

The Use of Team-Based Learning in Reading Expository Texts to Promote the Reading Comprehension Ability of 8th Graders

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Abstract

The research objectives of this study were: 1) To investigate the effects of Team-Based Learning in reading expository texts on the students' English reading comprehension ability of eighth graders, and 2) To study the students' opinion regarding the application of Team-Based Learning in learning English through reading expository texts. The samples were 17 eighth-grade students at Borthongwittaya School in Educational Region Six in the Kabinburi District, Prachinburi province. They were selected by using cluster random sampling. The instruments were the lesson plans based on Team-Based Learning in reading expository texts, an English reading comprehension ability test, and a questionnaire. The data were analyzed using mean ($\bar{X}$), standard deviations (S.D.), percentage, and a t-test for dependent. The findings suggested that the mean post-test score of the participants' English reading comprehension ability, after learning this instructional approach, was significantly higher than the pre-test score at the .05 level ($\bar{X} = 11.18$). Additionally, the students had positive opinions towards learning English by implementing Team-Based Learning in reading expository texts at a strongly agree level ($\bar{X} = 4.59$). This study indicated that the students' English reading comprehension ability was improved after implementing Team-Based Learning in reading expository texts.

Keywords: Team-Based Learning, Expository Texts, English Reading Comprehension

Introduction

Reading is a critical receptive skill that enables individuals to acquire, comprehend, and interpret written information. Additionally, it serves as a powerful conduit for learning foreign languages by providing rich, contextual sources (Mart, 2012). Reading comprehension represents an interactive and constructive process in which readers build their understanding by combining the text's inherent meaning with their prior knowledge (Yamashita, 2022). Given its vital role in educational and everyday contexts, the mastery of reading is of paramount importance. Learners typically begin their journey of literacy in elementary school and then progressively enhance their reading abilities throughout their academic lives. They are consistently engaged with a wide range of materials, including textbooks, tasks, quizzes, tests, games, and other external sources, all of which require the application of reading skills. In order to improve reading

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comprehension capabilities, pedagogical practices must integrate diverse reading strategies (Hour, 2017). This implies that educators are responsible for selecting appropriate literature, both from physical textbooks and digital sources, that matches the students' proficiency levels and the degree of text complexity suitable for their classroom environment. In this study, the focus will be on expository texts, which are commonly found in English reading materials. Expository texts are predominantly utilized to communicate information, concepts, and ideas (Chambliss & Calfee, 1998), making them a genre that students frequently encounter in both academic and non-academic reading contexts. Despite spending twelve years studying English in primary and secondary schools, Thai students continue to exhibit low proficiency in English. According to the 2020 report by the Swedish firm Education First, Thailand currently ranks 100th out of 112 participating countries in terms of English proficiency levels. This ranking serves as an alarming indication of the state of English language acquisition among Thai students. Moreover, findings from the Program for International Student Assessment (PISA) (2018) expose a downward trend in Thailand's reading performance. It revealed that Thailand's score in the 2018 assessment was lower than any previous assessment, suffering a 16-point drop from the 2015 results (Yamashita, 2019). This issue is evident in individual schools, such as Borthongwittaya School in Prachinburi. Here, the average score for English final tests, particularly in the reading section, was 37. This result highlights an urgent need to reassess and improve English teaching strategies, especially those targeting reading comprehension. The researcher acknowledges that the students in Borthongwittaya School have low reading abilities, which can be attributed to various factors that affect reading comprehension, such as lack of background knowledge, limited vocabulary, ineffective reading process, and strategy. Strategy plays a crucial role in reading comprehension. According to Melissa (2019), reading comprehension strategy is a method of accessing the meaning of texts. Therefore, the students need a good learning strategy to comprehend the whole text. They also need a learning model that gives them a chance to discuss and share with their friends.

One form of Team-Based Learning (TBL), a method that encourages active learning and teamwork, is purposively used in this study to improve reading comprehension skills. Team-Based Learning is a collaborative learning and teaching strategy designed to help students understand deeply by working in a team of 5 to 7 members. The primary theoretical framework for this research proposal is centered on Michaelsen's (2004) Team-Based Learning (TBL) model, an instructional strategy widely recognized for its effectiveness in promoting student engagement and comprehension in complex subject areas. This model provides an innovative approach to traditional teaching methods, focusing on collective learning and active participation rather than rote memorization. Team-Based Learning consists of three key phases: preparation, in-class readiness assurance testing, and application-focused exercises. These components are carefully designed to ensure that students arrive at class prepared, comprehend the preparatory material, and apply their understanding within the context of complex, Team-Based problem-solving exercises.

