

แบบประเมินบทความวิจัย

การประชุมวิชาการระดับชาติ "การศึกษาเพื่อพัฒนาการเรียนรู้ ครั้งที่ 3" ประจำปี 2562

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ณ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสวนสุนันทา กรุงเทพมหานคร

1. ชื่อบทความ : The Development of English Speaking Ability Using Task-based Learning with Problem Solving Task and Opinion-exchange Task of Mathematics 5.

2. หัวข้อการประเมินบทความ

รายการประเมิน	ผลการประเมิน		ข้อคิดเห็น/ข้อเสนอแนะ
	ผ่าน/แก้ไข	ไม่ผ่าน	
1. บทคัดย่อภาษาไทย	-	-	-
2. Abstract	✓		
3. บทนำ	✓		- ควรทบทวนบทนำให้รัดกุมขึ้นใน ส่วนตามข้อเสนอแนะ
4. วัตถุประสงค์การวิจัย	✓		
5. สมมติฐานการวิจัย (ถ้ามี)	✓		
6. วิธีดำเนินการวิจัย		✓	1) อธิบายวิธีสุ่ม กลุ่มตัวอย่าง โดยใช้ cluster random Sampling พอสังเขป. 2) เครื่องมือที่ใช้ ข้อ 2.2 ควรระบุ ตัวแปรตามที่ใช้ และแบบทดสอบ. เมื่อใช้ข้อ 2.2 ควรระบุ ตัวแปรอิสระที่ใช้ ข้อ 1.
7. ผลการวิจัย	✓		3) หัวข้อ 1.1 ควรระบุ ตัวแปรตามที่ใช้ และแบบทดสอบที่ใช้ ข้อ 1.2 ควรระบุ ตัวแปรอิสระที่ใช้ ข้อ 1.3 ควรระบุ ตัวแปรอิสระที่ใช้ ข้อ 1.4 แบบทดสอบที่ใช้ ข้อ 1.5 แบบทดสอบที่ใช้. 4) ตาราง 2 แสดงค่า sig.
8. สรุปผลการวิจัย	✓		5) ตาราง 2 และ ตาราง 3 ควรใส่ชื่อตาราง. - ใส่เพิ่ม ตาราง 3 ลงท้ายเล่ม ข้อ 4.1 ควรใส่ชื่อ ตาราง 3 ลงท้ายเล่ม
9. อภิปรายผล	✓		
10. ข้อเสนอแนะ	✓		
11. เอกสารอ้างอิง	✓		
12. องค์ความรู้ใหม่และคุณค่าทางวิชาการ	✓		
13. ความถูกต้องตามรูปแบบ (Template)	✓		- พิมพ์งานพิมพ์ผิด / ตรวจถูกต้องในบทคัดย่อ ฉบับต้น

ผลการพิจารณาของผู้ทรงคุณวุฒิ

- ☐ 1) บทความผ่านเกณฑ์โดยไม่ต้องแก้ไข
- ☒ 2) บทความผ่านเกณฑ์ และแก้ไขตามข้อเสนอแนะ
- ☐ 3) บทความไม่ผ่านเกณฑ์

The Development of English Speaking Ability Using Task-based Learning with Problem Solving Task and Opinion-exchange Task of Matthayomsuksa 5

Abstract

The purposes of this research were: 1) to study and compare English speaking ability of Matthayomsuksa 5 students before and after learning through Task-based Learning with problem solving task and opinion-exchange task, and 2) to study the students' attitudes towards teaching English speaking using Task-based Learning with problem solving task and opinion-exchange task. The research instruments included 12 lesson plans, an English speaking ability test and an attitude questionnaire.

The research found that: 1) the students' pretest and posttest mean scores on English speaking ability were 70.80 or 47.20 percent and 126.58 or 84.39 percent respectively. The students' posttest mean score was not less than the set criterion of 70 %, and was found significantly higher than that of the pretest and 2) the students' attitudes towards teaching English speaking using Task-based Learning with problem solving task and opinion-exchange task was at a good level.

