ผลของการใช้ท่าทางประกอบและการเล่าเรื่องที่มีต่อทักษะการฟังและการพูดของนักศึกษาระดับปริญญาตรีสาขาวิชาภาษาอังกฤษ

The Effects of Total Physical Response and Storytelling on English Major Undergraduate Student's Listening and Speaking Skills

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1. ศึกษาผลของวิธีการใช้ท่าทางประกอบและการเล่าเรื่อง ต่อทักษะการฟังและการพูดของนักศึกษาระดับปริญญาตรีสาขาวิชาภาษาอังกฤษ และ 2) เพื่อตรวจสอบความพึงพอใจของนักศึกษาที่มีต่อการวิธีการใช้ท่าทางประกอบและการเล่าเรื่อง กลุ่มตัวอย่างเป็นนักศึกษาชั้นปีที่ 1 ถึง 4 จำนวน 200 คน กำลังศึกษาวิชาเอกภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครสวรรค์ การศึกษาเชิงปริมาณนี้เป็นการวิจัยกึ่งทดลอง โดยใช้ 1. แบบทดสอบก่อนเรียนและหลังเรียน 2. แบบสอบถาม และ 3. แผนการสอน วิเคราะห์ข้อมูลโดยใช้ค่าร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า คะแนนการฟังและการพูดของนักเรียนหลังการทดสอบหลังเรียน (15.94) สูงกว่าคะแนนก่อนสอบก่อนเรียน (11.44) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 หลังจากใช้วิธีการใช้ท่าทางประกอบและการเล่าเรื่อง พบว่า นักเรียนมีพัฒนาการด้านการฟังและการพูดสูงขึ้น นอกจากนี้ ความพึงพอใจของนักเรียนต่อวิธีการทั้งสองอยู่ในระดับมากที่สุด เนื่องจากการใช้ท่าทางประกอบและการเล่าเรื่องเป็นเรื่องสนุก และเป็นประโยชน์ต่อการเพิ่มประสิทธิภาพในการฟังและการพูด

คำสำคัญ: การใช้ท่าทางประกอบ, การเล่าเรื่อง, การฟังและการพูด

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Abstract

The objectives of this research were to 1. study the effects of the total physical response and storytelling methods on English major undergraduate students' listening and speaking skills and 2) examine the students' satisfaction on the total physical response and storytelling methods. The sample consisted of 200 first to fourth year students studying in English major at the Faculty of Humanities and Social Sciences at Nakhon Sawan Rajabhat University. This quantitative study was a quasi-experimental research employing the use of 1. pre-test and post-test, 2. questionnaires, and 3. instructional plans. The data were statistically analyzed with the use of percentage, mean, and standard derivation.

The results revealed that the students' post-test scores (15.94) of listening and speaking were significantly higher than those of the pre-test scores (11.44) at the significant level of 0.05 after the implementation of total physical response and storytelling, which showed that the students had remarkable improvement in listening and speaking. In addition, the students' satisfaction towards the two methods was at the highest level as they considered both total physical response and storytelling enjoyable and advantageous to their listening and speaking enhancement.

Keywords: Total Physical Response, Storytelling, Listening and Speaking

Introduction

The English language is the most common foreign language and a powerful key to inaugurate communication. This means that two people who come from different countries usually use English as a common language to communicate. That is why everyone needs to learn languages in order to contact at an international level. Speaking in English helps you communicate not only with native speakers of English but also with non-native ones from all over the world. It is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in the countries where it is not an official language, such as the Asian countries, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in English as well. In a variety of educational levels ranging from primary school to university, students in many countries study almost all their subjects in English in order to create the material more accessible to international students. Although many people think that it is very difficult and confusing, English is actually the easiest language in the world to learn because there are so many resources available. (Thach, 2021)

In the daily life, listening skill is very important because it is the skill that has been used more than other skills (Angwattanakul, 1996). The basic listening skill is focused on listening the sound of syllable, vocabulary and phrase that the learner can pronounce correctly (Seepoh, 2007). Among 4 skills, listening is the first skill of communication. If we cannot correctly understand what we are listening, we cannot deliver verbal response at an appropriate and satisfied level of expectation (Kwuangsawad, 2003). This made speaking to be one of the important skills in transmitting the ideas, understanding and feeling that the listeners have perceived and understood the aim of speaker. Therefore, the development of speaking skill spends a long time in practicing. So, speaking is the productive skill. In speaking, speakers must be skillful in the language for all aspects to make the listeners understand. The speakers must transmit their ideas and feeling into words to make other people understand and speakers must show their status correctly.

