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ผลของการสอนภาษาอังกฤษแบบเน้นงานปฏิบัติโดยใช้คลิปภาพยนตร์ที่มีคำบรรยายใต้ภาพเป็น ภาษาอังกฤษที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3

EFFECTS OF TASK-BASED INSTRUCTION USING MOVIE CLIPS WITH BIMODAL SUBTITLES ON ENGLISH SPEAKING ABILITY OF NINTH GRADE THAI STUDENTS

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บทคัดย่อ

  งานวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการสอนแบบเน้นงานปฏิบัติโดยใช้คลิปภาพยนตร์ที่มีคำบรรยายใต้ ภาพเป็นภาษาอังกฤษที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 และเพื่อ ศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอนนี้ งานวิจัยนี้ได้เก็บข้อมูลวิจัยเชิงปริมาณและเชิงคุณภาพจากนักเรียน ระดับชั้นมัธยมศึกษาปีที่ 3 จำนวน 15 คน ในการทดลอง 6 สัปดาห์ สถิติที่นำมาใช้ในการวิเคราะห์ความแตกต่าง ระหว่างคะแนนเฉลี่ยจากข้อสอบวัดระดับความสามารถในการพูดภาษาอังกฤษก่อนและหลัง และแบบสอบถามตาม แบบลิเคิร์ต 5 ระดับ ได้แก่ Paired sample t-test ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ส่วนข้อมูลเชิงคุณภาพใช้การวิ เคราะห์เนื้อหาเพื่อการศึกษาความคิดเห็นของนักเรียนจากแบบสอบถามปลายเปิด

  ผลการวิจัยพบว่า 1) มีความแตกต่างระหว่างคะแนนเฉลี่ยจากข้อสอบวัดระดับความสามารถในการพูด ภาษาอังกฤษก่อนและหลังอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) จากแบบสอบถาม นักเรียนรายงานถึงทัศนคติแง่ บวกที่มีต่อการสอนนี้ ดังนั้นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3จึงพัฒนาความสามารถในการพูดภาษาอังกฤษหลังจาก การนำการสอนแบบเน้นงานปฏิบัติโดยใช้คลิปภาพยนตร์ที่มีคำบรรยายใต้ภาพเป็นภาษาอังกฤษไปปฏิบัติใช้ในการ สอนภาษาอังกฤษ

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Abstract

     This study aimed to examine the effects of Task-based instruction using movie clips with bimodal subtitles on English speaking ability of ninth grade Thai students and to investigate their opinions towards the instruction. The quantitative and qualitative data were collected from 15 ninth grade students in the 6-week experiment. The paired sample t-test, means and standard deviation were applied to investigate the differences between the means score from the pre- and post- English speaking ability test and from a five-point Likert scale questionnaire. For the qualitative data, content analysis was used to examine the opinions of the students from the open-ended questionnaire.

     The results revealed that: 1) There was a significant difference between the mean scores from the pre- and post- English speaking ability test at the significant level of .05. 2) Students reported positive attitudes towards the instruction through questionnaire. Subsequently, ninth grade Thai students improved their English speaking ability after the implementation of the Task-based instruction using movie clips with bimodal subtitles.

คำสำคัญ: การสอนภาษาอังกฤษแบบเน้นงานปฏิบัติ / คลิปภาพยนตร์ที่มีคำบรรยายใต้ภาพเป็น
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KEYWORDS: TASK BASED INSTRUCTION / MOVIE CLIPS WITH BIMODAL SUBTITLES / ENGLISH SPEAKING ABILITY/ NINTH GRADE THAI STUDENTS

Introduction

     In the era of globalization that filled with challenges and competition, everyone is obliged to have a special skill. One of the skills that considered as a significant and vital today is an English skill. As Thailand is currently joined the ASEAN Economic Community (AEC) and English is chosen to be the medium for communication among the ASEAN countries. Oral communication skills in English are required for the future career of Thai students. The significance of foreign languages has been recognized in Thai education and society as the designers of Thai Basic Education Core Curriculum B.E. 2551 (A.D. 2008) have included the language for communication as one of the main contents for EFL learners.

