

การใช้การสอนแบบเน้นภาระงานด้วยการอ่านนอกเวลาเพื่อส่งเสริมความสามารถ
ในการอ่านภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6

The use of Task-based Learning with Extensive Reading to Promote
English Reading Ability of six grade Students

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการการสอนแบบเน้นภาระงานด้วยการอ่านนอกเวลา เพื่อส่งเสริมความสามารถในการอ่านภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 และเพื่อสำรวจความพึงพอใจของนักเรียนจากการใช้การสอนแบบเน้นภาระงานด้วยการอ่านนอกเวลา กลุ่มตัวอย่างคือนักเรียนชั้นประถมศึกษาปีที่ 6 ภาคเรียนที่ 1 ปีการศึกษา 2558 จำนวน 21 คน จากโรงเรียนบ้านสมบัดเจริญ อำเภอเสิงสาง จังหวัดนครราชสีมา โดยการใช้วิธีการสุ่มเลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัยคือ แผนการจัดกิจกรรมการเรียนรู้โดยยึดภาระงานด้วยการอ่านนอกเวลา และแบบทดสอบวัดความสามารถทางการภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย (Mean) ค่าเบี่ยงเบนมาตรฐาน (Standard Deviation) และค่าที่ (t-test for Dependent Samples)

ผลการวิจัย พบว่า ความสามารถทางการอ่านภาษาอังกฤษของผู้เรียนหลังเรียนโดยใช้การสอนแบบเน้นภาระงานด้วยการอ่านนอกเวลา มีค่าเฉลี่ยสูงกว่าก่อนเรียนอย่างมีนัยสำคัญ และนักเรียนมีความพึงพอใจในทางบวกต่อการเรียนรู้แบบเน้นภาระงานด้วยการอ่านนอกเวลา

ABSTRACT

The Purposes of this research were : 1) investigate the effect of Task-based learning with extensive reading on reading ability. 2) To explore the students' satisfaction toward learning theory task - based with extensive reading of English. The samples of the research were 21 students who were studying in the sixth grade at, Bansombhatcharoen School, Serng Sang District, Nakhonratchasima Province, 1st Semester of the academic year 2015 and all of them were selected by purposive sampling. The instruments of the research were the lesson plans in the pattern of Task-Based Learning (TBL) with extensive reading and the reading ability test used in data collection. The statistics data analysis involved arithmetic mean, standard deviation, and t-test for dependent samples.

The result of the research revealed that the learning achievement after using TBL with extensive reading was increased significantly. Moreover, the students had positive satisfaction of learning through TBL with extensive reading.

คำสำคัญ : ส่งเสริมความสามารถในการอ่านภาษาอังกฤษ, การสอนแบบเน้นภาระงาน,

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** อาจารย์ประจำคณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา

Introduction

In Thailand, the English language is one of the most important subjects. Most Thai students begin their English lessons from the kindergarten level and another starts at the fifth grade level. In addition, high school students must have learned English for at least six to twelve years. It sounds a long time for learning but research findings revealed most Thai students are weak in all skills of English. All of the skill is important, but reading is considered particularly and needs to be emphasized because reading skills are an essential tool in the best for knowledge. Therefore, reading remains an important goal in teaching English for the students to use as a tool to seek the knowledge of all. English is an important tool for communication and as a key for advanced technology. In Thai schools and universities, students acquire much of their knowledge by reading written materials. In other words, reading is the most important among the four language skill – listening, speaking, reading and writing since students have more opportunities to read in English than to use that language in spoken communication (Rattanaich, 1987 p. 1). Therefore, reading is likely to be the best indicator and predictor of achievement in school subjects. English is taught as a foreign in language in primary school in Thailand and found that learners who study English are not able to use it to communicate especially the reading skill. Most Thai students take English as their foreign language subject which they acquire much of their knowledge by reading written materials.

Extensive reading is an aid to [language learning](#), including [foreign language](#) learning by means of a large amount of reading. The learner's view and review of unknown words in specific context will allow the learner to infer and thus learn those words' meanings. While the mechanism is commonly accepted as true, its importance in language learning is disputed [Cobb \(2007\)](#). Engaging in extensive reading behavior is a prerequisite for developing reading skills. In addition to that, Krashen (2006) declared any English learning programs should give strong consideration to the teaching of extensive reading in order to help EFL learners not only to enhance their reading abilities and general English proficiency but also make it easier for them to find pleasure in reading. However, Task-based learning approach TBL has been adopted and adapted since 1999. It could be the answer for the need for a meaning-focused approach that reflects real-life language use. Language in the real world can be situated not only in a location but also in the classroom. Moreover, learners are being prepared to take the responsibility for their own learning. TBL approach rests on three basic premises (Willis, 2004). They are as follows: First, language learning is a complex process. Teaching a discrete language item does not lead to immediate mastery of that item. Second, a language form is best learned if learners are ready for its meaning. This is due to the fact that language acquisition is an implicit process which occurs when learners are grappling with the effort of communication (Ellis, 2003). In TBL, in other words, tasks are designed in ways that the meaning is the primary focus and also attention is given to the form. Finally, the opportunity to use the target language for a real purpose is essential with the principle of a TBL approach, the teacher will be a communication bridge between the students and the meaning they need to understand or express. The teacher will act as a facilitator to provide the basic information that the students need in order to complete tasks successfully. Other responsibilities of the teacher are to give students guidance in individual groups as needed,

