การพัฒนาความสามารถในการพูดภาษาอังกฤษและเจตคติของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนชุมแสงชนูทิศ โดยการจัดการเรียนรู้แบบเน้นงานปฏิบัติ

Application of Task-Based Learning to Develop English Speaking Ability and Attitude towards Learning English of Matthayom Suksa IV Students at Chumsaeng Chanutid School

สุขุมาล จันทร์พุฒิพงศ์

คณะศิลปะศาสตร์ มหาวิทยาลัยรังสิต ถนนพหลโยธิน ตำบลหลักหก อำเภอเมือง จังหวัดปทุมธานี 12000

E-mail : amiko0702@yahoo.com

บทคัดย่อ

การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาความสามารถในการพูดภาษาอังกฤษของนักเรียน ที่เรียนโดยการจัดการเรียนรู้แบบเน้นงานปฏิบัติ และเพื่อศึกษาเจตคติของนักเรียนที่มีต่อการเรียนการพูดภาษาอังกฤษโดยใช้การเรียนรู้แบบเน้นงานปฏิบัติ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนชุมแสงชนูทิศ จังหวัดนครสวรรค์ จำนวน 30 คน ซึ่งได้จากการสุ่มอย่างเฉพาะเจาะจง เครื่องมือที่ใช้ในการวิจัย คือ แผนการจัดการเรียนรู้แบบเน้นงานปฏิบัติ จำนวน 6 แผน แบบทดสอบความสามารถในการพูดภาษาอังกฤษ และแบบสอบถามวัดเจตคติต่อการเรียนการพูดภาษาอังกฤษโดยใช้การเรียนรู้แบบเน้นงานปฏิบัติ การวิเคราะห์ข้อมูล ใช้ค่าเฉลี่ยคะแนน ค่าเบี่ยงเบนมาตรฐาน และทดสอบความแตกต่างระหว่างค่าเฉลี่ยของคะแนนโดยใช้สถิติ t-test แบบ Dependent samples ผลการวิจัยสรุปได้ว่านักเรียนที่ได้รับการสอนโดยวิธีการจัดการเรียนรู้แบบเน้นงานปฏิบัติมีความสามารถด้านการพูดภาษาอังกฤษเพื่อการสื่อสารสูงกว่าก่อนการเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และนักเรียนที่ได้รับการสอนโดยวิธีการจัดการเรียนรู้แบบเน้นงานปฏิบัติมีเจตคติต่อการเรียนการพูดภาษาอังกฤษเพื่อการสื่อสารสูงขึ้นกว่าก่อนการเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

***คำสำคัญ**: งานปฏิบัติ การพูดภาษาอังกฤษ ทัศนคติ*

Abstract

The purpose of this study was to investigate the students' English speaking ability and to explore the students' attitude towards learning English through task-based learning. A total of 30 Matthayom 4 (Grade 10) students of Chumsaeng Chanutid School were purposively selected for this study. The study covered a period of six weeks. The instruments used for data collection were six task-based learning lesson plans, a pre-post speaking ability test, and a questionnaire on students' attitude towards learning English. The data were statistically analyzed by mean

scores, standard deviation, and t-test dependent samples. The results of this study indicated that the English speaking ability of Mattayomsuksa 4 students through task-based learning after the experiment was significantly higher by 0.05 and the students' attitude towards learning English through task-based learning after the experiment was higher by 0.05 as well.

Keywords: *task-based learning, English speaking ability, attitude*

1. Introduction

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. It is a crucial part of second language learning and teaching. Especially in Thailand, English communicative skill is vital because Thailand is the one of the family members of ASEAN. Studying English without practice speaking is useless. To most people, mastering the art of speaking is the single most important aspect of learning a second language.

However, the main problems in teaching English in Thailand seem to stem from inappropriate methodology and a lack of teaching skills (Secondary School Education Report, 1981-1985). Most teachers started their classes in a traditional style, the teacher centered method. It seems that Thai students lack the skills to use the English language in real situations and have a negative attitude towards learning English.