Keywords: Task-Based Learning, Problem Solving Task, Opinion-Exchange task, Attitude

Introduction

English has become the international language used for communication in business, education and other careers worldwide. People around the world use English language to be an official language to communicate with other people from the other countries (Harmer, 2007: 20). English plays a major role as a medium of media in work or education. According to Crystal (2003: 114), he notes that English has been used as a tool by people around the world to access and search for information which normally published in English. According to the Bangkok Post January 2nd, 2016, the EF English Proficiency Index 2015 conducted by Education First Language Institute, it stated that Thailand is a non-native speaking country with very low English proficiency and Thai people are ranked at 14th out of 16 countries in Asia and 62nd out of 70 countries worldwide.

Knowing English is a competence that students need to perform effectively in all four language skills; speaking, listening, reading and writing in daily communication. Levett (1989: 5) states that speaking is a fundamental skill defined as a complex process of sending and receiving messages that language learners should master with the other language skills. Hedge (2000: 261) also mentions speaking as a skill which people are judged as first impressions which are being formed. It can be stated that speaking is an important skill which deserves more attention in both first and second language because it reflects

people's thoughts and personalities. In addition Littlewood (2007: 243) stated that to develop the old traditional language teaching methods, Communicative Language Teaching (CLT) has been introduced in EFL setting to improve students' abilities to use English in real context.

Communicative Language Teaching (CLT) claims that the goal of language teaching is to develop "Communicative Competence" in learners and pays attention to all of the four skills (Richards and Rodgers, 2001; Brown, 2007). It is a practical approach to the learning process, employing various activities and challenging learners to think independently and improve their competence.

Task-based language teaching that adopts the principles of CLT offers several advantages by helping learners develop cognitive processes, creative thinking and problem-solving skills. As Nunan (2003: 3) stated, Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas. It also encourages them to be actively involved in the learning process. Moreover, Willis (1996: 23-26) writes that the task-based learning framework, combined with tasks and texts, provides learners three principal phases. The first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance

St. Mary's School is a private secondary school located in Muang, Udonthani. There are 237 teachers and 2,452 students. From the report of St. Mary's School, it has been confirmed that English communicative abilities of students are not good enough. The students in overall are not able to basically communicate with foreign teachers in English. A local assessment system of the eleventh grade students' English proficiency showed a score of 52 % (Academic Department of St. Mary's School: 2015: 11-14). This achievement was lower than the Ministry of Education criteria of 70%. One reason for the low learning achievement in English communication skills of students were that the students here lack of speaking abilities that they should be improved them noticeably.

According to the most outstanding research of Pica, Kanagy and Falodun (1993: 19-20), they classify the tasks as follows: jigsaw tasks, information-gap tasks, problem solving tasks, decision-making tasks and opinion-exchange tasks. In this study, the researcher used problem solving task and opinion-exchange task. Based on Long (1980) and Crookes & Rurion (1985), they have used problem solving task such as "spot the difference". In their research, the task was given similar but slightly different pictures and asked students to work together and come to consensus about the differences therein.

In the opinion-exchange task, Duff (1986), Pica et al (1989,1990,1991), and Rurón & McCrery (1986) have used in their studies to generate, but not necessarily conclude discussion among students. These tasks can be related to a controversial topic.

Consequently, problem solving task and opinion-exchange task are the two tasks that might help students to develop their speaking abilities and gain positive attitude about the language. The researcher would like to investigate the activities that help students to study, improve, and develop their English speaking. The researcher would like to develop students' English speaking abilities using Task-based learning with problem solving task and opinion-exchange task of Matthayomsuksa 5 students of St. Mary's School.

Purposes of the Study

The purposes of the study were:

1. To study and compare English speaking abilities using Task-based learning with problem solving task and opinion-exchange of the Matthayonsuksa 5 students before and after the instruction in semester 1, academic year 2018.
2. To investigate the Matthayomsuksa 5 students' attitudes thought teaching English speaking using Task-based learning with problem solving task and opinion-exchange task.

