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รายงานการวิจัย

การปรับปรุงการพูดภาษาอังกฤษของนักศึกษา
โดยการเล่าเรื่องหลังจากกิจกรรมชมภาพยนตร์ในห้องเรียนรู้ภาษาด้วยตนเอง

Improving Students' English Speaking

by Retelling Story Task after Watching Film Activity in SALLC

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บทคัดย่อ

การวิจัยนี้มีจุดประสงค์เพื่อศึกษาการปรับปรุงการพูดภาษาอังกฤษของนักศึกษาโดยการเล่าเรื่อง หลังจากกิจกรรมชมภาพยนตร์ในห้องเรียนรู้ภาษาด้วยตนเอง โดยประชากรที่ใช้ในการศึกษาคั้งนี้คือนักศึกษาสาขาวิชาการ โรงแรมชั้นปีที่ 2 คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย ปีการศึกษา 2552 จำนวน 50 คน

นักศึกษาได้ทำการทดสอบทักษะการพูดภาษาอังกฤษครั้งที่ 1 และครั้งที่ 2 โดยการนำเสนอข้อมูลปากเปล่า ซึ่งหลังจากการทดสอบครั้งที่ 1 นักศึกษาได้รับมอบหมายให้ฝึกทักษะการพูดด้วยตนเองโดยวิธีเล่าเรื่องหลังจากการชมภาพยนตร์ในห้องศูนย์การเรียนรู้ภาษาด้วยตนเอง ความสามารถของนักศึกษาถูกบันทึกผลเป็นคะแนนโดยพิจารณา 4 ด้าน คือ ด้านการใช้คำศัพท์ ความรู้ด้านไวยากรณ์ภาษา การออกเสียงคำ/ประโยค และความคล่องในการพูด ซึ่งคะแนนดังกล่าวถูกนำไปคำนวณหาค่าเฉลี่ย และค่าร้อยละเพื่อพิจารณาหาผลการวิจัย

ผลการวิจัยสรุปดังนี้

1. การเล่าเรื่องหลังจากกิจกรรมชมภาพยนตร์ช่วยปรับปรุงความสามารถด้านการพูดภาษาอังกฤษของนักศึกษาในภาพรวมดีขึ้นเล็กน้อย
2. การเล่าเรื่องหลังจากกิจกรรมชมภาพยนตร์ไม่สามารถช่วยปรับปรุงความสามารถด้านคำศัพท์และการพูดให้ถูกต้องตามหลักไวยากรณ์ภาษา แต่สามารถช่วยปรับปรุงด้านการออกเสียงคำ/ประโยคและความคล่องในการพูดได้

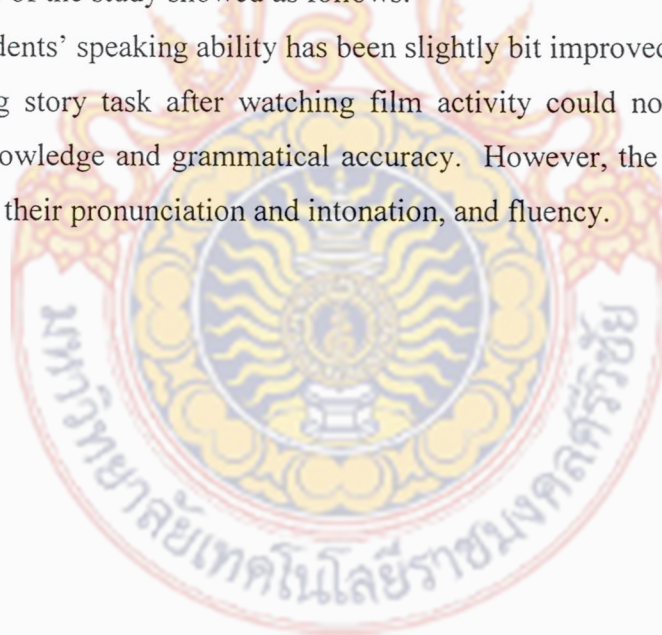
Abstract

The purpose of this research was to investigate the improvement of English speaking skill through using retelling story task after watching film activity in Self-access Language Learning Center (SALLC) of the 50 second-year Hotel students, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya in the academic year 2009.