Compared to general group work, TBL provides a more structured and evidence-based framework. Its use of the Readiness Assurance Process (RAP), permanent teams, and application-focused tasks ensures that all students contribute meaningfully rather than relying on a few motivated individuals. Research consistently shows that TBL

improves student performance, promotes equitable participation, and enhances conceptual retention due to the combination of individual accountability and team responsibility. Team-Based Learning (TBL) has a growing application in Thai educational fields. However, only a limited number of studies have specifically reported on enhancing reading comprehension ability for secondary students. To date, the application of Team-Based Learning (TBL) in fostering expository reading comprehension has not been documented in the Thai secondary school. Thus, the present study focuses on the employment of TBL. The primary theoretical framework for this research is centered on Michaelsen's (2004) Team-Based Learning (TBL) model. This study expects that using TBL in reading expository texts will lead to improved student performance on post-instruction reading tests.

Research Objectives

1. To investigate the effect of Team-Based Learning in reading expository texts on the English reading comprehension ability of eighth graders.
2. To study the students' opinion regarding the application of Team-Based Learning in learning English through reading expository texts.

Benefits of the Research

1. The findings could foster the improvement of English reading comprehension abilities among eighth-grade students at Borthongwittaya School, particularly through the utilization of Team-Based Learning in reading expository texts.
2. The results could aid educators in the development of lesson plans incorporating Team-Based Learning strategies for reading expository texts.
3. The study could serve as a guide for teachers in bolstering students' English reading comprehension abilities.

Scope of the Research

The extent of this study is defined in the following manner:

1. The study's population comprised 65 eighth-grade students in Educational Region Six in the Kabinburi District, operating under the Prachinburi Primary Educational Service Area Office 2, during the first semester of the 2024 academic year. The population was organized into mixed-ability classes.
2. The study's sample included 17 eighth-grade students at Borthongwittaya School in Educational Region Six in the Kabinburi District, enrolled in the English 3 subject (E22101) during the first semester of the 2024 academic year. Cluster random sampling method was utilized to select the samples.

3. The variables of this study encompass the following:

3.1 The independent variable pertained to learning English via Team-Based Learning in reading expository texts.

3.2 The dependent variables were the students' English reading comprehension abilities test scores and their opinions concerning learning English via Team-Based Learning in reading expository texts.

4. This study was limited to 17 students in one school; therefore, the results may not be generalized to other contexts.

Research Hypothesis

It is expected that Team-Based Learning in reading expository texts will enhance the English reading comprehension ability of eighth-grade students. Therefore, students taught through Team-Based Learning will show significantly higher reading comprehension scores than before instruction ($p < .05$).

Literature Review

Reading comprehension is the process of constructing the meaning of written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message (Harris and Hodges, 1995). Therefore, the students' proficiency in English reading enables them to understand two types of texts—literal comprehension and inferential comprehension. 'Literal Comprehension' implies an understanding of the explicit meaning of the text, encompassing facts, vocabulary, dates, times, and locations (Pearson and Johnson, 1972). After reading the texts, students will be able to tell the meaning of the vocabulary and find the details in the text. 'Inferential Comprehension', on the other hand, involves the reader's capability to infer or imply information within a text. It requires the orchestration and manipulation of both information from the text and the reader's background knowledge. After reading the texts, students will be able to infer the meaning of the texts and tell the main idea of the texts.

Team-Based Learning (TBL) is an instructional methodology devised to support the cultivation of high-performance learning teams and present opportunities for teams to engage in learning tasks (Fink, 2002). This research resulted from the provided activities. With the use of these activities, there are six components in the process: Assign Reading, Individual Test, Team Test, Appeal, Teacher Feedback, and Application (Team Reading Comprehension Activities).

Expository texts have two key features: (1) their structure, which shows how ideas are organized to communicate meaning, and (2) their patterns, which reflect different ways information can be presented. Calfee and Curley (1984) identified five main patterns in expository texts: description, illustration, sequence, persuasion, and functional. In this study, the focus will be on description, which provides further information about a topic by introducing an attribute, specification, or setting.

Methodology

Research Instrument

The data preparation was clarified into the following steps: 1) Determine the population and the sample. 2) Review related documents and literature to create a research framework. 3) Draft a research proposal. 4) Create the research instrument as shown below.

