USING OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING

ABILITY OF PRATHOM 6 STUDENTS AT PIBOONPRACHASAN SCHOOL

A THESIS

BY

KESDA THANGHUN

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

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AN ABSTRACT

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Kesda Thanghun. (2012). Using Task-Based Learning to Develop English Speaking

Ability of Prathomsuksa 6 Students at Piboonprachasan School

Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot

University.

Thesis Advisor: Dr.Anchalee Jansem.

The purpose of the study was to develop English speaking ability of

Prathomsuksa 6 students at Piboonprachasan School through task-based learning. The

30 Prathomsuksa 6 students were selected by simple random sampling The research

instruments used for collecting data were five lesson plans, a pre-post speaking test,

The data were statistically analyzed by mean, standard deviation, and t-test for

dependent samples. There were twenty hours in total. The Pre-test and the Post –test

were included.

The results of this study indicated that the English speaking ability of

Prathomsuksa 6 students learned through task-based learning after the experiment was

significantly higher than before learning at the .05 level.

Keywords: Task-based learning, English speaking ability.

การจัดการเรียนรู้แบบเน้นงานปฏิบัติเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษของ
นักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนพิบูลประชาสรรค์

บทคัดย่อ

ของ

เกสดา ตั้งฮั่น

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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   การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาว่า การพัฒนาความสามารถในทักษะด้านการพูด
ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนพิบูลประชาสรรค์โดยใช้กิจกรรมงาน
ปฏิบัติได้หรือไม่ กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 30 คน
จากโรงเรียนพิบูลประชาสรรค์ โดยใช้วิธีการคัดเลือกแบบสุ่มตัวอย่าง เครื่องมือวิจัยที่ใช้ใน
การศึกษานี้ประกอบด้วย 5 แผนการสอน แบบทดสอบการพูดก่อนเรียน และหลังเรียน เกณฑ์การ
ประเมินการพูดแบบรูบริค แบบบันทึกการสอนของครู สถิติที่ใช้ในการวิจัย คะแนนเฉลี่ย ค่า
เบี่ยงเบนมาตรฐาน ค่า t-test แบบไม่อิสระ ผู้วิจัยทำการทดลองสอนนักเรียนกลุ่มตัวอย่างพูด
ภาษาอังกฤษโดยเน้นงานปฏิบัติเป็นระยะเวลา 20 สัปดาห์ รวมระยะเวลาการทดสอบก่อนเรียน
และหลังเรียน

   ผลการวิจัยแสดงให้เห็นว่า ความสามารถด้านการพูดภาษาอังกฤษของนักเรียนชั้น
ประถมศึกษาปีที่ 6 หลังจากที่เรียนผ่านกิจกรรมเน้นงานปฏิบัติหลังจากการทดลองสูงกว่าก่อนการ
ทดลองมีความแตกต่างอย่างมีนัยสำคัญที่ค่า .05 นักเรียนมีความรู้สึกที่ดีต่อกิจกรรมที่เน้นงาน
ปฏิบัติที่นำมาใช้ในห้องเรียน ผลที่ได้จากการทดลองมีผลมาจากประสิทธิภาพของกิจกรรมเน้นงาน
ปฏิบัติจากการจัดกิจกรรมเน้นงานปฏิบัติที่หลากหลายที่ใช้ในห้องเรียนเพื่อพัฒนาทักษะการพูด
ของนักเรียน

The thesis titled

"Using of Task–based Learning to Develop English Speaking Ability of

Prathomsuksa 6 Students at Piboonprachasan School"

by

Kesda Thanghun

has been approved by the Graduate School as partial fulfillment of the

Requirements for the Master of Arts degree in Teaching English as a Foreign

Language of Srinakharinwirot University

………………………………………. Dean of Graduate School

(Associate Professor Dr. Somchai Santiwatanakul)

June   , 2012

Thesis Committee   Oral Defense committee

…………………………….Advisor   ……..………………………Chair

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                                                             (Asst. Prof. Dr. Somboon Chetchumlong)

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Kesda Thanghun

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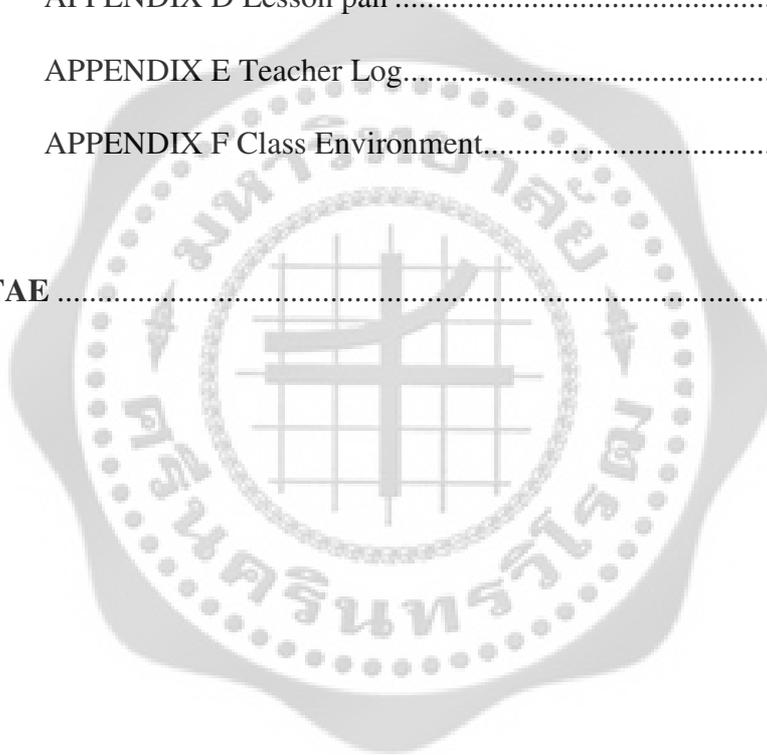
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CHAPTER I

INTRODUCTION

Background

The 21st century is the age of globalization; most countries all over the world are faced with demands for both professional and proficient language skills. With growing population, there are both demands and competitions in educational fields, economics, and careers. There is also a need to communicate fluently to fulfill ones' purposes. The language used worldwide in our daily communication is English. because English is the international language.

As for Thailand, English communicative skill is vital because we are the one of the family members of ASEAN. Therefore, we should be well-equipped with speaking English in order to communicate with our ASEAN neighbours. This speaking skill helps and enhances teachers and the learners to focus on teaching and learning of the stated skill in a country like Thailand because it is the Hub of Asia. Learners of English language should be trained in and out of the classrooms so they will be able to perform in English well in a given situation. In the classrooms, the teachers of English can use various teaching techniques for the students. These activities help students to get accustomed to new words, their meaning and applications that finally lead to speaking. English has played a very important role for Thai people for centuries. English is important because it is used as a basic tool for communications, for example, education and seeking knowledge. English really helps us to break down the language-barriers and finally helps promoting and creating a vision of one world community.

The Ministry Of Education of Thailand has written down in the national curriculum that a basic teaching of English should include four skills in both primary and secondary levels (The Ministry of Education, 2008). A good performance of the English language is required for all levels until graduation. Students are expected to use English language in various situations, both in and out of their classrooms and with local and foreign communities, as stated in document of The Ministry of Education (2008). A necessary basic skill of communication is speaking. (Bailey & Savage, 1994).

Speaking skill is an essential process for learning English. Performances through speaking are an indicator of success in careers and finally in life (Nunan, 1991). However, a number of studies reveal that Thai students study English for many years but they cannot apply the skills in real life communicative situations effectively (The Ministry of Education, 2002). To be able to apply communicative English effectively in their real life is related to the teachers, students and teaching and learning of English. The problem might be the not- so- well- prepared teaching methods affecting the language teaching and the learning process (Lochana and Deb, 2006). Some teachers have been found to focus on language teaching based on grammar instead of exposing the learners to language learning. Most lessons of English are carried out through teacher-centered approaches (Nunan, 2004). Teachers' teaching of grammar only and not involving the learners in communicative English often gives a negative impression to students (Ruso, 2007). Therefore, students have no chance to use English under different situations. Without learning any situational English, students lack opportunities to both learn and use speaking skills.

However, there are recommended activities to aid the acquisition, storage, retrieval, and use of information which have been proved to make learning easier, faster, enjoyable, self-directed, effective and transferable to new situations (Oxford 1990). The mastery of speaking skill in English is a priority for many language learners has been neglected in some EFL/ ESL courses. The best approach to teaching of oral skills methodological debate. Teachers use a variety of textbooks and approaches, ranging from direct approaches to specific focus on features of oral interactions (Richard, 1990). Despite controversial issue, Richard proposed that teachers should prepare varieties of activities involving students directly.

However, still result in designing instructional materials or speaking activities for second language learning, it is necessary to recognize speaking in daily communications. This theory of task-based learning concludes by showing that language teaching and learning are changing from teacher-centered to learner-centered instructions. The use of a variety of different kinds of tasks in language teaching is said to promote language learning more communicative language ability (Richards, 1986). Many countries in the Asia-Pacific region revealed that task-based teaching was an effective (Nunan, 2002).