correct errors make suggestions and support the learning process. This study attempts to the use of task – based learning with extensive reading to promote English reading ability of students who study in the sixth grade.

The study is aimed to be conducted at Bansombhatchareon school where the researcher has been working now that most English classes at Bansombhatchareon school do not provide adequate opportunity for students to develop their reading skills. Students do not actually read much, either in class or out of class. Moreover, the condition of reading is usually controlled by teachers. This is the typical English teaching performance at Bansombhatchareon School in general and also the typical teaching of English reading in particular, which is taught by translation procedure and focused on intensive reading. Consequently, it has not been successful. Students have gained knowledge of the language and reading skills acquired in intensive reading but it is not sufficient to improve students' overall reading ability. Most students have low existing English language competence and cannot read well. These low reading skills highlight the need to improve their English reading. The next best way is to read extensively in it for the reason that is a major source of reading competence, vocabulary, and the ability to handle complex grammatical constructions. In this regard, one procedure to solve the problem mentioned above is extensive reading through Task–based Language learning, also referred to as Task–based Language learning has become an important approach in a way, that it is currently known as the dominant teaching approach to language instruction. Saiyot (2009) revealed that the student reported that task–based English reading instruction provide students various types of tasks in order to develop reading skills from mean score on English reading comprehension. Sa–nguankeaw (2010) indicated that The student readings' comprehension achievement after using the task–based reading. The use of task–based learning with extensive reading can develop English reading ability.

At the present time, most Thai student cannot read English words and sentences in their level. The main problem of English vocabulary of students is that they have difficulty in gaining access to acquire vocabulary, there is one way for them to gain the word knowledge is that they must receive some help from text, pictures, projection screens. So that the researcher agree to develop English reading ability by the use of task – based learning with extensive reading. This study is a guideline for teacher who wishes to adapt their teaching of reading skills for students in starter level courses.

Literature Review

Definitions of Extensive Reading

Palmer (1968 p. 137) stated that extensive reading is defined variously, based on different views about the way to read and Day and Bamford(1998 p. 5) stated that reading book after book, and reading rapidly. Richards, Platt and Platt (1993 p. 133) reviewed that Extensive reading generally includes the relatively fast reading of a large amount of longer, easy–to–understand material, with the reading done mostly outside the classroom and at each student's own pace and level. In such reading, readers will gain a general understanding of what is read.

This researcher studies, the extensive reading with the sixth grade students means to read widely and in quantity, and to read with an emphasis on the materials that readers find interesting. The reading activities are done outside the class, and at the student's own pace and language proficiency level.

Definition of task– based learning

In language pedagogy, the concept of 'task' becomes important in syllabus design and development. A number of definitions of task are provided in the followings:

Nunan (2004 p. 4) stated that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. Willis (1996 p. 23) stated that tasks are always activities where the target language is used by the learner for a communicative purpose , goal in order to achieve an outcome.

In this study, the researcher prepares the task-based learning framework in extensive reading lesson of Willis (1996 pp. 56–57) recommends a similar sequence of activities step of teachings as follows : Pre-task

Introduction to topic and task

1. Teacher helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.
2. Students may do a pretask, for example, topic – based odd–word–out games.
3. Teacher may highlight useful words and phrases, but would not preteach new structures.
4. Student can be given preparation time to think about how to do the task.
5. Students can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem)
6. If the task is based on a text, student read part of it.

The task cycle

Task

1. The task is done by students (in pair or groups) and give student a chance to use
2. Whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.
3. Teacher walks round and monitors, encouraging in a supportive way everyone's attempts at communication in the target language.
4. Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.

5. The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

6. Success in achieving the goals of the task helps students' motivation.

Planning

1. Planning prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.

2. Students draft and rehearse what they want to say or write.

3. Teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language.

4. If the reports are in writing. Teacher can encourage peer editing and use of dictionaries.

5. The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

6. Individual students take this chance to ask questions about specific language items.

Report

1. Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. (NB: There must be a purpose for other to listen.) Sometimes only one or two groups report in full; other comment and add extra points. The class may take note.

