การใช้การสอนภาษาเพื่อการสื่อสารและการเรียนรู้โดยใช้กิจกรรมเป็นฐาน เพื่อพัฒนาความสามารถด้านการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 5

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบความรู้คำศัพท์ภาษาอังกฤษของนักเรียนก่อนเรียนและหลังเรียน โดยใช้การสอนภาษาเพื่อการสื่อสาร และการเรียนรู้โดยใช้กิจกรรมเป็นฐาน 2) ศึกษาความคงทนในการจดจำคำศัพท์ภาษาอังกฤษหลังจากเรียน โดยใช้การสอนภาษาเพื่อการสื่อสาร และการเรียนรู้โดยใช้กิจกรรมเป็นฐาน 3) ศึกษาเจตคติของนักเรียนต่อการสอนคำศัพท์ภาษาอังกฤษ โดยใช้การสอนภาษาเพื่อการสื่อสาร และการเรียนรู้โดยใช้กิจกรรมเป็นฐาน กลุ่มตัวอย่างประกอบด้วย นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านหนองกุงหนองเจริญ อำเภอกุดจับ จังหวัดอุดรธานี จำนวน 20 คน ในภาคเรียนที่ 1 ปีการศึกษา 2566 โดยการสุ่มแบบกลุ่ม แบบแผนการวิจัยเป็นการวิจัยเชิงทดลองแบบกลุ่มเดียว ทดสอบก่อนเรียนและหลังเรียน เครื่องมือที่ใช้ในการวิจัย ประกอบไปด้วย แผนการสอน จำนวน 12 แผน แบบทดสอบวัดความรู้คำศัพท์ภาษาอังกฤษ และแบบวัดเจตคติ ดำเนินการวิจัยใช้เวลา 12 สัปดาห์ 2 ชั่วโมงต่อสัปดาห์ รวมเป็น 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบทีแบบกลุ่มเดียวและการทดสอบทีแบบไม่อิสระ ผลการวิจัยพบว่า 1) นักเรียนมีคะแนนความรู้คำศัพท์ภาษาอังกฤษ คะแนนเฉลี่ยก่อนเรียน คิดเป็น 20.11 คะแนน (40.23%) และหลังเรียนคิดเป็น 39.66 คะแนน (79.32%) ผลการวิจัยพบว่า นักเรียนมีความรู้คำศัพท์ภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียน และสูงกว่าเกณฑ์ร้อยละ 70 2) นักเรียนมีคะแนนทดสอบหลังเรียนครั้งที่ 1 เฉลี่ย 39.66 และครั้งที่ 2 อยู่ที่ 39.22 ผลการวิจัยแสดงให้เห็นว่า ไม่มีความแตกต่างอย่างมีนัยสำคัญระหว่างค่าเฉลี่ยของคะแนนหลังสอบครั้งที่ 1 และครั้งที่ 2 แสดงให้เห็นว่านักเรียนมีความคงทนในการจำคำศัพท์ภาษาอังกฤษผ่านการเรียนโดยใช้การสอนภาษาเพื่อการสื่อสาร และการเรียนรู้โดยใช้กิจกรรมเป็นฐาน 3) นักเรียนมีเจตคติต่อการสอนคำศัพท์ภาษาอังกฤษโดยการสอนภาษาเพื่อการสื่อสาร และการเรียนรู้โดยใช้กิจกรรมเป็นฐาน มีค่าเฉลี่ยอยู่ที่ 4.67 ซึ่งอยู่ในระดับดีมาก

คำสำคัญ: การเรียนรู้โดยใช้กิจกรรมเป็นฐาน การสอนภาษาเพื่อการสื่อสาร การเรียนรู้คำศัพท์ภาษาอังกฤษ

Using Communicative Language Teaching and Activity-based Learning to Improve English Vocabulary Learning Ability of Prathomsuksa 5 Students

