The Development of English-Speaking Skills for Communication of Vocational Certificate I Students at Ayutthaya Polytechnic College by Using Situation-Based Learning

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Abstract

This Article aimed 1) To study the development of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning, 2) To investigate the effect of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning, and 3) To study the satisfaction of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning. The participants were 16 Vocational Certificate I students at Ayutthaya Polytechnic College enrolled in an English course during the first semester of the academic year 2024. The study is pre-experimental research, utilizing a pre- and post-test design with the samples. The instruments included a lesson plan for teaching English-speaking skills using situation-based learning, a manual for English-speaking skills development through situation-based learning, pre- and post-tests to assess the students' speaking skills, and a satisfaction questionnaire regarding the situation-based learning approach. The data was analyzed using percentage, mean, and standard deviation with the Microsoft Office Excel program. The results of the study showed that the students' pre-test scores were at a low level (34%), while the post-test scores significantly improved to a good level (77%). Additionally, the students expressed a high level of satisfaction with the situation-based learning method, with 86.8% indicating very high satisfaction, a mean score of 4.34, and a standard deviation of 0.65.

Keywords: Speaking Skill; Situation Based Learning; Vocation Certificate.

Introduction

In today's globalized world, English has emerged as the dominant language for communication in various fields, including education, business, and international relations. However, despite the emphasis on English education in Thailand, many students, especially those in vocational education, continue to face challenges in developing strong speaking skills.

According to the Ministry of Education of Thailand (2023), Thai students' performance in English, particularly in speaking, has consistently remained below international standards, as shown by their low scores on exams like the Ordinary National Educational Test (O-NET). Studies by Paosuphan (2022) and Mcpheat (2023) highlight that while students often have a strong grasp of grammar and vocabulary, they struggle to apply these skills effectively in real-life communication. This indicates a gap in the education system's ability to prepare students for practical, real-world English usage. Moreover, there is limited research on the impact of innovative teaching methods, such as situation-based learning, in vocational education contexts, which this study aims to explore.

This research focuses on improving English-speaking skills for communication among Vocational Certificate I students at Ayutthaya Polytechnic College. These students, although enrolled in English courses, often lack the confidence and ability to communicate effectively in English. Based on the researcher's experience as an educator, the primary barriers to fluency include fear of making mistakes, insufficient vocabulary, and poor pronunciation. Previous studies (e.g., Al-Mahrooqi, 2022) have suggested that traditional language teaching methods, which emphasize grammar rules over communicative competence, fail to address the practical language needs of students. This research aims to fill that gap by examining the effectiveness of situation-based learning, which simulates real-world contexts, in enhancing students' speaking skills. The target audience for this study is first-year Vocational Certificate I students at Ayutthaya Polytechnic College, who are enrolled in an English language course for the first semester of the 2024 academic year.

The primary objective of this research is to assess the impact of situation-based learning on the English-speaking skills of Vocational Certificate I students at Ayutthaya Polytechnic College. The research will use pre- and post-test evaluations to measure improvements in students' speaking abilities and will analyze student satisfaction with this teaching method through a questionnaire. The study will be conducted over a period of six months, from May to October 2024, during the first semester of the academic year. The goal is to determine whether situation-based learning can significantly enhance the speaking skills of these students and whether they find it to be an effective and engaging method for learning.

This research paper presents a detailed investigation into the development of English-speaking skills through situation-based learning for Vocational Certificate I students. The structure of the paper includes a review of related literature, a detailed explanation of the research methodology, an analysis of the results, and a discussion of the findings. The paper will also offer recommendations for educators looking to improve English-speaking skills in vocational education contexts. The findings of this research will contribute valuable insights to the academic community and could inform policy and teaching practices in English language education, particularly in vocational training institutions. Additionally, the research has the potential to benefit students by providing them with more effective and engaging methods to enhance their communication skills for real-world applications.

Research Objectives
1. To study the development of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.
2. To investigate the effect of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.
3. To study the satisfaction of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.

