

The Development of Instructional Packages to Practice English Reading Comprehension Skill by Using Task-Based Learning with Local Learning Resources for the Eleventh Grade Students

การพัฒนาชุดกิจกรรมฝึกทักษะการอ่านจับใจความภาษาอังกฤษโดยใช้กิจกรรมการเรียนรู้ที่เน้นภาระงานเป็นฐานร่วมกับแหล่งเรียนรู้ท้องถิ่น สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 5

Received: May 8, 2019
Revised: July 11, 2019
Accepted: July 18, 2019

Nutjaree Rodprasit (นุจารี รอดประสิทธิ์)*
Pollawat Wuttiprajack (พลวัต วุฒิประจักษ์)**
Panida Chanupakara (พนิดา จารย์อุปการะ)***

Abstract

Reading is an important tool in acquiring knowledge. Especially, reading comprehension skills can help students to understand the detail of the stories that they read. At present, many students still lack reading comprehension skills. Which can be seen from the reading tests, and the result from the Ordinary National Educational Test. The development of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources can help students to improve their English Reading Comprehension Skill.

The purposes of this research were to 1) study the needs and the fundamental data to develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students.

* A Student of Master of Education Degree in Curriculum and Learning Management, Faculty of Education Kanchanaburi Rajabhat University., E-mail: t.nutjaree2631@gmail.com, Tel 095-8810189

นักศึกษาปริญญาโท สาขาวิชาหลักสูตรและการจัดการเรียนรู้ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกanchanaburi อีเมล: t.nutjaree2631@gmail.com เบอร์โทรศัพท์ 095-8810189

** Advisor, Ph.D., Department of Curriculum and Learning Management, Faculty of Education, Kanchanaburi Rajabhat University

อาจารย์ประจำสาขาวิชาหลักสูตรและการจัดการเรียนรู้ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกanchanaburi เบอร์โทรศัพท์ 081-7453250

*** Co-advisor, Asst. Prof. Ph.D., Department of Curriculum and Learning Management, Faculty of Education, Kanchanaburi Rajabhat University Email: anna.taotao@gmail.com Tel. 081-8578134

ผู้ช่วยศาสตราจารย์ ดร. ประจำสาขาวิชาหลักสูตรและการจัดการเรียนรู้ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกanchanaburi อีเมล: anna.taotao@gmail.com เบอร์โทรศัพท์ 081-8578134

2) develop and test the efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students based on criteria of 80/80 3) compare students' English reading comprehension before and after using the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources and 4) survey the students' opinions toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources. The sample of this research consisted of 34 students of the eleventh grade during the second semester of 2018 academic year of Thamakawitthayakom School, Kanchanaburi from cluster random sampling. The research instruments were the interview forms, the focus group questions, the instructional packages, the lesson plans, the English reading comprehension skill test, and the students' opinion questionnaire. The obtained data were analyzed by percentage, mean, standard deviation, dependent t-test and content analysis.

The results of this research were as follow:

1) The students, teachers, and people who related to education would like the instructional packages that based on general geography, history, important places, local products, traditions, and beliefs. The instructional packages should be variety of activities, encourage students to practice real task, and focus on Student-centered learning. 2) The efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students was 91.29/82.35 which was the efficiency higher than standard criterion (80/80). This instructional packages were developed by using Thorndike's Connected Theory, which focused on task-based learning. The students practiced successively the tasks until they had higher reading comprehension skill.. 3) The students' English reading comprehension skill posttest scores were higher than pretest scores significant at the .05 level. and 4) The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources were at a highest level.

Keywords: Instructional Packages/ Task-Based Learning/ Local Learning Resources/ Reading Comprehension Skill

Introduction

Nowadays, the global society is the era of globalization. It is the era of information age communication without borders. There are many developments and changes in communication technology. Language is an important intermediary in transferring information from one source to another. English is an international language that is used worldwide. (English Language Institute, 2015) Thai people need to have knowledge and skills in English communication to communicate with foreign countries because there are many tourists in Thailand. They have come to travel and work here. So Thai people have to speak English to foreigners and they have to practice using English in education, business, and daily life. It accords with the Basic Education Core Curriculum A.D. 2008, Subject area of Foreign Languages (Ministry of Education, 2008) identifies that learning foreign languages is important and essential in everyday life because it is an important tool in communication, education, seeking knowledge, occupation, learning the differences of tradition and culture and using foreign language for communication.

Reading comprehension is an important tool that helps in acquiring self-knowledge and bring the knowledge to use. Students have to practice reading comprehension skill and make it more efficient. According to Kaewkam (2013) reading is a tool to seek the knowledge, help to develop intelligence, thinking, decision making, career and education. It can help the readers track the progress of the world in an instant and also cause knowledge and enjoyment. On the other hand, it was found that teachers still taught reading English in the same way. They read and then students repeat and translated for learners. They didn't find the modification or finding new teaching techniques for teaching students. Furthermore, Chauykaew (2014) said teaching of reading comprehension wasn't as successful as it should be because there were many students who can't read for finding main idea. As the researcher taught Mathayomsuksa 5 students of Thamakawitthayakom School who studied English subject the second semester of academic year 2017, and found 41.24% of students got grade 3 or more grades. So it was at the fair level. There was 58.74% students could identify the main idea, analyze the essence, interpret and express the opinions from listening to and reading feature articles and entertainment articles, as well as provide the justifications and the examples for illustrations. It wasn't in line with the school's criteria 60%. If it can solve problems in reading comprehension of students. They will get higher achievement. (Academic affair Thamakawitthayakom School, 2017)

