

The Development of English Speaking Skills for Communication of Grade 12 Students by Team-Based Learning at Dhammarajsueksa School, Chiang Mai Province

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ABSTRACT

This purposes of the research 1) to examine the English-speaking skills for communication of Grade 12 students at Dhammarajsueksa School, Chiang Mai Province, 2) to evaluate English-Speaking Skills for Communication of Grade 12 students at Dhammarajsueksa School, Chiang Mai Province; and 3) to explore the satisfaction levels of students toward studying communicative English and using team-based learning. The study employed a quasi-experimental, one-group pretest–posttest design. The sample comprised 30 students form Grade 12 at Dhammarajsueksa School, Chiang Mai Province, which enrolling during the academic year 2025, selected through purposive sampling. The research instruments consisted of an English speaking problems questionnaire, TBL-based lesson plans, English speaking pre-tests and post-tests, and a post-instruction satisfaction questionnaire. The data were analyzed using mean ($\bar{X}$), standard deviation (S.D.), and a dependent-samples t-test to determine the significance of the results. The findings revealed that before the intervention, students' English speaking skills were at a moderate level, hampered by a lack of confidence and limited opportunities for practice. However, after implementing the Team Based Learning model, students' speaking skills significantly improved at the .05 level. The mean score rose remarkably from 51.00 in the pre-test to 76.00 in the post-test. Furthermore, students expressed a highest level of satisfaction toward the TBL model ($\bar{X} = 4.87$). The highest satisfaction scores were recorded for the Team-Based Learning Model itself and the classroom atmosphere, which promoted active participation. These results suggest that the TBL-SPEAK Model effectively enhance communicative competence by fostering a low-anxiety environment and encouraging peer-to-peer collaboration. The research

provides a new body of knowledge in pedagogical innovation, demonstrating that structured team-based interaction can bridge the gap between theoretical knowledge and real-life communicative application for secondary school students.

Keywords: English Speaking Skills, TBL, Communicative Competence, EFL, Secondary Education

Introduction

1. Background and Significance of the Problems

In the current globalized era, English proficiency is essential for effective international communication, academic advancement, and career development. However, Grade 12 students at Dhammarajsueksa School in Chiang Mai Province face significant challenges in developing English speaking skills. Many students struggle with a lack of self-confidence, limited vocabulary, insufficient grammar knowledge, and inadequate opportunities to practice speaking in authentic, real-life contexts. These obstacles hinder their ability to express ideas, share experiences, and engage meaningfully with others in English.

The Thai national education system has long emphasized grammar-based instruction and reading comprehension over oral communication skills, resulting in a generation of students who can read and write in English but remain largely unable to speak it with confidence (Bhattarachaiyakorn & Phettakua, 2023). This gap between passive knowledge and active communicative ability is particularly evident among secondary school students in provincial contexts where exposure to English use the real-time pressure to perform outside the classroom is limited.

Consequently, adopting an innovative pedagogical approach is crucial. Team-Based Learning (TBL) shifts the classroom dynamic from passive, teacher-centered instruction to active, student-centered learning, fostering an environment where students engage deeply with the language through structured peer collaboration. This approach has been shown to enhance student engagement, reduce individual anxiety, and improve communicative outcomes compared to conventional lecture-based methods (Ulfa et al., 2021), making it particularly well-suited to address the affective and linguistic challenges faced by EFL learners in Thai secondary schools.

2. English Speaking Skills for Communication

Speaking skills for communication involve the functional ability to express ideas, opinions, and feelings accurately and fluently within a social context. This competence is not merely about grammatical knowledge but requires the integration of pronunciation, vocabulary, discourse management, and sociolinguistic awareness to ensure meaningful interaction. Nayak and Patel (2024) emphasize that developing speaking skills is the most challenging aspect of language learning for EFL students, given the real-time pressure of performance and the psychological burden of potential public failure in a foreign language.

