

The Development of English-Speaking Skill by Using Problem-Based Learning for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University

¹Thir Sriwarapong, ²Phramaha Rungphet Tikkhavajiro,
and ³Chuenarom Chantimachaiamorn

¹Master of Education (Teaching English), Faculty of Education, Mahachulalongkornrajavidyalaya University

²⁻³Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

Email: tutchapong.kakhom@yahoo.com, ²⁻³Email: weerapong.pae@mcu.ac.th

Received: January 09, 2025 **Revised:** January 30, 2025 **Accepted:** January 31, 2025

Abstract

This research studied of development English-Speaking Skill by Using Problem-Based Learning for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. The objectives were: 1) to study the needs and the problem of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. 2) to develop the English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. 3) to study satisfaction in English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. This research has used the pre-Experimental research by using pre and post experiment.

The results of this research were found that

1) the needs and problems of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University

2) the pupils who have the score post-test of use the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. ($\bar{x} = 17.50$, S.D. = 1.15) were higher than pre-test of the score pre-test in the of use experiment the manual of English-speaking skill by using Problem-Based Learning for the

First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. (\bar{x} = 9.20, S.D. = 1.28) as statistically significant at 0.5.

3) satisfaction of use experiments the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University was found that the overall average was 4.26 which was at satisfied level.

Keyword: Development of English-Speaking Skill; Using Problem-Based Learning for the First, Action-based Learning; Development English and Problem-Based Learning

Introduction

When studying English, learners need to master four key skills: speaking, listening, writing, and reading. Speaking serves as a tool for interaction, facilitating the expression and transfer of ideas and emotions. According to Richards (2008), speaking activities in English language teaching should prioritize teaching students how to effectively use and communicate in English (as cited in Eyesus, 2015). This skill is considered important because most students often evaluate their success in English based on their speaking proficiency. Therefore, developing effective methods to increase the students' performance as both language learners and language users can help enhance the students English learning achievement in speaking skills.

According to Brown (2001), oral communication competence or speaking skill is a goal of English learning. It has been considered an initial skill that leads the learners to develop the other communication competences. Speaking also entails communicative performance, as well as other important elements such as pronunciation, grammar, and vocabulary. However, we assume that developing speaking skills for young learners in Indonesia is a challenging task, given that English is a foreign language not commonly used in daily life.

To investigate young learners' proficiency in speaking English, the researcher conducted a preliminary study in one of the public junior high schools in SMP N 1 Timang Gajah. The researcher found that the students had several problems in speaking, such as reluctance to speak, shyness, fear of committing oral mistakes, poor speaking ability, and a lack of peers or social circles with whom they could explore their speaking potentials.

The researcher considered the use of Problem-Based Learning (PBL) as an appropriate strategy to help the students improve their speaking skills. As states by Preetha Ram, et al. (n.d.), PBL is a constructivist pedagogy in which the students learn to develop critical thinking skills by solving real-world problems in small groups. In the learning process of PBL, the students work with classmates to solve complex and authentic problems that

help develop content knowledge as well as problem solving, reasoning, communication, and self-assessment skills (Duch, Groh & Allen, 2001).

The ability to effectively communicate with other people is an important skill. Through communication, people gain an understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how others perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and with responsibility, but without sacrificing their own needs and integrity. To reiterate, during self-talk, communication occurs within the brain. During a communication event, they encompass their thoughts, experiences, and perceptions.

Alan Barker (2013) points out that excellent communication skills are vital in today's workplace. Whether keeping the interest of a large audience, impressing a potential employer or simply winning the argument at an important meeting, the key part is sounding. Effective communication is one of the most important life skills we can learn; yet one we don't usually put a lot of effort into. Whether you want to have better conversations in your social life or get your ideas across better at work, communication is like the house door that migrants must enter first. The adaptation to cultural differences is directly related to the migrants' failure or success, and it heavily depends on the migrants' communication competence with the host. Communication between people is the structural change for adaptation with the greatest impact.

