



DEVELOPING ENGLISH SPEAKING COMPETENCY USING PHENOMENON BASED
LEARNING IN MATTHAYOMSUKSA 5 BANGMOD WITTAYA SCHOOL



SAMUTCHAYA PINTA

การพัฒนาสมรรถนะทางการพูดโดยใช้ปรากฏการณ์เป็นฐาน ชั้นมัธยมศึกษาปีที่ 5 โรงเรียน
บางมดวิทยา "สีสุกหวาดจวนอุปลัมภ"



ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษามหาบัณฑิต สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2566
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

DEVELOPING ENGLISH SPEAKING COMPETENCY USING PHENOMENON BASED
LEARNING IN MATTHAYOMSUKSA 5 BANGMOD WITTAYA SCHOOL



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
(Educational Science & Learning Management)
Faculty of Education, Srinakharinwirot University

2023

Copyright of Srinakharinwirot University

THE THESIS TITLED
DEVELOPING ENGLISH SPEAKING COMPETENCY USING PHENOMENON BASED LEARNING IN
MATTHAYOMSUKSA 5 BANGMOD WITTAYA SCHOOL

BY
SAMUTCHAYA PINTA

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION
IN EDUCATIONAL SCIENCE & LEARNING MANAGEMENT AT SRINAKHARINWIROT UNIVERSITY

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School

ORAL DEFENSE COMMITTEE

..... Major-advisor
(Asst. Prof. Dr.Ladda Wangphasit)

..... Chair
(Asst. Prof. Dr.SAENGCHAN HEMCHUA)

..... Committee
(Asst. Prof. Dr.Rungarun Chaisri)

Title	DEVELOPING ENGLISH SPEAKING COMPETENCY USING PHENOMENON BASED LEARNING IN MATTHAYOMSUKSA 5 BANGMOD WITTAYA SCHOOL
Author	SAMUTCHAYA PINTA
Degree	MASTER OF EDUCATION
Academic Year	2023
Thesis Advisor	Assistant Professor Dr. Ladda Wangphasit

The aims of this study are as follows: (1) to assess the effectiveness of phenomenon-based learning in developing the English-speaking competency of students; (2) to determine the effectiveness scores of the students before and after phenomenon-based learning lessons; and (3) and to study the of the satisfaction levels of the students. The sample in this study were 30 students Matthayomsuksa Five Bangmod Wittaya School studied English in the first semester of the 2021 academic year using purposive sampling. The research instruments used to collect the data for this study included English lesson plans for Matthayomsuksa Five students using phenomenon-based learning lesson, Pretest-Posttest, and a satisfaction questionnaire. The data from the pre-test and the post-test was analyzed by t-test, mean score and standard deviation. Additionally, student satisfaction was analyzed through a satisfaction questionnaire using mean and standard deviation. The effectiveness of phenomenon-based learning lesson developing the English-speaking competency of students, the effectiveness scores of the students after undergoing phenomenon-based learning lesson was higher than before. Moreover, students expressed high levels of satisfaction with lessons with an average score of 3.51-4.50, and a mean score of 4.53. This study highlights the positive development of phenomenon-based learning on the English-speaking competency and the satisfaction levels of the students. These findings have implications for language educators in terms of improving their teaching methods.

Keyword : Phenomenon-based learning, English speaking competency, Satisfaction

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to the plenty of people who provided assistance and encouraged me to accomplish my thesis with success.

To initiate with, I would like to express my heartfelt gratitude to my advisors, Asst. Prof. Ladda Wangpasit and Dr. Lawrence Platon who have inspired, supported, and instructed me in successful my thesis and have never disregarded me when the going gets difficult. My advisors have promoted me develop a more positive perspective.

and Dr. Nantina Nilayon, who have encouraged assisted, and dedicated, me in completing my thesis.

Second, I could not have undertaken this journey without to my classmates in this major, who have supported by me in every aspect of this journey.

We have obtained an abundance of novel concepts and battled our way through difficulties.

