

(English)

การจัดการเรียนรู้โดยใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจเพื่อส่งเสริม
ความสามารถในการพูดของนักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน
Implementing Project-Based Learning Focusing on Business Presentations
to Promote the Speaking Ability of Rajamangala University of
Technology Isan Students

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการจัดการเรียนรู้โดยใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน 2) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อการเรียนภาษาอังกฤษแบบใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจ กลุ่มตัวอย่างคือนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน จำนวน 44 คน โดยใช้วิธีการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัยคือ แผนการจัดการเรียนรู้แบบใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจ แบบทดสอบความสามารถในการพูดภาษาอังกฤษ และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติที่แบบไม่อิสระ

ผลการวิจัย พบว่า ค่าเฉลี่ยของคะแนนหลังเรียนทางด้านความสามารถในการพูดภาษาอังกฤษของนักศึกษาสูงกว่าก่อนเรียนที่ระดับ .05 รวมถึงผลจากแบบสอบถามความพึงพอใจ ยังแสดงให้เห็นว่านักศึกษามีความพึงพอใจมากที่สุดต่อการเรียนภาษาอังกฤษแบบใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจ ผลการวิจัยพบว่า การเรียนรู้โดยใช้โครงงานเป็นฐานด้วยเนื้อหาการนำเสนอทางธุรกิจสามารถพัฒนาความสามารถในการพูดภาษาอังกฤษของนักศึกษามีประสิทธิภาพ

คำสำคัญ: การเรียนรู้โดยใช้โครงงานเป็นฐาน การนำเสนอทางธุรกิจ ความสามารถในการพูดภาษาอังกฤษ

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ABSTRACT

This research aimed to 1) examine the effects of learning English through project-based learning, focusing on business presentations on the English-speaking ability of Rajamangala University of Technology Isan students, and 2) study students' satisfaction with learning English through PBL, focusing on business presentations. The samples involved 44 first-year students from Rajamangala University of Technology Isan who were selected by using cluster random sampling. The instruments used in the study were a lesson plan incorporating PBL with a focus on business presentations, an English-speaking ability test, and a questionnaire. Analysis of data used means ($\bar{X}$), standard deviation (S.D.), and a dependent t-test.

The results revealed that the post-test mean score of students' English-speaking ability was significantly higher than the pre-test at the .05 level of significance. In addition, the satisfaction questionnaire indicated that students were highly satisfied with learning English through the PBL approach with business presentation content. The findings confirm that project-based learning using business presentations can effectively enhance students' English-speaking ability.

Keywords: Project-Based Learning (PBL), Business presentations, English-speaking ability

Introduction

The English language is one of the most important tools for global communication, which allows people from different countries to connect with each other, build relationships, and share knowledge. Therefore, good communication skills are required to ensure that individuals can express their ideas clearly and accurately. English also plays an important role in many fields, including business, politics, government, education, and global advertising (Held, McGrew, Goldblatt & Perraton, 1999).

Learning the English language is important because the English language can open many opportunities for learners, such as academic success, access to international activities, and future career growth. English also allows learners to enjoy international entertainment, such as books, films, and television. All of this makes English a more important skill for future development (Phoeun & Sengsri, 2021).

Speaking English is a crucial skill for communication that can help students connect to people around the globe and access more opportunities in life (Eaton, 2010). Nevertheless, many university students have problems with English speaking because of anxiety, fear, grammar issues, and limited vocabulary (Chand, 2021). Moreover, psychological barriers in students also play an important role in English speaking, such as anxiety, shyness, low confidence, and fear of mistakes, which also reduce participation (Nunan, 1999). Additionally, students prefer using their native language in class, which makes it hard for them to practice and improve their English (Harmer, 1991; Nikmah & Anwar, 2021).

A significant issue identified in the research is that first-year business administration students at the Rajamangala University of Technology Isan struggle with speaking English. Students do not use English often in their classroom and outside the classroom, which limits their practice. Most speaking classes are teacher-centered, so students have few opportunities to use the language. Many students also begin university with a low English level, which makes it difficult for them to express their thoughts with confidence. Thus, these challenges need to be addressed to help students grow as English speakers and succeed in university and future careers.

