

ผลของการสอนแบบเน้นงานปฏิบัติโดยใช้เนื้อหาวัฒนธรรมอาเซียนที่มีต่อความเข้าใจในการอ่าน  
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3

Effects of Task-Based Learning Using ASEAN Cultural Content on English Reading  
Comprehension of Ninth Grade Students

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### บทคัดย่อ

การวิจัยในครั้งนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้วัฒนธรรมอาเซียนที่มีต่อความเข้าใจในการอ่านของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ก่อนเรียนและหลังเรียน 2) เปรียบเทียบความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนกับเกณฑ์ร้อยละ 60 และ 3) สำรวจความพึงพอใจของนักเรียนที่มีต่อการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้วัฒนธรรมอาเซียน กลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 20 คน จากโรงเรียนบ้านพลจลกล สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา นครราชสีมา เขต 1 ที่เรียนวิชาภาษาอังกฤษ ในภาคเรียนที่ 2 ปีการศึกษา 2559 โดยใช้การสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษที่มีค่าความเชื่อมั่นเท่ากับ 0.82 และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติทดสอบที (t-test)

ผลการวิจัยพบว่า คะแนนเฉลี่ยความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ส่วนคะแนนเฉลี่ยความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนไม่สูงกว่าเกณฑ์ร้อยละ 60 ที่มีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้นักเรียนมีความพึงพอใจต่อการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้วัฒนธรรมอาเซียนในระดับเห็นด้วยมาก แสดงให้เห็นว่าการเรียนรู้แบบเน้นงานปฏิบัติโดยใช้วัฒนธรรมอาเซียน สามารถส่งเสริมความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนได้

**คำสำคัญ :** การเรียนแบบเน้นงานปฏิบัติ, เนื้อหาวัฒนธรรมอาเซียน, การอ่านเพื่อความเข้าใจ

### Abstract

The objectives of the study were : 1) to examine the effects of task-based learning using ASEAN cultural content on English reading comprehension of ninth grade students 2) to compare students' English reading comprehension post-test mean score with the criterion score of 60 %, and 3) to explore the students' satisfaction towards learning English via task-based learning using ASEAN cultural content. The samples of this study were 20 ninth grade students at Ban Poljalok school, the opportunity expansion school of Non Sung District, the Center of Educational Networks of Nakhon Ratchasima Primary Educational Service Area Office 1 who were taking an English course during the second semester, academic year 2016. The research instruments used in this study were an English reading comprehension test on reliability of 0.82, and a questionnaire. The data was statistically analyzed using percentage, mean ( $\bar{X}$ ), standard deviation (S.D.), t-test for dependent and t-test for one sample.

The results 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



but the students' English reading comprehension post-test mean score was not significantly higher than the criterion score of 60%. Moreover, students' satisfaction towards learning English via task-based learning using ASEAN cultural content was agree. In conclusion, task-based learning using ASEAN cultural content could enhance the students' English reading comprehension.

**Keywords :** task-based learning, ASEAN cultural content, reading comprehension

## Introduction

Presently, English teaching and learning focuses on using English for various situations in daily life. English is an international language and a world language. As, Thailand and other countries in Southeast Asia have joined ASEAN in 2015. English teaching and learning is still a big problem in Thailand. Although Thailand has developed new technology and education, English proficiency of Thais is still low when compared with people in other countries in ASEAN. The reasons for the ineffective English learning achievement in Thailand are as follows. Firstly, Thai students think English is so difficult for them to learn. They do not have motivation to study because they have less opportunity to use English language in daily life so they think it is not essential and important to learn English. Secondly, they are shy to speak English with friends or teachers, they are unable to use English to listen, speak, read and write (Wiriyaichitra. 2010 : 1-5). English teaching problems are divided in to five topics; problems involving teachers, problems involving students, problems involving curricula and textbooks, problems involving assessments and problems involving other factors contributing to successful teaching and learning (Sripatham. 2010 : 141-142).

The results of teaching English at Ban Poljalok school has produced poor test student results. According to the results of analyzing the final test of ninth grade students, the students have weak reading skills. Students are not interested and are satisfied with their achievement in English reading. Reading skills is one of the many problems that Thai students have ability to read. It is essential for an English class of Thai students to have a good reading English texts. (Wei. 2005 : 10-11). In an English reading class, most of the time, students passively listen to the teacher. They take notes, answer some questions when the teacher asks them and attend to the explanation of vocabulary and grammar (Parichat Saiyod. 2009 : 2). Poor reading comprehension amongst Thai students have several causes. Parker, Hasbrouck and Denton (2002 : 45-48) states that the possible reasons for poor reading comprehension is "a failure to understand key words, failure to understand key sentences, failure to understand how sentences relate to one another, failure to understand how the



information fits together in a meaningful way (organization), and failure to maintain interest or concentration”. Reading practice is one of the most necessary ways to encourage students and promote their reading comprehension ability. Many approaches and methods of language teaching can be chosen in order to improve reading skill. Task-based learning is one of the most successful methods to solve the problems in reading skill of students.