Ms. Waewta Soisuwan (2014) states that “communication has a significant influence of global business. Many organizations pay attention to both internal co and external communications. As the use of the English language continues to grow popularly, it is obvious that English is the international language of communications. Researchers concur on that view and for various purposes, such as education, technology, business and cultural development. Hence, communications skills are a vital part of personal life”.

English plays a key role for second year staff to develop their communication skill. It is very helpful to them to learn the language effectively and to be able to communicate fluently with each other; it helps to enhance their English-speaking proficiency level. In the work world, communication skills are critical in many situations. These include going on job interviews, asking question when you need to help on an unfamiliar project, training other employees, and dealing with other customers.

For learners, the speaking skill is a fundamental method that can enhance their speaking, reading, and writing abilities. However, at the Faculty of Education, staff strive to improve their speaking abilities and communicate with each other by using foreign languages in their classrooms. To be able to improve these skills, one must take time to listen, speak, and repeat what they listen to, whether it is CDs or tapes, and what they

watch on a daily basis, such as videos or TV programs. To communicate effectively, staff must be both confident and proficient in speaking.

English is one of the most important languages we can learn, and it leads to everything that we do, whether we're communicating at work to meet deadlines and achieve results or communicating with friends, family, and partners to build strong relationships. Thanks to English, people worldwide can communicate more easily. With modern technology, it is even easier for people to communicate. People can use it easily, and it saves time. The research aims to overcome communication problems. After two years of study, staff feel confident that their English communication skills have improved. First and foremost, staff members need to enhance their English communication skills by developing their speaking, reading, writing, and translation abilities. Secondly, they need to improve on their vocabulary.

Ms. Napamon Nilkuha (2014) mentions that "Thailand has become one of the Asian countries where international organizations are interested in establishing their offices. Thai people working in these organizations are increasingly using English. Thus, it seems necessary for people to have adequate English proficiency to communicate with foreigners from all over the world.

To understand the communication skills, staff should take time to listen attentively and speak with their classmates whenever they meet. With daily practice, they can communicate well with others, improve their speaking skills, and try to impress their peers. That will motivate and encourage them.

Why is public speaking one of the most practical classes you'll take? Other classes may require presentations, and this research prepares you. Effective speaking skills also give you a huge advantage at work. Overall, public speaking ability helps you become a more active member of your community, allows you to participate more fully in an organization you belong to, and boosts your self-confidence in both personal and professional contexts. Any career will require verbal communication, and these studies will help you overcome your fears and learn.

My study will use action-based learning to focus on communicative English-speaking skills for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. My understanding is that no one else has studied this topic before. My motivation to conduct further research on this topic stems from its significant value and crucial role in enhancing English communication skills during the second year of the international program at the Faculty of Education.

Research Questions

- 1) What are the needs and challenges of improving English-speaking skills through Problem-Based Learning for first-year B.A. students teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University?
- 2) How do first-year B.A. students teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University improve their English-speaking skills through Problem-Based Learning?
- 3) What is the average level of satisfaction with the English-speaking skills of first-year B.A. students teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University, using Problem-Based Learning?

Research Objectives

- 1) To study the needs and the problem of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.
- 2) To develop the English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.
- 3) To study satisfaction in English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

Methodology

1) Research Design

Pre-Experimental research by using pre and post experiment with the samples was shown as below figure.

Table 1 Pre-Experimental research by using pre and post experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T1	X	T2

- E means Samples
- T1 means Pre-Experimental Test
- X means English-speaking skill by using Problem-based Learning for the First Year B.A. students of teaching English (International Program)
- T2 means Post-Experimental Test

2) Target Groups and Samples

2.1) This research focuses on 160 First Year B.A. students in the English Teaching (International Program) at the Education Faculty of Mahachulalongkornrajavidyalaya University.

2.2) A purposive sampling of 20 first-year B.A. students who are teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University was used in the research.

