

## **The Development of Integrated Learning Combining Task-Based Learning with Isan Traditional Songs to Enhance the English Speaking Ability of High Vocational Automotive Mechanic Students**

*(Received: February 10, 2025; Revised: August 15, 2025; Accepted: September 1, 2025)*

*Atichat Uppaphong<sup>1</sup>*

### **Abstract**

Teaching English for vocational students in Thailand has been described as a challenging task, especially for teaching English speaking skills. Most of students are not interested in learning English because they intensively focus on their major subjects. Additionally, teaching approaches and methods are the significant factors that influence students' interest. As a result, these factors would cause low students' English proficiency score. Therefore, the objectives of this study were twofold: 1) to study and compare students' English speaking ability before and after studying English speaking ability using integrated learning combining Task-based Learning with Isarn traditional songs and 2) to investigate the students' attitude towards teaching English speaking ability using integrated learning combining Task-based learning with Isarn traditional songs. The sample consisted of 20 first-year high vocational certificate students in the second semester of the academic year 2024 at That Phanom College, Nakhon Phanom University. The instruments used were: 1) lesson plans for teaching English speaking using integrated learning combining Task-based learning with Isarn traditional songs; 2) an English reading speaking ability test; and 3) an attitude questionnaire towards teaching English speaking using integrated learning combining Task-based learning with Isarn traditional songs. The findings revealed that: 1) the students' pretest and posttest mean score in English speaking ability were 99.95, or 55.09 percent and 132.22, or 73.44 percent, illustrating that the students' posttest mean score was higher than the set criterion of 70 percent, and that the students' English speaking ability was significantly higher than their pretest scores; and 2) the mean score of attitude toward integrated learning combining Task-based learning with Isarn traditional songs was at a positive level.

---

<sup>1</sup> Faculty of That Phanom College, University of Nakhon Phanom  
e-mail: hugonarak18@gmail.com

**Keywords:** Task-based Learning, Teaching English Speaking Ability, Teaching English with Song, Thai Traditional Songs with English

## Introduction

Currently, English language skill is an essential skill that all Thai students must have in their skill capacity. Specifically, English speaking ability has been suggested as a crucial skill that is primarily useful for applying for jobs and achieving higher education. Nowadays, most companies seek employees who have good English speaking proficiency to support their company's progress. Therefore, students who are better at English speaking are able to receive better jobs, particularly aligned with their field of study. Although English speaking skill is important, many vocational students have not considered it a significant element.

However, Thavy et al. (2024, pp. 1-8) state that many Thai students, especially vocational certificate students, struggle with English speaking skills. The significant element of this issue is the occurrence of passive learning techniques, most of which have a low capacity to motivate and encourage students to study English. This leads to poor students' cognitive development due to a teaching structure that focuses only on teacher-centered rather than child-centered learning. Joel (2022, p. 36) mentions that passive learning has an essential impact on students' motivation, comprehension, and cognitive engagement.

Consequently, at That Phanom College, first-year high vocational certificate students have showed low score of their English speaking proficiency. The mean score of 41.58% in the 2023 academic year which has been demonstrated as an empirical evidence of students' speaking ability (That Phanom College Report, 2023). The low average score on speaking proficiency might be caused by several reasons. Thus, the researcher started to observe the classroom to find factors of this issue. As a result, students' learning motivation is significantly one of the factors which had been found in the observation, as Vesarachamont and Prabyai (2017, pp. 59-69) explain that Thai vocational students' low motivation in learning English is affected by their initial knowledge level, work ethic, ability to learn independently, self-confidence, and the necessity for proper goal-setting and acknowledgment from teachers. Focusing on these issues is essential for developing their motivation and overall learning experience. Therefore, it would be better if the students can have more opportunities to promote their learning motivation and the novelty of the learning experience. As the result of the study by Lena et al. (2024, pp. 97-108) highlight the vital role of teachers as motivators, facilitators, and innovators in boosting student engagement and interest in English learning. Their influence fosters both intrinsic and extrinsic motivation, encouraging more active participation in learning activities. After studying new technique for helping students to gain

