ผลการใช้วิธีการกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียนเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษ
ของนักเรียนชั้นประถมศึกษาปีที่ 6
Effects of Engage-Study-Activate Method on Speaking Ability of Grade 6 Students

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บทคัดย่อ

        การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ก่อนและหลังการเรียนโดยใช้วิธีสอนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียน และ 2) เปรียบเทียบความสามารถในการรับรู้ความสามารถของตนเองต่อการพูดภาษาอังกฤษก่อนและหลังการเรียนรู้โดยใช้วิธีสอนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียน กลุ่มตัวอย่างเป็นนักเรียนชั้นประถมศึกษาปีที่ 6 ห้อง ป.6/1 จำนวน 28 คนที่เรียนวิชาภาษาอังกฤษในชีวิตประจำวัน (EN 16201)โรงเรียนเมืองสุรินทร์ จังหวัดสุรินทร์ภาคเรียนที่ 2 ปีการศึกษา 2562 ได้มาโดยการสุ่มตัวอย่างแบบกลุ่มโดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแผนการจัดการเรียนรู้จำนวน 6 แผน แบบทดสอบความสามารถในการพูดก่อนและหลังเรียน และแบบประเมินความสามารถในการรับรู้ความสามารถของตนเอง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและค่าคะแนนที โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05 ผลการวิจัยพบว่า 1.ความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยใช้วิธีสอนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียนมีคะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ.01และ 2.การรับรู้ความสามารถของตนเองต่อการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ต่อการใช้วิธีสอนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียนพบว่าหลังเรียนสูงกว่าก่อนเรียนโดยภาพรวมอย่างมีนัยสำคัญทางสถิติที่ระดับ.01

คำสำคัญ: การเรียนแบบกระตุ้นให้นักเรียนมีส่วนร่วม, ความสามารถด้านการพูด,การรับรู้ความสามารถของตนเอง

Abstract

        This study aimed: 1) to compare the students' English speaking ability before and after learning through the Engage- Study- Activate Method; 2) to compare the students' self-efficacy toward English speaking ability before and after learning through the Engage- Study- Activate Method. The samples of this study were 28 grade 6/1 students who enrolled in English for Daily Life (EN 16201) in the second semester of academic year 2019 at Muangsurin School, in Surin province, Thailand. They were selected by cluster random sampling technique using the classrooms as sampling units. The research instruments were six lesson plans, the pre-test and post-test of speaking performance test, and self-efficacy questionnaire. The statistics used to analyze the collected data were mean, standard deviation, and t-test with the statistical significance set at .05 level. The findings were as follows: 1. the students' English speaking ability after using the Engage- Study- Activate Method was higher than pre-test mean score with statistically significant difference at .01 level. 2. The students' self-efficacy towards the Engage- Study- Activate Method to improve English speaking ability was higher than before learning in overall with statistical significance at .01 level.

Keywords: Engage-Study-Activate (ESA), Speaking ability, Self-efficacy

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Introduction

English is essential in both local and global contexts. In the ASEAN context, the English language has been chosen as the official working language. The importance of English can be seen in the region's education system and several countries in ASEAN now use it as a medium of instruction (Kirkpatrick, 2010). With the rapid spread of the English language through trade, education, and information technology. English also serves as an extremely important tool for communication and creating an understanding of cultural diversity in the world community (Ministry of Education, 2008). Therefore, English is a vital and most useful language.

Thailand, English is one of the major languages taught in Thai schools and academic institutes (Kaur, Young & Kirkpatrick, 2016). In the education system, English has been part of the curriculum from primary school to university level. Many of the responsible bodies have put tremendous effort into improving the English of Thai learners. For Thai students, English speaking tends to be difficult since English is not their native language (Khamkhien, 2010).

The researcher as a teacher of English, who has been teaching English for 7 years has also found that most students have a variety of learning problems and using English. The students cannot use English in conversation or correspondence with others effectively, especially when speaking. Both the learning and teaching of English and especially the students' speaking ability at Muangsurin School, where the researcher has taught, need improving. The students in grade 6, who are the researcher's students, have high English scores in writing tests (Communicative English Course Report of Muangsurin School, 2018) but still cannot speak English effectively. Although there are many native English speaking teachers at Muangsurin School the researcher has observed that the students don't converse with these

teachers effectively. The cause of the problems is rooted in the limitation of language background knowledge, lack of awareness of the significance in learning the language and the inappropriate or ineffective teaching approaches used.

