-curricular activities were 5.63, the standard deviation was 1.562, and the mean scores on the knowledge of dancing vocabulary after the use of the extra-curricular activities were 10.25, the standard deviation was 1.663, and the mean scores for dancing skills before the extra-curricular activities were 11.85, the standard deviation was 2.629, and the mean scores for dancing skills after the activities were tried. The supplementary course was 24.50, the standard deviation was 2.418 when comparing the mean scores before and after the trial of

extracurricular activities. It was found that the mean scores in both aspects of the sample group after the trial of extra-curricular activities higher than before joining the activity with a statistical significance at the .01 level, therefore according to the assumptions set.

Table 2: Evaluation results for the development of dance choreography with the rhythm of instrumental music after using extra-curricular activities to develop learners' dance skills Thai Drama Program, Faculty of Fine and Applied Arts ,Rajamangala University of Technology Thanyaburi (n=60)

Test	Result	N	%
Continuity of dance choreography	Passed 58	60	95.00
	Failed 3	60	5.00
Skills for listening of rhythm of instrumental music	Passed 56	60	93.33
	Failed 4	60	6.67

The data analysis results in Table 2 found that after the experimental use of extra-curricular activities, there were 58 people who passed the dance choreography development activities for 96.67 percent, 2 people who did not pass the dance choreography development activities for 3.33 percent, and there were 56 people who passed the rhythmic listening activities for 93.33 percent. and those who did not pass the listening activity for rhythm catching, 4 people for 6.67 percent, which can be concluded that the extracurricular activities can develop skills in both areas at a very good level and proved the assumptions set.

Conclusion and Discussion

Research on the development of extra-curricular activities to develop learners' dance performance skills Thai Drama Program, Faculty of Fine and Applied Arts, Rajamangala University of Technology Thanyaburi , research results can be summarized and discussed according to the objectives as follows.

1. The result of the development of extra-curricular activities has determined the important content and learning content related to the development of basic skills of learners. According to the learning management process, there are 3 steps: preparation development of learning skills and the

learning evaluation stage set purpose and created a learning activity plan for 14 activity plans as follows:

1.1 Activity 1: Orientation to build relationships and know yourself (Preparatory stage) with the essence of creating self-understanding of the participants by revealing themselves. Because revealing oneself will make you learn to understand oneself and accept the reality that happens to him or her including learning what is suitable for oneself by separating the actor and actress role according to the suitability of each person's physiology, perceiving and knowing one's own physical performance through bending exercises, which prepares the body before practicing dancing arts. Because self-knowledge is the foundation of building self-confidence, leading to further self-improvement and easier to understand others, which will lead to acceptance of their behavior, resulting in a good relationship in co-operating in other activities.

1.2 Activity 2: Development of basic knowledge about dancing vocabulary (Learning skills development stage) with the essence of building knowledge and understanding of basic knowledge about Thai dramatic art in terms of dancing vocabulary, which is considered to be of great importance in the practice of Thai dancing arts. It is like a technical term used to communicate between dance practitioners in order to understand each other, which can be considered that those who are able to practice Thai dancing skills well should have a good knowledge of dancing terminology first.

1.3 Activity 3-9 Development of Thai dancing skills (Development of learning skills) with the essence of the dance practice in each part, consisting of the head and body dance vocabulary, arm and Hand Vocabulary and dance vocabulary for the legs and feet.

1.4 Activity 10-11: Development of dance postures (Development of learning skills) with the essence of the dance practice by bringing the dancing vocabulary that has been trained and developed in activities 3-9 to form a dance posture (connecting postures), practice to be related and consistent by moving the body according to the method of performing dance postures to create harmony and relation of the body from head to toe. with the rhythm and melody in order to achieve correct and complete dance postures.

1.5 Activity 12: Developing listening for rhythmic listening (Development of learning skills) with the essence of learning listening skills until being able to separate the sound of the rhythmic instrument and the melody machine and understand the principle of dividing the music room, make the participants have the right rhythm skills. As a result, the dance moves can be performed in accordance with the rhythm of the music.