Task-based learning activities provide method to promote students' language development because the students can get the language learning experience while in the classroom in different situations. Task-based learning offers the students an opportunity to be engaged in using the language. The primary focus of classroom activity is the task considered an instrument to get the students involved in the language practice naturally. The task activities given to the students are the opportunity to use language to achieve a specific outcome. The activity helps the

students to think of the real life situations and they can focus on meanings of the words they use. The students are free to choose words which are relevant to their activities to be performed. The task-based learning activities are such as playing games, solving problems, sharing information and gathering experiences. All these activities are considered as relevant and authentic tasks to engage students with a focus on mastering speaking English (Willis & Willis, 2007) . Willis and Willis, (2001) pointed out that tasks differ from grammatical exercises as the forms for learning are not specified in advance. Many researchers Murad (2009), Sae-Ong, 2010; Thongpubai, (2010) Phisuthangkoon, (2012) claimed that task-based learning activities can increase students' English speaking ability.

Overall, as indicated by the above research, task-based learning is a promising method to enable students to develop their own English speaking ability in order to reach their goals. Therefore, the researcher is interested in the task-based learning method to examine and develop English speaking communications ability with Prathomsuksa 6 students.

Purpose of the study

1. To investigate the effectiveness of the students' English speaking ability through task-based learning.

2. To investigate about student's opinion toward task-based learning after experiment is positive.

Research Questions

1. Do the Prathomsuksa 6 students from Piboonprachasan School develop their English speaking ability after learning through task-based learning activities?

2. Are the students' opinions toward task-based learning positive?

Significance of the study

  This study benefits the English language teaching with a focus on developing students' speaking ability through task-based learning.

Scope of the study

  Population.

  The number of students included in this study was 30 Prathomsuksa 6 at Piboonprachasan School. There are altogether 130 learners in Prathomsuksa 6. The researcher selected 1 class of 30 students for this research by simple random sampling.

  Duration.

  The period of this study was 2 months. The study was conducted in the second academic semester of the year 2011. The researcher taught the class of 30 participants three times a week by using task-based learning activities. There were twenty hours in total. The Pre-test and the Post-test were included.

  Variables.

  The variables in this study are as follows:

  (a) Independent variable is task-based learning

  (b) Dependent variables are English speaking abilities

  Contents.

  The researcher applied almost every topic included in the contents, by using the textbook and task-based learning activities to develop students' English speaking ability as follows:

    Going places   -Talking about travel

    The school trip   - Talking about places

    Out and about   - Talking about your weekend

I want to be a star.   - Talking about entertainment

Story time   - Talking about stories

                         - Asking and answering in simple English

Definition of Terms

Task-based learning (TBL) refers to an approach in language learning which consists of activities ranging from brief exercises to difficult ones. Activities create interest in the learners' minds to get involved in educational tasks in a number of ways. These exercises give direct experiences and motivate the learners and they participate willingly. This language learning tasks enable the students to acquire knowledge, emphasize on communicative English from the situations more than the correctness of forms or the structures (Ellis, 1997).

2. English speaking ability involves competency in speaking English including interpersonal communications skills for giving the data, using order, requesting and giving instructions appropriately, fluently and accurately. The students' English speaking ability can be measured by using the scores from the pre-test and the post-test consisting of interviews. These tests were written by the researcher. The performances undertaken by the learners were evaluated by the rubric (mentioned in chapter 3) of speaking ability adapted from Ruenyoot (2009).

CHAPTER II

LITERATURE REVIEW

This chapter explains the use of task-based learning in order to develop speaking abilities through task-based learning activities. It is divided into two sections: Task-based Learning and English Speaking at the same time. Firstly, the task-based learning section consists of two parts, theory and practice. The theoretical and practical aspects on the use of task-based learning activities often promote English speaking abilities. This learning process emphasizes the purposes, principles and advantages of task-based learning. The use of performing English orally and the importance of skills are all included in this section and are supported by the actual task-based activities.

Task–based learning

Definition of Task- based Learning

Definitions of task-based learning have been debated and discussed widely. Skehan (1998) defined a task as an activity which gives importance on meaning to communicate in the real world. Breen (1989) defined a task should follow prepared steps that would stir ones' knowledge with the purpose where the main objective is not just to inculcate knowledge to individuals but to develop skills in an understandable manner. Long (1985) defined a task is sometimes quoted as daily routine. The things are normally do every day with positive objective like painting a fence, filling out a form, buying a pair of shoes, taking a hotel reservation, finding a street destination and helping someone cross a road and others.

The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative since it provides a purpose for classroom activities which go beyond practice of language for its own sake. Crookes (1986) defined a task is an activity with an objective that requires a certain outcome. It may be formal or informal. Prabhu (1987) viewed a task as a piece of work which needs certain processes in order to arrive at a particular result with the teacher serving as the facilitator. Nunan (2004) defined task as a classroom activity or exercise that has: an objective obtainable only by the interaction among participants, a mechanism for structuring and sequencing interaction a focus on meaning exchange; a language learning endeavor that requires learners to comprehend, manipulate and produce the target language as they perform some set work plan. Bygate, Skehan, and Swain (2001) argued interaction a focus on meaning exchange was the way which requires learners to use language with emphasis on meanings to achieve an objective.

Nunan (2003) stated "pedagogical tasks involve communicative language use which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right." Ellis (2003) stated "A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires the learners to give primary attention to meanings and make use of their own linguistic resource. The design of the task may predispose the learners to choose particular forms that are given. A task is intended to result in language use that bears a resemblance, direct or indirect, to the

way language is used in the real world. Like other English language activities, a task

can engage productive or receptive and oral or written skills and also various cognitive

processes."

Even though these definitions vary in many ways, they all emphasize on one

aspect i.e.; task- based learning activities in order to involve the learners to master

communicative language by participating directly. Another important factor is the

learners' attention should be focused on meanings of the language rather than

grammatical forms. Task-based learning activities can also consist of activities

ranging from simple and brief exercises to more complex and lengthy activities such

as group activities and problem-solving leading to decision making.

The Components of Task- based Learning Activities

Ellis (2003) identified the components of task-based learning as follows:

Goal refers to the general purpose of the tasks the teachers of the language plan

for the learners, e.g., to enhance the ability to describe objects concisely; to provide an

opportunity for the use of communicative language. Ellis has altogether find different

stages regarding task-based learning activities in order to explain their clear meanings.

Input refers to the verbal or non-verbal information supplied by the task; e.g.
pictures; a map; written text.

Conditions refer to the way in which the information is presented, e.g. split vs.

shared information, or the way in which it is to be used, e.g. converging vs. diverging.

Procedures refer to the methodological procedures to be followed in

performing the task, e.g. group vs. pair work; planning time vs. no planning time.

Outcome refers to the "product" that results from completing the task, e.g. a completed table; a route drawn in on a map; a list of differences between two pictures. The predicted product can be 'open', i.e. allow for several possibilities or 'closed', i.e. allow for only one 'correct' solution.

Process refers to the linguistic and cognitive processes the task is hypothesized to generate.

Nunan (2004) presents a graphic guideline that indicates of goals, input, activities, teacher role, student role and settings, as shown in figure 1.
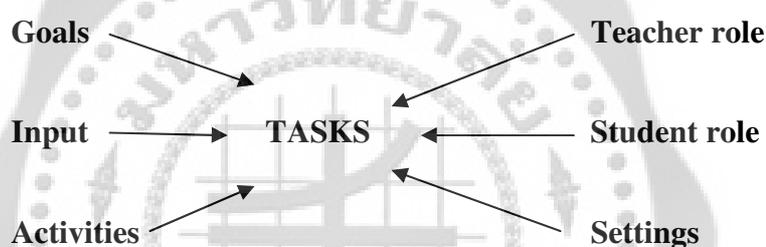
Figure 1   A framework for analyzing task-based learning components (Nunan, 2004)

Goals refer to the general intention for learning the task. Input refers to the data that forms the point of departure for the task. Activities indicate what students will actually perform with the input. Teacher's role and the student's role refer to the social and interpersonal relationship between students and teachers in a task. Settings refer to the classroom arrangement affecting interaction which entails in the task, such as pair work or group work. Nunan believes that specification of all these components are needed when selecting, adapting, modifying and creating communicative tasks.

Framework of Task

Willis (1996) suggested several effective frameworks for creating task-based learning lessons. These three stages are as follows:

1. Pre-task

In the pre-task, the teacher explains the topic and gives the direction to the students in the task phase clearly then begins the students with key vocabulary or grammatical constructs in the lesson. The students are clear with model of the task what will be expected. This encourages the students to use what they are comfortable with in order to complete the task. The teachers may present by doing it themselves, picture, audio, or video demonstrating the task. Pre-test prepares the students to perform the task in the ways to promote acquisition.

2. Task

During the task phase, the students complete the task in pair or typically in small groups by using the language resource depend on the type of activity. The teacher plays a particular role in the task by monitoring students' activities and encouraging students to communicative in target language but not to intervene to correct error.

3. Planning

The students complete the task by preparing either a written or oral report to present in the classroom. The teacher takes questions and monitors the students.

4. Report

The students then present this information to the class orally or read the written report. In this stage the teacher may provides written or oral feedback and the students observing may do the same.

Analysis

The teacher reviews what happened in the task and highlights relevant the text of the recording for the students to analyze. It may include language forms that the students were using, students' problems, and perhaps forms that need to be covered more or were not used enough.