Literature Review

Cavide 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 facts that 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. The 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.
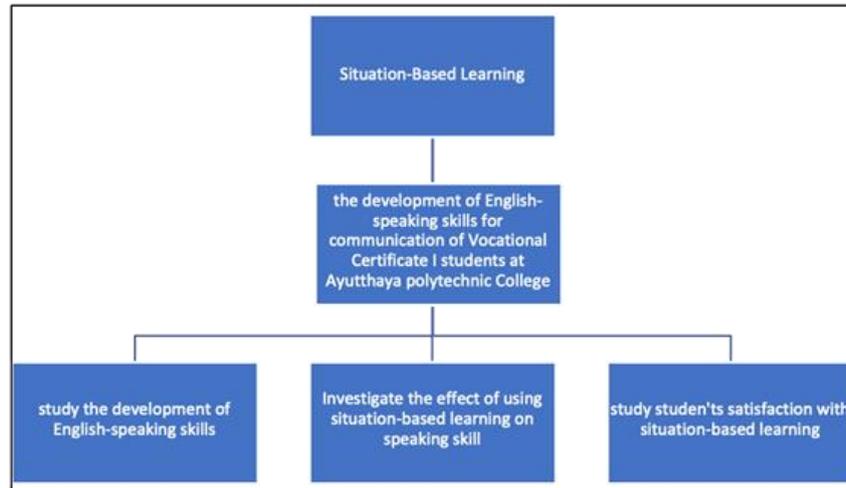
Conceptual Framework

This research is a study that focuses on the development of English-speaking skills for communication among Vocational Certificate I students at Ayutthaya Polytechnic College through the application of situation-based learning. The researcher defines the conceptual framework based on the concept of situation-based learning together with the communicative approach to language teaching. These concepts are integrated to design an effective method for improving English-speaking skills in a real-world context. The details are as follows:

Independent Variables: The independent variables in this study include the situation-based learning methodology and the teaching materials and activities designed to simulate real-world communication scenarios. These activities are carefully selected to encourage students to engage in practical speaking tasks that mirror real-life situations, such as role-playing, storytelling, and problem-solving activities.

Process/Tools/Area/Target Audience: The process involves using pre- and post-tests to measure the students' speaking proficiency, alongside questionnaires to gauge their satisfaction with the learning approach. The target audience is Vocational Certificate I students at Ayutthaya Polytechnic College, who are enrolled in an English course in the first semester of the academic year 2024. The teaching method is implemented in a classroom setting, supported by the tools and resources tailored for situation-based learning.

Dependent Variable: The dependent variable in this study is the improvement in English-speaking skills for communication. The effectiveness of the situation-based learning method will be measured by the students' speaking proficiency as determined by their pre- and post-test results, and the level of satisfaction with the learning experience, as reported through the satisfaction questionnaire.

Fig.1: Conceptual Framework

Research Methodology

The research design, methodology, tools, and procedures used in the study to develop English-speaking skills for communication among Vocational Certificate I students at Ayutthaya Polytechnic College through situation-based learning.

Research Design

The study follows a pre-experimental research design with a pre-test and post-test to evaluate the effectiveness of situation-based learning in improving students' English-speaking skills. The approach aims to measure changes in speaking proficiency and assess the level of satisfaction with the teaching method.

Target Group and Samples

The study focuses on 16 Vocational Certificate I students enrolled in the English course at Ayutthaya Polytechnic College during the first semester of the academic year 2024. The sample is selected through purposeful sampling to ensure they are directly involved in English-speaking activities within the research framework.

Research Tools

The tools used for data collection include:

Pre- and post-tests to assess improvements in students' English-speaking abilities.

A satisfaction questionnaire to measure students' perception of situation-based learning.

Lesson plans and manuals designed for teaching English-speaking skills through situation-based learning activities.

Creating Research Tools and Quality Tests

To ensure the quality of the research tools, the lesson plans and assessment materials were developed in alignment with established standards for measuring language proficiency. These tools were tested and refined based on feedback from experts in English education and the researcher's experience.

Data Collection

Data was collected at two stages: before and after the application of situation-based learning. The pre-test was administered to assess initial speaking skills, followed by the learning intervention using situation-based activities, and then a post-test to measure any improvements.

Data Analysis

The collected data were analyzed using percentage, mean, and standard deviation to compare pre-test and post-test scores. Statistical analysis was also used to assess the level of

satisfaction with the learning method, focusing on the students' feedback on the effectiveness and engagement of the activities.

The Statistic Implemented of the Study

The study employed descriptive statistics to summarize the data and assess the overall effectiveness of situation-based learning. The results were compared between pre-test and post-test scores, providing insights into the impact of the intervention on the students' speaking skills.

Research Results

1. To study the development of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning. The results showed that the students' pre-test and post-test in the use of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning. It was found that students had test scores before using of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning lower than after using of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.

Table 1: The students' pre-test and post-test in the use of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.

