คุรุสภา

ผลของการสอนโดยใช้การเรียนรู้แบบทีมเป็นฐานที่มีต่อความสามารถในการพูดภาษาอังกฤษ ของนักเรียนชั้นประถมศึกษาปีที่ 4

ศรันญา ตั้งนารี*

บทคัดย่อ

     การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลการสอนภาษาอังกฤษโดยใช้การเรียนรู้แบบทีมเป็นฐานที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4 และความคิดเห็นของนักเรียนที่มีต่อการเรียนภาษาอังกฤษโดยใช้การเรียนรู้แบบทีมเป็นฐาน กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 14 คน จากโรงเรียนชุมชนบ้านกุดม่วง อำเภอด่านขุนทด จังหวัดนครราชสีมา โดยใช้วิธีการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอน แบบทดสอบความสามารถในการพูดภาษาอังกฤษ และแบบสอบถามความคิดเห็นของนักเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าทีแบบไม่อิสระ (t-test for Dependent)

     ผลการวิจัยพบว่า คะแนนเฉลี่ยความสามารถในการพูดภาษาอังกฤษของนักเรียนหลังจากเรียนรู้แบบทีมเป็นฐานสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และผู้เรียนมีความคิดเห็นที่ดีต่อการเรียนภาษาอังกฤษแบบทีมเป็นฐานในระดับมากที่สุด แสดงให้เห็นว่าการเรียนภาษาอังกฤษโดยใช้การเรียนรู้แบบทีมเป็นฐานสามารถส่งเสริมความสามารถในการพูดภาษาอังกฤษของนักเรียนได้อย่างมีประสิทธิภาพ

คำสำคัญ: การเรียนรู้แบบใช้ทีมเป็นฐาน; ความสามารถในการพูดภาษาอังกฤษ

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*ครู โรงเรียนชุมชนบ้านกุดม่วง สังกัดสำนักงานเขตพื้นที่การศึกษานครราชสีมา เขต 5

The Effects of Team–Based Learning Teaching Method
on Speaking Ability of Grade 4 Students

Saranya Tangnaree*

Abstract

The research objectives of this study were to: investigate the effects of using Team-Based Learning on English speaking ability of Grade 4 students, and examine these students'opinions towards learning English using Team-Based Learning.The samples was 14 Grade 4 students, Chumchonbankudmuang School, Dankhunthot District, Nakhonratchasima Province. selected by using a cluster random sampling technique. The instruments were the lesson plan, an English-speaking ability test, and a questionnaire on opinions towards learning English using Team-Based Learning method. The data were analyzed by using Mean $(\overline{X})$, Standard Deviations (S.D.), and t-test for dependent.

The results of this research showed that the mean score of the post-test on the English-speaking ability test of the participants who learned English using Team-Based Learning method was significantly higher than the pre-test at .05 level. Furthermore, the participants had positive opinions towards learning English using Team-Based Learning method at a strongly agreed level. This study indicated that the Team-Based Learning could effectively enhance students' English-speaking ability.

Keywords: Team-Based Learning; Google Classroom; English speaking ability

Introduction

Teaching English in Thailand is essential to Thai education, as seen in the Basic Education Core Curriculum 2008 English course. It requires consideration of various factors, such as the choice of language skills for teaching. There are four language skills: listening, speaking, reading, and writing. Speaking is one of the four skills that is crucial for future career development. Wang & Rajprasit (2015) posted that everyone can speak English when given time to practice together with the perception in English language. Adding to this, various factors may affect language learning and development, such as teachers, students, teaching methods, duration and frequency of instruction, and equipment.

However, English language education in Thailand has been facing many challenges. Many teachers still use a traditional teaching method. They did not focus on practicing the active learning process, organizing activities that practice skills for the learners, and analyzing the learning outcomes from the learners. Therefore, a suitable method for teaching and developing speaking skill for learners is emphasized in the present study.

One form of Team-Based Learning method, Active Learning, is purposively used in this study to effectively engage students in the learning procedures. Active learning was developed by Michaelsen and Sweet (2008). It is a teaching method commonly used in medical education. However, in the field of language learning education, this method has not been widely used. Nowadays, it is being used to manage language learning, which will help in develop speaking skill, where students are responsible for studying content or concepts via electronic tools and understanding the content before returning to classroom activities.

Furthermore, while many studies have reported an increase in the use of Team-Based Learning in teaching English speaking ability, very little research has been reported on speaking ability. This study thus aims to investigate the effects of using Team-Based Learning on the speaking ability of Grade 4 students. Following are the research objectives, hypothesis, and significance of the study.

