

การใช้ชิ้นงานอย่างหลากหลายตามกระบวนการเรียนรู้แบบชิ้นงานเป็นฐาน พัฒนาความสามารถการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5

Using Task Types of Task- based Learning to Enhance M.5 Writing Ability

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บทคัดย่อ

ทักษะการเขียนนับว่ามีบทบาทสำคัญต่อผู้เรียนในการเรียนรู้ภาษาต่างประเทศ ผู้วิจัยพบว่าทักษะการเขียนเป็นทักษะที่นักเรียนมีความสนใจน้อยและมีเจตคติที่ไม่ดีต่อทักษะการเขียนภาษาอังกฤษ วัตถุประสงค์ของการวิจัยในครั้งนี้ ประการแรก เพื่อศึกษาความสามารถทางการเขียนภาษาอังกฤษ โดยใช้กระบวนการสอนแบบชิ้นงานเป็นฐาน และเพื่อศึกษาเจตคติของนักเรียนที่มีต่อการสอนโดยใช้กระบวนการสอนแบบชิ้นงานเป็นฐานประชากรที่ใช้ในการวิจัยครั้งนี้ เป็นผู้เรียนช่วงชั้นที่ 4 ของโรงเรียนกาฬสินธุ์พิทยาสรรพ์ จังหวัดกาฬสินธุ์ กลุ่มตัวอย่าง เป็นผู้เรียนชั้นมัธยมศึกษาปีที่ 5 ภาคเรียนที่ 2 ปีการศึกษา 2554 จำนวน 60 คน โดยแบ่งเป็นกลุ่มทดลอง 30 คน เป็นกลุ่มที่จัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้ตามรูปแบบของวิลลิส และกลุ่มควบคุม เป็นกลุ่มที่จัดการเรียนรู้แบบปกติ จำนวน 30 คน เครื่องมือที่ใช้ ได้แก่ แผนการจัดการเรียนรู้ตามแนวทางของวิลลิส จำนวน 6 แผน แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนก่อนและหลังการทดลอง และแบบประเมินเจตคติ ของนักเรียนกลุ่มทดลอง สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและค่าสถิติ t-test (Independent)

ผลการวิจัยพบว่า

1. ผลสัมฤทธิ์ทางการเรียนหลังเรียนระหว่างนักเรียนที่ได้รับการจัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้ตามกระบวนการของวิลลิส แตกต่างจากผู้เรียนที่เรียนแบบปกติอย่างมีนัย สำคัญทางสถิติที่ระดับ .05
2. ความสามารถทางการเขียนภาษาอังกฤษของนักเรียนในกลุ่มทดลองและกลุ่มควบคุมในระหว่างการทดลอง ทั้ง 6 แผนการจัดการเรียนรู้ที่มีพัฒนาการสูงขึ้นอย่างต่อเนื่อง แต่นักเรียนกลุ่มทดลองที่ได้รับการจัดการเรียนรู้ตามแนวทางของวิลลิสนั้นมีพัฒนาการสูงกว่ากลุ่มควบคุมอย่างมีนัย สำคัญทางสถิติที่ระดับ .05 ซึ่งสามารถสรุปได้ว่าวิธีการสอนตามแนวทางของวิลลิสสามารถพัฒนาความสามารถทางการเขียนภาษาอังกฤษ ของนักเรียนได้
3. เจตคติของนักเรียนที่มีต่อการจัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้ตามแนวทางของวิลลิสอยู่ในระดับสูง

ABSTRACT

Writing skill is essential skill for learners of a foreign language. The researcher founded that a majority of students dislike writing and have negative attitude to write an essay. The purposes of this research are to study students' writing ability after doing task based learning activities and investigate the attitudes of students toward the TBL approach. The subjects consisted 60 students of Matayom Suksa 5 students, Kalasinpitayasan school, Kalasin province in the academic year 2011. The participants selected by means of purposive sampling technique. The participants in this research were divided into 2 group; 30 students were in the experiment group, and 30 students were in the control group. The Randomized Pre-test Post-test Control Group Design was carried out in this research. The research instruments consisted of 6 lesson plans using task-based learning activities which implemented through 8 weeks, pre-test and post-test and task based learning activities questionnaires. The data obtained are analyzed by using mean, standard deviation and percentage.

The findings are as follow:

1. The average score of the students who studied with the task-based learning was significantly higher than those of the normal classroom at the .05 level.
2. The development of students' writing ability after treatment of both experiment group and control group was continually increased. The average score of experiment group learning by task-based learning approach through week 1-week 6, was higher than control group at the .05 level. The instructional model using task types of Willis' Model can enhance students writing ability.
3. Students' attitude toward Task based learning activities is at high level.