Effective speaking instruction must therefore move beyond rote memorization and focus on providing students with the linguistic tools, strategic competence, and confidence necessary to negotiate meaning in diverse communicative situations. Bhattachaiyakorn and Phettakua (2023) further emphasize that speaking proficiency encompasses both accuracy, the ability to use language correctly, and fluency, the ability to communicate smoothly and naturally, and that both dimensions must be developed simultaneously within a supportive learning environment that minimizes communication anxiety.

3. Team-Based Learning (TBL) Approach

Team-Based Learning (TBL) is a structured form of small-group learning that emphasizes student accountability and active engagement through a specific pedagogical sequence. The TBL process typically comprises three phases: (1) individual preparation through pre-class study; (2) the Readiness Assurance Process (RAP), consisting of an Individual Readiness Assurance Test (iRAT) followed by a Team Readiness Assurance Test (tRAT); and (3) the application of knowledge through complex, team-based problem-solving tasks designed to develop higher-order thinking and communicative skills. Ulfa et al. (2021) confirmed through a cluster-randomized controlled trial that TBL consistently outperforms lecture-based instruction in both academic achievement and classroom engagement outcomes.

This approach transforms the teacher's role from a primary lecturer to a facilitator, encouraging students to take ownership of their learning while benefiting from the scaffolding provided by their peers. Nayak and Patel (2024) suggest that TBL is particularly effective in language classrooms as it student is talking time, fosters a supportive environment that

mitigates the fear of making mistakes, and creates authentic communicative opportunities through meaningful team tasks.

4. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) serves as the overarching pedagogical framework underpinning this study. CLT prioritizes communicative competence as the ultimate goal of language instruction, emphasizing the use of language for authentic purposes and meaningful interaction rather than isolated structural practice. CLT-based classrooms are characterized by student-centered activities such as role-plays, interviews, information gap-task, and collaborative projects, all of which align seamlessly with the interactive nature of the TBL model (Nayak & Patel, 2024).

The integration of TBL within a CLT framework creates a powerful synergy: TBL provides the structural accountability and team-based scaffolding, while CLT provides the authentic communicative purpose and real-world relevance. Together, they create learning conditions that are both pedagogically rigorous and communicatively meaningful, addressing both the cognitive and affective dimensions of language learning and directly targeting the barriers to communicative performance identified among Thai EFL learners (Bhattachaiyakorn & Phettakua, 2023).

