Development of Activity Drill based on Constructivism Process for English Listening and Speaking Skills

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ABSTRACT

The purposes of this research were to: 1) develop English listening and speaking skills based on the constructivism process for the fourth year English major undergraduates studying in Sakon Nakhon Rajabhat University, Sakon Nakhon, Thailand to achieve the efficiency criteria of 75/75; 2) compare the achievement scores of the pre-listening with the post-listening and the pre–speaking with the post–speaking after using the activity drill based on constructivism process, and 3) identify effects of the implementation of the activity drill on the students' English interests. The sampling group consisted of 60 the fourth year English major undergraduates studying in Sakon Nakhon Rajabhat University, Sakon Nakhon, Thailand, 2nd Semester, Academic Year 2014, selected by purposive random sampling. The research tools were the activity drill based on constructivism process, a learning achievement test, and a students' English interest test. The research was one–group pretest–posttest design. The data were analyzed by mean, standard deviation, and t–test (Dependent Samples).

The results of this research were as follows:

1. The efficiency criteria of the activity drill based on constructivism process were 82.58/76.48 which were higher than the set criteria of 75/75.

2. The posttest average score of English listening and speaking activity of the students after using the developed activity drill was higher than the pretest score at the .01 level of significance.

3. The posttest average score of the students after using the activity drill based on constructivism process on the students' English interest was at the high level.

Keywords: English listening and speaking skills, activity drill, constructivism process

INTRODUCTION

A critical contemporary issue in education, among many, is the preparation of students for the 21st century. Globalization, advancements in technology, economic changes, and ecological concerns have had an impact on the skills and knowledge students need to master in order to be productive and responsible citizens. To assist in this effort, a number of research and advocacy organizations have developed frameworks for the skills needed by students to function effectively in the 21st century.

Multimedia, which combines text, graphics, live digitized video, and sound, is generally delivered through CD-ROM technology, since it takes so much computer memory to function. In addition to the databases mentioned in the previous section are multimedia programs such as interactive children's literature and science applications that can, for instance, take children on a trip to the zoo or allow users to watch a dip of the first steps and words spoken on the moon. Hard research in the effectiveness of use of multimedia in the classroom to develop these skills and enhance learning is still in its infancy stages, based in large part on "a constructivist theory of learning and has proceeded to demonstrate an improvement in problem solving, language development,

creativity, collaboration, and communication when young people engage in the more exploratory and tool-like environments" (Toomey & Ketterer, 1995, p.474). According to Anne Ward (1994), editor of Multimedia and Learning. The status of research in regard to educational of multimedia is "inconclusive" (p. 29). Ward says that the body of anecdotal evidence of multimedia's value is growing.

Speaking skills is important and should develop the students' potential. Event instruction consistent with the development of speaking skill and should be used in the manner of communication activities for high school activities such as listening and speaking English. Therefore, motivating and inspiring students to learn. Particularly through the activities contributing to the development of listening skills and spoken English and looks great for communication. Students can express themselves and participate with interest. The learning and development of skills in listening and speaking, and the students have a good attitude is a keen interest in learning to be happy to see the benefits and value of learning English. There seeking more knowledge confidence and assertiveness to make teaching English objectives.

Given the importance of developing speaking skills in English and spoken English skills to reduce anxiety in a speech that affect

the behavior of the students speak English as a foreign language. That can attract the attention of students, especially students in higher education and the characteristics of students in higher education. This is the ideal age to cultivate a positive attitude towards learning English. The researchers are interested to develop English speaking skills to reduce nervousness of speaking on the behavior of the students speak English as a foreign language.

The two types of teaching methods are passive and active. The traditional teaching method tends to be passive and teacher-centered, with students sitting and listening to lectures. Students learn through memorization (Michel, Cater, & Varela, 2009). Active learning methods engage the students through physical movement, music, and group activities, helping them to think while being active (Bonwell & Eison, 1991). Willis (2007) reported that when students do not understand through teacher lecture, they benefit from working with other students. Michel, Cater, and Varela (2009) reported that active learning increased the content knowledge of the students, and they found it to be more effective than passive, traditional teaching.

