

The Development of English Speaking Ability for Communication of Vocational Certificate I Students by Team-Based Learning

Arpassara Sangkhawasee and Anchalee Jansem

Srinakharinwirot University, Thailand

Corresponding Author, E-mail: arpassara.sangkhawasee@g.swu.ac.th

Abstracts

The purposes of this study are to examine the ability of the students to communicate, their English-speaking abilities using team-based learning, and to survey the satisfaction levels of students toward studying communicative English and using team-based learning. The sample group consisted of Vocational Certificate Level One students at Donmueang Technical College, Bangkok, in the first semester of the 2021 academic year. The sample group was made up of 40 students by cluster random sampling by raffle. The duration of the study was 12 hours over six weeks, at two hours per week and two hours for the pre-test and post-test, for a total of 16 hours. The research instruments used in this study were six lesson plans, a pre-test and a post-test. The Evaluation Criteria of English-Speaking Skills for Communication and the questionnaire measured the satisfaction of the students with their English-speaking ability for communication and using team-based learning. The data were analyzed by means of the standard deviation scores and a t-test. The results revealed the following: (1) the English communication ability of Vocational Certificate Level One students by Team-based learning after the experiment was higher at a statistically significant level of .05; (2) the satisfaction of the students with learning to speak English for communication through team-based learning after the experiment was higher at a statistically significant level of .05.

Keywords: Team-Based Learning; English speaking skills; English Speaking; Communication; Vocational certificate

Introduction

Nowadays, world society is changing rapidly in terms of economy, society, culture, and more modern technology. Thailand has to accelerate the country's development to have more potential to keep up with the changes of the world, especially the entry into the ASEAN Community. Since English is the universal language of the international community, it gives English speakers an advantage in every way. This idea aligns with the Ministry of Education's goal of setting a policy to reform English language teaching to enable learners to keep pace with the world and use English as an educational tool. It prepares to produce workforce and develop people's capabilities to adapt to future changes in the 21st century where learning a foreign language is necessary. The same goes with the government's policy to promote and improve the quality of English as a communication tool in seeking further knowledge and securing an occupation. As well as developing the country towards economic competition, understanding political differences and culture as a global

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citizen in the age of globalization, and studying a foreign language give students a broader perspective.

Learning the language enables the learners to communicate correctly with foreigners and transfer Thai culture and identity to the world society. It also works as a tool for researching knowledge in learning other subjects in further education, including careers that are important goals of learning reform. This is in line with the 12th National Education Development Plan (2017-2036), which states that future Thai education must develop people with essential knowledge, abilities, and skills to survive in a globalized society.

The Communicative Approach should be used in teaching English in the modern-day, allowing students to develop listening, speaking, reading, and writing abilities, mainly speaking skills, which are vital in learning foreign languages. It is a skill that demonstrates success in language learning. It is a skill that is indispensable in everyday communication because the speaker must have vocabulary skills, grammatical structure to convey and let others understand the content. (Phatrawadee Yuanchuen, 2010 : 23) pointed out that speaking skills are the basic skills used in communication. Speaking is an example of an expressive skill that may be developed with focused practice and immediate feedback.

Speaking, especially in English communication, is necessary for daily life and at work. Fluent speaking comes from practice and learning until understanding the full context, compiled into messages or words conveyed to the listener. However, teaching in Thailand only focuses on grammar correctness; the students study for exams and memorize. When meeting foreigners, they will not dare to speak English. One of the significant obstacles to improving English speaking skill proficiency is that Thai students are in non-English speaking environments, making it almost impossible to speak English apart from learning English in the classroom. This does not allow students to practice speaking skills regularly, and students do not have opportunities in their daily life. Ur and Brown believe learners fail to learn a second language because they do not dare to speak English while meeting foreigners for fear of being insulted. They are worried about making mistakes, not knowing what to say, and using the mother language while practicing a second language. noted that one of the main obstacles in developing English proficiency is that Thai students are in an environment that does not speak English, making it almost impossible to speak English. Speaking English in the classroom allows students to practice their speaking skills regularly. Teachers should design various activities for students to learn the language effectively, especially when deploying team-based learning.