Considering the results of O-NET (Ordinary National Educational Test) in 2010 from NIETS (The National Institute of Educational Testing Service (2012), 227 Matthayom 6 students obtained the O-NET scores averagely at 17.09 while the national average scores were at 19.22. It means that the school obtained the scores lower than the national average as of 2.13. Consequently, 389 Matthayom 3 students obtained an average of 21.08 in the O-NET test while the national one was 22.54. It means that the school obtained scores lower than the national average by 1.46. This shows that the students have difficulty in learning English.

Task-based approach is believed to be an alternative approach for second language teaching. It provides students an opportunity to practice language by performing "tasks", which focus more on meaning than on form (Ellis, 2003; Willis, 1996). Many researchers Murad (2009), Sae-ong, 2010; Thongpubai, (2010) Phisuthankgoon, (2012) claimed that task-based learning activities can increase students' English speaking ability and promote attitudes towards learning English.

2. Objectives of the study

1. To investigate the students' English speaking ability.

2. To explore the students' attitude towards learning English through task-based learning.

3. Materials and Method

3.1 Subjects

The participants of this present study were purposively selected for 30 Matthayom 4 students of

Chumsaeng Chanutid School, Nakhonsawan. It covered a period of six weeks. The study was conducted in the second semester of academic year 2012. The researcher taught the class of 30 subjects three times a week by using task-based learning activities. There were eighteen hours in total. The Pre-test and Post-test were included.

3.2 Instruments

These research instruments were applied in this study for qualitative and quantitative data collection.

3.2.1. Task-based learning lesson Plan

Six lesson plans were constructed based on the framework for task-based learning by Willis (1998). The three basic conditions for language learning are pre-task, task cycle and language focus.

The pre-task mode will introduce the class to the topics, the tasks, together with topics related words and phrases. The task cycle will offer students the chance to use whatever language they already know, in order to carry out the exercise, and then develop their language under the teacher's guidance. Finally, the language focus includes two components: Analysis and Practice. During the analysis stage, the teacher reviews what happened in the task and highlights language forms for the students to analyze. Then, the students practice activities to extent their confidence. It is also an opportunity for the teacher to emphasize key language.

3.2.2. The speaking test

The speaking test has been adapted from the standardized International Spoken test, ESOL (SESOL). The speaking test was applied to test the students, the pre-test and the post-test. The assessment criteria of this study were from Ur's assessment criteria (citing Ur, 1996). The scale of oral testing criteria was based on fluency and accuracy.

3.2.3. Attitude Questionnaire

The questionnaire was designed to examine the participants' attitudes towards English before and after the implementation of the TBL. It has been designed in the form of a 5-point Likert scale. It consisted of three dimensions: Behavioral, Cognitive, and Emotional Aspect.

3.3 Data Collection Procedures

In this study, the data were collected in two phases: before and after the treatment. The research was conducted as the following:

Pilot study: the researcher examined the content of the lesson plans, the speaking test, and a questionnaire on students' attitude towards learning English to prove validity. The lesson plans and tests were piloted with non-target group.

In this study, the researcher had taught every lesson. The study was conducted for six weeks with a total of 18 sessions. At the final stage, the subjects were surveyed with a questionnaire to gather opinions towards learning English by using task-based learning approach. After teaching the 6th plan, the students were tested with the same forms of parallel tests. Finally, the data were analyzed quantitatively and qualitatively.

3.4 Data Analysis

The first objective involved determining the mean and standard deviation to check whether or not the mean scores of pre-test and post-test were significantly

different. Charts were used to display the data which clarify and ease of assessment.

The second objective involved the rating scores on attitudinal questionnaire which were counted and converted into mean scores and SD. The rating score was analyzed in tables to determine differences before, and after learning through TBL.