The population in this research was given a pre-test of oral presentation. After the pre-test, they were assigned to watch films of their preferences in SALLC at their convenient time and as many time as they wanted in order to encourage them to develop self-directed learning skills. Post-test was done at the fourth week after pre-test. The subjects' performance in pre-test and post-test was graded based on four aspects: lexical resources, grammatical accuracy, pronunciation and intonation, and fluency and coherence. The scores in pre-test and post-test were recorded and then calculated for mean and percentage in order to identify the improvement.

The findings of the study showed as follows:

1. The students' speaking ability has been slightly bit improved.
2. Retelling story task after watching film activity could not help improve the students' lexical knowledge and grammatical accuracy. However, the activities enhanced the improvement of their pronunciation and intonation, and fluency.



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Chapter 1

Introduction

1.1 Background of the Study

The English language is now a very important language in the world. It is used as a tool to communicate with people all over the world. The Education Ministry in Thailand realizes this importance and has placed the English courses at the primary level of education. Moreover, from secondary level to higher education level, Thai students still have opportunities to study many English courses as compulsory courses each year. However, Thai students generally lack English speaking skills. This may be because they mainly have chance to speak English in only English class. Furthermore, in some classes the teachers may not use English as the medium in teaching. Then, self-access language learning center, or SALLC hereafter, is a place that can help the students improve their English.

According to the researcher's study about practicing English speaking skills in SALLC, it was found that students in Rajamangala University of Technology Srivijaya, Songkhla (or RMUTSV hereafter) mostly like to practice English by watching films activity. Therefore, it is valuable to investigate whether film watching activity can foster students' improvement of their speaking skills.

1.2 Statement of Purpose

To compare the subjects' ability in English speaking skills between before and after using retelling story task and watching films activity.

1.3 Limitation of the Study

The study was limited to study improving speaking skill by retelling story task after watching film activity in SALLC of Hotel students in the academic year 2009 at Rajamangala University of Technology Srivijaya (RMUTSV). Thus, the results of this study are only applicable to this group of students.

1.4 Scope of the Study

1.4.1 Subjects

The subjects were 50 second-year Hotel students at degree level who were studying the course of English for Hotel II in academic year 2009 at Faculty of Liberal Arts, RMUTSV.

1.4.2 Research Instrument

Films and speaking evaluation form for pre-test and post-test

1.5 Definition of Terms

1.5.1 English speaking :

A productive skill of generating words that can be understood by listeners

1.5.2 Retelling Story :

Skills of absorb some information of and then summarizing, distilling, and elaborating

1.5.3 SALLC :

Self-access Language Learning Center which can be defined as a place where learning takes place independently of teaching. In this research, it is the Self-access Language Learning Center at Rajamangala University of Technology Srivijaya, Songkhla.

Chapter 2

Review of Literature

This part is a review of related literature. It is divided into four sections. The first section discusses the role of English and problems of speaking English in Thailand. The second section discusses Self-Access Language Learning Center. The third section indicates ways of practice speaking in SALLC. The last section presents watching films in learning English.

2.1 The Role of English in Thailand

At present, English plays a more important role than it did in the past. It was used by certain groups of people who were English native speakers such as English, Australian, and Americans. Nowadays, it is employed by people all over the world and by more non-English native speakers than English native speakers. People use it on many purposes such as for commerce, education, career, information and entertainment.

In Thailand, English has been used as a foreign language. It does not have a great deal of impact on the daily life of Thai people in general. However, English is a compulsory subject in Thai educational system because of its role as a foreign language for communication. At present, the role of English has expanded. It is not used only for trading and high level education, but also for every level of education, for career and for pleasure such as international sports and movies. English is also employed both in face-to-face and through the Internet for international interaction.

Speaking is one of the four main skills of communication apart from listening, writing, and reading. It is a basic skill for communication. Fromkin and Rodman (1993) indicated that

“whatever else people do when they come together they talk--whether they play, fight or make automobiles, etc. People talk to their friends, associates, bus drivers and total strangers. People talk face to face or over the telephone. Hardly a moment of our waking lives is free from words”.