2. Teacher chairs, comments on the content of their reports, rephrases perhaps, But gives no over public correction.

Post task

1. Students listen to recording of fluent speakers doing the same task, and compare the way in which they did the task themselves.

The language focus

Analysis

1. Teacher sets some language- focused task, based on the texts students have read or on the transcripts of recordings they have heard.

2. Examples include the following:

2.1 .Find word and phrases related to the title of topic or text.

2.2 Read the transcript, find word ending in s or 's, and say what the s means.

2.3 Find all the verbs in the simple past form. Say which refer to past time and which do not.

2.4 Underline and classify the question in the transcript.

2.4.1 Teacher starts students off and then students continue, often in pairs.

2.4.2 Teacher goes round to help; students can ask individual questions.

2.4.3 In plenary, teacher reviews the analysis, possible writing relevant language up on the

board in list form; students may make notes.

Practice

1. Teacher conducts practice activities as need, based on the language analysis work already on the board, or using examples from the text or transcript.

2. Practice activity can include.

3. Choral repetition of the phrases identified and classified memory challenge games based on partially erased examples or using sentence complement (set by one team for another) matching the past-tense verbs (jumbled) with the subject or objects they had in the text with the new word and phrases dictionary reference words from text or transcript

Objectives of the study

1. To investigate the effect of TBL with extensive reading on reading ability.
2. To explore the students’ satisfaction towards reading ability by using task based with extensive reading.

Conceptual framework

This research aims to investigate the effect of task-based learning with extensive reading to investigate English reading ability of the sixth grade students and explore the students’ satisfaction towards reading ability by using task – based with extensive reading of English. Following is conceptual framework of this study:

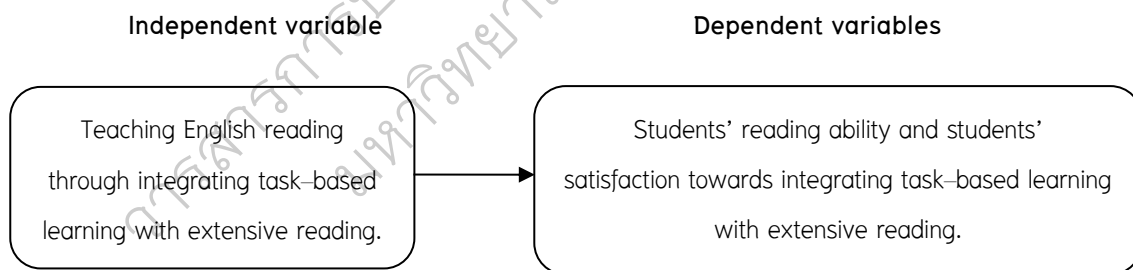


Figure: 1 Conceptual framework of the experiment

Research Methodology

Population

The population in this study consisted of 210 grade sixth students of 7 schools of Serngsang School network under Nakhonratchasima Primary Educational Service Area Office 3, 1st Semester, of Academic Year 2015.

Samples

The sample are 21 students in Grade sixth student at Bansombhatcharoen School, Serng Sang Distric under Nakhonratchasima Primary Educational Service Area Office 3, 1st Semester, of Academic Year 2015 selected by purposive sampling.

Research Design

This research design will be experimental designs by use a one group pretest – posttest design. The students should be test before study for checking their reading background. During the course they will study with 5 lesson plans of ten hours by the use of extensive reading via Task-based Learning in the first semester of academic year 2015. After that the students will test for checking their reading ability by achievement test and the experiment they have to answer questionnaires to show about satisfaction towards teaching English through task-based learning with extensive reading.

Figure: 2 The experimental design: one group pre-test / post-test

O ₁	X	O ₂
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O₁ represents the measurement of the sample's English reading ability and satisfaction before the treatment.

X represents the experiment of teaching English reading through task-based learning with extensive reading.

O₂ represents the measurements of the sample's English reading ability and satisfaction after the treatment

Research Instruments

There are two tools of this study: Those instruments used in the research procedure, and those instruments used in data collection. They will be constructed by the researcher. The following instruments are used in this study:

1. Instruments used in the research procedure

There are five lesson plans of ten hours focusing task-based Learning. The contents of lesson plans is related to extensive reading.

1.1 The lesson plan construction procedure

According to The Basic Education Core Curriculum in 2008 states that the students should be able to understand and capable to interpret what has been heard and read from various type of media to express opinions with proper reasoning in 6 grade level indicators accurately read aloud texts, tales and short poems by observing the principles of reading and specify the sentences or short texts corresponding to the meanings of symbols or signs read. From this reason, the researcher thought of objective of the promote reading ability focusing on reading English at Bansombhatchareron school and choosing reading passage from a variety

of sources, and list the topic of the passage that might interest the participants, processes and step of teaching the task-based Learning with extensive reading the topic have chosen to be put in extensive reading are as story from fairy tale.