     As stated in National Curriculum, English speaking ability is one of the skills that are considered crucial in Thai education system. Wiriyachitra, (2002, cited in Noom-ura, 2013) assembled the problems of Thai secondary school students who wished to speak English fluently. Some of the problems mentioned in the study are inadequate opportunities to use English in class, low confidence to communicate with classmates, lack of responsibility of their own learning, lack of enthusiasm in the lesson and absorb and accept everything from the teacher without curiosity. In addition, Kongkerd (2013) argued that the norm of teaching speaking in Thailand is focusing on teaching English grammar therefore it may not help promoting Thai learners' motivation and confidence in speaking English. Several studies have revealed that Thai students' lack of opportunity to speak in class. The studies of Maskhao

(2002) and Sirianarath (2007) indicated that most students in Thailand do not have adequate opportunity to speak in class as teachers do not provide enough English-speaking atmosphere for them. Kullawanich (2007) argued that Thai teachers give priority to receptive skill (reading and listening) more than productive skill (writing and speaking). As a result, Thai students tend to speak written English unknowingly (Ekahitanond, 2013). Furthermore, Thai studetns' perception towards English subject is rather negative (Punthumasen, 2007).

Through task-based instruction, it could maximize the opportunity for students to communicate in English because they are required to use target language to learn and achieve the task successfully in pair or groups (Nunan, 2004). This is likely to promote English speaking ability of the learners especially those who are lacking confidence in English communication since the tasks are mostly done in pairs or groups. It gives students' confidence of trying out language creatively without fear of being corrected (Willis, 1996). They have contribution and responsibility in the task together therefore; they gain more confidence. Furthermore, Task-based instruction garner students' attention to what they don't know how to do so it makes them aware of their needs and encourages them to take some of the responsibility of their own learning.

In regards to the relationship between movie with task-based instruction and movie clips, Willis (1998, p.3) argued that 'there are three essential conditions which are exposure, use and motivation for successful learning. Movies expose students to language learning environment and highly motivating atmosphere. In addition, movies have plot and context which provide opportunity for teachers to develop tasks and students to use language to talk and discuss them. Student love stories and movie tells innovative & creative stories. The application of movies in class can grab students' attention. When students' attention is gained; they will be encouraged to speak. Salomon (1979) suggested that people learn new concept more easily when they are presented in both verbal and visual form because they help them retaining concept and ideas. To increase students' comprehension and greater depth of processing information from the movie, subtitle is suggested (Danan, 2004). The movie will provide the speaking model for the students to notice and then use the language.

The use of movie with bimodal subtitles as an instructional tool for 21st EFL students can be used in English class to ignite the atmosphere and captivate students' attention to discuss about the movie and promote interaction between the students to complete the tasks. Thai students lack both opportunity to practice English and exposure to the language. Therefore, Task-based instruction using movie clips with bimodal subtitles can be an alternative approach to resolve the crisis of teaching English speaking for 21st EFL students to help them have opportunity to speak and aware of authentic spoken language

Objectives

1. To investigate the effects of task-based instruction using movie clips with bimodal subtitles on English speaking ability of ninth grade Thai students
2. To explore the opinions of ninth grade Thai students towards task-based instruction using movie clips with bimodal subtitles

Methodology

This study was designed as a single group quasi-experimental research study. It lasted for 8 weeks at a private school in Nonthaburi province, Thailand. The study was conducted with 15 ninth grade students who were purposively selected. The students have low to intermediate English proficiency level. The students participated in five English lessons employing task based instruction using movie clips with bimodal subtitles (12 periods, 50 minutes each).

The instruments used in this study were English Speaking Ability Test and Questionnaire for opinions towards Task Based Instruction Using Movie Clips with Bimodal Subtitles. The data obtained from the English Speaking Ability pretest and posttest were analyzed using mean, standard deviation, paired samples t-test. The number of participants ($n=15$) was rather small. However, students' grades were distributed normally. Therefore, paired samples t-test could be used in this research. The close-ended part of the questionnaire was analyzed using mean and standard deviation. While the open-ended part of the questionnaire was analyzed using key coding and content analysis.

