Using Dialogue Task-Based Model to Develop Students’ English Speaking Skill in Preparation for ASEAN Community

การใช้แบบจำลองบทสนทนาเป็นฐานเพื่อพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียนเพื่อเตรียมตัวสู่ประชาคมอาเซียน

Wuttichai Lalert¹, Seri Somchob²

¹Student of Master of Arts in English, Ubon Ratchathani Rajabhat University
²Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความมีประสิทธิผลของการใช้รูปแบบจำลองบทสนทนาเป็นฐาน และเพื่อที่จะศึกษารูปแบบนี้สามารถช่วยพัฒนาทักษะการพูดภาษาอังกฤษและพฤติกรรมในการเรียนของนักเรียนได้หรือไม่กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 30 คน ที่ก่ำลังศึกษาที่โรงเรียนบ้านโนนจักจั่น และโรงเรียนบ้านหนองเหลือง จังหวัดศรีสะเกษ ซึ่งได้มาจากการสุ่มอย่างง่ายเครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบจำลองบทสนทนาเป็นฐาน แบบสำรวจความคล่องในการพูดภาษาอังกฤษและแบบสำรวจพฤติกรรมการพูดภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ปอร์เซ็นต์ ผลการวิจัยพบว่า หลังจากที่นักเรียนได้เรียนรู้ ฝึกฝน และปฏิบัติตามการใช้แบบจำลองบทสนทนาเป็นฐานพบว่า ทักษะการพูดภาษาอังกฤษของนักเรียนมีการปรับปรุงและมีพัฒนาการคิดขึ้นและนักเรียน มีความมั่นใจในการสื่อสารภาษาอังกฤษมากขึ้น แสดงว่า การจำลองบทสนทนาเป็นฐานมีประสิทธิผลและช่วยพัฒนาทักษะการพูดและพฤติกรรมในการเรียนของนักเรียนได้

คำสำคัญ: รูปแบบจำลองบทสนทนาเป็นฐาน, ทักษะการพูดภาษาอังกฤษ, พฤติกรรมในการเรียน

ABSTRACT

This study was aimed at investigating the effectiveness of the use of a designed teaching model called Dialogue Task-based Learning Model, and finding out whether it helps to improve students’ English speaking skill as students’ learning behavior or not. The samples in the study consisted of 30 sixth grade students studying at Nonjakjan, and Nongngulerm schools of Sisaket. They were selected by a simple random sampling. The instruments employed in this research were the designed teaching model entitled Dialogue Task-based Learning, the Students’ English Speaking Behavioral Observation Form Focusing on Language Fluency, and the Frequencies, and Percentages on Students’ Learning Reaction Speaking English Observation Form. The statistics used for data analysis was percentage. The research findings were as follows: The results found in this study indicated that the students’ English language fluency and accuracy is likely to be improved, and developed after they have
learned, practiced, acted out, and gained more English in their English speaking through the process of Dialogue Task-based Learning. The outcomes of this study show that the dialogue task–based learning model is effective and it helps the students improve their speaking skill with more confidence.

**Keywords:** Dialogue Task-based Learning Model, students’ English speaking skill, students’ learning behavior

**Introduction**

**Background of the Study**

English is an important language to communicate with other nations. English spread widely all over the world, and is an important key to success if you want to study, to do business, to make new friends, to go aboard, and etc. In addition, Finkelman (2005) mentioned that English is also a second language, and as an official language in many countries. The most recent statistics of English speakers in the world show that more than 400 million people speak English as the first language, and it is estimated that over 700 million people in the world speak English as a foreign language. Therefore, English is an international language in communication, business, aviation, entertainment, the Internet, study, and go on. Moreover, English is the most important foreign language spoken all over the world, and it can be used for communication among people from various countries as well as an instrument to search for knowledge of all fields. Wanchai Raisanguan (2005) stated that it is well known that Thai people, and teachers find English one of the most difficult skills. The two most difficult skills for Thai people are listening and speaking. The researcher works as an English teacher in Sisaket Education Office Area 4. There are many native speakers working as English teachers in different schools, in preparation for ASEAN community. However, most students cannot communicate with those native speakers and other foreigners. They always misunderstand when they speak with the native speakers. According to the researcher’s direct experience in teaching speaking, students have many problems. Firstly, most students have less interaction while studying in English speaking classes. They do not understand the dialogues within a limited given time. Therefore, it is hard for them to have expected reactions. This causes them to get low marks when they do a post–speaking task. Secondly, most of them always have passive speaking behaviors.