Through my observations of the way the new learners of English acquire language pronunciation in the English Language Labs at the University of Kansas (KU), I noticed that students using computer interactive programs such as Pronunciation Power 1 & 2 which was developed by English Computerized Learning Inc., are exposed to hearing native speakers of English and have the option of imitating those speakers at their own convenience. The programs also gave them the ability through digital video and animation to see the movements of the organs of the articulatory system. Students can even record their own pronunciation and then compare it to the native speaker's version using the waveform technology. Students can learn an individual sound or combined sounds within a word. They can also hear sounds that seem alike but are not identical.

My observation of the students at the language lab at KU confirmed my strong belief that technology holds a great potential to foster language teaching and learning. I believe that technology should serve as a tool to enhance education. Technology by itself does not hold any value but it is crucial in making other tasks more efficient. However, it is not enough to say that technology holds a great potential to develop language teaching. We need to know how it holds this potential, and what it could change and improve upon.

My observation of the students at KU reminded me of an ideal learning environment where students learn on their own or construct their own knowledge even after class time. I believe that students are much better learners

if they are given the chance to be part of what they learn. The constructivist approach to learning perceives learners as the main active constructors of knowledge. Effective human learning is based on understanding rather than knowing (Bruner, 1990). Learners should not be evaluated on what they can recall or memorize but rather on what they can understand, analyze, assess, and demonstrate.

It is important to distinguish between theories of instruction and methodologies of teaching, and theories of learning and knowledge. Fosnot (1996) defined knowledge as a "temporary, developmental, socially and culturally mediated, and thus, non-objective. Learning from this perspective is understood as a self-regulated process of resolving inner cognitive conflicts that often become apparent through concrete experience" (Fosnot in Brooks & Brooks, 1993, p.18). Constructivist approaches to learning, therefore, recognize the importance of the environment, the variations in the learners' perspectives, and the temporality of knowledge itself. David (1994) argued that a common misconception has developed that providing enough technology infrastructure would make the teachers use constructivist approaches.

METHODOLOGY DETAILS

This research is for the development and efficiency of activities practice listening and speaking in English based on the constructivism process for the fourth year English major undergraduates, the researchers determined how to do the research.

1. Population
2. The instrument used in the research.
3. The process of creating tools and inspection equipment.
4. Data Collection
5. Data Analysis
6. The statistics used in research.

The sampling group consisted of 60 the fourth year English major undergraduates studying in Sakon Nakhon Rajabhat University, Sakon Nakhon, Thailand, 2nd Semester, Academic Year 2014, selected by purposive random sampling.

The tools used in this research are three types.
1. English listening and speaking activities based on the constructivism process.
2. Test the skills of listening and speaking English.
3. A measure interest in learning English.

Data Collection
In this study, the researcher conducted the research.
1. Tests of the skills of listening and speaking English.
2. Activities conducted experiments using listening and speaking in English based on the constructivism process.
3. Observation interest in learning English while performing the activity.

4. After Learning Skills, test English listening and speaking with the same test and measure interest in learning English.

Analysis

1. Analysis of the performance of activities practice listening and speaking in English, as the role of the 75/75 interchange.

2. The ability to listen and speak in English of students before and after the experiment by t test (t-test Dependent Samples).

3. Analysis of the rate of interest in learning English.

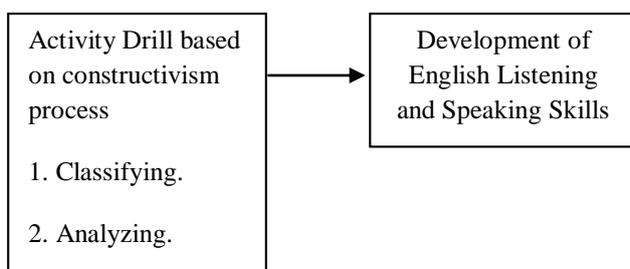In this research, the research process is taught using activities.

Fig. 1 Conceptual framework of development of activity drill based on constructivism process for English listening and speaking skills

Listening and speaking in English, as the constructivism process. This research was conducted with the following steps.

1. The ability to listen and speak English sample pre-trial activities, listening and speaking in English, as the constructivism process. Using a measure of listening and speaking English. The research generated

2. Prior to teaching each unit of study, the researchers gave students a pretest.

3. Teaching the Plan of Action, listening and speaking in English, as the constructivism process.

4. After the learning activities using the skills of listening and speaking in English, as the constructivism process. The researchers used a test of listening and speaking skills in English and the original test was designed to measure students' interest in learning English is the student's interests.

