



The Development of Reading Instructional Model based on Task-based Language Teaching Approach integrating with Cooperative Learning to Enhance Reading comprehension and Analytical Thinking Abilities for Students Grade 10.

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Abstract

The purposes of this study were to 1) study the fundamental data 2) to develop the instructional model to meet the efficient criteria of 80/80 3) to implement the model; and 4) to evaluate and improve the model. The subjects were 30 students grade 10 studying in Pisanpunawittaya school who studied in the first semester of academic year 2018.

The experiment took place during a period of 11 weeks. The research instruments consisted of 1) the 10 lesson plans using this model and a teacher's manual, 2) the assessment tool consisting of English reading comprehension ability test 4) the assessment tool consisting of the analytical thinking ability test 4) a questionnaire used for measuring students' opinions toward the model and 5) a questionnaire used for measuring students' cooperative behaviors toward the model. The t-test was used to analyze the data in order to measure the students' English comprehension ability and analytical thinking ability before and after using this model. In addition, the mean and standard deviation of items were used to evaluate students' opinions and cooperative behaviors toward the model constructed.

The results of the study were as follows:

The students and personnel involved revealed the needs for the model with varieties of methods and interesting contents. ARSAR Model consisted of 5 steps. The average efficiency score of the model constructed was 84.76 percent; whereas, that of the posttest was 83.50 percent. This means that this model were highly effective. The students' reading comprehension and analytical thinking abilities after studying this model were significantly higher than that before studying with the model constructed at 0.01 level. The students' opinions toward the model constructed were highly positive and cooperative behaviors toward the model constructed were at high level.

Keywords: Instructional model, Task-based language teaching, Reading comprehension, Analytical Thinking Abilities, Cooperative Learning



1. Introduction

1.1 Rational and Background

Reading is one of the four crucial in English language and this is especially crucial for Thailand as Thailand is a country that uses English as a foreign language (EFL). This means that despite Thai students having to undergo their education in the local medium of instruction, students in all level of education; primary, secondary or university will still have to access texts, journals and course books in English in order to have a wider knowledge of understanding in their respective field, as well as to remain competitive internationally. However, research studied came out on Thailand learners' reading habits have pointed out that reading is not only a valuable skill, but also an essential skill for Thai students. Chuttiwat (2000 : 1) and Mclean and Rouault (2017 : 92-106)

Even though Thai students spend more than ten years studying English in primary school and secondary schools, their reading performance are considerably low when compared to students in neighboring countries. Results from standardized exam, namely; Ordinary National Educational Test (O-NET) and school Achievement learning result report had all revealed that the overall English Language skills of students are in a below level, especially in reading skill.

1.2 Statement of Problems

There are many factors influencing the academic success of language learners, particularly for reading skills, and these factors are from language teachers as well as from students. Wiriyaichitra (2002 : 45) and Silaruam (2016 : 3) stated that some of the problems in English language teaching and learning in Thailand were that teacher had heavy teaching loads, inadequately-equipped classrooms and not interesting lessons.

One other problem in reading for Thai students, especially when reading is in a foreign language and in an academic setting is that, they are not motivated enough to read. This means that students do not complete their reading of any challenging reading materials. (Tara, 2014 and Chaidech, 2016)

Cooperative learning had played an important role in English reading classroom. Research on cooperative learning revealed that cooperative learning not only motivate students to remain on task and improve the management of the follow-up activities but also encourage and support instructionally relevant dialogue between classmates on learning tasks (Slavin, 1987) Generally these techniques use a task that required students to work cooperatively in four to six member groups, so cooperative learning resulted in more positive attitudes toward school, improved students' self-esteem, students' analytical thinking and improved relations among different types of students. (Slavin, 1987)

Task-based learning is a flourishing method which can compensate for the weaknesses of the Communicative Language Teaching. (Klapper, 2003 : 35-36) Task is taken as a goal-oriented activity which has a clear purpose and which involves achievement an outcome, creating a final product that can be appreciated by others. In order to acquire the target language effectively, learners need to engage actively in processing the meaning of whatever they hear and read. A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Task-based learning can improve students' reading skill and students' analytical thinking. (Willis 1996 and Ellis 2003) Thus, the purpose of this study is to develop the instructional model based on task-based language teaching approach and cooperative learning to enhance students' reading comprehension and analytical thinking abilities