1.6 Activity 13-14: Skill assessment and orientation activities (learning evaluation stage), with the essence of skill assessment after participating in the activity make participants aware of their own status or abilities in various fields, whether there are strengths that should be developed, and there are any deficiencies in the matter that should be improved. It is a stimulus to create motivation to learn and develop various skills by yourself in order to achieve better measurement and evaluation results. They also saw the value and benefits gained from participating in the activities, appreciate the value of other people, resulting in building good relationships with classmates.

The learning management period for each activity is set for 3 hours, with one continuous activity per day. The plan for such learning activities consists of the essence of learning activities process of learning activities learning materials and measuring and evaluating learning outcomes. The researcher has applied various principles, concepts and theories to create activity plans as follows:

- Principles of learning through a group process is to create motivation for personal development in various areas, including attitudes, values and behaviors, enabling them to show appropriate behaviors. It helps to know self-learning, better understanding of oneself and others therefore ready to accept their own flaws and ready to correct those flaws, affecting the development of personal abilities for the better. According to Busapavanich's concept and theory (2004: 17), the fundamental philosophy of groups emphasizes individual differences, but such differences can help groups benefit the group and oneself. Groups will also help foster positive social attitudes. Group activities are intended to help encourage individuals to learn to interact with others to create self-understanding understand others as well as to allow people to improve and develop themselves in a desirable way. It is also

consistent with the idea and theory of Button (1974: 1-2), which states that group activities are organized with the aim of promoting human growth and development especially social and interpersonal skills. Organizing group activities therefore creates opportunities for humans to learn about how to interact with others in a mutually supportive atmosphere using various techniques so that group members will try to help the group and help individuals achieve their goals. For this reason, group learning helps to develop many essential skills. It is a skill that helps to live together and work with others smoothly, such as the skill of being a giver and a receiver, adaptation to the environment self-control, acknowledgment of one's own and others' abilities.

- The principle of learning with games is a technique used in group activities to organize learning activities because games makes participants able to learn and remember the content well through the process of playing games that cause critical thinking and motivation as scores that affect winning and losing, creating enthusiasm for learning. According to the concept and theory of Khammanee (2003: 27), the techniques used in one learning activity are games. This is considered a method used to learn well. The event organizer will create a hypothetical situation for the students to play by themselves and under certain terms or rules as specified in which the participants must make a decision to do which will result in a loss or win. This method helps to analyze feelings and behaviors that influence decision-making and also helps students to have fun while learning.

- The principle of learning by doing or repeating with an understanding of the process or the correct practice method one by one for a certain period of time in order to emphasize the complete body of knowledge. This method will make the participants know how to organize their bodies in performing the dance moves that are suitable for themselves. According to the concept and theory of Thorndike (Edward L Thorndike) (1898), the law of exercise means that learners have practiced or repeated actions often will lead to learning that is complete and correct. This rule emphasizes the constancy between the link and the correct response will bring integrity. It is also consistent with the idea of Vibhavadi Hospital (2020: Online) mentions that muscle memory or physiologically called motor memory is a memory mechanism that receives commands and

controls from the forebrain in the motor area and combines with many other brain regions to allow the muscles to work finely and automatically. Reflexive (Implicit) memory is an automatic memory. It is formed through repeated practice or repetition, occurs slowly, and is associated with motor skills. It is also in line with the concept of Sobhon (1988: 67) who said that practicing Thai dancing must practice since childhood, at least 6 years old, because dancing requires both memory and skill at a high level. Therefore, it takes time to practice for a long time, and at that age, it is suitable for starting practice in memory, which is the age of education in schools, especially memory from using muscles will be a very durable memory, not easily forgotten.

- The principle of self-learning because a self-taught person who has a high will and curiosity to achieve the set goals, by finding a way to learn that is suitable for oneself, resulting in better learning and able to take advantage of learning better and for longer than those who do not. According to the concept and theory of Wong Anutrohd (2008: 29) referring to Gary and Kingsley's learning style, there are 3 things: learning occurs because of a purpose or motivation, Learning comes from trying to respond in a variety of ways to achieve a goal or solve a problem, and the response must be a habit that means complete learning.