RESULTS AND DISCUSSIONS

Section 1 of Data Analysis for the action of listening and speaking in English based on the constructivism process for students 75/75 basis

Table 1. Mean, standard deviation, and the percentage of scores from the test. Annual Plan at 1-7 after student teaching activities of listening and speaking in English based on the constructivism process.

TABLE 1: Mean, standard deviation, and the percentage of scores from the test

Activities	score			
	Total	$\bar{x}$	S.D.	%
Activity 1	10	8.15	0.67	81.54
Activity 2	10	8.38	0.64	83.85
Activity 3	10	8.35	0.94	83.46
Activity 4	10	8.35	0.75	83.46
Activity 5	10	8.31	0.68	83.08
Activity 6	10	8.12	0.71	81.15

Activity 7	10	8.15	0.67	81.54
total	70	8.26	0.72	82.58

Table 1 shows the average score of action of listening and speaking in English based on the constructivism process, each with more than 80 percent of all plans, the average of the seven plans values of 8.26 and an average of 7 percent to 82.58 plan.

Table 2. Results of analysis of English listening and speaking activities based on the constructivism process.

the efficiency criteria E_1/E_2		result
E_1	E_2	the efficiency criteria is higher 75/75 than the set
82.58	76.48	

Table 2. The efficiency criteria of the activity drill based on the constructivism process for English listening and speaking skills were 82.58/76.48 which were higher than the set criteria of 75/75. Section 2 the skills of English listening and speaking

Table 3 the pretest-posttest average score of English listening and speaking skills

Range	N	Total	$\bar{x}$	S.D.	t
pretest	26	40	24.54	2.53	**16.09
posttest	26	40	31.96	1.59	

Table 3. The posttest average score of English listening and speaking skills of the students

after using the developed activity was higher than the pretest score at the .01 level of significance.

Section 3 Results of using English listening and speaking activities to the interest in learning English.

Table 4 Mean and standard deviation of the scores on the test of attention in a class of students after using the skills of listening and speaking English activities based on the constructivism process.

Content	$\bar{x}$	S.D.	Level of Interest
1. I need time to learn English faster.	4.50	0.51	High
2. I am fun and satisfying to learn English.	4.58	0.50	Highest
3. I like the teachers speak English during teaching activities.	4.54	0.51	Highest
4. I am pleased to participate in teaching activities.	4.42	0.50	High
5. I like to have conversations in English in school hours.	4.73	0.45	Highest
6. I like the activities presented in English in class.	4.50	0.51	High
7. I like to put into practice the lessons learned from the trial on a daily basis.	4.58	0.50	Highest
8. I want to use English to communicate outside the classroom.	4.69	0.47	Highest
9. I wanted to share an exhibition about the English school.	4.62	0.50	Highest
*10. I want to put the time recently when learning English.	4.19	0.57	High
*11. I do not want to do	4.12	0.52	High

exercises or homework assignments.			
*12. I do not like the teachers speak English during teaching activities.	4.23	0.43	High
*13. I do not want a representative to present their work in English.	4.35	0.63	High
*14. I do not like when a teacher asks a question in the lesson.	4.27	0.53	High
*15. I do not like learning English because there are a lot of words to be translated.	4.19	0.49	High
*16. I do not like being called on to comment in English classes.	4.46	0.51	High
*17. I did not want to take classes in English.	4.42	0.58	High
*18. I do not like to read or listen to the story in English.	4.54	0.58	Highest
*19. I do not like to talk or answer questions in English in the classroom.	4.62	0.50	Highest
*20. I think that the students dress featuring a conversation or write English manual is difficult to surpass.	4.77	0.43	Highest
Total	4.47	0.51	High

Table 4. The posttest average score of the students after using the developed activity drill on the students' English interest was at the high level.

CONCLUSION

The teaching and learning activities using developed activity drill based on the constructivism process for English listening and speaking skills is an effective way to practice the process of English listening and speaking skills to help students practice English listening and speaking more effectively. Especially, this can help students recognize the importance of English listening and speaking strategies. You can also use the techniques of English listening and speaking, check their understanding both in and outside the classroom, and achieve their interest in learning English.

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