

The Development of English Speaking Proficiency for the 5th Grade Students at Ponrom Anusorn School in Lopburi

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Abstract

The purposes of the study were 1) to study the needs of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi, 2) to develop active learning in English speaking of the 5th grade students at Ponrom Anusorn School in Lopburi and 3) to study the effectiveness of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi. The participants were 20 5th grade students at Ponrom Anusorn School in Lopburi. The study is pre-experimental research by using pre-test and post-test with the samples. The instruments were the lesson plans that helped students develop their English speaking skill, the pre-test and post-test of the use of English speaking skill through active learning and a questionnaire of students' satisfaction towards the use of active learning in English classroom. The calculation method was the percentage, mean, and standard deviation by Microsoft Office Excel program.

The result in this study showed that the mean score of the posttest ($M = 13.25$) was significantly higher than the mean score of the pretest ($M = 5.10$). The t-test result yielded a t-value of -18.237 and a p-value $< .001$, indicating a statistically significant improvement in English achievement after the implementation of the active learning approach. This supports the hypothesis that the active learning method can enhance English language learning outcomes. The overall satisfaction level was high, with all categories receiving mean scores above 3.40, except for classroom atmosphere, which was rated as moderate. The assessment process received the highest satisfaction score ($M = 3.85$), indicating that students appreciated the variety and fairness of the evaluation methods used during the active learning sessions.

Keywords: Active Learning; Grade 5 Students; Speaking Skill.

Introduction

English is universally accepted as one of the most powerful and essential elements of human evolution. It is regarded as a ladder for everyone to achieve their goals or dreams. Its significance goes beyond just one benefit. As widely known, an individual who is capable of using the English language whether he can write it, read it, speak it, listen to it, or do all skills has more chances to do other things. English can give people skills that are useful for their daily life. It can be linked to important tools specifically the 21st century skills. It can be stated that English helps one broaden their points of view and expand their life horizons. It is indeed a key to success and prosperity.

Children can build great knowledge from a young age. During their early years, they are naturally excited and open to learn new things. They can reflect their feelings and

emotions as well. It should be noted that it is important to enhance their development through a teaching technique called active learning as it can give them a head start so that they can adapt themselves to a new academic experience. In addition, by exploring various types of active learning activities, students are invited to engage and interact with the learning materials more efficiently. Unfortunately, there are students in Thailand who face obstacles to practice English. Grade 5 students at Ponrom Anusorn School in Lopburi are ones of them. The 5th grade students cannot pronounce simple words because they do not feel comfortable or confident to speak English. Many of them are afraid to do a daily conversation with their classmates because they are not used to role play exercises or speaking in front of the class. Due to this reason, active learning is applied in class. By making them feel more relaxed and allowing them to explore a variety of speaking activities, students can improve their English ability bit by bit.

This research was to develop English speaking proficiency through active learning for the 20 5th grade students at Ponrom Anusorn School in Lopburi using the pre-test and post-test of active learning strategy, and a questionnaire of the students' satisfaction towards the use of active learning approach from November 2024 to March 2025. The objectives were to find out the needs of active learning, to develop active learning and to study the effectiveness of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi.

Research Objectives

1. To study the needs of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi
2. To develop active learning in English speaking of the 5th grade students at Ponrom Anusorn School in Lopburi
3. To study the effectiveness of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi

Literature Review

Çavide conducted a study to investigate whether there is a difference in teaching science class between the attitudes of students in active learning group and those in traditional learning group. The participants were the 7th grade students in spring term of 2015-2016 school year in Melahat Unugur Secondary School in the city center of Eskisehir, Turkey. A pretest-posttest control group design was used in this study. Two classes have been selected as experimental and control groups. The researcher prepared course materials and used the active learning method in the experimental group and the traditional method in the control group. There was indeed a significant difference in the attitudes of the students in the experimental group towards the class while there was no difference in the attitudes of the control group towards the lesson. This highlights the benefits of using the active learning approach in teaching (Demirci, 2017).

Mustafa conducted research on the effects of active learning on foreign language self-concept and reading comprehension achievement (Unal, 2010). This research was carried out through an experimental design with experimental and control groups. In the Spring Term of 2005-2006 Academic Year, 182 male college students were chosen randomly to form the experimental and the control groups. For 13 weeks, active learning techniques were used in teaching English for the experimental group while traditional methods were used for the control group. The data of the research were gathered by the Foreign Language Self-Concept Scale which is developed by the researcher and a reading comprehension placement test, i.e. the group engaged in active learning techniques, was successful in enhancing reading comprehension achievement. On the other hand, the effect of active learning on foreign language self-concept was found to be insignificant. Furthermore, there is no significant correlation between foreign

language self-concept and reading comprehension scores according to the types of high schools the students have graduated from.