1. The lesson plans are based on Team-Based Learning. The procedures for constructing the lesson plans are as follows:

1.1 The researcher studied and analyzed the units of learning of Borthongwittaya school based on the Basic Education Core Curriculum (2008) about learners' quality, learning standards of English for eighth-grade students, stages of teaching reading, stages of Team-Based Learning, and related information that can help in constructing the lesson plans. Then, the researcher constructed the lesson plans using the steps of Team-Based Learning from Michaelsen (2004).

1.2 The lesson plans were presented to the thesis advisor to check the accuracy and appropriateness of the topics, objectives, contents, steps of teaching, materials, worksheets, learning activities, assessments, and language use. Then, the lesson plans were edited and revised following the recommendations.

1.3 The lesson plans were presented to three experts who graduated with at least a Master's Degree in English, TEFL or professional level 2 teacher/ higher level in teaching English to check and evaluate the accuracy and appropriateness of the topic, objectives, contents, steps of teaching, materials, learning activities, assessments, and language use by using the lesson plan evaluation form. The evaluation form was constructed by the researcher. The evaluation was presented on a 4-point numerical scale. The experts were asked to give a rating from 1 to 4 according to the extent to which they were satisfied with each statement. The statements were as follows:

3.50 - 4.00 means that the lesson plans are excellent

2.50 - 3.49 means that the lesson plans are good

1.50 - 2.49 means that the lesson plans are average

1.00 - 1.49 means that the lesson plans are fairly poor and need revision

The average score was 3.65, which meant the lesson plans were excellent.

1.4 The researcher revised the lesson plans by checking and editing them according to the experts' recommendations and prepared them for the try-out.

1.5 One of the lesson plans was tried out in the first semester of the academic year 2024 with 23 eighth-grade students who studied the English 3 subject (E22101) course at Banprapong School, in Educational Region Six in Kabinburi District under Prachinburi Primary Educational Service Area Office 2, who were not the sample students but had the same background knowledge as the sample students.

1.6 The researcher improved the lesson plans before using them with the samples, which included 17 students at Borthongwittaya School.

1.7 The complete version of the lesson plans was used in the experiment and lasted for four weeks; each lesson was taught for two hours a week. In this study, the researcher taught a unit that used Team-Based Learning, using the sequence of teaching steps according to the structure and time of the unit, and implemented the 6 steps of Team-Based Learning in teaching as teaching materials. Each lesson plan was divided into three phases: (1) Phase I Preparation: (In-Class Activity); (2) Phase II: Application Phase; (3) Phase III: Assessment. The steps of reading activities are shown as follows:

