

A Study of Students' Learning Achievement in Thai Music Performance 205113 (Thai Orchestra) of the First-year Students, Music Program, Nakhon Ratchasima Rajabhat University Using Instructional Module

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ABSTRACT

This research is a pre - experimental research which aims to set up and studies students' learning achievement in Thai music. Thai Music Performance (205113, Thai orchestra) instructional module for the first-year students, music program, semester 1, and academic year 2014 are applied in the experiment. The sample group comprises 16 students of the first-year music program, at Nakhon-Ratchasima Rajabhat University.

The research devices were as follows ; 1) A Thai music performance instructional module 2) Other course materials, including knowledge inserts, worksheets, and exercises 3) Teaching media, Sathukarn song 4) Assessment papers on Thai orchestra's practical section with the song "Sathukarn" 5) The test surveying feedbacks from the first year students, music program, on Thai music performance 205113 instructional module. To analyze the data, the researcher converts the research results into percentage, average, and standard deviation to compare to instructional module assessment criterion.

Results indicated that the 205113 (Thai orchestra) instructional module, on Sathukarn song's efficiency equals 83.66/90.94 which was beyond the standard appointing as 80.00/80.00. The skill of the sample group on Thai orchestra practical part reached the satisfactory level as stated in the hypothesis 83.66/90.94 which was beyond the standard appointing as 80.00/80.00. The test surveying feedbacks of the first year students resulted as 4.63-4.81, average to the excellent level.

Keywords: Instructional modules/Thai music performance/Thai orchestra/Sathukarn song

Thai music is one of cultural heritages which extensively remain in Thai society. The prosperity of Thai music in each period is clearly illustrated through its evolution. The evolution of Thai music encourages people to gather their knowledge on Thai music from generations to generations, bringing about customs and musical values, cohering perfectly with Thai community. The passed-on knowledge on Thai music is contributed by music wisdom of their ancestors. They mixed different kinds of musical instrument, which are not only rhythm conductors, but also cadence performer, playing them along one another, producing an accordant melody. The accordant melody provides the listeners with emotional aesthetic, completely drifting them into the core of songs like sadness, joy, and delight as Associate Professor Chalernsak Pikulsri, Ph.D. once stated

In general, by mixing Thai musical instruments together as a band, the accordant of the instruments' sound must be primarily concerned. That is their sound must contain similar pitch levels; for example, mixing aloud-pitched pipe with an alto xylophone, cadencing with hardwoods, or playing a Thai flute along with an alto fiddle.
(Chalernsak Pikulsri.2536:71)

There are 3 types of Thai bands which come from the mixing up and remain as a model for performance; those are Thai orchestra, String ensemble, and Gamelan. The types of band have different playing style, depending on occasions that the number of the provided instruments and the performers are dissimilar. Among the three mentioned bands, Thai orchestra is mostly in service. They perform in royal ceremonies, and formal procedures, play as a background of "Khon" (a kind of Thai drama), grand shadow plays, dramas, puppet shows, and Likae (a kind of Thai Folk Drama) or play to be listened to. Furthermore, Thai orchestra is vastly played in auspicious ceremonies, inauspicious ceremonies, religious ceremonies, and local traditions. As a result, it can be concluded that Thai orchestra can entirely reach the listeners' satisfaction.

The knowledge inheriting process of Thai orchestra learners stems from patronizing system which has been broadly applied for many centuries, particularly, houses, temples, and the royal residence, playing an vital role as a school, passing on knowledge. The old convention was held firmly by the instructors; that is, beginners must start with a grand gong since a grand gong is a rhythm conductor or basic melody which helps the learners to comprehend the structures of songs rightly. In addition, a grand gong is counted as a basic before choosing to learn about other instruments. Sathukan will be the first song in the lesson according to Nikorn Chantason about The knowledge inheriting process of Thai orchestra learners.