When people speak, they produce and receive information because speaking is an interactive process. People speak and then listen or listen and then speak. According to Abbott and Wingard (1981), spoken English is a relationship between producing and receiving information. When we speak, the listener hears a smooth continuity of combined

sounds and not individual sounds in isolation. It is the process of sounds combination and the process of conveying and receiving information which students find most difficult. They have to understand what the speaker says and to convey information they want to communicate. Johnson and Johnson (1987) mentioned that when the speaker speaks, they send his ideas, beliefs, feeling, reactions, needs, goals, interests, etc. to the listener. Then he needs to understand the listener when the listener takes turn sending his ideas, beliefs, feelings, and so on. Therefore, when we speak, we have to integrate listening skills to achieve communication.

Generally, more Thai students have problems with speaking English although they start learning English since primary schools. There are some possible causes such as teaching and learning methodology, L1 interference, and cultural differences. In addition, in Thai setting, a lack of opportunity to use or practice English seems to be an important cause. Little Wood et al. (1996) found that the frequency of practice is a significant factor leading to confidence and proficiency in spoken communication and students who had a lot of practice got better English results in public examinations. In this regard, educational institutions can help by encouraging them to learn by themselves and to take advantages of SALLC where students are given opportunity to be exposed to English language in order that students can use or practice the skill freely, not only in English classes where there are limitations of time.

2.2 Lifelong Learning and Self-access Language Learning Center (SALLC)

This part reviews definitions of lifelong learning and self-access language learning center. It also reviews the advantages of a SALLC in language learning as the followings.

2.2.1 Definition of “Lifelong Learning”

Lifelong learning can be defined as that it is the education resulting from integration of formal, non-formal, and informal education so as to create ability for continuous lifelong development of quality of life. Learning is therefore a part of life which takes place at all times and in all places (The National Educational Act B.E. 2542, 1999). It is a continuous lifelong process going on from birth to the end of our life. Therefore, to equip students with the skills of lifelong learning, educational institutes should allow their students to

know how to learn outside class because generally they have only around four hours a week studying an English course in degree level. Thus, if they have the skill of lifelong learning, they will have more opportunities to encounter the knowledge and more opportunity to practice and communicate in more different situations.

2.2.2 Definitions of “Self-access Language Learning Center”

There are different terms for a place for autonomous learning and practicing English. The place at King Mongkut’s University of Technology Thonburi, Thailand is referred to as “self-access learning centre” (SALC) (Khamcharoen, 1995). Such place is referred to as “self-access centre (SAC) at Specialist Teachers Training Institute, Kuala Lumpur, Malaysia, (Lin, 1996) and at Lingnan College, Hong Kong (Pang, 1996). However, in this study, it is referred to as Self-access Language Learning Centre or SALLC. According to Sheerin (1991) and Dickinson (1987), a SALLC can be defined as a place where learning takes place independently of teaching.

2.2.3 Advantages of a SALLC in language learning

Sheerin (1991) and Dickinson (1987) mentioned that SALLC has many advantages in language learning as follows:

1. Students can have more opportunities to use and practice English because students can visit a SALLC anytime they want to use and practice English. Students can have more exposure to the target language other than that in classroom.
2. Students can make a decision to select suitable materials to match their level of knowledge and their pace of learning. They can choose and do tasks which are not too difficult for them. They can do the tasks as slowly or as quickly as they want. Allowing students to select their own suitable materials can make them put effort and pay more attention to practice.
3. Students can choose types of practice according to their interests and learning styles. Furthermore, they can choose types of materials or activities they prefer. In addition, they can decide whether they want to practice alone, in pairs, or in groups. Some learners may feel more comfortable to practice alone and feel independently whereas others may be happier to practice in pairs or in groups. According to Scarcella and Oxford (1992), students can receive valuable assistance from their peers’ ideas, and giving them needed encouragement when they work in pairs or in groups. Moreover, in group study, learners can practice the language with the native or competent speakers.

4. Through independent learning and taking responsibility, students can practice being autonomous which leads to life-long learning. Scharle and Szabo (2000) defined autonomy as the freedom and ability to manage one's own affairs, which entails the right to make a decision as well. Naiman et al.(1978) found that the most successful language learning strategies were connected with assuming responsibility for one's own learning. SALLC can promote students' independent learning and responsibility. That is because when students go to a SALLC, they make their own decision whether they will go to the SALLC or not, how many hours they will be there, or whether they will be practice alone or with other people.

2.3 Ways of Speaking Practice in SALLC

This part reviews possible ways of speaking practice in a SALLC which cover activities and tasks, and feedback.