Research Objectives

1. To investigate the effects of Team-Based Learning on speaking ability of Grade 4 students.

2. To explore students'opinions towards learning English using Team-Based Learning method.

Definition of Terms

Team-Based Learning is a teaching method that was invented and developed by Michaelsen and Sweet (2008). Team-Based Learning management focuses on students with mixed abilities working together in the process of working in small groups. to develop specific process skills. The teacher will organize the group of 3 students and teach the process of teaching in accordance with the principle of Team-Based Learning divided into important parts. There are three important stages in the process: 1. Preparation, 2. The Readiness Assurance Process (RAP), and 3. Application. In every stage team member will always help and learn together.

Google Classroom in an application provided by Google as an online education platform. Teachers create classroom for learning by categorizing and setting things up: pre-assignments,post-announcements,and send feedback. And upload teaching materials for students to learn through Google Apps for Education.

Speaking ability is the ability to speak interactively and communicate the meaning in the form of role play. Includes speech sentences, and in spoken language with pronunciation and understandable language to convey the meaning of the language according in the context in which the students speak correctly. Speaking ability can be assessed by scoring rubric. The components of speaking criteria are pronunciation, fluency, grammar, comprehension, and task.

Research Methodology

Conceptual Framework

This study is one group pre-test and post-test design. The researcher expected that by using Team-Based Learning method would effectively promote the English-speaking ability of Grade 4 students. The Team-Based Learning is a method that emphasizes collaboration in learning by doing small group activities together within the class and working together to solve problems. This study's conceptual framework applied the Team-Based Learning method of Michaelsen and Sweet (2008). The steps of teaching Team-Baesd Learning consisted of three parts 1) Preparation, 2) Readiness Assurance, and 3) Application are shown in Figure 1.
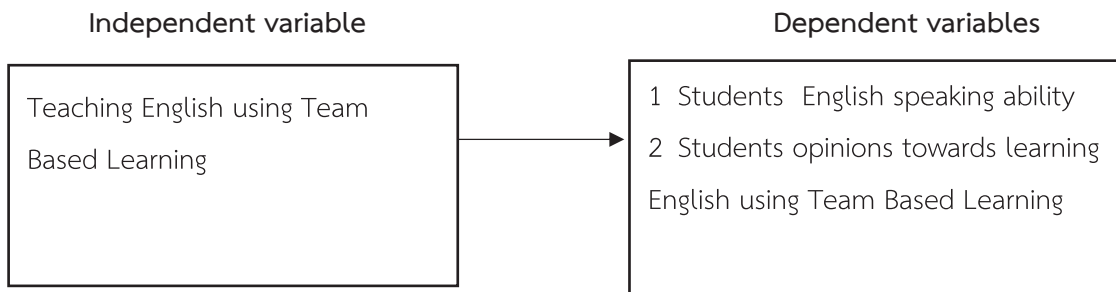
Independent variable

| Dependent variables |

Teaching English using Team Based Learning

1 Students English speaking ability

2 Students opinions towards learning English using Team Based Learning

Figure 1 Conceptual Framework

Population and Samples

The population to this study was Grade 4 students from Primary Educational Service Area Office (PESA)5, Dankhunthot District, Nakhonratchasima Province, who were studying English in the second semester of academic year 2022.

The case study of this consisted of 14 Grade 4 students at Chumchonbankudmuang School, Dankhunthot District, Primary Educational Service Area Office (PESA) 5, Nakhonratchasima Province, in the second semester of the academic year 2022. The samples were selected by using a cluster random sampling technique.

Instrumentation

The instrument included the lesson plans taught through Team-Based Learning method. Each lesson plan consisted of 1 unit for each teaching period, there wereof 8 periods for the experiment. The lesson plan consisted 2 topics:

Topic 1 Good hygiene Contents in each lesson plan were:

1. Vocabulary: Good hygiene such as enough sleep, healthy food, daily exercise, washing your hands, brushing your teeth, and showering.

2. Grammatical Function: Adverb of frequency.

3. Language Function: Example, ask and answer questions about good hygiene.

Topic 2 Personal hygiene

Contents in the lesson plan were:

1. Language Function.

   - Speaking about personal hygiene.

   - Speaking about procedures wash your hands. (Roleplay)

The researcher studied and analyzed the units of learning based on Thai basic education curriculum B.E. 2551 (A.D.2008) and the lesson plan was adapted from Michaelsen and Sweet (2008). The steps of teaching were the following:

1. Preparation

Pre-class: Students studied the lessons and content before entering the classroom via Google Classroom. The teacher prepared in advance the following :

- Language Function. (Speaking Practice)
- Exercises

2. In classroom

The Readiness Assurance Process (RAP): This step are students prepared for individual examinations and team test exercises. They completed the exams independently and as a team to answer teacher-provided questions. Both tests involved group work and collaboration. The test consisted of vocabulary, sentence practice, and grammar for students to practice speaking skills.