Conceptual Framework of the Study

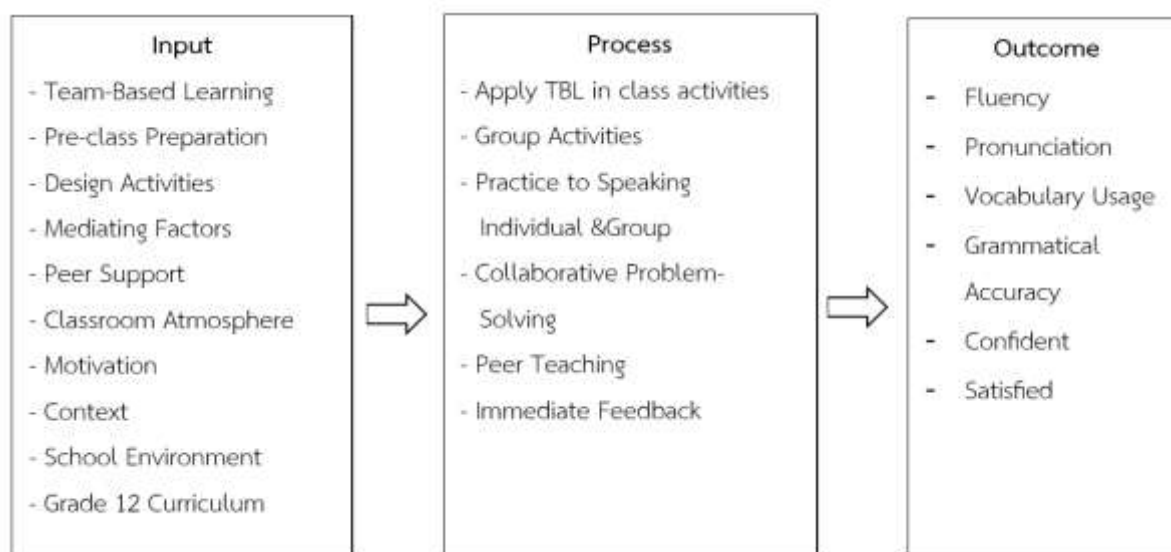


Figure 1 Conceptual Framework

Objectives of the Research

1. To examine the English-speaking skills for communication of Grade 12 students at Dhammarajsueksa School, Chiang Mai Province
2. To evaluate of English-Speaking Skills for Communication of Grade 12 students at Dhammarajsueksa School, Chiang Mai Province
3. To explore the satisfaction levels of students toward studying communicative English and using team-based learning

Research Methodology

This study employed a quasi-experimental research design, specifically a one-group pretest–posttest approach. This design was selected as it allows for the systematic measurement of change in student performance before and after the TBL intervention while controlling for the practical constraints of working within an existing school class. The study was conducted during the 2025 academic year at Dhammarajsueksa School, Chiang Mai Province. The methodology for this study is designed to answer the research objectives through a structured approach as follows:

1. Research Instruments

The research instruments were developed in accordance with the three research objectives as follows:

1.1 Questionnaire on Problems in English Speaking Skills for Communication of Grade 12 students.

A questionnaire was developed to investigate problems encountered by Grade 12 students in English speaking for communication. This instrument comprised three parts: Part 1, General Information (5 items); Part 2, Problems in English Speaking Skills for Communication (15 items); and Part 3, Factors Affecting Speaking English for Communication (15 items). Content validity was confirmed by five expert reviewers, and reliability was established through pilot testing with 30 participants, yielding a Cronbach's Alpha coefficient of $\alpha = 0.910$, indicating high internal consistency. The questionnaire served as a primary tool to collect baseline data, directly addressing the first research objective.

1.2 Population and Sample

The target population consisted of Grade 12 students enrolled at Dhammarajsueksa School, Chiang Mai Province, during the 2025 academic year. The sample

for this study comprised 30 Grade 12 students, selected through purposive sampling based on their enrollment in the English Communication course and the classroom teacher's identification of them as students experiencing significant challenges with English speaking. This sampling approach ensured that the participants represented the specific population for whom the TBL intervention was designed.

1.3 TBL-Based Lesson Plans

The development of English speaking skills for communication by using Team-Based Learning (TBL) strategies and lesson plans is designed and developed according to the identification of students' problems, challenges, and self-perceived weaknesses. The instructional process spans seven weeks (2 hours each session) to systematically build students' speaking proficiency through a structured progression from foundational introductions to advanced analytical discussions. The learning progression over the seven weeks is structured as follows:

- **Week 1: Pre-test Assessment.** A 2-hour assessment where each student has 4 minutes to answer 10 specific questions. Performance is evaluated using a Speaking Test Rubric by a panel of three raters: two English teachers from DMR school and one foreign English lecturer from MCU Chiang Mai Campus.
- **Week 2: Greeting and Introduction.** Focuses on building a strong foundation for initiating conversations smoothly, fluently, and accurately using correct grammar and vocabulary.
- **Week 3: Junior Temple Guide.** Aims to transform learners into credible presenters who can convey in-depth cultural and historical knowledge about temple architecture.
- **Week 4: The World Ahead.** Develops critical thinking by having students express opinions, predict, and analyze future trends concerning technology, education, and the environment.
- **Week 5: Amazing Animals.** Enhances the ability to transform feelings into clear, reasoned statements by discussing animal characteristics and debating pet choices.
- **Week 6: The Body is Beautiful.** Encourages confident and reasoned discussions about personal identity and societal views regarding beauty and appearance.