In the present study, the instruction and its components were designed. A proposed framework of Task-based instruction using movie clips with bimodal subtitles used in this study was adjusted based on the model of Task-Based Instruction (Willis, 1996) and the three stages of viewing technique (Parisi & Andon (2016). In the current study, two principles were combined together and became the main instructional steps of the study. The three steps were Pre-task using movie clips with bimodal subtitles, Task-cycle using movie clips with bimodal subtitles and Language focus using movie clips with bimodal subtitles.

To illustrate on how Task-based instruction using movie clips with bimodal subtitles employed in the teaching procedures are explained below.

a) Pre Task Using Movie Clips with Bimodal Subtitles stage

The main purpose of this step is to activate the students' schemata. Teacher defines topic and task. Teacher elicits knowledge for students to set context of the movie by allowing them to speak about plot based on its title or poster in order to activate their schemata and tap into their prior knowledge.

b) Task Cycle Using Movie Clips with Bimodal Subtitles stage

The teacher employs the movie with bimodal subtitles with one of the video teaching techniques (sound off and vision on (silent viewing), sound on and vision off (blind listening), sound on and vision on, freeze frame, jumbled sequence and split viewing or jigsaw viewing). The teacher prompts students with while-viewing task so they can collect useful expressions to use as the speaking model for the speaking task that follows. The tasks will be based on the task types of Willis & Willis (2007) which are listing, ordering and sorting, comparing and contrasting, problem solving tasks, project and creative tasks, sharing personal experiences and matching. In this stage, students interact in pairs or group to achieve the outcome of speaking task and prepare to make oral presentation to class.

c) Language Focus Using Movie Clips with Bimodal Subtitles stage

Teacher conducts practice of new words, phrases and patterns occurring in the Student's presentation. Teacher brings accuracy and mistakes from the report stage to Ss's attention in order to examine and discuss. The consolidate task should be assigned for students to practice speaking in order to build more confidence.

In addition to the teaching procedures, the details of content in Task-based Instruction using movie clips with bimodal subtitles are summarized in Table 1.

Table 1: *The contents in Task-Based Instruction Using Movie Clips with Bimodal Subtitles*

Periods	Topic & Movies	Functions of Speaking
1	Pretest and Introduction of the course	
2-3	**Unit 1:** First day at school (Watch movie "Inside Out")	Introducing yourselves
4-5	**Unit 2:** Friends (Watching movie "Twilight")	Introducing your best friends
6-7	**Unit 3:** Holiday (Watching movie "Kung Fu Panda 2)	Recommending tourist attractions in Thailand
8-9	**Unit 4:** Sport club (Watching movie "Harry Potter & the sorcerer's stone)	Talking about sport & how it is played
10-11	**Unit 5:** Pet & Animals (Watching movie "Marley & Me")	Giving information and advice to pet sitter about your pet
12	Posttest and Questionnaire	

Research Procedure

In this study, the research procedure involves three phases: preparation, implementation, and evaluation.

First, in order to prepare Task-based instruction using movie clips with bimodal subtitles, the researcher explored and studied the basic concepts and related documents. Then, the researcher constructed the instruments which were lesson plans, the English Speaking Ability test and questionnaire for opinions. After the effectiveness of the instruments was verified the pilot study was conducted and the instruments were revised.

Second, before the instruction, the implementation commenced with the pretest in the first period. Then, Task-based instruction using movie clips with bimodal subtitles were employed. At the end of the course, students were asked to complete the posttest and questionnaire in the last period.

Last, to evaluate the instruction, the researcher compared group's pre and post means scores of English Speaking Ability Test and then analyzed group's mean scores and qualitative data using content analysis from Questionnaire for Opinions.

Instruments

To ensure that all research instruments were suitable for the participants, the research instruments were checked for validity and reliability. For the validity, three experts were asked to fill in an index of Item Objective Congruence (IOC) as well as to provide comments upon the revising part of the instruments. The additional suggestions and comments from experts were advantageous and beneficial as they could make the lesson plans more intelligible and coherent.

After receiving advices for adaptation from experts, researcher then modified the lesson plan, English speaking ability test and students' opinion questionnaire based on the suggestions and comments of three experts.