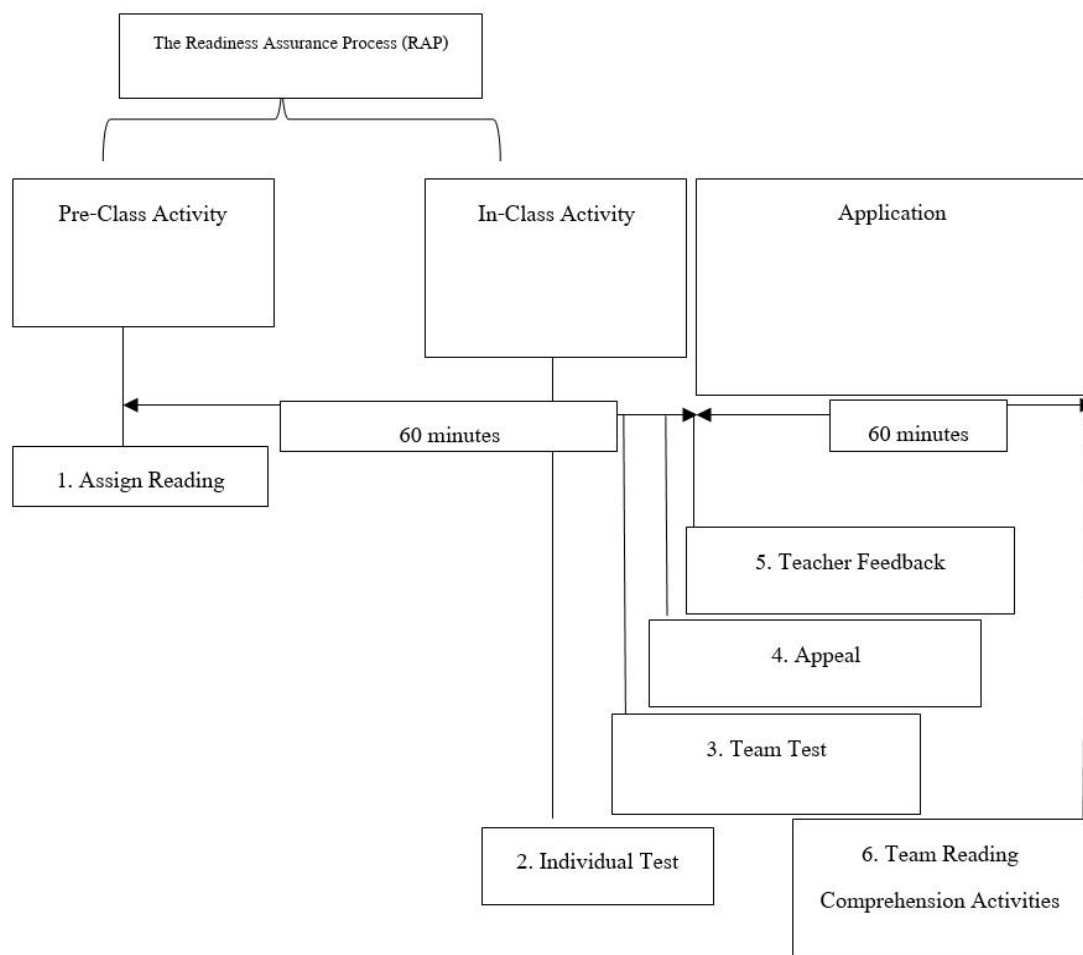


Figure 1 The sequence of learning activities in Team-Based Learning in the lesson of English 4 subject (E22102)

Source: adapted from Michaelsen, Sweet and Parmelee (2009, p. 1)

Phase I Pre-Class Activity

1.7.1 Assign Reading

Students self-studied at home to prepare for the class. The teacher assigned homework such as knowledge sheets, worksheets, or pictures as content for students to study in advance. Students had to read and/or complete assignments. The purpose of this step is to get an interesting introduction and ideas from the reading passage.

Phase II In-Class Activity

1.7.2 Individual Test

Students took the test individually. The test consisted of 5 multiple-choice questions. The content came from the work that the teacher had assigned the students to study in advance at home. It focuses on specific details and concepts of the reading expository text.

1.7.3 Team Test

After the learners had completed the Individual Test, they retook it in a team. The scores were reduced. The teacher divided them into groups of 4-5 each.



Figure 2 The third step of the Team Test in Team-Based Learning (TBL)

1.7.4 Appeal

Teachers allowed students to take a retest when they found that, after checking the answers, there were still some incorrect answers. Then the team members come together to find the correct answer.

1.7.5 Teacher Feedback

Teachers provided feedback to students immediately upon completion of the test. A teacher explained or clarified any problems or misconceptions that arose during the Team Test and the Appeals.



Figure 3 The fifth step of Teacher Feedback in Team-Based Learning (TBL)

Phase III: Application Phase

1.7.6 Team Reading Comprehension Activities

This phase used the reading comprehension strategy, such as solving problems with peers, using information to guess the meaning, and providing several opportunities for reflection during the group readiness assessment test. The teacher allowed the students to do reading activities. The students designed the team's reading project.



Figure 4 The sixth step of Team Reading Comprehension Activities in Team-Based Learning (TBL)

2. The English reading comprehension ability test was used for pre-test and post-test assessment. The steps of constructing the English reading comprehension ability test are as follows.

2.1 The researcher studies the Basic Education Core Curriculum (2008) of English for eighth-grade students and how to construct a good multiple-choice test.

2.2 The researcher constructed a 30-item English reading comprehension test following the structure of the Basic Education Core Curriculum (2008) of English for eighth-grade students.

2.3 The English reading comprehension ability test was presented to the thesis advisor to check the objectives, accuracy of content, and language. Then the test was revised following the recommendations of the advisor.

2.4 The test was presented to three experts who graduated with at least a Master's Degree in English, TEFL, or professional level 2 teacher/ higher level in teaching English to check and ensure the language and content validity. Based on the Item-Objective Congruence (IOC) index, the value of IOC for each item in the test was illustrated. All items were rated 1.00 on the IOC index in the result, which meant that all items were acceptably congruent with the objectives.