2.3.1 Activities and Tasks

Learners are different. They are different in age, pace of learning, and learning style. Reid (1995) defined learning style as an individual's natural, habitual, and preferred way(s) of absorbing, processing and retaining new information and skills. Some learners may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to hands-on activities. Therefore, various types of activities are needed to suit individual differences. Possible activities in a SALLC are suggested as follows:

Role-play is students' performance according to the role and the situation given (Ladousse, 1987). Students need an interlocutor when they do role-play because they need to work with their partner. Role-play has many benefits. First, students can practice speaking in a variety of situations for different purposes. Second, it provides students with chances to liberate their own personalities through the enjoyment of performing the role-play. Moreover, students can use language for real communication. However, role-play has some limitations. Some time the language used in role-play is not natural or typical of a conversation because of the limitation of students' experience and language proficiency. Also, students do not perform as themselves or in real situations (Holden, 1981).

Problem-solving is a speaking activity that can activate students to speak. Students can do this activity individually, in pairs and in groups. If they work in pairs or in groups,

they have to express ideas and give reasons and to support their ideas in order to find solutions to the problem. According to Keulik and Rudnick (1987), an advantage of problem-solving activities is that students are encouraged to use their cognitive skill during the procedure of solving problems or finding the solutions. Log and Crookes (1986, cited in Scarcella and Oxford, 1992) found that two-way tasks in which two participants must share information in order to solve a problem, such as how to get to the train station on time are effective in promoting the development of interactional features. These tasks encourage learners to push their linguistic knowledge to limit, negotiate meaning and develop accuracy as well as fluency.

Oral presentation is an activity which students can do individually, in pairs, and in groups. It is defined by De Vito (1987) as a form of communication in which a speaker addresses a relatively large audience with a relatively continuous discourse and usually in face-to-face situation. Through oral presentation, students have a chance to convey their prepared speeches without interruptions.

Singing songs is an activity which students can do individually, in pairs, and in groups. It is an activity which can improve pronunciation and speaking skills. Johnson (1996, quoted in Edwards, 1997) claimed that one of the fundamental elements students lack is correct usage of the rhythmic stress patterns (beats) of the language. Closely related to the rhythm are intonation patterns and the phenomena of deleting, blending, shortening, and lengthening sounds in spoken English, which can be heard in songs too. Once EFL learners comprehend these very basic components of spoken English and use them in their conversations, their listening comprehension will improve. In addition, in songs students can learn vocabularies and sentence structures which are important for conveying information.

Playing games is an activity which can be done individually, in pairs, and in groups. This activity is popular with students and excellent for encouraging them to speak English while playing. The competitive ingredient presented in all games gives the activity a purpose, while motivation is provided by the "fun" aspect (Sheerin, 1989).

Information-gap is an activity in which students are given separately different bits of information. Students cannot do this activity alone, but they have to do it in pairs or in groups because they have to share and combine their different information so that they can complete a task (Harmer, 1991). Information gap has advantages of giving realistic feedback in the form of success or failure to complete the task.

Pronouncing words or sentences is an activity which students can do individually. It is possible to do this activity in pairs or in groups. Students can listen to cassettes and then imitate words or sentences or they can find materials such as short stories, poems or plays, or even a card containing a sentence which they can read aloud to practice pronunciation. When students have accurate pronunciation, they will be confident in using the language and eventually become more fluent.

2.4 Watching Films in Learning English

Nowadays, it is popular among teenager students to apply modern technology like the Internet in their daily life. They use the Internet to search any information they want which are not only for education or communication, but also for entertainment. They listen to music and watch the film they like. Therefore, the students should be encouraged to have autonomous learning by learning from what they like. By watching films, students can practice their speaking skills because they can improve their pronunciation, stress, intonation and culture (El Bahri, 2002).

Error of pronunciation, stress or intonation may be more detrimental to understanding the speaker than the occasional wrong vowel or consonant. A wrong pronunciation, stress or intonation will not normally fail to convey any meaning at all, but will succeed in conveying a meaning different from that intended by the speaker. Therefore, the speaker should convey what he wants in the correct tunes—a high fall or a low fall. Even if the different tunes have different meaning (often the attitude of the speaker) to a particular tune, or to list fully all the possible meaning to any one tune. In short, there is much overlap. For instance, the low fall tune is sometimes characterized as definite final firm, sometimes rude or abrupt: while the low-rise tune is said to be friendly, polite, doubtful and encouraging.