English is a subject which is in skill group, where skills arise from repeated repetitive behavior until being fluent and skilled. This can be related to Thorndike's Connected Theory (Thorndike, 1914) learning causes of the practice of repetitive actions and frequent actions that become proficient. Thus, teachers have to organize the teaching and learning activities for students, and they have the opportunity to practice English until they can read for comprehension fluently. Instructional package is a material which can help the students to practice English skill. This consist with the research of Promprasert (2012) studied the construction of learning activities packages in English primary 3 students because it was found that teachers still lacked interesting techniques and methods for teaching English. Students lacked motivation to study. And learning achievement of primary 3 students still did not achieve the school's goals. Therefore, the study of the construction of learning activities packages in English primary 3 students was found the result of English learning achievement of primary 3 students after learning through learning activity packages in English was higher than the pre-test at .05 level of significance. Also consistent is Paeng-on's study (2016) which reported that using the instructional packages to practice English reading comprehension skill was better way to develop the teaching for reading comprehension because there were many variations of activity and students had the opportunity to practice reading. Furthermore, Lertvattrakan (2014) studied the development of Instructional package to practice listening and speaking in English communication with emphasis practical work for primary 5 Mary Wittaya school because the primary 5 student's listening and speaking skills were quite low and the teaching method could not make students interested and enthusiastic about learning. The instructional package to practice listening and speaking in English communication could encourage students to succeed in listening and speaking skills.

The result was the post-test of learning by instructional package used to practice listening and speaking in English communication with emphasis practical work was higher than the pre-test.

Instructional media is also an important aid in improving students'reading comprehension skills. It consists of a procedure and various learning activities. It is the intermediate between teachers and students. It is a learning activity for students to learn from real experiences and it can change the learning behavior of students. From research studies on the instructional package. There are many researchers have conducted research to improve reading skills by using instructional package, which is an instructional media. It can improve students' reading skills. Paeng-on (2016) said using the instructional package to practice English

reading comprehension skills is a good way to improve English reading comprehension skills because there were many variations. Also consistent is Lertvattrakan's study (2014) which reported that the instructional package could improve the language skills of students. The students used background knowledge to practice language skills and cause expertise, agility and agility. From the study, the researcher found the instructional media which can solve English reading comprehension's problem is an instructional package.

Teaching method, which can improve the students' reading comprehension skills, was Task-Based Learning. This learning activity focuses on doing the task. Students have the opportunity to use language in the real situation through doing tasks. The activity emphasizes meaning more than form until fulfilling the objectives, reflecting the understanding of English language skills and the results that come out in the form of tasks. The process of Task-Based Learning is as follows (Willis, 1996, Ellis, 2003) Pre-task, During-task and Post-task. Task-Based Learning can improve the students' reading comprehension skills by applying local learning resources of Tha Maka District, Kanchanaburi Province in the instructional packages. The students also get the new knowledge about their local learning resources.

The Secondary Educational Service Area Office 8 (2011) identified the content of local learning was assigned for the educational institutions to provide experiences for students to learn about their own localities, in terms of importance, geography, economic conditions, society, art, culture, traditions and community problem. It will encourage the students to love and cherish with their own localities. This accord with the third principle of Basic Education Core Curriculum A.D. 2008, Subject area of Foreign Languages (Ministry of Education, 2008) Education courses that satisfy decentralization allowing the society to participate in educational management in accordance with local conditions and needs. Also consistent is Tanyabut's study (2014) which reported that teachers must be aware of the importance and value of using local information in learning management. They must study, explore, gather the information about local learning resources, make the relationships between schools and communities and invite the local speakers to plan and organize activities with teachers. Pontree (2016) studied effect of using English lesson focusing on Task-Based Learning and local issues on listening-speaking abilities for Mattayomsuksa one students of Namklaingwittaya School found that the students' achievement on listening-speaking ability after using the lesson was significantly higher than before using constructed material at .05 level. Moreover, Konman (2016) studied the development of English academic reading exercises focusing on Task-Based Teaching of Muthayomsuksa five students of Princess Chulabhorn's

collageMukdahan found that English academic reading exercises focusing on Task-Based Teaching was suitable for those who were learning a new language as a second language and it was the most effective language teaching method. Students could participate in the use of real language in the classroom as well as the tasks design, task discussing, problem-solving and playing games. These things could help students to use language in meaningful. They worked together according to the steps specified in that activity until achieving.

From the study of various problems and findings, the researcher found that developing reading comprehension skills by using instructional packages with local learning resources was a great way to improve the reading comprehension skill of the students. Therefore, the researcher was interested in the development of instructional packages to practice English reading comprehension skill by using Task-Based Learning with local learning resources for the eleventh grade students. These instructional packages could develop reading comprehension skill of students and taught them to love and cherish with their hometown.