As introduced earlier, most students learning a foreign language are in a classroom setting. Goals of a foreign language teacher are to teach the basic knowledge of the target language in order for the student to carry on a conversation in the target language in his or her prospective situations. Also, teachers of English tries to reinforce understanding of the target

language so the student may eventually regurgitate the information. True language learning and conversation of the target language occur because of applications in real life. A strategy for teaching real life applications is Total Physical Response by storytelling (TPRS). (Warren, 2006).

This particular study will deal with the TPRS storytelling method for language learning. This method begins by first establishing the meaning of a word in the target language. This is done by giving the word a translation, picture and teaching a gesture with the word. This is followed by the storytelling process. During storytelling a problem is established and questions are asked about the problem in the target language. The questions being are asked are used in a circling technique where the same questions are asked in a variety of ways to get many repetitions. As the story develops, more details are added to establish characters, locations, descriptions, a problem and solution. Finally students will read and translate the stories created. The goal of TPRS is to totally immerse students in the language learning process and to differentiate instruction. (Holleny, 2012)

So, the total physical response and storytelling are the teaching methods that emphasize and enable students to follow the order according to the situation and make a response with a proper gesture. The teacher teaches new vocabulary for students by using the gesture and picture as well as the familiar words that are used in daily life. Students pair and alternate their partners in performing the activity to practice new vocabulary. The first student tells the vocabulary and another student performs the gestures told by his friend. The teacher speaks out short sentences with performing the gestures and showing the picture. The teacher allows students to listen and to repeat the sentences with performing the gestures and showing the picture. The students aim to use this English Language Teaching methods by total physical response and storytelling to enable them to solve the problems. For the students who have the problems with listening, and speaking in English and after listening, so they will be able to follow the order by performing the gestures together with telling the story.

According to the aforesaid problems, the researchers were interested in integrating the two teaching approaches, called total physical response and storytelling, in order to develop students' listening and speaking skills. Through the provided activities, the students listen to a set of new vocabulary and perform their gestures accordingly prior to listening to the stories to be narrated. They then have to use the new words they have learned to tell their own stories. By doing this, they would have an opportunity to practice their speaking, eventually leading to both a positive attitude towards and a profound effect on English learning.

Objectives of the Study

The objectives of the present study were as follows:

1) To study the effects of the total physical response and storytelling methods on English major undergraduate students' listening and speaking skills.

2) To examine the students' satisfaction on the total physical response and storytelling methods.

Scope of the Study

This research focused on 1) the study of a specific matter and the result of the teaching on the total physical response and storytelling–TPRS, and 2) the sample was focused on the 200 first to fourth year students majoring in English at the Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University.

Research Methodology

The research used a quasi-experimental research and quantitative research. The researchers revised the principle, theory and literature concerned with the total physical response and storytelling in Listening and Speaking Skill.

1. Participants

The participants of this study consisted of the 200 first to fourth year students majoring in English at the Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University. The target group was purposively selected and assigned as the experimental group.

2. Research design

The researchers considered and examined variables to collect relevant data for analysis. The data of the present study revealed in this article adopted the quantitative approach. The data were collected from students' pre-test and post-test listening and speaking scores and the students' satisfaction towards the two teaching methods. The main purposes of the present study were to determine the effectiveness of the total physical response and storytelling on students' listening and speaking ability. The lessons were created by means of the construction and the compilation in terms of selecting sources of data and determining which the target word lists were designed the lesson plans about listening and speaking activities. Based on the corpus material provided, the teacher assisted the students utilize the

corpus data present to them electronically in their total physical response and storytelling in listening and speaking skills.

3. Research Instrument

Research instruments were divided into two categories. The experimental instrument involves 5 instructional plans of 15 hours based on the principles of English Listening and Speaking course description. There were three hours a week lasting for 60 minutes in each period. The index of item-objective congruence (IOC) developed by Rovinelli and Hambleton (1977) was used as a procedure to verify the content validity of the students' Listening and Speaking test, Listening and Speaking activities, and the questionnaire. The verification of the instruments was done by 3 experts. Finally, the internal reliability of the instrument was checked by using Cronbach's Alpha. The reliability was 0.96, indicating a high level of reliability of the process.

The pre-test and post-test listening and speaking tests measured whether the students have made progress in their listening and speaking ability or not after learning the target words through corpus-based approach instruction that the pre-test and post-test were 30 multiple choice items. The instruments were also used to answer Research Objective 1, aiming to compare the skills of the first to fourth year students between pre- and post- tests.