- **Week 7: Post-test Assessment.** A final 2-hour assessment utilizing the same 10 questions from Week 1. Results are evaluated against the pre-test using the Speaking Test Rubric to accurately measure the students' communicative progress.

1.4 English speaking pre-tests and post-tests

English speaking tests were tested by foreign teacher, researcher and English teacher from Dhammarajsueksa School, Chiang Mai Province, English speaking tests were administered before and after the TBL intervention to measure students' speaking ability. The pre-test established the baseline level of speaking proficiency, while the post-test assessed improvement following instruction. Both tests were constructed to the same standard and assessed students across five speaking criteria: pronunciation, vocabulary, fluency, grammar accuracy, and communicative ability. IOC validation by five experts confirmed that all test items were aligned with the research objectives and the specified learning outcomes, aligned with the second research objective.

1.5 Questionnaire of satisfaction levels of students toward studying communicative English and using team-based learning

A Likert-scale questionnaire (5 = Highest, 1 = Lowest) was used to assess students' satisfaction with the TBL instructional model following the intervention. The questionnaire covered four dimensions: Instructional Management, Learning Atmosphere and Participation, Instructional Media Usage, and the Team-Based Learning Model itself. Reliability was established through pilot testing with 30 participants, yielding a Cronbach's Alpha of $\alpha = 0.864$, confirming high internal consistency., directly addressing the third research objective.

2. Research Instrument Validation

All research instruments, including students' problem of English speaking skills for communication questionnaire, TBL-based lesson plans, English speaking pre-tests and post-tests, and a satisfaction questionnaire were examined for content validity by five experts. The Index of Item-Objective Congruence (IOC) was employed to determine the consistency between each item and the research objectives. Items with IOC values ranging from 0.60 to 1.00 were considered acceptable.

To ensure the quality of the research instruments, both questionnaires were pilot-tested with a sample of 30 participants in order to determine their reliability. The reliability coefficient was calculated using Cronbach's Alpha method. The analysis revealed that

the overall reliability of the first questionnaire was $\alpha = 0.910$, and the second questionnaire was $\alpha = 0.864$, indicating a high level of internal consistency and confirming that the questionnaires were appropriate for data collection.

3. Data Collection

The data collection process was systematically conducted during the 2025 academic year at Dhammarajsueksa School. The process was divided into three main phases:

Pre-Intervention: A needs analysis questionnaire was first administered to identify the specific communication challenges faced by the 30 Grade 12 students. Following this, a pre-test was conducted to establish a baseline of their English speaking skills.

Intervention: The core study consisted of a six-week program using the Team-Based Learning (TBL) approach. Students engaged in individual and team-readiness phases, focusing on active communication, collaborative tasks, and feedback sessions.

Post-Intervention: After the instructional period, a post-test was administered to measure improvement in speaking skills. Additionally, satisfaction questionnaires were distributed to collect students' feedback on their learning experiences with the TBL model.

4. Data Analysis

Collected data were analyzed using both descriptive and inferential statistics. Mean ($\bar{X}$) and Standard Deviation (S.D.) were used to interpret the levels of students' speaking problems and their satisfaction with the TBL lessons. The efficiency of the lesson plans was calculated using the E1/E2 efficiency index, with an established criterion of 75/75. A paired-samples t-test was employed to compare pre-test and post-test scores and determine whether the improvement was statistically significant at the .05 level.

Results

The results of this study are presented in accordance with the three research objectives.

1. Students' Problems in English Speaking Skills

Table 1 The all parts' results of the English-speaking skills for communication of Grade 12 students at Dhammarajsueksa school school, Chiang Mai Province.