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Abstract

The purposes of this study were: 1) to study and compare the English vocabulary learning ability before and after learning using communicative language teaching (CLT) and activity-based learning (ABL), 2) to study the English vocabulary retention after learning using CLT and ABL, and 3) to investigate the students' attitude towards teaching English vocabulary through CLT and ABL. The sample consisted of 20 Prathomsuksa 5 students at Bannongkungnongchareon School in Kutchap District, Udon Thani Province, in the first semester of the 2023 academic year. The students are selected via cluster random sampling. The research was experimental research with a group pretest-posttest design. The research instruments included 12 lesson plans, an English vocabulary ability test, and an attitude questionnaire. The experiment lasted 12 weeks, 2 hours a week, or 24 hours for all. The mean, percentage, standard deviation, and t-test for dependent samples were used for data analysis. The findings revealed: 1) Students' pretest and posttest mean scores on English vocabulary learning ability were 20.11 (40.23%) and 39.66 (79.32%), respectively. The posttest mean score exceeded the 70% criterion and the pretest score. 2) The average initial and subsequent posttests scores were 39.66 and 39.22, respectively. Statistical analysis revealed no notable variances in mean scores between the two tests. Students demonstrated retention of English vocabulary learned through CLT and ABL. 3) Students' attitude towards teaching English vocabulary with CLT and ABL was highly positive, as evidenced by a mean score of 4.67.

Keywords: Activity-based learning, CLT, English Vocabulary Learning

Introduction

In the contemporary era, English remains one of the most widely spoken languages globally, thereby solidifying its position as a lingua franca. Many people, including young learners, start to learn English as soon as they can. According to Hill (2022), English is ranked first among several users and currently has 1,348 million speakers. In this sense, English is commonly regarded as a lingua franca or a widely utilized medium of communication. Harmer (2015) states that it is widely used for communication between speakers whose native languages are different from each other. For these reasons, people are eager to learn English, either as a second language or as a foreign language.

There are various methods for teaching English vocabulary, one of the most prominent being Communicative Language Teaching (CLT). CLT represents an approach to language education that places a strong emphasis on communication as both the objective and the means of learning a language. Its primary aim is to equip students with the necessary skills to effectively communicate in real-life situations rather than solely focusing on acquiring grammatical rules and vocabulary. According to Brown (2007), CLT is a teaching approach that emphasises authenticity, interaction, and communication within real-world contexts. It revolves around a learner-centered teaching process wherein students are actively engaged in language usage. This methodology exposes learners to genuine situations and interactive classroom scenarios, thereby deviating from traditional grammar-centric teaching methods.

One example of CLT in action is through activities that simulate real-life language use, where individuals need to communicate to achieve a common goal. These activities encourage students to prioritize conveying their message effectively over focusing solely on grammatical accuracy. Through this interactive and communicative approach, students not only enhance their language skills but also develop essential communicative strategies and problem-solving abilities. Therefore, researchers are interested in applying CLT to improve the English vocabulary learning ability of Prathomsuksa 5 students.

Moreover, in teaching English in the classroom, students need more than just lecturing and listening to the teacher. Activity-based learning (ABL) is an approach that can be used to enhance students' English vocabulary learning. Activity-based learning is an educational approach that emphasizes hands-on, interactive activities and experiences as a primary method of instruction. Rather than relying solely on traditional classroom lectures and passive learning, activity-based learning encourages students to actively engage with the material through various activities, experiments, projects, and discussions. Panko et al. (2005) define activity-based learning as a learning process in which students are constantly engaged. Ayotola & Ishola (2013) explain that activity-based learning is an educational approach that promotes active student involvement in the learning process, moving away from passive listening. It involves utilizing diverse activities and experiences within campus environments, emphasizing the constructivist theory, where learners construct their knowledge for more meaningful and efficient learning. ABL encourages students to actively practice, think critically, and seek knowledge from various sources through observation, experimentation, and teacher guidance. Studies, such as Harfield's (2007), suggest that ABL leads to increased student engagement and improved grades compared to traditional teaching methods. According to the existing literature by investigating the effectiveness of CLT and ABL in enhancing English vocabulary learning among Prathomsuksa 5 students

In this study, the researcher applies the step of teaching and the activities by Khamanee (2002) who mentions activity-based learning as a learning process that engages the students in various activities, exercises, or tasks that require them to apply what they've learned in a practical context. The activities used in this study include word spider, word scramble, role play, and gallery walk. For example, in the topic "school object," The students made the discussion and exchanged their knowledge in their group to complete the word spider, which is thinking and writing about the school object, then use those words in conversation in the role-play activity.