Research Hypotheses

The research hypotheses were as follows:

1. The students' English speaking abilities were not less than the set criteria of 70 percent.
2. The students' English speaking abilities' posttest scores were higher than those of the pretest one.

Research Methodology

1. Population and participants

The population of this study was Matthayomsuksa 5 students at St.Mary's School, Udonthani in the first semester of academic year 2018. The sample of this study was 42 Muttayumsuksa 5/3 students in St.Mary's School, Muang, Udon Thani selected by cluster random sampling. 9

2. Research Instruments

21 Lesson plans of teaching English speaking using Task-Based learning with problem solving task and opinion-exchange task. There were 12 lesson plans using Task-based learning with problem solving task and opinion-exchange task of Matthayomsuksa 5 which planned to use 2 periods a week and last 50 minutes in each. The total is 24 hours. 9

2.2 The English speaking ability test was used as pretest and posttest. This test consisted of 12 oral interview questions which were used to examine students' English speaking ability.

2.3 The students' attitude questionnaire towards teaching English speaking using Task-based learning with problem solving task and opinion-exchange task. The attitude questionnaire consisted of 20 items related to the content using a five point Likert's rating scales.

3. Data Collection

The researcher conducted the research with the purpose of developing English speaking ability using Task-based learning with problem solving and opinion exchange. The process was explained as follows:

3.1 The preparatory stage consisted of three steps:

3.1.1 The researcher selected the sample which was 42 students from Matthayomsuksa 5 at St.Mary's School, Udonthani, in the 1st semester of academic year 2018 by using cluster random sampling. *Q8uw*

3.1.2 The researcher scheduled the timetable and time duration for the experimental administration which was conducted in the 1st semester of academic year 2018 within 12 weeks, 2 periods a week and 24 periods in total. *Q8uw*

3.1.3 The researcher organized the orientation to identify the indicators, the purposes of the experiment to the students, the agreement while doing the activities and evaluation.

3.2 The data collection stage was classified into five steps:

3.2.1 The students took pretest of English speaking ability test of 12 oral interview questions within a period. It took 50 minutes.

3.2.2 The researcher conducted the teaching program using 12 lesson plans. The experimental duration was 12 weeks, 2 periods a week and 24 periods in total.

3.2.3 The students took the posttest using the same English speaking ability test as the pretest which is alike pre-test. It took 50 minutes.

3.2.4 The researcher distributed the students an attitude questionnaire to check the students' attitudes toward teaching English speaking ability using Task-based learning with problem solving and opinion exchange.

3.2.5 The researcher analyzed data from the pretest, posttest and an attitude questionnaire toward teaching English speaking ability using Task-based learning with problem solving and opinion exchange.

4. Data Analysis

The data collected from all developed research instruments were analyzed by implementing the important statistics for each one as follows.

4.1 The researcher analyzed data to study the teaching English speaking ability of Matthayomsuksa 5 students using mean (\bar{x}), percentage, and standard deviation (S.D.).

4.2 The researcher analyzed data to compare the teaching English speaking ability using Task-based learning with problem solving task and opinion-exchange task using t – test for Dependent Samples.

4.3 The researcher analyzed data to investigate the students' attitudes towards teaching English speaking ability using mean (\bar{x}), and standard deviation (S.D.).

Result of the study

1. The result of the comparison of the posttest score and the set criteria of 70 percent of students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task.

The result of the comparison of the posttest score and the set criteria of 70 percent of students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task by using One Sample t-test were displayed in table 1 as follows:

Table 1: The result of the comparison of the posttest score and the set criteria of 70 percent of students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task

Score	The set criteria of 70 percent				t
	n	\bar{x}	S.D.	df	
Posttest	42	126.58	19.37	41	7.22

sig.

** Statistical significance at the level of .01

Table 1 demonstrates the comparison of the posttest scores of 42 Matthayomsuksa 5 students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task with the set criteria of 70 percent by using One Sample t-test. It was found that the posttest score was 126.58, it was higher than the set criteria of 70 percent with the statistical significance at the .01 level.