For the reliability, the instruments were tried out with 15 students who had same characteristics of the participants in this study.

English speaking ability test

The major instrument used in this study was the English speaking ability pre/post paralleled test designed by the researcher to measure students' English speaking ability before and after giving the treatment. The test will be separated into five parts; introducing themselves, introducing your best friends, recommending tourist attractions in Thailand, talking about sport and how it is played and giving information and advice to pet sitter about your pet. It took about fifteen minutes. Each part took three minutes and students had one minute to prepare their two-minute answer. The raw score of each part is 40 points and the converted score is 10 points. The total raw score is 200 points and total converted score is 50

points. Students were divided into two groups and stay in separated class. Each group has an examiner explaining the directions and setting timer for each part. The students will record their voice on their smartphones and send the recordings via email to the researcher after they complete the tests. Students are assessed their English speaking ability according to the scoring rubric adapted from the Ministry of Education of Ecuador (2012) which comprise of fluency, vocabulary, pronunciation and content. The English speaking ability test and scoring rubrics were acceptable congruent with the objectives as the results from experts' validation. The items were revised before the pilot study.

The following is a sample question item on the English speaking ability test.

Part A: Self-Introduction (3 minutes)

Situation: You are an exchange student from Thailand who is now studying in the United States of America. Today is your first day at school. You need to introduce yourselves to your teacher and American classmates. Make your self-introduction fun and interesting so that your classmates want to make friend with you. You have 1 minute to prepare to speak and 2 minutes to speak.

Students' opinions questionnaire

Another major instrument used in this study was the questionnaire surveying students' attitudes toward task-based instruction using movie clips with bimodal subtitles in both Thai and English version were designed. The questionnaire is constructed to explore students' opinion after studying through task based instruction using movie clips with bimodal subtitles. The questionnaires consist of two parts. The first part asked about students' personal data, and the second part asked about the students' opinion after studying through task based instruction using movie clips with bimodal subtitles. This part of questionnaire in Thai and English version are adapted from Kongsontana (2011).

The second part of the questionnaire consisted of 13 statements using a Likert scale and 4 open-ended questions. This part of the questionnaire in English and Thai version was adapted from Naret (2013) who conducted the study about the use of film clips to enhance the English communicative skills of eighth grade Thai students. Students were given the Thai questionnaire since it was easier for them to understand and express their idea freely in the open-ended section part.

Results

Regarding the main objectives of the study, the findings, analysis and interpretation of data gathered were presented in two main parts. The first part was to answer the research question one and the second part was to answer the research question two.

English Speaking Ability

The first research question concentrated on investigating whether the pretest mean scores varied from the posttest mean score at the significant level of 0.05. Therefore, paired sample t-test was employed as the statistical analysis. It used to explore whether there was a difference between the pretest and posttest mean scores of ninth grade Thai students at the significant level of 0.05. The students' pretest and posttest mean scores, standard deviations, t-values and statistical significance are described in Table 2 below.

Table 2: *Descriptive statistics of the overall English speaking ability test score of all students*

English Speaking Ability Test (Total converted score = 50 points)	Min	Max	Mean scores ($\bar{x}$)	SD	t	df	Sig.
Pretest	17.00	33.00	23.4167	4.00074			
					-12.288	14	.000*
Posttest	26.50	40.00	34.3	4.03135			

*$p < .05$, n=15

As can be seen from Table 2, the students' posttest mean scores ($\bar{x}$ = 34.3) on the English speaking ability were significantly higher than the pretest mean scores ($\bar{x}$ = 23.4167). The total converted score was 50 points (10 points for each part of the test), the mean difference was -10.8833, and the t-value was -12.288 with a degree of freedom of 14 (n=15).

It was obvious that there was a significant difference between the pretest and posttest mean scores of the English Speaking Ability test at the significant level at the .05 level. In addition to descriptive statistics of the overall English speaking ability, the comparison of means scores and standard deviations from students' English speaking ability in four criteria of English speaking ability were concluded and illustrated in Table 3 below.