The questionnaire consisted of 10 statements used to investigate the students' satisfaction on total physical response and storytelling. The instrument was tried out with a non-sample group of 30 fourth year English major students at Faculty of Education, Nakhon Sawan Rajabhat University who studied the Listening and Speaking course. The reliability value of the questionnaire was 0.86 that could be used with the sample group.

4. Data Collection

The study used one group pre-test and post-test quasi-experimental design. The data collection involved pre-test manipulation with 200 participants. The subjects were assigned to do the pre-test before using teaching to develop English listening and speaking skill. All participants studied the listening and speaking about the English Language Teaching methods by total physical response and storytelling. Then post-test was given every after finishing the class. The teachers evaluated the students from the point of pre-test and post-test.

Before the students started to work on the satisfaction questionnaires after the experiment, the researchers explained them. Then the participants completed the questionnaires. The students were allowed to ask the researchers about technical questions or unclear

information in the questionnaire while answering the survey. The entire procedure of administering this part was about 20 minutes, including the time spent on instructions.

5. Data Analysis

The data were statistically analyzed with the use of percentage, mean, and standard deviation, and paired sample t-test.

Results

The results of the present study are divided into 2 sections. The first section deals with the scores of the pre-test and post-test. The second section presents the results of the questionnaires. The details of each section are as follows.

Objective 1: To study the effects of the total physical response and storytelling methods on English major undergraduate students' listening and speaking skills

Prior to implementing the total physical response and storytelling, the researchers asked the subjects of the present study to take the listening and speaking pre-test and post-test after the completion of this research project. The scores of the pre-test and post-test were analyzed using t- test. The results of each test are presented in the following table.

Table 1 Comparison of the Pre-test and Post-test Scores

Tests	N	$\overline{x}$	S.D.	t	P
Pre-test	200	11.44	1.52		
Post-test	200	15.94	0.89	15.34	0.05

Table 1 shows that the students' post-test scores of listening and speaking were significantly higher than those of the pre-test at the significant level of 0.05 after the students understood about English language teaching methods by total physical response and storytelling. The scores are likely to show that the students had improvement in listening and speaking.

Objective 2: To examine the students' satisfaction on the total physical response and storytelling methods.

After the implementation of the total physical response and storytelling, the researchers asked the subjects of the present study to respond to a questionnaire so as to investigate their satisfaction towards the two teaching methods. The results are presented in Table 2.

Table 2 Students' satisfaction on the total physical response and storytelling methods

No	Statement	mean	SD	Level of Satisfaction
1	The activities based on the total physical response and storytelling methods are fun and exciting.	4.74	.577	Very high
2	The process of the activities based on the total physical response and storytelling methods is easy to follow.	4.48	.526	High
3	The activities based on the total physical response and storytelling methods make me feel relaxed when studying English	4.61	.513	Very high
4	I feel that I would like to attend every class which provides me with the activities based on the total physical response and storytelling methods.	4.48	.539	High
5	The activities based on the total physical response and storytelling methods can help me improve my new vocabulary range.	4.31	.486	High
6	The activities based on the total physical response and storytelling methods can help me improve my listening.	4.62	.535	Very high
7	The activities based on the total physical response and storytelling methods can help me improve my speaking.	4.73	.561	Very high
8	After participating in the activities based on the total physical response and storytelling methods, I feel more confident to communicate with others in English.	4.58	.551	Very high

Table 2 Students' satisfaction on the total physical response and storytelling methods

No	Statement	mean	SD	Level of Satisfaction
9	I think these methods can be applied to use in other speaking courses, for example, Public Speaking, English for Presentation, etc.	4.12	.435	High
10	Overall, I feel satisfied with the activities based on the total physical response and storytelling methods.	4.69	.569	Very high
	Total	4.53	.520	Very high

In Table 2, the students' satisfaction towards the total physical response and storytelling methods was overall at the highest level (mean = 4.53, SD = .520). Not only did the students consider the activities based on the two approaches as fun and exciting (mean 4.74, SD .577), but they also believed that these methods could help them improve their speaking (mean = 4.73, SD = .561) as well as listening (mean = 4.62, SD = .535), respectively. From the results as presented in the table, it is reasonable to say that the two teaching methods as used in this present research significantly enhanced the students' positive attitudes on English learning.