INTRODUCTION

Nowadays, the English language has become an important part in the daily life of Thai people. And in today's information age, the researcher considered that writing is more important and complicate than other skills. Writing skills is very important in getting a job. Valette (1977) and Torat (1981) pointed out that writing is important because of its difficulty, and moreover, writing also stimulates other skills. The writers need to transfer their spoken language into symbols. Nunan (1989) also supported this idea that writing is not a natural activity, normal people physically and mentally learn to speak by nature, but all people have to be taught to write.

As the researcher have been taught in Kalasinpittayasan school, Kalasin province, for many years in English courses. The common problem always confronts was that a majority of students dislike writing. A large number of students are reluctant to write an essay or assignment because of their lacking in the capacity of spellings, composition or grammar. Assembling a nicely written piece of assignment is also a big deal. Some problem are that when assigned to write, students do not know what to write and how to arrange the paragraph and idea, and they cannot express their ideas into the target language as effectively as they do in their native language. Furthermore, they do not really know how to present their information and their thought in well-organized

written paragraphs. Besides, they still produce ungrammatical sentences. Some student fail to present a nicely compiled assignment no doubt how hard he/she worked to put the bright ideas, the original thoughts and the comprehensible debate in the document, it would fail to leave any impression on the teacher's mind and thus will produce yet another student who hates writing papers.

Moreover, the researcher experienced that writing skill of Matayom suksa 5 students is at low level. They lack confidence to write whatever topic assigned by the teacher. Many of them made even the most basic mistakes in their written work, obviously had errors in students' work and they do not know how and where to start their writing. They need to know how to create writing task by following in writing as a process.

To improve writing ability, a lot of learning and teaching strategies can work well. One best solution is to improve teaching method since effective teaching and authentic evaluation can generate learning achievement in learners. Task-based learning and teaching is another strategy that helps promote language learning. TBL framework aims to provide opportunities for learners to experiment their productive skill. Macy (2002) and Littlewood (2004) indicated that providing students with meaningful and relevant writing tasks could help motivate them. Tasks provide students with an opportunity to practice and perform their decorative knowledge.

In task-based instruction, the tasks, including writing, are central to the learning activity. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. From the advantages of conducting Task-based instruction (TBI) above, we can conclude that the overview framework

is coherent with the aspect of the learner centered curriculum in the Basic Education Core Curriculum B.E.2551 (A.D.2008) that TBI can promote the independent learning for learners.

According to the importance of writing skills, task-based learning and the revelation of problems from reports, journals and other research works on writing as mentioned above, the researcher is interested in studying the improvement of students' writing ability through task types of task-based learning that would be beneficial to their further study. When finishing task-based activities, students could get much meaningful language input and what they had learnt in the classroom could help them solve the writing problems in real life.

Purposes of the study

1. To investigate if the task types of TBL can enhance the students writing ability
2. To investigate the attitudes of students toward the TBL approach

Research Questions

1. Can task types of Task-based Learning enhance M.5 writing ability?
2. What are the attitudes of the students toward the TBL approach?

Scope and Limitations of the Study

1. This study aimed at the improvement of English writing of 30 of Matayomsuksa 5 students at Kalasinpitayasan School by using task types of TBL. The learners create their own writing tasks in a given situation. The researcher proposes to create activities adapted from Willis's task based framework which consists of three stages :

- 1.1 Pre-task :
- 1.2 Task-cycle : There are two stages:
- 1.2.1 Planning : Students study the skill strategy needed to perform task
- 1.2.2 Report : Students perform in front of the class
3. Language Focus; There are two stages:
- 3.1 Teacher assessment : Examining students' strengths/weaknesses

Variables

Independent Variables: Lessons using various task-types of TBL activities

Dependent Variables : Students' English writing ability

The significance of the research

The result of the study can know the ability of students' writing through task types of TBL approach and can be a trail for teacher and instructor who interest in TBL for develop his teaching strategy.

Definitions of terms

1. Task-based Learning (TBL) Willis (1996, p. 60): The language learning approach emphasizes on learning to communicate rather than the linguistic knowledge. A Brief description of the task based lesson are pre-task, the task cycle and language focus.

2. Task Types : Willis, (1996, pp. 26-28), A task is an activity "where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome."