As Stoller (1997) mentioned, project-based learning (PBL) encourages students to collaborate by working independently, in groups, or as a class to complete real-world tasks. These projects combine different skills and lead to meaningful outcomes, including presentations and reports, which help students improve their language, confidence, and critical thinking. PBL has an effective way to teach English in different contexts, from basic skills to academic and job-related English (Stoller, 2002). In PBL, the teacher is a guide, and students work with real materials and present their final products. Before starting, students discuss the project topic with the teacher, then work in groups to plan and create their presentations. This process helps them build teamwork, real-life skills, and self-confidence (Stoller, 1997). The results showed that using PBL to teach English speaking can improve students' speaking skills, encourage teamwork, and strengthen problem-solving. Thus, PBL supports active, communicative, and creative learning as intended.

Much research has shown the growth of using PBL in teaching English-speaking abilities. As Sirisrimangkorn (2021) found that using PBL through presentations helped improve EFL students' speaking skills and was well-received by learners. Similarly, Mafruudloh and Fitriati (2020) showed that PBL enhanced speaking ability, teamwork, and problem-solving skills. We (2020) also reported that PBL using speaking tasks improved students' performance, motivation, and confidence. In the same way, Jaya, Hermansyah and Rosmiyati (2019) found that PBL boosted both speaking achievement and self-confidence.

This approach has shown improvement in students' speaking skills, teamwork, and problem-solving, while also boosting their motivation and confidence in using English. However, there is limited research on the speaking abilities of business administration students. In this study, the purpose is to examine the effects of learning English through project-based learning focusing on business presentations on the English-speaking ability of Rajamangala University of Technology Isan students.

Research Objectives

1. To examine the effects of learning English through project-based learning focusing on business presentations on the English-speaking ability of Rajamangala University of Technology Isan students.
2. To study students' satisfaction with learning English through project-based learning focusing on business presentations.

Research Hypothesis

Students who study English through project-based learning focusing on business presentations achieve significantly higher average scores in the post-speaking ability than in the pre-speaking ability.

Conceptual Framework

According to Stoller (1997), PBL teaches both language and content, making it useful in various contexts such as basic, academic, and job-related English, as well as

English for future teachers. PBL encourages students to collaborate on work with real-world content and create a final product.

In this study, the independent variable is learning English through PBL focusing on business presentations. The dependent variables are students' English-speaking ability and their satisfaction with learning English through PBL focusing on business presentations. The conceptual framework is shown in Figure 1

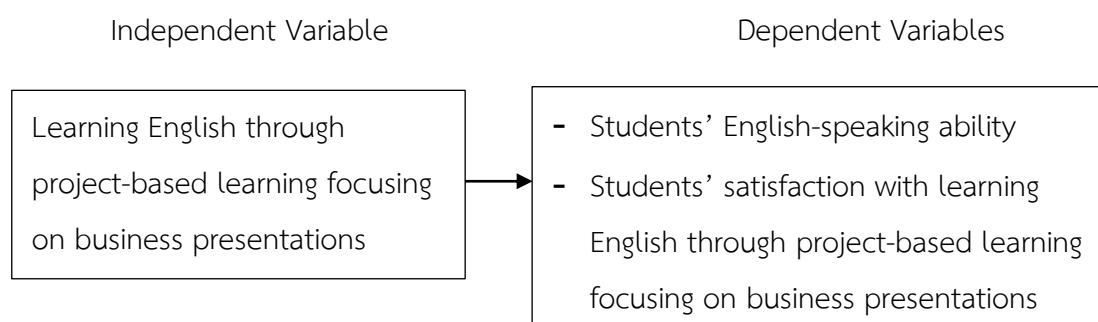


Figure 1 Conceptual Framework

Research Methodology

1. Population and Samples

The population consisted of 335 first-year business administration students who enrolled English subject in the second semester, academic year 2024 at Rajamangala University of Technology Isan, Nakhon Ratchasima. The population was organized into mixed-ability classes. The samples consisted of 44 first-year business administration students in class CT.8, who enrolled English subject in the second semester, academic year 2024. Students were selected by using cluster random sampling.

2. Instrumentation

2.1 The instrument used for the research procedure was a lesson plan that used project-based learning focusing on business presentations, and was designed based on Stoller's project-based learning (1997). The lesson plan took 12 hours. The context is related to the course description and units of learning of the Rajamangala University of Technology Isan curriculum for first-year business administration students.

The researcher applied the ten steps of Stoller (1997) to implement with the sample group. The five modified PBL steps are:

The first step is orientation, the teacher discloses the lesson's learning objectives, learning outcomes, and related information. Next, the teacher encourages students' attention by asking relevant questions and discussing the questions given. Then, the teacher provides a sample short video of a final product. The teacher encourages students to discuss the characteristics and structure of the sample business presentations in the clip. Students summarize the presentation's components of the project's business presentation.