5. Practice

Finally, the teacher may be used to cover material mention in the analysis stage. The students practice activities to extent their confidence. It is an opportunity for the teacher to emphasize key language.

Ellis (2003) divided the process in task- based learning framework in three phases, pre-task, during task, and post-task. Taken together they form a task cycle. These three stages are as follows:

1. Pre-task

The pre-task refers to prepare students for the task, introduce the ways, give examples of tasks together with options framing the activities and establish the outcome of the task beforehand. The teachers should give the participants enough time to plan for their activities.

2. During task

During task refers the methodology options that available to the teacher in during task-based, under time pressure depending on the number of participants. During task- centred period, the teachers may provide the students with various instructional options.

3. Post- task

Post- task involves procedures to follow up the task performance. Post- task affords various options. There are altogether three pedagogic goals, there are as follows: provide an opportunity for repeat performance of the task, encourage refection of how the task was performance and encourage of form, in particular to those forms that proved problematic to the learner when they performance the task example of options : the student report , consciousness raising and repeat task.

In this study, the researcher chose to follow Ellis's framework that includes Pre-task, During task and Post- task. These methods are appropriate to develop the students' English speaking abilities in Prathomsuksa 6 at Piboonprachasan school. They are practical for primary levels. Therefore, it is necessary for the teachers to choose the types of task-based learning activities depending on the lessons to achieve goals. The teachers should choose the appropriate types of task for each lesson. There are many categories of the types of task.

Types of Task

Candlin (1987) suggested four typologies of language learning tasks including language training, information sharing, research and experimentation, and learning strategies. Prabhu (1987) implemented task-based learning in a Bangalore project and concluded that tasks can be classified as follows.

1. Information–gap activity. This involves a transfer of given information from one person to another; generally calling for the decoding or encoding of information from, or into language. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2. Reasoning-gap activity. This involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connect the two.

3. Personal preference, feelings or attitude in response to a given situation. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Ellis (2003) categorized tasks into the following types.

1. Unfocused task

An unfocused task encourages students to use English freely. They do not concentrate on forms. (i.e., a replication activity) Pedagogic (rehearsal, activation)

This task has a psycholinguistics basic in second language acquisition theory. Often the words cannot be found to express our real feelings. For example, the teacher gives the picture to one student and lets other students ask questions basing on the pictures to describe what it is all about. A pair-work can also help the students to ask and answer questions based on the pictures as well.

2. Activation task

The students work in pairs. The teachers give the different pictures to pairs of students and they talk about the pictures by asking questions and answering them. This Activation task can help the learners to be able to comprehend question and

answer them. In case of their failures to form questions, the teachers should extend

hands in order to help them. The goal cooperation among the participants can fulfill

our goal.

3. Real World Task

Someday, the learners are going to go out of school and mix with the world

 community. They have to face different situations in everyday life. They have to use

acquired language skills in their daily communication or solve problems every day.

Therefore, the teachers should expose the learners to the Real World Task, if they

participate in the task throughout their primary and secondary education they will be

able to survive and profess successful careers in life.

4. Focused Task

Focused Tasks, sometimes called meta-cognitive activity, can be employed to

elicit use of specific linguistic features, either by designing, using methodological

procedures that focus on form and make easier implementation of task. Focused tasks

are valuable to teachers because they provide a means of teaching specific linguistic

features, communicatively under real life situations.

Willis (1998) classified types of tasks and task-based language teaching into

the following six types.

1. Listing: The learners make a list of their lessons to be learned in class such

as words, articles, people, places, questions within given situations or topic, e.g.

making a list of holiday activities, questions hotel reservations, my mapping and the

result of the task-based activities.

2. Ordering and sorting: Working out a set of information or data on the goods

ordered and sorted out according to specified criteria, i.e. sequencing jumbled

paragraphs, ranking items from least important to most important, categorizing pieces

of furniture to fit into different rooms, classifying different kinds of food as either

good or bad for you. Outcome: Set of information ordered and sorted according to

specified criteria.

      3. Comparing: matching non-verbal texts (pictures) and their verbal

descriptions, finding similarities or differences between texts or pictures. Outcome:

Could be items appropriately matched or assembled or the identification of similarities

or differences. The theory mentioned above can actually help the students to use their

thinking abilities to judge the item they come across in their everyday life. So, they

will be able to pick up best items and benefit themselves.

      4. Problem Solving: Doing puzzles, logic problems, or solving real-life

problems Outcome: Solutions to the problems that can be evaluated.

      5. Sharing Personal Experience: Narrating, describing, exploring and

explaining attitudes, opinions, relations. Outcome: Largely social.

      6. Creative Tasks: Creating a product which can be appreciated by a wider

audience. Outcome: End product which can be appreciated by a wider audience.

This study used task-based learning activities to develop English speaking

ability and all of these tasks revealed the recognition of the processes used in the

making of efficient students of English Language. The researcher chose and applied

the tasks in real life in order to help the students accomplish the task and bring out

their best communicative competence in the classroom teaching. The process of task-

based learning activities is beneficial to the teachers and the students of English

language as well.

Advantages of Task-based learning

Task-based learning benefits the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Task-based learning provides a natural opportunity for revision and acquisition of words expressions sentence patterns and styles of writing. It promotes opportunities to assess learners' progress in communicative skills through activities and provides clear objectives in terms of what participants will gain. In addition it gives the idea of lasting learning. Students learn how to learn and it is suitable to all ages and backgrounds and is closer to real-life communicative situations, making it a way of bringing the real world into the classroom (Krashen, 1985).

As the tasks are familiar to the students in real life situations (such as going to school), students are more likely to be engaged. Task-based learning provides the students with an active role in participating and motivates the students in their learning and often provides for practical extra-linguistic skill building. It offers the students more opportunities to display their thinking through action. The tasks allow the students to use all the language they know and are learning, rather than just the target language of the lesson. The students are ultimately free to use what grammar they need and vocabulary they want. The task can provide the students to work together. The different participants, peer students and the groups can project different views on the same situation. The students can present their product and evaluate others.

Speaking English as a Second Language

The Importance of English Speaking

Speaking is used for communicating with others. For most people, the ability to speak is the most basis means of human communication. It has become part of daily life activities and takes place everywhere. Speakers should speak clearly so it is easier for the listeners to comprehend easily. The speeches should carry good voice, pronunciations and intonations that make the communications easy. If the teacher speaks quickly, it may be difficult for the listeners to understand. The volume of sound that the speakers use can also affect listeners. The words that are loud enough can command the students' attention and at the same time they can listen every word clearly.

The factors stated above can make the teaching clear and the learner will be able to understand better and finally the teaching of listening and speaking become effective.

Definition

Speaking English as a second language is the productive skill in the oral channel to communicate with other people. Pedagogues defined in various ways, the speaker should choose and use content to interact by talking and sharing information following Social and verbal rules Paulson(1978), Littlewood (2004).

According to Smith and Anne (2009) defined the thinking wish to say, choosing the right words from vocabulary, putting the words in the proper

grammatical framework, communicating the feeling and speaking is producing movement: movements of the rib cage the vocal cords, and the mouth.

In summary, speaking is the an interaction to communicate with the processed information. The speakers should make the listeners understand with the content and the purpose of speaking especially using the correct vocabulary and structure at the given situations appropriately. The speakers should be given a chance to develop step by step the abilities to speak English correctly and fluently. In order to develop students' speaking English abilities, the teacher should research many methods to enhance students' abilities as far as English is concern.

Components of Speaking

Bartz (1979) described 5 kinds of speaking components that enhance fluency, understanding, quality of communication content, quantity of communication content and the exertion in communication. Fluency is smooth, constantly and naturally speaking. Understanding refer to supply of content or data to make the audience understand. Quality of communication content refers to the language accuracy to speak.

Quantity of communication content refer to capacity of content. The exertion in communication refer to the speakers try to understand by verbal and non- verbal in communication. Parrot (1993) stated that the speaking components which influence speaking ability were previous knowledge and experience of the listeners, language knowledge, and listeners' attitude and expectation.

The important components of speaking are language knowledge, fluency and accuracy. The speakers have a lot of language knowledge: pronunciation, vocabulary

and structure, they communicate fluently, accurately and appropriately in the different situations.

Teaching English Speaking Activities

Speaking is difficult for language learners. The interaction is numerous not only verbal communication but also paralinguistic elements speech such as volume level, stress and intonation. Moreover non- linguistic elements including gestures and body languages, facial expression, and on many accompanied speech or convey massages without any accompanied speech. Brown (1994) stated there was a very difference culture so gestures and body language used to communicate and interpreted. Spratt, Pulverness and William (2006) suggested that speaking is a complex skill. The learners need to help to prepare for speaking in the classroom. So speaking activities should follow:

1. Lead – it refers to an introduction to the topic plus of the lesson plans, sometimes, activities focus on the new language.

2. Practice activities or task in which the learners have opportunities to use new language. Post- test refers activities in which the learners discuss the topic freely

Brown (2006) suggested that in a language classroom, listening and speaking skills are closely intertwined. The teachers have to provide appropriate, realistic and meaningful activities for the learners as follows: conversation course, teaching pronunciations, accuracy and the language fluency, effective factor leading to good interaction.