Research Objectives

1. To study the needs and the fundamental data to develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students.
2. To develop and test the efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students based on criteria of 80/80.
3. To compare students' English reading comprehension before and after using the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.
4. To survey the students' opinions toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

Research Hypothesis

1. The instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students based on criteria of 80/80.
2. The students' English reading comprehension skill after learning through the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources was higher than the pre-test at .05 level of significance.

3. The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources were at a high level.

Literature Review

Instructional Package

Instructional Package is the teaching materials or documents that were created by the teacher to be used in teaching. It consists of the instructional manual, lesson plans, learning activities, information sheet and exercises. Learning by using Instructional package makes students can learn effectively and change learning behavior in good way (Meepian, 2014; Dechthaisong, 2010; Lertvattrakan, 2014). This research consisted of 4 instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources. The elements of instructional packages consisted of cover page, preface, table of contents, explanation, teacher and student role, learning objectives, learning standards, indicators, basic concept, information sheet, activities and answer keys. The researcher created the instruction package according to Thorndike's Connected Theory.

The instructional package was develop and test the efficiency 3 times. There were individual testing, group testing and field testing. These testings were for the instructional package to be effective according to the specified criteria.

Reading Comprehension Skill

Reading comprehension skill defined as the reading process in which students can understand or identify main idea of the story. The students can tell what this story is about. They can also arrange and predict occurrences correctly. In addition they can apply knowledge and use the background knowledge to understand the story and tell the purpose of that story (Chauykaew, 2014; Tanyabut, 2014; Chalermthammawong, 2014). This research studied students' English reading comprehension skill from reading passages and doing exercises in the instructional packages, which was created by the researcher. Students must be able to tell or identify the main idea from the passage that they read. They could use skimming technique to find key word, topic and detail from the reading passage. They could know the position of the main idea by considering the content from 4 positions as follows; main ideas are often found at the beginning of paragraphs, main ideas are often found at the ending of paragraphs, main ideas are often found at the middle of paragraphs and the main idea is implied.

Local Learning Resources

Local Learning Resources was the interviewing information about Tha Maka District Kanchanaburi Province from provincial culture, a community leader and an intellectual, who is knowledgeable residing on the particular place. This medium emphasize the collaboration of both educator and eleventh grade students to enhance the interest, improve their learning management and English reading comprehension skills. The summary includes 4 topics; general information, the important places, the local products and traditions and beliefs in Tha Maka.

Task-Based Learning

Task refers to students output based on learner's understanding. They should apply background knowledge to recount new lessons and use language to interact with others, focusing on meaning rather than grammar. In addition, it is a continual activity with clear steps and goals. For instance, drawing while listening to audio media and follow the instruction given with the teacher supervising. The teacher must organize a variety of activities that will help the learner gain more benefits than using language for communication only (Nunan, 1989; Willis, 1996; Ellis, 2003). This research, the researcher managed the learning activity and focus on student-centered. The developing is under the guidelines of learning management based on Task-Based Learning with Local Learning Resources in Tha Maka District, Kanchanaburi Province. The researcher analyzed the steps of Task-Based Learning from the concept of Ellis (2003) Skehan, (1996) and Willis (1996). There were 3 steps: 1) Pre-task 2) During-task and 3) Post-task which can be explained as the following details.

1) Pre-task is the preparation before the students doing the actual task. In this step, students start learning the difficult vocabulary from the instructional packages. They study the content and the method of the task in each set of instructional packages. Teachers let students do the task which is similar to the actual task.

2) During-task is the actual task which students have to do. They can work in group or in pair depend on the directions in the instructional packages. While students are doing their task, they should collaborate their ideas to each other do the planning in order to complete the task. Teacher must be the mentor to guide and assist the learners.

3) Post-task is the activities to evaluate the language usage in English skills and it's fluency. This step focus on emphasize the meaning of language. The students must analyze the activities or tasks that they have performed. The teacher uses questions to encourage and assess the students learning behavior.

Scope of the Research

1. Population and sample

1.1 Population in this study were eleventh grade students who were studying in the second semester of 2018 academic year at Thamakawitthayakom School located in Tha Maka District, Kanchanaburi Province. There were 8 classrooms with a total of 267 students.

1.2 The sample was Mathayomsuksa 5/3 who was studying in the second semester of 2018 academic year at Thamakawitthayakom School located in Tha Maka District, Kanchanaburi Province with a total of 34 students from cluster random sampling and used the classroom as a random unit. The population is divided in each cluster as 8 classrooms. The students in each classroom had a variety of intellectual characteristics such as excellent, good and fair students. But different classrooms had similar characteristics.

2. Variables used in the research

2.1 The independent variable was the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

2.2 The dependent variable were reading comprehension skill and the opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

Research Instruments

1) The interview forms to interview the needs about English teaching was assessed by 5 experts with Item Objective Congruence Index criteria. The overall evaluation outcome was at 1.00 every item.

2) The interview forms to interview the needs about using local learning resources to encourage English teaching assessed by 5 experts with Item Objective Congruence Index criteria. The overall evaluation outcome was at 1.00 every item.

3) The question needs about teaching and developing English reading comprehension's innovation assessed by 5 experts with Item Objective Congruence Index criteria. The overall evaluation outcome was at 1.00 every item.