After that, make the project with the words they've learned by writing and drawing a picture on the topic "What's in my bag?" to present in the gallery walk activity. The students can practice using the word in every activity. Given the importance and benefits of CLT and activity-based learning, the researcher is interested in using CLT and activity-based learning to improve the English vocabulary learning ability of Prathomsuksa 5 students. Hence, the researcher intends to investigate whether CLT and activity-based learning can improve English vocabulary learning ability and if students retain English vocabulary. The researcher also wants to know the level of the student's attitudes toward CLT and activity-based learning. The findings of this study may be useful for improving English vocabulary learning ability in Thailand in the future.

Purposes of the study

In this study, the purposes were:

1. To compare the English vocabulary learning ability of Prathomsuksa 5 students before and after learning using communicative language teaching and activity-based learning.

2. To study the English vocabulary retention of Prathomsuksa 5 students learning using communicative language teaching and activity-based learning.

3. To investigate the attitudes of Prathomsuksa 5 students toward communicative language teaching and activity-based learning.

Hypothesis of the study

1. The students' post-test mean score on English vocabulary learning ability is higher than the pretest.

2. English vocabulary learning ability using communicative language teaching and activity-based learning of Prathomsuksa 5 students is higher than the set criterion of 70 percent.

3. Communicative language teaching and activity-based learning impact positively on English vocabulary retention of Prathomsuksa 5 students.

4. The students have a positive attitude towards learning English vocabulary using communicative language teaching and activity-based learning.

Research Design

This study was experimental research with a group pretest–posttest design. It is a quantitative research method by Campbell & Stanley (1969).

The diagram below shows the single-group pretest-posttest design.

O1	X	O2
Pretest	Treatment	Posttest

O1	means	Pretest (Vocabulary test)
X	means	Teaching English using communicative language teaching and activity-based learning
O2	means	Posttest (Vocabulary test)

Participants

In this context, the 20 students from Bannongkungnongchareon School in Phoopan Group, Kutchap District, Udonthani Province, during the first semester of 2023 are the participants of the study. The students were selected via cluster random sampling.

Research Instrument

Three research instruments were employed as follows:

1. An English vocabulary tests

The English vocabulary test is developed by the researcher. The test has two parts:

Part 1 Vocabulary knowledge 30 multiple choice English items consisting of 10 spelling test items, 10 meaning test items, and ten word-using test items. The Index of Item Objective Congruence (IOC) value was 1.00 for every item. The difficulty value of the items was between 0.40–0.80 and the discrimination value was between 0.50–1.00. The reliability of the test was 0.96.

Part 2 Vocabulary pronunciation : An oral test requiring the students to pronounce words in 20 items. The Index of Item Objective Congruence (IOC) value was 1.00 for every item. The reliability of the three raters on scoring students' pronunciation using Scott's formula was 0.91.

2. An attitude questionnaire

An attitude questionnaire to investigate the attitude of the students towards teaching English vocabulary using communicative language teaching and activity-based learning was created by the researcher. The questionnaire was improved to the Thai version based on the five-point Likert's rating scale, which consisted of 20 items related to the teaching step. Examples of questions in the questionnaire include: The student liked the word scramble activity, and the word spider activities encouraged students to think of words in English. Students like the exchange of ideas at the discussion stage, etc. The Index of Item Objective Congruence (IOC) value was 1.00 for every item.

Data Collection

This research was conducted to investigate the results of teaching English vocabulary using communicative language teaching and activity-based learning. All designed research instruments were employed for quantitative data collection to collect data concerning the effects of teaching English vocabulary through communicative language teaching and activity-based learning on students' improvement of English vocabulary learning ability. Data from Prathomsuksa 5 students were collected in the first semester of the academic year 2023 with the following steps.

1. The students took the English Vocabulary Learning Ability test Part 1 (English vocabulary multiple choices). It took 1 hour, and Part 2 (English vocabulary pronunciation test). It took 30 minutes for each student to pronounce 20 words for evaluation and scoring by all three assessors.

2. The researcher conducted the teaching program using 12 lesson plans. The duration was 12 weeks, with 2 hours each week, totaling 24 hours.