3. In process

Application: Students practiced conversational speaking. The training process was organized into teams by allowing them to participate in conversation practice. Emphasis was placed on the exercises that students had done, such as vocabulary, grammar, and fluency. Teachers would provide immediate feedback and guidance.

The instruments for data collection were the English speaking ability test for pre-and post-test, and a questionnaire used to explore students' opinions towards learning English using Team-Based Learning.

The English speaking ability test consisted of a 5 minute roleplay (3 minutes for preparing and 2 minutes for performing roleplay). In the trial, the teacher required students to perform a roleplay in a given situation. The researcher selected the speaking rubric to evaluate students'speaking ability which was adapted from oral proficiency scoring categories Brown (2004). The English speaking scoring rubric consisted of 5 aspects: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. The total score was 25 and the passing score was set at 60 percent.

The questionnaire was used to examine students' opinions towards learning English using Team-Based Learning. The questionnaire consisted of 2 parts. The first part consisted of 10 items in Likert-scale, and the second part had one open-ended question.

Data Collection

The researcher collected data in the second semester of the academic year 2022. First, the 14 Grade 4 students at Chumchonbankudmuang School did a pre-test to investigate their speaking ability before the treatment. Next, the researcher conducted two lesson plans for Team-Based Learning during the treatment. The experiment lasted four weeks, with two weeks

for each lesson plan. After the experiment, the students completed a post-test to assess their English-speaking ability. The rubric scoring was adapted from Brown (2004) to assess speaking ability. The students responded to the questionnaire after the post-test. The questionnaire aimed to get students' opinions towards learning English using Team-Based Learning.

Data Analysis

The data obtained from the pre-and post-test were analyzed using a t-test for dependent, and the collected data from the closed and opened questions using content analysis

Research Results

The findings according to two main objectives and derived the results of the investigation mean score from the pre-test and post-test in the English speaking ability test, and presented in Table 1.

Table 1 The comparison of the pre-test and post-test mean score of Grade 4 student's En glish-speaking ability in 5 aspects

Speaking aspects	Total score	Pre-test		Post-test		MD	T	Sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.			
Grammar	5	1.500	.518	4.142	.864	2.642	15.614[*]	.000
Vocabulary	5	1.571	.513	4.000	.960	2.428	12.021[*]	.000
Comprehension	5	1.928	.615	4.142	.770	2.214	14.311[*]	.000
Fluency	5	1.357	.497	3.785	.892	2.428	9.691[*]	.000
Pronunciation	5	1.571	.513	3.785	.801	2.214	8.498[*]	.000
Total	25	7.928	1.817	20.070	3.791	12.142	15.640[*]	.000

[*]$p<.05$

Table 1 shows a significant difference between the pre-and post-speaking ability test scores of Grade 4 students, in other words, their speaking ability had significantly improved after learning English using Team-Based Learning. The most developed aspect is grammar. The pre-test mean score was 1.500 (S.D. = 0.518), and the post-test mean score was 4.142 (S.D. = 0.864). The lowest developed aspect is pronunciation. The pre-test mean score was 1.571 (S.D. = 0.513), and the post-test mean score was 3.785 (S.D. = 0.801).

Specifically, their pre-test mean scores are 7.928 (S.D.= 1817) whereas their post-test mean scores are 20.070 (S.D.= 3791). Therefore, hypothesis 1 in this study was accepted.

The results from the questionnaires used to explore students'opinions towards learning English using Team-Based Learning was shown in Table 2.

Table 2 Students'opinions towards learning English by using Team-Based Learning.

Statements	$\overline{X}$	S.D.	Meaning
1. The step of learning is easy to understand and I can learn step by step.	4.29	.452	Agree
2. Learning English by using Team-Based Learning helps to stimulate my interest in learning English.	4.64	479	Strongly agree
3. Learning English by using Team-Based Learning promotes my speaking ability.	4.79	.410	Strongly agree
4. Learning English by using Team-Based Learning prepares myself before learning in class.	4.93	258	Strongly agree
5. Learning English by using Team-Based Learning provides me with knowledge, interesting topics, and enjoyment	4.50	500	Agree
6. I was more autonomous in learning.	4.50	.500	Agree
7. Learning English by using Team-Based Learning promotes group activities	4.64	.479	Strongly agree
8. Learning English by using Team-Based Learning is an effective way of learning.	4.36	.479	Agree
9. I can apply and gain knowledge in every day	4.71	.452	Strongly agree
10. I like to learn English throughTeam-Based Learning.	4.57	495	Strongly agree
Total	4.59	2 43	Strongly agree