4) The instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources assessed by 5 experts with Item Objective Congruence Index criteria. The score of each question was more than 0.5. The results of efficiency test revealed as follows: 1) the efficiency scores of the individual study

were 83.33/81.67; 2) those of group study were 85.00/82.22; 3) those of field study were 86.16/86.17.

5) The lesson plans designed according to the components and procedures of Task-Based Learning instructional. Its IOC evaluation was assessed by 5 experts and the score of each question was more than 0.5.

6) English reading comprehension skill test consisted of objective and subjective tests. The objective test included 20 questions. Its IOC evaluation was assessed by 5 experts and the score of each question was more than 0.5. The scores of questions were analyzed to examine the difficulty (p) with the difficult score ranging from 0.20 to 0.80. The result showed that the reliability score of the test was 0.82. The subjective test included 2 questions. Its IOC evaluation was assessed by 5 experts and the score of each question was more than 0.5. The difficulty score was between 0.20 and 0.80. The result showed that the reliability score of the test was 0.85.

7) The students' opinion questionnaire was assessed by 5 experts and the IOC score of the questionnaire for the students towards the Instructional Packages to Practice English Reading Comprehension Skill by Using Task-Based Learning with Local Learning Resources was more than 0.5 for every item and the reliability score of it was 0.82.

Research Methodology

The development of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students was conducted by means of a research and development (R&D) methodology and used the one group pretest – posttest design. There were 4 steps of the research process as follows:

The 1st step was studying the needs and the fundamental data to develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students. The researcher analyzed the basic education core curriculum B.E. 2551, school curriculum of the subject area of foreign languages, academic papers, research journals, theories, documents, texts, and literature that related to developing the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources and Tha Maka local learning resources. The researcher used content analysis and presented in descriptive form. The researcher studied the needs of English teaching by interviewed from the supervisor of the

subject area of foreign languages, the president of the parent-teacher association of Thamakawitthayakom school, the deputy director of academic affair, the head of foreign language department, and the parent representative, conducted focus group discussions about teaching and developing English reading comprehension's innovation from the English teachers and the eleventh grade students, studied the needs of using local learning resources to encourage English teaching by interviewed from the provincial culture, a community leader and an intellectual. The results of the interview can be concluded as the following details.

1) Instructional package was appropriate to use in learning because there were various activities, the contents should be interesting. It should have picture with beautiful colors. The font is suitable for the age of the student. Teacher should use authentic assessment.

2) Task-Based Learning was the activities which let student to do their tasks. They could use thinking skills and work with friends. It should have group work and pair work. The students could plan, report and share their task with friends.

3) English reading comprehension skill was the important skill for students. Teacher should develop the new innovation to improve and practice English reading comprehension skill of students. Local information should be added in the lesson to practice English reading comprehension skill because it was the information around students.

4) Local learning resources were stories and experiences in student life. It was a story or information that students should know. Local learning resources are useful for learning. Therefore, teachers should use local learning resources to integrate in learning management. It instills students to appreciate, love and cherish their own localities. Moreover, it enables them to apply knowledge about local learning resources to life. And disseminating local information.

From the results, researcher used the information to design and develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

The 2nd step was developing and testing the efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources. The researcher brought the results from the 1st step to develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources draft. It consisted of cover page, introduction, contents, explanation, teachers' roles, learner's role, objective of leaning, standards and indicators, key concept, activities, activities' answer, and lesson plans. It was determined by 5 experts with item

objective congruence index. Then revised and found out the effectiveness of field try out. This instructional package was different from the other instructional packages because this one used local learning resources of Tha Maka District, Kanchanaburi Province to practice English reading comprehension skill of the students. In addition, it used Task-Based Learning in the learning management.

The 3rd step was experimenting of the instructional packages with a sample group. The researcher used the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources with Mathayomsuksa 5/3 who were studying in the second semester of 2018 academic year with a total of 34 students with the following steps.

1. Tested reading comprehension skills in English before using the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

2. Organized learning activities according to the lesson plan.

3. Tested reading comprehension skills in English after using the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

The 4th step was evaluating and improvement of the instructional packages.

The researcher conducted the following.

1. The researcher evaluated English reading comprehension skills of Mathayomsuksa 5/3 after learning from the instructional packages. The researcher used the English reading comprehension skill test and then brought the test results to find the difference of average score before and after using the instructional packages. The results showed that the average score after using the instructional packages ($\bar{X} = 16.47$, S.D. = 1.05) was higher than the average score before using the instructional packages ($\bar{X} = 11.26$, S.D. = 1.58)

2. The researcher surveyed the students' opinions toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources by inquiring 4 aspects: the learning atmosphere, learning management by using instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources, Knowledge of local learning resources in Tha Maka district Kanchanaburi province, and benefit from learning management.