In conclusion, the analysis and interpretations were based on students' pre-post speaking ability test scores and attitudinal questionnaire.

4. Result and Discussion

The data were analyzed according to the following objectives:

4.1. To investigate the students' English speaking ability. The mean scores of the students' English speaking ability on pre-test and post-test were compared. An independent t-test was used in this case.

Table 1: A Comparison of the Mean Score of Pre-test and Post-test

English speaking ability	N	Score	Mean	SD	t
Pre-test	30	15	8.40	0.24	26.03
Post-test	30	15	11.67	0.18	

As illustrated in table 1, it was found that the English speaking ability of Mattayomsuksa 4 students through task-based learning after the experiment was significantly higher at the .05 level. The results of this study indicated that the participants got significantly higher mean scores on Post-test (M = 11.67, SD = 0.18) than Pre-test (M= 8.40, SD = 0.24).

Objective 2: To explore the students' attitude towards learning English through task-based learning.

Table 2: Students' attitudes towards learning English through task-based learning

Items	Level			
	Pre-test		Post-test	
	Mean	SD	Mean	SD
Behavioral Aspect of Language Learning Attitude (BAA)				
1. English helps me to establish good relationships with friends.	3.41	0.82	3.47	0.82
2. I like to give opinions during English lessons.	2.59	0.78	3.50	0.73
3. I am able to make myself pay attention while studying English.	2.57	0.75	3.77	0.63
4. Studying English helps me gain more confidence in expressing myself.	3.20	0.70	3.30	0.75
5. Studying English helps me to improve my personality.	3.49	0.78	3.57	0.82
6. I am anxious whenever I have to speak English in my class.	3.11	0.85	3.20	0.74
7. I feel embarrassed to speak English in front of other students.	2.10	0.86	2.12	0.81
8. When I miss an English class, I never ask a classmate or my teacher about homework.	3.37	0.70	3.42	0.78
9. I do not feel eager to come to an English class.	3.78	0.74	4.15	0.75
10. I do not pay any attention when my English teacher explains a lesson.	3.12	0.71	3.56	0.77
Scores on behavioral	3.07	0.76	3.40	0.76
Cognitive Aspect of Language Learning Attitude (CAA)				
11. Studying English is important because it helps me	4.22	0.79	4.27	0.78

gain more knowledge.				
12. I gain more knowledge and more understanding of English in class.	3.50	0.75	3.83	0.65
13. Being good at English helps me study other subjects better.	3.42	0.74	3.43	0.94
14. Studying English helps me get new information which I can link to my previous knowledge.	3.94	0.89	4.07	0.78
15. Studying English helps me communicate in English effectively.	3.50	0.91	3.73	0.94
16. I cannot summarize the important points in the English class by myself.	3.20	0.77	3.23	0.82
17. Frankly, I study English just to pass the exams.	4.12	0.81	4.45	0.71
18. In my opinion, English language is difficult and complicated to learn.	4.17	0.85	4.32	0.81
19. I cannot apply the knowledge from English subject in my real life.	3.74	0.77	4.17	0.80
20. In English classes, I have little improvement in the English language.	3.56	0.87	4.62	0.71
Scores on cognitive	3.73	0.81	4.01	0.79
Emotional Aspect of Language Learning Attitude (EAA)				
21. I feel proud when studying the English language.	3.88	0.70	4.03	0.81
22. Studying English helps me become good-tempered.	3.55	0.88	3.90	0.80
23. I enjoy doing activities in an English class.	3.45	0.81	3.93	0.94
24. Studying English makes me feel more confident in speaking English.	3.41	0.84	3.63	0.85
25. I look forward to the time I spend in English class.	3.49	0.79	3.33	0.88
26. I prefer to study in Thai rather than in any other foreign language.	3.41	0.71	3.45	0.75
27. I do not like studying English.	3.20	0.84	3.53	0.70
28. To be honest, I really have little interest in my English class.	3.18	0.67	3.49	0.94
29. I get anxious when I have to answer a question in my English class.	3.21	0.84	4.56	0.78
30. Studying foreign languages like English is boring.	3.82	0.70	4.58	0.68
Scores on Emotional	3.46	0.77	3.84	0.81
TOTAL	3.42	0.78	3.75	0.78