Team-based learning is a teaching method adapted from passive learning to active learning in a team to increase students' problem-solving skills and participation in the classroom. This teaching strategy encourages students to work together and create learning achievements through group learning management principles with appropriate sub-teams. The teacher divides the students into small groups and exchanges ideas from the concept of group learning. The grouping is based on the student's skills and abilities with at least 7-12 students in a group. Students will receive timely feedback on improving speaking skills using team-based learning. There are many activities such as role-playing, group activities, case studies, group discussions, dramas, cooperative learning, etc.

The researcher undertook the study to present ideas and solutions for improving students' English-speaking skills to teachers, administrators, and students themselves. This research would determine and assess students' readiness for pre-class assignments, positively impacting their group contribution and other skills. It would also provide students with the knowledge and skills to bridge between engagement and effective speaking communication in English.

In an effort to address the educational concerns, language teaching in educational institutions under the Office of Vocational Education Commission focuses on students developing their potential in using English for communication because foreign languages are essential. This goal aligns with Thailand's 12th National Education Development Plan (2017-2036). Also, learning the language enables the learners to communicate correctly with foreigners and transfer Thai culture and identity to the world society.

This led the researcher to investigate the importance of developing English speaking skills. Therefore, the researcher is interested in developing students' English speaking communication skills at the vocational certificates level. This is because the researchers are aware of the problems and need to improve their communication skills using team-based learning. The importance must also be addressed because learners must go to internships in domestic and international enterprises.

For this reason, the researcher must study whether the development of English-speaking ability for communication by using team-based learning as a guideline to develop the communication abilities of students at the Vocational Certificate Level 1.

Research Objectives

1. To compare the development of student's English speaking ability at the Vocational Certificate Level using Team-based learning.
2. To study the satisfaction of vocational certificate students towards teaching and learning using Team-based learning.

Research Methodology

This quasi-experimental research study consisted of 40 students in the 1st year vocational certificate level, Department of Electrical Power. Teaching was conducted in the first semester by using Cluster Random Sampling.

1. Research population

1.1 The population used in this research was 170 first-year vocational certificate students. They studied English listening-speaking in semester 1 of the academic year 2021, including the Department of Automobile Engineering, Electrical Power, Electronics, Construction Engineering Department, Department of Architecture, Department of Furniture, and Interior Technician.

1.2 The samples used in the research

The sample group used in this research consists of 40 first-year vocational certificate students in the Department of Electrical Power.

2. Research Instrument

In this research, the instruments used in the research were:

2.1 Learning Management Plan that uses six plans of speaking activities for communication.

2.2 A test to measure the ability to speak English for communication was divided into 2 parts: Part 1, an individual question-and-answer test, part 2, a team test by drawing lots to choose the situation.

2.3 Criteria for assessing the ability of English-speaking skills for communication in 5 areas were as follows:

Grammar

Vocabulary

Pronunciation

Understanding

Fluency

Each component was assessed on a 5-level scale, from 1 – 5 (least - highest).

3. The questionnaire measures the satisfaction of learning to speak English for communication using Team-based learning by a 5-level rating scale set with scoring criteria as follows:

5 means the most satisfied

4 means very satisfied

3 means moderate satisfaction

2 means low satisfaction

1 means having the least satisfaction

4. A questionnaire was developed based on the indicators of the elements obtained from the results of studies, documents, and research investigations, as well as a review of the research instrument by three experts.

5. Data collection in this research

These were the procedures for experimenting and collecting the data as follows:

5.1 The researcher pre-tested students' ability to speak English for communication using the English Speaking Proficiency Test for Communication.

5.2 Conducted teaching according to the prescribed lesson plan for a total of 12 hours.

5.3 The researcher gave a post-test to measure the students' English speaking ability using the English Speaking Proficiency Test for Communication.