Research findings

The results and the finding of this study were as follows;

1. The needs analysis about English teaching from the supervisor, the president of the parent-teacher association of Thamakawitthayakom school, the deputy director of academic affairs, the head of foreign language department, and the parent representative were: teachers should organize the teaching according to the standards and indicators specified in the basic education core curriculum B.E. 2551, and teachers should focus on providing experiences for students from easy to difficult content and integrating local learning resources into the lesson. The results from focus group discussions about teaching and developing English reading comprehension's innovation from the English teachers and the eleventh grade students were; teachers should use various forms of measurement and evaluation of reading comprehension, there were pre- evaluation, formative evaluation and summative evaluation. English reading comprehension test, task evaluation form, reading evaluation form and behavior evaluation form are some of the exemplar of evaluation form. The result of the needs on using local learning resources in order to incite English teaching by interviewing from the provincial culture, community leader and intellectual were; teachers should choose a story or content that is related to the students' life, teachers should instill students to love and cherish their own local. To add on teachers should take students to educational trips because this may help the students to experience and gather the first hand information from the local learning resources. Teachers, and people who related to education would like to inculcate instructional packages. As a rundown that based on general geography, history, important places, local products, traditions and beliefs. The instructional packages include variety of activities, encourage students to real life application and focus on student-centered learning.

2. The result of the efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students are shown in Table 1

Table 1 The efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students

Score	Score while using instructional package				Total	Post-test
	Set 1	Set 2	Set 3	Set 4		
Total Score	20	20	20	20	80	20
Number of student	34	34	34	34	34	34
Score	635	607	611	630	2483	560
Percentage	93.38	89.26	89.85	92.65	91.29	82.35
Mean	18.68	17.85	17.97	18.53	71.00	16.47
Standard Deviation	0.73	0.99	0.76	0.66	1.88	1.05
Efficiency					$E_1=91.29$	$E_2= 82.35$

From Table 1, it can be seen that the efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students was 91.29/82.35 which was the efficiency higher than standard criterion (80/80).

The instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students is the instructional media which use to practice English reading comprehension skill of students. It is conducted through learning management by using task-based learning. The example of using instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources is shown in Table 2.

Table 2 The example of using instructional process of using instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources
Lesson 1 The general information of Tha Maka.

Step	Process	Hour	Task
1. Pre-task	1. Students learn about vocabulary of the general information of Tha Maka. 2. Students learn about how to find the topic and the main idea and do the exercises. (pair work) 3. Students learn about how to make a mind mapping and they practice making a mind mapping. 4. Teacher monitor and give advice to students.	2	
2. During-task	1. Students learn about the general information of Tha Maka. 2. Students read the passage about the general information of Tha Maka and they summarize the content from the passage and make a mind mapping. (group work) 4. Students plan and report their mind mapping and they share the idea with friends. 6. Teacher monitor and give advice to students.	1	Mind mapping about the general information of Tha Maka
3. Post-task	1. Students learn about the history of Tha Maka. 2. Students analyze the language form from the task and practice finding the main idea and details from the passage. 3. Teacher observe the learning behavior of students.	1	

3. The result of a comparison of the students' English reading comprehension skill before and after learning through the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources are shown Table 3.

Table 3 comparison of the students' English reading comprehension skill before and after learning through the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

Test score	N	Total score	\bar{X}	S.D.	t	Sig. (2 tailed)
Before learning	34	20	11.26	1.58	-15.440	.000
After learning	34	20	16.47	1.05		

* With statistical significance at the level of .05

From Table 3, it can be seen that the students' English reading comprehension skill after learning scores were higher than before learning scores, with a statistical significant at the .05 level.

4. The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources are represented in Table 4.

Table 4 The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources.

Evaluation report	\bar{X}	S.D.	Opinion	Ordinal
Using Instructional Package				
1. The difficulty of vocabulary.	4.50	0.56	Highest	2
2. Content is interesting, and encourage students to learn.	4.44	0.61	High	3
3. Practice and develop the students 4 basic language skills.	4.59	0.50	Highest	1
Average Total	4.51	0.56	Highest	4
Task-Based Learning				
4. Clarity of the instruction.	4.68	0.47	High	3
5. Activity time is appropriate.	4.50	0.50	Highest	2
6. Activity in lined with the indicators and learning standard.	4.59	0.50	Highest	1
Average Total	4.59	0.49	Highest	1

Table 4 The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources (continued)

Evaluation report	\bar{X}	S.D.	Opinion	Ordinal
Local Learning Resources				
7. Students know the vocabulary, idioms and grammatical structures about Tha Maka District that is used in the tasks.	4.47	0.50	High	3
8. The activity helps to increase knowledge about Tha Maka district.	4.56	0.50	Highest	1
9. Students can disseminate information about Tha Maka district to others.	4.53	0.50	Highest	2
Average Total	4.52	0.50	Highest	3
Benefit				
10. Students enhance English reading comprehension skills.	4.59	0.50	Highest	3
11. Students can apply the knowledge from instructional package in daily life.	4.56	0.50	Highest	2
12. Students have the intention to perform work tasks.	4.62	0.49	Highest	1
Average Total	4.59	0.50	Highest	1
Total	4.55	0.50	Highest	

From Table 4, it can be seen that the students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources were at a highest level ($\bar{X} = 4.55$, S.D. = 0.50).

Discussion

The development of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students discussed the results of the research as follows.