I appreciate that we have empowered, and I have understood the value of friendships from my classmates. I am also grateful to meet my classmates from bottom of my heart.

Finally, Words cannot express my gratitude to my family, nobody has been more important to me in the pursuit of this thesis than the members of my family. They have motivated me to focus on this thesis. I would like to thank my parents, whose love and guidance are with me in whatever I pursue. They are the ultimate role models. Without them, my success would be impossible. I want to express my heartfelt gratitude.

SAMUTCHAYA PINTA

TABLE OF CONTENTS

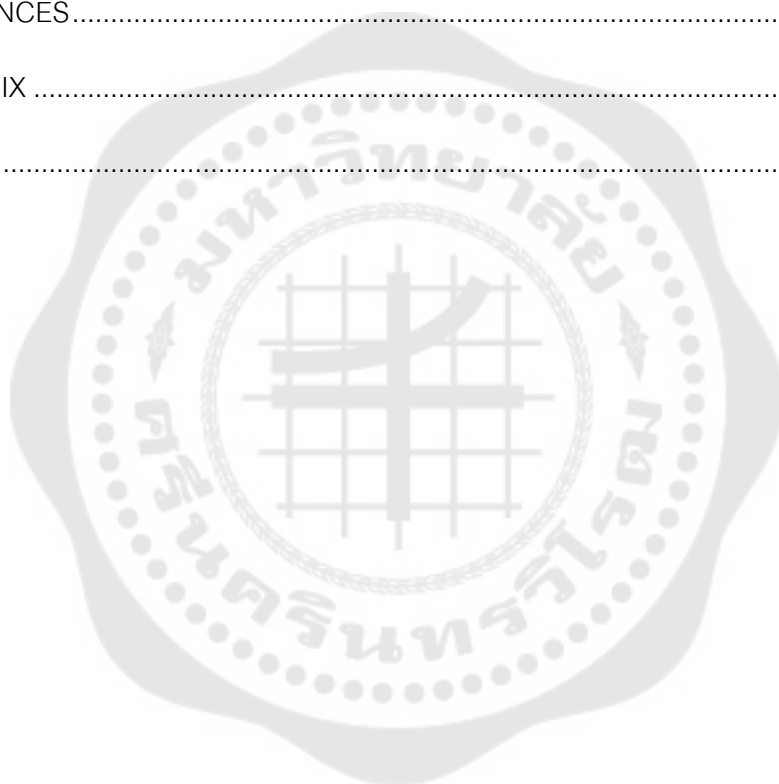
	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	K
LIST OF FIGURES	L
CHAPTER 1 INTRODUCTION	1
Background.....	1
Research Questions.....	6
Objectives of the Study.....	6
Research Hypotheses of the Study	7
Significance of the Study	7
Scope of the Study.....	7
Population and participants.	7
Duration	8
Variables.....	8
Definition of Terms	8
Conceptual Framework.....	10
CHAPTER 2 REVIEW OF RELATED LITERATURE.....	11
1. Speaking Competency	12
1.1 Definition of competency.....	12
1.2 Composition of competency	12

1.3 Communicative Competence.....	14
1.3.1 Communicative Competence by stand-speaking.....	15
1.4 Speaking Competency.....	15
1.5 English Speaking Instruction.....	16
1.6 Speaking Assessment.....	17
1.6.1 Using Pictures.....	17
1.6.2 Discussion/conversation.....	18
1.6.3 Interview.....	18
1.6.4 Role-play.....	18
1.6.5 Oral report.....	19
2. Phenomenon based learning.....	19
2.1 Definition of Phenomenon based learning.....	19
2.2 Phenomenon-based Learning Pedagogy.....	22
2.3 The goals of phenomenon-based learning.....	25
2.4 Advantages of phenomenon-based learning.....	26
2.5 The phenomenological in phenomenon-based teaching and learning.....	27
2.6 Phenomenon based learning instruction.....	30
2.7 Theory related Phenomenon based learning approach.....	31
2.7.1 Social constructivist theory.....	31
2.7.2 Social learning theory.....	32
2.7.3 Constructivist theory.....	34
3. Satisfaction.....	36
3.1. Bloom's Taxonomy: The Affective Domain.....	36