their motivation and confidence, the researcher found that task-based learning is one of the effective techniques which is mentioned by many researchers that can foster students' learning motivation. One of the studies mentions that Task-based language consistently increases student engagement and motivation. It strengthens language acquisition, especially in speaking and listening skills, while promoting learner autonomy, ultimately enhancing students' confidence in learning English (Mudinillah et al., 2024, pp. 102-115). Moreover, Isan traditional songs are significant tools that aligns with the regional students' interest which would influences students for learning English. Therefore, the researcher explored this integrated approach can be a possible solution for creating a more interactive classroom and promoting active learning. Firmansyah et al. (2024, pp. 187-197) state that incorporating English songs, including traditional ones, has a positive effect on students' speaking skills by boosting their confidence and improving their pronunciation and accent. However, it also points out challenges such as understanding lyrics and using vocabulary in conversations. As a result, the researcher decided to apply the potential of the integrated learning combining Task-based learning with Isan traditional songs to improve students' speaking ability.

In conclusion, this research aims to study and compare between the result of pretest and posttest score, moreover, the posttest score should be higher than the set criterion of 70 percent in English speaking ability after the implementation of the integrated learning combining Task-based learning with Isan traditional songs in the teaching program. Additionally, the students' attitudes towards teaching the integrated learning combining Task-based learning with Isan traditional songs were investigated.

## **Research Objectives**

1. To study and compare students' English speaking ability before and after studying English speaking using integrated learning combining Task-based learning with Isan traditional songs.
2. To investigate the student's attitude towards teaching English speaking ability using integrated learning combining Task-based learning with Isan traditional songs.

## **Benefits of Research**

1. To serve as a guideline for teachers in applying the results of teaching English speaking using an integrated learning combining task-based learning with Isan traditional songs to enhance the English speaking ability of high vocational automotive mechanic students for adapting it appropriately to the learners' context.

2. To serve as a guideline for research related to the task-based learning approach with songs

## **Research Hypothesis**

1. The students' posttest mean score in English speaking ability is higher than the pretest score.
2. The students' posttest mean score in English speaking ability was not less than the set criterion of 70 percent.

## **Scope of Research**

### **1. Population**

The population of this study was 88 students of vocational certificate students who enrolled in Automotive Mechanic at That Phanom College, 2024 academic year.

### **2. Sample**

The sample of this study was 20 students of the first-year of high vocational certificate students who enrolled in Automotive Mechanic at That Phanom College, 2024 academic year selected by Cluster Random Sampling. Participants were selected using Cluster Random Sampling because the population was already organized into intact classroom groups, making it practical and efficient to collect data without disrupting class schedules.

### **3. Duration**

This study was conducted in the second semester of the academic year 2024. The experiment period was 6 weeks, 2 hours a week, 24 hours in total.

### **4. Related Concepts, Theories and Research**

English speaking skill is often described as the ability to communicate fluently, accurately, and appropriately in different situations (Brown, 2007, p. 45). Harmer (2015, p. 102) also explains that speaking proficiency is an essential part of building learners' confidence and communicative ability. Canale and Swain (1980, p. 31) further note that effective communication depends on grammatical, sociolinguistic, discourse, and strategic competences, which together support the development of speaking skills.

To support this development, Task-Based Learning (TBL) has been recognized as an effective learner-centered approach (Ellis, 2003, p. 87). Willis and Willis (2007, p. 13) outline the main stages of TBL as the pre-task, task cycle, and language focus. Research shows that this method