The speaking activities encourage the students to speak and learn how to express their ideas and feelings. A variety of speaking activities are important for the

students so that they will be able to deal with different situations in real life. Good

activities foster critical thinking. The students should be encouraged to ask and answer

the questions and rephrase ideas by using appropriate activities.

Information Gap

This is an excellent way for the students to make speaking tasks

communicative. The students work in pairs. They have different information with

some of the words missing. They find the words first and complete the information to

share with friends in order to finish the task given.

Role Play

The teacher prepares lessons to involve the learners in the activities by giving

them each a short role play to fulfill the characters and the situations. Students act

different roles and solve some social problems in different situations. This requires

each participant' to speak in English in order to interact with others. Therefore, Role

Play is important making English lessons communicative.

Brainstorming

The teacher gives the topics to the students; they discuss with their friends and

produce ideas within the time given. Brainstorming can be done in groups or pairs

depending on the topics and the texts given. Students are expected to work quickly

and freely to produce good ideas. They should be open to new ideas as well.

Picture Describing

The teacher uses the pictures to make the students take part in speaking activities. Now the students describe the pictures. Then they discuss with their friends. The group leader will explain the picture before class. These activities can be done in groups. To make the activities well presented, the group members find out meaningful words, sentences, grammar forms and present the works in correct English.

Find the difference

In this activity, the teacher gives pictures to the participants and asks them to divide themselves in groups or in pairs. The participants study the pictures as find out about different action, places, colors, number of people including in the pictures. Usually, each student points out the difference. Then grades given to each group according to their abilities to do their best.

Speaking Assessment

Testing or assessing speaking in a significant task performance-based assessment can be difficult to set up and control. Kitao and Kitao (1996) mentioned that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors. For example, it is hard to find people who can pronounce a foreign language perfectly. Some lack the ability to communicate their ideas correctly. This is a difficult task that teachers confront when testing the oral production of learners. The opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they can not pronounce all the sounds correctly.

Generally, assessing speaking assessment includes grammar, pronunciation, fluency, contents, organization and vocabulary (Kitao and Kitao, 1996). Testing speaking skills could be a very interesting experience, and teachers have an opportunity in selecting assessment tools. Moreover, learners have a great impact on making the test successful. Tools for assessing this skill need to be suitable to students' ages and levels of knowledge. Whatever it is, measuring students' English speaking abilities is necessary and the teacher should have criteria as a framework.

Related Research

Yooyong (2008) studied the use of task-based learning to develop English speaking ability of Mattayomsuksa 2 Students at Banmarkkaeng School in Udon Thani Province. The participants were 20 Mattayomsuksa 2 students gained via random sampling. The measuring methods used for collecting data were three lesson plans, a pre-post speaking test, a teacher's observation form and students' self-assessment forms. It found that the English speaking ability of Mathayomsuksa 2 students was higher.

Sae-Ong (2010) studied the use of task-based learning and group work in corporating in the development of English Speaking in Mathayom Suksa 4 Students. The participants were 40 Mattayom Suksa 4 students. They were chosen at random sampling. The measuring methods were used for collecting data, seven lesson plans, a pre-post speaking test, a teacher's observation form, learners' self-assessment forms, and group work assessment and etc. After the study, it was found that the English speaking ability of Mathayomsuksa 4 students was significantly higher.

Ruenyoot (2010) investigated using the task-based approach to enhance listening and speaking skills of students in Primary 3 Bangkhuntien, Bangkok. The participants were 40 Prathom 3 students in second semester of 2008 academic year. The study was carried out within the period of 14 weeks. That is 2 hours a week. The measuring methods used in this study were four Task-based learning lesson plans, they were the Pre-test and Post- test on English for listening and speaking skills, the task evaluations were listed in the learning log each time. After Task-based Learning Activities carried it out for the days mention about, it was found out was found that the students' English listening and speaking ability was at a higher level.

Thongpubai (2010) investigated the students' communicative English speaking ability through task-based learning and to explore the students' attitude towards studying communicative English. The 30 Matthayomsuksa 3 students, Wangphonngamwittaya School, in Loei province were selected at simple random sampling. The research procedures were six task-based learning lesson plans, a pre-post speaking ability test, a self assessment questionnaire on speaking ability, speaking test rubric on students' learning behavior and questionnaire on students' attitude towards studying communicative English. It was found out that the communicative English ability of Matthayomsuksa 3 students and their attitude towards studying communicative English through task-based learning. After the performance of the activities it was found out that the abilities of the participants regarding communicative was significantly higher.

Phisuthangkoon (2012) studied the use of communicative activities to develop English speaking ability of the First Year students at Intrachai Commercial College. The participants were 32 . The duration of the implementation of the course was 8

weeks. The pre-test and post-test are not included. The questionnaires for students' perception and attitudes toward communicative activities were administered after the experiment. This study showed that the learners had the positive attitude toward the use of communicative English. The study was effective. Teaching of communicative English activities based on students' speaking performance was quite welcoming and the importance was on developing students' speaking ability. The methods were used to encourage the students improve speaking ability by using a variety of communicative activities in EFL classroom.

Nashash (2006) investigated the effect of task-based program from teaching English language productive skill on the development of First-year secondary grades female students' oral and written skills at secondary school in Amman. The results showed that task-based language teaching through the designed program based on the procedures and principles of task-based language teaching improved the learning of communicative speaking and writing skill somewhat better than the conventional method of teaching.

Aljarf (2007) examined the effect of TBLT on 52 female EFL students at college of language at King Saud University, Riyadh, Saudi Arabia. The students were enrolled in a two-hour speaking course in their third semester. The research teacher taught by using TBLT principle, instrument and procedures and was pre-post tested. This study showed that the students could speak fluently using correct grammar and pronunciations and could easily generate idea. The success of the improvement was due to efficient task-based instruction.

Suxiang (2007) explored the effects of combining task-based language teaching with online English language teaching in Chinese university non-major

English graduate students. He examined whether this combination promote the students' interest in English learning and if it improved the students' basis skills in listening, speaking, reading and writing. The result of the study showed that the students' interest in English gradually increased and it stimulated the students' potential ability in English learning, particularly their listening, speaking, reading and writing.

Birjandi and Ahangari (2008) studied the effects of task repetition and task type on fluency, accuracy and complexity. The researchers assigned 120 students to six groups. The results and analysis of variance indicated that task repetition and task type as well as the interaction between the variables resulted in significant differences in subjects' oral discourse in terms of fluency, accuracy and complexity. Reports of research finds such as these are likely to encourage teachers to feel comfortable applying TBL to their classroom. It all fulfills fundamental conditions for learning a second language, namely exposure, meaningful use, motivation and language analysis as pointed out.

Murad (2009) investigated the effect of a task-based language teaching program for developing the speaking skill of Palestinian secondary students and their attitudes toward English. The students were in the eleventh grade and TBLT was conducted, for a period of three months. It was found that the TBLT program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. The TBLT program improved the girls' speaking skills more than the boys in the experimental group.

Overall, most research of task-based learning (TBLT) indicated that the task – based learning provided alternative opportunities for language learning to the students.

Task- based learning also facilitated authentic learning in the classroom and encouraged the students to develop and accumulated a wide range of learning styles. Also, task-based learning (TBLT) methods allowed activities which helped investigate its effectiveness both of the teachers and the students.

CHAPTER III

METHODOLOGY

The purpose of this study was to apply Task-based learning methods are to produce the effectiveness of the students' English speaking ability of Prathomsuksa 6 students. This described the participants, duration, research instruments, data collected of procedures and analysis.

Participants

The participants were 30 students in Prathomsuksa 6, The researcher conducted this study during the second semester of the Academic Year 2011 at Piboonprachasan School. Out of four classes as the population, the researcher chose one class for this study. They were selected at simple random sampling.

Duration.

The study was conducted during the period of two months. The researcher taught the participants three times a week. Each period lasted fifty minutes. It took 20 hours to complete this study 20 hours. At first, the researcher introduced the purposes of this study to the students. Then the teacher went on explaining to them their roles including the methods of assessment. The teacher began teaching the class of 30 participants by using Task-based learning activities. (TBLT)

Research Instruments

The researcher focused on the effects of Task-based activities (TBLT) to help develop English speaking abilities of the participants. The instruments that the researcher used, were simple, effective and geared towards Task-based learning activities. They were composed of Task-based learning lesson plans, English speaking assessment charts, a rubric of speaking ability for evaluating speaking ability, and

teacher log for recording the students' gradual progress. The details of instruments are as follows:

Five Task-based Learning Lesson Plans.

The primary basic education core curriculum contains the objective, content, grammar, structure and phrases. There were five lesson plans written by the researcher. That included three types of task-based learning activities. They were listing, comparing, and ordering and sorting. The lesson plans were based on the Task-based activities theory. Throughout the experiment was carried out in English is a target language. So my ideas were based on the book entitled Zoom.

