

USING TASK-BASED LEARNING TO IMPROVE ENGLISH SPEAKING ABILITY OF PRATHOMSUKSA 2 STUDENTS

ทิพจุฑา กันหาเลห์* และ รพีพร สร้อยน้า

Tipchuta Kanhale* and Rapeeporn Sroinam

สาขาวิชาการสอนภาษาอังกฤษสำหรับผู้พูดภาษาอื่น มหาวิทยาลัยราชภัฏอุดรธานี
Teaching English to Speakers of Other Languages Program, Udon Thani Rajabhat University

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบความสามารถด้านการพูดภาษาอังกฤษก่อนและหลังเรียนโดยการใช้การสอนแบบเน้นงานปฏิบัติเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2 และศึกษาเจตคติต่อการสอนการพูดภาษาอังกฤษโดยการใช้การสอนแบบเน้นงานปฏิบัติเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2 กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นักเรียนชั้นประถมศึกษาปีที่ 2/5 โรงเรียนอนุบาลอุดรธานี จังหวัดอุดรธานี สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 1 ในภาคเรียนที่ 1 ปีการศึกษา 2565 จำนวน 30 คน ซึ่งได้มาโดยการสุ่มตัวอย่างแบบกลุ่ม แบบแผนของการวิจัยเป็นการทดลองแบบกลุ่มเดียว สอบก่อนเรียนและสอบหลังเรียน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้ 12 แผน แบบทดสอบวัดความสามารถด้านการพูดภาษาอังกฤษ และแบบวัดเจตคติต่อการสอนการพูดภาษาอังกฤษโดยการใช้การสอนแบบเน้นงานปฏิบัติ ดำเนินการทดลองใช้ระยะเวลา 12 สัปดาห์ สัปดาห์ละ 2 ชั่วโมง รวมทั้งสิ้น 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบทีแบบไม่อิสระและการทดสอบทีแบบกลุ่มเดียว ผลการวิจัยสรุปได้ว่า นักเรียนมีคะแนนความสามารถด้านการพูดภาษาอังกฤษเฉลี่ยก่อนเรียนเท่ากับ 69.27 คิดเป็นร้อยละ 23.09 และคะแนนเฉลี่ยหลังเรียน

* Corresponding author: ทิพจุฑา กันหาเลห์

E-mail: 63120803101@udru.ac.th

เท่ากับ 221.43 คิดเป็นร้อยละ 73.81 ซึ่งสูงกว่าเกณฑ์ร้อยละ 70 และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่าความสามารถด้านการพูดภาษาอังกฤษของนักเรียน หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และนักเรียนมีเจตคติต่อการสอนการพูดภาษาอังกฤษโดยการใช้การสอนแบบเน้นงานปฏิบัติอยู่ในระดับดีมาก

คำสำคัญ: การสอนแบบเน้นงานปฏิบัติ, การสอนการพูดภาษาอังกฤษ, ความสามารถด้านการพูดภาษาอังกฤษ

Abstract

The purposes of this research were to study and compare the English speaking ability before and after learning using task-based learning of Prathomsuksa 2 students and to investigate the students' attitude towards teaching English using task-based learning. The sample consisted of 30 Prathomsuksa 2 students at Anubanudonthani School, under Udon Thani Primary Educational Service Area Office 1 in the first semester in the 2022 academic year, selected through cluster random sampling. The design of this research was a one group pretest-posttest design. The research instruments included 12 lesson plans, an English speaking ability test, and an attitude questionnaire. The experiment lasted 12 weeks: two hours a week, or 24 hours for all. Statistics used in the study were mean, percentage, standard deviation, one-sample test and t-test for dependent samples. The findings indicated that the students' pretest and posttest mean scores on English speaking ability were 69.27 or 23.09 percent and 221.43 or 73.81 percent respectively. The students' posttest mean score on English speaking ability was higher than the set criterion of 70 percent. The comparison of the mean scores showed that the students' English speaking ability in the posttest was significantly higher than that of the pretest at the .01 level. The students' attitude towards

teaching English speaking using task-based learning was rated at a very good level.

Keywords: task-based learning, teaching English speaking, English speaking ability

Introduction

English has become one of the most important languages in the world. It is considered a worldwide language that serves as a lingua franca for people all over the world to interact and comprehend one another. Crystal (2003) claims that English is the universal language since we frequently see English signs, notices, labels and commercials wherever we go. Learners all over the world require the capacity to communicate in English as it is the path to economic advancement, educational advancement, and social mobility.

Speaking is one of the four crucial language skills for international communication. Bailey and Nunan (2005) state that learning a language entails the production of organized linguistic utterances or speaking to convey meaning. According to Harmer (2007), speaking is used to communicate information to others. The purpose of teaching speaking is to encourage learners to accurately communicate and interact with others to achieve their goals and to use language fluently.