5.4 Surveyed learners' satisfaction in teaching using Team-based learning.

5.5 Data collection and statistical analysis by using a computer processing program.

6. Data Analysis

6.1 Find the mean from the English speaking ability tests of the students randomly obtained from the sample group by three evaluators, both before and after the experiment. The Dependent Group t-test formula was used to calculate and compare proficiency scores in English for Communication Skills.

6.2 Calculate the average each time the activity was performed by using the observational behavioral questionnaire, and the scale consisted of 5 point with its description as follows:

4.51–5.00	Strongly agree
3.51–4.50	Agree
2.51–3.50	Moderately agree
1.51–2.50	Slightly agree
1.00–1.50	Disagree

The researcher used the One-group Pretest-Posttest Design data collection model, and the statistical method used was a Dependent group t-test using the packaged program to compare the test before and after classes.

Conceptual framework

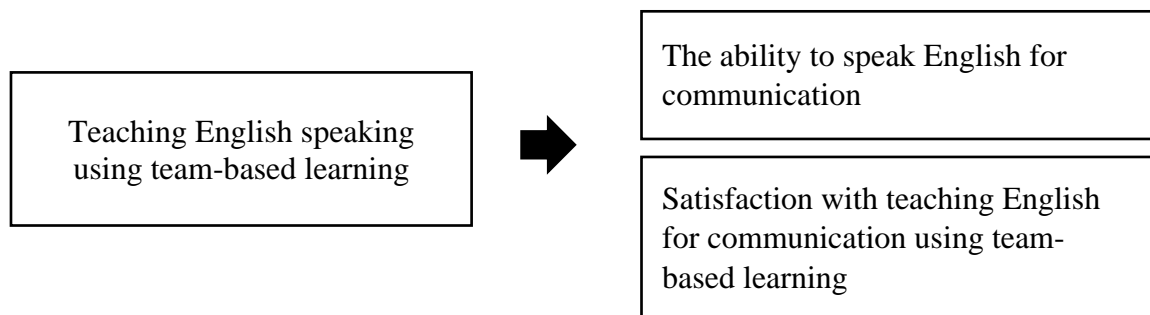


Figure 1 Conceptual Framework

Results

The results of the study correspond to the research question as follows;

1. To compare the development of student's English speaking ability at the Vocational Certificate Level using Team-based learning

1.1 The tests revealed a significant result of the students' English communication skills from pre-test to post-test. The respondents were 40 first-year vocational certificate level students from the Electrical Power Department at Donmueang Technical College under the Office of Vocational Education Commission, Ministry of Education, Thailand.

Table 1 The results of comparisons in the students' English communication skills from a pre-test and a post-test based on Team-based learning.

Score	N	\bar{x}	S.D.	t	df	sig.
Pre-test	40	17.50	1.536	-87.47*	39	0.000
Post-test	40	43.10	1.172			

** statistical probability .05

According to the data in table 1, the students' English communication skills differed significantly between the two tests, with a statistical likelihood of .05. After studying the Team-based learning technique, the students were able to speak English more fluently than before.

2. To study the satisfaction of vocational certificate students towards teaching and learning using Team-based learning.

2.1 The survey showed a significant result in the students' satisfaction towards lessons based on Team-based learning. The respondents were 40 first-year vocational certificate level students from the Electrical Power Department at Donmueang Technical College under the Office of Vocational Education Commission, Ministry of Education, Thailand

The results of the students' satisfaction were based on a five-point Likert scale, with its descriptions as follows:

4.51–5.00	Strongly agree
3.51–4.50	Agree
2.51–3.50	Moderately agree
1.51–2.50	Slightly agree
1.00–1.50	Disagree

Table 2 The students' satisfaction towards lessons based on Team-based learning.