4. A Review of Speaking Competency, Phenomenon based learning and Satisfaction.	38
4.1 Speaking Competency.....	38
CHAPTER 3 METHODOLOGY	47
1. Research Design.....	47
2. Population and Sample:.....	48
2.1 Population.....	48
2.2 Sample.....	48
3. Research Instruments	48
3.1 Lesson Plans	49
3.2 Pre-test and Post-test (Summative Assessment).....	51
3.3 Test Criteria or rubric.....	51
3.4 Satisfaction Questionnaire	56
4. Data Gathering Procedures.....	57
5. Data Analysis	58
5.1 Data Analysis for Research Instrument 1: English- Speaking Test	58
5.2 Data Analysis for Research Instrument 3: Satisfaction questionnaire.....	58
CHAPTER 4 RESULTS OF THE STUDY	59
Part 1 The Results of effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School.	60
Part 2 The Results of the effectiveness score of the students' English-speaking competency before and after undergoing Phenomenon based learning lesson.	61

Part 3 The Results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.....	65
CHAPTER 5 CONCLUSION AND DISCUSSION.....	70
The Research questions were:	70
Research Hypotheses of the Study	70
1. Summary of the research	70
1.1 Significance of Study	70
1.2 Population, Sample, and participants.....	71
1.3 Research Methodology.....	71
1.4 Research Instruments	72
1.5 Data collection and Analysis.....	73
2. Conclusion of the Main findings	74
2.1 Conclusion of the results of the effectiveness of Phenomenon based learning lesson in developing students' English-speaking competency.....	74
2.2 Conclusion of the results of the effectiveness score of the students before and after undergoing Phenomenon based learning lesson.....	74
2.3 Conclusion of the results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.	74
3. Discussion of Research Findings	74
3.1 Students' English-speaking competency by using Phenomenon based learning lesson in developing.....	75
3.2 Conclusion of the results of the effectiveness score of the students before and after undergoing Phenomenon based learning lesson.....	75

3.3 Conclusion of the results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.	76
4. Recommendations	78
4.1 Recommendations for Further Studies	78
4.2 Recommendations for Further Studies	78
REFERENCES.....	79
APPENDIX	84
VITA	140



LIST OF TABLES

	Page
Table 1 Comparing Traditional Classroom and Constructivist Classroom	35
Table 2 The Category of the affective domain.....	37
Table 3 Details of Research Design.....	47
Table 4 Speaking rubric in term skill and knowledge will be adapted from Brown (2001).	52
Table 5 Sociolinguistic Appropriateness use Speaking rubric: Common European Framework of Reference for Languages: learning, teaching, assessment.....	54
Table 6 The Comparison the effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School in skill and knowledge.	60
Table 7 The Comparison the effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School in attitude.....	61
Table 8 The Comparison of the Pre-test Mean Score to Post-test Mean Score of students learning English speaking competency using Phenomenon Based Learning lesson in Mathayomsuksa 5 Bangmod Wittaya School in skill and knowledge.	62
Table 9 The Comparison of the Pre-test Mean Score to Post-test Mean Score of students learning English speaking competency using Phenomenon Based Learning lesson in Mathayomsuksa 5 Bangmod Wittaya School in attitude.	64
Table 10 satisfaction questionnaire	65

LIST OF FIGURES

	Page
Figure 1 The Iceberg Model and Central and Surface Competencies	13
Figure 2 Research Design	47



CHAPTER 1

INTRODUCTION

Background

The changing issue of Globalization, the communication is essential to connect the world people. The effective communication in foreign language is important. Globalization has made most countries in the world demand professional and fluent language skills, and the 21st century is no exception. For modern citizens, learning a foreign language is essential for navigating relationships, the outside world, education, collaboration, economy, employment, and way of life. Through language, we raise awareness of the diversity of cultures and viewpoints in the world.