Research Results

1) the needs and problems of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

2) the pupils who have the score post-test of use the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. ($\bar{x} = 17.50$, S.D. = 1.15) were higher than pre-test of the score pre-test in the of use experiment the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. ($\bar{x} = 9.20$, S.D. = 1.28) as statistically significant at 0.5.

3) satisfaction of use experiments the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University was found that the overall average was 4.26 which was at satisfied level.

Discussion

To study the process of creating a questionnaire of the needs and problems of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University, illustrate that of the needs and problems of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. It was found that the overall average was 4.28, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 7. You have an adequate English vocabulary for effective speaking. ($\bar{x} = 4.50$, S.D. = 0.51), and the second item was no. 9: You feel shy when standing and speaking English in front of a large audience. ($\bar{x} = 4.45$, S.D. = 0.60), and the third item was

no. 3: You have the self-confidence to converse in English with your friends. (\bar{x} = 4.40, S.D. = 0.60), and the lowest level was no. 2: You like speaking English. (\bar{x} = 4.10, S.D. = 0.64), respectively. In conclusion of the needs and problems of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University, which was at a satisfied level. Consistent with the study of **Phra Natthakit Kittiyano (2020)**, she studied English oral presentation for the bachelor of arts of the fourth-year international staff at the Mahachulalongkornrajavidyalaya University Chiang Mai campus. The findings in this study revealed the following: 1. From a study of principles of oral presentation among staff in English speaking classes, it was found that the MCU Bachelor of Arts fourth year staff's English oral presentation was generally high, while considering each part in average, the aspect of pronunciation was moderate, the aspects of vocabulary and English grammar were high, and the aspects of confidence and strategy use were moderate. 2. In respect of a study of the problems of English speaking in order to improve oral presentation of the MCU Bachelor of Arts fourth year staff, it revealed that problems of the MCU Bachelor of Arts fourth year staff's English oral presentation included 1) staff had problems with English pronunciation, 2) staff had problems with English vocabulary, 3) staff had problems with English grammar, 4) staff had problems with confidence, and 5) Staff had a lack of strategy uses of oral presentation. 3. With regard to a study of the effective ways of solving the problems in English speaking of the MCU Bachelor of Arts fourth year staff, it found that staff were required to practice pronunciation, staff were required to increase more vocabulary, staff were required to learn more about the structures of English sentences, staff were required to conduct research and preparation, and staff were required to understand clearly the structure of the presentation, including the introduction, body, and conclusion. Consistent with the study of **Chompunuch La-onsri (2022)**, it aimed to investigate the difficulties of oral presentation faced by Thai officers at a multinational company. The finding showed the trend of the respondents in all factors is moderate. The officers think oral presentation is difficult because they have low confidence. Moreover, they find it hard to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. They focused on the interpretation of meaning. In terms of audiences, they are frightened when a lot of people are watching them. In terms of suggestions, the officers suggested that the graduated staff need further preparation in this working area. The officers suggested practicing basic communication and vocabulary by focusing on the target of communication and learning to prepare presentation material proficiently. Consistent with the study of **Wanicha Siraranghom (2020)**, The Analysis of Needs in English Speaking Skills and Problems of Navaminda Kasatriyadhiraj Royal Air Force Academy Graduates in Speaking English in the Workplace.

The results revealed that the graduates could not speak English in different situations effectively. They had limited speaking skills to liaise with foreigners during foreign visits and military missions. The language skills required by the graduates depended on the positions to which they were appointed. In the combat force, the graduates needed skills in liaising with others during military and diplomatic missions. In the command department, graduates needed everyday conversational skills and speaking skills when attending seminars or making a presentation. And in the logistics department—such as purchasing weapons and studying the accompanying weapon manuals—they needed negotiation skills as well as reading and translation skills. In terms of problems encountered in speaking English, they had difficulty speaking English in a variety of situations. They lacked confidence when speaking English due to pronunciation problems and limited vocabulary.