As shown in Table 2, the assessment issue with the highest mean score revealed that most students strongly agreed that learning English by using Team-Based Learning method allows them to prepare their lesson before learning in class ($\overline{X}$= 4.93). The assessment issue with the lowest mean score revealed that the step of learning English Team-Based Learning is easy to understand and can be learned step-by-step. ($\overline{X}$= 4.29). The total mean score of the questionnaire was 4.59. It could be concluded that students had positive opinions towards learning English by using Team-Based Learning. The following are examples of students'opinions:

"It helps improve my speaking skill and I have fun doing the speaking practice activities" (Student A)

" I also enjoy learning with the team members and learning as a team". It helps me improve my speaking skill" (Student B)

"I improve my speaking skill because the team members helped me during the activities" (Student C)

It can be concluded that students improve their speaking skills and enjoy learning with team members and learning as a team.

Discussion

From the findings students' English speaking ability from their post-mean scores were significantly higher than the pre-test score. The results of this study supported the hypothesis that the post-test mean score of the English speaking ability of the students who learned through Team-Based Learning was significantly higher than the pre-test score. It can be concluded that Team-Based Learning method promoted English speaking ability. The results of this study agree with the study of Michaelsen and Sweet (2008). These authors stated that the Team-Based Learning method is an active learning that promotes a strategy of individualized learning. Students worked together as a team to achieve a common learning, thus, Team-Based Learning improved their English speaking ability. The researcher used Team-Based Learning method of Michaelsen and Sweet (2008), and constructed the lesson plan used in the learning process. There was a dissection into three steps, and these activities were used in every period during the experiment. The first step was Preparation: Students had studied the content before the classroom via Google Classroom. The second step was The Readiness Assurance Process: Students prepared for tests by doing exercises for individual examinations (IT) and team tests (TT). They worked individually and as a team to review and practice speaking skills, including grammar, vocabulary, readingcomprehension. The results of both tests were compared, showing the scores increased through practice. The final step was Application: The teacher reviewed all the new learning for students, provided feedback on how students did in the activities, corrected vocabulary, and suggested any improvement in their practice speaking.

The researcher constructed the lesson plans for teaching English using Team-Based Learning method to help promote students' speaking ability, such as individual communication skills, group surveying, answering questions, roleplay from the situation, and confidence in presenting in front of the classroom. Teaching English using Team-Based Learning

method created an enjoyable and more relaxed classroom environment, which enabled better English language learning. Overall, students enjoyed the learning experience of teaching English by using Team-Based Learning method and gained more confidence in speaking English.

The findings in the present study confirmed that Team-Based Learning method could influence and improve student speaking ability which corresponds to the study of Hazel, Heberle, McEwen, and Adams (2013). These authors studied teaching and found that students improved their communication and speaking abilities, and Sangkhawasee (2022) found that Team-Based Learning method makes speaking abilities more effective. It is better than traditional learning method. In this study, Google Classroom is an online resource to present lesson learning for Speaking practice before class. Therefore, practicing English speaking through Google Classroom outside the classroom will allow students to review content and complete exercises to check their understanding. To further support the effectiveness of using the Team-Based Learning method on speaking ability, there were consistent findings in previous studies such as Ratnaningsih (2019), Isda, Purwati, and Imran (2021). They found that learning English through Google Classroom, an online resource based on Web-based instruction, helped to enhance students' speaking ability.

The results of the students' opinions towards learning English using Team-Based Learning method showed that students strongly agreed with learning English using Team-Based Learning method. Therefore, Team-Based Learning could encourage students to learn and speak English better.

In conclusion, it is clearly seen from the research findings that students' speaking ability significantly improved after they had learned through Team-Based Learning method. Most importantly this instruction built the students' confidence in speaking in front of the classroom. Therefore, Team-Based Learning method helped encourage the study of the lessons, promote understanding of English, create enjoyment and relaxed atmosphere, and develop relationships between classmates.

Recommendations

From this study, there are some recommendations for instruction,as follows: 1) Teachers should encourage students to express their ideas creatively and accept the opinions of members of the team. 2) Teachers should consider knowledge and the appropriateness of the content, and learning objectives in constructing lessons. These can help students achieve English ability and adjust the content in the learning unit as well as learning activities corresponding to the time of managing Team-Based Learning method.

Recommendations for further study are:1) Further study should evaluate the effectiveness of alternative designs for teaching English using Team-Based Learning method to develop listening, reading, or writing skills. 2) Further study should investigate teaching English using Team-Based Learning method to different levels of students to determine whether the results were different between levels.

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