When it comes to English language testing, Cambridge English is the world leader. Business English tests are among the many English language assessments that provide. The examination is accepted by over 20,000 organizations worldwide as proof of English language ability. (British Council, 2000)

English is spoken at some level by 1.75 billion people worldwide – roughly a quarter of the world's population. (Harvard Business Review, 2012)

Globally, English is the most widely used language for business. The majority of correspondence, memoranda, reports, contracts, and emails in international business are written in English. (Baird, 2018).

Learning English, the major process is speaking skill because people who can communicate in accuracy and fluency in term English speaking skill will be accepted by employers' career. (Cambridge English, 2016)

Speaking competency means conversing aptitude or conversing proficiency. It carries out the interactive, mutually dependent nature of communication. This is both an awareness exercise and a feedback exercise, designed to help students become more aware of the task at hand and evaluate their own performance. Speaking ability, or conversation skill in this case, requires gradual practice-controlled, awareness, and finally fluency conversation. Automatic conversation becomes accustomed when those awareness and feedback activities are completed gradually. (Indramawan, 2013)

Speaking is key of effective communication. English speaking develops and integrates the other skills to be successful in communication such as listening skill, writing skill and reading skill at the same time since speaking is the most common way for people to communicate and share information, it is vital.

Speaking or communicating is done through language. Here, it needs to be able to speak or communicate orally in order to be considered a human. Language is essential for students to successfully study every subject and plays a major role in their intellectual, social, and emotional development. Speaking is one of the fundamental skills that students should be able to perform according to the curriculum. (Indramawan, 2013)

The past ten years have seen significant advancements in science and technology, along with social, political, and economic changes that have had a profound effect on Thai society and customs. As a result of these developments, the Thai educational system has to be reformed in order for the country to survive in the current globalization era.

English is the language of business, education, and communication, and it is vital for Thailand to become economically competitive in this globalized world. By learning English, we can simultaneously represent other cultures and nations and widen our perspective. Since English is a major core subject in schools and has been required at various levels for several decades, the Thai government has long recognized its value. Like many other developing nations, Thailand places a high value on English. The English language opens new avenues for people to pursue their happiness in terms of employment, commerce, education, way of life, and technology advancements. (Darasawang, 2007)

The Ordinary National Education Test (O-Net), with average failing scores in all five key subjects tested especially English language. In 2017-2019, the average score of English language is 28.31, 31.41 and 29.02 (NIETS, 2019). The results of the O-Net Test of Thai students were poor. The mean score of English was still disappointing. The education of English is unsuccessful although Thai government emphasize English

language is important. English language test of Thai students is low. There are many factors which cause low proficiency of English language in Thailand for examples, the teaching and learning of this language in schools and universities. The number of students in class are more 30 students so teacher have heavy teaching loads. Some English Teachers in Thailand are unprofessional such as limiting knowledge of content, limiting of techniques, poor classroom management, limiting opportunities of student to show and interact in real world situation and focusing especially grammar rules instead of language use. Moreover, learners (Thai student) do not have inspiration to learn English. They learn English language for examination. In addition, the curriculum focuses on assessment but do not focus on communication. However, the problems in teaching and learning English in school come from teachers, learners, and curriculum. (Pranee, 2012)

Speaking is a crucial step in the Thai core curriculum's English language instruction. Nevertheless, several studies show that even after years of English study, Thai students struggle to effectively use their newfound language skills in everyday conversations. (The Ministry of Education, 2008).

The ranking of EF Education First (Education institute) arrange English proficiency by using English language test and Thai students in high school students rank 74 of 100 countries with 47.61 in 2019. (EF Education first, 2019)

The three reasons to develop speaking competency in Mathayomsuksa 5 students. First, Mathayomsuksa 5 students lacked the collecting vocabulary and how to create sentences so they cannot speak English and communicate in conversation. Second, Mathayomsuksa 5 students prepare themselves to university education in fluency in speaking is essential for transferable or non-subject-specific skills, which is why its importance for graduates and students has been recognized. (Knight and Yorke, 2006). Third, Simulation is a more recent approach for speaking competency in context teaching that seeks to gain linguistic proficiency as opposed to communicative proficiency. This means that one's actual success and production are reflected in real-life circumstances.