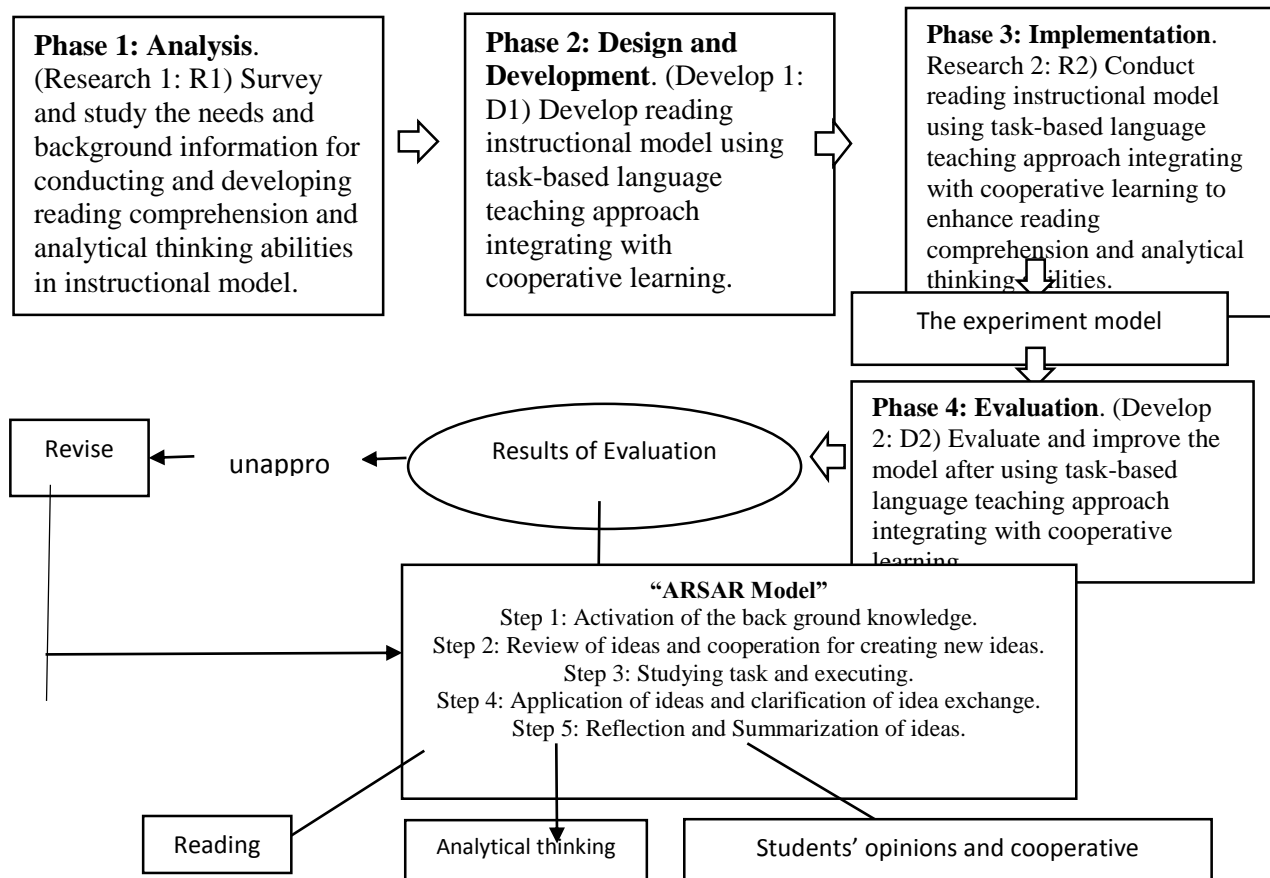


Therefore, the present study determines to develop the instructional model based on task-based language teaching approach and cooperative learning to enhance students' reading comprehension and analytical thinking abilities for Students Grade 10.

1.3 Research objectives

1. To study the fundamental data
2. To develop the instructional model based on task-based language teaching approach and cooperative learning to enhance students' reading comprehension and analytical thinking abilities to meet the efficient criteria of 80/80
3. To implement the model.
4. To evaluate and improve the model.

Research Framework





2. Method

Research Methodology

The present study was conducted using a mixed method approach to collect both qualitative and quantitative data to gain and interpret them according to the research objectives.

