

การใช้บทเรียนแสงรู้บนเว็บและการเรียนรู้แบบทีมเป็นฐานที่เน้นเนื้อหาวัฒนธรรมไทย เพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 1

Implementing WebQuest and Team-Based Learning Focusing on Thai Cultural Content to Promote the English-Speaking Ability of Grade 7 Students

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(Received: Jun. 20, 2023; Revised: Aug. 18, 2023; Accepted: Aug. 18, 2023)

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการใช้บทเรียนแสงรู้บนเว็บและการเรียนรู้แบบทีมเป็นฐานที่เน้นเนื้อหาวัฒนธรรมไทยที่มีผลต่อความสามารถในการพูดภาษาอังกฤษ และ 2) ศึกษาความพึงพอใจของนักเรียนที่มีต่อการเรียนรู้ภาษาอังกฤษโดยใช้บทเรียนแสงรู้บนเว็บและการเรียนรู้แบบทีมเป็นฐานที่เน้นเนื้อหาวัฒนธรรมไทย ประชากร คือ นักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนเอกชนในอำเภอเมืองนครราชสีมา จังหวัดนครราชสีมา จำนวน 837 คน กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาปีที่ 1 จำนวน 26 คน จากโรงเรียนเอกชนแห่งหนึ่ง ในอำเภอเมืองนครราชสีมา จังหวัดนครราชสีมา โดยใช้วิธีการสุ่มแบบกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แผนการจัดการเรียนรู้ 2) แบบทดสอบความสามารถในการพูดภาษาอังกฤษและ 3) แบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ร้อยละ และการทดสอบค่าที (t-test)

ผลการวิจัย พบว่า คะแนนเฉลี่ยความสามารถในการพูดภาษาอังกฤษของนักเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้ นักเรียนมีความพึงพอใจต่อการเรียนอยู่ในระดับมาก งานวิจัยแสดงให้เห็นว่าความสามารถในการพูดภาษาอังกฤษพัฒนาขึ้นหลังจากการเรียนรู้โดยใช้บทเรียนแสงรู้บนเว็บและการเรียนรู้แบบทีมเป็นฐานที่เน้นเนื้อหาวัฒนธรรมไทย

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ABSTRACT

The objectives of the study were to 1) investigate the effects of using WebQuest and Team-Based Learning focusing on Thai cultural content on English speaking ability and 2) explore students' satisfaction towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. The population was 837 grade 7 students from private schools in Mueang Nakhon Ratchasima District in Nakhon Ratchasima Province. The samples were 26 grade 7 students from a private school in Mueang Nakhon Ratchasima District, Nakhon Ratchasima Province. They were selected by using cluster random sampling. The instruments used in the study were: 1) the lesson plans, 2) the English-speaking ability test, and 3) the satisfaction questionnaire. To analyze the data, the mean score (\bar{X}), percentage, standard deviation (S.D.), and t-test for dependent samples were used.

The findings of the study revealed that the student's English speaking ability post-test mean score was higher than the pre-test one at a significant level of .05. Additionally, the students had satisfaction with learning English at a high level. The student's English-speaking ability was also improved after learning by implementing WebQuest and Team-Based Learning focusing on Thai cultural content.

Keywords: WebQuest, Team-based learning, Thai cultural content, English speaking

Introduction

The English language is an important language that is regarded as an official language in many countries. It is a vital instrument for the communication and education of EFL learners. English ability facilitates the learners to comprehend different cultures and perspectives on global society. In today's globalized world, the increasing need for English language ability has highlighted the necessity of good language acquisition and communication skills (Rusmiyanto, Huriati, Fitriani, Tyas, Rofi'l & Sari, 2023). According to the Ministry of Education (2008), speaking is one of

the most important skills that can be developed to improve communication effectiveness. Many language learners find it difficult to express themselves in spoken language. In Thailand, speaking is focused as one of the important skills for students. Speaking skills are considered as a vital part of second language acquisition (Santiwatthanasiri, 2018). However, it was found that the students' speaking ability was at a low level. Many students felt anxious to speak, and they could not communicate in real-life situations. In the classroom, when the teacher asked students to speak, most of them were embarrassed and fearful of making mistakes while speaking (Indrianty, 2016, p. 31). Tuan and Mai (2015) also mentioned problems that students encountered in the classroom. To explain this, students lacked knowledge of the language, they were worried about making mistakes and afraid of criticism and were ashamed of the other students' attention towards themselves.