Next is preparation, students are divided into groups of three with mixed abilities. Then, the teacher prepares students' knowledge and skills for the project. Students summarize knowledge and skills for doing a project. Next, the teacher determines the outcome with students and suggests sources to search for giving a presentation. Later, students search for words, phrases, or sentences used in the presentation with three components, and summarize and present them to the class.

The third is information gathering, the teacher encourages students to summarize the business presentation knowledge, and suggests sources for information. Next, students analyze content and draft their first scripts. Students are guided by the teacher, who provides feedback and suggests applications for effective slides. Students practice and improve their final product. Then, the teacher visits each group to give advice and feedback on their end product.

Then, presenting the final product, each group presents business presentations to the class. Each group is given 5-10 minutes to present. Later, the teacher monitors and assesses the presentation.

The last step is wrap-up, the teacher gives feedback on students' business presentations by focusing on content and language and encourages students to summarize the unit's knowledge and skills. Then, the teacher concludes essential points about giving a business presentation.

The entire score of the three experts' evaluation on the lesson plans using project-based learning focusing on business presentation was 3.82 out of 4.00 on the rating scale (4 = Excellent, 3 = Good, 2 = Average, 1 = Revise), which meant the lesson plan was excellent.

2.2 Instruments used for data collection contained an English-speaking ability test and a questionnaire. 1) The English-speaking ability test was an oral presentation test. The presentation required students to demonstrate various phrases, vocabulary, and structures of the presentation in a business setting. The oral presentation rubric was adapted from Nejad and Mahfoodh (2019), in which the total score is 25 within 5 aspects: 1) fluency, 2) pronunciation, 3) vocabulary, 4) grammar, and 5) body language to assess students' speaking ability. In each aspect, they scored 1 to 5, where 5 indicates students who can speak smoothly and confidently, with clear pronunciation, accurate grammar, a wide range of vocabulary, and natural body language. The reliability of the speaking test between the two raters was 0.82. And 2) Students were required to complete the questionnaire. It involved ten closed questions and one open-ended question.

Table 1 Speaking Test Evaluation Criteria

	5	4	3	2	1
Fluency	Smooth and fluid speech.	Smooth and fluid speech with few hesitations.	Speech is relatively smooth with some hesitation.	Speech is frequently hesitant with some sentences left uncompleted.	Speech is slow, hesitant, and strained.
Pronunciation	Pronunciation is excellent.	Pronunciation is good.	Pronunciation is good for some words.	Pronunciation is okay.	Pronunciation is lacking and hard to understand.
Vocabulary	Excellent control of language features; a wide range of well-chosen vocabulary.	Good language control, good range of relatively well-chosen vocabulary.	Adequate language control; vocabulary range is lacking.	Weak language control; basic vocabulary choice with some words clearly lacking.	Weak language control: vocabulary that is used does not match the task.

Table 1 (Cont.)

	5	4	3	2	1
Grammar	Accuracy & variety of grammatical structures.	Some errors in grammatical structures possibly in little variety in caused by attempt to include a variety.	Frequent grammatical errors in variety in structures.	Frequent grammatical errors even in simple structures.	Frequent grammatical errors even in simple structures, meaning is obscured.
Body language	Body language reflects comfort interacting with audience.	Body language reflects most comfort interacting with audience.	Body language reflects some discomfort interacting with audience.	Body language reveals little discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.
Overall score					

3. Data Collection

Data collection was managed both before and after the experiment. The experiment was conducted during the 2024 academic year, specifically in the second semester. Before conducting the experiment, an English-speaking ability test was given to first-year business administration students at the Rajamangala University of Technology Isan to evaluate their English-speaking skills before the treatment. During the treatment, students learned English through a PBL lesson plan focusing on business presentations. This implementation was completed within four weeks, for a total of twelve hours. After the treatment, the English-speaking ability of students was evaluated again using a post-test. Finally, they were asked to complete a questionnaire to evaluate their satisfaction with learning English through PBL focusing on business presentations.

4. Data Analysis

4.1 The English-speaking ability pre-test and post-test data were analyzed using means ($\bar{X}$), standard deviation (S.D.), and a t-test for the dependent.

4.2 The closed question data were analyzed using means ($\bar{X}$) and standard deviation (S.D.). The open-ended question data was analyzed using content analysis.

Research Results

According to research objective 1, to examine the effects of learning English through project-based learning focusing on business presentations on the English-speaking ability of Rajamangala University of Technology Isan students. The results are shown in Table 2.