2. The results of the comparison of the pretest and posttest scores of students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task.

The result of the comparison of the pretest and posttest scores of students' English speaking ability using Task-based learning with problem solving task and opinion-exchange task of Matthayomsuksa 5 students by using Dependent Sample t-test were displayed in Table 2 as follow:

Table 2 —

Test	n	\bar{x}	S.D.	t	<i>Sig.</i>
Pretest	42	70.80	33.21	12.10**	
Posttest	42	126.58	19.37		

** $p < 0.01$

Table 2 demonstrates the comparison of the pretest score and the posttest score of students' English speaking ability. The mean of the pretest score was 70.80, while the mean of the posttest score was 126.58. In comparison, it was revealed that the posttest mean score was significantly higher than that of the pretest with the statistical significance at the level of .01.

3. The result of an investigation of students' attitudes towards teaching speaking ability using Task-based learning with problem solving task and opinion-exchange task.

An investigation of students' attitudes towards teaching English speaking ability using Task based learning with problem solving task and opinion-exchange task of Matthayomsuksa 5 students was displayed in Table 3 as follow:

Table 3. —

Questionnaire	n	\bar{x}	S.D.	Interpretation
Students' attitudes towards teaching English speaking ability using Task-based learning with problem solving task and opinion-exchange task	42	3.70	0.36	Good

Table 3 demonstrates that after teaching English speaking ability using Task-based learning with problem solving task and opinion-exchange task, the students' attitudes mean score was 3.70 and the standard of deviation was 0.36. It indicated that students' attitudes towards teaching English speaking ability using Task-based learning with problem solving task and opinion-exchange task was at a good level.

Discussion

The findings were presented for discussion as follows:

1. The students' pretest score on English speaking was 70.80 or 47.20 % and the posttest score was 126.58 with a percentage of 84.39 %. The students' posttest scores were higher than the set criteria of 70 percent. Before learning, the students lack the knowledge on the appropriate vocabulary and expressions to be used on most of the given tasks. Some students even had a very lengthy intervals between the question and the answer. Moreover, the students were hesitant to speak and too nervous to answer. This is consistent to Ur (1996) stated that the grasp of English speaking ability illustrates that the speakers possess precise knowledge of the language. Hence, the students background knowledge concerning word choices, grammar and expressions, it could be the obstacles for the students with lower language proficiency.

After learning, the result showed that the students made remarkable improvement in their English speaking ability as seen in their posttest score. One of the reasons could be that the students were given more exposures and opportunities to communicate in English especially during their oral tasks. The students were put to encourage to bring out their creativity in handling real-life situations in the classroom. This is consistent with Willis (1996: 36) who suggests that any tasks used in the language classroom help learners gain confidence as they find they can achieve the goal of the tasks through the use of the target language.

2. On the students' attitude towards teaching English speaking using Task-based learning with problem solving task and opinion-exchange task, the results indicated that the students' attitudes towards learning English speaking using Task-based learning with problem solving task and opinion-exchange task was at a good level.

Recommendations

The use of Task-based learning with problem solving task and opinion-exchange task was proven to be effective in teaching English speaking. Using pictures and carefully constructed lesson plans helped in the smooth implementation towards developing English speaking ability. It also aroused cooperation, collaboration and creativity between students and teacher. Not only is it applicable to all learners of different levels by integrating the tasks into the topics of other English courses like English for Communications or Listening and Speaking it also allows students the opportunity to deal with the problems, to solve them and to exchange the ideas with others to find the best solutions.

Recommendations for further study

1. The researchers should investigate other English language skills such as listening, reading and writing using Task-based learning with problem solving task and opinion-exchange task.
2. Researchers should study using Task-based learning with problem solving task and opinion-exchange task to students in various levels and educational backgrounds.
3. The study was deemed beneficial in developing English speaking ability so it should be applied to other language courses such as Japanese, Vietnamese, Chinese etc.
4. Further study in developing speaking should consists of control group in order to assure the results of the study.

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