The researcher followed Ellis (2003) while writing five lesson plans, they consist of three stages. The three stages are based on Ellis' Task-based learning (TBLT). All the lesson plans according to national curriculum should be based on the texts used by the students in their classrooms. The researcher followed the curriculum. In the "Pre-task stage", the teacher introduced and defined topics and finds out if the explanations are clear. Then the students engaged themselves in the activities provided. The teacher helped them to recall words and phrases already learnt, they were useful for the participants during their performances. The "During task stage" the students performed the task either in pairs or small groups within a set time. Then, they presented their findings before class in spoken or written forms. The "Post task stage" was where the teachers focused on the use of target language. During this time, teachers revised the whole activities by choosing the pairs and the groups at random and asked them to perform using their own language abilities to present talks on different topics given to them. This was a way to test the language and its use mastered by the students in the first Pre and During Task activities. At the reporting stage, the researcher did the feedback on the students' performances. The lesson

plans were exactly designed according to the textbooks. Students have the chance to practice the language in order to be fluent in the target language. The lesson plans were checked by the professionals, including the school teachers of English, native English teachers and the teacher advisor. (See Appendix D)

English Speaking Test.

The English speaking test was designed and administered by the researcher both the Pre-test and the Post-test. The two tests consisted of used for10 interview questions. The tests were based on the Primary English curriculum of Pratomsuksa 6 and the contents from the book entitled Zoom 6, the speaking tests were on the topics Going Places, The School Trip, Out and About, I want to be the Star, and Story Time. The contents of Pre-test and the Post-test were the same. During the week after the orientation, the Pre-test was conducted in January and the Post-test was in February. The teacher called each student for questions and answered lasting for ten minutes. The scores of the Pre-test and the Post-test were converted into mean scores. This conversion helped to evaluate the step by step progress of the students' abilities to use the target language. (See Appendix A)

English Speaking Assessment and Evaluation

The Assessment and Evaluation in speaking competence was analyzed based on the concept adapted from Brown and Hudson (2002) and made a similar case for criterion-referenced testing with emphasis on teaching testing and matching, focused on instructional sensitivity, curricular relevance, absence of normal distribution restriction and no item discrimination restrictions. These tests included lot of ideas from Brown and Hudson (2002) The tests consisted of interviews where conversation played important roles. The evaluation of speaking ability was adapted from Heaton

(1990). The criteria of assessments were adapted from Reunyoot, (2010) they were as follows:

Fluency: 3 points

Grammar 3 points

Vocabulary: 3 points

Pronunciation: 3 points

Manner: 3 points

The speaking assessment and evaluation were checked by the experts in English language. (See Appendix B)

Teacher Log.

The log was generally self-administered in where the researcher wrote down everyday reports of the English language teaching happening in class. The researcher noted down self-comments and any significant information including students' speaking and learning behavior while doing tasks.   The teacher log provided data used to answer the second research question. (See Appendix E)

Data Collection

Data Collection took place during Pre-test and Post-test. The scores were collected, compared and analyzed. The data was collected through the following steps:

1. Orientation

The teachers explained the curriculum, the purpose, the process of study of the target language, the assessment and evaluation of English speaking abilities performances of the students.

2. Pre-test

The procedure for pre-test that include interviews were conducted through

face-to-face interview with each participant. During this stage there were 3 raters; one of them was a native speaker who asked questions. All raters rated the participants abilities, based on the rubric. During the interview, each student answered 10 questions. The interview lasted approximately for 10 minutes. The students' scores were collected as data to study the students' abilities to use the target language.

3.Teaching

The researcher taught from January to February during the second semester of the academic year 2011. Teacher had the Prathomsuksa 6 for lessons three times a week. It took me twenty hours in total. The teacher recorded all English happening and commented on the own work and wrote them down in teacher log.

4. Post-test

The teacher applied the same assessment procedures by interviewing each participant with the same questions as in the Pre-test.

Data Analysis

1. Speaking Scores

The scores on speaking ability tests counting from Pre-test to Post-test were converted into mean scores and Standard Deviation (S.D.)

2. The researcher compared the scores obtained by the testers in their Pre-test and Post-test.

3. The t' test of dependent' was employed to compare and check the mean score of both Pre-test with post-test.

Teacher log was often used to provide additional information related to students' speaking abilities and opinions about speaking.

CHAPTER IV

FINDINGS

The purpose of the current study is to investigate the use of task-based learning in the classrooms of Thai school to develop English speaking ability of the students. The participants of the study were Prathomsuksa 6 students at Piboonprachasan School in the second semester of academic year 2011. The participants comprised 17 males and 13 females. The results were based on the data obtained by using English speaking test based on interviews by one Native Speaker accompanied by two Thai teachers of English. The participants were asked questions in English and they answered in English. The researcher investigated the effectiveness of the students and explored the improvement in English speaking ability after going through task-based activities.
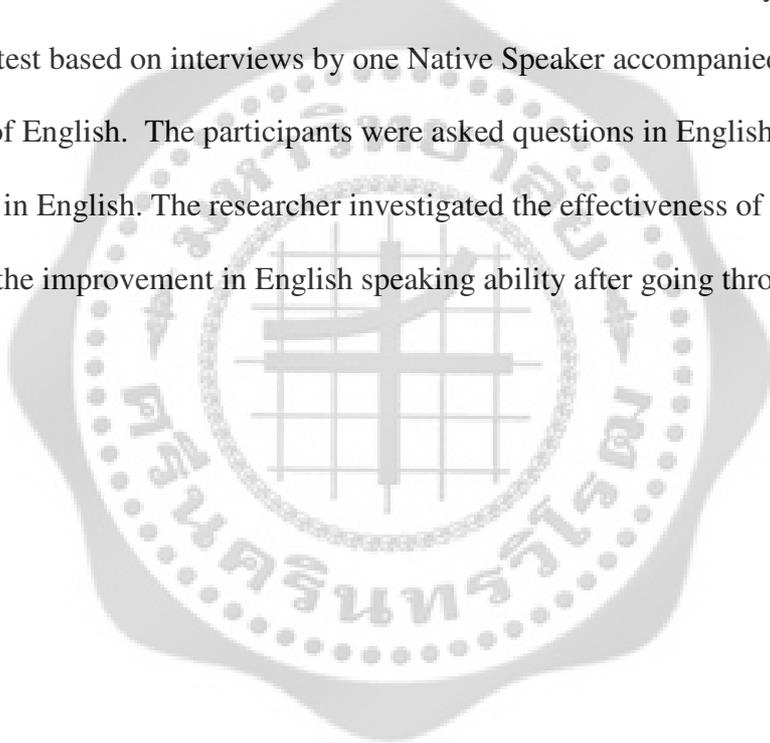
Objective: To investigate using of task-based learning activities in class to develop English speaking ability of the learners. English speaking tests used to evaluate the ability of English as a speaking skill.

To test the hypothesis, the mean scores of the students' English speaking ability were compared with pre–test and post-test. In this case, we used Dependent t-t test Scores.

Table 1: *A Comparison of the Mean scores on Pre-test and Post-test*

English	n	Score	M	*S.D.*	t	p-value
Speaking ability						
Pre-test	30	15	7.23	1.89		
					-19.57	0.000*
Post-test	30	15	11.03	1.92		

*Significant at the 0.05 level (p>0.05)

Table 1 shown that the English speaking ability of Prathomsuksa 6 students was significantly higher after task-based learning activities, significant at 0.05 level. The participants had significantly higher mean scores on the post-test (M = 11.03, S.D. = 1.92) than the pre-test (M = 7.23, S.D. = 1.89)
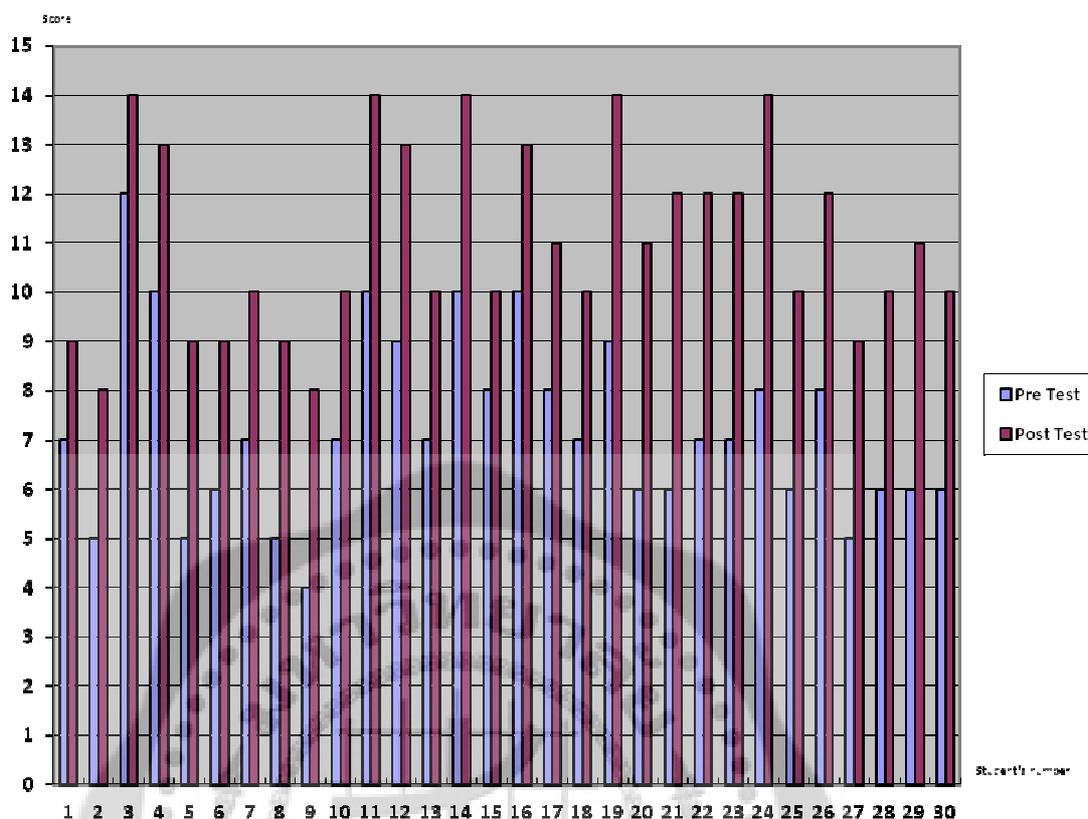
Figure 2: *Scores of Pre-test and Post –test of each student*