Population and Sample

The research population was 62 students who were studying in students Grade 10 at Pisanpunawittaya school, Khon Kaen province.

The sample was approximately 30 students Grade 10 who were drawn from simple random sampling for 1 classroom as a sampling unit.

Research Instruments

1. 10 lesson plans using the instructional model based on task-based language teaching approach and cooperative learning.

The reading lesson plan, exercises and a teacher's manual were constructed to study the English reading abilities and the analytical thinking ability and to see if the model is effective. The lesson plan consisted of 10 lesson plans and exercises.

2. Reading comprehension test

It consisted of 40 questions. In each question, there were 4 multiple choice answers. The test was administered to measure the subject's reading comprehension abilities twice; before and after the treatment. The duration of the test was 60 minutes.

3. the analytical thinking ability test

It consisted of 40 questions. In each question, there were 4 multiple choice answers. The test was administered to measure the subject's analytical thinking abilities twice; before and after the treatment. The duration of the test was 60 minutes.

This questionnaire was designed to study the discourse-oriented strategies used by the students while reading the expository texts. The questionnaire was written both in Thai and in English to ensure all students could understand all of the questions.

4. A questionnaire used for measuring students' opinions toward the model.

This questionnaire was designed to gather the students' opinions towards the reading instructional model. It consisted of 15 items and used the 5-point Likert Scale.

5. A questionnaire used for measuring students' cooperative behaviors toward the model. It consisted of 10 items and used the 5-point Likert Scale.

Data Analysis

1. Analyzing the efficiency of the reading instructional model through process (E1) and product (E2) by using the efficiency formula 80/80 of Chaiyong Promawong (1997:495).

2. Analyzing the comparison of reading abilities and the analytical thinking Abilities before and after the treatment of the reading instructional model using paired-Samples t-test.

3. Analyzing the satisfaction and cooperative behavior towards the reading instructional model using mean (\bar{x}) and S.D. Once the mean scores and S.D. scores were analyzed, the data were interpreted based on the opinion criteria.



3. Results

1. The students and personnel involved revealed the needs for the model with varieties of methods and interesting contents. The components of the Reading Instructional Model comprised four components, namely; 1) Principle 2) Objective 3) Learning teaching procedures, and 4) Evaluation.

2. The reading instructional model using task-based language teaching approach integrating with cooperative learning techniques to enhance reading abilities is effective and has the assigned criteria of 84.76 /83.50. It means the efficiency of the Reading Instructional Model using Task-based Language Teaching Approach was a good model. The Model was so called, “**ARSAR Model**” consisted of five steps and are discussed as follows:

Step 1: Activation of the background knowledge. (A) – the teacher prepares students about the topic, contents, and context that learner will encounter. Students are activated to use their background knowledge to create their ideas. Students work cooperatively to share their ideas.

Step 2: Review of ideas and cooperation for creating new ideas. (R) – the student cooperate to review their ideas and create their new ideas.

Step 3: Study task and Executing. (S) – the student cooperate to study task and students do the task individually, pair-work, or group-work. They complete the tasks and plan to report their outcomes or products to the class.

Step 4: Application of ideas and clarification of idea exchange. (A) – the student apply to use their new idea in the task and cooperate to clarify their idea exchange from the tasks.

Step 5: Reflection and Summarization of ideas. (R) – teacher and students together evaluate and reflect the results after doing task/activities by asking the representative to report the outcome or products of the tasks while teacher provides feedback to the students by giving advice and evaluate students’ work. Students create their own product from the task.

3. The reading abilities and analytic thinking abilities of the sample group

3.1 The reading abilities of the sample group from the reading comprehensive test before and after the Reading Instructional Model were significantly different at .01.

Table 1: The progress of the students’ reading abilities.

Reading comprehensive test	\bar{x}	S.D.	\bar{D}	S.D.(D)	t
Pre-test	15.9000	5.5223			
40			17.7000	4.5497	21.308**
	33.6000	3.3280			



Post-test 40					
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3.2 The analytic thinking abilities of the sample group from the analytic thinking ability test before and after the Reading Instructional Model were significantly different at .01.

Table 2: The progress of the students' analytic thinking abilities.

