

Effects of English Speaking Ability by Using Monodzukuri Approach of Business Japanese Students

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Abstract

The purposes of this research were 1) to study effects of English speaking ability by using Monodsukuri Approach of Business Japanese students at Thai-Nichi Institute of Technology, 2) to compare English speaking ability of experiment group and control group, and 3) to study Business Japanese students' satisfaction with this type of Monodzukuri approach.

The subject consisted of 35 first year Business Japanese students at Thai-Nichi Institute of Technology during first semester of 2017 academic year. The instruments used in this experiment included lesson plans, an evaluation form, an English speaking test and a satisfaction questionnaire.

The experimental process and data collection were conducted as follows: The subjects were given an English speaking ability pretest. Then, the 6 English speaking topics were used 24 hours in 8 weeks. After the completion of each topic, a project evaluation form and a student's self-assessment form were administered to measure the subjects' English speaking achievement, and a questionnaire was used for surveying the subjects' satisfaction on Monodzukuri approach.

The t-test was employed to compare the subjects' English speaking achievement before and after using Monodzukuri approach. The mean and standard deviation of scores from the topic evaluation form, the student's self-assessment form, and satisfaction questionnaire were used to measure at the end of the first topic to sixth topic. The experiment lasted twenty-four hours.

The results were as follows; 1) The Business Japanese students' speaking achievement after Monodzukuri approach was statistically significantly higher than before at 0.01 level, 2) The speaking ability of experiment group was statistically significantly higher than control group at 0.01 level, and 3) The students' satisfaction towards studying Monodzukuri approach to enhance English speaking ability of TNI students after the six topics was at the highest level.

Keywords: *English Speaking Ability, Monodzukuri Approach*

Introduction

Monodzukuri approach is a Japanese product culture that creates quality products and services using skills and technology. It is significant to produce high quality products which use both language skills and technology in order to meet the needs of customers, create all the processes from the beginning to the end, and continuously improve production (Kaizen).

In Monodzukuri approach, teaching and learning will be taught to create people who have Hitosukuri souls based on the following principles: 1) create high quality graduates; 2) have both the knowledge and technology skills; 3) meet the needs of enterprises; 4) can learn by themselves; 5) have the passion and dedication to create the best work; and 6) continuously improve instruction on human formation. Moreover, Thai-Nichi Institute of Technology has adopted Monodzukuri to apply with teaching and learning. The main concept

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focuses on "Acting" which faculty or college will require students to produce their own work (Rojarayanont, 2016).

In addition, Monodzukuri approach is applied in teaching and learning management in different teaching styles which will be developed to suit the context and goals of the course. The instructor will develop regular teaching and learning styles to be effective in learning as follows:

1. To improve the communication skills by focusing on theoretical and practical issues. This includes employing team teaching technique between Thai and foreign teachers.
2. To provide students' opportunity to communicate with native speakers in all subjects. This should be done in every class.
3. To support students in continuously training through a chat room with foreign teachers. Moreover, a project to develop skills in communication with foreigners outside the classroom is assigned in every subject (Thai-Nichi Institute of Technology, 2014).

Besides, the learner can hardly understand anything at all, unless the language being learned is closely related to some other language the learner knows. The learners can perceive some vocabulary and some grammatical structures through comprehension activities, which will assist the learners to realize more in conversation in a simple way. In real communication situations the learners have to depend on memorized survival phrases to meet the most immediate needs. The language students are considered successful language learner, if they can speak foreign language. Furthermore, Richards (2008) advocated that the speaking skill as a significant skill of language learning. Speaking English is a useful tool to transfer feeling. It is a process of message and of information that lead to produce utterances orally to meet special purposes.

In this study the researcher needs to study effects of English speaking ability by using Monodzukuri approach of Business Japanese students at Thai-Nichi Institute of Technology. The results of this research will be used for improving instruction and developing teaching materials in English classes to be highly efficient.

Research purposes

- 1) To study effects of English speaking ability by using Monodzukuri Approach of Business Japanese students at Thai-Nichi Institute of Technology
- 2) To compare English speaking ability of experiment group and control group
- 3) To study Business Japanese students' satisfaction with this type of Monodzukuri approach

Methodology

Population and Samples

This research was to study effects of English speaking ability by using Monodzukuri Approach of Business Japanese students at Thai-Nichi Institute of Technology which consisted of population and samples as follows:

Population of this research was 900 Business Japanese students in 2016 academic year. Samples of the research were 35 Business Japanese students derived through simple random sampling technique.