In the 21st century, technology has been used to facilitate the teaching and learning of languages (Wong, 2015). There are many advantages of learning and teaching languages through technology. For example, the use of technology, computers, and internet resources increases the teaching and learning of languages (Nurhikmah, Hakim, Kuswadi, Sulianti & Sujarwo, 2021, p. 1199). According to various technology integration in teaching and learning, WebQuest is used to facilitate the teaching and learning of English. According to Dodge (2001, p. 7), WebQuests are appealing because they provide structure and guidance for both students and teachers. WebQuest is important since it provides teachers with an instructional framework to create meaningful online learning activities (Zheng, Perez, Williamson & Flygare, 2008, p. 296). WebQuest is useful for both learners and teachers because students work in the process of the lesson and teachers perform the duties of observers and instructors (Ashirbaeva and Yusupova, 2023). In terms of benefits on language skills, WebQuest enhances and develops speaking and listening skills (Salem, 2017, p. 69). WebQuest can improve the learners' speaking and motivate them in language learning (Ashirbaeva and Yusupova, 2023, p. 561). However, there is a limitation of WebQuest since students can get easily distracted using the web and they can easily lose the way to other websites that do not relate to the tasks (Dodge, 1997). This must be taken into consideration of its usage. According to the

limitation of WebQuest, Team-Based Learning is implemented to the study as it enhances the level of engagement between students and course materials (Rinaldi, 2022). In the development of students' language learning skills in the era of globalization, learners should be encouraged to learn more, which is student-centered learning. Team learning is emphasized so that students can help each other to learn (Yaisoon, Rattanaiboon & Chankao, 2016, p. 74). Team-Based Learning approach is a form of active learning which is a more engaging and productive learning modality to put theoretical knowledge into practice (Joshi, Budhathoki, Adhikari, Poudel, Raut & Shrestha, 2022, p. 1). It is a system that allows teachers to use learning strategies more easily in the 21st century for language courses, especially speaking skills (Suwandi, 2021. p. 70). Moreover, it involves student understanding through individual assessment and group engagement (O'Dwyer, 2021). The elements of Team-Based Learning consist of Advancement assignment, Individual readiness assurance test, Team readiness assurance test, Instructor clarification review, and Team application (Parmelee, Michaelsen, Cook & Hudes, 2012).

There are benefits of WebQuest on speaking skills and Team-Based Learning on learner's learning; moreover, WebQuest and Team-Based Learning have several factors that are related to each other such as critical thinking, student-centered, problem-solving, and cooperation. Thus, the researcher used WebQuest and Team-Based Learning as tools to promote the English-speaking ability of grade 7 students.

Research Objectives

1. To investigate the effects of using WebQuest and Team-Based Learning focusing on Thai cultural content on the English-speaking ability of grade 7 students.
2. To explore student's satisfaction with learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content.

Significance of the Research

1. The use of WebQuest and Team-Based Learning focusing on Thai cultural content can promote the English-speaking ability of grade 7 students.

2. The findings would be useful for teachers who use WebQuest and Team-Based Learning to teach English to enhance learners' English speaking ability.

3. The results of this study will be useful for English teachers who provide speaking activities with cultural content.

Conceptual Framework

This research aimed to investigate the effects of using WebQuest and Team-Based Learning focusing on Thai cultural content on the English-speaking ability of grade 7 students and to examine the students' satisfaction with learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. This study was a group pre-test and post-test design. It was expected that the use of WebQuest and Team-Based Learning focusing on Thai cultural content would effectively promote the English-speaking ability of grade 7 students. The independent variable was teaching English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content and the dependent variables were students' speaking ability and the students' satisfaction with learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. The conceptual framework of this study is based on WebQuest (Dodge, 1997) and Team-Based Learning (Parmelee et al., 2012).