No.	Parts	Mean	SD	Interpretation
1	The Results of the Problem of English-Speaking Skills for Communication	3.44	1.21	Moderate
2	The Results of the Factors Affecting Speaking English for Communication	3.28	1.12	Moderate
	Average	3.36	1.17	Moderate

Table 1 presents all parts of the evaluation results for English-speaking skills for communication. Overall, the English-speaking skills for communication of the Grade 12 students were at a moderate level ($\bar{X} = 3.36$, S.D. = 1.17). When examining individual aspects, it was observed that the highest mean score was for "The Results of the Problem of English-Speaking Skills for Communication" ($\bar{X} = 3.44$), which was interpreted as a moderate level. This was followed by "The Results of the Factors Affecting Speaking English for Communication" ($\bar{X} = 3.28$), respectively.

2. Effectiveness of TBL-Based Lesson Plans

2.1 E1 E2 of lesson plans

Results of the analysis of the efficiency (E1/E2) of the lesson plans for the development of English speaking skills for communication of grade 12 students by using team-based learning at Dhammarajsueksa School, Chiang Mai Province, by finding the efficiency of the process.

Table 2 Results of the analysis of the efficiency (E1/E2) of the lesson plans

Assessment	N	Percentage (%) of each	Average Percentage (%)	$\bar{X}$
During Instruction Process (E1)	30	1 st lesson: 77.20% S.D. = 1.49 2 nd lesson: 79.00% S.D. = 2.23 3 rd lesson: 79.20% S.D. = 2.83 4 th lesson: 80.00% S.D. = 1.44 5 th lesson: 81.20% S.D. = 1.00	79.32%	1.62
Post-test Product (E2)			90.07%	9.48

According to Table 2.1.1, it was found that the efficiency of the learning process (E1) was 79.32, and the efficiency of the learning outcome (E2) was 90.07. Therefore, the learning based on the lesson plans for the development of English speaking skills for communication of grade 12 students by using team-based learning at Dhammarajsueksa School, Chiang Mai Province, which is higher than the established criteria of 75/75.

3. Students' English Speaking pre-tests and post-tests Results

The result of evaluating the English-Speaking Skills for Communication of Grade 12 students at Dhammarajsueksa School, Chiang Mai Province, before and after implementation

Table 3 The results of the implementation (Pretest & Posttest)

Score	N	$\bar{X}$	S.D.	t	p
Pretest	30	51.00	12.03	-11.455	.000
Posttest	30	76.00	7.21		

Table 3 The results of the comparison of learning achievement before and after instruction in the implementation of the Development of English Speaking Skills for Communication of Grade 12 students by Team-Based Learning.

From Table 3, the study analyzed the comparison of learning achievement before and after instruction in the implementation of the Development of English Speaking Skills for Communication of Grade 12 students By Team-Based Learning.

The findings revealed that the pre-test scores had a mean ($\bar{X}$) of 51.00 with a standard deviation (S.D.) of 12.03, and the post-test scores also had a mean ($\bar{X}$) of 76.00 with a standard deviation (S.D.) of 7.21.

The comparison of the pre-test and post-test learning achievement of the 30 participants showed a t-test value (t) of -11.455 and a p-value (p) of .000, indicating that the post-test learning achievement was significantly higher than the pre-test at the .05 level.

4. Students' Satisfaction toward Team-Based Learning

The all parts of the result of analyzing the satisfaction levels of students toward studying communicative English and using team-based learning.

Table 4 The results of the implementation (satisfactions)

No.	Parts	Mean	SD	Interpretation
1	Instructional Management	4.86	.32	Highest
2	Learning Atmosphere and Participation	4.87	.18	Highest
3	Instructional Media Usage	4.83	.29	Highest
4	Team-Based Learning Model	4.90	.19	Highest
	Average	4.87	.25	Highest

Table 4.1 presents all parts of the result of analyzing the satisfaction levels of students toward studying communicative English and using team-based learning. Overall, the satisfaction of the Grade 12 students was at a highest level ($\bar{X} = 4.87$, S.D. = 0.25). When examining individual aspects, it was observed that the highest mean score was for the "Team-Based Learning Model" ($\bar{X} = 4.90$), which was interpreted as a high level. This was followed by "Learning Atmosphere and Participation" ($\bar{X} = 4.87$), "Instructional Management" ($\bar{X} = 4.86$), and "Instructional Media Usage" ($\bar{X} = 4.83$), respectively.