2.5 To choose only 20 items out of 30, the test was tried out in the first semester of the academic year 2024 with 48 eighth-grade students at Wat Wattanarangi School, Banbusiaow School, and Banprapong School. These are all the schools in Educational Region Six in Kabinburi District under Prachinburi Primary

Educational Service Area Office 2. According to the item analysis, 20 items of the 30-item test were acceptable in both the difficulty index and discrimination index. The researcher chose only 20 items for the English reading comprehension ability test. The reliability of the overall test was calculated by the Kuder-Richardson formula (KR-20). The difficulty index of the 20-item test was from .21 to .77. The discrimination index of the 20-item test was from .21 to .58. The reliability of the 20-item test was 0.752, which meant the test was reliable.

2.6 The English reading comprehension ability test was conducted with eighth-grade students at Wat Wattanarangi School, Banbusiaow School, and Banprapong School, to examine their English reading comprehension ability before and after learning English using Team-Based Learning in reading expository texts

3. The questionnaire was designed to explore the students' opinions towards learning English using Team-Based Learning. The stages of constructing the questionnaire are as follows:

3.1 The researcher studied the related studies to the opinion questionnaire.

3.2 The researcher constructed a questionnaire that consisted of closed questions and open-ended questions.

3.3 The questionnaire was presented to the thesis advisor to check the language use and validity.

3.4 The questionnaire was revised by three experts. The questionnaire was divided into two parts as follows:

Part 1: Close questions to study the students' opinions towards learning English using a Team-Based Learning approach with expository texts.

Part 2: Open-ended question to study students' additional opinions.

3.5 The questionnaire was revised following the suggestions of the three experts before using it with the samples.

4. All participants were informed of the study objectives, and consent was obtained prior to participation

Data Collection

Data was collected before and after treatment. The experiment was conducted in the first semester of the academic year 2024.

1. The samples received a reading comprehension ability test as a pre-test. The scores were used for team formation.

2. The lesson plans were conducted on Team-Based Learning in reading expository texts. This ran for 4 weeks. Each lesson was taught for 2 hours.

3. The samples were received reading comprehension ability test as the post-test and the questionnaire.

Data Analysis

1. According to the sample size in this research was small (17 students), the data from the reading comprehension ability tests were analyzed using the Kolmogorov-Smirnov test before testing the hypothesis with the correct statistic as shown in Table 1

Table 1 The test for normality of data

Mode of Assessment	N	$\bar{X}$	S.D.	K-S	P
Pre-test	17	9	2.62	.237	.012
Post-test	17	11.18	3.83	.181	.140

*P < .05

Table 1 shows that the p-value of the pre-test was .012 and the p-value of the post-test was .14. It means that the pre-test was significant because the p-value was less than .05, but the p-value of the post-test was more than .05. The post-test data was not significant. Thus, the data obtained from the pre-test was not in a normal distribution. The data obtained from the post-test was in a normal distribution.

2. The data obtained from the English reading comprehension pre-test and post-test will be analyzed using mean ($\bar{X}$), Standard Deviations (S.D.), percentage, and the Wilcoxon Signed Ranks Test

3. The data obtained from the questionnaires were analyzed using the mean ($\bar{X}$) and Standard Deviation (S.D.).

4. The data obtained from the open-ended questions were analyzed using content analysis.

Results

According to the objectives, the data analysis was presented in two parts as follows:

Results of Research Objective 1: The first research objective was to investigate the effects of using Team-Based Learning in reading expository texts on the English reading comprehension ability. The student's English reading comprehension ability pre-test and post-test were used to analyze the mean score, standard deviations, and Wilcoxon Signed Ranks Test for dependent samples, which were shown in Table 2.

Table 2 The comparison of pre-test and post-test scores on English reading comprehension ability of eighth-grade Students

Mode of Assessment	N	$\bar{X}$	S.D.	Wilcoxon Signed Ranks Test	P
Pre-test	17	9	2.62		
Post-test	17	11.18	3.83	2.81*	0.005

*P < .05

Table 2 showed that the students' post-test mean score of the English reading comprehension ability after using Team-Based Learning in expository texts was significantly higher than the pre-test mean score of the English reading comprehension ability at the .05 level. As can be seen from the table, the students' post-test mean scores were 11.18 (S.D. = 3.83) on the students' English reading comprehension ability, which was higher than the pre-test mean scores. The pre-test was 9 (S.D. = 2.62). Therefore, the results could be concluded that the English reading comprehension ability of grade 8 students after implementing Team-Based Learning with expository texts was higher than that before the experiment at a significant level of .05.

