

Speaking Ability Development through Project Work of the Third Year
Vocational Certificate Students at Chaiyaphum Polytechnic College
การพัฒนาทักษะการพูดด้วยการสอนแบบโครงงานของนักเรียน ระดับประกาศนียบัตรวิชาชีพ
ชั้นปีที่ 3 วิทยาลัยสารพัดช่างชัยภูมิ

พัชรี ภูสีอ่อน¹
ประหยัด ภูมิโคกรักษ์²

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาทักษะการพูดโดยใช้การสอนแบบโครงงาน ในรายวิชาภาษาอังกฤษธุรกิจ สำหรับนักเรียนระดับประกาศนียบัตรวิชาชีพ ชั้นปีที่ 3 วิทยาลัยสารพัดช่างชัยภูมิ เพื่อเปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักเรียน ทั้งก่อนเรียนและหลังเรียนแบบโครงงาน และศึกษาความพึงพอใจของนักเรียนที่มีต่อการสอนแบบโครงงาน กลุ่มตัวอย่างเป็นนักเรียนระดับชั้นประกาศนียบัตรวิชาชีพชั้นปีที่ 3 สาขาวิชาคอมพิวเตอร์ วิทยาลัยสารพัดช่างชัยภูมิ โดยการเลือกแบบเจาะจง จำนวน 16 คน ในภาคเรียนที่ 1 ปีการศึกษา 2556 ใช้วิธีการทดลอง โดยให้นักเรียนเรียนด้วยแผนการสอนแบบโครงงาน 7 สัปดาห์ละ 2 ชั่วโมง รวมเป็น 14 ชั่วโมง

เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แผนการสอนภาษาอังกฤษแบบโครงงาน จำนวน 7 แผน แผนละ 2 ชั่วโมงต่อสัปดาห์ รวมเป็น 14 ชั่วโมง 2) แบบทดสอบความสามารถในการพูดภาษาอังกฤษก่อนและหลังการทดลอง 3) แบบสำรวจความพึงพอใจของนักเรียนที่มีต่อการเรียนการสอนแบบโครงงาน หลังจากเรียนภาษาอังกฤษด้วยโครงงาน วิเคราะห์ข้อมูลโดยการหาค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-test

ผลการวิจัยพบว่า

1. นักเรียนมีความสามารถในการพูดหลังจากที่ได้เรียนภาษาอังกฤษด้วยโครงงานสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01
2. นักเรียนมีความพึงพอใจต่อการเรียนภาษาอังกฤษแบบโครงงานในระดับดี

คำสำคัญ : โครงงาน ทักษะ

¹ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ มหาวิทยาลัยราชภัฏนครราชสีมา

² ผู้ช่วยศาสตราจารย์ ดร. ประจักษ์คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา

Abstract

The objectives of this study were to develop the students' English speaking ability through project work in Business English for the third year vocational students to English speaking ability before and after learning. The target group in this study composed of 16 third year students majoring in Business Computer, Chaiyaphum Polytechnic College, Chaiyaphum Province in the 1st semester of academic year 2013 who study Business English.

The instruments used for gathering data comprised the seven lesson plans of the speaking ability through project work, English speaking ability pretest and posttest, and the satisfaction questionnaire used for measuring students' satisfaction towards project work.

The t-test, Arithmetic Means(\bar{x}), Percentage, Standard Deviation (S.D) were applied to analyze the data to measure the students' English speaking ability before and after using project work, and the students' satisfaction after learning through project work.

The results of the study were as follows:

1. The students' English speaking ability after learning through project work showed significantly higher average scores on posttest than pretest at a significant level of 0.01.

2. The results of students' satisfaction questionnaire towards project work learning were highly positive.

Key words : Project work, Speaking ability, Satisfaction

Introduction

In the world of globalization time, English has increasingly become the medium in every domain of communication, both in local and global context. Every nation uses English for communicating with others. It is the main language of books, newspapers, airports and air traffic controls, international business and academic conferences, science, technology, medicine, diplomacy, sport, international competitions, music, and advertising. It is also called international language which is used as a language of international communication. English is considered a foreign language, and it is used for the purposes of academic advancement, career advancement and travelling aboard.