They cannot speak or cannot answer the teacher’s questions though they are guided by the dialogues. Their English skills are very poor, and it’s difficult for them to learn how to speak English. When they try to practice speaking English, they have less confidence to speak. These make students have negative speaking attitudes. The researcher has found that using
Dialogue Task-Based Model is the answer. So the researcher would like to develop and improve the English speaking skill of primary school students in Nonjakjan, and Nongngulem schools of Sisaket.

The aim of this study is to improve English speaking skill of primary school students in Nonjakjan, and Nongngulem schools. Both of these schools are located in Nongngulem subdistrict, Benjalak district, Sisaket province. The researcher believes that using the Dialogue Task-Based Model can help, and solve these problems, because a dialogue is a reciprocal conversation between two or more people. As we are choosing to use the words, it is a way of exploring the roots of the many crises that face humanity today. It enables inquiry into, and understanding of, the sorts of processes that fragment and interfere with real communication between individuals, nations and even different parts of the same organization.

**Purpose of the Study**

This study was aimed at investigating the effectiveness of the use of a designed teaching model called Dialogue Task-Based Learning model, and finding out whether it helps to improve students’ English speaking skills as students’ learning reactions or not.

**Research questions**

1. Does the Dialogue Task-Based Model improve students’ speaking skills?
2. Does the Dialogue Task-Based Model help develop students’ learning reactions towards English?

**Scope of the study**

This research focuses on the development, and improvement of the students’ English speaking skills of 30 Phathomsuksa 6 students (Grade 6), studying in the second semester of the academic year 2013 at Nonjakjan, and Nongngulem schools in Benjalak District of SiSaKet Province.

**Significance of the study**

The results of the study may be useful not only for improving, and developing the students’ English speaking skills, but also for teachers in making them of students’ attitudes that would affect the student’s learning behaviors, and finding strategies to deal with other problems. In addition, the finding can be useful for students to change some aspects of their attitudes toward speaking English which are very important and may have an impact on their learning achievement in the future. Furthermore, the results could be a guideline and a useful source of information for other researchers. Interested researchers can also use this report as
the related literature for their study concerning using dialogue task–based model to develop students’ English speaking skills.

Definition of key terms:

Task-based Learning refers to teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective.

Dialogue Task-based model refers to three main steps in the Dialogue Task–based model in addition to step of evaluation

1. Pre–task (Introduction to topic and task)
2. Task Cycle (Task > Planning > Report)
3. Language Focus (Analysis and practice)

Students’ English speaking skill refers to ability of students for communication in English

Students refer to the students who study at Phatomsuksa 6 of Nonjukjan, and Nongulerm schools.

ASEAN community refers to 10–member Association of South East Asian Nations.

Expected outcome

The expected outcome of this study will help, and improve the students’ English speaking skills to communicate with foreigners, especially people from neighboring countries in the ASEAN Community, as well as improve the students’ learning behavior towards English. These activities will have a high level of effectiveness for the students. The study is expected to help the English instructor improve teaching, and learning strategies inside, and outside the classroom.

Research Methodology

Population and Samples

The populations of the study were Phatomsuksa 6 students of Nonjukjan, and Nongngulerm schools of Sisaket. The samples of this study were 30 students from both schools. They were selected by a simple random sampling.