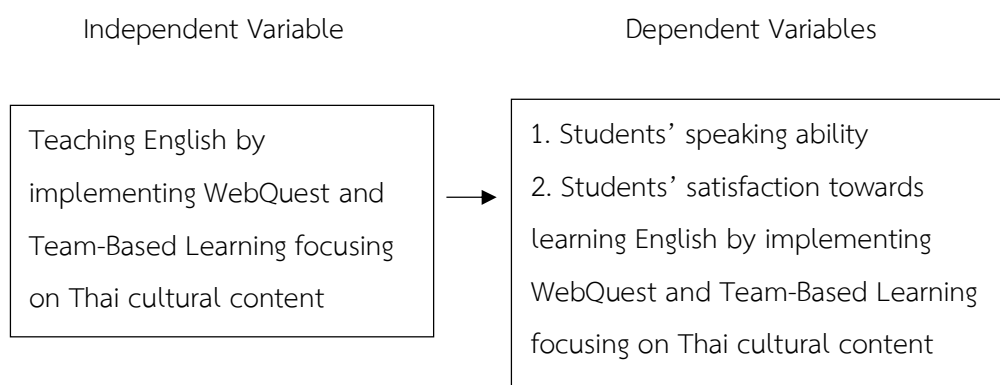


Figure 1 Conceptual framework

Research Methodology

1. Population and Samples

The population of this study consisted of 837 grade 7 students from private schools in Mueang Nakhon Ratchasima District, Nakhon Ratchasima Province in the academic year 2022 (The Secondary Educational Service Area Office Nakhon Ratchasima, 2020). The samples were 26 grade 7 students from a private school who studied in the second semester of the academic year 2022 in Mueang Nakhon Ratchasima District, Nakhon Ratchasima Province. They were selected by using cluster random sampling.

2. Instrumentation

2.1 The instruments used in the research procedure were the lesson plans adapted from Dodge's WebQuest (1997) and Parmelee et al.'s Team-Based Learning (2012). Teaching and learning activities were conducted based on the elements of WebQuest (WQ) and implemented with Team-Based Learning activities (TBL). Each lesson lasted four periods, making a total of 12 hours. The topics consisted of Thai food, Thai desserts, and the Songkran festival which related to the aspects of Language and Culture in the Basic Core Curriculum (Ministry of Education, 2008). The lesson plans were verified by three experts ($\bar{X} = 3.97$) which meant the lesson plans were excellent. The lesson plans were tried out with another group of students who were not sampled before actual implementation in the study.

The lesson plans were divided into 6 steps as follows: 1) Introduction: The students were introduced to activities in WebQuest to engage their attention (WQ). Also, they were explained advancement assignment (TBL). 2) Task: The students were described the task they had to accomplish (WQ). Then, they did the individual test based on the topic of the unit (TBL). 3) Process: The students were provided with examples of activities required for accomplishing the task (WQ). According to the team application, the students discussed in the team about the activities (TBL). 4) Resources: Students reached the provided webpages to study the learning content (WQ). Students in each team did the team test (TBL). 5) Evaluation: Students' performances on tasks were evaluated (WQ). The teacher clarified the team test to make sure that everyone understood the learning content (TBL).

6) Conclusion: Teachers and students discussed and summarized the topic and the students were encouraged to reflect on their learning (WQ).

2.2 The instruments for data collection were the English speaking ability test and satisfaction questionnaire. Firstly, the English speaking ability test aimed to measure the students' speaking ability about Thai cultural content. The English speaking ability test was used for pre-test and post-test assessment. The students were asked to describe the pictures of Thai culture. Students' speaking ability was assessed in 6 aspects: grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2001). The experts' evaluation of the English speaking ability test indicated that the average score of each item was 4.00. The correlation between the researcher and another rater was 0.902. Secondly, the questionnaire was employed to examine students' satisfaction towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. The variability of the questionnaire was 4.00. There were two parts: closed-ended and open-ended questions.