Task-based learning emphasis is based on the use of task activities and is student-centered. In a task-based learning class, the teacher designs the task forms in order to create students’ interest and organizes lessons that students can implement the reading tasks with efficiency (Willis. 1996 : 40-41). The goals of reading activities for students are to explore and experience language and to develop their reading skill. Task-based learning is considered an effective approach to develop reading ability of the students. So researchers constructed the task-based learning using ASEAN cultural content to improve students’ reading comprehension. It could enhance students and give them more opportunity to develop reading tasks. The students participated in various activities and more interaction with their friends in class.

The curriculum of Ban Poljalok school B.E. 2555 (2008) is related to ASEAN subject for ninth grade students so ASEAN culture is one of the interesting content to promote English reading ability of ninth grade students. It is believed that using ASEAN cultural content while learning English can help encourage students to learn more effectively. Using ASEAN cultural content could be added as a benefit to ninth grade students who have reading skills, to help them to better understand English text. The researcher considers that it would be beneficial to examine the effects of learning English via task-based learning using ASEAN cultural content on students’ English reading comprehension and to explore the students’ satisfaction towards learning English using ASEAN cultural content. This could help and support them to improve their English reading comprehension and to have better understanding English texts.

### **Objectives of the study**

The objectives of this study were :

1. To examine the effects of task-based learning using ASEAN cultural content on English reading comprehension of ninth grade students.
2. To compare students’ English reading comprehension post-test mean score with the criterion score of 60%.
3. To explore students’ satisfaction towards learning English via task-based learning using ASEAN cultural content.



## Scope of the Study

1. Population in this study was 329 ninth grade students of the 17 opportunity expansion schools in Non Sung District, the Center of Educational Networks of Nakhon Ratchasima Primary Educational Service Area Office 1 who were taking an English course during the second semester, academic year 2016.

2. Sample consisted of 20 ninth grade students at Ban Poljalok school, the opportunity expansion school of Non Sung District, the Center of Educational Networks of Nakhon Ratchasima Primary Educational Service Area Office 1 who were taking an English course during the second semester, academic year 2016. They were selected by cluster random sampling.

3. Variables in this study are as follows :

1. The independent variable is teaching English via task-based learning using ASEAN cultural content.

2. The dependent variables are students' English reading comprehension and the students' satisfaction towards the learning English via task-based learning using ASEAN cultural content.

## Research hypotheses

1. Students who have learned English via task-based learning using ASEAN cultural content will achieve significantly higher average scores on the reading comprehension post-test than the pre-test.

2. The average scores of the English reading comprehension post-test of the student who have learned English via task-based learning using ASEAN cultural content is significantly higher than the criterion score of 60%.



## Experimental Design

This research was pre-experimental design; one group with pre-test and post-test design. It was conducted at Ban Poljalok school during the second semester of academic year 2016. The experimental design was represented in figure as follows :

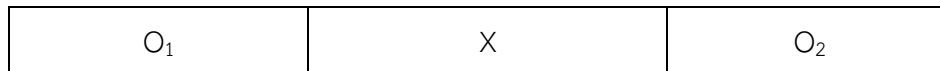


Figure 1 Pre-experimental Design

$O_1$  = represents the English reading comprehension pre-test which are given to each student before learning English via task based learning using ASEAN cultural content.

X = represents teaching English via task based learning using ASEAN cultural content.

$O_2$  = represents the English reading comprehension post-test which are given to each student after learning English via task based learning using ASEAN cultural content and satisfaction questionnaire.

## Methodology

### Research Instruments

There were two categories of research instruments : experimental and data collection instruments. The experimental instruments were eight English lesson plans that focused on task-based learning using ASEAN cultural content. The data collection instruments were the pre-test and post-test English reading comprehension test and a questionnaire of students' satisfaction towards learning English via task-based learning using ASEAN cultural content.