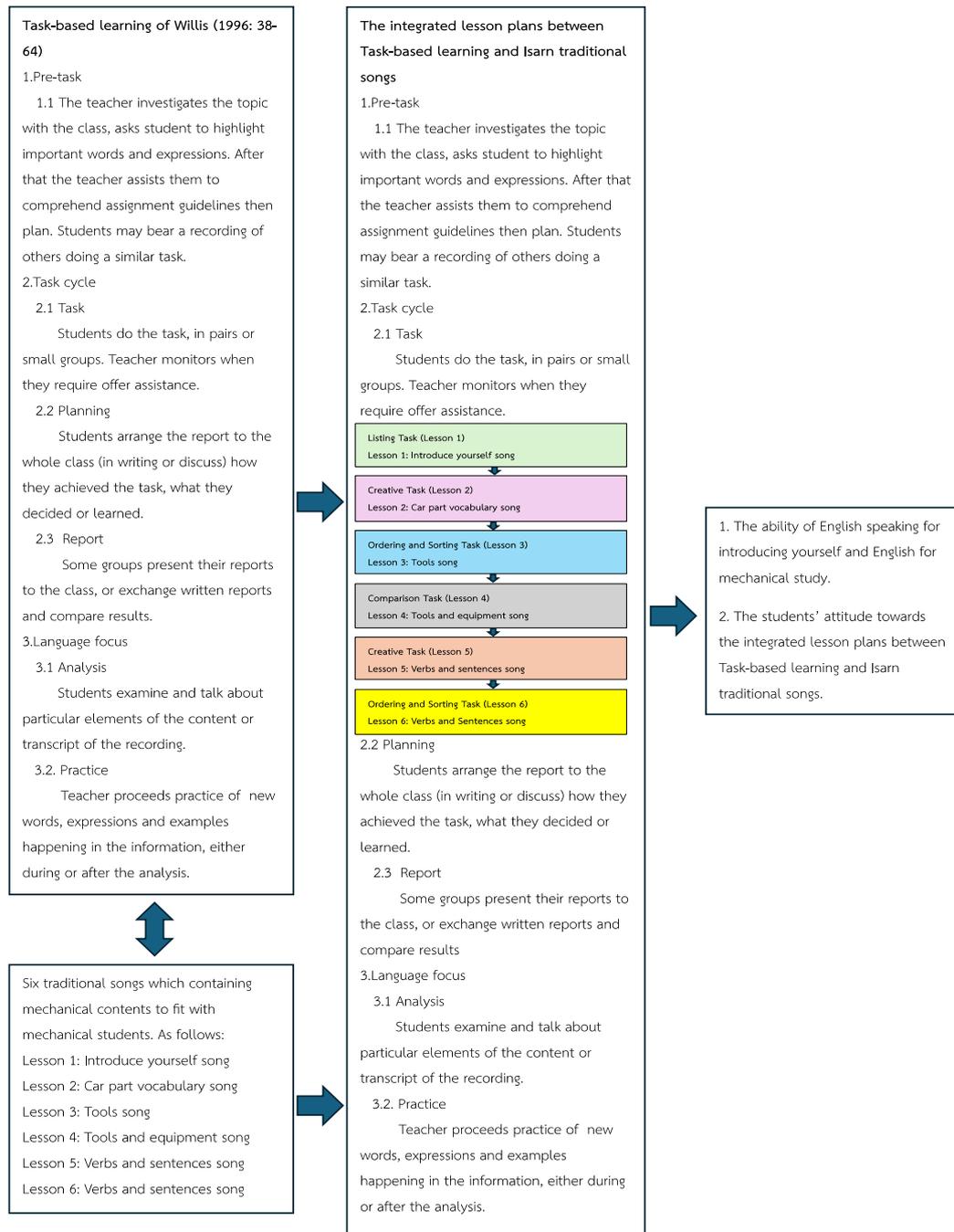
helps learners improve both fluency and accuracy while encouraging autonomy (Skehan, 1996, p. 45). Littlewood (2004, p. 76) also points out that TBL promotes meaningful interaction, which motivates learners to use English in real communication.

Songs and music have also been identified as useful tools in second language learning. Murphey (1992, p. 18) states that songs help improve vocabulary, pronunciation, and engagement. Similarly, Engh (2013, p. 25) shows that songs increase motivation and create a positive learning atmosphere. Vallejo and Pérez Ortega (2024, e2401244) highlight that using English and traditional songs can improve cultural understanding and communication skills. Firmansyah et al. (2024, p. 187-197) add that songs can build confidence and support speaking ability, while Adara (2020, p. 189–200) explains that they help learners feel more motivated and active in class.

In the Thai context, Suwanarak (2015, pp. 144-157) notes that vocational students often face challenges with low motivation and limited English proficiency. Thavy et al. (2024, pp. 1-8) also report that teacher-centered learning methods reduce students' interest and limit language development. These challenges show the need for more interactive and culturally relevant learning methods.