Research instruments

The instruments employed in this research were the designed teaching model entitled Dialogue Task-based Learning, the Students’ English Speaking Behavioral Observation Form Focusing on Language Fluency, and the Frequencies, and Percentages on Students’ Learning Reaction Speaking English Observation Form.
Data Collection

The data of this present study were collected from observations of students’ learning behaviors and dialogue performances in speaking class during the second semester, academic year 2013. These were used for students to listen to the dialogue in the cassette (or teacher), repeat after the cassette (or teacher), students and teacher discuss word functions and word meanings in the dialogue script, students do individual work by following the teachers’ statements or respond to questions and practice in pairs, and students work in pairs to create a free dialogue which is similar to the situation in the script, and then some pairs are called to performed their own dialogues in front of the class. The teacher and other students give remarks and suggestions.

Data Analysis

The improvement on students’ speaking skill is measured by the quantity of students’ positive speaking behaviors according to language fluency and accuracy. The figures are calculated into percentages. If the percentages of positive behaviors are high, it is shown that the model can improve students’ speaking skill.

The development on students’ learning behaviors is measured by the students’ reaction in the speaking class. The figures are calculated into percentages. If the percentages of students’ attendance, cooperation, and enthusiasm are high, it is shown that the model can change students’ learning behavior to be active.

Data Analysis Result

As mentioned in the previous chapter, the purpose of this study is to investigate the effectiveness of the designed teaching model called Dialogue Task-Based Learning. To fulfill the present study, this chapter will address, and discuss the results to justify the following research questions.

1. Does the Dialogue Task-based Learning Model improve students’ speaking skills?
2. Does the Dialogue Task-Based Model help develop students’ learning reactions towards English?

The following sections present the results to justify the two questions.

The Improvement of Students’ Learning in English Speaking Skills

The improvement of students’ learning in English speaking skills is measured by the increasing number of students, and the percentages on their English language fluency, and accuracy, which is checked by the use of the speaking behavioral observation form. The
following table presents the number of students and percentages of the students’ speaking behaviors on language fluency compared between each item of the behaviors, and the three evaluations.

Table 4.1 Individual and Percentages on the Students’ English Speaking Focusing on Language Fluency

<table>
<thead>
<tr>
<th>Evaluation Behaviors</th>
<th>Evaluation 1</th>
<th></th>
<th>Evaluation 2</th>
<th></th>
<th>Evaluation 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Fluency</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1) Able to clearly communicate the flow of ideas with minimal hesitation.</td>
<td>6.67</td>
<td>36.67</td>
<td>23.33</td>
<td>53.33</td>
<td>13.33</td>
<td>0</td>
</tr>
<tr>
<td>2) React confidently with some hesitation.</td>
<td>26.67</td>
<td>43.33</td>
<td>23.33</td>
<td>13.33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3) Need more time or assistance to react.</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4) Show very little reaction with a lot of hesitation.</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5) No reaction at all, or cannot respond.</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: I = Individual % = Percentage

Table 4.1 shows Checklist of the Students’ English Speaking Focusing on Language Fluency in Each Item. The percentages on the students’ speaking behaviors under an aspect of fluency shown in the table indicate that the designed model Dialogue Task – Based Learning can help to improve the students’ speaking skills. It showed in the increasing percentages on the positive behaviors items 1, and 2, and the decreasing percentages on the negative behaviors from items 3, 4, and 5. According to all the results above, it can be concluded that the modified model Dialogue Task-Based Learning can help to improve the students’ speaking skill in an aspect of the fluency.