Result of Research Objective 2: This part aims to present the results of students' opinions about using Team-Based Learning in learning English through reading expository texts. The questionnaire was used to study students' opinions about using Team-Based Learning in learning English through reading expository texts. The questionnaire was divided into ten closed questions and one open-ended question. The results of students' opinions are presented in Table 3.

Table 3 Students' opinions about the application of Team-Based Learning in learning English through reading expository texts.

	Statements	$\bar{X}$	S.D.	Meaning
1.	I think learning to use Team-Based Learning in reading expository texts is interesting.	4.29	0.46	Agree
2.	Learning English using Team-Based Learning in reading expository texts helps to stimulate my interest in learning English.	4.35	0.48	Agree

	Statements	$\bar{X}$	S.D.	Meaning
3.	Learning English using Team-Based Learning in reading expository texts promotes my reading comprehension ability.	4.59	0.49	Strongly agree
4.	I think the learning method used in this course is an effective way to learn.	4.35	0.48	Agree
5.	I enjoyed the teaching approach used in this course.	4.65	0.48	Strongly agree
6.	Team-Based Learning in reading expository texts promotes group activities.	4.82	0.38	Strongly agree
7.	I can apply the knowledge in daily situations after learning this course.	4.82	0.38	Strongly agree
8.	I can use what I learned in my real life.	4.65	0.48	Strongly agree
9.	This course stimulates participants into thinking, particularly critical and creative thinking.	4.76	0.42	Strongly agree
	Total	4.59	0.45	Strongly agree

As shown in Table 3, the assessment issue with the highest mean score exposed that most of the students strongly agree that Team-Based Learning in reading expository texts promotes group activities, and they can apply the knowledge in daily situations ($\bar{X} = 4.82$). This course stimulated participants into thinking, particularly critical and creative thinking ($\bar{X} = 4.76$). The assessment issue with the lowest mean score exposed that most of the students agree that they think that learning using Team-Based Learning in reading expository texts is interesting ($\bar{X} = 4.29$). The total mean score of the questionnaire was $\bar{X} = 4.59$ and S.D. = 0.45. Thus, it could be concluded that students had positive opinions about the application of Team-Based Learning in reading expository texts, and learning Team-Based Learning in reading expository texts could help them comprehend the reading texts and encourage their reading comprehension ability. In the second part of the questionnaire, students were asked to respond to one open-ended question about the application of Team-Based Learning in learning English through reading expository texts. The examples of students' opinions are presented as follows.

"Using Team-Based Learning in learning English through reading expository texts helped them to gain more vocabulary." (Student A)

"I have fun learning English." (Student B)

"Teamwork leads to better outcomes" (Student C)

In conclusion, the results of the study showed that eighth graders' English reading comprehension was improved after the application of Team-Based Learning in learning English through reading expository texts, and students also had positive opinions about learning English using Team-Based Learning in learning English through reading expository texts.

Conclusion

This study aims to develop eighth-grade students' English reading comprehension using Team-Based Learning in reading expository texts. There were two objectives: the first was to investigate the effects of Team-Based Learning in reading expository texts on the students' English reading comprehension ability of eighth graders, and the second was to study the students' opinion regarding the application of Team-Based Learning in learning English through reading expository texts.

The samples of this study were 17 eighth-grade students at Borthongwittaya School in Educational Region Six in the Kabinburi District, under the Prachinburi Primary Educational Service Area Office 2, enrolled in the English 4 subject (E22102) during the first semester of the 2024 academic year. The samples were selected by using cluster random sampling. There were two categories of instruments. The instruments used in the research procedure, and the second were instruments used for data collection. The lesson plans used Team-Based Learning in reading expository texts were used in the research procedure, and the English reading comprehension test and the questionnaires were used in data collection. The English reading comprehension test data were analyzed using mean ($\bar{X}$), Standard Deviation (S.D), percentage and t-test for a dependent. The data obtained from the questionnaires were analyzed using mean ($\bar{X}$) and Standard Deviation (S.D).

The results of this study showed that the mean score of the post-test of the English reading comprehension test of the samples who learned English using Team-Based Learning in reading expository texts was significantly higher than the pre-test at the .05 level. Additionally, the results of the questionnaire revealed that the students strongly agreed with learning English using Team-Based Learning in reading expository texts. Using Team-Based Learning in reading expository texts were able to develop their English reading comprehension and their positive opinions about learning English.