Statement of the Problems

English has been taught as a foreign language for centuries in Thailand. Thai students study it as a foreign language in educational institutions, or simply for communication purposes in a variety of occupational fields. English is still an elective in primary schools to provide students with the opportunity to continue their English education and to facilitate life-long learning without interruption. The processes of English learning and teaching have been improved to develop the capacity of the students. The 2002 Curriculum for the

Certificate of Vocational Education has also been developed in accordance with the 1999 National Education Act and technological advancement in the era of globalization. It aims to produce and develop skilled workers who have knowledge and vocational skills and experience in their areas. They are also together with morals, ethics, disciplines, personality, intelligence, and ability suitable for careers and according to the needs of labor market. These qualifications are in relation to the current economic and social contexts in community, local, and national levels. The curriculum will provide students opportunities to study according to their abilities, interests, potentialities and times. The curriculum also provides opportunity for public and private educational institutes, and also national and local communities, to take part in curriculum development and educational management (Bureau of Vocational Education Standards and Qualifications, 2006 : 4).

Thai people study English but lack of willingness to speak due to shyness, having an over emphasis on accuracy and having an ingrained attachment to rote memorization Makenzie (2002 : 59). This is the same as the third year Vocational Certificate students at Chaiyaphum Polytechnic College. They learned English for 2 hours a week and used English only in the class. From the researcher's observed of the students' behavior in class, their listening, reading, and writing skills are acceptable to the contain extent, but their speaking is quite low. Most of them could not interact in English. Based on these problems, the researcher was motivated to find a way for helping the students to practice speaking and should be meaningful to adapt in their daily lives. However, teaching approaches should be related to the curriculum and encourage students to construct their long lives learning such as project work learning.

Grant (2002 : 2) pointed out that most teachers, knowing the value of engaging, challenging projects for the students, have planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum. Doing project is a long-standing tradition in education. Project work allows students to communicate through interaction in the target language, using authentic texts, and focusing on the process of learning.

As for the significance of using the project work learning, it is not only the strategy to encourage students to use English acquired in class or real life but also help them build up a stock of minimal responses that they can use in different types of exchanges because it is an in-depth investigation of a real world topic.

Objectives of the Study

1. To examine the effects of learning English through project work of the students' speaking ability.
2. To explore the students' satisfaction after learning through project work.

Significant of the study

1. The findings will be increasing the students' speaking ability of Chaiyaphum Polytechnic College and the others.
2. The findings will be useful for the English teachers in teaching by using project work.

Scope of the Study

1. The Population and samples

The population of this study was 47 the third year students at Chaiyaphum Polytechnic College, Chaiyaphum Province who studied Business English Conversation, code: 2000-1245 in the first semester of academic year 2013.

The samples in this study were 16 third year students at Chaiyaphum Polytechnic College majoring in Business Computer who studied Business English, code: 2000-1245 in the first semester of academic year 2013. They were selected by purposive sampling.

2. The variables

The variables in this study are as follows:

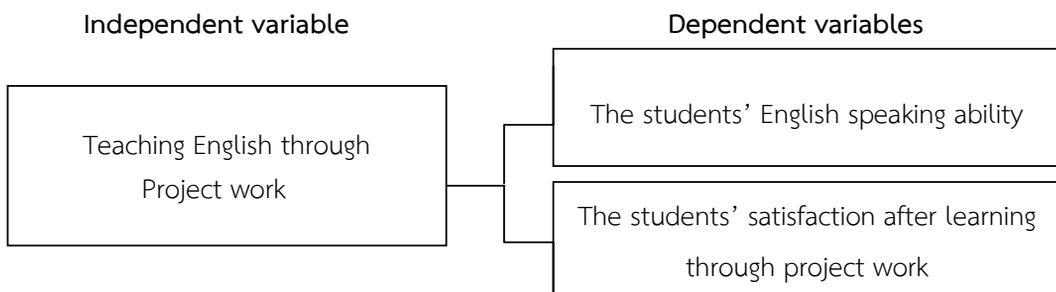
2.1 The independent variable is learning English through Project work.