Discussion

This research studied an English Language Teaching methods by total physical response and storytelling towards English listening and speaking skills among the 200 first to fourth year English major students at the Faculty of Humanities and Social Sciences at Nakhon Sawan Rajabhat University. The findings of this study agree with the report on the general education framework in line a study of Thaworachak (2011) whose research entitled "The satisfaction of students of Ratchapruek College toward teaching management of teachers of Ratchapruek College". The effective use of research instruments led to the satisfaction of students of teaching of teachers, teaching materials, teaching aids, measure and evaluation, characteristic of teachers of each faculty and the achievement of students in learning which subjects and for comparing the satisfaction of students of Ratchapruek College towards the teachers at the Faculty of Business Administration, Faculty of Accounting, Faculty of Law, and Department of

General Education. The result found that the evaluation of students towards the teachers for 5 items of each Faculty/major, most of students had the satisfaction on the teaching of teachers as an overview for 5 items, it is at the high level. The Hotel and Tourism Management major students, Faculty of Business Administration had the satisfaction towards the teachers in using the teaching aids and teaching materials, including the characteristic of the teachers at the highest level. But the students of the Faculty of Business Administration, majoring in Hotel and Tourism Management had the satisfaction towards the teaching of teachers at the moderate level.

As for the knowledge and ability on using English of the students who have the English background in listening and speaking at the moderate level. This may be because students had different educational backgrounds. So, it corresponds to the research of Riyay and Khamsri (2012) who conducted a research entitled "The development of listening-speaking skills of the first year students by using multimedia computer program". Its objectives were for studying the attitude of students towards learning and teaching by using the multimedia computer program in helping to teach English listening-speaking. As for the comparative study of English listening-speaking of the first year students before and after teaching by using the multimedia computer program, the sample group consists of the first year students with the number of 37 persons. The result of research found that learning and teaching in using the multimedia computer program that help to teach English listening and speaking skills. An overview of the attitude of students towards the multimedia computer program, it was found that the mean on the attitude of students is at the moderate level with the mean which is equal to 3.22. When considering each item, it was found that the attitude of students towards the multimedia computer program in helping to teach English listening and speaking skills is at the moderate level with the mean which is equal to 3.27, and the attitude of students towards the multimedia computer program in helping to teach English listening and speaking skills at the moderate level with the mean which is equal to 3.22.

As the knowledge in using English language after learning of students was found that it is at the high level, this may be because students wanted to learn for developing themselves to develop their academic competence abilities. This is conformed to the research of Phuthong (2016) entitled "Studying the result of using the teaching system through the network toward learning English of students". From the study, it was found that the result of learning English through the network of students had been improved with the significantly reliability at 0.05. Learning through the network can develop the English learning result which is not different

from learning with the teachers in the class with the reliability at 0.05. As for the progress in learning, it was found that learning English through the network of students had been improved more than those who learnt in the class with the significantly reliability at 0.05.

Conclusion and Recommendations

The total physical response and storytelling are the teaching methods that develop students and follow the order according to the situation and make a response with a proper gesture. The teacher teaches new vocabulary to students by using the gesture and picture as well as the familiar words that are used in daily life. Students pair and alternate their partners in performing the activity to practice new vocabulary. The first student tells the vocabulary and another student performs the gestures told by his friend. The teacher speaks out short sentences with performing the gestures and showing the picture. The teacher allows students to listen and to repeat the sentences with performing the gestures and showing the picture. The students aim to use this English Language Teaching methods by total physical response and storytelling to enable them to solve the problems. Prior to implementing the total physical response and storytelling, the researchers asked the subjects of the present study to take the listening and speaking pre-test and post-test after the completion of this research project. The scores of the pre-test and post-test were analyzed using t- test. The students' post-test scores of listening and speaking were significantly higher than those of the pre-test at the significant level of 0.05 after the students learned about English language teaching methods by total physical response and storytelling. The scores show that the students had improvement in listening and speaking. After the implementation of the total physical response and storytelling, the researchers asked the subjects of the present study to respond to a questionnaire so as to investigate their satisfaction towards the two teaching methods. The overall students' satisfaction towards the total physical response and storytelling methods was at the highest level. Not only did the students consider the activities based on the two approaches as fun and exciting but they also believed that these methods could help them improve their speaking as well as listening. From the results as presented in the table, it is reasonable to say that the two teaching methods as used in this present research significantly enhanced the students' positive attitudes on English learning.

This research has provided information to recommendations for implementation and the recommendations for further research also indicated as follows:

- Recommendations for Implementation

1. The educational institutions should implement the English Language Teaching methods by total response and storytelling to be used in learning and teaching for the subject concerned.

- Recommendations for Future Research

1. There should be the activity in writing in English of students to develop their English writing skill.

2. There should be the activity continuously in developing the teaching methods to be modernized as in the online age.

3. There should be the frequent English activity for students to have the skill and motivation in developing their English language continuously.

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