As shown in figure two, the scores of the Post-test of each student (This test was taken on the 29 February 2012) was higher than the scores in the Pre-test of 6 January 2012. The lowest score in the Pre-test was 4 points and the highest score was 12 points. In contrast to, the lowest score in Post-test was 8 points and the highest score was 14 points. The implementation of task-based learning activities provided good results which can be inferred that it helps in the development of English speaking ability of the students. The students gained higher scores in the Post-test than in the Pre-test. Out of thirty students who took the tests, nineteen of them failed. Paradoxically, the scores in the Post-test ranged from 8 to 14 (out of total points 15). If compared, the differences between the Pre and Post tests were higher by 6 points.

The results of   Pre-test and Post-test indicated that the students were able to develop their speaking English ability by far.

Teacher Log

The teacher log was a useful tool to record the teaching occurrence which includes teaching methods, vocabulary and contents of the tests, instruction styles, tests organized, their results, comparisons and the success achieved of the students. The researcher recorded every student's period significant behavior learning of the students. The researcher observed that most students kept quiet because they were not familiar with the Task-based learning process. When the researcher used the Task-based learning activities consisting of games word building and the activities they had never seen before, the students become involved themselves in learning and speaking. They seemed happy and relaxed because the teaching became student-centered. The researcher found out some problems, some students did not understand the instructions because they were difficult. The researcher used Thai language in order to simplify the task. These were recorded in teacher log because they were the problems faced by both the teacher and the students.

The researcher managed to solve these problems by monitoring and suggesting them what they should do to complete the task. The students were allowed to work either in pairs or in groups with one good student helping the others in case of difficult words and sentences. This resulted in fluent communications in English and good team work.

Teacher log provided the researcher with teaching occurrences in the classroom, the problems faced by the students, teaching appropriate processes and the higher criteria achieved by the students as far as the English speaking abilities was

concerned. Overall, students behavior reflected and represented positive opinions

toward speaking English

CHAPTER V

CONCLUSIONS AND DISCUSSION

The purpose of this study was to investigate the effectiveness of using task-based learning activities in class, with a view to develop English speaking ability. The participants of the study were Prathomsuksa 6 students at Piboonprachasan School. The researcher collected data from Pre-test and Post- test in order to involve the students directly and it helped to improve English speaking abilities. The researcher analyzed the data according to the objectives of the theories pre- test and post-test including the results. Task-based learning activities provided with a list of points achieved in the test by the students which enabled the teacher to investigate their English speaking abilities and the students' opinions are more positive toward task-based learning activities.

In this chapter, the results of the study with the teaching processes were right according to the objectives stated in this study. These discussed the significant conclusions of research findings, discussion of the findings, limitation of the study and recommendations which are stated in later paragraph. Future researches can use the objectives and processes in other tests to find out the students' speaking, writing and communicative skill. The recommendations are stated in the next paragraph.

Research Finding

The Mean Score obtained from the post-test is higher than the pre-test. The t-test revealed a significant difference between the pre-test and the post-test at the level of .05. The mean score on the pre-test was 7.23 while the mean score on the post-test was 11.03. This difference indicates that task-based activities resulted in the students' increased English speaking abilities significantly.

The study was conducted from January to February 2012 in the school, This study aimed to examine the effectiveness of using task-based learning activities in order to develop English speaking ability which the students at Piboonprachasan school who lack the stated abilities immensely. The activities presented in the classroom were both pre-test and post-test, to find out the practicality of the process as well of Ellis. The results were significant and they indicated that the students could perform well because the students' post-test results were better. The pre-test scores of the students ranged from 4-12 points. The best student scored 12 points and 4 points by a weak student. A total point of the test was 15. In pre-test, altogether nineteen students failed, the number of students was 30. Later in the post-test, the scores ranged from 8 – 14 points, the students were altogether 30. In post-test, two students gained 8 points and passed the test (at was passing marks). Actually, all the students were successful in the tests given. Comparing the scores of the testers both of the pre-test and the post-test, it indicated that the students were able to develop speaking English abilities. Details of the significance of these study findings are discussed in the following section.

Discussion of the Findings

The discussions of the findings of this study are presented to clarify the findings. The results indicated a significant difference of the scores obtained by the participants' after their pre- test and post- test. These Task-based learning activities to develop the students speaking abilities have altogether three aspects.

Firstly, task- based learning activities supported language learning and speaking of the students in the classroom. The teacher chose the task- based learning activities focusing on the ability to interact in different situations. The variety of

activities for the students was helpful and encouraging. The students could speak and interact in English. Students were able to make lists of things, compare, give orders and sort out different items. The activities were undertaken on many topics, for example, 'Going places', in this activity the participants used the technique of Brainstorming and Fact - findings about places. One student of each group listed the names of places and the important Tourist Attractions. Under the topic, 'The school trips' the students discussed the items they had to take with them while going on trips for example on place in Thailand and abroad. In this activity, students compared the items from Thailand and England by asking and exchanging information with friends.

The topic was "I want to be the star" was very popular among the teenagers. The students exchanged information about how they could be the stars, superstars and T.V. stars. The students seemed to focus on meanings and language for communication rather than grammar forms. Everyone got involved in this activity and tried their best to communicate in English because the topic was very interesting to them. If the failed, the teacher was there to help them out.

Therefore, Task-based activities seemed to be motivating. This TBLT is based on the belief that students can learn more effectively when their minds are focused on communication through interaction in the target language (Oura, 1996). Task-based activities developed the students' communicative skills. These provided opportunities for them speak English in the classroom. The students used the target language with full confidence with an aim to complete tasks.

The most important feature of task-based activities focused on communication. This feature helps the students to use personal experiences an important element to classroom learning (Nunan, 1991). In task-based learning, group-or pair- activities are

appropriate for learning the targets language because these activities helped the students in brainstorming while doing tasks-based activities with their partners or groups discuss. The students helped one another by exchanging their knowledge to enhance target language skills (Vygotsky, 1987). According to Vygotsky, the students with higher ability help the weak ones to enhance their learning. Hatip (2005) stated that sometimes it is difficult to control the task-based activities especially when the language is in use. Students shared ideas as an attempt to understand questions, interact fluently and give answers to designed tasks and activities. This process indeed helped improve the students' fluency of using English as a second language. Students learned to use correct vocabulary and pronounced correctly. This process also helped them to be fluency.

Moreover, the students had plentiful opportunities to express their opinions and ideas that were given in the designed task-based learning activities. The teachers also played an important role in developing the students' speaking ability. The teacher need to be enthusiastic to teach according to TBLT's procedures and principles. Willis (1996) and Carless (2001) suggested the role of the teachers in promoting students' learning through task-based language teaching (TBLT). During the task, the teacher acted as the monitor or facilitator in order to encourage the students to think, discuss, exchange information and complete the give task using target language.

These class activities using target language were also supported by researchers like Ellis(2000), Nunan (2006) and Willis (1996). They pointed out that while performing the tasks, learners engage in using target language and mental processing that were useful for acquisition of knowledge. Task-based language teaching

activities used in the classroom often helped students to use the language English as communicative language.

Secondly, the researcher- selected contents were appropriate for Phathomsuksa 6 students. There were five topics that guided learning. They were Going Places, The School Trip, Out and About, I Want to Be the Star and Story Time etc. The contents involved in simple everyday English, easy for the students to understand and use in their real life situations. The researcher observed that the students had fun because the learning was not teacher - centered. The students' self - involvement motivated them to learn happily and in the meantime gain self-confidence in using the target language. The appropriate contents for the students resulted in acquisition of language knowledge.

Thirdly, the learning environment in the classroom should be comfortable so the students can relax. The teachers should advise them to be cooperative. The less confident students who are shy to speak and perform before class, they do get confidence by taking part in the activities and get rid of fear. The teacher saw the students having fun and enjoying learning because they together in each group brainstormed and became creative in thinking. Presentation of the participants' ideas was accepted by friends, the students' joys knew no bounds. As a result, the students became good listeners, good at exchanging ideas and broad - minded to accept the comments of others. There was cooperation, each learner played his own role and took responsibilities. They worked together hard in order to make their task – based learning activities successful by using target language.