Watching an English language film with English language subtitles for language learning has potential benefits. Subtitles provide a large amount of comprehensible input and can encourage active conscious language learning and provide immediate feedback for the students to gauge their listening skills during the films. They can also help learners to recognize tenses and vocabulary in action. That is because natural speed in speaking may be too fast for non-native language learners. Therefore, subtitles can makes the words clear. With the subtitle, students can understand the words that they might not know and the

subtitle is useful for them to do tasks after watching film (<http://www.tamsadek.spaces.live.com/blog/cns!7EFA99B809D3A0C8!120.entry>).

2.5 Retelling Story

Retelling story is a task which can be employed after the activity of watching films. Retellings are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996 cited in [http://www.bridgew.edu/Library/CAGS Projects/TPALINGO/web%20page/srlitrev.htm](http://www.bridgew.edu/Library/CAGS%20Projects/TPALINGO/web%20page/srlitrev.htm)). It can be defined as an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. Story retelling takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension (http://ccvi.wrcervw.org/ccvi/22pubs/newsletters/winter1997-waevingauthenticassessment/Story_Retelling-V2-No1.html cited in Marjuki, 2011).

Retelling story can help students to enrich their new vocabulary and will know more about the conversations. However, story retelling is not as easy as people imagine. The students will meet some difficulties in giving information if they do not have any ability in conveying an idea or a topic. Retelling story in their language is easier than retelling story in English. Retelling story in English is really difficult for them. They have some difficulties, i.e. they might have limited vocabulary items and they might have poor ability in pronunciation.



Chapter 3

Research Methodology

This part gives an overview of the research procedure of the study. It includes subjects, research instruments, pilot data collection, and data analysis.

3.1 Subjects

The subjects of the research consisted of second-year hotel students, who were studying at the degree level at Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya in the first semester of the academic year 2009. They had passed the course of English for Hotel I and were studying the course of English for Hotel II, with the researcher as the teacher of the course. The course focused on all four skills, especially speaking skill. There were fifty subjects who were purposive selected. They were all in the same class- Hotel 2/1. Five of them were males and forty-five of them were females.

3.2 Research Instrument

There were two research instruments. They were films and teacher's evaluation form for pre-test and post-test..

3.2.1 Ten films which were different in types were provided in SALLC in order that the subjects could go there and could select the films they preferred to watch on their own. The films were action, comedy, drama, fantastic, horror, and romantic movies. They were soundtrack films and each of them had English subtitle.

3.2.2 Teacher's evaluation form was used to evaluate students' speaking ability. The form, which was adapted from the way IELTS candidates were evaluated, contained totally twenty marks. That was divided into four parts related to speaking skill: lexical resource, grammatical accuracy, pronunciation and intonation, and fluency and coherence. Each part contained five marks. The grading criteria was adapted from IELTS, evaluation grading rubric for TESOL TESL and TEFL speaking tests (http://www.eslgo.com/resources/sa/oral_evaluation.html) and Splendid Speaking Grading Criteria (http://www.splendid-speaking.com/products/task_sheets/grade.pdf) each part were as the followings:

Scores	Lexical resource
5	Vocabulary was used to express ideas eloquently.
4	A few minor difficulties arose from not using appropriate vocabulary.
3	Some difficulties arose due to limited vocabulary and/or bad diction.
2	Communication was severely hampered due to lack of vocabulary.
1	Communication was broken down due to no vocabulary at all even very basic words.

Scores	Grammatical accuracy
5	Grammar covered in class was used to communicate effectively.
4	A few minor difficulties arose from not using the grammar studied in class.
3	Grammatical errors led to many minor difficulties or one major breakdown in communication.
2	Grammatical errors severely hampered communication.
1	Communication was broken down due to no knowledge of grammar at all even the very basic ones.

Scores	Pronunciation and Intonation
5	Pronunciation, intonation and stress were clear were used to enhance communication.
4	No serious problems arose, but better pronunciation, stress, could have made communication more efficient.
3	Some communication problems arose due to unclear pronunciation and stress. Student may have been difficult to hear.
2	Pronunciation, intonation, stress, inflection, and/or expression confused communication. Student may have been very difficult to hear.
1	Communication was broken down because severe wrong pronunciation and intonation conveying wrong meaning.