Student	Pre-Test (20 Points)	Percentage (100)	Level	Post-Test (20 Points)	Percentage (100)	Level
1	8	40%	Low	13	65	Good
2	7	35%	Low	14	70	Good
3	8	40%	Low	17	85	Very Good
4	7	35%	Low	14	70	Good
5	6	30%	Low	15	75	Good
6	8	40%	Low	13	65	Good
7	7	35%	Low	15	75	Good
8	6	30%	Low	13	65	Good
9	8	40%	Low	14	70	Good
10	7	35%	Low	16	80	Good
11	7	35%	Low	18	90	Very Good
12	6	30%	Low	14	70	Good
13	5	25%	Low	14	70	Good
14	8	40%	Low	16	80	Good
15	7	35%	Low	15	75	Good
16	8	40%	Low	18	90	Very Good

2. To investigate the effect of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning.

Table 2 Shows indicates that from Unit 1, the exercise "What do you study?" which involves engaging in role-playing conversations and completing the end-of-chapter exercises by filling in the blanks to complete the sentences.

Exercises	Full score	$\bar{x}$	S.D.	Percentage
1. Unit 1 What do you study?" - Engage in role-playing conversations. - Complete the end-of-chapter exercises by filling in the blanks to complete the sentences.	20	17.44	1.41	87.19
2. Unit 2 What are your hobbies? - Engage in role-playing conversations. - Complete the end-of-chapter exercises by filling in the blanks to complete the sentences.	20	17.94	1.29	89.69
3.Unit 3 The weather - Engage in role-playing conversations. - Complete the end-of-chapter exercises by filling in the blanks to complete the sentences.	20	16.62	1.02	88.12
4.Unit 4 Seeing a doctor - Engage in role-playing conversations. - Complete the end-of-chapter exercises by filling in the blanks to complete the sentences.	20	18.06	1.44	90.31
5.Unit 5 Give me directions - Engage in role-playing conversations. - Complete the end-of-chapter exercises by filling in the blanks to complete the sentences.	20	19.25	0.86	96.25
Total	**100**			

has a percentage score of 87.19%. Unit 2, with the exercise "What are your hobbies?", which follows the same role-playing and sentence completion format, has a percentage score of 89.69%. Unit 3, with the exercise "The weather", where students engage in role-playing conversations and complete end-of-chapter exercises, has a percentage score of 88.12%. Unit 4, with the exercise "Seeing a doctor", also requiring role-playing and sentence completion, has a percentage score of 90.31%. Unit 5, with the exercise "Give me directions", in which students engage in similar activities, has the highest percentage score of 96.25%. In total, the overall percentage across all units is 90.71%.

3. The results showed that indicated that an analysis of student satisfaction towards the use of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning was found that the overall average was 4.81 which was at very satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no. 10 I would recommend this learning method to other students with the score $\bar{x}$ = 5, S.D. = 0, and the second item was no. 9 Overall, I am satisfied with the situation-based learning method. and the third item was no. 2 Vocabulary in the Classroom activities are suitable for the students, no.5 The learning activities were relevant to real-life situations and no.8 This learning approach made me more confident in speaking English. with the score $\bar{x}$= 4.88, S.D. = 0.33 and the fourth item was no. 1 The situation-based learning method helped improve my English-speaking skills, no.3 The role-playing activities were effective in enhancing my

communication skills, no.4 The lesson plans were clear, structured, and easy to follow, no.6 The materials and resources provided were useful for learning English-speaking skills and no.7 Speaking skills can improve other English skills (reading, writing, etc.) with the score $\bar{x}=$ 4.75, S.D. = 0.39

Table 2: Shows The results showed that indicated that an analysis of student satisfaction towards the use of develop of English-speaking skills for communication of Vocational Certificate I students at Ayutthaya polytechnic College by using situation-based learning

No.	Statements	$\bar{x}$	S.D.	Interpretation
1	The situation-based learning method helped improve my English-speaking skills.	4.75	0.43	very satisfied
2	Vocabulary in the Classroom activities are suitable for the students.	4.81	0.39	very satisfied
3	The role-playing activities were effective in enhancing my communication skills.	4.75	0.43	very satisfied
4	The lesson plans were clear, structured, and easy to follow.	4.75	0.43	very satisfied
5	The learning activities were relevant to real-life situations.	4.81	0.39	very satisfied
6	The materials and resources provided were useful for learning English-speaking skills.	4.75	0.43	very satisfied
7	Speaking skills can improve other English skills (reading, writing, etc.)	4.75	0.43	very satisfied
8	This learning approach made me more confident in speaking English.	4.81	0.39	very satisfied
9	Overall, I am satisfied with the situation-based learning method.	4.88	0.33	very satisfied
10	I would recommend this learning method to other students.	5.00	0	very satisfied
	Total	**4.81**	**0.4**	very satisfied