Duration in Experiment

The experiment ran for 8 weeks (24 hours)

Contents used in this experiment

Contents used in this experiment consisted of 6 topics which derived through students needs as follows:

1. Friends are important for everyone - What do think about it??
2. Who do you take with you when you go shopping?
3. What would you show a guest in your hometown?
4. What is your bad experience? Why?
5. What will be the most important things for you in the future?
6. What is your dream job?

Variables

Variables in this study were as follows:

1. The English speaking ability of Business Japanese students.
2. The satisfaction of Business Japanese students towards English speaking course.

Research Instruments

1. The pre-post English speaking test
2. The six speaking lesson plans
3. The English speaking ability evaluation form
4. The satisfaction questionnaire

Data Analysis

The collected data was analyzed using computer program. The t-test was employed to compare the subjects' English speaking achievement before and after English speaking course. The mean and standard deviations of scores from English speaking evaluation form, the satisfaction questionnaire were used to measure at the end of the course.

Data Collection

The experimental process and data collection were conducted as follows: The subjects were given an English speaking ability pretest. Then, the six lesson plans were used in first semester. After the completion of each lesson, the English speaking ability evaluation form, and the satisfaction questionnaire were used for surveying the subjects' satisfaction with speaking method. The data were statistically analyzed by mean scores, standard deviation, percentage and t-test for dependent samples.

Research Results

1. Results of English speaking ability analyzing of Business Japanese students which derived through speaking assessment in each learning plan in 6 times

Table 1: Mean scores of English speaking ability of TNI Students from 1st-6th time

No.	1 (10 scores)	2 (10 scores)	3 (10 scores)	4 (10 scores)	5 (10 scores)	6 (10 scores)	total (60 scores)	%
1	8	9	9	9	8	7	50	83.33
2	9	8	8	8	8	8	49	81.66
3	9	9	9	8	8	8	51	85.00
4	9	9	9	10	9	9	55	91.66
5	8	8	8	9	8	7	48	80.00
6	8	8	8	8	8	8	48	80.00
7	8	9	9	8	8	8	50	83.33
8	8	8	7	10	9	9	51	85.00
9	8	8	8	9	8	7	48	80.00
10	9	8	8	8	8	8	49	81.66
11	9	9	9	8	8	8	51	85.00
12	9	9	9	10	9	9	55	91.66
13	8	9	9	9	8	9	52	86.66
14	9	8	8	8	8	8	49	81.66
15	9	9	9	8	8	8	51	85.00
16	9	9	9	8	9	9	53	88.33
17	8	9	9	8	8	7	49	81.66
18	9	8	8	8	8	8	49	81.66
19	9	9	9	8	8	8	51	85.00
20	9	9	9	8	9	9	53	88.33
21	8	9	9	9	8	10	53	88.33
22	9	8	8	8	8	8	49	81.66
23	9	9	9	8	10	8	53	88.33
24	9	9	9	8	9	10	54	90.00
25	8	9	9	9	8	7	50	83.33
26	8	8	8	8	8	8	48	80.00
27	8	8	8	8	8	8	48	80.00
28	8	9	9	8	9	9	52	86.66
29	8	8	7	9	8	7	47	78.33
30	8	8	8	8	8	8	48	80.00
31	8	8	8	8	8	8	48	80.00
32	8	9	9	10	9	9	54	90.00
33	9	8	10	9	8	7	51	85.00
34	8	8	8	8	8	8	48	80.00
35	9	9	9	8	8	8	51	85.00
Mean	8.48	8.54	8.54	8.45	8.28	8.14	1,766	84.09
%	84.80	85.40	85.40	84.50	82.80	81.40		

The assessment of English speaking ability of Business Japanese students, the researcher used English speaking test in each unit which assessed continuously every unit of learning. Therefore, percentage of scores was calculated from criteria as following; (adapted from Thaweerat, 2000; Wongsothorn, 1995)

- 81-100 means very high
- 61-80 means high
- 41-60 means moderate
- 21-40 means low
- 1-20 means very low

The table showed that the unit test scores of Business Japanese students in the total were at 1,766 out of 2,100 scores which calculated to be percentage at 84.09% out of 100%. This meant that business and technical students had English speaking ability at very high level. However, when considered in each unit, it was found that Business Japanese students got the highest scores from unit 2 (85.40%) and unit 3 (85.40%) respectively.