3. Writing ability: The participants' abilities in paragraph writing with the length of 80-100 words or should be about 10-12 sentences long. In this study, the tasks were about paragraph practice. The participants had to be assessed paragraph writing from task 1 to task

6 and pre-test, post-test. The capacity of English writing process which is evaluated with content, organization, vocabulary, language use and mechanics

Research Methodology

Design of the instructional model consisted of:

1. Studied the curriculum of English course of Kalasinpitayasan School and the Core Curriculum of Basic Education, BE.2551. The course objectives were closely considered to find suitable materials for writing lesson plans.

2. Study on the principles, theories, method and model of Task-based instruction/approach

3. Design of learning activities consisting of teaching materials, worksheet, an achievement test and an evaluation form.

Student Questionnaires

The questionnaire content comprised 4 parts :

- 1) Attitude toward pre-task phase contains of 4 items
- 2) Attitude toward task phase contains of 8 items
- 3) Attitude toward language focus contains of 4 items
- 4) Attitude toward the whole activities contains of 9 items.

The questionnaire contained 25 items of attitude. The scales adopted in 5 rating of attitude from Likert rating scale. A mean score derived from the students' attitude was interpreted by the following range:

Very high	=	4.50 – 5.00
High	=	3.50 – 4.49
Moderate	=	2.50 – 3.49
Low	=	1.50 – 2.49
Very low	=	1.00 – 1.49

Research Design

The Randomized Pre-test Post-test Control Group Design will be carry out in this research. It consists of one experiment group and one control group. Here are the stages of experiment research that will be done in this study.

E	T1	X	T2
C	T1	N	T2

E Experiment group

C Control group

X Taught with TBL Model

T1 Pre test

T2 Post test

N Taught with traditional teaching technique

The research will compare the students' writing ability by T-test statistics.

Data Analysis

Experiment research methods will be used in this study by comparing the data from the writing task between pre-test and post-test, questionnaire using t-test, S.D. and Mean.

1. Analysis of pre-test and post-test.

The test will check and improve by the experts. The length of the paragraph should be approximately 80-100 words or about 12-15 sentence. The data from the pre-test and post-test were analyzed to find the arithmetic mean (\bar{x}) and standard deviation (S.D.) and then compared to each group, control group and experiment group. A statistical device is a t-test.

2. Analysis of 6 Writing Tasks

Six free writing outcomes from 60 students when finishing each lesson plan will analyze. The writing scoring rubric will be adapted from ESL Composition Profile of Jacobs et al., (1981) and Heaton (1978) as follow: Proportion for Grading Free Writing

1. Content 25 % (4 points)
2. Organization 25 % (4 points)
3. Vocabulary 25 % (4 points)
4. Language Use 25 % (4 points)
5. Mechanics 25 % (4 points)
- Total score 100 % (20 points)

3. Analysis of Questionnaire

The third phase of the analysis, involve the analysis of the questionnaire which consist of the rating scale explain students' attitude. The following value are given to each letters : 5-SA = strongly agree, 4-A = agree, 3-M = moderate, 2-D=disagree, 1-SD=strongly disagree. The data collected from the questionnaire on student's attitude towards using the writing task activities and task based learning approach were collected and analyzed by Mean score (\bar{x}) and the standard deviation (S.D.)

Discussion and Conclusion

The English writing ability of the students of experiment group was higher after using task based learning approach. The use of Task based learning approach can enhance the students' English writing ability because of the following reasons.

Firstly, learners' reports for each task revealed that the tasks used in the research created a variety of activities for learners and were helpful in their learning. As Willis (1996) suggested, learners feel the need for various interaction patterns with a focus on themselves rather than on the teacher. Furthermore, she claims that task-based learning is capable of fulfilling such needs. For almost every task, learners gave positive comments reflecting on their satisfaction with the tasks. For example, in the comparing task, learners compared the two sports they have ever seen. This task encouraged learners to share their opinions in their groups in the process of making a decision. As Willis (1996) also pointed out,

Carefully chosen tasks encouraged learners to participate in complete interactions. These tasks significantly increased learner motivation. In lesson plan 6, they could do the task quite good and writing scoring was high because they brainstormed before report their task. Likewise, the study of Rao (2007) found that students who had been trained in brainstorming techniques and used them regularly over a twelve-month period produced measurably higher results in writing tasks.

Secondly, in learning strategies in planning stage, they learned to use their prior knowledge as the source of information. This stage involved linking the written task to their prior knowledge was introduced to the students. The students had opportunities to talk in detail about their experiences during the task cycle stage. They practiced brainstorming, question generating, listmaking, outlining and free writing strategies. They learned to analyze supporting details of given examples to see how the information was supportive.