Overall, studies suggest that combining Task-Based Learning with culturally relevant materials, such as traditional songs, is a useful approach to strengthen students' motivation, confidence, and speaking performance (Mudinillah et al., 2024, pp. 102-115).

## Conceptual Framework



**Figure 1** Conceptual framework of the integrated learning combining Task-Based Learning with Isarn traditional songs to enhance English speaking skills of high vocational automotive mechanic students.

## Research Methodology

This study was experimental research with a one-group pretest-posttest design. It used a quantitative research approach to study and compare students' English speaking ability before and after studying English speaking ability using integrated learning combining Task-based Learning with Isan traditional songs. It also investigates the student's attitude towards teaching English speaking ability using integrated learning combining Task-based learning with Isan traditional songs.

### 1. Sample

The sample of this study was 20 students of the first-year of high vocational certificate students who enrolled in Automotive Mechanic at That Phanom College, 2024 academic year selected by Cluster Random Sampling.

### 2. Instruments

Three research instruments were employed as follows:

2.1 Lesson plans of teaching English speaking ability combining Task-based learning with Isan traditional songs.

The lesson plans consisted of 6 units, 2 hours a unit. 6 plans were developed to teach English speaking ability combining Task-based learning with Isan traditional songs. The Index of Item Objective Congruence (IOC) which was 1.00 for every lesson plan.

#### 2.2 English Speaking Ability Test

An English speaking ability test was developed by the researcher based on Hughes (2000: 111-112) to examine the speaking ability of students in 3 aspects; accent, vocabulary, fluency. The test was created by using an oral test with 10 items in an English version. The Index of Item Objective Congruence (IOC) which was 1.00 for every aspect and reliability was 0.94.

2.3 Attitude Questionnaire Towards Teaching English Speaking combining Task-based learning with Isan traditional songs

An attitude questionnaire was developed in Thai version consisted of 20 items related to the contents using a five-point Likert's rating scales (Likert, 1967, pp. 482-485). The Index of Item Objective Congruence (IOC) which was 1.00 for every item.

## Data Collection

The researcher collected data in the second semester of the academic year 2024. The data collection details were as follows:

1. Conducted the pretest using an English speaking ability test before teaching with combining Task-based learning with Isan traditional songs.

2. Implemented the teaching program according to the six lesson plans, two hours per each lesson plan and six weeks were conducted. The total was twelve hours.
3. Conducted the posttest using the same English speaking ability test as the pretest after completing the teaching process.
4. Distributed the students' attitude questionnaire to assess their opinions after learning English speaking ability combining Task-based learning with Isan traditional songs.
5. Collected scores from the pretest and posttest, along with data from the students' attitude questionnaire, for statistical analysis and summarization.

## **Data Analysis**

The collected data from the speaking ability test and the students' attitude questionnaire were statistically analyzed as follows:

1. To assess the effectiveness of the students' speaking ability, the mean ( $\bar{X}$ ), percentage, and standard deviation (S.D.) were calculated.
2. To compare the students' English speaking ability after learning with the set criterion of 70 percent, a one-sample t-test was used.
3. To compare differences in speaking ability between the pretest and posttest results, a t-test for dependent samples was conducted.
4. To investigate the students' attitudes toward speaking ability combining Task-based learning with Isan traditional songs, the mean ( $\bar{X}$ ) and standard deviation (S.D.) were calculated to interpret the average scores according to the criteria.

## **Research Results**

Results of the study and comparison of scores on English speaking ability before and after teaching English speaking combining Task-based learning with Isan traditional songs were as follows.

**Table 1** Comparison of the students' English speaking ability scores before and after studying

Test	N	$\bar{X}$	S.D.	Percentage	t
Pretest	20	99.95	4.19	55.09	48.73**
Posttest	20	132.22	1.86	73.44	

\*\* p < .01

The data from Table 1 indicated that the students' pretest mean score in English speaking ability was 99.95, or 55.09 percent, and the posttest mean score was 132.22, or 73.44 percent. The results showed a significant difference in students' English speaking ability before and after studying combining Task-based learning with Isarn traditional songs at the 0.01 significance level. The posttest mean score was significantly higher than the pretest mean score.