1. From the needs analysis, it found out that developing English reading comprehension could be done by constructing a new innovation, which helps students to practice English reading comprehension skills. So the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources that the researcher has developed, it accord with the basic education core curriculum B.E. 2551, and Thamakawitthayakom school's curriculum. The instructional packages should have interesting content and it should involve with students local information such as general geography, history, important places, local products, traditions and beliefs because the students can develop and enhance their English reading comprehension skills through continuity of practice reading from the passages in the instructional package. Inside the instructional packages should have eye catching pictures and sort of content from easy to hard level. Task-Based Learning was the learning step which use in the instructional package. The students can do the tasks by themselves, plan, report and share the idea with each other. It focus on student-centered learning. Teacher should use the different assessment tools. The finding was consistent with Promprasert (2012) who found that construction of learning activity package in English had to go through a systematic construction by studying the teacher handbook and the basic education core curriculum B.E. 2551 to determine the details of the content, learning objective, time, learning activities and evaluation in each learning activity package for students to achieve the objectives. The students who learn through the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources will have the knowledge about local information and appreciate the nifty of their hometown.

2. The efficiency of the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students was 91.29/82.35 which indicated the efficiency higher than standard criterion (80/80). The reason why the instructional packages were efficiency as criteria because the instructional packages have passed the finding efficiency 3 times; the individual study, group study and field study. The research brought the results to develop the instructional package to augment the quality. In addition, it was found out that the first efficiency was higher than the

after efficiency because students could make the score from the instructional packages higher than the score from post-test. It agrees to the research by Lertvattrakan (2013) who found that the efficiency was higher than standard criterion due to construction of the instructional package from bringing the instructional package to the experts then they checked the accuracy of the content after that the researcher brought the instructional package to develop followed the experts' suggestion until the researcher got the quality instructional package. There was an experiment to find efficiency with subgroups. Then the experiment was used with a group of students who are not sampled in the experiment. The researcher studied the behavior of using instructional package, noted observations and defects after that developed the instructional package again for more efficiency and collected data and brought the results to improve.

3. The students' English reading comprehension skill posttest scores were higher than pretest scores significant at the .05 level. Because the content in the instructional packages followed the task-based learning steps and integrated local information of Tha Maka. The students were interested in the contents that they learned and they also practiced their tasks. They could be confident for asking questions, showing their opinions, and working together with each other. The finding was consistent with Suriyarungson (2014) studied the development of reading exercises for main idea using Phetchaburi local information for Mathayomsuksa 1 students and found that the posttest achievement was higher than the pretest, there was a significant difference between at the level .01 Thus, the improvement of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources was completed. The researcher used the instructional package in learning management, it could help the students to practice and improve English reading comprehension skill. In addition, Samothai (2015) said that students learned about their local information that could help them to develop their reading skill, the knowledge of local and learned with happiness. Furthermore, the researcher emphasized the importance of the previous knowledge that has been synthesized by with the basic education core curriculum B.E. 2551, and school's curriculum. It consisted of people who specialized in teaching English at the secondary level, designing instructional activities, and selecting the right media for reading. Learning materials were captivating and had correspond to the students' life. These things could motivate the knowledge and understanding of the existing reading to affix new knowledge which can also relate to the Schema theory (Rumelhart (1980), Hackers (1981), Weaver (1988) believed that the knowledge of the readers who have accumulated since birth until grown and throughout their lives was a system of knowledge stored in the

brain systematically. The knowledge would link to each other when receiving new knowledge or information. Readers would be able to understand new information by linking new information with background knowledge which would make the reader understand the content of the story that was read and obtain new knowledge. It agrees to the research by Mahmood, H. K. M, Nikoo, R. F. & Bonyadi, A. (2013) studied the role of schema or background knowledge activation and graphic Organizer on Increasing Iranian EFL Learners' Reading Comprehension found that background knowledge affected the ability to speak. The background knowledge that students were familiar with on that topic could encourage students to practice speaking tasks effectively. This background knowledge allowed students to pair with new knowledge that students already know about that topic.

4. The students' opinion toward the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources were at a highest level ($\bar{X} = 4.55$, S.D. = 0.50). When considering each aspect, it was found that the most agreeable students were on task-based learning and benefit from the learning management. The finding was consistent with Puengprom & Cojorn (2018) who studied the development of learning activity Package in English reading comprehension skills based-on brain-based learning approach for Mathayomsuksa 1 Students and found that the students' satisfaction toward the learning activity package in English reading comprehension skills based on brain-based learning approach were at a high level of satisfaction ($\bar{X} = 4.33$). The students were satisfied with the learning activity package at the highest level. It might be because of the construction learning activity package based on learning psychology. This instructional packages used Thorndike's Connectionism Theory Thorndike (1914) include Law of Readiness, Law of Exercise, and Law of Effect. Organizing learning activities that focus on developing reading comprehension skills in English is an interesting thing, the contents were the local information of students. The students were interested in learning activities because there were various activities and they had the opportunity to work together with their friends in a group or pair.