Task-based learning might be a learning method to promote speaking ability. Willis (1996) claims that task-based learning has a learning capability effect on students' English competence, and has become one of the significant alternative teaching methods for teachers. This approach is an opportunity for learners to use the language in real situations.

As aforementioned, the researcher has considered that improving students' English speaking using task-based learning may help students who have problems in English speaking. Therefore, the researcher would like to

employ task-based learning with Prathomsuksa 2 students at Anubanudonthani School to investigate whether this method could assist their English speaking ability, and investigate what level of students' attitude which may have towards teaching English speaking using task-based learning.

Purposes of the Study

The purposes of this study were to:

1. Study and compare the English speaking ability of Prathomsuksa 2 students before and after studying English speaking using task-based learning.
2. Investigate the students' attitude towards teaching English speaking using task-based learning.

Hypotheses of the Study

The hypotheses of this study were:

1. The students' posttest mean score of English speaking ability after using task-based learning is higher than the set criterion of 70 percent.
2. The students' posttest mean score of English speaking ability after using task-based learning is higher than that of the pretest.

Methodology

1. Research Design

This study was an experimental study in a cluster random sampling with a one group pretest–posttest design. It employed a quantitative research method (Cambell & Stanley, 1969).

T_1 X T_2

T_1 means Pretest

X means Teaching English speaking using task-based learning

T_2 means Posttest

2. Sample of students

The main sample for the study comprised 30 students of Prathomsuksa 2 students who were studying English in the first semester in the 2022 academic year at Anubanudonthani school, under Udon Thani Primary Educational Service Area Office 1 selected through cluster random sampling.

3. Research Instruments

Three research instruments were employed as follows.

3.1 Lesson plans of teaching English speaking using task-based learning were developed in an English version consisting of 12 units with two hours a unit which were 24 hours in total. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item. The researcher applied task-based learning consisting of 3 stages: pre-task, task cycle, and language focus which were adapted from Willis (1996). They were integrated with steps of teaching speaking from Hadfield and C. Hadfield (2009): before speaking stage, during speaking stage, and after speaking stage. This research, the research was utilized three task types which were listing task based on Willis (1996), information-gap task based on Richards (2001), and ordering and sorting task based on Willis (1996) to teach English speaking using task-based learning. The English texts used to improve students' speaking ability were from the books: "Say Hello 2", and from the internet based on the English curriculum of Thailand according to the Basic Education Curriculum of 2008 (revised in 2017) of the Foreign Languages Department (English). There are 12 units included: food & drink, my face, numbers, my clothes, colours, shapes, in my class, on the farm, school time, sports, my house, and my family.

3.2 The English speaking ability test was constructed by the researcher based on Hughes (2003) and the three experts' suggestions to examine the students' English speaking ability with a pretest and posttest. The study also consisted of an oral interview with 10 items. The value of the Index of Item

Objective Congruence (IOC) was 1.00 for every item, and the reliability of three raters equals 0.98.

3.3 The attitude questionnaire was developed to measure students' attitude towards teaching English speaking using task-based learning based on Saiyos and A. Saiyos (2000) designed: average scores of 4.50-5.00 mean very good, 3.50-4.49 mean good, 2.50-3.49 mean fair, 1.50-2.49 mean poor, and 1.00-1.49 mean very poor. The attitude questionnaire consisted of 15 items related to the steps of teaching English speaking using task-based learning using Likert Rating Scale. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item.

4. Data Collection

Before collecting data, the proposal of the research and the research instruments were submitted for ethics in human research. The researcher handed in the research instruments to three experts in order to examine the correctness, relation between the objectives and learning activities, and evaluation. Lesson plans were carried out with a pilot study to trail the lesson plans so that any problems could be addressed before the main study. The pilot study was conducted with 10 non-sampled Prathomsuka 3 students at Anubanudonthani School in the first semester of the academic year 2022. The lesson plans were edited based on the problems obtained from the pilot study. The data were analysed the reliability by three raters (Scott, 1955). The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item and they were selected 10 items of them. The researcher distributed the final form of the English speaking test to employ with the sample. The researcher collected data through the following steps:

4.1 The researcher administered a pretest for students who enrolled in Fundamental English to evaluate their English speaking ability using the 10 questions of English speaking ability test which consisted of 10 questions, 30

points for each question including five aspects assessment using six-point rating scale, according to Hughes's criteria 300 points in total. The researcher and two research assistants assessed Prathomsuksa 2 students' speaking ability by using the oral interview. The students were asked each question twice. The raters rated students' scores using Hughes's criteria (2003). The oral interview took about 10 minutes for each student.