As illustrated in table 2, it was found that the overall mean scores of attitudes towards learning English after the experiment was 3.75 which was significantly higher at the .05 level. In addition, the mean scores of each aspect of attitudes towards learning English differ. The BAA got significantly higher scores on Post-test (M = 3.40, SD = 0.76) than Pre-test (M= 3.07, SD = 0.76). The CAA got significantly higher scores on Post-test (M = 4.01, SD = 0.79) than Pre-test (M= 3.73, SD = 0.81). The EAA got significantly higher scores on Post-test (M = 3.84, SD = 0.81) than Pre-test (M= 3.46, SD = 0.77).

The statistic result showed that the English speaking ability of Mattayomsuksa 4 students through task-based learning after the experiment was developed. It was because the students had more chance to talk more

than in a usual classroom. Also, the task-based lesson plans were constructed according to the Fifty – Fifty, a text book which also requires students to complete the speaking and listening tasks in a pair and group as well. Obviously, the subjects made much progress on fluency because they were required to complete several tasks after the experiment was done. However, they showed slightly progress on accuracy. Mainly, it was because most of them were uncertain about their language use. Some grammatical mistakes were found during the task cycle. Their mistakes were improved during the analysis and report stage. However, the students complained that they did not like the report stage because they were shy and did not want to lose face. As Willis (1996) mentioned that beginners may feel "vulnerable and shy" when they have to use language in front of class.

In addition, the results from the interviews showed that the students were happy with learning through task-based activities. They had a lot of fun and know their friends more while changing groups. This increases motivation during doing tasks which is called "task motivation" (Gardner & Lambert, 1972).

5. Discussion

This research found that task-based learning allows students to develop English speaking. It is useful for teachers or those related to this field. However, teachers should recognize the learners' fundamental knowledge for the better effectiveness, before designing tasks. Also, in the post-task stage, the structure of language should be summarized clearly with supplementing when needed. Moreover, activities should be clear and diverse. To benefit different styles, teachers should take problems in previous classes into account in order to prevent similar problems.

In addition, there were a few complaints in TBL. Some students stated that this approach was much more activities to do. They sometimes feel tired because there were many tasks to be done and they get used to the teacher centered method. Also, since some tasks were time consuming, time limit of completing each task causes anxiety to them. Lastly, some tasks are difficult and need more descriptions and examples. Long (1991) mentioned that there is a need to focus on form within the use of the task. So the first phrase may be not enough to build schema for the students to complete the task. Similar to Foster (1999), one danger in a task-based approach is that this approach may stimulate to focus only on meaning but ignoring the correctness of form. So teacher should integrate the task-based activities in their classroom and they should also provide other activities that also focus on form.

6. Conclusion

This study was aimed to investigate the effects of teaching by using task-based approach, and to find out the attitudes of the students towards learning English. The subjects were purposively selected for 30 Matthayom 4 students of Chumsaeng Chanutid School. The six-week period experiment found that task-based learning is an effective teaching method to develop students' English speaking skill and promote positive attitudes towards learning English. To adopt task-based learning in class, there is a need to focus on form within the use of the task. It is recommended that further research should be studied

on the accuracy of English speaking ability through the use of task-based learning.

7. Acknowledgement

The researcher would like to sincerely thank his dissertation supervisor Dr. Nakonthep Tipayasuparat for his guidance in this study. The researcher also appreciates kind support in data collection given by Ajarn Peter, and especially students at Chumsaeng Chanutid School in Nakhonsawan who voluntarily participated in this study.

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