General Suggestions

From the finding of the research, the researcher had suggestions about the development of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students as follows;

1. Teachers who will apply these instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources should study the details of instructional packages to clearly understand.
2. Students have developed English reading comprehension skill and they have the knowledge about their local information. Teachers have to choose the various contents and interesting such as conversation, news, article, song lyrics, fairy tale, documentary and etc. And students can also participate on choosing contents on the focus group discussion.
3. The school has the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources this is a new innovation and school should provide the training to expand the results for interested teachers in the institution.
4. The researcher can propagate and expand the results to the secondary educational service area office 8 to provide the training for teachers in educational areas who are interested in creating innovative learning activity.

Recommendations for further research

From the development of instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade students, there should be additional study and research on the following issues.

1. There should conduct a research to develop the instructional packages to practice English reading comprehension skill by using task-based learning with local learning resources for the eleventh grade using other teaching methods such as community language learning, communicative approach, cooperative learning and etc.
2. There should be a research to develop instructional packages for listening, speaking or writing skills by using task-based learning with local learning resources for the eleventh grade.
3. There should provide reading materials with other content to practice reading comprehension skills such as news, advertisements, articles, western stories, folk tales, documentaries and etc.

References

Academic affair, Thamakawitthayakom School.(2017). *sārasonthētrōngīrān thāmākāwītthāyākhōm pīkānsuksā sōngphānharōjīhōksip* [The Information of Thamakawitthayakom School Academic Year 2017]. Kanchanaburi: Thamakawitthayakom School.

Chalermthammawong, R.(2014). “*kānphatthānā khwāmsāmāt dān kān ‘ān čāpčāi khwām khōng* nakriān chan pra thām suksā pī thi hok dūai kānčhatkān rānru theknikKWLPlus” [The enhancement of reading for main idea abilities of sixthgrade students taught by KWL Plus technique]. Master thesis of Thai Language Graduate School, Silpakorn University.

Chauykaew, S.(2014). “*kānphatthānā khwāmsāmāt nai kān ‘ān čāpčāi khwām khōng* nakriān chan prathomsuksā pī thi sam dūai bāp fuk kān ‘ān čāpčāi khwām doi chaitheknik KWLH PLUS” [The Development of Comprehensive Reading Ability for Grade 3 Students Using Reading Exercises with KWLH Plus Technique]. Master thesis of Teacher Thai Language Graduate School, Silpakorn University.

Dechthaisong, A.(2010) “*chut kitchakam kān rān kān sōn ruāng wektoē doi* chai prokræm C . a . R . samrap nakriān chan matthayommasuksā pī thi sōng” [An instructional activity package on vectors by using C.a.R. program for mathayomsuksa 2 students]. Master thesis of Mathematics, Srinakharinwirot University.

Ellis, R.(2003). Task-based Language Learning and Teaching. Oxford: Oxford University Press.

English Language Institute. (2015). *khūmū kānčhatkān rān kānsōn phāsā ‘Angkrit næō mai tam krop māttrathān khwāmsāmāt thāng phāsā thi pen sākon radap chan matthayommasuksā* [The Common European Framework of Reference for Languages (CEFR)], Bangkok: English Language Institute.

Hackers, C.(1981). From Schemata Theory to Classroom Practice. *Reading Research Quarterly* 17.

Kaewkam, K.(2013). “*kānpriapthiāp phon samrit kān ‘ān čāpčāi khwām khōng* nakriān chan matthayommasuksā pī thi nung thi čhatkān rānru doi withīkān sōn bāp SQ sī R kap withī sōn bāp pakati” [A Comparison of the Reading Comprehension Achievementof Mathayomsuksa 1 Students taught by Using SQ4R Method and the Traditional Method]. Master thesis of Teaching Thai Language Graduate School, Silpakorn University.

Konman, S.(2016). “kanphatthana bæp fuk soem kan ‘an phasa ‘Angkrit choeng wichakan doi chai kansoñ bæp nen phara ngan khong nakrian chan matthayommasuksa pi thi ha rongrian chulap ranaratchawitthayalai Mukdahan” [The Development of English Academic Reading Exercises Focusing on Task-Based Teaching of Mattayomsuksa 5 Students of Princess Chulabhorn’s Collage Mukdahan]. Veridian E-Journal, Slipakorn University 9,3 (September - December) : 963.

Lertvatrakan, W.(2013). “kanphatthana chut kitchakam doi nen ngan padibat phua fuk thaksa kan fang lae phut phasa ‘Angkrit phua kansusan samrap nakrian chan prathomsuksa pi thi ha rongrian mariwitthaya” [The Development of Instructional Package to Practice Listening and Speaking in English Communication with Emphasis Practical Work for Primary 5 Mareewittaya School]. Master thesis of Educational Technology Graduate School, Silpakorn University.

Lertvatrakan, W.(2014). “kanphatthana chut kitchakam doi nen ngan padibat phua fuk thaksa kan fang lae phut phasa ‘Angkrit phua kansusan samrap nakrian chan prathomsuksa pi thi ha rongrian mariwitthaya” [The Development of Instructional Package to Practice Listening and Speaking in English Communication with Emphasis Practical Work for Primary 5 Mareewittaya School]. Veridian E-Journal, Slipakorn University 7,2 (May - August) : 869.