4.2 The researcher was teaching following lesson plans that were already developed.

4.3 The researcher conducted the posttest using the English speaking ability test (which was the same test as the pretest) after the teaching process completed.

4.4 The researcher distributed the attitude questionnaire to students to investigate attitudes towards studying English speaking using task-based learning.

4.5 The researcher collected scores from the pretest, the posttest and the students' attitude questionnaire. The collected scores were statistically analysed and interpreted later on.

5. Data Analysis

The data collected from the English speaking ability test and the attitude questionnaire were statistically analysed as follows:

5.1 The data were analysed to examine the English speaking ability of Prathomsuksa 2 students using mean ($\bar{X}$), percentage, and standard deviation (S.D.).

5.2 The data were analysed to compare the English speaking ability of Prathomsuksa 2 students after studying English speaking with the set criteria of 70 percent using a one-sample t-test.

5.3 The data were analysed to compare the English speaking ability of Prathomsuksa 2 students before and after studying English speaking using a t-test for dependent samples.

5.4 The data were analysed to investigate students' attitude towards teaching English speaking ability by using mean ($\bar{X}$) and standard deviation (S.D.).

Results

The results of the study and comparison on English speaking ability before and after teaching English speaking using task-based learning were as follows:

Table 1 Mean, Standard Deviation, Percent, and a Comparison of Pretest and Posttest Mean Scores After Studying English Speaking Using Task-based Learning

Test	N	$\bar{X}$	S.D.	Percentage	t
Pretest	30	69.27	17.15	23.09	64.61**
Posttest	30	221.43	5.75	73.81	

** $p \leq .01$

Table 1 shows that the students' pretest mean score on English speaking ability was 69.27 or 23.09 percent and the posttest was 221.43 or 73.81 percent. The results explain that the students' English speaking ability before and after studying English speaking using task-based learning was significantly different at the .01 level. The posttest mean score was significantly higher than the pretest.

Table 2 Mean, Standard Deviation, Percent, and a Comparison of the Students' English Speaking Ability After Studying English Speaking Using Task-based Learning and the Set Criterion of 70 Percent.

Test	The Set Criterion of 70 Percent (210 scores)				
	n	$\bar{X}$	S.D.	70 Percent	t
Posttest	30	221.43	5.75	73.81	10.91**

** $p \leq .01$

Table 2 shows that the students' posttest mean score on English speaking ability was 221.43. The posttest mean score was significantly higher than the set criterion of 70 percent at the .01 level of significance.

Table 3 Mean, Standard Deviation results of Students' attitude towards Teaching English Speaking Using Task-based Learning of Prathomsuksa 2 Student

Questionnaire	N	$\bar{X}$	S.D.	Interpretation
Students' attitude towards teaching English speaking using task-based learning	30	.99	0.05	Very good

Table 3 presents that the mean of students' attitude towards teaching English speaking using task-based learning was at 4.99. It indicates that students' attitude towards teaching English speaking using task-based learning was at a very good level.

Conclusions

The results of the study can be summarized as follows:

1. The students' pretest mean score on English speaking ability was 69.27 or 23.09 percent and that of the posttest was 221.43 or 73.81 percent respectively. The English speaking ability of students after studying English speaking using task-based learning was higher than the set criterion of 70 percent. The students' English speaking ability was found to be significantly different at the .01 level.

2. The students' attitude towards teaching English speaking using task-based learning was at a very good level. The mean was 4.99.

Discussion

The research findings can be discussed as follows:

1. The Result of the Comparison of the English Speaking Ability of Prathomsuksa 2 Students Before and After Using Task-based Learning.

1.1 The results of the study showed that students' pretest and posttest mean scores on English speaking ability were 69.27 or 23.09 percent and 221.43 or 73.81 percent, respectively. These findings were in accordance with the second hypothesis. The students' posttest mean score on English speaking ability was significantly higher than that of the pretest at the .01 level. It was revealed that task-based learning could enhance Prathomsuksa 2 students' English speaking abilities.

1.2 The students' English speaking ability after studying English speaking using task-based learning had improved to a level higher than the set criterion of 70 percent. These findings were in accordance with the first hypothesis. As shown from the results of the study, the discussion was as follows:

Firstly, the development of English speaking ability using task-based learning could help students to gain higher scores. Students were assigned roles and duties to do in the group which could activate the students' basic knowledge by instructing them in key vocabulary, language structure and language use. This related with the idea of Richards et al. (1986), who stated that using a task in language learning is an activity or action which was finished as the delayed consequence of planning or cognizance language.