3. Data Collection

The data were collected in the second semester of the academic year 2022. Before the implementation, the English speaking pre-test was distributed to the samples for assessing students' speaking ability. During, the three lesson plans of WebQuest and Team-Based Learning using Thai cultural content were conducted. The experiment lasted for six weeks. After that, the students completed the speaking post-test to assess their speaking ability, and they completed the students' satisfaction questionnaire to assess their opinions towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content.

4. Data Analysis

The data from the speaking ability test were analyzed using mean (\bar{X}), Standard Deviations (S.D.), and a t-test for a dependent. The data obtained from students' satisfaction with learning English by implementing WebQuest and Team-Based Learning focusing on Thai culture was analyzed using the mean (\bar{X}) and Standard Deviations (S.D.) and the data obtained from the open-ended question was analyzed using content analysis.

5. Research Results

The results of the investigation of the effects of using WebQuest and Team-Based Learning focusing on Thai cultural content on English speaking ability are presented in Table 1 and Table 2.

Table 1 The students' pre and post test and development scores on English speaking ability test before and after implementing WebQuest and Team-Based Learning focusing on Thai cultural content.

Students No.	Pre-test (score 30)	Post-test (score 30)	Development
1	14	19	5
2	12	18	6
3	19	19	0
4	15	22	7
5	12	19	7
6	10	13	3
7	10	18	8
8	17	26	9
9	15	19	4
10	22	28	6
11	7	12	5
12	24	26	2
13	10	12	2
14	20	22	4
15	23	28	5
16	12	14	2
17	15	23	8
18	10	17	7
19	13	16	6
20	18	23	5

Table 1 (Cont.)

Students No.	Pre-test (score 30)	Post-test (score 30)	Development
21	13	16	3
22	18	22	4
23	10	15	5
24	13	16	3
25	7	12	5
26	22	28	6
\bar{X}	14.53	19.34	4.81
S.D.	4.86	5.01	0.15

As shown in Table 1, before implementing WebQuest and Team-Based Learning, the highest pre-test score on the English speaking ability test was 24 points, and the lowest score was 7 points. After that, the highest score was 28 points, and the lowest score was 12 points. All sample students obtained higher scores in the post-test than in the pre-test.

Table 2 The comparison of mean scores between pre and post-test on speaking test

English Speaking Ability Test (Total score = 30 points)	n	\bar{X}	S.D.	t.	Sig.
Pre-test	26	14.53	4.86	11.005*	0.000
Post-test	26	19.34	5.01		

*p < 0.5

According to Table 2, there was a significant difference between the pre-test and post-test mean scores at a .05 level. As can be seen from the table, the students' post-test mean scores (\bar{X} = 19.34, S.D. = 5.01) on the student's English speaking ability were higher than the pre-test mean scores (\bar{X} = 14.53, S.D. = 4.86). Therefore, the

results could be concluded that the English speaking ability of grade 7 students after implementing WebQuest and Team-Based Learning focusing on Thai cultural content was higher than that before the experiment at a significant level of .05.

In addition, the questionnaire was used to examine students' satisfaction towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. The findings were reported by mean scores and standard deviations which are shown in Table 3.

Table 3 Students' satisfaction towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content

Statement Categories	\bar{X}	S.D.	Meaning
1. Learning Method	3.84	0.66	High
2. Lesson Materials	3.87	0.66	High
3. Lesson Contents	4.08	0.65	High
4. Perceived Achievement	3.94	0.68	High
The total average mean score	3.94	0.70	High

According to Table 3, the result revealed that the third category, "the lesson contents" had the highest average mean score at a high satisfaction level ($\bar{X} = 4.08$, S.D. = 0.65). Second, it was followed by "Perceived achievement" ($\bar{X} = 3.94$, S.D. = 0.68). Next, it was the "learning materials" ($\bar{X} = 3.87$, S.D. = 0.66). Last, it was "the learning method" ($\bar{X} = 3.84$, S.D. = 0.66). To summarize, all four categories had the average mean score at a high satisfaction level.