Table 3: *The comparison of means scores and standard deviations from students' English speaking ability*

English Speaking Ability	Pretest		Posttest		Mean Difference	t	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Fluency	4.8267	0.71261	6.7600	0.90774	1.9333	10.290	000*
Pronunciation	4.84	1.04799	6.6667	0.85746	1.8267	9.273	000*
Vocabulary	4.52	0.83905	6.76	0.77754	2.24	11.189	000*
Content	4.5467	0.80522	6.9467	0.98406	2.4	11.671	000*

*p < .05, n=15, df =14

It could be summarized that students gained the highest mean scores in the criterion of content (mean difference = 2.4, followed by vocabulary (mean difference = 2.24), fluency (mean difference = 1.9333) and pronunciation (mean difference = 1.8267). For the pretest, the mean scores of pronunciation ranked the highest among the four criteria. English speaking ability in terms of content was improved the most of four criteria. This meant students' English speaking ability was enhanced in terms of content. In addition, the mean scores of posttest were higher than the mean scores of pretest. Hence, the first hypothesis was accepted. The findings revealed that Task-based instruction using movie clips with bimodal subtitle could improve English speaking ability at the significant level of 0.05.

Students' opinions towards Task-Based Instruction Using Movie Clips with Bimodal Subtitles

To explore students' opinion toward Task-based instruction using movie clips with bimodal subtitles, the researcher used the questionnaire to explore the students' opinions toward this type of instruction. The 13 statements in the questionnaire including the results of the students' opinion towards Task-based instruction using movie clips with bimodal subtitles were presented by mean scores and standard deviation which can be seen below.

Table 4: *Mean scores and Standard Deviations of the students' opinion towards the Task-based instruction using movie clips with bimodal subtitles*

Questionnaire Items	$\bar{x}$	SD	Meaning
1. I am interested in learning through Task Based Instruction Using Movie Clips with Bimodal Subtitles	4.53	0.516	Strongly Agree
2. My English speaking ability improves after learning through this program.	4.07	0.594	Agree
3. I speak English fluently after learning through this program.	4.07	0.594	Agree
4. My English pronunciation improves after learning through this program.	4.33	0.488	Strongly Agree
5. I learn more English vocabulary after learning through this program.	4.67	0.488	Strongly Agree
6. I can express my ideas in the class when I learn through this program.	4.53	0.640	Strongly Agree
7. I am confident to speak English after learning through this program.	4.13	0.640	Agree
8. I am enthusiastic to learn through Task Based Instruction Using Movie Clips with Bimodal Subtitles.	4.53	0.640	Strongly Agree
9. Movies are fun to watch.	4.73	0.458	Strongly Agree
10. I am more ready for the lesson when I do brainstorming activity before studying.	4.40	0.507	Strongly Agree
11. I am more ready for the lesson when I watch the movie with bimodal subtitles before studying.	4.40	0.632	Strongly Agree
12. I have a chance to speak English when I learn through the tasks in the class.	4.47	0.516	Strongly Agree
13. I can use knowledge from doing English speaking tasks in the class in my real life.	4.40	0.632	Strongly Agree
Grand Mean Score	4.4046	0.56500	Strongly Agree

*The word 'Learning through this program' refers to 'Learning through Task-based instruction using movie clips with bimodal subtitles.'

From Table 4, the overall mean scores of students' opinion towards Task-based instruction using movie clips with bimodal subtitles is 4.4046 indicating highly positive opinions. Students strongly agreed that the movies are fun to watch, the instruction enhanced their English vocabulary and they are interested and enthusiastic to learn through this type of instruction from the mean scores of 4.73, 4.67, 4.53 and 4.53 respectively. They also strongly agreed that they can express their ideas in class, have a chance to speak English, use knowledge from doing English speaking tasks in the real life when learning through this program from the mean scores of 4.53, 4.47 and 4.40 respectively. Moreover, they strongly agreed that they are more ready for the lesson when they do brainstorming activity and watch the movie with bimodal subtitles before studying at 4.40 and agreed that their English pronunciation improve after learning through this program at 4.33. However, the students agreed that they are confident to speak English, speak English fluently and English speaking ability improves after learning through this type of program from the mean scores of 4.13, 4.07 and 4.07 respectively.