2.2 The dependent variables are the students' English speaking ability and students' satisfaction after learning through project work.

Project work achievement aims to develop the students' qualities of confidence included speaking, and responsibilities. It is not a new methodology, but it is benefits have been widely recognized for many years in teaching. "Doing projects" is a long-standing tradition in education (Grant, 2002 : 2). In this study the researcher designs to use the concept of project work from Andrea (1994 : 41) and Gallacher (2004 : 2)

After implementing the project work, the students are expected to gain the speaking ability as shown in figure 1.

Figure 1: Conceptual Framework

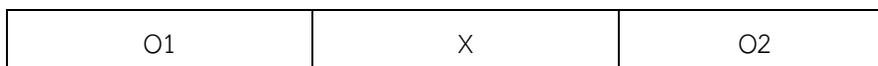


Methodology

This research is a one-group pretest and posttest design. It was conducted at Chaiyaphum Polytechnic College, Chaiyaphum Province. Before learning, the participants are given a pretest in order to examine their prior knowledge related to English speaking before learning through project work. Following that, they learnt through project work constructed by the researcher. The project work consisted of seven project plans learning, and is used in the two periods of class time per week. Total is fourteen periods/seven weeks.

After finishing the project, the participants took the posttest to examine the effects of learning English through project work on their English speaking ability. They also had to answer a questionnaire to explore their satisfactions towards projects learning. The researcher designed it as follows:

Figure 2: Experimental Design



O1 represents the pretest that given to students' English oral interview test before learning through project work.

X represents the instructional plans focusing on project work learning.

O2 represents the posttest that given to students' English oral interview test after learning through project work and questionnaire.

Research Instruments

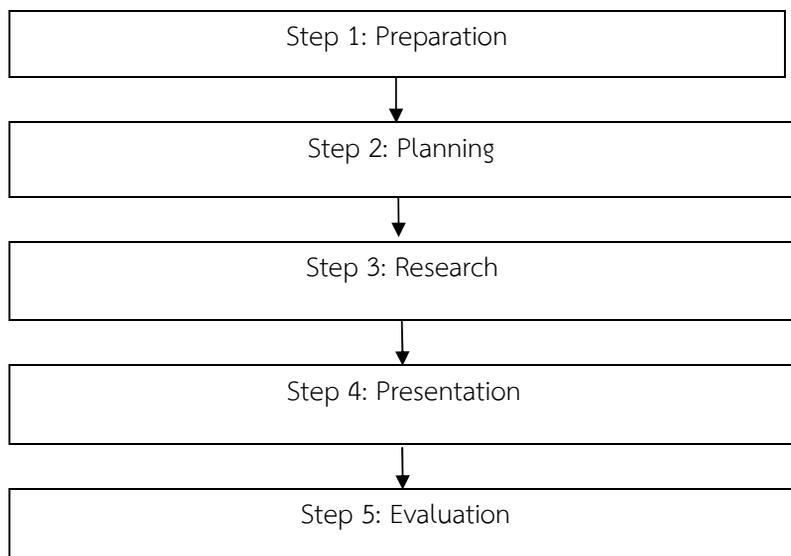
There are two categories of research instruments: instruments used in research procedure and instruments used in data collection.

Instruments used in research procedure

1. Lesson plan

Lesson plan using in this study was focusing on steps project work and based on constructivism theory. In this study the researcher designs to use the concept of project work from Andrea (1994 : 41) and Gallacher (2004 : 2). There were five steps in this study as follows in figure 3.

Figure 3: Five steps of project work



The five steps of project plan are presented to the advisor to check the appropriateness of the language, accuracy of the topics, objectives, contents, steps of teaching, materials, worksheets, methods, activities, and assessments based-on project work learning. Then, the lesson plans were revised following the recommendations of the thesis advisor and three experts.

Instruments used in data collection

The instruments used in data collection were speaking ability test, and satisfaction questionnaire.

