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Developing English speaking ability using task-based language learning of undergraduate students at Kalasin University

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Abstract

The purposes of the proficient goal which strong point of study English speaking to promote, serve and acquire fluency and accuracy over English speaking ability to learners of this purposes of this research were: 1) to study and compare the English speaking ability before and after learning through Task-based Language Learning of 26 undergraduate students, and 2) to study the students' attitudes towards teaching English speaking ability using Task-based Language Learning. The sample consisted of 26 undergraduate students at Kalasin University, Namon District, Kalasin Province, Thailand in the first semester of the academic year 2018. The research was a one group pretest-posttest design. The research instruments included 12 lesson plans, an English speaking ability test and an attitude questionnaire. The experiment lasted 12 weeks, 2 hours a week, or 24 hours for all. The instrument employed were percentage that concern with scores of speaking pretest and posttest, mean, standard deviation, and t-test. The findings for this research of the students' leaning speaking English using Task-based Language Learning were as follows: 1) the students' pretest were 35.22 or 32.02 percent and posttest were 94.56 or 85.96 percent respectively. The posttest score of the students' leaning speaking using Task-based Language Learning was significantly higher than that of the pretest. 2) The students' attitude towards teaching English speaking ability using Task-based Language Learning was at a very good level (x=4.95).

Keywords: English speaking ability, Task-based language learning, Attitude