

The Development of Communicative Reading Exercises 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 1) to develop communicative reading exercises based on task-based language teaching approach integrating with cooperative learning to meet the efficient criteria of 80/80 2) to implement the exercises; and 3) to evaluate and improve the exercises.

The subjects were 30 grade 10 students studying at Pisanpunawittaya school in the first semester of academic year 2020. CRE were implemented in class with a group of 30 students obtained through cluster random sampling for 11 weeks. The research instruments consisted of 1) 10 sets of CRE for 10 lessons 2) 10 lesson plans 3) an English reading comprehension ability test 4) an analytical thinking ability test 5) a questionnaire for measuring students' opinions about CRE and 6) a questionnaire for measuring students' cooperative behaviors induced by CRE. Paired t-test was used to analyze the data in order to measure the students' English reading comprehension ability and analytical thinking ability before and after learning with CRE. Means and standard deviations were also used to evaluate students' opinions on CRE and cooperative behaviors induced by CRE.

The results of the study were as follows:

The average efficiency score of the exercises constructed was 84.76 percent; whereas, that of the posttest was 83.50 percent. This means that this exercises were highly effective. The students' reading comprehension abilities and analytical thinking abilities after studying this exercises were significantly higher than that before studying with the exercises constructed at 0.01 level. The students' opinions toward the exercises constructed were highly positive and cooperative behaviors toward the exercises constructed were at high level.

Keywords: Communicative reading exercises, Task-based language teaching, Cooperative Learning, Reading comprehension abilities, Analytical Thinking abilities

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1. Introduction

English language has become more important in students' everyday/real life than before. For that reason, students should realize the importance of English language. (Ministry of Education, B.E. 2551: 2).

Reading is one of the four crucial in English language and this is especially crucial for Thailand since English is used 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 fields, as well as to remain competitive internationally. Reading is a critical component of functional literacy for it helps people not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. 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 and Mclean and Rouault, 2017)

Even though Thai students spend many years studying English in primary school and secondary schools, their reading performance are considerably low. 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)

According to several researches, Cooperative learning, Task-based learning and communicative reading exercises are usually used to develop reading skill and analytical thinking abilities. Cooperative learning has played an important role in English reading classroom. Research on cooperative learning has revealed that cooperative learning not only motivates students to remain on task and improves the management of the follow-up activities but also encourages and supports instructionally relevant dialogue between classmates on learning tasks. Generally these techniques use a task that requires 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 (Chatviriyawong, 2017).

Task-based learning is a flourishing method which can compensate for the weaknesses of the Communicative Language Teaching (Klapper, 2003). Task is taken as a goal-oriented activity which has a clear purpose and involves achievement of 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.)

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

2. Objectives

1. To develop the communicative English reading exercises 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.

2. To implement the exercises.

To evaluate and improve the exercises.

3. Literature Review

1. Task-based language teaching

This study follows the concepts and frameworks provided by (Willis & Willis, 2013) consisted of 3 phases; 1) Pre-task; Introduction to topic and task, 2) During Task; 2.1 Tasks: Tasks can be done by students as pairs or group works under the supervision of the teacher, 2.2 Planning: Students brainstorm and discuss to report to the class presenting the task performance, what they decided or discovered. 2.3) Report: Students make presentation in their own styles, or exchange written reports, and compare results. 3) Post task Language focus; Students focus on grammar that they have been studying in the lesson and they create their production from what they learned in the lessons.

2. Cooperative Learning

Cooperative learning has instructional strategies that not only motivate students to remain on task and improve the management of followup activities but also encourage and support relevant dialogue between classmates on learning tasks. Cooperative learning methods involve incentives for cooperation, such as group rewards or recognition on the basis of the group's academic performance. Cooperative learning also includes structured instruction, often with teacher-led instruction proceeding the cooperative learning activities and with evaluation and feedback following them. (Slavin, 1987)