English speaking ability test

In this study, English speaking ability test used for pretest and posttest speaking ability assessment. Students are given the same questions for both of pretest and posttest. Posttest speaking test is used for measure students' speaking ability after learning through project work. The speaking test constructed by the researcher, totaling 20 questions, but selected only 10 questions to give the students for oral interview. Students were interviewed by the teacher. The researcher selected only 10 questions. The scores were 25 points per items that evaluate the comprehension, pronunciation, vocabulary, and fluency that adapted from Harris (1990 : 84).

Satisfaction Questionnaire

Satisfaction Questionnaire is the students' feeling towards English learning after learning English through project work. They were given a questionnaire to fill in at the end of the experiment. The questionnaire was designed to investigate students' satisfaction towards project work. The questionnaire consisted of 15 items.

Data collection

The data was collected by the researcher during the first semester of academic year 2013. The samples of this study were sixteen third year students at Chaiyaphum Polytechnic majoring in Business Computer who studied in Business English Conversation, code: 2000-1245 in the first semester of academic year 2013. They were selected by purposive sampling. They learned English speaking through project work.

English speaking pretest and posttest are given to the 16 third year students who studied in Business English Conversation, code: 2000-1245 in the first semester of academic year 2013. The scores will be taken to compare with the pretest scores.

Satisfaction questionnaire will be given to the students to examine their satisfactions towards project work learning.

Data analysis

The obtained scores from pretest and posttest calculated for Arithmetic Means (\bar{x}), Percentage, Standard Deviation (S.D), and t-test that will be analyzed to examine the effects learning English through project work of the students' speaking ability.

The research instrument used for collecting the English speaking ability test constructed by researcher and checked the appropriateness of the language and accuracy by the thesis advisor and three experts and also revised following the recommendations of them. The difference between pretest and posttest mean scores was processed and analyzed to answer whether the students made progress.

The research instrument used to collect the explore students' satisfaction towards project work will be analyzed by Arithmetic Means (\bar{x}), Percentage, and Standard Deviation (S.D).

Result

English speaking ability test's scores were statistically significant, the scores on the whole of the test were compared by t-test to find out the pretest and posttest students' scores. The statistical significance was presented in Table 1.

Table 1 : The statistic of learning English through project work on the students' speaking Ability

Aspects of English speaking ability	Total Score	Pre-test \bar{X}	Post-test \bar{X}	MD	S.D.	t	sig
1.comprehension	5	2.24	2.68	.44	.22	7.99**	.000
2. pronunciation	5	2.26	2.90	.64	.26	10.08**	.000
3.grammar	5	2.22	3.24	1.03	.19	21.81**	.000
4. vocabulary	5	2.21	3.57	1.36	.26	20.93**	.000
5. fluency	5	2.37	3.47	1.10	.31	14.01**	.000
Total	25	11.29	15.86	4.58	.41	49.92**	.000

**p<.01

The result from table 1 showed that the scores of the students' English speaking ability on posttest of each part and total were higher than pretest scores with the statistically significance at 0.01 level.

To conclude, all of the results above revealed that project work could develop the students' English speaking ability. The students' English speaking ability were significantly higher than average scores on posttest than pretest at a significant level of 0.01 that showed on the table 15.

Discussion

In this research, it found that the total speaking ability of the third year students was developed by using the project work in classroom. The students had the opportunity to show their ability in speaking with project work. Most of students mentioned the positive satisfaction towards learning English through project work. Some students knew more new vocabulary and how to use them. They were also having fun with the useful activities project work provided and also learned the relaxed way of working in groups. Based on the findings from the t-test, the mean score on the posttest English speaking ability test of the 16 third year students were higher than their pretests mean scores. This revealed that project work learning led to improvement in students' English speaking ability.

Recommendations

The project work learning can be increasing the students' English speaking ability. Project work learning should not only promote language learning or practicing but, it should also promote social skills and autonomous learning. The teachers who teach other subjects

can use project work process to improve their classroom teaching and actions as the facilitator in project work learning.

In future, the research should be conducted the other skills, such as writing, reading, or listening and also conducted with other subjects, at other class levels.

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