Thinnakorn (2000) found out that task - based activities if used in the classroom can actually promote and develop the learners' writing abilities. Hedge

(2001) stated that the advantages of writing together, brainstorming to produce the critical thinking as well as offer opportunities for the learners to acquire knowledge from each other's critical thinking. It makes rooms for the students of greater criteria to assist the weaker ones to widen the skill of using target language fluently. All the task-based activities that were put in to practice in the classrooms indicated that the speaking ability of Prathomsuksa 6 students at Piboonprachasan school after learning, the students' English speaking abilities became effective.

Limitation of the Study

Based on observations and the teacher log, the researcher found that some students had no pre-experience about task-based learning at all. They were anxious while doing the task-based learning activities. In addition, the duration given for the experimental study was only 2 months and the number of students participating was 30. The class size was found to affect the way, the teacher monitored the class. Facilitating, the flow of activities was difficult. Due to double roles as both the teacher and observer, the researcher at the same time had difficulty conducting the class. Also, in term of duration a 2-month period may not be able to strongly guarantee the results. Another study conducted in a long period of time may yield different findings.

Recommendations for Further Studies

According to the implementation of task-based learning activities that were practiced in Phathomsuksa 6 help the students to be effective in English speaking skill. Task-based learning activities (TBLT) is a favorable choice for the teachers of English to teach speaking skill. The researcher has mentioned below altogether four recommendations for the future researchers:

1. Researchers should study using Task-based learning methods to develop English speaking ability in the primary levels.

2. Researchers should apply the procedures of task-based learning (TBLT) to teach other languages in order to develop the learners' speaking target languages.

3. The teachers teaching other languages should apply well designed and choose good teaching materials as instruments such as up-to-date medias according to the procedures and principles of Task-based learning activities. By doing so, the teachers can attract the attention and interest of their students and as a result, their students will be more interested in learning English presented to them.

4.The teacher researchers should use task-based learning activities (TBLT) in the primary levels help the students to develop their writing abilities in different target languages.

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APPENDICES

English Speaking Test   APPENDIX A

Eng 16101   **Level : Prathomsuksa 6**   **10 points**

_____

Instruction: The interviewer asks each question twice times and students have

one minute to prepare and answer the question.

(Self Introduction)

1. What do you do on holidays?

   a) With whom?

2. Where do you usually go?

   a) How do you go there?

3. Tell me your favorite animal.

   a) Where can you see it?

4. What sea animal do you like best?

   a) What color is it?

5. What do you bring with you when you travel?

   a) Why?

6. What country do you want to travel?

   a) With whom?

7. Where can you go out in your town?

   a) What can you see there?

8. What are you going to do at that place?

    a) How far is it from your house to that place?

9. Tell me your favorite super star/ singer?

    a) What film /song do you like?

 10. What would you like to be in the future?

    a) Where do you want to work?

English Speaking Ability Evaluation Form   **APPENDIX B**

Direction: Put √ in the appropriate box in each category.

No.	Name	Fluency			Vocabulary			Grammar			pronunciation			Manner			Total
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	15
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
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27.																	
28.																	
29.																	
30.																	

English Speaking Ability Evaluation

Pre-test

Student:_____Assessor:_____Date:_____

Score Content	1	2	3
Fluency			
Vocabulary			
Grammar			
Pronunciation			
Manner			

Total Score_____

Post-test

Student:_____Assessor:_____Date:_____

Score Content	1	2	3
Fluency			
Vocabulary			
Grammar			
Pronunciation			
Manner			

Total Score_____

Speaking Test Rubrics   **APPENDIX C**

Score / Content	1	2	3
Fluency	Not be able to understand or speak	Be able to speak but difficult to understand	Speak fluently and can communicate effectively
Vocabulary	Not be able to use proper vocabulary to communicate	Use proper vocabulary to communicate	Use proper vocabulary to communicate effectively
Grammar	Not be able to use language structure to communicate	Use language structure and vocabulary to communicate despite some errors	Use language structure and vocabulary in the right context
Pronunciation	Mis –pronunciation words and unclear	Use Pronunciation correctly and clear despite some error	Use Pronunciation correctly and clear
Manner	Not gesture to Communicate	Be able to gesture to communicate	Gestures to communicate rightly

1 = Need improvement   2 = Fair   3 = Good

Lesson Plan   **APPENDIX D**

Level: Prathomsuksa 6   **Topic:** The School Trip   **Time:** 3 periods

_____

Goal: Students can be able to oral communicate in each group and in pair.

Enabling Objectives: By the end of the lesson, the students will be able to:

- Pronounce and tell the meaning of the vocabulary.

- Use the sentence in Present Simple structure.

- Present in front of class about their lists.

Vocabulary: Aquarium, foggy, coral reef, freezing, diver.

Structure: Present Simple

- He goes to London.

- Does he go to London?

Function: Ask and answer the questions about places.

Mark: Do you like the zoo?

Jane: Yes, I do.

Mark: When do you go there?

Jane: I went there on my last vacation.

Mark: What animal do you like best?

Jane: I like panda.

Mark: What color is it?

Jane: It is white and black.

Methods of Teaching:

<u>Pre-task</u>

- Teacher introduces and defines the topic.

- Teacher pre-teaches the new vocabulary, useful words and phrases.

- Teacher asks students about travel.

    Teacher: Where do you want to go?

    Student: I want to go to…………

    Teacher: When do you go there?

    Student: I go there……….

    Teacher: What would you like to see there?

    Student: I would like to see……….

- Teacher shows pictures about places and students pronounce them such as zoo or

    aquarium

- Teachers divide students into group of four, brainstorming of place and tell what do they do there?

- Each group of the student presents their work.

- Every student matches places and thing they can see duringTask 2.

  <u>During task</u>

- Teacher sets the situation and assigns a time limited 15 minutes for doing the activity.

  > Teacher: Surpassingly we are at the the zoo. What can we see in this place? Work in pairs and listing. Teacher tells students to finish worksheet. (Task 3)
  >
  > Student1: We go to the zoo. Do you like the zoo?
  >
  > Students 2: Yes, I do. / No, I don't.
  >
  > Student1: What can you see in the zoo?
  >
  > Student2: I can see………..
  >
  > Student1: What color is it?
  >
  > Student2: It is……….

- Students do Task 3 and prepare to report in front of the class.

- Teacher monitors and offers encourage students. If students want some help, the teacher suggests them.

- Students report and share their ideas in front the class room.

- Teacher gives feedback on contents, or form.

<u>Post- task</u>

- Teacher sets the situation and assigns a time limited 15 minutes for doing the activity.

    Teacher says: Suppose all of students are the tourist guides. Introduce the interesting place. What can we see in that place?

- Students stick the picture of place, explain that place with simple sentences and prepare to report in front of the class.

- Teacher monitors and offers encourage students. If students want some help, the teacher suggests them.

- Students report and share their ideas in front the class room.

- Teacher gives feedback on contents, or form.

Material and Sources:

- Vocabulary flash cards

- Places pictures

- Task 1-3

Work sheet 1

Name…………………………………………………..No…………Class………

Name…………………………………………………..No…………Class………

Task 1

Direction: Making a conversation listing of places and what do you do there?

List

Places   What do you do there?

1……………………………   1…………………………………………….……

2………………………………   2……………………………………………………

3……………………………….   3……………………………………………….…..

4………………………………   4………………………………….……..…………

5……………………………...   5………………..………………………………….

6……………………………….   6……………………………………………………

7…………………………………   7……………………………………………………

8.……………………………….   8…………………………………………………….

9.………………………………… 9……………………………………………………

10………………………………   10…………………………………………….……

11……………………………….   11……………………………………………………

12……………………………....   12……………………………………………..……

13……………………………...   13……………………………………………………

14………………………………   14……………………………………………………

15………………………………   15……………………………………………………

Work sheet 2

Name…………………………………………………………..No…………Class………

Task 2

Direction : Match the correct pictures with thing or person at that place
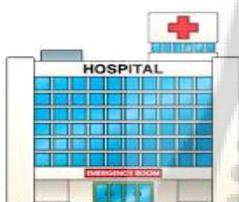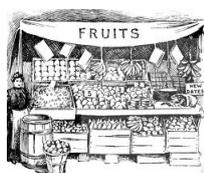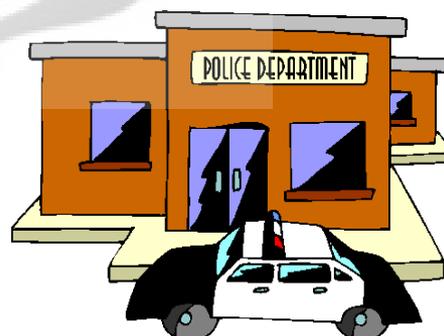
Name……………………………………………………..No…………Class……….

Task 3

Today we suppose to go to the zoo. What can we see in this place? Work in pairs

and make a conversation. Do Task 3

Student1: We go to the zoo. Do you like the zoo?

Students 2: Yes, I do. / No, I don't.

Student1: What can you see in the zoo?

Student2: I can see……………………..

Student1: What color is it?