Discussion

1. Students' Problems in English Speaking Skills

The results of this study revealed that the English-speaking skills for communication of Grade 12 students were at a moderate level overall ($\bar{X} = 3.36$), with the most significant issues being problems in English-speaking skills ($\bar{X} = 3.44$) and factors affecting speaking ($\bar{X} = 3.28$). The students specifically struggled with a lack of self-confidence, limited vocabulary, insufficient grammar knowledge, and inadequate opportunities to practice speaking in authentic contexts. These findings are consistent with Wulandari et al. (2021) and Fajaryani et al. (2023), who stated that EFL students' speaking problems stem largely from psychological factors, communication apprehension, and a lack of vocabulary. Furthermore, the results align with Tiang-uan and Oulis (2024) and Khouni et al. (2022), who highlighted that worries about insufficient vocabulary and limited opportunities to practice are key sources of communication anxiety. This is because the Thai national education system has long emphasized grammar-based instruction and reading comprehension over oral communication skills, and the students in this provincial context have minimal exposure to English outside the classroom.

2. Students' English Speaking pre-tests and post-tests Results

Regarding the effectiveness of the intervention, the results demonstrated that the post-test learning achievement ($\bar{X} = 76.00$) was significantly higher than the pre-test ($\bar{X} = 51.00$) at the .05 level, and the lesson plans achieved an efficiency (E1/E2) of 79.32/90.07. This significant improvement is consistent with Michaelsen et al. (2004), who found that TBL transforms passive listeners into active language users through collaborative tasks. It also aligns with Le (2018), who confirmed that group-based learning allows learners to negotiate meaning more effectively than traditional methods. Additionally, it supports Talanuek and Tham-ngarn (2025), who found that authentic, context-based materials lead to effective learning. This is because the TBL-SPEAK Model provides a structured team foundation and peer-to-peer mentoring that reduces anxiety and bridges the gap between theoretical knowledge and real-world communicative application.

3. Students' Satisfaction toward Team-Based Learning

The analysis of student satisfaction revealed that the Grade 12 students had a high level of satisfaction overall ($\bar{X} = 4.87$), with the highest scores given to the Team-Based Learning Model ($\bar{X} = 4.90$) and the Learning Atmosphere and Participation ($\bar{X} = 4.87$). This finding is consistent with Fatmawati (2019), who stated that TBL provides a supportive space where students feel motivated to practice speaking. It also aligns with Hrynychak and Batty (2012) and Sivarajah et al. (2019), who argued that TBL creates a more dynamic, engaging learning environment and provides a meaningful educational experience through well-organized modules. This is because the collaborative structure of TBL shifts the classroom dynamic to active learning, maximizes student talking time, and fosters a low-anxiety environment that mitigates the psychological burden of potential public failure.

New Body of Knowledge

The culmination of this research has led to the synthesis of the "TBL-SPEAK Framework," an instructional innovation designed for communicative classrooms:

New Body of Knowledge: The Team - Based Learning (TBL) by "SPEAK Model"