Kitaw (2017) conducted a study to investigate active learning in teaching English language support courses to first-year students in some Ethiopian universities. The study aimed to identify factors that affected the implementation of active learning in classrooms where English as a Foreign Language (EFL) is taught, the perceptions of EFL instructors and their students regarding active learning, the linkage between assessment practices and productive skills, and the commonly used types of active learning techniques. Three Ethiopian universities were selected to conduct the study. The researcher chose a qualitative approach to data generation and analysis. The targets included 27 EFL instructors and their students (17 groups of focus group discussion), enrolled for English Language support courses at freshman level. The participants of the study were aware of the importance of active learning and student-centered approaches and in favor of the implementation thereof.

Yenen & Dursun (2019) conducted research on the effect of the active learning approach on student achievement in the learning outcomes of the 'My Town' unit in the fifth-grade English course in a secondary school. Quasi-experimental design with experimental and control groups were used in the study. The experimental (n=34) and the control group (n=31) were chosen by a group matching method among 11 fifth-grade classes in a secondary school in the Elazig province of Turkey in the fall semester of the 2016-2017 academic year. A semi-structured interview form and an achievement test was formed considering the fifth-grade English course learning outcomes according to the Ministry of National Education. The data collected from interviews were analyzed by a descriptive analysis method. The end of the study showed that active learning activities contributed to the students in the experimental group in the learning outcomes of the My Town unit of the fifth-grade English course.

Al-Shihri (2021) conducted research on the effect of using active learning strategies on Saudi 1st secondary EFL learners' grammar achievement. The researcher adopted the quasi-experimental approach. The participants of the study consisted of 45 male learners of King Abdullah Secondary School, Najran, Saudi Arabia. The participants were divided into two groups. One was the experimental group with 23 students and the other represented the control group with 22 students. The active learning strategies were used in teaching the experimental group, while the traditional grammar teaching method was used with the control one. A 20-item grammar test was designed to be used as a pre and post-test. The data analysis of the post-test grammar scores revealed that there were significant differences between the scores of the experimental and the control group favoring the experimental group. The result showed that the active learning strategies proved to have a positive effect on Saudi 1st secondary EFL learners' grammar achievement.

Thongthee (2020) conducted research on effects of active learning approach on the English achievement of Thai EFL secondary school students. There were 188 Thai EFL secondary school participants in the study. The researcher used a pretest and posttest to measure the students' performance. The average mean score of their pretest was at 4.96, while the average mean score of their posttest was at 13.51. The results from the questionnaire showed that the students' satisfaction level towards the active learning approach was high with mean score of 3.47 and a standard deviation of .508.

The results of these studies reveal that active learning strategies indeed have good impacts on students' learning ability. Their knowledge was surely expanded and enhanced. The studies further show that the students' satisfaction towards the active learning approach was positive. The fact that the active learning is student-centered means that the role of the teacher is reduced and students have more freedom and time to practice their skills. This means the students learn better and faster as they now have control of their learning. Furthermore, the teaching method promotes engagement and collaboration within the class.

Conceptual Framework

The research aimed to 1) To study the needs and the problems active learning in English classroom of 5th grade students at Ponrom Anusorn School in Lopburi 2) To develop active learning in English speaking of the 5th grade students at Ponrom Anusorn School in Lopburi and 3) To study the effectiveness of active learning in English classroom of the 5th grade students at Ponrom Anusorn School in Lopburi.

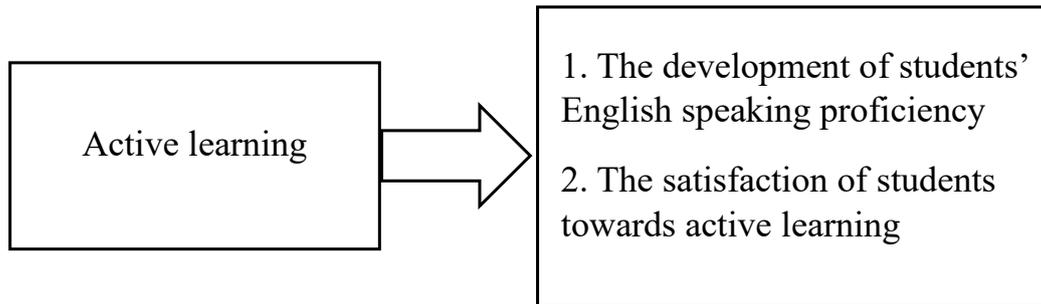


Fig.1: Conceptual Framework

Research Methodology

The researcher employed a quantitative approach for this research study to evaluate the effectiveness of active learning in the English classroom amongst primary school students at Ponrom Anusorn School in Lopburi. The quantitative research was used as a tool because it helped the researcher collect and analyze numerical data. The data was collected to answer the research questions.