2. Instruments for data collection

The instruments used in the data collection were reading ability test, and satisfaction student's questionnaire.

2.1 Reading ability Test

A pretest and posttest were the same set of and reading ability test designed according to reading strategies instructed to the participants. The aim was to use this as instrument to check reading ability of participants on the pre and posttest was given to the learners before starting the lesson. However, the participants were asked to take the posttest after the reading program was finished. The findings of both test were compared and evaluated by using the t-test for independent sample to see whether this model enhance the learners' reading ability. The following were procedures of creating the reading ability test.

1. Study the objectives of the developing skill for English reading of the sixth grade Bansombhatchareon School.
2. Study the relevant research, document, and journals that involve creating TBL lesson.
3. Study reading passage from various resources including textbooks and internet.
4. Select the reading passages that are suitable for the design of the reading ability test the researcher wanted to have 30 items for the test.
5. Construct the questions (test) from the reading passage used. The reading ability test comprises 10 items.

2.2 Questionnaire

aimed to explore students' satisfaction towards among Fourth grades student after using songs to enhance English vocabulary achievement. The questionnaire had a total of ten questions. Students took approximately 10 to 15 minutes to complete the questionnaire. Students were asked to answer questions relating to their satisfaction towards teaching English vocabulary. The questions had no right or wrong answer. The items covered interest in learning English questionnaire by adapted from Wilkinson and Birmingham (2003 p. 22). There are 10 items for students' interest questionnaire both positive question and negative questions. The Likert rating scale to rate the level of their satisfactions on the scale of 1-5

Data Collection

This research is experimental research using one group pre-test and post-test design. The data collection procedures are as follows:

1. The researcher needs to orient the students before they begin doing the test. This orientation involves letting the students know about the learning method, students role, learning objectives and the assessment procedure.
2. The researcher applies the pre-test for 21 sample students by using a multiple choice test of 30 items.
3. The researcher teaches through the 5 lesson plans. Each lesson covers 2 periods and each period is 1 hour, the total is 10 hours.
4. After completing the 5 lesson plans, the researcher let students take the post-test. To check the students, vocabulary achievement, the researcher complicate the items of the test and choices.
5. The researcher collects the data from the pre-test, post-test scores for analysis by using statistical test research questions.
6. The satisfaction questionnaires are given to students at the end of using the extensive reading through task-based learning to promote English reading ability.

Data Analysis

The obtain data both from pre-test and post-test is analyzed by using percentage, means scores, standard deviation (S.D.) and t-test. The researcher analyzes the obtained data as follows:

1. Analyze percentage, means , and standard deviation (S.D.) of the obtain scores both from pre-test and post-test for English vocabulary achievement test.
2. Compared pre-test and post-test scores by using t-test for dependent.
3. Analyze means , and standard deviation (S.D.) of the obtain scores again from satisfaction questionnaire. Mean score derive from the students' reflection is interpret by the following ranges (Srisa-ard. 1992 : 67):

Conclusion

The results significantly showed the learning achievements in prêt-test post-test scores, the comparing of the pre-test scores and post-test scores and the students' positive satisfaction, as follows:

1. This study showed that the achievement of using extensive reading book on students' English reading comprehension ability was better. This was indicated by the significant increase of the pre-test and post-test means scores.
2. This study confirmed that the dependent sample t-test was a statistically significant different between the pre-test and the post-test scores. In other word, it was shown that the post-test scores was significantly higher than the pre-test score. In brief, the evidence from the test score shows that the students successfully improved their reading comprehension ability through task-based learning with extensive reading.
3. This study showed students' positive satisfaction towards using task-based learning with extensive reading to promote English reading ability. Support for these finding can be found in the study. The

scores of student's satisfaction was shown at high level on task-based learning with extensive reading to promote English reading ability. Furthermore, the use of task-based learning with extensive reading could also motivate them to read the various texts in real life.

Recommendation

1. The use of task-based learning with extensive reading were useful for students to improve their reading comprehension ability though pre reading stage, while reading stage and post reading stage. Also, the teacher should select appropriate using of task-based learning with extensive reading which can activate students' interest to participate in every reading activity used in classroom. In addition, teacher should consider about students' ability to learn when use of task-based learning with extensive reading in to the classroom.

2. The use of task-based learning with extensive reading to promote English reading ability should be used with the other teaching techniques not only pre reading 'while reading or post reading

Recommendations for further study

1. The findings of the study can be used as a guide to improve the teaching and learning of reading with extensive reading. Students who participate for this program will be better in reading comprehension and have a high interesting in reading habit.

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วารสารการบริหารการศึกษาและภาษา
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี