

การใช้การเรียนรู้แบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวันเพื่อส่งเสริมการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5

Using Task-Based Learning Focusing on Daily News to Promote English Reading Comprehension of Eleventh Grade Students

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บทคัดย่อ

การวิจัยในครั้งนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวันที่มีต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียน 2) เปรียบเทียบความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจก่อนเรียนกับหลังเรียนของนักเรียน 3) เปรียบเทียบความเข้าใจในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนหลังเรียนกับเกณฑ์ร้อยละ 60 และ 4) สำนวจความคิดเห็นของนักเรียนที่มีต่อการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวัน กลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 15 คน จากโรงเรียนเฉลิมชัยพิทยาคม อำเภอครบุรี จังหวัดนครราชสีมา ซึ่งเรียนวิชาภาษาอังกฤษในภาคเรียนที่ 2 ปีการศึกษา 2559 โดยใช้วิธีการสุ่มแบบกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอนแบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวัน, แบบทดสอบความสามารถในการอ่านเพื่อความเข้าใจ และแบบสอบถามความคิดเห็นของนักเรียน วิเคราะห์ข้อมูลใช้ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน, และสถิติทดสอบที (t-test)

ผลการศึกษาพบว่า คะแนนเฉลี่ยของการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนหลังการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวันสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 คะแนนเฉลี่ยความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนหลังเรียนสูงกว่าเกณฑ์ร้อยละ 60 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และนักเรียนมีความคิดเห็นในทางบวกต่อการเรียนรู้ภาษาอังกฤแบบเน้นงานปฏิบัติโดยใช้ข่าวประจำวัน

คำสำคัญ : การเรียนรู้แบบเน้นงานปฏิบัติ, การอ่านเพื่อความเข้าใจ, ข่าวประจำวัน

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ABSTRACT

The objectives of this study were to: 1) examine the effects of learning English through task-based learning focusing on daily news on the students' reading comprehension; 2) compare students' English reading comprehension pre-test mean score and post-test; 3) compare students' English reading comprehension post-test mean score with the criterion score of 60%; and 4) to explore the students' opinion towards learning English through task-based learning focusing on daily news. The samples were 15 eleventh grade students at Chaliang Pitthayakom School, Khonburi District, Nakhon Ratchasima. They were enrolled in a course of English in the second semester of the academic year 2016 and were selected by a cluster random sampling. The instruments used in this study were lesson plans using task-based learning focusing on daily news, English reading comprehension test, and a questionnaire. The data was analyzed using mean (\bar{X}), standard deviation (S.D.), t-test for dependent and t-test for one sample.

The findings of this study revealed that the students' English reading comprehension post-test mean score was significantly higher than the pre-test mean score at the .05 level. The students' English reading comprehension post-test mean score was significantly higher than the criterion score of 60% at the .05 level. And the students' opinion towards learning English through task-based learning focusing on daily news as a whole was agree with this instruction.

Keywords: Task-based learning, Reading comprehension, Daily news

INTRODUCTION

The ability to read is one of the basic necessities of modern day life. In day -to- day life, people encounter material for reading either in their first language or a foreign language. With instances in normal day -to- day life that require a person to read a written text being numerous, reading becomes essential for everyone (Elmadwi. 2014 : 56). One reason why English reading is not successful is that most learners lack of analysis, they do not like thinking and requires only 2 levels of thinking skills which are knowledge and comprehension (Northy. 2005 : 76). Another reading problem may be that learners can't maintain concentration, lack of motivation, the text book is too difficult, learners are not happy with their reading comprehension or speed of reading, their vocabulary is limited and their eyes keep wandering back over the page. All of four skills, reading is the most essential and necessary skill for students in the classroom and outside the classroom and context too (Carrell. 1989: 120). So the researcher try to solve the problems of reading. The current situation of teaching reading is ineffective because most reading classes are teacher-centered and have a lack of interesting activities for the students. The reading text isn't interesting and too difficult. Students concentrate on social network, for example Facebook and Line and teachers focus on language forms so it makes students feel bored in reading instruction.