Table 2 The pre-test and the post-test means scores in the English-speaking ability test comparison

Speaking Aspects	Total Score	Pre-test		Post-test		MD	t	p
		$\bar{X}$	S.D.	$\bar{X}$	S.D.			
Fluency	5	1.68	0.47	4.09	0.60	2.41	25.691*	.000
Pronunciation	5	2.36	0.75	4.14	0.51	1.78	20.812*	.000
Vocabulary	5	1.75	0.53	4.41	0.62	2.66	25.937*	.000
Grammar	5	2.02	0.46	4.14	0.46	2.12	43.672*	.000
Body language	5	1.55	0.55	3.84	0.78	2.29	24.104*	.000
Total	25	9.36	2.10	20.61	2.54	11.25	55.319*	.000

*p < .05

From Table 2, in the English-speaking ability test, the mean score of students in the post-test was higher than in the pre-test in all five aspects: fluency, pronunciation, vocabulary, grammar, and body language. The highest post-test mean score was vocabulary ($\bar{X} = 4.41$), and the lowest post-test mean score was body language ($\bar{X} = 3.84$). Moreover, the total mean score of the post-English-speaking ability test was 20.61, which was higher than the pre-English-speaking ability test.

According to research objective 2, the objective is to study students' satisfaction with learning English through project-based learning focusing on business presentations. The questionnaires involved two parts, which were ten closed questions and one open-ended question. The first part was a closed question of 10 items. Students were required to answer the questions about learning English through PBL focusing on business presentations, by ticking from "Very satisfied" to "Very dissatisfied". The result of students' satisfaction with learning English through project-based learning focusing on business presentations is demonstrated in Table 3.

Table 3 Students' satisfaction with learning English through project-based learning focusing on business presentations

Statement	$\bar{X}$	S.D.	Meaning
1. The project-based learning lesson is interesting.	4.70	0.46	Very satisfied
2. The lesson's material is suitable for the students' levels.	4.84	0.37	Very satisfied
3. The learning resources are well-designed.	4.91	0.29	Very satisfied
4. The process of learning is well-organized.	4.80	0.41	Very satisfied
5. The learning activities are suitable for the level of students.	4.82	0.39	Very satisfied
6. Learning English through project-based learning can effectively improve my English-speaking ability.	4.73	0.45	Very satisfied
7. Learning English through project-based learning focusing on business presentations encourages students to speak English.	4.75	0.44	Very satisfied
8. Learning English through project-based learning supports group activities.	4.77	0.42	Very satisfied
9. The knowledge and skills of the lesson can be applied in students' future careers.	4.86	0.35	Very satisfied
10. I am delighted to learning English through project-based learning focusing on business presentations.	4.82	0.39	Very satisfied
Total	4.80	0.21	Very satisfied

As illustrated in Table 3, the highest mean score in this assessment revealed that the learning resources are well-designed, with most students being very satisfied ($\bar{X} = 4.91$), followed by the knowledge and skills of the lesson can be applied in students' future careers ($\bar{X} = 4.86$). The lowest mean score of assessment showed that the PBL lesson is interesting, with students being very satisfied ($\bar{X} = 4.70$). The questionnaire showed a total mean score of 4.80, which highlighted that students were very satisfied with learning English through project-based learning focusing on

business presentations. Moreover, the students were requested to answer an open-ended question. They reported that learning English through project-based learning focusing on business presentations improved their speaking abilities, and PBL activities could develop their speaking skills. Most students found the content appropriate for them and beneficial in their future careers and communication. Also, most students were fun, enjoyable, and satisfied with learning activities. They also liked working in groups with their friends.

Conclusion

The findings of the study indicated that the mean score of the post-test of English-speaking ability of the samples who learned English through project-based learning focusing on business presentations was significantly higher than the pre-test at the .05 level. Moreover, the results of the questionnaire indicated that students were very satisfied with learning English through project-based learning focusing on business presentations. Thus, PBL can improve students' English-speaking ability and enhance their positive satisfaction with learning English through PBL.

Discussion

According to the positive result, the project-based learning (PBL) approach is a method for helping students' collaboration and interaction. This study showed that students improved their confidence, communication, teamwork, and interaction through group and pair activities after learning English through project-based learning. According to Stoller (1997), PBL enhances a student-centered learning environment, social interaction, responsibility, and communication. Thuan (2017) also mentioned that PBL improved students' English skills and teamwork. Furthermore, Mafruudloh and Fitriati (2020) found that PBL encourages students' creativity and participation in the class. Firdaus and Septiady (2023) also mentioned that PBL increases teamwork skills, problem-solving skills, and innovation. Ahmad, Watrianthos, Samala, Muskhir and Dogara (2023) also noted that the PBL helped students develop critical thinking, problem-solving, and collaborative skills.