The learners of grand gongs have to carry on the convention, which is saluting the teachers. They have to bring flowers, joss-sticks, candles, white cloth, and a dipping bowl with money to pay respect to the teachers. The teachers will accept the dipping bowl, gripping the learners' hands for guiding them along while playing Sathukan song as an initial inauguration. (Nikorn Chantasorn, 2540:10)

The teachers will individually instruct the learners with their knowledge and experience in order to help the learners to be able to play and memorize the melody through practicing until they are skilled. The learners also have to develop their skills and practice until they can memorize the whole song. It is the kind of the knowledge inheriting process which is different from those presently applied in a university.

Music program have been gradually providing in both universities of the public sector and the private sector these days. These universities set up the program involving Thai classical music and international music which are differently called as follow, Musical Performance Program, Faculty of Music, Silpakorn University; Thai Music and Eastern Music major, College of Music, Mahidol University; Thai Music Teaching major and Music major, Arts, Music and Dance, Education department, Faculty of Education, Chulalongkorn University; and Music Department, Kasertsart University.

Music program, Faculty of Humanities and Social Sciences, Nakhon Ratchasima Rajabhat University is the provider of music program for students. The music program was formerly the music department which the name was later changed due to the parliament, act of Rajabhat University in 2538. The department was divided into course program afterwards, as a part of education program which is accountable for five-year Arts (music and dancing) program. Teaching the content of Thai music instruments on a practical part, and Thai classical songs singing are also assigned in order to fulfill the requirements and the missions of each university.

The course, 205113 Thai Music Performance I, targets to develop the practicing skills of the students individually. The levels of Thai music practicum are accordantly determined to Thai music professional standard, level 1-3. Nonetheless, studying Thai music must be accomplished by the limited time period which is 4 hours per one week. The time is obviously not enough for Thai music practicum, especially, in semester 1, academic year 2013, when 40 first year students who are able to get into the program, mostly have their background knowledge on international music, and only 4 students have their background knowledge on Thai music. With the factor, teaching the course 205113, Thai music performance was not perfectly successful as expected.

The researcher, as the instructor of the course 205113, Thai music performance (Thai orchestra), for first year students, music program, needs to find the proper method to activate the

students to gain a better understanding in Thai music structure. The aims also include improving their background knowledge on Thai music, listening skill, notes reading skill, playing skill and creating skill as elements to support them to build a concept and good attitude towards Thai music learning which lead to academic and Thai music skills development.

As the previous information, the researcher was encouraged to invent the Thai music 205133 (Thai orchestra) instructional modules for first year students, music program. Sathukarn song was carefully studied and chosen as a device to advance the first year students' potentials on Thai music (Thai orchestra) in order to exhibit the processes, covering teaching method which can be used to produce teaching media and reuse at its high efficiency to teach Thai music performance (Thai orchestra) later on.

THE PROPOSES OF RESEARCH

1) To develop Thai music performance 205133 (Thai orchestra) instructional module for first year students, music program.

2) To study students' learning achievement in Thai music performance 205133 (Thai orchestra) for first year students, music program, Nakhon Ratchasima Rajabhat University with the instructional module before and after using.

3) To compare students' learning achievement in Thai music performance 205133 (Thai orchestra) for first year students, music program, Nakhon Ratchasima Rajabhat University with the instructional module between former use and later use 80/80.

4) To study the attitude of first year students, music program, towards Thai music performance 205133 (Thai orchestra) instructional modules.

METHODOLOGY

Step 1 Study and define researching pattern.

1) The curriculum of Education Department, Music Program, Faculty of Humanities and Social Sciences, Nakhon Ratchasima Rajabhat University, academic year 2012, appoints the Thai music performance course 205133 (Thai orchestra) to be the course which aims to develop the first year students' skills on practicing playing the instrument individually. The levels of Thai music instruments practicum is set up by Thai music professional standard, level 1-3.

2) Thai music standard is a guide of teaching Thai music performance for each year to be in the same direction. The committee divides the criterion into 12 steps which Thai music performance course 205133 (Thai orchestra) adopts Thai music professional standard level 1-3. The levels are about the teaching that emphasizes the students' fundamental skills in practicing for the beginning, targeting physical skills and musical skills development.