Student2: It is…………………………

Teacher log   **APPENDIX E**

Teaching process

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Students' reflection

………………………………………………………………………………………
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Difficulties

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Suggestions

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………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

………………………………………
(   )

Teacher

(….. / ……………. / …………)
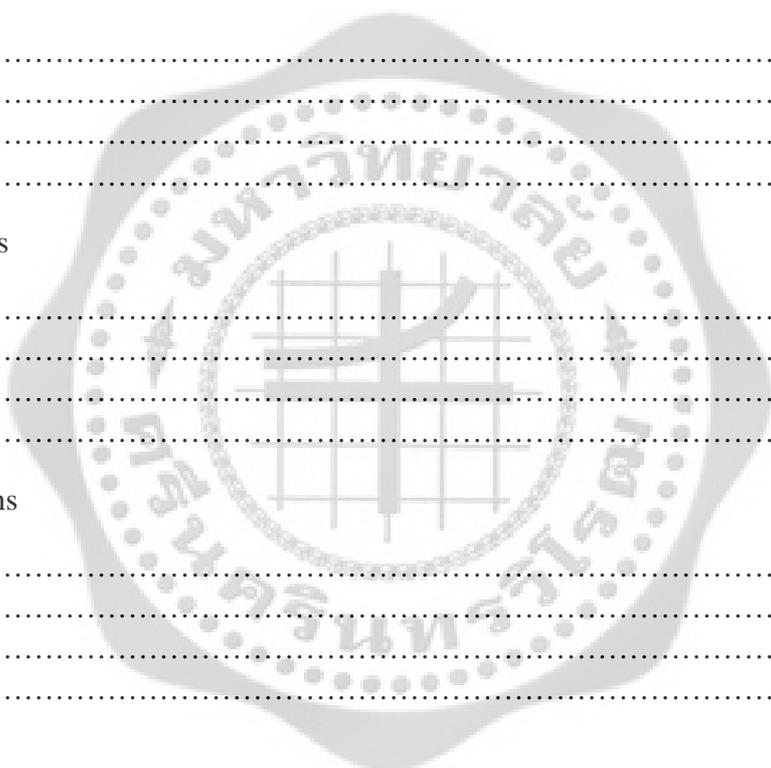
Class Environment   **APPENDIX F**
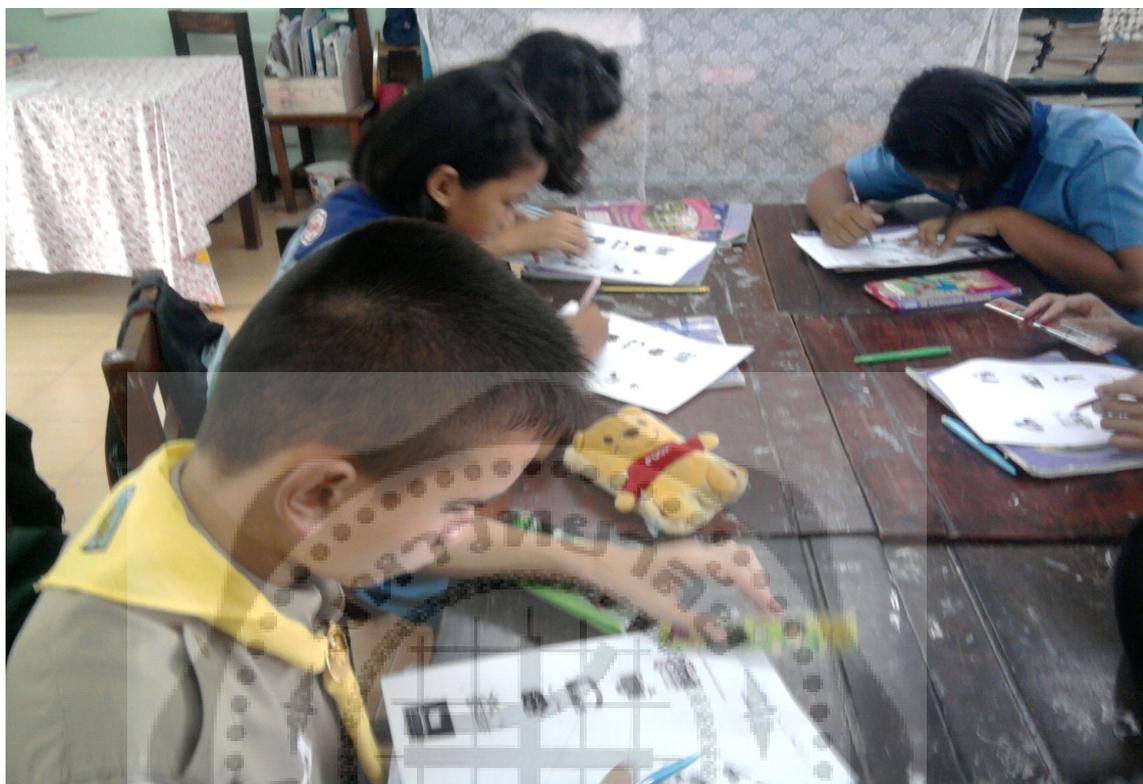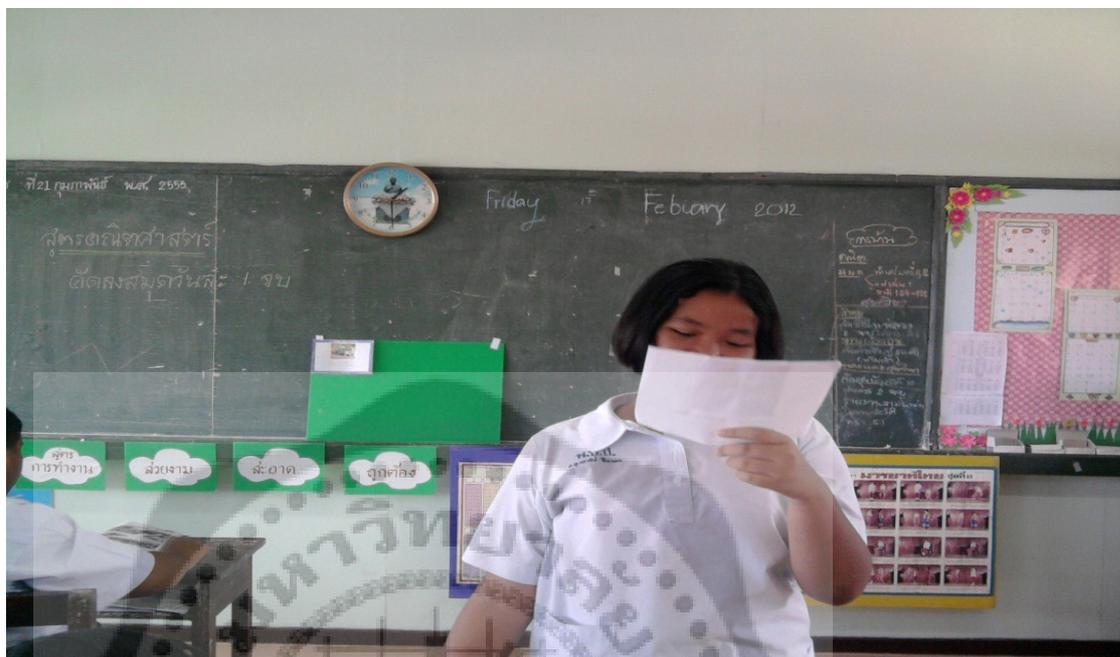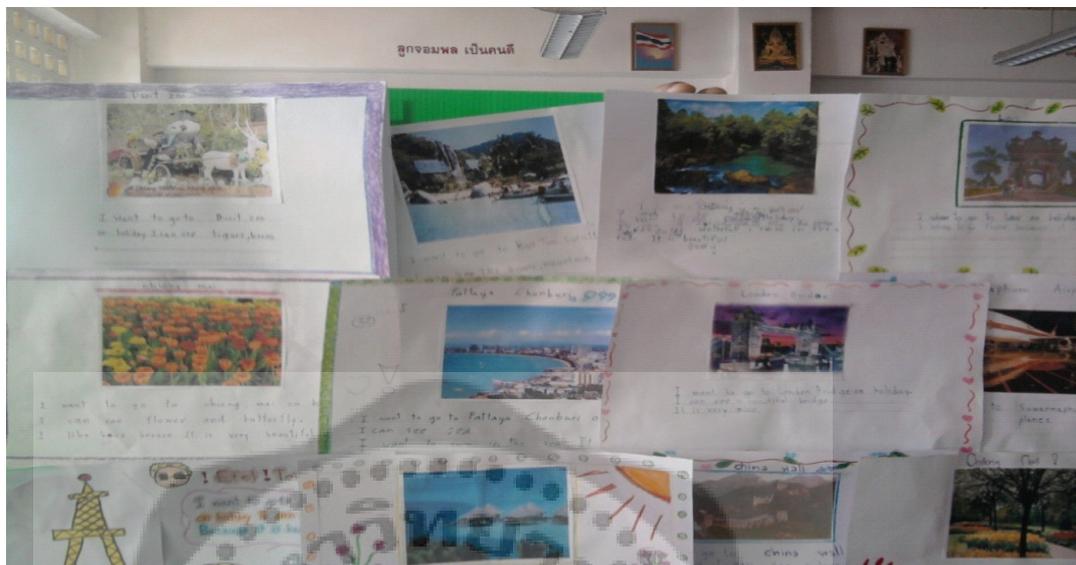
VITAE

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