3. Communicative Reading Exercises

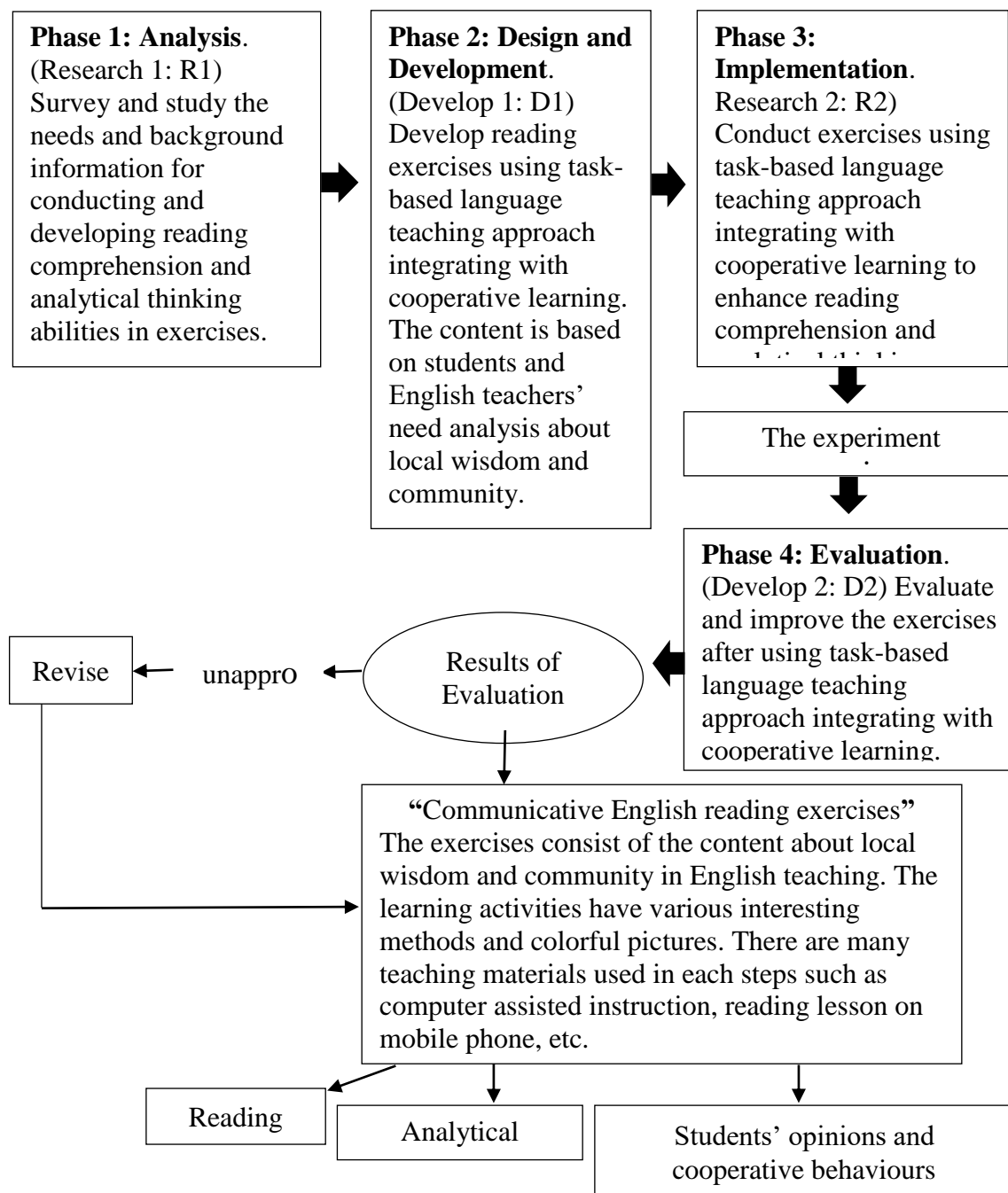
The exercises in this study create on communicative language teaching. Communicative language teaching here means the language teacher uses communication as a teaching approach to enhance students' communicative competence. In relation to this, Ellis (1997) also supports that the pedagogical rational for the use of communicative approach in a language teaching class depends in part on the claim that they will help develop learners' communicative skills and in part on a claim that they will contribute incidentally to their linguistic development. Here, it becomes clear that in relation to being able to communicate, language teaching not only needs the mastering of linguistic knowledge but also communicative competence.