Speaking seems intuitively the most important. Many, if not most, language learners are mainly interested in learning to communicate orally. Bailey and Savage (1994) mention that speaking is a necessary basic skill of communication and an important language skill because the skill of speaking includes purposes, such as expressing feelings sensations, ideas and beliefs. This skill is so important that people perform many of their actions through it (Hasan. 2014). Moreover, Nunan (1991) views speaking as an essential process for learning English. In language teaching, the skill of speaking is an important part of the curriculum.

Therefore, the researcher is interested in implementing the ESA method in teaching speaking very much. Through implementing ESA method, it is intended that the researcher wants to show and introduce a new method of teaching speaking and try to prove that this method will bring significant changes dealing with English mastery and teaching English method. The researcher realizes that there is no perfect teaching method in this world because every method has its strengths and weaknesses. A certain method is very good applied in certain class but sometimes it is not good applied in another class. That is why the researcher intends to apply the relatively new method of teaching speaking which is called the Engage- Study-Activate (ESA). The researcher selects the Engage-Study-Activate method because the researcher believes that it will be able to solve the problems students have speaking English. The findings of this research will be beneficial to grade 6 learners at Muangsurin School and other students at the same level, and the findings can be also used as guidelines for other teachers who teach English or

novice researchers who are investigating research on using the Engage-Study-Activate method.

Purposes of the Study :

 1. To compare learning achievement via pre-test and post-test scores gained studying with the aid of the Engage-Study-Activate Method.

 2. To compare the students' self-efficacy towards English speaking ability before and after learning with this method.

Research Questions :

 1. Are there any differences between pre-test and post-test scores of

grade 6 students after using the Engage-Study-Activate method?

 2. Does the Engage-Study-Activate method improve students' self-efficacy toward English speaking ability of grade 6 students after learning?

Materials and Methods :

 Participants and setting

 1. The population of this research study comprised of 342 grade 6 students who enrolled in English for Daily Life (EN 16201) in the second semester of the academic year 2019 at Muangsurin school, in Surin province, Thailand.

 2. The samples were 28 grade 6/1 students who enrolled in English for Daily Life (EN 16201) in the second semester of the academic year 2019 at Muangsurin school, in Surin province, Thailand. They were selected by cluster random sampling technique using the classrooms as sampling units.

Research Instruments :

 The main instruments employed in this research include three types:

 six lesson plans of speaking using the ESA method, pre-test and post-test and

the questionnaire. The details of each instrument were clarified as follows:

 1. Lesson Plans- According to the teaching schedule of grade six students who enrolled in English for Daily Life (EN 16202). They are taught 2 periods per week and each period

lasts one hour. Thus, six lesson plans in English speaking using the ESA method for grade 6 students were conducted by the researcher. The lesson plans consist of pre-tests with orientation, six lessons of speaking using ESA learning and the post-tests with questionnaires. The 6 lesson plans, based on Muangsurin school curriculum (2013). The researcher analyzed the scores from the experts to find out the mean scores of the Engage-Study-Activate Method's appropriations, the mean score was 4.60 and compared with the five-point Likert scale (Srisa-ard. 2002: 121).

 2. Pre and Post Tests- were chosen from one of six topics to create a scripted and unscripted ESA method, the scripted consisting of pre-written dialogue, and the unscripted being dialogues written by the students themselves and in the situations presented. The tests use different techniques included role-play, pair interview, group discussions and information gaps. There were two types of tests, individual and pair tests. So, students were tested twice. Pre-tests and post-tests were required and each student chooses three of six topics and drafts the script to speak about; for each topic of the test, students have 7 minutes to prepare and 3 minutes to converse. The achievement tests of this research are pre-test and post-tests, used to evaluate the speaking ability of the participants. They consisted of one scripted ESA method, which was where the students followed a pre-written dialogue to focus on language, and one unscripted ESA method, where students were required to write and perform their own written dialogue and chose the topics themselves to promote the target language as their capacity allows. The students perform both the ESA method (scripted and unscripted

dialogues) in front of the class for two hours, but scripted and unscripted ESA methods were not on the same topic, they chose at random the new topic after they had finished the first one, 50 points for the scripted ESA method and 50 points for the unscripted ESA method.

3. Self-efficacy Questionnaire- The questionnaire on students' self-efficacy with lessons based on the ESA method was conducted by the researcher. The questionnaire consisted of three sections. The first section is about the personal information which included gender, and English-speaking grade. The second section consists of 12 statements on the subject of students' self-efficacy towards the lessons. and the last section was for comments and recommendations with regards to the use of the ESA method.

Procedures :

1. The pre-test were used with all of the samples with pair work during the first period. This test comprised of scripted and unscripted ESA method, the scripted consisting of pre-written dialogue, and the unscripted being dialogues written by the students themselves in which the samples drew lots for the topics, of the 6 lessons for individual and pair work. They were to create for two minutes then present for two minutes for the scripted, and one minute to create, followed by seven minutes to present the unscripted.