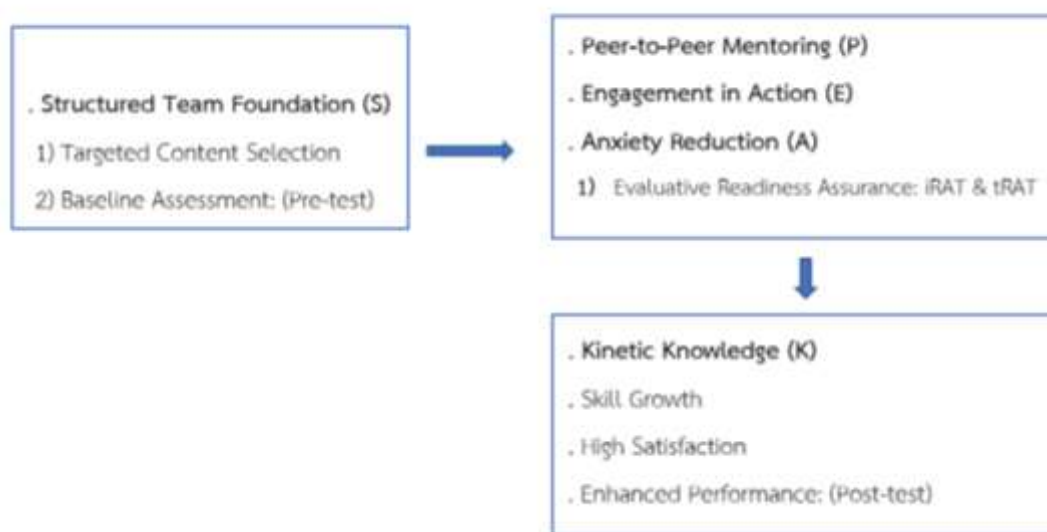


Figure 2 TBL-SPEAK Framework

The synthesis of this research has led to the development of the Team - Based learning TBL by "SPEAK Model," an instructional innovation designed to bridge the gap between theoretical knowledge and real-world communicative application for Grade 12 students.

1. Structured Team Foundation (Linked to 'S'): Forming balanced student teams to ensure a supportive environment for practice.

1) Targeted Content Selection: Identifying core speaking hurdles, such as difficulty in storytelling and expressing opinions, to design targeted lesson content.

2) Baseline Assessment: Establishing the initial speaking proficiency level, which was found to be moderate with a pre-test mean of 51.00.

This stage represents the initial factors and preparation based on the identified needs of the students.

2. Peer-to-Peer Mentoring (Linked to 'P'): Allowing high-proficiency students to guide their peers, creating a natural flow of language and reducing anxiety.

This stage represents the core TBL intervention and the active learning environment implemented over six weeks:

3. Engagement in Action: Utilizing task-based scenarios and guided rehearsals that mirror real-life English usage.

1) Evaluative Readiness Assurance: Implementing the dual-test phase, including iRAT (Individual Readiness Assurance Test) and tRAT (Team Readiness Assurance Test), to ensure individual preparation and team accountability.

4. Anxiety Reduction: Building a supportive classroom culture through continuous feedback (via tools like the Line application) and small-group successes.

5. Kinetic Knowledge: The transformation of active practice into long-term speaking skills, resulting in a statistically significant increase in speaking competence.

Conclusion

The study successfully concludes that Team-Based Learning is an exceptionally effective tool for overcoming the traditional "silent classroom" problem in Thai secondary education. Through a six-week intervention, students transformed from hesitant speakers into confident communicators, achieving a statistically significant improvement in their test scores. The overwhelmingly positive feedback from students underscores that a team-oriented approach is far more satisfying and effective than conventional lecture-based methods.

Recommendations

1. Policy Recommendations

Educational authorities should advocate for the integration of Team-Based Learning Approach into the national curriculum for EFL (English as a Foreign Language). Providing specialized training for Thai teachers on TBL facilitation rather than just grammar instruction would fundamentally improve the quality of English education in local schools.

2. Using mobile applications

For teachers on the ground, the focus should be on creating authentic tRAT activities that resonate with students' daily lives. Leveraging mobile applications like Line for "always-on" feedback can maintain the momentum of team learning beyond the school gates.

3. Recommendations for Future Research

Future studies should employ a longitudinal design to examine how long these speaking gains last. Furthermore, researchers might look into applying the TBL-SPEAK model to different skill sets, such as academic writing, to see if the collaborative benefits remain as strong across different linguistic domains in Thailand.

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