- 3) General knowledge on Thai orchestra
- 4) Thai orchestra instruction in universities
- 5) Ideas and theories about teaching
- 6) Ideas and theories about teaching music

7) Associated researches

Step 2 Researching device

The devices applied in gathering the data includes

2.1 Thai music performance instructional module (Thai orchestra) for first year students, music program consists of 3 teaching plans, which includes teaching plans, knowledge inserts, and teaching media, improving learning level and applicable for students to revise their lessons, ordering respectively as follows.

2.1.1 The course practicum contains grand gongs practicing contents which are divided into 3 teaching plans, 16 periods, 3.20 hours each, equaling to 51.20 hours. The learning process was prepared for each hour to support the instructor to use their invented teaching media in classes, such as, exercise papers, work sheets, and tests. The course structure is as follows.

- 1) The principle and the background of grand gongs
- 2) The fundamental principle and art of playing grand gongs
- 3) Sathukarn song practicing

2.1.2 Teaching media can effectively increase the learners' skills and clearly describe the content of both theoretical and practical section. The learners can use the content of practical part will lead them to the better understanding about the lessons, and can use the content as an assistant when they are revising what they have learned.

2.2 An assessment paper on playing Sathukarn song with grand gongs practicum is divided into 2 parts which are the assessment during lessons and the assessment after lessons.

2.3 An assessment paper on the attitude of first year students, music program, towards the Thai music performance 205133 (Thai orchestra) instructional modules. The rating skills contains 5 levels, 10 items

Step 3 Verifying the device's quality

The Thai music performance 205133 (Thai orchestra) instructional module of Sathukarnsong, for first year students, music program has been prudently verified by 3 experts to assure the accuracy of the content. The researcher receive some suggestion to improve the pattern of teaching plans, teaching media quality, the learning achievement on Thai music performance course 205133 (Thai orchestra) for first year students assessment paper. The given suggestions will be applied further to develop Thai music performance instructional module to be appropriate for the next step.

Step 4 Data gathering

The data gathering has been analyzed by the following step.

1. The sample group in this experiment is 16 students of first-year, music program, Nakhon Ratchasima Rajabhat University. The selected students have already registered to the course 205133 Thai music performance and chose Thai orchestra as an instrument. The sample group is specified because the group has a tendency to develop the skills in playing Thai music.

Step 5 Proceeding to the experiment

The Thai music performance 205113 (Thai orchestra) instructional module, Sathukarn song was tested with the sample group, that is 16 first year students, music program, semester 1, academic 2014, Nakhon Ratchasima Rajabhat University. The instructional module is an essential part to begin the class as designated in the teaching plans, which contain 16 periods, 3.20 hours each, equal 51.20 hours. Firstly, the purposes of the research are declared to the students that are to advance the grand gong learners' skills with Sathukarn playing exercise as a case study. The aims are the first year students will be able to accurately play Sathukarn song with the instrument, using to proceed the cadence, along with playing accordantly to the pattern and the content of the song (Cognitive Domain). They will also be able to perform the song beautifully and accordantly as the identity of the song (Psychomotor Domain), as well as taking the responsibility in their duty to play the song as a team (Affective domain). The achievement of the instructional module will be considered with the results of a pre-test and a post-test.

The strategy of teaching Thai music performance 205113 (Thai orchestra), Sathukarn song, is using the teaching media, such as, knowledge inserts, work sheets, exercise papers, and Multimedia along in the class' activities. Furthermore, the reinforcement of the theory is adopted which are a primary reinforcement, and a secondary reinforcement, to the class' activities. As a result, the learners will be stimulated to develop their skills on this class. The content to advocate the work ethics of Thai music careers is also put in as the path to a good attitude towards the careers of the learners.

Step 6 Data analyzing

To analyze the data, the device was set up to calculate the average from the instructional module assessment with Microsoft Excel, building the calculating table with formula and function. In consequence, the result is accurate and applicable in describing descriptive statistics, which are as following.