3. After the teaching process was completed, the students took the posttest, which was the same test as the pretest.

4. The researcher gave an attitude questionnaire to examine the students' attitudes toward teaching English vocabulary using communicative language teaching and activity-based learning.

5. Two weeks later, the student retook the posttest to measure the retention.

6. The researcher collected all the data and analyzed it.

Data Analysis

The gathered data was analyzed to obtain the findings.

1. The mean ($\overline{X}$), percentage, and standard deviation (S.D.) were used for analyzing the scores of the pretest and post-test.

2. The statistics used for the evaluation of the quality of the instruments included the Index of Item Objective Congruence (IOC), reliability of three raters based on Scott's formula (1995) and reliability based on KR-20 by Kuder-Richardson (1937). The IOC was used to evaluate the quality of the instruments, which was assessed by three experts. Reliability based on KR-20 by (Kuder-Richardson) was used to evaluate the English vocabulary in part 1. The reliability of the three raters based on Scott's formula (1995) was used for evaluating the English vocabulary ability test part 2.

3. The statistics used for hypothesis testing included one sample t-test and a t-test for dependent samples. The first hypothesis was tested using the t-test for the dependent sample, which was analyzed by SPSS for Windows to compare students' pre-test and post-test scores. The second hypothesis was tested using one sample t-test analyzed by Statistical Packages for the Social Sciences (SPSS) for Windows to compare students' post-test scores with the 70 percent criterion. The third hypothesis was tested using the t-test for the dependent sample analyzed by SPSS for Windows to compare students' 1st post-test scores and 2nd post-test scores after two weeks.

Results

The results were presented according to the research objectives.

Table 1 provides a clear comparison of English vocabulary learning ability before and after the intervention, showing a notable improvement from the pretest to the posttest based on the given data.

Table 1

A comparison of English vocabulary learning ability between pretest and posttest.

Test	N	$\overline{\text{X}}$	SD.	t
1. Pretest	20	20.11	4.62	27.92*
2. Posttest	20	39.66	2.79	

Regarding Table 1, the results of the statistical analysis of the comparison between the pretest score and posttest score revealed that the pretest mean score was 20.11. In contrast, the posttest mean score was 39.66. The results indicated significant differences between the pretest and the posttest. It indicated that the English vocabulary learning ability of the Prathomsuksa 5 students differs significantly at the 0.05 level based on their performance in the posttest. It revealed that the English vocabulary learning ability of the Prathomsuksa 5 students' post-test score was higher than the pretest score.

Table 2 compares English vocabulary learning abilities through posttest scores following the implementation of communicative language teaching and activity-based learning, based on 70 percent criteria.

Table 2

Comparison of English Vocabulary Learning Ability Posttest Scores Using CLT and ABL

Test	N	$\overline{X}$	SD.	70%	t
Posttest	20	39.66	2.79	79.32	6.60*

Table 2 shows that the students' posttest mean score on English vocabulary learning ability was 39.66, which was significantly different at the 0.05 level. The posttest score of 79.32% was significantly higher than a set criterion of 70 percent, supporting the second hypothesis that the student's English vocabulary learning ability after studying English vocabulary using communicative language teaching and activity-based learning is higher than the set criterion of 70 percent. Table 3 compares English vocabulary retention among Prathomsuksa 5 students after posttests.

Table 3

A Comparison Between the 1st Posttest and 2nd Posttest Scores of Prathomsuksa 5 Students

Test	N	$\overline{X}$	SD.	t
1st posttest	20	39.66	2.79	1.84
2nd posttest	20	39.22	2.86	

Regarding Table 3, the statistical analysis reveals that the mean scores on the 1st and the 2nd posttest were 39.66 and 39.22. The results showed no significant differences between mean scores for the 1st and the 2nd. This implies that English vocabulary was retained after two weeks. Table 4 displays the findings from the investigation of Prathomsuksa 5 students' attitudes toward teaching English vocabulary through communicative language teaching and activity-based learning.