**Table 2** Comparison of the students' English speaking ability after studying with the criterion of 70 percent

Test	N	$\bar{X}$	Percentage	S.D.	df	t
Posttest	20	132.22	73.44	1.86	8	10.06**

\*\* p < .01

The data from Table 2 shows that the students' posttest mean score in English speaking ability after using the integrated learning combining Task-based learning with Isarn traditional songs was 132.22, or 73.44 percent. When comparing the percentage of the posttest mean score to the set criterion of 70 percent, the results indicated that the students' English speaking ability after using the integrated learning combining Task-based learning with Isarn traditional songs for teaching was higher than the set criterion of 70 percent and significantly different at the 0.01 level.

**Table 3** Results of the investigation into students' attitudes toward teaching English speaking ability using the integrated learning combining Task-based learning with Isarn traditional songs

Attitude Test	N	$\bar{X}$	S.D.	Interpretation
Students' attitude	20	4.13	0.82	Good

The data from Table 3 shows that the mean score of the students' attitude toward teaching English speaking using the integrated learning combining Task-based learning with Isarn traditional songs was 4.13. It indicated that the students' attitude toward teaching English speaking using the integrated learning combining Task-based learning with Isarn traditional songs was at a good level.

## **Discussion of Results**

The study conducted at That Phanom College aimed to investigate the effectiveness of the integrated learning combining Task-based learning with Isarn traditional songs to improve the English speaking ability of first-year high vocational certificate students. The results showed significant improvement in students' speaking ability, with pretest scores averaging 55.09% and posttest scores increasing to 73.44%. The key to success that improves the students' English speaking scores is Task-based learning, including, listing task, comparison task, creative task, ordering and sorting task and Isarn traditional songs, these are played as the crucial tools in the process of teaching. This finding supported the ideas stated by Hibatulloh et al. (2024, p. 50–64) mention that the task-based approach, incorporating activities such as listing, comparing, creative tasks, ordering and sorting, effectively strengthens students' speaking abilities in Indonesian secondary school EFL classrooms, resulting in enhanced pronunciation, vocabulary, and overall engagement. Moreover, the study by Liu (2024, p. 1-6) also supported the effectiveness of these strategies, the research suggests that task-based learning, which incorporates activities like listing, comparing, creative tasks, ordering and sorting, greatly improves students' speaking skills by fostering engagement and enhancing their ability to apply language in high school English instruction.

Additionally, collaborating traditional songs during the teaching process fostered better engagement and motivation. Studies by Vallejo and Pérez Ortega (2024, e2401244) state that Integrating songs into English teaching as a EFL classrooms boosts students' motivation and engagement by offering a dynamic learning experience that includes cultural exposure, vocabulary development, and enhanced listening comprehension, ultimately aiding their language acquisition goals. The findings align with the study of Faridloh (2022) identifies several benefits of using songs as a learning medium in the classroom, including increased enthusiasm among students during speaking lessons, heightened motivation to improve their speaking skills, greater vocabulary retention, and enhanced pronunciation proficiency.

The study also revealed that students' attitudes toward teaching English speaking combining Task-based learning with Isarn traditional songs were positive, particularly in the stage of planning which learners had to work as a group. They were able to brainstorm and generate

their own ideas to come up with the concluded ideas for the presentation. As the observing during the teaching process by the researcher, most of students enthusiastically participated in the planning stage that they enjoyed creating their own interest by integrating their favorite music rhythm with the speaking contents for presentation.

Adara (2020, p. 189–200) mentions that Integrating songs into English classrooms boosts learners' motivation and engagement, making lessons more enjoyable while aiding vocabulary acquisition. Songs foster a lively environment, reducing boredom and enriching the overall learning experience. Moreover, Maula (2024) emphasizes Integrating English songs into foreign language classrooms, especially for developing speaking skills, provides both entertainment and educational advantages. Songs help establish a relaxed and lively learning environment while also supporting vocabulary acquisition, pronunciation improvement, and comprehension of sentence structures and patterns.