1) Percentage is the percentage in passing the grand gongs skills on Sathukarn song assessment of the first year students, in order to study and compare the learning achievement in Thai music performance 205113 (Thai orchestra) before using and after using the instructional module 80/80.

2) Mean is the average of the first year students' learning achievement in the course Thai music performance 205113 (Thai orchestra)

- 3) Standard deviation is the measurement of the distribution on the average from skills in practicing grand gongs, Sathukarn song (Thai orchestra) assessment.
- 4) Item-objective congruence Index: IOC
- 5) A formula to test the efficiency of teaching media and course materials with E1/E2
- 6) A criterion to analyze the attitudes of first year students, music program, towards Thai music performance 205113 (Thai orchestra) instructional module. The rating scale is divided into 5 levels, 10 items.

THE RESULT

The Thai music performance 205113 (Thai orchestra) instructional module for first year students, music program, Nakhon Ratchasima Rajabhat University, on Sathukarn song and the students' attitude survey towards the instructional module are as follows.

Part 1 The Thai music performance 205113 (Thai orchestra) instructional module for first year students, music program, Nakhon Ratchasima Rajabhat University, contains 1 course material, divided into 3 teaching plans, which consist of 16 periods, 3.20 hours each, and equal 51.20 hours. To operate the class in each hour, the steps are specified for the instructor to proceed the lessons along with teaching media, such as, exercise paper, work sheets, tests, and Multimedia, which are 109 files of videos demonstrating Thai classical music in practical part on Sathukarn song.

Figure 1 teaching plans and documentary teaching media

Figure 2 teaching media contributed with Multimedia

Figure 3 the Thai music performance 205113 (Thai orchestra) instructional modules for first year students, music program, Nakhon Ratchasima Rajabhat University

Part 2 The learning achievement of the first year students, music program, Nakhon-Ratchasima Rajabhat University on Thai music performance 205113 (Thai orchestra) was assessed by using the instructional module with criterion 80/80.

2.1 The learning achievement in Thai music performance 205113 (Thai orchestra), Sathukarn song, of first year students, music program, Nakhon Ratchasima Rajabhat University was evaluated by using the instructional module both before and after studying.

Table1 The summary of The learning achievement of the first year students, music program, Nakhon Ratchasima Rajabhat University on Thai music performance 205113 (Thai orchestra) by using the instructional module during and after lessons from 1st to 3rd time.