Table 4

Attitudes Towards Teaching English Vocabulary

Questionnaire	N	$\overline{\mathrm{X}}$	SD.	Interpretation
Students' attitudes towards teaching English vocabulary using communicative language teaching and activity-based learning	20	4.67	0.52	very good

Table 4 illustrates the students' notably positive attitude towards teaching English vocabulary through communicative language teaching and activity-based learning, as evidenced by the high mean score of 4.67. These results strongly endorse the effectiveness and favorability of communicative language teaching and activity-based learning methods among the students surveyed.

Conclusion

The results of the study can be summarized as follows:

In this research, the results can be summarized based on the study of the English vocabulary learning ability of 20 Prathomsuksa 5 students from Bannongkungnongchareon school before and after using communicative language teaching and activity-based learning, retention, and the investigation of students' attitudes towards learning English vocabulary using communicative language teaching and activity-based learning as follows:

1. The students' pretest and posttest mean scores on English vocabulary learning ability were 20.11 or 40.23 percent and 39.66 or 79.32 percent respectively. The students' mean score on the post-test was higher than the set criterion of 70 percent and higher than that of the pretest.

2. The average initial and subsequent posttests scores were 39.66 and 39.22, respectively. Statistical analysis revealed no notable variances in mean scores between the two tests. Students demonstrated retention of English vocabulary learned through communicative language teaching and activity-based learning

3. Students' attitude towards teaching English vocabulary with communicative language teaching and activity-based learning was highly positive, as evidenced by a mean score of 4.67.

Discussion

This experimental research aimed to investigate and compare the English vocabulary learning ability of Prathomsuksa 5 students before and after instruction utilizing communicative language teaching and activity-based learning. Additionally, it sought to examine the retention of English vocabulary among Prathomsuksa students following instruction using these methods and to explore students' attitudes towards English vocabulary instruction through communicative language teaching and activity-based learning.

1. The results of studying English vocabulary learning ability through communicative language teaching and activity-based learning revealed that students had a pretest mean score of 20.11 or 40.23 percent and a posttest mean score of 39.66 or 79.32 percent. Moreover, it was also found that the posttest mean score was higher than 70 percent, which followed the second hypothesis. In addition, after comparing the pretest and posttest mean scores, it was indicated that the mean score on the posttest was higher than the pretest which was in line with the first hypothesis. As a result, the scores on the post-test are higher than the scores on the pretest due to the following reasons.

Firstly, Activity-based learning is a dynamic learning approach centered on engaging students in diverse activities, often involving group work or discussions. It operates on a learning management principle that empowers learners to construct knowledge, practice skills, think critically, and seek information independently. Students navigate their learning journey through observation, experimentation, and guided participation with teachers. Khamanee (2002) characterizes this method as immersing students in activities, exercises, or tasks, prompting them to apply acquired knowledge within real-life contexts. This is consistent with the findings of Norarian &

Sithsungnoen (2020), who explored the implementation of activity-based learning to enhance the listening and speaking skills of Prathomsueksa 2 students by letting them discuss and present their work in the classroom. Their study revealed a notable improvement in the English listening and speaking proficiency of Prathomsuksa 2 students after engaging in the learning process, with significance observed at the 0.05 level. These results suggest that activity-based learning contributed to developing students' language abilities.

Secondly, the researcher combined communicative language teaching with activity-based learning to organize English vocabulary instruction. Drawing from Khamanee's (2002) framework for activity-based learning and Harmer's (2015) three-step approach of presentation, practice, and production within communicative language teaching, the researcher integrated these methodologies. As per Harmer's suggestions, the presentation phase involved introducing new vocabulary through flashcards, enabling students to learn pronunciation and spelling naturally. This approach not only facilitated vocabulary acquisition but also fostered enjoyment in learning English vocabulary while enhancing pronunciation skills, which is in line with Harmer's proposed ideas. This is consistent with the findings of Muangkod (2010), who conducted a study on the progress of English vocabulary acquisition among Prathomsuksa 4 students using communicative language teaching. In this study, flashcards were the instructional tool for introducing new English vocabulary to students. The results showed that students' achievement in English vocabulary reached 76.00%, surpassing the established criterion of 65%, after learning through the communicative language teaching approach.