In order to solve the problems, the researcher tries to find the ways to make the students better in reading. The mass media is becoming increasingly important for practicing English reading. Newspapers are a

useful tool in the classroom for improving reading skills and enhancing students' knowledge of current affairs. There is a danger of putting students off reading newspapers if articles are used in the same way as course books. If teachers use the newspaper in more inspiring ways, it can help students develop not only reading skills but also writing, grammar, vocabulary and speaking skills (Joyce and Council. 2002). Moreover, the approach that help the readers be better in English reading is task-based approach. Willis (2007) supports the use of a task-based approach to promote students' confidence by giving them plenty of opportunities to use the language in the classroom without being afraid of making mistakes. Students are encouraged to make use of their current level of language resources to engage in meaningful communication, and this makes them aware of what they need to learn. They are given focus on form activities that will help them develop that language. Parichat Saiyod (2009) examined the effects of task-based learning instruction. She found that task-based learning instruction is a method to refine this situation and it is also student-centered. Therefore, task-based teaching in the class, students play the central role. In the reading class, students have the chances to practice reading skills in activities. In task-based reading class, the teacher designs the tasks from different forms in order to evoke student's interest and organize lessons in a way that students can carry out the reading tasks with quality and efficiency.

The task-bask learning is considered as an effective approach to develop reading comprehension ability of the students. Thus, the researcher is interested in using task-based learning focusing daily news to promote reading comprehension ability which provided students with the plenty of chances to exposure to interesting reading tasks, in order to examine the effects of using task-based learning focusing on daily news on the students' reading comprehension ability and also to explore their opinion towards learning English through task-based learning focusing on daily news.

Objectives of the Study

There are three objectives in this research:

1. To examine the effects of learning English through task-based learning focusing on daily news on the students' reading comprehension
2. To compare students' English reading comprehension pre-test mean score and post-test mean score
3. To compare students' English reading comprehension post-test mean score with the criterion score of 60%
4. To explore the students' opinion towards learning English through task-based learning focusing on daily news

Research Hypotheses

1. Students who have learned English through task-based learning focusing on daily news will achieve significantly higher average scores on English reading post-test than pre-test.
2. The average scores of the English reading comprehension ability post-test of the student who have learned English through task-based learning focusing daily news is significantly higher than the criterion score of 60%.



Scope of Study

1. Population was 80 eleventh grade students of sub-district schools in Group 1, Khonburi district under Nakhon Ratchasima Provincial Administration Organization.

2. Samples were 15 eleventh grade students of M.5/1 who enrolled in the course of English Foundation 4 (EN32102) in the second semester of academic year 2016 at Chaliang Pitthayakom School; a sub-district school in Group 1, Khonburi district under Nakhon Ratchasima Provincial Administration Organization by using cluster random sampling.

3. The variables in this study were as follows:

3.1 The independent variable was learning English through Task-Based Learning focusing on daily news.

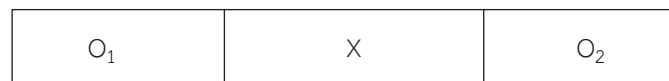
3.2 The dependent variables were students' English reading comprehension ability and students' opinion towards learning English through task-based learning focusing on daily news.

Research Methodology

1. Research Design

This research was pre-experimental; one group pre-test and post-test design. It was conducted with 15 of eleventh grade students who enrolled in the course of English Foundation 4 (EN32102) in the second semester of academic year 2016 at Chaliang Pitthayakom School; a sub-district school in Group 1, Khonburi district under Nakhon Ratchasima Provincial Administration Organization. The experimental design was as follows:

Figure 2 Experimental design



O_1 represents measurement for students' English reading comprehension ability before the treatment.

X represents teaching English through task-based learning focusing on daily news.

O_2 represents measurement for students' English reading comprehension ability and student's opinion towards learning English through task-based learning focusing on daily news after the treatment.

2. Research Instruments

There were two categories of research instruments: instruments used in research procedure and instruments used in data collection. The instruments used in research procedure were eight lesson plans, each lesson plan took 2 periods or 100 minutes of 8 weeks in the second semester of academic year 2016. The lesson plans were checked and evaluated by the three experts to check the accuracy of topics, objectives, steps of teaching, materials and worksheets, and assessment. The evaluation form was presented in the form of four-point scales. The results of the experts' evaluation revealed that the assessment issues were rated in "Good" and "Excellent" rank. In addition, the mean score of all assessment issues was 3.33 which meant that the lesson plans were good. Before conducting with the samples, two lesson plans were tried out together with the two lessons in the second semester of academic year 2016 with eleventh grade students of M. 5/3 at Chaliang Pitthayakom School.