Scores	Fluency
5	Student acted as a facilitator helping the conversation flow and develop.
4	Some minor difficulties maintaining the conversation were evident.
3	Some effort was required to maintain the conversation. There may have been a few long pauses.
2	Much effort was required to maintain the conversation. There may have been many long pauses.
1	Communication was broken down because there were too long and too often pauses.

3.3 Data Collection

In order to investigate whether their speaking ability improved or not, the data of subjects' speaking ability was collected two times: pre-test and post-test.

3.3.1 Pre-test

Pre-test was given to each subject at the third week after the beginning of the semester. Each subject had to give a three-to-five-minute oral presentation on the hotel from which he/she had just arrived for training course. The subjects had an hour to prepare their information and then presented their own information to the teacher one by one. To control the order of the presenters, the students' names were drawn. Their speaking performance or scores were recorded on the evaluation form focusing on lexical resource, grammatical accuracy, pronunciation and intonation, and fluency and coherence. The test took three hours.

3.3.2 Post-test

Post-test was applied at the fourth week after pre-test. Each subject was assigned to give a three-to-five-minute oral presentation on tourist attractions in Songkhla. They had an hour to prepare their information and then presented their own information to the teacher one by one. To control the order of the presenters, the students' names were drawn. Their speaking performance or scores were recorded on the evaluation form focusing on the same issues as pre-test. The test took three hours.

3.4 Data Analysis

The data of students' scores in pre-test and post-test in each four parts were recorded, and then compared. Frequency, percentage and mean were used to analyze the data.



Chapter 4

Results of the Study

This part aims to answer the research hypothesis whether the task of retelling story after watching film in SALLC can improve students' English speaking or not. The data will be presented in two parts: the students' abilities in pre-test and post-test, and the students' improvement.

4.2 The students' Pre-test and Post-test Abilities

Table 1 General Marks of Students in Pre-test and Post-test

General Marks (Total=20)	Pre-test No. of Students (N=50)	Post-test No. of Students (N=50)
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	3	0
9	1	1
10	3	3
11	0	4
12	14	10
13	2	3
14	11	5
15	6	8
16	3	7
17	2	1
18	5	6
19	0	2
20	0	0
\bar{X}	13.66	14.14

As has been presented in Table 1, the general marks of students abilities in pre-test and in post-test show that students' ability in post-test is better than that in pre-test. The \bar{X} in pre-test is 13.66 whereas the \bar{X} in post-test is 14.14.

In pre-test, form twenty marks, the lowest mark is eight marks and the highest one is eighteen. Most of the students get twelve marks. In post-test, the lowest mark is nine and the highest one is nineteen and most of the students get fourteen marks.

Table 2 Lexical Resources Marks of Students in Pre-test and Post-test

Lexical Resources Marks (Total = 5)	Pre-test	Post-test
	No. of Students (N=50)	No. of Students (N=50)
1	0	1
2	4	5
3	32	29
4	5	7
5	9	8
\bar{X}	3.38	3.32

The analysis result presented in Table 2 indicated that the students' ability in lexical resource in post-test is better than that in pre-test. The \bar{X} in pre-test is 3,38 whereas the \bar{X} in post-test is 3.32. In pre-test, the lowest mark is two from four students and the highest mark is five from nine students. Most of the students, thirty two students, get three marks. In post-test, the lowest mark is one from only one student and the highest mark is five from eight students. Most of the students, twenty-nine students, get three marks.

Table 3 Grammatical Accuracy Marks of Students in Pre-test and Post-test

Grammatical Accuracy Marks (Total = 5)	Pre-test	Post-test
	No. of Students (N=50)	No. of Students (N=50)
1	0	0
2	4	5
3	25	19
4	9	17
5	12	9
\bar{X}	3.58	3.60

Table 3 indicates that the students' ability in grammatical accuracy in post-test which has \bar{X} at 3.60 is not much different from that in pre-test which has the mean value at 3.58. In pre-test, the lowest mark is two from four students and the highest mark is five from twenty students. Most of the students, twenty-five students, get three marks. In post-test, the lowest mark is also two from five students and the highest mark is five from nine students. Most of the students, nineteen students, get three marks whereas seventeen students get four.