To support the quantitative data obtained from the English Speaking Ability Test and the five-scale questionnaire part, there was an open-ended part which included students' opinion on their likes, suggestions and comments. The first open-ended question was "In your opinion, which parts of the instruction do you like the most? Why? The qualitative data from these instruments were analyzed and synthesized and then categorized below.

Table 5: *Students' opinions regarding parts of the instruction they like the most and why*

Students' opinions	Frequencies of Key phrases in the answer
1. Having fun watching movies clips with bimodal subtitles	10
2. Knowing more vocabulary	8
3. Doing Brainstorming	5
4. Doing While-viewing task sheet	3
5. Preparing for oral presentation	1

Table 5 reports the summary of the students' opinions regarding parts of the instruction they like the most and why toward the task-based instruction using movie clips with bimodal subtitles. The highest frequencies of students' opinion that was mentioned was "having fun watching movie clips with bimodal subtitles" (f=10), followed by "Knowing more vocabulary"

(f=8), doing Brainstorming (f=5), doing While-viewing task sheet (f=3), and preparing for oral presentation (f=1).

The second open-ended question was "In your opinion, which parts of the instruction do you dislike the most? Why?" The qualitative data from these instruments were analyzed and synthesized and then categorized below.

Table 6: *Students' opinions regarding parts of the instruction they dislike the most and why*

Students' opinions	Frequencies of Key phrases in the answer
1. No dislike part	6
2. Doing oral presentation	6
3. Some movie clips are difficult to understand	3

Table 5 reports the summary of the students' opinions regarding parts of the instruction they dislike the most and why toward the task-based instruction using movie clips with bimodal subtitles. The highest frequencies of students' opinion that was mentioned was "No dislike part" (f=6), followed by "Doing oral presentation" (f=6), and some movie clips are difficult to understand (f=3).

For suggestions, the students would like to have more time in each class or expand the period of the course, so they could have more time to prepare the presentation part. Some of them specified the movie which was difficult to understand which was Kung Fu Panda and Marley and Me. They claimed that the movie contained difficult vocabularies. Moreover, the finding showed that lower secondary students gained higher posttest mean scores than pretest mean scores on the English speaking ability test after receiving the Task-based instruction using movie clips with bimodal subtitles.

From both quantitative and qualitative data, the findings also presented that students had positive opinions toward Task-based instruction using movie clips with bimodal subtitles. The mean scores obtained from the questionnaire reveal that students strongly agreed to most of the statements they were asked to give their opinions. The qualitative data also showed that students had positive feelings, opinions and attitude towards the instruction.

These findings supported that Task-based instruction using movie clips with bimodal subtitles could foster English speaking ability. It could be clearly seen that students showed a significant improvement on their English speaking ability after receiving the Task-based instruction using movie clips with bimodal subtitles. Subsequently, the findings from this study indicated that Task-based instruction using movie clips with bimodal subtitles was an effective

instructional framework that enhanced students' English speaking ability and positive opinions towards the instruction.