The instruments used in data collection were English reading comprehension ability test. English reading comprehension test was used for pre-test and post-test assessment. It aimed to examine the effects of learning English through task-based learning focusing on daily news on English reading comprehension. An English reading comprehension test was all multiple-choice questions with four alternatives. At first, the researcher constructed the 80-item English reading comprehension test. Then, it was presented to the three experts to check validity and language. The results of the evaluation, all items were rated from 0.66 to 1.00 of the IOC index; it meant that all items were acceptably congruent with the objectives. Only seven items needed revision following the experts' suggestions. In order to choose only 40 items out of 80, the test was tried out in the second semester of academic year 2016 with twelfth grade students at Chaliang Pitthayakom School and Orrapim Wittaya School. These were all the schools under sub-district schools in Group 1, Khonburi district, Nakhon Ratchasima Provincial Administration Organization. Each test items was analyzed for difficulty index (p) and discrimination index (r). The difficulty index of the 40-item test was from 0.20 to 0.61. The discrimination index of the 40-item test was from 0.23 to 0.73. And the reliability of the 40-item test was 0.87.

A questionnaire aimed to explore students' opinion towards learning English through task-based learning focusing on daily news among eleventh grade students after the treatment. It was constructed in Thai and English.

Data Collection

The data was collected during the second semester of academic year 2016. There was an orientation session for the students in order to help them understand the objectives of learning through task-based learning focusing on daily news. Before learning, samples were given a reading comprehension ability pre-test in order to measure their existing knowledge relating to English reading comprehension ability before learning through task-based learning focusing on daily news. The results from the pre-test were useful to them because it measures their English reading comprehension ability and stimulate and encourage them to learn through task-based learning focusing on daily news. Then the researcher taught English through task-based learning focusing on daily news consisted of eight lesson plans, and were used in the experiment eight weeks (two hours per a week). After completing all the eight lesson plans, the samples took the reading comprehension ability post-test to examine the effects of teaching English through task-based learning focusing on daily news. They also had to answer a questionnaire to explore their opinion towards learning English through task-based learning focusing on daily news.

Data Analysis

1. The data from the English reading comprehension ability pre-test and post-test were analyzed by mean (\bar{X}), standard deviation (S.D.).
2. A comparison of pre-test and post-test were analyzed by t- test for dependent sample.
3. A comparison of post-test mean score with the criterion score of 60% was carried out using t-test for one sample.
4. The data were explored from the students' opinion towards learning English through task-based learning focusing on daily news using mean (\bar{X}), standard deviation (S.D.).



Results

Results from English Reading Comprehension Ability Test

Regarding the first objective of the study, this section present the comparison of mean scores between pre-test and post-test of eleventh grade students' English reading comprehension ability. The hypothesis was tested and the results confirmed that the mean score of post-test English reading comprehension ability was significantly higher than pre-test English reading comprehension ability. The results from the pre-test and the post-test mean scores are presented in Table 1.

Table 1: The comparison of mean scores between pre-test and post-test of eleventh grade students' English reading comprehension ability.

Mode of Assessment	n	\bar{X}	S.D.	t	sig
pre-test	15	20.33	3.39		
				18.24*	.000
post-test	15	28.20	3.41		

The results showed that the post-test mean score of English reading comprehension ability of eleventh grades students was significantly higher than the pre-test mean score at the .05 level. This indicated that the students' English reading comprehension ability had improved after learning English through task-based learning focusing on daily news.

Results from The comparison of eleventh grade students' English reading ability post-test mean score with the criterion score of 60%

The results from the third objective showed that the comparison of eleventh grade students' English reading ability post-test mean score with the criterion score of 60%. The results confirmed that the average score of the English reading comprehension ability post-test of the student who have learned English through task-based learning focusing daily news was significantly higher than the criterion score of 60%, the results were shown in Table 2.

Table 2 : The comparison of eleventh grade students' English reading ability post-test mean score with the criterion score of 60%

Mode of assessment	n	Criterion Score 60%	\bar{X}	S.D.	t	Sig
post-test	15	24	28.20	3.41	4.77*	.000

* $p < .05$

The results showed that the post-test mean score of the students who had learned English through task-based learning focusing on daily news was significantly higher than the criterion of 60% at the .05 level.