Table 4 Pronunciation and Intonation Marks of Students in Pre-test and Post-test

Pronunciation and Intonation Marks (Total = 5)	Pre-test	Post-test
	No. of Students (N=50)	No. of Students (N=50)
1	1	0
2	9	5
3	29	27
4	11	17
5	0	1
\bar{X}	3.00	3.28

According to the result in analysis, it can be seen that the students' ability in pronunciation and intonation in post-test is better than that in pre-test. The \bar{X} in pre-test is 3,00 whereas the \bar{X} in post-test is 3.28. In pre-test, the lowest mark is one by one students and the highest mark is four by eleven students. Most of the students, twenty-nine students, get three marks. In post-test, the lowest mark is two by five students and the highest mark is five by one students. Most of the students, twenty-seven students, get three marks whereas seventeen students get four.

Table 5 Fluency and Coherence Marks of Students in Pre-test and Post test

Fluency and Coherence Marks (Total = 5)	Pre-test	Post-test
	No. of Students (N=50)	No. of Students (N=50)
1	0	0
2	4	1
3	23	20
4	9	13
5	14	16
\bar{X}	3.66	3.88

Table 5 indicates fluency and coherence marks of students in pre-test and post-test. The students' ability in fluency and coherence in post-test with \bar{X} 3.88 is improved, compared to that in pre-test which \bar{X} is 3.66. In pre-test, the lowest mark is two by four students. Most of the students, twenty-three students, get three marks and fourteen students get the highest marks. In post-test, the lowest mark is two by only one students. Most of them, twenty students, get three marks and sixteen students get the highest marks.

4.2 The Students' Improvement

According to the results of each skill in pre-test and post-test, the students' improvement can be analyzed as in Table 6 and Table 7.

Table 6 Results in Pre-test and Post-test in Each Skill

Skills	Results (marks)	
	Pre-test \bar{X}	Post-test \bar{X}
Lexical Resources	3.38	3.32
Grammatical Accuracy	3.58	3.60
Pronunciation and Intonation	3.00	3.28
Fluency and Coherence	3.66	3.88
\bar{X}	3.40	3.52

Table 6 expresses the students' marks in each skill in both pre-test and post-test. Generally, the lowest mark of both pre-test and post-test is pronunciation and intonation skill, which the \bar{X} are 3.00 in pre-test and 3.28 in post-test. The \bar{X} of lexical resources, grammatical accuracy, and fluency and coherence skills are respectively 3.38, 3.58, and 3.66 in pre-test, and 3.32, 3.60, and 3.88 in post-test.

Table 7 Improvement in Each Skill

Skills	Improvement (N=50)		
	Negative Effect	No Effect	Positive Effect
Lexical Resources	7 (14%)	39 (78%)	4 (8%)
Grammatical Accuracy	8 (16%)	35 (70%)	7 (14%)
Pronunciation and Intonation	2 (4%)	32 (64%)	14 (28%)
Fluency and Coherence	2 (4%)	38 (76%)	10 (20%)
\bar{X}	8 (16%)	27 (54%)	15 (30%)

Table 7 shows the numbers and percentages of students who have negative effect, no effect and positive effect in each skill after they have practiced retelling story task after watching film activity.

In general, most of the students or 54% of them has no effect. 16% of them has negative effect whereas 30% of them has positive effect.

In lexical and resources and grammatical accuracy skills, the percentages of negative effect are little higher than those of positive effect. They are 14% to 8% and 16% to 14 % respectively. However, the improvement in pronunciation and intonation and fluency and coherence skills can be seen significantly. In pronunciation and intonation skill, the percentage of positive effect is 28% and in fluency and coherence skill, the percentage of positive skill is 20%.

Chapter 5

Discussion and Recommendation

Based on the literature review and the results of this study, discussion on self-directed learning, retelling story and watching films, and recommendations for further study are as follows.

5.1 Discussion on Self-directed Learning, Retelling Story and Watching Films

According to the ratio of percentages of positive results to negative results and no effect (30:70), it can be interpreted that less than half of the students can improve the speaking skill. Only about one-third of them can do that. This implies that it is feasible that only good students can master the skill of self-directed learning without any help from teacher. That is possibly because Thai students have less skill in self-directed learning.