Thirdly, the students learn English vocabulary through communicative language teaching and activity-based learning, which involves learning to do various activities. In this study, the researcher designed role-playing to allow students to practice using the vocabulary they learned and apply it to the dialog. The finding supported Alabsi (2016), who studied the effect of role-

playing in teaching English vocabulary to female high school students aged 15-16 years old in Al-Madinah, three rooms of 20 students each. The first room was the experimental group. The second room and the third room were the control group. Their native language was Arabic. The results show that there was no statistically significant difference. However, the post-test scores of the experimental group were higher than the control group. Based on this evidence, it can be cited that role-playing can help students learn and improve their English vocabulary.

2. The results of studying English vocabulary learning ability through communicative language teaching and activity-based learning revealed that the English vocabulary retention of Prathomsuksa 5 students based on the students' mean scores of the retention test indicated that after the accomplishment of the process of the teaching experiment and after two weeks (14 days) of taking the posttest, the students who learned English vocabulary through communicative language teaching and activity-based learning still had retention of English vocabulary knowledge, supporting the second hypothesis. The increase in mean test scores after a two-week study period compared to initial scores can be attributed to the efficacy of activity-based teaching methods in facilitating memory retention. Through activities designed to enhance English vocabulary learning, students engage more effectively, aiding comprehension and retention of word meanings. This method not only aids in recalling studied vocabulary but also fosters the creation of new vocabulary knowledge. Additionally, interactive learning experiences prevent monotony, making the process enjoyable for students and motivating them to review additional vocabulary independently. Furthermore, activities like gallery walks keep students actively involved throughout the lesson, leveraging the sensory memory system to enhance learning outcomes. The findings of this study align with those of Talabklang (2019), study the retention of Prathom Suksa 2 students using activity-based learning after the conclusion of the teaching and learning using ABL, a second post-test was administered, scheduled two weeks after the initial assessment.

The findings indicated that students exhibited significantly higher retention levels following engagement with activity-based learning, with statistical significance at the 0.05 level.

3. The results of studying English vocabulary learning ability through communicative language teaching and activity-based learning revealed that the investigation of the student's attitude towards teaching English vocabulary through communicative language teaching and activity-based learning pinpointed that the students' attitude was at a good level with a mean score of 4.67. The research findings can be discussed in the following aspects.

Teaching English vocabulary through communicative language teaching and activity-based learning not only enhances vocabulary knowledge but also ensures an enjoyable learning experience for students. Through the researcher's observations, it became evident that students actively engaged in collaborative activities, such as creating word spiders and gallery walk exercises, to expand their vocabulary. Additionally, they enthusiastically sought assistance from the teacher, fostering a positive attitude towards English vocabulary instruction using these methods. This positive attitude is further supported by Ayotola & Ishola (2013), who suggest that activity-based learning empowers learners to construct their knowledge effectively. Similarly, Hamdan & Alharbi's study (2017) revealed students' favorable disposition toward activity-based learning, highlighting its role in promoting classroom interaction and peer collaboration. The findings of this study align with those of Talabklang (2019), who examined students' attitudes toward activity-based learning. The results of the study were conducted on 42 Prathomsuksa 2 students at Wat Khiankhet School in Pathumthani, Thailand, and indicated a positive attitude towards this learning technique.

Recommendations

According to the study, the researcher suggests some recommendations as indicated below.

1. Recommendations from the study

To organize English vocabulary learning and teaching English vocabulary using communicative language teaching and activity-based learning more effectively, the researcher proposes the following recommendations.

1.1 According to the researcher, communicative language teaching and activity-based learning methods can significantly enhance students' English vocabulary learning abilities. Through these approaches, students can improve their pronunciation, spelling, understanding, better retention, and application of English words in various contexts. Therefore, it is recommended that these methods be integrated into English vocabulary learning and teaching activities for teachers.

2. Recommendations for further study

For the benefit of those who will conduct a further study concerning teaching English vocabulary using communicative language teaching and activity-based learning, the researcher suggests the following recommendations.

2.1 There should be research on teaching English vocabulary using communicative language teaching and activity-based learning by using two groups of study: control and experimental.

2.2 Using the various types of activity for teaching English vocabulary.

2.3 Adaptation of teaching English vocabulary using activity-based learning with other English skills such as listening, speaking, reading, and writing.

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