Results from the questionnaire

The results from the questionnaire exploring the students' opinion towards task-based learning focusing daily news showed that the students' agreement with total of 10 questions. The total mean score of all assessment issues was 4.23 with S.D. 0.57. This showed that they agreed that task-based learning focusing daily news helped them learn and read English better as shown in Table 3.

Table 3 : Students' opinion towards learning English through task-based learning focusing on daily news.

Assessment issues	\bar{X}	S.D.	Meaning
1. The steps in task-based learning focusing on daily news are easy to understand.	3.33	0.62	Partly agree
2. Daily news is appropriate and the vocabularies are not too difficult.	3.20	0.41	Partly agree
3. Activities and tasks focusing on daily news help me learn and read English.	4.00	0.53	Agree
4. Activities and task focusing on daily news led me to understand the reading passages.	4.27	0.59	Agree
5. Daily news helps me develop the reading passages.	4.27	0.59	Agree
6. Task-based learning focusing on daily news provides me with knowledge, interesting topics and enjoyment.	4.33	0.49	Agree
7. Task-based learning focusing on daily news help me evaluate my reading ability.	4.73	0.46	Strongly agree
8. After learning through task-based learning focusing on daily news, I can apply the knowledge in daily reading situations.	4.80	0.41	Strongly agree
9. Task-based learning focusing on daily news increase my reading skill.	4.48	0.56	Strongly agree
10. I like to learn English through task-based learning focusing on daily news.	4.60	0.51	Strongly agree
Total	4.23	0.57	Agree



Discussion

Based on the results, the discussion on this research is as follows:

The study revealed that task-based learning focusing on daily news could help in teaching and learning English and could assist the students in reading comprehension ability. These findings are similar to with Parichat Saiyod(2009), Krittarat Kritawattanawong(2008), Ramate Moonnaeng(2007) and Maythinee Kaikaew(2015) who found that learning through task-based learning helped enhance students' English language ability. It showed that task-based learning could enhances students' reading comprehension ability. In addition, task-based learning have a positive effect on learning English and learners can gain the skills they need for effective reading in English. These points support the ideas of Willis (1998) who pointed that task-based learning helped the learner become quite expert at doing tasks and resourceful with their language and moreover learners gain fluency at the expense of accuracy. Nunan(2004) stated that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. And about news, Kantarat Chuenchomnoy(2003) pointed the teaching English through newspaper enhanced students' vocabulary knowledge. Bhikul Punyaratabandhu(2007) stated that the printed mass media, newspapers, magazines, brochures are good sources of information. In addition, Joyce and Council (2002)stated that the mass media is becoming increasingly important for practicing English reading. Newspaper is a useful tool in the classroom for improving reading skills and enhancing students' knowledge of current affairs. All showed that teaching English through task-based learning focusing on daily news could promote students' English reading comprehension ability and this study confirms that such modality can be successfully used in teaching reading in secondary level of school. This motivated and encouraged students to work together in ways that could lead to success in an improvement of their reading and task-based learning. Moreover, it was found that students had positive opinion towards learning English through task-based learning focusing on daily news. The results from the questionnaire to explore students' opinions revealed that students agreed that task-based learning focusing on daily news helped them to learn English reading. Likewise, the study of Kantarat Chuenchomnoy(2003) found that the students had positive opinion towards the reading exercises from newspaper.

Recommendations

1. Recommendations for instruction

1.1 The tasks and activities that use in English reading instruction should be relevant to the students' interest or needs.

1.2 Teachers should select the familiar news in order to help the students connect learning to their life experiences. Because the familiar news can engage students in learning and can help students better understand and have self-confidence in using English.

1.3 Teachers should find various techniques and use the multimedia news in the class in order to enhance English reading skill.

1.4 Teachers can use the real newspaper in class activity. The real newspaper makes the students feel interested and want to learn the news that they want to read and interested.

2. Recommendations for Further Study

2.1 Further study should use task-based learning focusing on daily news with listening, speaking and writing instruction to promote students' ability in language learning.

2.2 Further study should examine the effects of task-based learning on other contents such as novel, fairy tale, etc.

2.3 Further study should be conducted using samples with different levels of learning achievement to find out whether the results differ.

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