Discussion

The results align with previous research that supports the effectiveness of situation-based learning in language acquisition. Students' speaking skills were greatly enhanced due to the interactive, practical nature of the learning activities. By participating in role-playing, storytelling, and other real-world scenarios, students were able to better engage with the language. The findings also highlight the importance of incorporating practical communication tasks in language teaching, particularly in vocational education where English is often perceived as a subject for exams rather than real-world application. The positive impact of situation-based learning further confirms its potential for improving communication skills in vocational contexts.

Knowledge from Research

This research has contributed valuable insights into the role of situation-based learning in improving English-speaking skills for communication. It has highlighted the importance of using real-world scenarios to engage students and enhance their language abilities. The research also provided evidence of how such an approach can improve not only

language proficiency but also student motivation and confidence. The knowledge gained from this study can inform future educational practices and curricula in vocational education, promoting more effective language teaching methods that focus on real-life communication rather than rote learning.
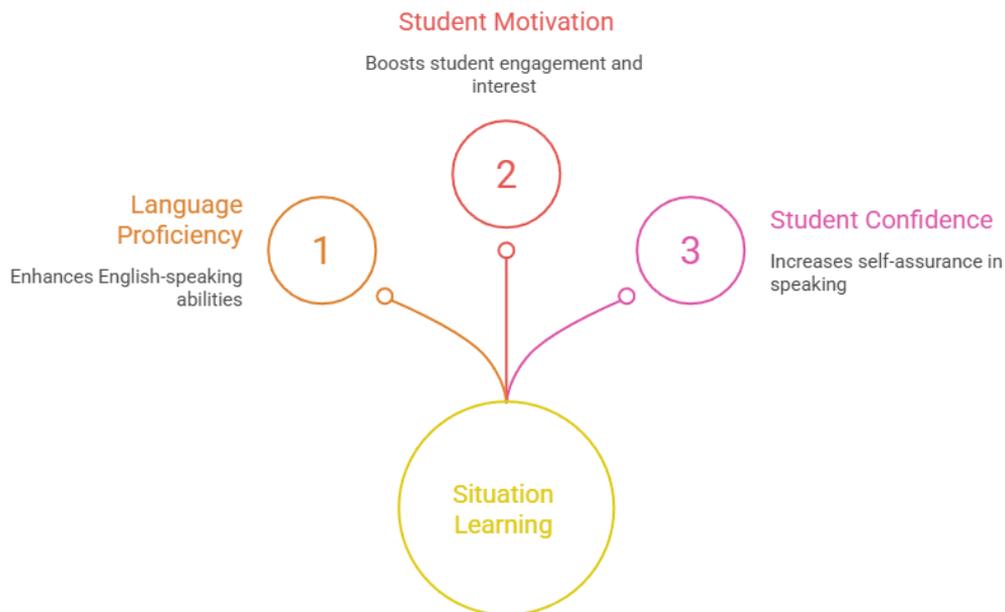

Fig.2: Knowledge from Research

Conclusion

The study aimed to develop English-speaking skills for communication among Vocational Certificate I students at Ayutthaya Polytechnic College through the application of situation-based learning. The findings demonstrate that situation-based learning significantly improved the students' speaking abilities. The pre-test scores were low, indicating limited speaking skills, but the post-test results showed a marked improvement. The students became more confident in using English in real-life communication scenarios, and their speaking fluency and accuracy improved. Additionally, the high level of student satisfaction with the learning method suggests that situation-based learning is an effective approach for enhancing English-speaking skills in vocational education.

Suggestions

1. Suggestions for Organizing.
1) Wider Implementation: Expand situation-based learning across all vocational programs to align with industry needs.
2) Professional Development: Provide specialized training for teachers to master this instructional method.
3) Technological Integration: Use technology to create more interactive and engaging classroom experiences.

2. Suggestions for Further Study.
1) Longitudinal Research: Conduct long-term studies to measure the lasting impact on language proficiency and career success.
2) Comprehensive Skill Coverage: Broaden research to include other language skills beyond just basic communication.
3) Real-World Readiness: Evaluate how effectively these methods prepare students for holistic, real-world professional communication.

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