## **Suggestions**

### **Suggestions for applying research findings**

1. Students' knowledge background should be carefully considered when grouping them at the beginning of task cycle phase. Placing students with the same low English proficiency together may result in some becoming inactive.
2. Implementing combining Task-based learning with Isan traditional songs to improve English speaking ability should be arranged at least two hours on teaching process. Limiting hours may cause a lack of time for implementing tasks because the teaching contains many activities.
3. Before teaching English speaking using the lesson plans of combining Task-based learning with Isan traditional songs to classroom, teacher will be requested to prepare all materials and instruments properly for unexpected issues which will affect the flow of classroom teaching.

### **Suggestions for further study**

The researcher's recommendations for further study are as follows:

1. The combining Task-based learning with Isan traditional songs should be applied to all learners of different levels because it may lead the new explorations and different results.
2. The positive result of this study guided to confirm that Isan traditional songs were well integrated with Task-based learning. Therefore, it is possible to adapt Task-based learning with other types of regional songs that would help learners study English speaking with their own interest and study along with singing.
3. The boredom of repeating the same activities in each lesson plan may occur. The researcher would like to recommend further studies that teachers should relocate activities or

tasks in each lesson plan to increase students' participation and motivation. Additionally, avoiding inactive attention will help prevent an ineffective teaching program.

## References

- Adara, R. A. (2020). Enhancing EFL learners' motivation through songs. *Journal of English and Education*, 7(2), 189–200.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). London: Pearson Education.
- Canale, M., and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, 6(2), 113–127.
- Faridloh, L. L. (2022). *Teaching speaking by using English songs at SMK PGRI 2 Ponorogo*. (Doctoral dissertation). IAIN Ponorogo.
- Firmansyah, Z. S. P., Awaliyah, N. A. N., and Melinda, M. (2024). The implementation of song English to improve students' speaking skill. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 12(2), 187–197.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). London: Pearson.
- Hibatulloh, M. F., Arganata, K. L., Latifah, C. N., and Kurniasari, U. (2024). Implementation of teaching speaking using a task-based approach in Indonesian secondary school EFL classes: The state of the art. *Indonesian Review of English Education, Linguistics, and Literature*, 2(1), 50–64.
- Hughes, A. (2000). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Joel, A. G. (2022). Anatomy education paradigm shift from passive to active learning: Effects on student engagement, comprehension, and retention: A review of literature from 2012 to 2022. *The FASEB Journal*, 36(S1), Unpaged.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lena, L., Wahab, I., and Aisyah, S. (2024). The teacher's role in motivating students to learn English in high school level. *Seltics Journal*, 7(1), 97–108.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.
- Liu, Y. (2024). Application and assessment of task-based learning in high school English teaching. *Transactions on Comparative Education*, 6(2), 1–6.

- Maula, S. K. (2024). *Improving students' speaking skill through collaborative learning using Pictionary game at seventh grade of MTs Unggulan Tunas Bangsa Kota Probolinggo* (Unpublished undergraduate thesis). UIN Sunan Ampel Surabaya.
- Mudinillah, A., Rahmi, S. N., and Taro, N. (2024). Task-based language teaching: A systematic review of research and applications. *Linguistics and Education Journal*, 3(2), 102–115.
- Murphey, T. (1992). *Music and song*. Oxford University Press.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62.
- Suwanarak, K. (2015). Learning English as Thai adult learners: An insight into experience in using learning strategies. *English Language Teaching*, 8(12), 144–157.
- That Phanom College Report. (2023). *Report of the English reading comprehension ability of first-year vocational certificate students*. That Phanom College, Nakhon Phanom University.
- Thavy, K., Chin, P., and Em, S. (2024). Reading motivation to promote students' reading comprehension: A review. *International Journal of Languages and Culture*, 4(1), 1–8.
- Vallejo, J. A., and Pérez Ortega, M. I. (2024). The impact of song-based English lessons in the motivation of EFL students. *Religación*, 9(42), e2401244.
- Vesaracharnont, C., and Prabyai, S. (2017). Improved English language skills needed by students enrolled in technical and vocational education in Thailand 4.0. *Journal of Advanced Development in Engineering and Science*, 7(20), 59–69.
- Willis, J., and Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.