Research Results

1. Demographic Data: This part shows the general demographic data of the participants. The results are shown based on the questionnaires as followed:

Table 1. Gender of the Participants

Gender	Amount	Percentage (%)
Male	9	45
Female	11	55
Total	20	100

Table 1. indicates that the sample of the study was 9 male students which is calculated into 45% and 11 female students which is calculated into 55%.

2. Effects of the Active Learning Approach on English Speaking Proficiency :To examine the impact of the active learning approach on students' English performance, the researcher administered a pretest before the implementation of active learning approach and a posttest after the instruction. The paired sample t-test was used to analyze the difference between the two sets of scores.

Table 2. Paired Sample T-test Results of Pretest and Posttest (n = 20)

Test Type	Mean	t-value	df	p-value
Pretest	5.10			
Posttest	13.25	-18.237	19	< .001

The results showed that the mean score of the posttest (M = 13.25) was significantly higher than the mean score of the pretest (M = 5.10). The t-test result yielded a t-value of -18.237 and a p-value < .001, indicating a statistically significant improvement in English achievement after the implementation of the active learning approach. This supports the hypothesis that the active learning method can enhance English language learning outcomes.

3. Students' Satisfaction Towards the Active Learning Approach

To determine the students' satisfaction levels, the researcher used a 20-item questionnaire covering five areas: instructor, teaching process, classroom atmosphere, student benefits, and assessment process. The responses were analyzed using mean and standard deviation.

Table 3. Students' Satisfaction Towards ALA (n = 20)

Category	Mean	S.D.	Satisfaction Level
Instructor	3.40	0.65	High
Teaching Process	3.75	0.52	High
Classroom Atmosphere	3.35	0.58	Moderate
Student Benefits	3.65	0.61	High
Assessment Process	3.85	0.44	High

Based on the scale by Likert, the overall satisfaction level was high, with all categories receiving mean scores above 3.40, except for classroom atmosphere, which was rated as moderate. The assessment process received the highest satisfaction score (M = 3.85), indicating that students appreciated the variety and fairness of the evaluation methods used during the active learning sessions.

Discussion

Active Learning is an instructional method that engages students in the learning process more directly than traditional lecture-based teaching. Instead of passively receiving information, students are encouraged to participate through various types of activities. Active learning shifts the focus from teacher-centered to student-centered instruction, promoting critical thinking, collaboration, and deeper comprehension. The findings of this study demonstrate that the Active Learning approach is highly effective in improving students' English speaking proficiency. This aligns with the principles outlined by High Speed Training (2024), which suggest that active learning fosters a deeper connection with the subject matter compared to traditional lecturing. By engaging in diverse activities such as Think-Pair-Share and group work, students are provided with more opportunities to practice communication in authentic contexts. This is consistent with Seemanath and Watanapokakul (2024), who found that such activities not only improve linguistic competence but also foster positive attitudes toward learning.

The results of the research support the effectiveness of the active learning approach in improving students' English speaking proficiency. The teaching strategy encourages students to actively participate in the learning material, collaborate with classmates, enhance motivation, creativity, critical thinking, and so on. Furthermore, shifting the focus from a teacher-centered to a student-centered model significantly enhances critical thinking and collaboration. As Freeman et al. (2014) noted in their seminal meta-analysis, active learning strategies increase student performance and engagement while reducing failure rates. Specific techniques like Think-Pair-Share provide a "safe space" for students to organize their thoughts before speaking, which helps reduce anxiety and boosts confidence-factors crucial for EFL learners Raba, 2017, as cited in Research Gate.

In addition, the results report high levels of satisfaction, particularly regarding the assessment and teaching process. The researcher applied different types of learning activities such as think-pair-share, group work, and discussion. The instruction was also interactive so it made the learners feel more inclusive and engaged. The classroom environment was also positive and enjoyable. Finally, the high levels of student satisfaction reported in this study

reflect the success of creating a positive and inclusive classroom environment. According to the UCLA Teaching & Learning Center (2025), when students feel inclusive and engaged through interactive instruction, they exhibit higher motivation and creativity. The enjoyable atmosphere and student-focused assessment process utilized in this research likely contributed to the learners' sense of belonging and their overall satisfaction with the learning process Hyun et al., 2017.