### Data Collection

The data was collected during the second semester of the academic year 2016. The English reading comprehension test was distributed to 20 ninth grade students at Ban Poljalok school in order to assess their English reading comprehension before learning English via task-based learning using ASEAN cultural content. Then the researcher taught English via task-based learning using ASEAN cultural content for eight lessons. The experiment took eight weeks (two hours per week). The difficulty index (p) of the 40 item test was 0.36-0.67. The discrimination index (r) of the 40 item test was 0.20-0.62 and reliability of the 40 item test was 0.82. After being taught all lessons, the students were asked to take the English reading comprehension test as the post-test and complete the questionnaire in order to explore their satisfaction towards task-based learning using ASEAN cultural content.



### Data Analysis

Because the sample size in this study was small (20 students), the data obtained from pre-test and post-test was tested for the normally using Kolmogorov-Smimov (K-S) test before using t-test as shown in table 1. The data from English reading comprehension pre-test and post-test and the data from the rating scale of the students' satisfaction questionnaire were analyzed by using mean ( $\bar{X}$ ), standard deviation (S.D.). The comparison of English reading comprehension pre-test and post-test were analyzed by using t-test for dependent. The comparison of English reading comprehension post-test mean score with the criterion score of 60% was carried out using t-test for one sample as follows :

Table 1 The test for normality of data

Mode of assessment	n	$\bar{X}$	S.D.	K-S	p
Pre-test	20	12.50	2.91	.589	.878
Post-test	20	24.15	5.10	.411	.996

### Results of the study

1. The comparison of mean scores from the pre-test and the post-test of students' reading comprehension before and after learning English via task-based learning using ASEAN cultural content. The results from Table 2 showed that the post-test mean score of English reading comprehension of ninth grade students was significantly higher than the pre-test mean score at the .05 level. This indicated that the students' English reading comprehension had improved after learning English via task-based learning using ASEAN cultural content as follows :

Table 2 The comparison of the students' pre-test and post-test on English reading Comprehension

Mode of Assessment	n	$\bar{X}$	S.D.	Mean Differences	t	df.	sig.
Pre-test	20	12.50	2.91	11.65	17.49*	19	.000
Post-test	20	24.15	5.10				

\*p < .05

2. The comparison of students' English reading comprehension the post-test mean score with the criterion of 60%. The results from the Table 3 showed that the post-test mean score of English reading comprehension of the students who had learned via task-



based learning using ASEAN cultural content was not significantly higher than the criterion score of 60% as follows :

Table 3 The comparison of the post-test mean score of ninth grade students' English reading comprehension with the criterion score of 60%

Mode of Assessment	n	Criterion score (60%)	Post-test $\bar{X}$	S.D.	t	sig
English reading comprehension post-test	20	24	24.15	5.10	0.130	0.897

3. Students' satisfaction towards learning English via task-based learning using ASEAN cultural content. The total mean score of all assessment issues ( $\bar{X}$  = 3.91) and S.D. = 0.33. It could be concluded from the total mean score that students had positive satisfaction towards learning English via task-based learning using ASEAN cultural content.

Table 4 Students' satisfaction towards task-based learning using ASEAN cultural Content

Assessment issues	$\bar{X}$	S.D.	Meaning	Range
1. The steps in task-based learning using ASEAN cultural content are easy to understand and I can learn step-by-step.	3.80	0.62	Agree	5
2. ASEAN cultural content is appropriate and the vocabularies are not too difficult.	3.85	0.49	Agree	4
3. ASEAN cultural activities in task-based learning help me to learn and read English.	3.95	0.39	Agree	3
4. Activities and tasks in ASEAN cultural content help me to understand the contents of reading passage.	3.75	0.72	Agree	6
5. ASEAN cultural content help me to improve my reading comprehension.	3.45	0.83	Partly Agree	10
6. Task-based learning using ASEAN cultural content provides me with knowledge, interesting topics and enjoyment.	4.75	0.44	Strongly Agree	1



7. Task-based learning using ASEAN cultural content helps me evaluate my reading comprehension how well I have done.	3.65	0.75	Agree	8
8. After learning via task-based learning using ASEAN cultural content, I can apply the knowledge in daily reading situations.	3.70	0.73	Agree	7
9. Task-based learning using ASEAN cultural content increases my reading skill.	3.60	0.68	Agree	9
10. I like to learn via task-based learning using ASEAN cultural content.	4.55	0.69	Strongly Agree	2
<b>Total</b>	<b>3.91</b>	<b>0.63</b>	<b>Agree</b>	

## Discussion

Research objective 1 : To examine the effects of task-based learning using ASEAN cultural content on English reading ability of ninth grade students. The comparison of mean scores between pre-test and post-test of ninth grade students' English reading comprehension, it revealed that learning English via task-based learning using ASEAN cultural content had an effect on students' English reading comprehension because the students' post-test mean score of English reading comprehension after learning using ASEAN cultural content was significantly higher than the students' pre-test mean score.