Discussion

Research objective 1: To investigate the effects of Team-Based Learning in reading expository texts on the students' English reading comprehension ability of eighth graders.

This study aimed to evaluate students' English reading comprehension ability across two distinct dimensions: literal and inferential comprehension. Literal comprehension is defined as the understanding of the explicit meaning of a text, encompassing factual details, vocabulary, dates, and locations. Inferential comprehension, conversely, necessitates the orchestration of textual evidence and prior background knowledge

to deduce implied meanings and identify the main idea. Proficiency in both areas was measured using a valid and reliable English reading comprehension ability test developed by the researcher.

The findings indicated that the implementation of Team-Based Learning (TBL) in reading expository texts can effectively improve the English reading comprehension ability of eighth-grade students. This conclusion is supported by the data, which demonstrated that the majority of students achieved higher scores on the post-test than on the pre-test, and the mean score of the post-test was significantly higher than that of the pre-test. As a result, using Team-Based Learning in reading expository texts was a learning activity that promoted students' English reading ability. Many reasons could explain the beneficial effects after treatment as follows.

Firstly, TBL promotes active engagement through peer accountability and readiness assurance tests, which enhance students' cognitive processing of expository texts. The researcher encouraged the participants to enhance their reading comprehension ability during the teaching procedures. The questions of readiness assurance tests required students to develop a deeper understanding of the concepts of the texts. In addition, students in teams helped each other answer the questions through discussion.

Secondly, the researcher selected the expository texts from newspaper articles, student books, and online articles. The reasons for selecting texts from these sources are that they provide authentic language and relevant content that reflects real-world usage and academic contexts. The selected texts also help students recognize text structures, which is beneficial for understanding and processing information effectively. The expository texts provided in this study were description or descriptive type which was the main idea and details. The expository text used clear, focused language and moved from facts that were general to specific and from abstract to concrete. It had long been known that the ability to recognize text structure enhanced the student's ability to comprehend and recall the information read (Armbruster, Anderson, & Ostertag, 1989).

Thirdly, Team-based learning is a collaborative learning and teaching strategy designed by Michaelsen, 2004. The procedures of reading expository texts based on the Team-Based Learning approach in this research resulted from the provided activities. With the use of these activities, there are six components in the process: Assign Reading, Individual Test, Team Test, Appeal, Teacher Feedback, and Application (Team Reading Comprehension Activities). In each step, the students have enhanced their reading comprehension ability.

- 1) Assign reading (Preparation): In the first step, students were assigned expository texts reading to read the texts and/or prepare themselves at home. Reading texts at home was to be fine-tuned. It would be worth turning our attention to measuring accurately the extent to which they can encourage reluctant readers to read more at home (Oakley, 2008). This finding supported what Bremer, Vaughn, Clapper, and Kim (2002) stated about the implementation of collaborative strategic reading integrated with Team-Based Learning can activate the students' initial knowledge, facilitate them in expressing predictions about what they will read, and generate interest.
- 2) Individual Test: Students took the test individually. It focused on specific details and concepts of the reading expository text. After students finished the test, students returned the answer sheets to the teacher.
- 3) Team Test:

In the third step, students retook the same test but in teams. The scores were reduced the teacher divided them into groups of 4-5 each. Furthermore, the results from students' scores on the readiness assessment test were analyzed by means to study the improvements, which perform higher scores when they are in the team. One of the basic tenets of Team-Based Learning is that groups will perform better than individuals. Davis and Sadeghinejad (2015) concluded that the superior performance of teamwork, as working together in a prepared and focused way, can help students gain more knowledge. 4) Appeal: Teachers allowed students to take a retest. After that, teachers provided feedback to students immediately upon completion of the test. Branch and Paranjape (2002) concluded that feedback promotes learning in three ways: informs the student of their progress, informs the student regarding observed learning needs for improvement, and motivates the student to engage in appropriate learning activities, and 6) Team Reading Comprehension Activities: The students to do reading activities and design the team's reading project. This step used the reading comprehension strategy, such as solving problems with peers, using information to guess the meaning, and providing several opportunities for reflection.