This can be affected by Thai culture. Culture plays an important role in the development of the individual's orientation to learning (Smith, 1990 cited in Wongsri, 2002). Cultural influences can impact on many educationally relevant variables such as motivation, orientation toward learning, ways of thinking, and unconscious beliefs and values (The American Psychological Association, 2001; Claxton, 1999 cited in Wongsri, 2002) note that cultural factors reflect and shape an individual's mental functioning as well as their beliefs and behaviours. Some research has explored the relationship between culture and an individual's sense of self-efficacy (Earley, Gibson & Chen, 1999) achievement goals (Stipek, 1998) cited in Wongsri, 2002). Culture also has been examined in its relationship to the individual's learning behaviours such as self-regulation (Kurman, 2001 cited in Wongsri, 2002).

Zeegers, Martin & Martin (1999 cited in Wongsri, 2002) note that a principal goal of higher education is to foster individuals who are capable independent learners. This is a goal in higher education of many countries including Australia and Thailand. Therefore, teaching and learning in every subject should train or give students opportunity to learn how to learn by themselves and to allow students to practice that in every subject.

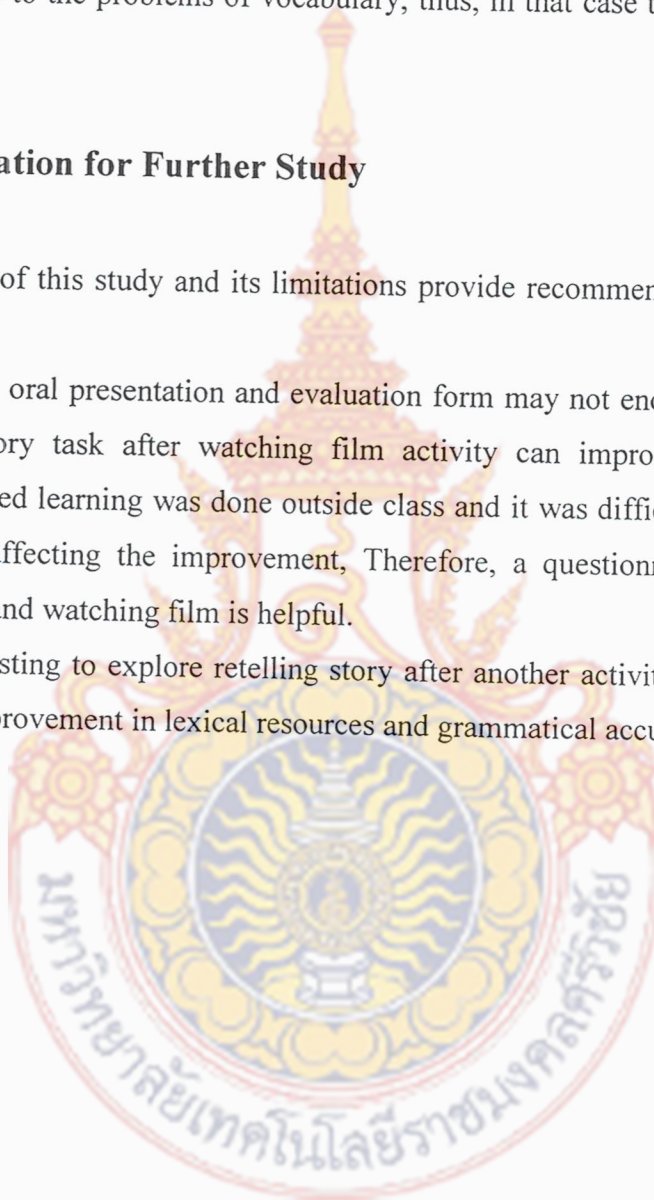
Although in Table 6 in this study, mean in post-test of lexical resources skill is a bit less than that in pre-test, means in the others are higher, especially in pronunciation and intonation, and fluency and coherence.

Teachers should have students practice retelling story in class as often as possible. The story can be what they did in the class last week, the TV programs or the books they like. They may face to the problems of vocabulary, thus, in that case they may need help from the teacher.

5.2 Recommendation for Further Study

The findings of this study and its limitations provide recommendations for further study as follows:

1. Using only oral presentation and evaluation form may not enough to investigate whether retelling story task after watching film activity can improve speaking skill. Moreover, self-directed learning was done outside class and it was difficult for teachers to control the factors affecting the improvement, Therefore, a questionnaire investigating about retelling story and watching film is helpful.
2. It is interesting to explore retelling story after another activities to study about the speaking skill improvement in lexical resources and grammatical accuracy.



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