Task-based learning using ASEAN cultural content relevant with framework (TBL) of Willis (1996 : 56-57) that divided teaching into three stages : pre-task, task cycle and language focus. Pre-task, the step of preparation before doing the real tasks. The teacher introduces the class to ASEAN cultural content, topics and tasks related words and phrases and helps students understand task objectives. Task-cycle offers learners the chance to use whatever language they have already known in order to carry out the task. Language focus (post-task) includes two steps : analysis and practice. Students had a chance to practice learning ASEAN cultural content via the process of task-based learning systematically and regularly. Many researchers showed that the students' learning ability after learning via task-based learning had been increased significantly. As Ellis (2003 : 16) claimed that 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 content. Moreover, the effective of task-based learning using ASEAN cultural content on students' reading comprehension, there were consistent findings with the previous studies. This study related to the study of Lin Zhou (2008) investigated effects of reading tasks on Chinese EFL students' reading comprehension. This study found that text types had significantly different effects on reading comprehension and that the students performed better in expository than in narrative texts. Also, the outcomes indicated that the journal writing group had the most positive attitudes. Parichat Saiyod





(2009) found that students reflected towards the benefits and limitations of the task-based reading instruction. Students thought that the instruction provided them a chance to do various types of tasks, increased students' interaction when performing tasks with their friends in groups, and broadened students' experience about the learning topic and knowledge of vocabulary as well as grammar.

Teaching English using ASEAN cultural content was important for organizing the knowledge that students acquired while experiencing ASEAN cultural content, along with learning English. Students had opportunities to practice their English reading ability through ASEAN cultural content. The expectations for the passage help them anticipate meaning and relate information from the passage to things they already know. Thus, the ASEAN cultural content could help students built schemata and use it to understand the reading passages. This is similar to Monticha Pongto (2011) who investigated the effects of blended learning using local culture content on English writing ability of tenth grade students in Ayutthaya province. The study found that blended leaning and the use of local culture content brought many benefits which enhanced their English writing ability. The use of local culture content that is related to the learners like content about their local community made the students see the importance and benefits of learning. As Ladajit Ruangpornasawat (2012) who studied the effect of using local culture lessons on English reading ability of Prathom Suksa six students. The results, the local culture lessons were important materials that helped enhance students' English reading ability. The local culture lessons were important for organizing the knowledge that students acquired while experience local culture, along with learning English. The students had positive opinion towards learning English via local culture lessons. The researcher found that, when teaching English via task-based learning using ASEAN cultural content, students could apply the knowledge gained to use in daily reading situations. Even though, students are not familiar with some contents but they try to understand them.

Research objective 2 : To compare students' English reading comprehension post-test mean score with the criterion score of 60%. Another finding of this study revealed that the students' English reading comprehension post-test mean score was not significantly higher than the criterion score of 60%. Students' problem with limited vocabulary knowledge affected their reading comprehension. Most of the students couldn't interpret and understand the reading text because they couldn't recognize words and meanings. Actually, the materials used on task-based learning using ASEAN cultural content was insufficient to promote vocabulary. It did not widely cause unsuccessful reading. National Reading Panel (2000. Cited in Joan Sedita. 2005 : 33-45) stated that vocabulary is one of components of reading instruction that are essential to successfully teach children how to read and there is



no one best method for vocabulary instruction and that vocabulary should be taught both directly and indirectly. The ASEAN cultural content was familiar and new content that student was unfamiliar will in various vocabulary and word meaning. Hirsch (2003) claimed that knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn words.

### Recommendations for instruction

Based on the findings, it is recommended that, before teaching new content, the teacher should evaluate students' understanding and prior experiences related to the content. The students' prior knowledge comes from their past experiences, culture, and their environment. Teachers should encourage them to various activities or talk about their experience of ASEAN culture because relevant content can engage students in learning and can help students better understand and be more successful. It is further suggested that the teacher should conduct a needs analysis study prior to learning via task-based learning and should relevant content to match students' interest or needs.

### Recommendations for further study

1. Further studies should integrate task-based learning using ASEAN cultural content with different levels of students.
2. Further studies should design the ASEAN cultural content for teaching English listening, speaking and writing.
3. Further studies should investigate task-based learning with other content such as Western cultural content or local cultural content.



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