Topic	\bar{x}	S.D.	Meaning
1. Learning process			
1.1 The lesson is relevant to the reality	4.58	0.50	Strongly Agree
1.2 The lesson is respectively settled.	4.60	0.50	Strongly Agree
1.3 The lesson is appropriate.	4.53	0.51	Strongly Agree
1.4 The new lesson process	4.48	0.51	Agree
1.5 The conclusion and discussion	4.63	0.49	Strongly Agree
Average	4.56	0.50	Strongly Agree

Table 2 The students' satisfaction towards lessons based on Team-based learning.

Topic	\bar{x}	S.D.	Meaning
2. Teaching atmosphere			
2.1 The students' collaboration in activities.	4.63	0.49	Strongly Agree
2.2 The various activities	4.63	0.49	Strongly Agree
2.3 The students' new knowledge occurred	4.63	0.49	Strongly Agree
2.4 The students' free expression	4.63	0.49	Strongly Agree
2.5 The relationship between a teacher and students.	4.63	0.49	Strongly Agree
Average	4.63	0.49	Strongly Agree
3. Teaching medias			
3.1 Using the right medias for lessons	4.65	0.48	Strongly Agree

3.2 A teacher arrange the medias for lessons	4.58	0.50	Strongly Agree
3.3 Students are able to benefit from teaching media.	4.73	0.45	Strongly Agree
3.4 A teacher suggest students more sources of learning.	4.55	0.50	Strongly Agree
3.5 Students are able to find knowledge themselves.	4.60	0.50	Strongly Agree
Average	4.62	0.49	Strongly Agree
4. Estimation			
4.1 Students are a part of their estimation.	4.50	0.60	Agree
4.2 Estimating the activity and the students' work.	4.43	0.50	Agree
4.3 Students are fond of studying English.	4.50	0.51	Agree
4.4 Students work as a team	4.60	0.50	Strongly Agree
4.5 Student can use a new knowledge in daily life.	4.63	0.49	Strongly Agree
Average	4.53	0.52	Strongly Agree
Total	4.59	0.50	Strongly Agree

The table above showed that the total satisfaction result was at the highest level with a score of $\bar{X} = 4.59$, and S.D. = 0.50.

Discussion

The research was Quasi-Experimental Research. The research focused on improving the vocational certificate students speaking ability in English communication by using Team-Based Learning. All analytical information from the results is shown below.

1. To compare the development of student's English speaking ability at the Vocational Certificate Level using Team-based learning

The students taught with Team-Based Learning could communicate English better than before at a statistical level at .05. The level of their communication skill from the first and second trials was at medium level, and it was averaged at 17.50, and their communication skill level after being taught was at a good level with a scoring average of 43.10.

The research found that their communication skill was higher because of learning through Team-Based learning pedagogical strategy. In most cases, team-based learning follows a set procedure.

Step 1. The team should be properly organized. Divide the sub-teams according to their abilities (Group Formation). The team arrangement should be a permanent team. In the first hour of teaching, 1) teachers should identify the students' learning attributes that affect learning, such as leadership skills, research, critical thinking, and presentation. 2) teachers help supervise grouping to reduce conflicts and discrimination. Students must learn to work with different ideas or perspectives, different cultures, and the teacher will use the group information process. 3) Distribute

the qualities of team members so that the group performs effectively because some students' experience may not be sufficient. The teacher has to decide how to form a group. 4) It should be a permanent group for learning, problem-solving, and development, which may take the whole semester.

Step 2. Students need to prepare before entering the classroom, and students are responsible for individual and group work (Accountable). Teachers assign tasks that require self-study in advance. Before joining the group to exchange learning, teachers must: 1) Assign self-study tasks in advance. 2) Conduct individual pre-study tests or Individual Readiness Assurance Test to assess what each student learned from their pre-class assignments. (Michaelson and Black, 1994 : 41-51) described that the first teaching phase was the Readiness Assurance Test (RAT). 3) Bring the test results to discuss in the group. 4) It shows the quality of learning through the group process. 5) Gets feedback from the teacher with additional information on points that are still unclear in the group, and enhance the appropriate learning process by the appropriate method.