| Students' number | The scores during lessons | | | | E1 | The scores after lessons | | | | E2 |
|------------------|---------------------------|---------------------------|----------------------------|------------------|---------------|----------------------------|----------------------------|---------------------------|-------------------|---------------|
| | 1 st score(20) | 2 nd score(20) | 3 rd score (60) | Total score(100) | Average (100) | 1 st score (20) | 2 nd score (20) | 3 rd score(60) | Total score (100) | Average (100) |
| 1. | 16.2 | 17 | 52.2 | 85.4 | 85.4 | 17.4 | 17.8 | 56.4 | 91.6 | 91.6 |
| 2. | 15.4 | 15.8 | 48.6 | 79.8 | 79.8 | 16 | 16.2 | 52.2 | 84.4 | 84.4 |
| 3. | 16 | 16.2 | 49.8 | 82 | 82 | 16.6 | 16.8 | 53.4 | 86.8 | 86.8 |
| 4. | 17.2 | 17.6 | 54 | 88.8 | 88.8 | 19.2 | 19.4 | 59.4 | 98 | 98 |
| 5. | 16.2 | 16.6 | 51 | 83.8 | 83.8 | 17.4 | 17.8 | 56.4 | 91.6 | 91.6 |
| 6. | 17 | 17.4 | 54 | 88.4 | 88.4 | 18.4 | 19 | 58.2 | 95.6 | 95.6 |
| 7. | 15.2 | 15.6 | 48 | 78.8 | 78.8 | 16 | 16.6 | 52.8 | 85.4 | 85.4 |
| 8. | 15.4 | 16 | 49.2 | 80.6 | 80.6 | 17.2 | 17.4 | 54.6 | 89.2 | 89.2 |
| 9. | 16.2 | 16.2 | 51 | 83.4 | 83.4 | 17.4 | 17.6 | 55.8 | 90.8 | 90.8 |
| 10. | 16.6 | 16.8 | 51.6 | 85 | 85 | 17.4 | 17.8 | 55.8 | 91 | 91 |
| 11. | 15 | 15.6 | 49.2 | 79.8 | 79.8 | 16.6 | 17 | 54.6 | 88.2 | 88.2 |
| 12. | 17.2 | 17.4 | 53.4 | 88 | 88 | 19 | 19 | 58.8 | 96.8 | 96.8 |
| 13. | 14.8 | 15.6 | 48 | 78.4 | 78.4 | 16.4 | 17.6 | 55.2 | 89.2 | 89.2 |
| 14. | 18.4 | 18.6 | 57 | 94 | 94 | 19.2 | 19.6 | 60 | 98.8 | 98.8 |
| 15. | 16 | 16.6 | 51.6 | 84.2 | 84.2 | 17.2 | 17.8 | 57 | 92 | 92 |
| 16. | 14.8 | 15.4 | 48 | 78.2 | 78.2 | 16.2 | 16.6 | 52.8 | 85.6 | 85.6 |
| \bar{x} | 16.1 | 16.53 | 51.04 | 83.66 | 83.66 | 17.35 | 17.75 | 55.84 | 90.94 | 90.94 |
| S.D. | 1.01 | 0.9 | 2.62 | 4.49 | 4.49 | 1.09 | 1.03 | 2.41 | 4.49 | 4.49 |

According to table 1, the highest score during the lessons is 94 and the lowest is 78.2. The mean of the score is 83.66 and the standard deviation is 4.49. The highest score after lessons is 98.8 and the lowest is 84.4. The mean of the score is 90.94 and the standard deviation is 4.49.

2.2 The result of 1st year students' attitudes analysis, Music study's effect on teaching Thai music performance 205133 (Thai orchestra)

Table 2 Table of 1st year students' attitudes analysis, Music study's effect on teaching Thai music performance 205133 (Thai orchestra)

| Rank | Details | \bar{x} | S.D. | Score |
|------|---|-----------|------|----------------|
| 1. | The teaching steps are respectively arranged and cover all practical knowledge for the students. | 4.75 | 0.45 | Strongly agree |
| 2. | The content is completed, and accurate therefore the students are able to gain practical abilities. | 4.69 | 0.48 | Strongly agree |

| | | | | |
|---------|---|------|------|----------------|
| 3. | Teaching media is related to the content. | 4.81 | 0.40 | Strongly agree |
| 4. | Multimedia stimulates the students to be more interested in the content. | 4.63 | 0.62 | Strongly agree |
| 5. | Multimedia provides learning achievement to the students. | 4.75 | 0.45 | Strongly agree |
| 6. | Studying Thai music performance by using instructional module provides learning achievement to the students. | 4.69 | 0.48 | Strongly agree |
| 7. | Studying Thai music performance by using instructional module helps the students understand the content better. | 4.75 | 0.45 | Strongly agree |
| 8. | The students again advantages from studying Thai music performance by using instructional module. | 4.69 | 0.48 | Strongly agree |
| 9. | The teaching methods of instructor are proper. | 4.75 | 0.58 | Strongly agree |
| 10. | The period of Thai music performance study by using instructional module is proper. | 4.63 | 0.50 | Strongly agree |
| Average | | 4.71 | 0.06 | Strongly agree |

Table 2.8 shows the most preferable teaching media which is conformed to the content as the highest score 4.81. The second preferable one is 1. Content arrangement is respectively made, and covers all the knowledge which the students can follow. 2. Teaching media has an impact on students' achievement. 3. Studying Thai music performance by using instructional module helps the student to understand the content better. 4. The teaching methods of instructor are proper, and have the highest score at 4.75.