Secondly, the researcher followed Willis' process (1996) composed of three stages: **pre-task**, **task cycle**, and **language focus**. This helped students improve English speaking more effectively. This method was supported by Ellis (2003), who proposed that task-based learning helped students primarily focusing on meaning when they performed a task, and provided chances to focus on form, and require students to evaluate their performance and progress.

The results of this research support the study of Meksri (2011), who studied and compared the English speaking ability of Prathomsuksa 5 students before and after using task-based learning. The findings of the research stated that the students' pretest and posttest scores on English speaking ability were 31.25 percent and 70.50 percent respectively. The results of the research supported the study of Matarak (2016) who studied and compared the English speaking ability of Prathomsuksa 4 students before and after using task-based learning. The findings of the research stated that the students' pretest and posttest scores on English speaking ability were 30.40 percent and 93.48 percent respectively. Eventually, it also confirmed the previous study of Umpapol (2019) who studied and compared the development of English-speaking ability using task-based learning of Prathomsuksa 5 students. The findings of the research were the students' pretest and posttest scores on English speaking ability were 68.43 percent and 83.24 percent respectively.

The results of this research supported the study of Hassan et al. (2021), who studied the development of English speaking skills through task-based learning among primary school students in Malaysia. The findings showed that most students scored higher marks in the posttest compared to the pretest. The results of this study were consistent with the study of Nguyen and Van (2021), who assessed the effectiveness of the task-based approach on speaking ability as well as the students' perceptions towards its implementation. The findings of the study supported the use of a task-based approach in the teaching English as a foreign language.

In conclusion, teaching English speaking using task-based learning can help students develop students' English speaking ability.

2. The Result of an Investigation of Students' Attitude Towards Teaching English Speaking Using Task-based Learning.

The investigation of students' attitude towards teaching English speaking using task-based learning revealed that it was at a very good level. The findings of this research supported the idea of Sroinam (2012) who claimed that an attitude was an individual's feeling towards something or someone which has influenced with the individual's decision making to do something such as like or dislike or to do a certain thing. Moreover, these were in accordance with Savignon's idea (1983) who stated about various factors in second language learning. The learners' attitudes were the most important factor in language learning because it could be facilitated or learner's learning.

The results of this study support the study of Meksri (2011) who studied and compared the English speaking ability before and after using task-based learning of Prathomsuksa 5 students. The finding showed that the students' attitude towards teaching English speaking was at a very good level. In addition, the finding of this research supported the study of Pongsawang (2012) who studied and compared the English speaking ability before and after

using task-based learning of Prathomsuksa 5 students. The finding showed that the students' attitude towards teaching English speaking using task-based learning was at a good level. These results were also consistent with the study of Matarak (2016) who studied and compared the English speaking ability before and after using task-based learning and attitude of Prathomsuksa 4 students. The result showed that the students' attitude towards teaching English speaking using task-based learning was at a very good level. Moreover, it also confirmed to the previous study of Umpapol (2019) who studied and compared the development of English speaking ability using task-based learning and attitude of Prathomsuksa 5 students. The results of this research showed the students' attitude towards teaching English speaking using task-based learning at a very good level.

In conclusion, students showed positive attitude towards teaching English speaking using task-based learning. Teaching English speaking provided students chances to speak English better and they had a very good attitude towards teaching English speaking using task-based learning.

Recommendations

The recommendations from the study are as follows:

1. Recommendations from the Study

To support activities in teaching English speaking using task-based learning, the researcher has proposed some suggestions as follows:

1.1 The students' posttest mean score on English speaking ability was higher than the pretest. This appears to be the results of teaching English speaking using task-based learning which provides students chances to speak English through listing tasks, information-gap tasks and ordering & sorting tasks. Moreover, students had opportunity to analyse the language found in the tasks

which helps students to increase English speaking ability. Therefore, task-based learning should be promoted in teaching English speaking by English teachers.

1.2 The study was found that the students' attitude towards teaching English speaking using task-based learning was at a very good level. The positive attitudes led the students to achieve higher English speaking ability scores. Therefore, task-based learning should be promoted in teaching English speaking by English teachers.

2. Recommendations for further study

According to the results discussed earlier, some suggestions are proposed here for further studies.

2.1 Researchers should investigate other English language skills, to develop, writing, reading and listening skills using task-based learning.

2.2 Researchers should promote and apply task-based learning with other task types, for instance, reasoning-gap tasks, opinion-gap tasks, pictures and picture stories tasks, sharing personal experiences tasks and so on. These can add more variety for students to develop their language proficiency.

2.3 Researchers should investigate teaching English speaking ability using task-based learning with different educational levels of students, for instance, primary students, high school students or even university students.

2.4 Researchers should compare some task-based learning with other tasks, for instance, listing tasks and problem-solving tasks, comparing tasks and creative tasks.

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