In terms of the open-ended part of the satisfaction questionnaire, students showed positive satisfaction towards learning English by implementing WebQuest and Team-Based Learning. The students showed their opinions in two major categories. Firstly, learning by implementing WebQuest and Team-Based Learning focusing on Thai cultural content was beneficial for speaking skills as it provided opportunities to speak English. Secondly, learning by implementing WebQuest and Team-Based Learning focusing on Thai cultural content motivated them to learn English as it provided interesting content to learn with their friends.

Conclusion

The results of this study showed that the students' post-test mean scores on the student's English speaking ability were higher than the pre-test mean scores at the .05 level. Moreover, the students' satisfaction towards learning English by implementing WebQuest and Team-Based Learning focusing on Thai cultural content was at a high satisfaction level.

Discussions

According to the result, it showed that there were positive effects on students' speaking ability by implementing WebQuest and Team-Based Learning focusing on Thai cultural content. There were several reasons that could explain these positive results which are discussed below.

Firstly, students were provided with opportunities to practice English speaking through using WebQuest and Team-Based Learning focusing on Thai cultural content. To explain this, WebQuest is a method of language teaching using technology in which the students can learn by themselves through instructions on WebQuest. In this study, learning by implementing WebQuest gave students opportunity to practice English speaking inside and outside the class and could motivate students to be interested in English speaking. In this study, there were 6 elements of WebQuest: 1) introduction, 2) task, 3) process, 4) resources 5) evaluation and 6) conclusion. These elements aimed the students to reach the topics and learning content required for speaking activities. Then, they used those knowledge to practice speaking with their friends. The teacher facilitated students' learning, encouraging teamwork, and providing assistance when needed. WebQuest promoted students centeredness with teacher guidance through the learning process (Goodwin-Jones, 2004). There were also studies that revealed the effectiveness of WebQuest. For example, Kaenchai and Jogthong (2020) reported the positive effects of implementing constructive roleplay through WebQuests on students' speaking ability.

Next, learning by implementing Team-Based Learning also enhanced students' opportunities to speak English with their friends. Chorrojprasert (2021) described that group work improved students' performance and learning skills. Samad, Husein,

Rashid and Rahman (2015) stated that using Team-Based Learning was helpful in learning because the students could share and brainstorm ideas together. In Suwandi's (2021) study, Team-Based Learning improved students' fluency in speaking skills. In this study, the process of Team-Based Learning was implemented to engage students' learning. Team-Based Learning helps learners to gain confidence in ideas presentation and discussion (O'Dwyer, 2021). Therefore, when the two approaches were implemented, students had opportunities and motivation to speak English. These were useful for learning as they reduced problems in speaking English when friends in the team helped each other to brainstorm and share their knowledge.

The results of the students' opinions towards learning English by using WebQuest and Team-Based Learning focusing on Thai cultural content showed that students had a positive satisfaction. This is similar to Sangkhawasee and Jansem's study (2022), which focused on using Team-Based Learning to develop students' English-speaking abilities. The study showed positive results of using Team-Based Learning to develop the speaking ability of students. Also, they had positive satisfaction with learning.

In conclusion, learning by using WebQuest and Team-Based Learning focusing on Thai cultural content promotes English speaking ability. It confirms that learning English using WebQuest and Team-Based Learning can be used in teaching English speaking. Moreover, the students had a positive satisfaction with learning English using WebQuest and Team-Based Learning focusing on Thai cultural content.

Recommendations

Recommendations for instruction and further studies are identified as follows:

1. Recommendations for instruction

1.1 Teachers should consider the students' level, the relevance of the content, and the learning objectives.

1.2 Teachers should teach different cultures to promote both Thai and other cultures.

2. Recommendations for further study

2.1 Further studies could be conducted by implementing WebQuest and Team-Based Learning to promote other language skills such as listening, reading, and writing.

2.2 Further studies could be conducted by using different Thai cultural content such as Thai instruments, Thai traditional games, and Thai traditional dance.

Acknowledgments

This research was funded by the Graduate School Nakhon Ratchasima Rajabhat University in the academic year 2022.

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