The lowest preferable one is the period of Thai music performance study by using instructional module is proper, which scores 4.63. The average score for 1st year students' attitudes towards Music study's on teaching Thai classical music's practical part 205133 (Thai orchestra) is 4.71 and the standard deviation is 0.06

RESULTS OF SUTDY

1. Effectiveness of Thai music performance instructional module 205133 (Thai orchestra), Sathukarn performed by 1st year students equals 83.66/90.94 which is higher than the expected standard at 80.00/80.00. Sample student group is skilled in the grand gong performance in fair level at 83.66/90.94, which is higher than the expected standard at 80.00/80.00.

2. The score of 1st year music students' satisfaction is at 4.63-4.81 which the mean is considered excellent.

DISCUSSION

1. The study shows several interesting issues in order to be discussed as following

1.1 Thai music performance instructional module 205133 (That orchestra)'s effectiveness equals 83.66/90.94 which is higher than the standard at 80.00/80.00. Sample student group were

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skilled in the grand gong performance as indicated standard which is 83.66/90.94 which is not lower than the expected standard which is 80.00/80.00. The score of satisfaction test of 1st year Music students towards Thai music performance instructional module 205133 (Thai orchestra) is in an excellent level.

1.2 Thai music performance instructional module 205133 (Thai orchestra) of 1st year students is created to match with the content in order to help the students learn effectively because the teaching media is able to help the students to comprehend complex performance teaching easier in a short period of time, and is also able to help the students to obtain critical thinking in music performance accurately and fast, and understand Sathukarn music and gain experiences in music performance together. Moreover, the teaching media also effectively assists in learning and lesson repeating. However, when Instructor adapted Thai music performance instructional module 205133 (Thai orchestra) of 1st year students with the sample student group, it was found that the instructional module was able to be adapted in the entire Sathukarn music within 16 times as expected in teaching strategy. In addition, the activities were successful; The instructor was able to provide lessons as expected instructional module. Thai music performance instructional module 205133 (Thai orchestra) of 1st year students shows that the module was created to be more effective than the standard which matches other researches as following

Pinit Klabthawai(1998: Abstract) the study of grand gong instructional module development in the subject of solo Payasok song for music performance 3rd year students was effective at a level of 90.07/87.83 which is considered higher than the standard of 80/80. The assessment result of special sound performance skill was 90.07. Assessment result of grand gong performance on solo Payasok was 87.83 and has an average which is not lower than 80%. The students had good attitudes towards the contents and instructional activities. The score of attitudes was at average 84.33% as expected; the result was not lower than the average of 80, and Decha Somchidee (2010: Abstract) has studied the effectiveness of Thai music performance instructional module of a treble fiddle and an alto fiddle three-rhythms Chinese songs for 5 grade students was effective at the percentage of 81.25/83.50 which is considered higher than the standard of 75% as expected, and the students' performance skills were in a fair level as they have good attitudes towards the module in level 4.66-4.91 which is considered excellent and also related to Pichet Khamphusiri(2006 : Abstract) the study of Thai flute performance instructional module for grade 8 students, department of art. It was found that the effectiveness was 90.29/82.67 which is considered higher than the expected standard of 80/80. The analysis result index of learning effectiveness equals 0.8502. Achievement of Thai music study after the activities was higher than the standard with statistic significant of 0.05. The students' satisfaction towards the module was excellent. Thananchai Yamsopis(2008: Abstract) has studied about the creating and seeking of Thai music instructional module's effectiveness in performance – subject “Ankalung” for grade 8 students, Lamae wittaya School Chumphon, District 2, 1st semester of 2008. The result indicates that Thai music instructional module's effectiveness in performance – subject “Ankalung” for grade 8 students, Lamae wittaya School was effective in level 80/80.