Analytic thinking ability test	\bar{x}	S.D.	\bar{D}	S.D.(D)	t
Pre-test 40	13.2813	4.2671	20.5000	3.7243	31.137**
Post-test 40	33.7813	3.3767			

4. The results revealed as follows;

4.1 The results showed that students had positive attitudes the Reading Instructional Model as the table below.

Table 3: The students' opinion toward the reading instructional model.

Number of Students	\bar{x}	S.D.
30	4.34	0.50



4.2 The results showed that students had cooperative behavior toward the Reading Instructional Model at good level the table below.

Table 4: The students' cooperative behavior toward the reading instructional model.

Number of Students	\bar{x}	S.D.
30	4.45	0.59

4. Discussion and Conclusion

1. The components of the Reading Instructional Model comprised four components, namely; 1) Principle 2) Objective 3) Learning teaching procedures, and 4) Evaluation. The Model was called “**ARSAR Model**”, Activation of the background knowledge. (A), Review of ideas and cooperation for creating new ideas. (R), Study task and Executing. (S), and Reflection and Summarization of ideas. (R).

2. The findings after the experiment revealed that the efficiency of the Reading Instructional Model met the assign criterion 80/80 according to Chaiyong Prommawong and was considered an effective model. This was because the Reading Instructional Model called “**ARSAR Model**” was developed based on the analysis and synthesis from the curriculum, related theories and related researches. Moreover, needs analysis was employed to gather basic information for the instruction. The researcher interviewed the English teachers and students. Then, the questionnaire on needs analysis was administered to seek topics needed for learners to learn English.

3. The findings of the study as follow;

3.1 The findings of the study revealed that the posttest scores of the reading comprehension test was higher than the pre-test scores and were statistically significant at the level of $< p (.01)$. The students' performance in reading comprehension was positively affected and they were able to reproduce more ideas from the text in question. Another reason helps explain the higher scores of the students' performance is the Reading Instructional Model was developed based on the Task-based language approach (TBLT) is which considered a branch of CLT focusing on the use of authentic language and on asking students to do meaningful tasks using the target language.

3.2 The findings of the study revealed that the posttest scores of the analytic thinking ability test was higher than the pre-test scores and were statistically significant at the level of $< p (.01)$. The Task-based language approach (TBLT) and cooperative learning can activate and help the students to develop their analytic thinking ability.

4. The findings of the study revealed that the experiment group has a positive opinions towards the Reading Instructional Model. This can be explained that Reading Instructional Model was developed systematically by employing the need analysis where the first steps to do a research. The relevant topics were not too difficult for students to understand. It was an authentic text where students could understand and had their schema knowledge before reading the texts. According to Nunan (1991: Communicative tasks and the Language Curriculum),



authentic texts are the features of CLT. Besides to the topic interest, the students had a positive feeling of satisfaction toward the Reading Instructional Model. It was consistent to the concept of Kaochan (2003:40) who said that “The positive feeling entails motivation in work or enthusiastic toward the work which can affect the successful of the organization”. And the findings of the study revealed that the experiment group’s cooperative behavior towards the Reading Instructional Model is at high level. Cooperative learning revealed that cooperative learning not only motivate students to remain on task and improve the management of the follow-up activities but also encourage and support instructionally relevant dialogue between classmates on learning tasks (Slavin, 1987)

Recommendations for Pedagogical implications

1. The research findings indicated that after implementing the Reading Instructional Model using task-based language teaching approach integrating with cooperative learning techniques, students’ reading abilities were improved. The score of students’ reading comprehension posttest was significantly higher than pretest at the 0.01. The results proved that the Reading Instructional Model could be employed with all students.
2. The research findings indicated that after implementing the Reading Instructional Model using task-based language teaching approach integrating with cooperative learning techniques, students’ analytical thinking abilities were improved. The score of students’ analytical thinking abilities posttest was significantly higher than pretest at the 0.01. The results proved that the Reading Instructional Model could be employed with all students.
3. The Reading Instructional Model using task-based language teaching approach integrating with cooperative learning techniques can be applied with reading expository texts of other subjects, such as, in Thai language subject.

Recommendations for future research are as follow

1. It is recommended that in order to enhance the English reading abilities assessment, the experiment should be implemented again, once or twice after interval of approximately two weeks. This is to see if the English reading abilities of the students were retained after a period of time.
2. The research study could be implemented with students of other levels.
3. The research study could be implemented with other thinking skills to see if the students could develop their thinking skill.



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