Discussion and Recommendation for Future Research

This study investigated the effect of Task-based instruction using movie clips with bimodal subtitles following the combination of Willis (1996) and Parisi & Andon (2016). It prevailed that after implementing Task-based instruction using movie clips with bimodal subtitles for 6 weeks, the ninth grade Thai students had increased their English speaking ability. According to the result of the current study, content was the most improvement among four criteria of English speaking ability, followed by vocabulary, fluency and pronunciation. For content, movies with bimodal subtitles could enhance students' knowledge in terms of content as they provided plot which promoted students' imagination and creativity. With bimodal subtitles, students could notice vocabularies and expression used in the movies. These would provide them new ideas which they could share among themselves by comparing settings in real world to those in movie's scene. In collaborative problem-solving speaking task; for examples, students were asked to do role play, telling story, describing pictures. They were asked to design the dialogue creatively upon the situation. Kayi (2006) claimed that speaking activities such as role play, simulation, discussion, interviewing, brainstorming and storytelling could be used to encourage creativity, imagination and idea of the students. Moreover, Ponglanka et.al (2016)'s study which is "Effects of using animation movie to develop speaking ability of Phraowittayakhom School in Chiangmai Province" coincided with this study as the students from treatment group acquire more vocabulary as they used new words learnt from the movie clips to describe pictures, answer the question and give opinions and ideas. Furthermore, the context in the movie also promoted students' imagination and creativity to explain their ideas and content in the assigned speaking activities. The second rank from all four criteria was vocabulary. In the posttest, students could use vocabulary more properly to describe things or express their ideas. For example in the pretest, students use the word "basketball basket" which referred to "a hoop" and used the word "badminton ball" which referred to "a shuttlecock". The use of movie clips with bimodal subtitles could promote vocabulary knowledge of the students. It is also beneficial to capture the scene and use it for the task sheet. Students had chances to learn vocabulary in the meaningful context. The findings coincided with Naret (2013) that movie clips in language class room could enhance the English communicative skills in terms of content and vocabularies. The third rank from all four criteria was fluency. While doing problem solving speaking tasks, students expressed their ideas freely with their peers without worrying about forms. Some student use "*She name is*" instead of "*Her name is*". They also had several mistakes in subject-verb agreement. Students had more confidence when speaking as they could use

language communicatively without having to worry about accuracy. Birjandi and Ahangari (2008)'s study which is "Using Task-based approach improving the students' speaking accuracy and fluency". The findings supported this study as task-based approach improved the students' speaking fluency in which the improvement is dealing with self-confidence. The fourth rank form all the four criteria was pronunciation. Movie clips provided sound, expressions in the movie's context. Students had chance to hear the character's accent and pronunciation. In the pretest, pronunciation ranked first however, it ranked last in the posttest. Students still made mistakes in English stress patterns. As pronunciation is the aspect that students had to take more time to study. And the time of the current study might not be enough for improving English speaking ability in terms of pronunciation.

Additionally, the study investigated the opinions of the students towards Task-based instruction using movie clips with bimodal subtitles. All the opinions of ninth grade Thai students from questionnaire were very satisfied. Besides the development in English speaking ability, students strongly agreed that the movies were fun to watch and the instruction helped improve their English especially in terms of content and vocabulary. Also, some students share to the researcher that after they watched movie clips with bimodal subtitles in class, they searched for the full movie online and watch them at home. They expressed that watching movies were another fun way to learn languages. The findings coincided with the Ekahitanond (2013)'s study which is "Online Instructional Tools for the wireless generation". As Ekahitanond (2013) stated that movies were beneficial for EFL students. They become autonomous: desire to do, do on their own, and create their own English environment outside the classroom.

Recommendation

This study focused mainly on the result of English speaking ability, yet the results shown were quite interesting to study further whether Task-based instruction using movie clips with bimodal subtitles can foster English speaking ability, class room participation or activities and content development. Also, the time of the study was too short according to the students' opinion. Apart from that, further research can employ Task-based instruction using movie clips with bimodal subtitles with other English abilities such as writing, reading and listening. Moreover, the further research can implement on different group of learners or different genre of movies that suitable for the level of students. Even though the present study has achieved some significant success in increasing students' English speaking ability, there were also evitable limitations. If the number of subjects had been bigger or it had been repeated for a longer period, it would support the results from this study. It would also be

better if the researcher could expand the experiment to other regions of the country, so it could be claimed to represent the majority of the students.

Pedagogical Implication

According to the study, the educators and administrators can use the results to suggest the policy to improve students' English speaking ability. For classroom conduct, teachers can employ movies with bimodal subtitles as instructional tools in their classrooms in order to create positive atmosphere in language class, captivate students' interest and expose students to English language expressions. Together with implementing task-based instruction, it provided opportunities for students to practice speaking in groups and raise their confidence to make oral presentations. Task-based instruction using movie clips with bimodal subtitles could help enhancing students' English speaking ability in order to become effective English communicators when English is chosen as a medium to communicate among AEC countries. The instruction and lesson plans in this study could stimulate English teachers to apply movies with bimodal subtitles into the learner-centered language classroom. Also, the researchers who are interested in this field can use the results to further the study.

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