In addition, PBL can significantly enhance students' learning to practice their English-speaking abilities. This study illustrated that learning English through PBL, using Stoller's steps, provided students with opportunities to practice speaking both individually and in groups. As a result, PBL helped students develop their speaking ability, such as pronunciation, vocabulary, grammar, and sentence structure. According to Stoller (1997), the PBL approach is commonly used to teach English in a variety of contexts, including academic and professional purposes. PBL is also an effective tool for enhancing speaking abilities. PBL also improves interpersonal skills, self-confidence, and motivation in the classroom (Jaya et al., 2019; We, 2020; Mayekti, Faiza & Bestari, 2025). Lornklang (2021) mentioned that PBL improves English oral communication ability in undergraduate students and their knowledge of local tourist attractions. Firdaus and Septiady (2023) also found that PBL improves students' speaking and communication skills. Tuyen, Nga, and Mai (2022) also indicated that PBL enhances speaking skills in the classroom, which normally has limited opportunities for practice, communication, and interaction.

Finally, project-based learning focusing on business presentations can improve students' English-speaking abilities through real-world tasks by practicing through group and individual presentations. The results showed that students improved fluency in their oral presentation, pronunciation, language use, structure of presentations, and body language in the post-speaking ability test. According to Brown (2004), presentations are a common practice in academic and professional settings. Rao (2019) also highlighted that using real materials in learning enhances practicality and engagement. Many studies illustrated that using PBL focusing on business presentations develops speaking skills, academic performance, oral communication, fluency, and vocabulary (Bakar, Noordin & Razali, 2019; Hidayati, Novianti, Khansa, Slamet & Suryati, 2023; Handoyo, Agustina, Laaribi & Chuyen, 2024; Mayekti et al., 2025).

The results from students' satisfaction with learning English through project-based learning focusing on business presentations, illustrated that students were highly satisfied with learning English through PBL focusing on business presentations. Students strongly agreed that PBL improved their speaking abilities, and they also

mentioned that the method, materials, and activities were useful for their future careers. According to Fired-Booth (2002), PBL encourages students to present their work and build speaking confidence. Sirisrimangkorn (2021) also stated that students had positive attitudes toward PBL, and they felt that the PBL improved their speaking skills. Furthermore, the open-ended questions illustrated the results that students believed PBL improved their speaking ability. Mayekti et al. (2025) also mentioned that PBL helps students boost their motivation and speaking confidence.

Furthermore, students strongly agreed that learning English through project-based learning focusing on business presentations was enjoyable and allowed them to collaborate with their friends. They were also highly satisfied with group work, and the activities were fun and engaging. Shpeizer (2019) indicated that PBL encourages collaboration, responsibility, and communication. Mafruudloh and Fitriati (2020) revealed that PBL helps non-English major students meet their learning goals through effective communication. Similarly, Ngadiso, Sarosa, Asrori, Drajati and Handayani, (2021) stated that PBL boosts enjoyment and group interaction. We (2020) also indicated that the PBL method increases motivation, confidence, and interest in real-world tasks.

In conclusion, using PBL in teaching English has been widely used in Thailand. This study proves that learning English through project-based learning focusing on business presentations successfully develops students' speaking abilities, collaboration, and interaction. Students also stated that they were highly satisfied with this learning approach.

Recommendations

1. Recommendations for instruction

1.1 The content used in project-based learning focusing on business presentations should be relevant to the interests and needs of students and their familiarity with enhancing their understanding and usage.

1.2 Teachers should arrange learning activities carefully and allocate sufficient time for some activities.

1.3 Teachers should consider the background knowledge of students when creating learning materials to promote their learning outcomes and experiences.

1.4 Teachers should encourage students to have self-directed studying and gather outside the class to develop their experiences of learning and entertainment.

1.5 Teachers should arrange presentation practice and allocate sufficient time for oral presentations to allow students to develop their speaking fluency without relying on notes.

2. Recommendations for further study

2.1 Further studies should apply project-based learning focusing on business presentations to encourage listening skills, reading skills, and writing skills.

2.2 Further studies should examine the effectiveness of teaching English speaking using PBL focusing on business presentations with students of different proficiency levels to improve their learning achievement.

2.3 Further studies should explore PBL with other types of speaking activities that will be appropriate for students' interests, levels, and background knowledge

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