Communicative language teaching emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities. Teachers also take particular rules in the CLT approach. First, the teacher facilitates the communication process between all participants in the classroom. The teacher is also a co-communicator who engages in communicative activities with the students. In addition, the teacher acts as analyst, counselor, and group process manager (Rodgers, 2001).

Thus, the purpose of this study is to develop the communicative English reading exercises based on task-based language teaching approach and cooperative learning to enhance students' reading comprehension and analytical thinking abilities. The exercises consist of the content about local wisdom and community in English teaching. The content is based on students and English teachers' need analysis. The learning

activities have various interesting methods and colorful pictures. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc.

4. Conceptual Framework



5. 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 52 students who were studying in two Grade 10 classes in the first semester of academic year 2020 at Pisanpunawittaya school, Khon Kaen province.

The sample was 30 Grade 10 students who were drawn from cluster sampling.

Research Instruments

1. A questionnaire to ask students' and English teachers' need and appropriate content for constructing the exercises.

To design a questionnaire, the researcher did the following steps; 1) studying concepts about creating questionnaires from various sources, 2) defining the questions and creating a questionnaire based on the concept, 3) offering to 3 experts to check content validity, and 4) editing the questionnaire based on suggestions of experts and conducting the questionnaire to collect data with the sample.

2. 10 exercises based on task-based language teaching approach and cooperative learning. The reading exercises, lesson plan and a teacher's manual were constructed to study the English reading abilities and the analytical thinking ability and to see if the exercises is effective. The exercises consisted of 10 exercises and 10 lesson plans. The researcher had processes as followed; 1) studying core curriculum for grade 10, 2) analyzing the contents for the exercises based on the survey result, 3) studying literature review and research for constructing the exercises, 4) constructing the exercises, 5) adjusting the exercises to 3 experts to evaluate the format, content, language, illustrations, and value of the exercises, 6) editing the exercises and trying out it with 30 grade 10 students who were not a sample group, and 7) adjusting the exercises to use with the sample.

3. A 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. To create a reading comprehension test, the researcher had processes as followed; 1) studying concepts, 2) studying measurement and evaluation in core curriculum, 3) analyzing the content and purposes of learning and creating the test, 4) offering to the experts to evaluate the content validity considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 grade 10 students who were not a sample group to analyze the difficulty (p) discrimination (r), and then selecting 40 items of difficulty value from 0.25-0.75 and discrimination from 0.25–1.00 and testing the reliability of the test by using a formula of KR 20 Kuder Richardson, and 6) using the test with the sample.

4. An 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. To create a reading comprehension test, the researcher had processes as followed; 1) studying concepts of analytical thinking, 2) studying measurement and evaluation in core curriculum, 3) analyzing the content and purposes of learning and creating the test, 4) offering to the experts to evaluate the content validity considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 grade 10 students who were not a sample group to analyze the difficulty (p) discrimination (r), and then selecting 40 items of difficulty value from 0.25-0.75 and discrimination from 0.25–1.00 and testing the

reliability of the test by using a formula of KR 20 Kuder Richardson, and 6) using the test with the sample.

5. A questionnaire used for measuring students' opinions toward the exercises.

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

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

To collect data, the researcher was conducted as followed;

1. Gave the questionnaire to a sample and 5 English teachers to ask their needs and appropriate contents for constructing the exercises.

2. Collected data from the questionnaire was then analyzed. The results Were used as a guide to construct the exercises.

3. Constructed the exercises which obtained from the questionnaire above.

4. Test the students before studying the exercises using a reading comprehension test and an analytical thinking ability test.

5. Taught student to learn the exercises. Each exercise was taught for 50 minutes and students did a quiz at the end of the exercise after studying.

6. Tested the students after finishing 10 exercises using a reading comprehension test and an analytical thinking ability test.

7. Gave the questionnaires to students for asking their opinions towards the exercises.

8. Analyzed the collect data.

Data Analysis

1. Analyzing the efficiency of the reading exercises through process (E1) and product (E2) by using the efficiency formula $80/80$.