Comparison of competency of pre-test and post-test in the of use experiment the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University, indicates that comparison between the students' pre-test and post-test in the of use experiment the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University, is found that the pupils who have the score post-test of use the manual of English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University ($\bar{x} = 17.50$, S.D. = 1.15) are higher than the pre-test of the score in the use experiment of the manual of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University ($\bar{x} = 9.20$, S.D. = 1.28) as statistically significant at 0.5. Consistent with the study of **Kesda Thanghun (2012)**, using Task-Based Learning to Develop English Speaking Ability of Prathomsuksa 6 Staff at Piboonprachasan School. The results of this study indicated that the English-speaking ability of Prathomsuksa 6 staff learned through task-based learning after the experiment was significantly higher than before learning at the .05 level. Consistent with the study of **Pornpun Vimooktalop (2006)** a study of the usefulness and enjoyableness of communicative English activities as perceived by lower secondary demonstration school staff. The findings in this study revealed the following: (1) the partisans had experienced both communicative and non-communicative actives in their English classes: (2) the participants activities that both communicative and non-communicative activities were useful but they thought communicative activities were more enjoyable: (3) there were positive relationships between perceived usefulness and enjoyableness of communicative activities and

non-communicative activities the 0.05 level of significance; (4) there were not any significant differences in opinion towards the enjoyableness of communicative activities of low, medium, and high English proficiency staff but there were significant differences in their opinion towards the enjoyableness of non-communicative activities and towards the usefulness of communicative and non-communicative activities at the 0.05 level significance. Consistent with the study of **Pranee Anthaboot (2012)** who studied using communicative activities to develop the English-speaking ability of Matthayomsuksa three staff. The result of this study indicated that the staff's English-speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance of .05.

Study satisfaction in English-speaking skill by using Problem-Based Learning for the First Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University, it illustrates that that of satisfaction of use experiment the manual of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University, it was found that the overall average was 4.26, which was at satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 10. The lesson encourages students to understand the content better. ($\bar{x} = 4.55$, S.D. = 0.51), and the second item was no. 9. The lesson is appropriate for learning. ($\bar{x} = 4.40$, S.D. = 0.50), and the third item was no. 5. Students can appropriately apply their processes and skills in their daily lives. ($\bar{x} = 4.35$, S.D. = 0.49), and the lowest level was no. 6. The learning period is appropriate. ($\bar{x} = 4.10$, S.D. = 0.64) The average is equal to the no. 7. The learning activities encourage students to work together in groups and individually ($\bar{x} = 4.10$, S.D. = 0.55), respectively. In conclusion, evaluate satisfaction of using and experimenting with the manual of English-speaking skill by using problem-based learning for the first-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University, which was at a satisfied level. Consistent with the study of **Nurat Yamchai (2016)**, The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was as follows: The staff's satisfactions toward the task-based learning were at the highest level. Consistent with the study of **Narissara Siritwong (2023)** she studied the development of English learning activities the Topic English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 students. findings were as follows: The students' satisfaction toward learning through the developed learning activities was at the highest level ($\bar{x} = 4.55$, S.D. = 0.51). Consistent with the study of **Kholeeyoh Jehdo (2016)** satisfaction of YRU Students Toward Teaching English Based on a Communicative Language Teaching Approach. The

results are as follows: Overall, the students' satisfaction towards English language teaching based on Communicative Language Teaching (CLT) was high ($\bar{x} = 3.49$). In terms of the students' satisfaction of each aspect, there were two aspects at high, consisting of the learning activity ($\bar{x} = 4.06$) and the lecturer aspect ($\bar{x} = 3.87$). Moreover, there were two aspects with an average level of satisfaction, including the content aspect ($\bar{x} = 3.33$) and the assessment aspect ($\bar{x} = 3.28$).