Knowledge from Research

Based on the results and conclusions drawn from this study, the following suggestions are proposed for future research:

Since this study was conducted with a small group of grade 5th students enrolled in an English course at Ponrom Anusorn School in Lopburi, future research should consider using a larger and more diverse sample, including students from different educational levels taking English classes.

This research focused exclusively on the active learning approach. Further studies could explore the effectiveness of alternative instructional methods to compare and determine the most effective strategies for language learning.

The scope of this study was limited to students in English courses. Future research could expand to include students in other subject areas to examine whether similar benefits of active learning apply across disciplines.

As this study was conducted in a traditional face-to-face classroom, further research could investigate the impact of active learning in online or virtual learning environments.

Given the positive influence of active learning on English achievement observed in this study, future research could focus on identifying ways to enhance and optimize active learning practices for even greater effectiveness.

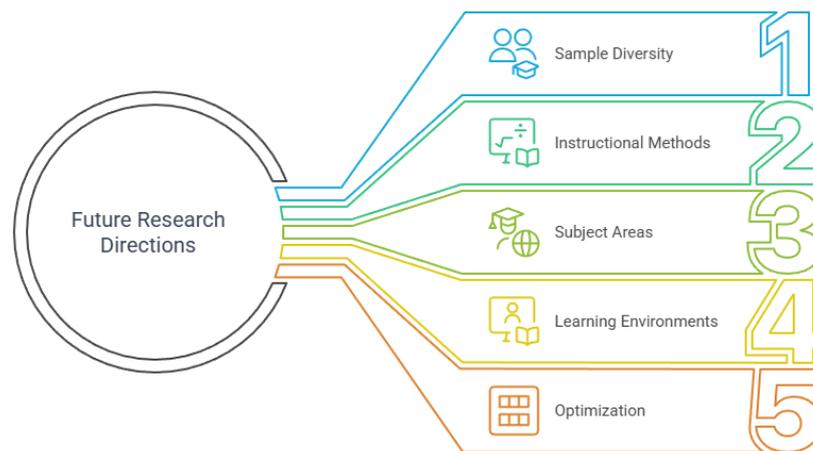


Fig.2: Knowledge from Research

Conclusion

1. Objectives of the Study This study aimed to investigate the effects of the active learning approach on the English speaking proficiency of the 5th grade students at Ponrom Anusorn School in Lopburi and to explore their satisfaction levels towards this approach. The research employed a quantitative design using a one-group pretest-posttest model with a sample of 20 5th grade students at Ponrom Anusorn School in Lopburi. Students were taught an English lesson using the active learning approach, and their learning outcomes were measured through pretest and posttest scores, followed by a satisfaction questionnaire.

2. Demographic Information of Participants From 20 respondents, 45% were male and 55% were female. Most of the participants' ages were between 10-12 years old.

3. Effectiveness of the Active Learning Approach on the English Speaking Proficiency of the 5th Grade Students at Ponrom Anusorn School in Lopburi

The findings revealed the effectiveness of the active learning approach on the English speaking proficiency of the 5th grade students at Ponrom Anusorn School in Lopburi. They showed that the means score of the students was higher when active learning approach was used in the classroom. This suggests that the active learning approach enabled the students to gain a better understanding of English.

It also revealed that the pretest scores were better than the posttest scores, which implies that the active learning approach affected students' performance and understanding in learning English speaking skill.

4. Students' Satisfaction Levels Towards the Active Learning Approach

The findings revealed the overall opinions of the students towards the active learning approach. They showed a high level of satisfaction towards the active learning approach. This suggests that the teaching method was effective and enjoyable.

Suggestions

1. Suggestions for Organizing.

- 1) Establish a Predictable Routine: A familiar schedule gives children the confidence to take charge of their own activities.
- 2) Designate Interactive Stations: Arrange the classroom into areas for specific tasks, such as role-play corners, sensory bins, or quiet reading nooks, to encourage independent exploration.
- 3) Integrate Play-Based Activities: Use games like Simon Says for listening skills, "Question Ball" for speaking, or "Fishing Games" for vocabulary to make learning fun and goal-oriented.

2. Suggestions for Further Study.

- 1) Long-term Retention: Investigate how active learning techniques in early childhood affect language proficiency as students move into higher grade levels.
- 2) Digital Integration: Study the effectiveness of Educational Apps and Interactive Websites in supporting active learning for young English learners.
- 3) Emotional Resilience: Research the link between activity-based learning and the reduction of Foreign Language Anxiety in children.
- 4) Teacher Identity and Training: Examine how a teacher's shift from a traditional lecturer role to a facilitator affects classroom dynamics and student output.

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