Thirdly, for the language focus stage, after learning from other students and how to analyze from the other's works, they were taught to edit for relevant information. This discussion made it possible for students to share their problems and possible solutions with their peers. The students could use their stored knowledge and experience to be their sources of information. For a course with mixed levels of students' abilities, this gave them a chance to exchange ideas and learn from each other. Therefore, the students' writings in post-test were longer than in the pre-test because they learned to plan their writing and outlining before they actually write down.

Besides, in the practice activity, the students learned how to evaluate and redraft their writings. They learned that they had to correct the mistakes and rewrite before submitting. Therefore, after writing in every lesson, the students had to check and rewrite their writings. The strategies such as peer revision which using

classmate to check their writings was introduced to the students. They learned that listmaking or outlining before writing can help students to work faster and help them work quicker in limited time of testing. They also did self-evaluation by checking their writing if they were like the pattern or not. The quality of the students' posttest writings was higher than in the pre-test because students checked their writing before submitting. The language focus stage helped the students to monitor their mistake and improve them.

Finally, The three stages of Task Based Learning Approach and evidences of the increasing of the writing ability showed that the instruction designed can help develop students' language learning. This finding is in accordance with Kasper's (1997) suggestion that it is especially critical to design activities which develop students' knowledge of efficient writing strategies.

2. The finding from the writing ability in each analytical rubric revealed that task based learning enhanced students' performance of experiment group because of the following reason:

In writing rubric, in content, organization, vocabulary, language use and Mechanic of the second draft of post test showed that the mean score of experiment group of the post-test were increased for 29.17 % ($\bar{x} = 108.31$). We can conclude that the task based learning activities offered the learners think idea and content freely. They compared their task with another student when their friends presented their works on boards or discussion among them. As Pica et al. (1993) valued task-based learning because it directs language teaching by giving opportunities to learners to interact between themselves and their teacher. This sharing of information and opinions supports them to reach their goals.

Doing task based activities actually helps learners acquire target language. As Taylor (1983) suggests, task based activities give learners the opportunity to interact

with target language directly and use it genuinely. Learners gain authentic experiences, learn the language and experience the communicative process.

Brumfit (1984) states that task based activities help learners solve problems in real conditions by focusing on target language. Learners develop their competence in genuine situations. In addition, Willis (1996) believes that students feel the need for various interaction patterns that focus on themselves rather than on the teacher.

The findings of the questionnaire revealed that tasks enhanced learners' performance. Many learners said that each task helped them remember new vocabulary and sentences more easily because they were able to link the sentences with the pictures. As Lightbown and Spada (1993) mentioned, some learners find pictures aid their learning process, being able to experience new language in ways that involve them more fully. Many learners' responses in questionnaire indicated that tasks were beneficial for learning sentence structures.

Moreover, the findings from the questionnaires clearly revealed that learners were satisfied with the variety of tasks. While doing all activities, students looked relaxed. They learnt with laughing and free of stress because they could present freely in front of the class. The rest of the students laughed while listening to their friends telling knowledge what they discovered at the previous period. As Willis (1996) points out that, carefully chosen tasks make learners participate in complete interactions and this raises motivation.

Based on the Attitude questionnaire form and researcher's observation, the mostly enjoyed activity was the pre task phase because the researcher used real pictures and challenged them to answer the questions with competitive among their friends. The most interesting task was creative task because it was the time to them to use computer to organize their brochure. The task which was the most nervous for them was the problem solving

task because they didn't know much about the problems occurring around city or in Thailand.

From this study, the participants revealed that the writing task activities were useful to improve their writing performance and the task -based learning approach was effectively in improving the writing skill. Moreover, they had the positive opinions toward using the tasks and the TBL approach in language learning teaching.

Compared with the traditional teaching approach, the teaching activities designed according to the theory of task-based approach could arouse students' interest in writing work. During the whole process, students felt very exciting, and they could remember the grammar more clearly and easily. For them, grammar was no longer difficult and boring. The application of the tasks enabled students to create more ideas and they could express their opinions freely on the topics. What's more, it provided them enough opportunities and language environments to speak English.

Suggestions

From the study of the use of Task based learning to enhance English writing ability of Mattayom sukca 5 students, Kalasin province, the researcher offers the following suggestions :

1. The teacher should carefully study how to use the task based learning approach.
2. The teacher should give an orientation to the students about task-based learning approach before implementation.
3. The teacher should plan for sufficient time in each activity because in teaching English writing students have to practice a lot. If the time is insufficient, the teaching will not be effective.
4. The teacher should prepare the writing topics that are entertaining to students and find new activities for students to practice.

Suggestions for further research

1. An experiment should be tried out with students of other levels.

2. An experiment should be tried out in smaller groups.

3. An experiment should be conducted to improve both speaking and writing.

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