Suggestions

Suggestions that should be applied

- 1) The researcher should arrange the study time to be more flexible for each student.
- 2) The researcher should use appropriate and diverse teaching media in teaching.
- 3) The English-speaking skills manual using problem-based learning should be tested with students in other grades.

Suggestions for future research

- 1) There should be research to study about the teaching method of using problem-based learning with other independent variables such as educational games and active learning management.
- 2) Learning activities should be organized using communicative activities to study English proficiency in other skills, such as listening skills.
- 3) Researchers should use a variety of media to develop other English language skills, not just speaking, such as speaking comprehension, vocabulary comprehension, or writing comprehension.

References

- Alan Barker. (2013). *Improve Your Communication Skills (Vol. 39)*. UK: Kogan Page Publishers.
- Brown, H. D. (2001). *Assessing speaking (oral proficiency scoring categories)*. California: Edits publishers.
- Chompunuch La-onsri. (2022). *A study of oral presentation difficulties faced by Thai officers at a multinational company* (Thesis of Master of Arts in English Language Teaching). Language Institute: Thammasat University.
- Duch, B. J., Groh, S. E., & Allen, D. E. (2001). *The power of problem-based learning: a practical "how to" for teaching undergraduate courses in any discipline*. Retrieved from: https://archive.org/details/powerofproblem0000unse/page/n3/mode/2up?utm_source=chatgpt.com

- Kesda Thanghun. (2012). *Using Task-Based Learning to Develop English Speaking Ability of Prathomsuksa 6 Students at Piboonprachasan School*(Master's Thesis). Srinakharinwirot University.
- Kholeeyoh Jehdo. (2016). *Satisfaction of YRU Students towards Teaching English based on Communicative Language Teaching Approach*(Thesis of Master of Arts Degree in Humanities and Social Sciences). Yala Rajabhat University.
- Ms. Napamon Nilkuha. (2014). *A Study of English-Speaking Problems Among Thai Employees at I.C.C. International PLC*(Master's Thesis). Graduate School: Thammasat University.
- Ms. Waewta Soisuwat. (2014). *The Needs on English Communication Skills of the Vat Refund for Tourist Officers*(Master's Thesis). Graduate School: Thammasat University.
- Narissara Siri Wong. (2023). *Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students*(Thesis of Master of Arts Degree in Research of Curriculum and Instruction). Sakon Nakhon Rajabhat University.
- Nurat Yamchai. (2016). *The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Students, Silpakorn University*(Thesis of Master of Education). Silpakorn University.
- Phra Natthakit Kittiyano. (2020). *A Study of English Speaking for Oral Presentation of the Bachelor of Arts Fourth Year Students of Mahachulalongkornrajavidyalaya University Chiang Mai Campus at Muang of Chiang Mai in Thailand*(Thesis of Master of Arts in English). Mahachulalongkornrajavidyalaya University.
- Pornpun Vimooktalop. (2006). *A study of usefulness and enjoyableness of communicative English activities as perceived by lower secondary demonstration school students*(Degree of Master of Education Program in Teaching English as a Foreign Language). Department of Curriculum, Instruction, and Educational Technology: Chulalongkorn University.
- Pranee Aanthaboot. (2012). *Using communicative activities to develop English speaking ability of Matthayomsuksa three students*(Master of Arts Degree in Teaching English as a Foreign Language). Srinakharinwirot University.
- Preetha Ram, et al. (n.d.). *Training for Lifelong Learning Through Online PBL*. Retrieved from: <https://www.cc.gatech.edu/faculty/ashwin/papers/er-05-03.pdf>
- Richard, Jack. C. (2008). *Teaching listening and speaking from theory to practice*. London: Cambridge University press.
- Wanicha Siraranghom. (2020). The Analysis of Needs in English Speaking Skills and Problems of Navaminda Kasatriyadhiraj Royal Air Force Academy Graduates in Speaking English in the Workplace. *Dhammathas Academic Journal*, 20(4), 42-54.