Step 3. Assignment Group exercises must promote teaching and team development (Assignment Quality) by assigning moderately difficult tasks in the group process by 1) Assigning learning-based tasks in groups. 2) Assigning complex tasks to promote the thinking process and make decisions within the group. The assignment should consist of 4 Ss principles: (1) Significant Problem (2) Same problem in every group (Same problem) (3) Problem with a solution and Specific Choice (4) Simultaneously reporting during the same period. (Simultaneous Reporting). Present the learning outcomes orally and provide inter-group discussion as well.

Step 4: Learners will receive timely and consistent feedback, covering key issues: 1) the learning outcomes of the team. 2) The feedback happens immediately throughout or after the learning process to follow-up any progress.

By evaluating the learning, the learning subject should be covered; the researcher has prepared a variety of media and learning resources such as the Internet to search for information. Video clips from websites or YouTube, applications, pictures from books or websites are consistent with the concept of Seaford and Residence that the use of authentic documents found in everyday life is helpful in teaching English.

It helps learners become interested and motivated in learning because it can be involved and used in daily life. The concept of Gower, Philips, and Walters that the media used for teaching and learning must be diverse. Moreover, they must use real media (Authentic materials), which positively affects the learners because it is an authentic medium. They motivate and encourage learners to gain confidence and understanding. (Aiyakorn, S, 2020 : 40-41)

Therefore, Team-based learning is a teaching model that emphasizes collaboration in creative learning. There is a small team collaboration based on individual differences, with clear goals within the team, different people having responsibility, and good interaction. Moreover, education management must focus on

students' learning and development skills, with various learning processes, content, and activities relevant to interests.

2.To study the satisfaction of vocational certificate students towards teaching and learning using Team-based learning.

The satisfaction of vocational students towards the teaching and learning using team-based learning was found to be at the highest level. The result is consistent with study on the learning achievement and satisfaction in teaching methods of electronic office subjects using cooperative learning and peer-to-peer activities. Towards cooperative learning, peer-to-peer activities at a high level were 4.22, and concluded that the students' opinions on group activities affected their attitudes towards themselves. Joining the group represents acceptance by the group, and it creates a feeling of pride, warmth, and self-worth resulting in a feeling of belonging. As their group, they will cooperate and work together. Therefore, the group process is helpful in terms of acceptance and seeing their worth, having a positive attitude towards others, and problem-solving group work. By using team-based learning, it is essential and crucial for learners to develop their English-speaking skills.

Team-based learning activities have the nature of group work. It engages students in good interaction in the team to have mutual help. There is a division of duties in the team. When students are familiar with it, the work will reach their goals. (Michaelsen et al., 2004 : 45-49) states that the benefit of team-based learning management is a team-based learning environment. Permanently the same group allows achieving significant results that are impossible in the temporary group and creates good human relations in the team. There is a helping to enhance the experience. They help each other to lead to the goals of the team.

It creates a democratic society in the classroom. Each person's experiences are brought to share and learn, making the students better. The vulnerable group had more knowledge and mutual trust comments and accepted opinions. Therefore, the study found that team-based learning management helps accept self-worth and have a positive attitude towards others and problem-solving together. Working together gives students confidence and skills in working as a team. This is very useful in future studies and careers. As a result, students are satisfied with teaching and learning using team-based learning at the highest level.

Suggestion

1. Using Team-Based Learning in the first period, allowing the students to be accustomed to doing the activity as a team, learning before a class, and analyzing lessons. The teacher should give them time to adjust, understand the learning process, and encourage them to speak English.

2. During each activity, the teacher should clearly explain the students' process by providing examples, demonstrations, and Q&A.

3. The teacher should use English as the primary medium of instruction in teaching, and it indeed encourages the students to speak English, be braver to use it, and be fluent in communication. Moreover, the students should be open to interacting with other friends.

4. Having a variety of learning activities is essential to change the atmosphere for learning, such as a "direction activity" that focuses on asking and answering how to go to places.

5. The activity is focused on the students using English. When the problems occur, the teacher will let them solve the problems independently, giving them more confidence.

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