On the other hand, there are six students show very little reaction with a lot of hesitation in the first evaluation. However, in the second and third evaluation, several students re-act confidently with some hesitation. They need more time or assistance to re-act in the
third evaluation. The can speak English better than before. It might be because they used the dialogue that can improve their English speaking skill. Three students did not re-action at all, or fail to respond in the first evaluation. However, all of them improve their English speaking skill. As seen in the second and third evaluation, it showed that they can speak, and need more time or assistance to re-act. As the results of the students’ English language fluency and accuracy is likely to be improved after they have learned, practiced, acted out and gained more English in their English speaking through the process of Dialogue Task-based Learning. The outcomes of this study show that in the first time they communicate English without confidence. In the third evaluation, the students had more confidence after they learn and practice more through the Dialogue Task-based Learning model. They can use correct words, and make longer sentences and produce smooth words when they communicate with their peers. The pauses and unclear part decrease. They take a lot of pauses. They need more helps from the peers to respond. After the students have earned, practiced, and act out speaking English through the process of the model Dialogue Task-Based Learning, they can communicate in a short pauses and long sentences. From the results, it can be said that the students’ speaking skill develop in a better level, even though. According to all the results discussed, it can be concluded that the modified model called Dialogue Task-based Learning can help to improve the students’ peaking in an aspect of fluency.

Table 4.2 Frequencies and Percentages on Students’ Reaction in English Speaking Class

<table>
<thead>
<tr>
<th>Evaluation items</th>
<th>Evaluation 1</th>
<th>Evaluation 2</th>
<th>Evaluation 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>%</td>
<td>I</td>
<td>%</td>
</tr>
<tr>
<td>1) Attendance</td>
<td>19</td>
<td>17.92</td>
<td>34</td>
<td>32.08</td>
</tr>
<tr>
<td>- particulate in every activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- attend class punctually and regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- well prepared to perform an Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Cooperation</td>
<td>1</td>
<td>16.16</td>
<td>31</td>
<td>31.33</td>
</tr>
<tr>
<td>- help each other to design their own dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- offer help to get an activity accomplished</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- share ideas and information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ask for turns to speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As the results have shown in Table 4.2 above, it indicates that the Dialogue Task-based Learning model can help to improve students’ learning behaviors in English speaking skills, which are checked through four aspects of reaction: attendance, cooperation, enthusiasm, and using English. The results will be discussed in the details as follows.

As shown in the above table, it is obvious that the percentages of students’ attendance (participate in every activity, attend class punctually, and regularly, well prepared to perform an activity) in speaking class as a whole in the first evaluation has been increased from 17.92% to 50.00% in the third evaluation. It might be said that the Dialogue Task-based Learning model helps to encourage the students to come to the class and play attention to study. As seen, in the item of cooperative behavior, they help each other to design their own dialogue, offer help to get an activity accomplished and information, and ask for turns to speak. As seen in the table 5.3, it increased from 16.16 in the first evaluation to 52.53 in the third evaluation.

In addition, in the item of enthusiastic behavior in the first evaluation the percentages rise from 9.30% to 29.07% in the second evaluation and still rising to 61.63% in the third evaluation. Based on these findings, it is implied that the model Dialogue Task-based Learning encourages the students to participate in speaking class Enthusiastically when the students are provided with the opportunity to cooperate with their peers to prepare, and practice, and act out in front of the class. They try to be volunteers to do activities, offer to act out of the dialogues, and offer turn to speak in class.
Furthermore, in the item of using English behavior, the percentages keep rising from 17.86% in the first evaluation to 29.28% in the second evaluation and 52.86% in the third evaluation. It is shown that the students use more English in the class. According to the results above, it can be concluded that the Dialogue Task-based Learning can motivate the students to pay more attention in the class and enthusiastically to work together. Moreover, they have opportunities to use English in class. It can promote them when completing the tasks. It can be said that the model Dialogue Task-based Learning can help to improve students’ speaking behaviors in English speaking skill.