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

3. Analyzing the satisfaction and cooperative behavior towards the reading exercises 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.

6. Results of the research paper

1. The students and English teachers' need analysis revealed the needs for the exercises with varieties of methods, interesting contents and modern technology. The exercises consist of the content about local wisdom and community in English teaching. The learning activities have various interesting methods and colorful pictures. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc.

2. The reading exercises 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 exercises using Task-based Language Teaching Approach was a good exercises. The exercises consisted of interesting steps and are discussed as follows:

Step 1: Activation of the background knowledge.–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. –the student cooperate to review their ideas and create their new ideas.

Step 3: Study task and Executing. –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. –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. –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 exercises 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	40	15.9000	5.5223	17.7000	4.5497	21.308**
Post-test	40	33.6000	3.3280			

3.2 The analytic thinking abilities of the sample group from the analytic thinking ability test before and after the reading exercises 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 exercises as the table below.

Table 3: The students' opinion toward the reading exercises.

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

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

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

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

7. Conclusion and Discussion

1. The components of the reading exercises consisted of varieties of methods and interesting contents. The exercises consist of the content about local wisdom and community in English teaching. The learning activities have various interesting methods and colorful pictures. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc. The exercises consisted of interesting steps as follow; activation of the background knowledge, review of ideas and cooperation for creating new ideas, study task and executing, and reflection and summarization of ideas.

2. The findings after the experiment revealed that the efficiency of the reading exercises met the assign criterion 80/80 and was considered an effective exercises. This was because the reading exercises 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 Exercises 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 Exercises. This can be explained that the reading exercises 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 exercises. 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 exercises 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 (Ghaith, 2013)

8. Suggestions

1. Recommendations for Pedagogical implications

1) The research findings indicated that after implementing the reading exercises 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 exercises could be employed with all students.

2) The research findings indicated that after implementing the reading exercises 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 exercises could be employed with students.

3) The reading exercises 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.

2. Recommendations for future research are as follows:

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.

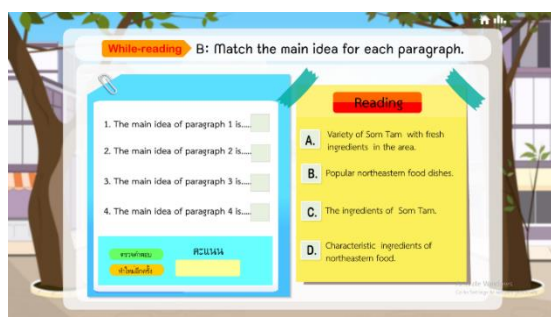
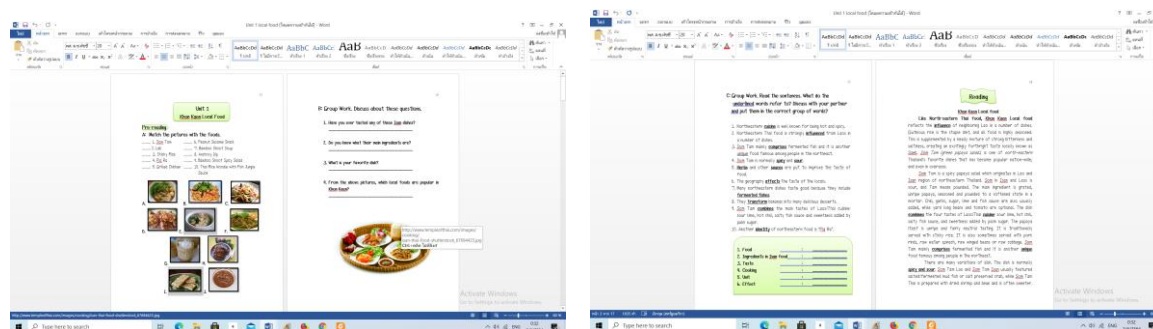
3) The research study could be implemented with other thinking skills to see if the students could develop their thinking skill.

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10. Appendices The examples of CRE



Siam-Si Dictionary



Siam-Si Leaves