Lastly, students were allowed to do the peer evaluation form to learn about themselves. The scores reflected how students felt about the extent to which the other members of your team contributed to reflect on, learn from, and so improve upon their teamwork and communication skills. The score of peer review can help students improve students' behaviors and professional competencies. Similar to the research, Buhse and Della Ratta found that giving and receiving feedback provided an important educational tool in developing professional competencies, and the more acceptable and transparent the peer review process, the more effectively students will incorporate the feedback they receive to improve their behaviors

Therefore, Team-Based Learning can help students improve their reading comprehension. In Team-Based Learning classes, students' scores improved because students were given a treatment. It was proved that the students became more aware of how texts are created, which made them more critical of texts. This finding supports what Bremer, Vaughn, Clapper, and Kim (2002) stated about the implementation of collaborative strategic reading integrated with Team-Based Learning can activate the students' initial knowledge, facilitate them in expressing predictions about what they will read, and generate interest.

Research objective 2: To study the students' opinion regarding the application of Team-Based Learning in learning English through reading expository texts.

According to the results of this study, students expressed their opinions about Team-Based Learning in reading expository texts which effectively promoted their English reading comprehension and provided them with interesting expository texts and various media that encouraged them to enjoy the lessons.

The questionnaire used was found to be a reliable and valid tool. The six items identified by the factor analysis strongly agree that it is useful to learn English using Team-Based Learning with expository texts. Students' responses to open-ended questions supported the quantitative data. The results of the study showed that

eighth graders' English reading comprehension was improved and provided enjoyment after the application of Team-Based Learning in learning English. The results were similar to Abdelkhalek et al., (2010) that have found that the main strengths of the course, as perceived by the students, were considering Team-Based Learning as an enjoyable learning experience, improving students' learning and presentation skills, and the effectiveness of the course instructor.

Furthermore, Zeng, Xiang, Zeng, and Zuo (2017) found that students generally agreed that Team-Based Learning could stimulate an interest in learning, guide self-learning, improve the ability to solve problems, and develop teamwork skills. The classroom testing session in the Team-Based Learning setting was one of the issues promoting the students' self-learning.

In conclusion, Team-Based Learning in reading expository texts can provide the positive aspects of its design, including small groups, a testing process, immediate feedback from the teacher, and peer review. The use of team reading comprehension activities in the implementation of Team-Based Learning will result in better outcomes for students and the teacher. For example, the provided expository texts about animals attract students to read them, and the learning atmosphere also makes students more active. Burgess et al. (2020) also concluded that students were attracted to the active, collaborative nature of Team-Based Learning, and teachers were attracted to the integrated approach of Team-Based Learning in developing students' professionalism skills, including leadership, communication, and teamwork.

This study approved the use of Team-Based Learning in reading expository texts that can be used in teaching English reading comprehension. In teaching English using Team-Based Learning in reading expository texts, the teachers should provide interesting expository texts by determining the type of texts, focusing on teaching steps, and creating group work activities to develop students' reading comprehension skills and professionalism skills. These enabled students to learn effectively. Moreover, the results from the questionnaire on students' opinions about learning English using Team-Based Learning in reading expository texts supported students' opinions positively. This study was limited to 17 students in one school; therefore, the results may not be generalized to other contexts.

Recommendations

Recommendations for the research application

1. This study involves a small sample size of 17 eighth-grade students at Borthongwittaya School, which may limit the statistical power and generalizability of the findings. This sample might not accurately represent the population of eighth graders in other schools, regions, or countries.
2. Teachers should be offered training or workshops to enhance their knowledge and confidence in using Team-Based Learning (TBL) in the classroom to control of variables that may influence the results.

3. The teacher should clearly describe the steps of teaching using Team-Based Learning and the learning objectives to the students before the treatment.

4. Teachers should determine the expository texts considering students' level and the content.

5. Teachers should find various materials, techniques, and multimedia in the classroom and outside the classroom to enhance English reading comprehension skills.

6. Teachers should encourage students to do assigned reading outside the classroom by themselves, and support group activities in the classroom. It can enhance students' learning.

Recommendations for further research

1. This study was conducted for only one month in a course. The future study should apply Team-Based Learning with expository text over a long duration of the study, which may have impacted the levels of student comprehension and satisfaction.

2. The future study should investigate teaching English using Team-Based Learning to promote students in different skills, such as speaking, writing, or listening.

3. The future study should determine the expository texts in different types, such as sequence, cause and effect, or compare/contrast.

4. Further study should investigate teaching English using Team-Based Learning combined with other content such as movies, storytelling, songs, etc.

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