Conclusion of the Study

This study was aimed at investigating the effectiveness of the use of a designed teaching model called Dialogue Task-based Learning model, and finding out whether it helps to improve students’ English speaking skills as students’ learning reactions or not. The modified model was designed through the concepts of Target Language and techniques for TEFL under the circumstances of communicative language teaching as well as with the task-based learning and dialogues. The subjects of the study are Phathomsuksa 6 students of Nonjakjan school and Nongulerm school of Sisaket. This study aims to answer two research questions:

1. Does the Dialogue Task-based Learning Model improve students’ speaking skills?
2. Does the Dialogue Task-Based Model help develop students’ learning reactions towards English? The students’ development in English speaking is determined by the speaking behavioral observation scale adapted from Horwiz’s FLCAS (1986) and the improvement of the students’ learning behaviors is measured by the student’s reaction in speaking class.

The results found in this study can be described to provide the answers to the research questions. The following is the discussion to the first research question.

The results of the students’ English language fluency and accuracy showed that it is likely to be improved after they have learned, practiced, acted out and gained more English in their English speaking through the process of Dialogue Task-based Learning.

The outcomes of this study show that in the first time the students communicate in English without confidence. They take a lot of pauses. They need more helps from their peers to respond. After they have learned, practiced, and acted out by speaking English through the process of the model Dialogue Task - Based Learning, they can communicate in a short pauses, but long sentences. From the results, it can be said that the students’ speaking skill develop in a better level. The students gain more opportunities to practice speaking with their partners more and more. They can still remember what they have learned and practiced to interact
with their peers. This was in consonance with the study of Lillevik Suphawadi (2008) which said that the subjects felt confident using English. After they had practiced, they could improve their speaking, and they liked to come to the class to study. Moreover, the model could also improve their speaking skills in terms of both fluency and accuracy.

The following is a discussion of the answer to the second questions: Does the Dialogue Task-Based Model help develop students’ learning reactions towards English?

As the findings show, it indicates that the students can be helped to improve their learning behavior by using the technique of Dialogue Task-based Learning. After learning through the process of the model, the students attended the class and interacted in all activities given regularly. The process of this model provides the students with opportunities to cooperate with their peers and the model can encourage the students to attend more in the speaking class. Moreover, when students enjoy working together, they are enthusiastic to complete all activities given. During working in pairs, the students have a chance to discuss, share idea, use and gain language to create their own dialogue to act out in front of the class and they try to use more English to speak in class too. In addition, the students have positive attitude toward learning through the process of the Dialogue Task-based Learning, they can change their learning styles from passive to be active.

It could be concluded that the dialogue helps the students learning by their method to improve speaking skills, promote their learning behaviors, and their positive attitude towards speaking English. From the results of the study above, it can probably be concluded that the Dialogue Task – Based Model is helpful and effective in developing students’ English speaking ability. It can help students learn happily with positive attitudes.

Suggestions

The present study aims to improve the developing students’ speaking skill and students’ learning behaviors. In order to acquire the language fluency and accuracy, the students should learn, practice, and do all activities, and act out through the model Dialogue Task-based Learning more often and for a long period of time. It may be more beneficial or interesting if the Dialogue Task-based Learning Model is used with writing skill in the class to improve their language skill. With reference to the research findings, the researcher found that the use of the Dialogue Task – Based model enhances the students’ language learning. They improved speaking English skills as the results shown by the progress of each week. All of the students were very happy when they did the activity. They also had positive attitudes toward speaking. The present study is aimed at the students’ English learning proficiency; the external factors can help improve their English skills. According to the results of the study, it
could help the language learner develop a good attitude and inspiration toward acquiring English skills. Howsoever, there are some limitations in this study; skills, participants, time period, and the contents. The skill is limited to only speaking. The number of participants is quite small. The time period is not long enough and the content is also too limited.

Suggestions for Further Study

For further study, suggestions are as follow:
1. For further research, The Task- Based Model should be adapted to develop students’ writing and listening skills in the aspect of accuracy in grammar and comprehension.
2. This model can be an appropriate teaching model for teaching weak students, because it would help develop their confidence.

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