The achievement of Thai music study after the activities was higher than the standard with statistic significant in a level of 0.01. The students' satisfaction towards the learning activities using the module is higher than the standard with statistic significant in a level of 0.01

1.3 There was an examination for the effectiveness of Thai music performance instructional module 205133 (Thai orchestra) for 1st year students, Sathukarn music before it was applied with the sample student group. This module has been approved by three experts. It was agreed that this module is able to develop teaching methods in order to create for potential for the student who study Thai music performance therefore students are able to gain knowledge and comprehending about fundamental theories, grand gong melodies, reading Thai musical scores, symbols in Thai music, music vocabularies and ear practicing by using different musical instruments' melodies. After all, students can adapt the lessons from the instructional module, and repeat the lessons by themselves.

1.4 Thai music performance instructional module 205133 (Thai orchestra) for 1st year students aims for practical group activities, course syllabuses indication, Thai music performance content and learning activities which are related to the behaviorally purpose, forms of assess on Thai music performance. Various kinds of media are created according to the proper learning activities which allow the students to be interested, and give responses to learning in the activities of Thai music performance.

1.5 The content of Thai music performance instructional module 205133 (Thai orchestra) consists of explanations for instructors who indicate the activities in order to teach from the plans effectively. Instructors and students must be prepared before the lessons start. This also includes the roles of instructors and students, proper class for the activities, examinations and exercises, media, practical adaptation of the instructional module in order to gain achievement of Thai music performance instructional module 205133 (Thai orchestra) for 1st year students, effectively.

1.6 The researcher has observed the sample group of students' behaviors. It was found that the students were able to develop their Thai music performance skill. Thai music performance instructional module 205133 (Thai orchestra) consists of contents, theories and history of grand gongs, theories and the basic art of grand gong music, Sathukarn music exercises, and the contents were properly arranged and clear. According the main subject of theories and the basic art of grand gong music, the contents of theory and practice were clearly arranged in order to be a suitable fundamental method for the students so that they are able to perform advanced grand gongs. Additionally, there are also theoretic contents such as the history of Sathukarn music, rules and theories of grand gong scores reading, writing grand gong score, Sathukarn music and people's belief, Thai music, Sathukarn music's characteristics, forms of Sathukarn music, rhythm and handing of Sathukarn music.

2. Worth nothing points risen from the researcher's monitoring

2.1 The sample group moderately participates in and eager to use Thai music performance 205113 (Thai orchestra), instructional module. It is noticed from their class attendances and before-class preparation, which is to spend 30 minutes practicing before each class begins. This helps the instructor to proceed the lessons continually and quickly.

2.2 Using the exercise on the principles and the arts of basic grand gongs playing results in the equal background knowledge on music of the sample group.

2.3 After using Thai music performance 205113 (Thai orchestra), instructional module which contains the principle and background of grand gongs, the principle and art of basic grand gongs playing, practicing playing Sathukarn song, with the sample group, it is noticeable that they tend to change their behaviors in some ways; for example, they have so much more concentration, confidence, and understanding that they can play songs proficiently.

SUGGESTIONS

By studying Thai music performance 205113 (Thai orchestra), for first year students instructional module, these following suggestions have been in the researcher's concern.

1. Different kinds of teaching media, such as, Multimedia, should be vastly applied in teaching Thai music on practical section because this kind of media can directly access the learners and clearly explain the content in both theoretical and practical part. The learners particularly benefit from the media in practical part; they can use the media to help themselves in self-learning and revising the lessons.

2. To be able to effectively teaching the practical part, the instructor has to develop their understandings on the learners, especially, those who have no background knowledge on Thai classical music. The educational psychology has to be applied by constantly activate their interesting and praising when the can carry out each mission. By using the methods, the learners are encouraged and class atmosphere, which affected the learners, is improved.

SUGGESTIONS FOR FURTHERS STUDIES

1. The instruction module should be applied in other courses of practical part on Thai classical music to increase the learning achievement of the students and contribute to efficiency in both learners and instructors.

2. Computer media for practical part on Thai music course should be developed. The content should be covered and up-to-date to stimulate the learners' interesting and encourage them to improve their skills on practical and theoretical parts.

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