2. Results of analyze pretest and posttest scores of English speaking ability test of Business Japanese students

The researcher used English speaking ability test (1 item: 50 scores) to experiment students' ability both pretest and posttest after learning. Then pretest and posttest scores were compared as following table:

Table 2: Comparison of pretest and posttest mean scores in English speaking ability of Business Japanese students

English speaking ability scores	n	\bar{x}	S.D.	t	Sig.
Pretest	35	21.07	3.47	49.714	0.000**
Posttest	35	43.69	1.96	83.563	

** Statistically significant differences at .01 level

The table showed that English speaking ability of Business Japanese students after the class was higher than before at .01 level. The mean scores of pretest were at 21.07 and mean scores of posttest were at 43.69. It demonstrated that effects of English speaking ability by using Monodsukuri Approach was able to enhance students' speaking ability.

Table 3: Comparison of pretest and posttest mean scores in English speaking ability of Experiment Group and Control Group

English speaking ability	n	\bar{x}	S.D.	t	Sig.
Experiment Group	35	43.69	1.96	83.563	0.000**
Control Group	35	28.13	3.17	46.384	

** Statistically significant differences at .01 level

The table showed that English speaking ability of Experiment Group was higher than Control Group at .01 level. The mean scores of Control Group was at 28.13 and mean scores of Experiment Group was at 43.69. It demonstrated that effects of English speaking ability by using Monodsukuri Approach of Business Japanese students was able to enhance students' speaking ability.

3. Result of satisfaction with English speaking ability by using Monodsukuri Approach of Business Japanese students after the course

Table 7: result of satisfaction of business and technical students after the course

Aspects	Level of satisfaction		meaning
	\bar{x}	S.D.	
1. Contents	4.33	0.65	high
2. Teaching and Learning Activities	4.53	0.79	highest
3. Teaching Design	4.51	0.72	highest
4. Instructors	4.73	0.69	highest
Total	4.52	0.71	highest

The table showed that mean scores of satisfaction towards speaking ability by using Monodsukuri Approach of Business Japanese students in overall were at the highest level (\bar{x} =4.52), when considered in each aspect , it was found that the highest rank of satisfaction was Instructors (\bar{x} =4.73), Teaching and Learning Activities (\bar{x} =4.53), Teaching Design (\bar{x} =4.51) and contents (\bar{x} =4.33) respectively.

Conclusion

1. Business and technical students had English speaking ability at very high level.
2. The students' English achievement after learning was significantly higher than before, with instruction constructed at 0.01 level.
3. The speaking ability of experiment group was statistically significantly higher than control group at 0.01 level,
4. The students' satisfaction towards studying Monodzukuri approach to enhance English speaking ability of TNI students after the six topics was at the highest level.

Discussion

1. According to results of speaking ability by using Monodsukuri Approach of Business Japanese students was at a very high level. It might be because the students emphasized learning speaking by doing and had awareness about an important component of language speaking strategy training. Moreover, oral strategies are referred to in communicative strategies, conversation skills or oral communication strategies. This is related to O'Malley and Chamot (1990) who advocated that speaking strategies are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.

2. The students' speaking achievement after the course was significantly higher than before, with instruction constructed at 0.01 level. This might be because the samples understood how to make use of speaking strategies such as verbal and non-verbal strategies in communication which related to the idea of Hedge (2000) who stated that a competent speaker knows how to make use of speaking strategies. These strategies come into play when

learners are unable to express what they want to say because they lack the resources to do so successfully. Furthermore, verbal and non-verbal strategies such as; verbal circumlocution, clarification, non-verbal mimicry and gestures may be applied to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication.

3. The students had a very high level of satisfaction towards studying Monodzukuri approach. This might be because the students satisfied with learning by practicing which focused on English speaking activities, proficiency and communication in real life. This is related to the concept of Canale (1983) who encouraged training in speaking strategies because learners must be trained in speaking the second language. Furthermore, learners must be encouraged to use such strategies and must be given the opportunity to practice in real world.

Acknowledgements

This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand

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Bio Data

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