2. The researcher orientated the samples in order that they understood learning to speak using the ESA method.

3. The researcher taught Teaching English Speaking using four topics, Introducing someone, and making an apology, Asking and giving information, Expressing Opinion and Making requests. The activities used in teaching speaking follow the steps of the principles of the ESA method including situation, role play, and dialogue or expression (Paulston. 1979).

4. After attending the course, the post-test of all the samples were for three hours.

5. After the post-test, all samples were asked to fill out the questionnaire focusing on their self-efficacy toward the ESA method.

Results :

The *t*-test used to compare the difference between the pre-test and post-test mean scores to detect the significant difference set at .05 level. The test was edited and revised before being proposed by the experts in order to examine the validity, and used the IOC formula. The researcher calculated the IOC index and chose the topic with the IOC value between 0.5-1.00 for the test. It was shown that the IOC was 0.67-1.00. The Pre-test and post-test scores are calculated to find out percentage (%), mean ($\overline{X}$) and standard deviation (S.D.). And to evaluated the 12 statements on the subject of the students' self-efficacy with the scores from the questionnaire were calculated to find out mean ($\overline{X}$) and standard deviation (S.D.) before and after studies. The researcher proposed the 12 statements of the questionnaire and it was examined by the three experts to check for correctness and appropriateness. The questionnaire mean score was 4.59.

Findings :

1. The Differences between Pre-test and Post-test Scores of Grade 6 Students After Using the Engage-Study-Activate Method

This section presents the results of the analysis of the quantitative data from the achievement tests in speaking lessons used in this research to compare students' learning achievement before and after learning speaking lessons of grade 6 students. The pre-test and post-test scores were from two types of tests, such as pair and individual talking, which was chosen from six topics to create content to talk about. The scores were used to detect the statistically significant difference at .01 level as shown in Table 1 respectively.

Table 1

Achievements	n	Total cores	$\overline{X}$	S.D.	t-test	p-value
Pre-test	28	100	62.00	5.98	13.52**	.000
Post-test	28	100	76.86	2.49		

**Significant difference at .01

As shown in Tables 1 it indicates that the mean score of the pre-test of students who learned English speaking through using the Engage-Study-Activate method was 62.00 and the mean score of the post-test was 76.86 The comparison of speaking between the pre-test and post-test mean scores is shown in table 1 above. The finding of the study shows that there was a statistically significant difference at .01 level between the pre-test mean scores and the post-test mean scores in learning speaking English through the use of the Engage-Study-Activate Method.

2. The Students' Self-Efficacy towards English Speaking Ability of Grade 6 Students after Learning through the Engage-Study-Activate Method

This section reports the results of the analysis of the quantitative data from the questionnaire used in this study to compare students' self-efficacy before and after learning through the Engage-Study-Activate Method. The results were shown in Table 2.

Table 2 The Difference between Students' Self-efficacy before and after Learning through the Engage-Study-Activate Method

Statements	Before Study		After Study		t
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
1. I enjoy the activities provided in the lesson plans of speaking using the Engage-Study-Activate Method.	3.68	0.67	5.00	0.00	10.44**
2. Learning speaking through the Engage-Study-Activate Method is easy and useful in daily life	3.89	0.69	5.00	0.00	8.55**
3. Speaking through the Engage-Study-Activate Method is fun to learn and practice.	4.11	0.63	5.00	0.00	7.51**
4. Learning speaking through the Engage-Study-Activate Method can improve my speaking ability.	4.04	0.69	5.00	0.00	7.36**
5. I am confident in speaking after I have learned the steps of speaking through the Engage-Study-Activate Method	3.82	0.67	5.00	0.00	9.31**
6. The contents and activities for practicing speaking are relevant.	3.64	0.62	5.00	0.00	11.56**
7. The topics and activities are suitable for my English.	3.93	0.60	5.00	0.00	9.38**
8. Activities and exercises of each lesson plan are suitable for my English background knowledge.	3.71	0.66	5.00	0.00	10.33**
9. Learning speaking through the engage-Study-Activate Method will enhance my learning.	3.68	0.55	5.00	0.00	12.76**

Statements	Before Study		After Study		t
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
10. I feel motivated when learning English speaking by doing and practicing all lessons.	3.75	0.59	5.00	0.00	11.30**
11. I think I can speak English better on any topic.	3.71	0.66	4.50	0.51	4.99**
12. I have a positive attitude through learning English speaking after learning the lesson plans on the Engage-Study-Activate Method.	3.79	0.69	4.64	0.49	5.65**
Grand total	3.81	0.18	4.93	0.08	29.23**

**significant difference at .01

As shown in Table 2, it indicates that after treatment the students had higher self-efficacy mean scores ($\overline{X}$ = 4.93, S.D.= 0.08) than before treatment mean scores ($\overline{X}$ = 3.81, S.D.= 0.18) in overall at .01 level of statistically significant difference. Additionally, most of the students gave positive comments in open-ended questions that using the Engage-Study-Activate Method could make lesson plans more interesting because they can be more involved in the lessons and remember what they want to communicate in daily life situations.