2. From the study of the achievements of extra-curricular activities of the sample has determined the evaluation and evaluation of skills after the trial of extra-curricular activities on each side as follows:

2.1 Experimental results before and after the use of extra-curricular activities, basic knowledge of dance vocabulary of the sample group. The mean values before and after the use of extra-curricular activities were 5.63 and 10.25, respectively, and the standard deviation of the mean scores before and after the use of extra-curricular activities was 1.562 and 1.663, respectively. The extra-curricular activity trial found that the mean score on the knowledge of dramatization of the subjects after the extra-curricular activity trial was higher than before the extra-curricular activity trial at the .01 level of significance and accept the assumptions. This may be because the use of lecture-based learning activities in conjunction with games and group activities can enhance the learning process of

participants. It is a method that helps students to think critically about the knowledge gained from the lecture and convey it in the form of answers. This is consistent with the research of Chomklang (2018) found that 1) the learning management approach with board games consisting of 5 steps of learning management, namely, step 1, class arrangement, step 2, explanation of how to play, step 3, demonstration of playing, step 4, practice, and step 5 follow-up. There are issues that should be emphasized as follows: Classification of students by ability Preparation and review of basic knowledge necessary for problem solving, encouraging students to cooperate in group work processes 2) Most of the students had a high level of cooperative problem-solving performance. Students are able to effectively solve problems with group members through the expression of three core competencies: 1. Creating and preserving shared understanding 2. Selecting the appropriate action to solve problem 3 Creating and maintaining group order and also in line with the research of Wiwatjarernwong (2015) found that students in Basic Accounting Principles 2 which were taught by questioning technique had higher learning outcomes after learning than before learning at the statistical significance level of 0.01.

2.2 Experimental results before and after the use of extra-curricular activities in terms of dance performance skills of the sample group, mean scores before and after taking extra-curricular activities were 11.85 and 24.50, respectively, and the standard deviation of the mean scores before and after taking extra-curricular activities were 2.629 and 2.418, respectively. After the extracurricular activities trial, it was found that the mean scores on the dance practice skills of the samples after the extracurricular activities trial were higher than before the extracurricular activities trial at statistical significance at the .01 level, extra-curricular activities for the development of dance moves with the rhythm of the instrumental music of the samples .There are students who have passed the activity to develop the dance moves with the rhythm of the instrumental music for 95% at a very good level. The research results are in accordance with the assumptions. This may be because repeated practice over a certain period of time will automatically affect the long-term learning and memory of the nervous system. Therefore, the repeated practice of the correct posture results in the automatic and

correct movement of the various postures. This is in line with the research of Chatnuch (2016), all students had a score of at least 70% which was in accordance with the hypothesis. From the 1st and 2nd ability tests, all students had a pass score of at least 70%. 3) Satisfaction with learning using activity packages. The overall development of hearing skills in international music according to Thorndike's concept was at a high level (mean 4.29).

2.3 Experimental results after using extra-curricular activities listening skills for catching the rhythm of the sample participants through activities develop listening skills for catching the rhythm for 93.33% in a very good level. The research results are in accordance with the assumptions set. This may be due to the use of lecture-based learning activities in conjunction with practice and emphasis on self-learning is important because self-learning is a learning process in which learners can choose their own learning method. know that is suitable for oneself including self-assessment of their own learning progress. This is consistent with the research of Noosawas (2011), the developed teaching and learning model found that average score of academic achievement, ability to solve problems and the learning transfer of the experimental group learners after learning was higher than before learning with statistical significance at the .05 level and academic achievement ability to solve problems and the learning transfer after learning of the experimental group learners was significantly higher than the control group. 05 and 3. The students' satisfaction with the teaching and learning style developed in highest level of satisfaction.

Recommendation

Recommendation for applying the research results

1 To implement the activity model, the person who conducts the activity must be knowledgeable. An understanding of the form of activities in every activity, preparation and knowledge are ready to transfer knowledge to participants from the beginning and develop accordingly. to achieve the purpose of each activity laid down.

Recommendations for future research

1. In the next research, other forms of research activities may be used to compare the differences in research results.
2. Teaching packages that are self-learning should be created along with extra-curricular activities so that participants can learn more by themselves as part of the activity plan.

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