Mahmood, H. K. M, Nikoo, R. F. & Bonyadi, A.(2013). The Role of Schema or Background Knowledge Activation and Graphic Organizer on Increasing Iranian EFL Learners’ Reading Comprehension. European Online Journal of Natural and Social Sciences: Special Issue on Teaching and Learning. Retrieved on September 18, 2018 from <http://www.european-science.com>

Meepain, P.(2014). “kanphatthana chut kitchakam kan rianru thi nen phara ngan pen than phua phatthana thaksa kan khian kham sap phasa ‘Angkrit chan prathomsuksa pi thi sam” [The Development of Instructional Packages Concentrated on Task-Based Learning Developing English Vocabulary Writing Skills Prathom Suksa 3 Level]. Master thesis of Curriculum and Instructional, Ubon Ratchathani Rajabhat University.

Ministry of Education.(2008). laksut kæn klang kansuksa naphuñ than Phutthasakkarat songphanharojhasip et [Basic Education Core Curriculum A.D. 2008], Bangkok: The Agricultural Federative Co-operation of Thailand.

Ministry of Education.(2008). tua chi wat læ sara kan rianru kæn klang klum sara kan rianru phasa tangprathet [Indicators and earning strands of the learning area of foreign languages], Bangkok: The Agricultural Federative Co-operation of Thailand.

Nunan, D.(1989). Designing Tasks for Communicative Classroom. London: Cambridge University Press.

Paeng-on, R.(2016). “kanphatthana chut fuk thaksa kan ‘an phasa ‘Angkrit phua chapchai khwamsamkhan samrap nakrian chan matthayommasuksa pi thi song” [A Development of English Reading Comprehension for Mattayomsuksa 2 Students]. Master thesis of Curriculum and Instructional, Ubon Ratchathani Rajabhat University.

Pontree, H.(2016). “phonkanchai botrian phasa ‘Angkrit thi nen phara ngan læ sara thongthin to khwamsamat kan fang - phut phasa ‘Angkrit khong nakrian chan matthayommasuksa pi thi nung rongrian na kliang withaya” [Effects of Using English Lessons Focusing on Task-Based Learning and Local Issues on Listening-Speaking Abilities for Mattayomsuksa One Students of Namklaingwittaya School]. Veridian E-Journal, Slipakorn University 9,3 (September – December) : 1118.

Promprasert, S.(2012). “kansang chut kitchakam kan rianru phasa ‘Angkrit radap chan prathomsuksa pi thi sam” [Construction of Learning Activity Package in English for Prathomsuksa Three Students]. Journal of Education, Burapha University 23,2 (February – May) : 86.

Puengprom, W. & Cojorn, K.(2018). “kanphatthana chut kitchakam kan rianru thaksa kan ‘an chapchai khwam phasa ‘Angkrit tam naeokhit samong pen than chan matthayommasuksa pi thi nung” [The Development of Learning Activity Package in English Reading Comprehension Skills Based on Brain-Based Learning Approach for Mattayomsueksa 1 Students]. Prae-wa Kalasin Journal, Kalasin University 5,1 (January - April) : 106.

Rumelhart, D. E.(1980). Schemata: the building blocks of cognition. In: R.J. Spiro etal. (eds) Theoretical Issues in Reading Comprehension, Hillsdale, NJ: Lawrence Erlbaum.

Samothai, P.(2015). “kanphatthana thaksa kan ‘an phasa ‘Angkrit phua khwamkhaochai doi chai kitkamkan ‘an baep nen phara ngan ruang khomun thongthin changwat kanchana buri samrap nakrian chan matthayommasuksa pi thi song”[The Development of English Reading Comprehension Skills Exercises by Using Task-Based Reading Activity Based on Kanchanaburi Local Information for the Eighth Grade Students]. Master thesis of Curriculum and Supervision Graduate School, Silpakorn University.

Suriyarungson, R.(2014). “kanphatthana baepluk kan ‘an chapchai khwam khong nakrian chan matthayommasuksa pi thi nung doi chai khomun thongthin changwat phet buri” [The development of reading exercises for main idea using Phetchaburi local information for Mathayomsuksa 1 students]. Silpakorn Educational Research Journal 6,2 (July – December) : 215.

Tanyabut, P.(2014). “kanphatthana phon samrit kan ‘an chapchai khwam khong nakrian chan prathomsuksa pi thi ha duai withikan chatkan rianru baepluk SQ si R ruam kap khomun thongthin changwat Suphan buri” [A development of students comprehensive reading skill achievement of grade 5 students using SQ4R technique with local contextual reading texts of Suphanburi province]. Master thesis of Thai Language Graduate School, Silpakorn University.

The Secondary Educational Service Area Office 8.(2011). krop laksut radap thongthin tam laksut kae klang kansuksa naphun than than Phutthasakkarat songphanharojhasip ‘et samnakngan khet phunthi kansuksa matthayommasuksa khet paet [Local curriculum framework based on Basic Education Core Curriculum A.D. 2008 of the Secondary Educational Service Area Office 8]. Ratchaburi: n.p.

Thorndike, E. L. (1914). Educational Psychology Briefer Course. Retrieved on June 26, 2018 from <https://archive.org/>

Weaver, C. (1988). Reading Process and Practice from Socio-Linguistics to Whole Language. Portsmouth: Heinemann Educational Books.

Willis, J. (1996). A Framework for Task-Based Learning. Edinburgh: London: Prentice Hall.