Discussion :

1. The Students' Pre-test and Post-test Mean Scores Learning Six Lesson Plans through Using the Engage- Study- Activate Method

The findings revealed that the learning achievement of the post-test mean score was higher than the pre-test mean score learned after six lessons using the ESA method with a statistically significant difference at .01 level. The outcomes show very emphatically that, firstly they cannot speak confidently, they hesitate and pause whilst conversing. After the lessons using the ESA method, they are provided the opportunity to practice their speech and to help them more improve their speaking ability by using a variety of activities and gradually improve. The learning achievement of the post-test mean score was higher than the pre-test means score after the

six lessons using the ESA method. Therefore, it could be interpreted that the lessons using the ESA method on the speaking ability of grade 6 students are efficient. The result of data analysis showed that the students' speaking ability can be improved after learning, due to lessons being developed systematically and continuously being appropriate and on the students' level. In addition, students have learned with content comprehension, practicing their language skills is similar to real life situations. It is in agreement with Harmer (1998: 88) who indicated that the enormous confidence of students is provided by the teacher to stimulate further study. The findings certified the hypotheses in chapter 1 that the lesson plans using the ESA method could improve students' English-speaking ability after schooling. The findings are similar to Sudarsono (2015) examined the ESA to improve teaching speaking on a job interview. Also, it is not unlike the study of Khoshsima and Shokri (2017) that investigated the teacher's perception of using ESA elements in boosting the speaking ability of EFL learners. The study summarized that teachers do have a positive perception of the application of the ESA elements in promoting EFL learners speaking abilities. Moreover, it is comparable to Fithria and Ratmanida (2019) who studied the subject of using ESA for improving the speaking ability of Junior High school students. In conclusion, teachers should have an effective

method to encourage and motivate the students to speak up, and the ESA method is an interesting, effective and efficient method.

2. A Comparison of the Students' Self-efficacy toward Speaking before and after Learning through the Engage-Study-Activate Method

The result illustrated that students' self-efficacy toward English speaking was higher than before learning through using the Engage-Study- Activate method both in overall and each item with a statistically significance difference at 0.05 level. This means that the Engage- Study- Activate Method can improve their self-efficacy toward speaking. The research reviewed the related literature on the self-efficacy questionnaire. Then the researcher adopted and modified the speaking self-efficacy questionnaire from Pajares, Hartyie, and Vaiiante (2001), and Nuanmanee (2014) into a list and proposed the statements to the thesis advisors to examine and give suggestions on the correctness and appropriateness. After that, the researcher improved the questionnaire based on suggestions. Moreover, the questionnaires were examined and evaluated by the experts regarding correctness and appropriateness. Then, the researcher improved the questionnaire taking into account the suggestions. Also, the questionnaire was tried out with grade 6 students who enrolled in English for Daily Life (EN 16201) in the second semester of the academic year 2019 at Muangsurin school, in Surin province, Thailand, who were not the samples in order to establish the reliability before using with the samples.

Conclusion :

In conclusion, the result of this study indicated that the Engage- Study- Activate Method is effective in improving the English speaking ability of grade 6/1 students who enrolled in English for Daily Life (EN 16201) in the second semester of the academic year 2019 at Muangsurin school, in Surin province, Thailand. The researcher believes that this finding will be a guideline for a novice researcher, teachers and any persons who are interested in teaching and developing students' speaking ability based on the Engage- Study- Activate Method. It can be one effective teaching approach that teachers and relevant persons who are interested in this technique can apply in their careers to help their students to learn effectively.

Recommendations for Further Studies

According to the result discussed earlier, the following are some recommendations based on the research results:

1. To see if the ESA method works, further research should be compared with other teaching approaches, with the same level in different places and different situations.

2. The ESA activities are somehow hard to control, when students practice, the class can become noisy and time-consuming; therefore, the hours should be allocated evenly for continuity.

3. It is also recommended that further studies be conducted concerning the use of the ESA method and its effect on other language skills such as listening reading and writing.

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