Many educators want their students to be able to apply what they have learned in the classroom to real-world scenarios, observe how theories and abstract concepts are implemented in real-world settings, engage with real-world processes firsthand, and be motivated to engage in the real-world activities that are covered in the classroom. Next, educators will evaluate how their lessons have affected their students in the long run. (Cruz, 2019)

After observing the Secondary Educational Service Area Office Bangkok 1 in 2019 about the average score of The Ordinary National Education Test (O-Net) in English subject is 40.41 and Bangmod Wittaya school is under the Secondary Educational Service Area Office Bangkok 1 has the average score of The Ordinary National Education Test (O-Net) in English subject in 2019 is 29.16 (The Secondary Educational Service Area Office Bangkok 1, 2019).

After observing Mathayomsuksa 5 students in Bangmod Wittaya School, the result of speaking competency test from 2017-2020 are 61.4, 61.2, 60.7 and 60.5. The result of English-speaking scores' test average is decreased. The result is disappointing. Teacher instructs the students who purpose to develop their English-speaking competency for developing in dimensions skill, knowledge, and attitude.

There are three factors. One of factor, Students do not have inspiration to speaking English because teacher has assessment in paper and student focus on examination more than real life communication in English language. Many students do not realize the importance, value, and use of speaking English, so they do not pay enough attention to do activities in class. This can cause them to have low English-speaking competency.

Next, Teacher do not give opportunity to students to use English speaking competency and teacher focus on grammar rules, translation, and contents for examination. Moreover, Students' mind set are negative to English subject. It causes to English-Speaking competency is negative also. Students are poor to speak English language with native English speaker or foreigner. Students do not be confident to speak because the chance to practice English speaking competency is very less, the

collective of vocabulary of students is low and students lack to create structure and the basic of English are poor. These attitudes have a significant impact on their academic performance. If they approach learning English with positivity, they will acquire it joyfully. In addition, Teacher do not manage class and create monotonous activities. The interesting activities be able to motivate and improve and practice their English-speaking competency and encouragement to learn was defined as persuading students to engage in activities by creating an engaging environment and instilling confidence in them that they can improve their speaking. Activities and instruction in the classroom can also encourage students to participate in the teaching and learning process and encourage them to become more fluent in English speakers. (Somdee, 2012)

The challenge to improve the course design was based on the development of speaking accuracy, fluency, and confidence. To increase more benefit from the course to reinforce students to communicate. To change the learning process in Thai schools from a more passive one to one that encourages students to develop critical and creative thinking, learner-centered approach, communicative approach and collaborative.

Phenomenon-based learning emerged in Finland's educational system in 2016. Students are required to complete one module using the phenomenon-based learning approach each year under the revised educational system. This is the aim: to better prepare students for life after school. To better prepare students for life after school, this is the goal. The National Core Curriculum is predicated on an understanding of learning in which students are seen as active participants. They gain the ability to set objectives and work both alone and collaboratively to solve problems. A person's development as a person and the creation of a decent life for the community depend on learning. Thinking and learning require language, the use of the senses, and physical components. The students learn to reflect on their experiences, learning, and feelings as they pick up new information and abilities. Emotionally gratifying experiences, the love of learning, and artistic endeavors encourage learning and motivate students to advance their competency. (FNBE, 2016).

Phenomenon Based Learning helps students become more proficient in speaking English by using real-world phenomena as a foundation for their lessons. The phenomena are examined as whole entities within their actual contexts, and the knowledge and abilities associated with them are examined by bridging subject boundaries. Topics such as humans, the European Union, media and technology, water, or energy are examples of phenomena. The beginning is not the same as the traditional subject-based school culture, in which the material is frequently broken down into manageable section. (decontextualization, 2017).

Phenomenon-based learning in a curriculum also actively develops more opportunities for the systematic application of pedagogically significant techniques, such as inquiry-based learning, problem-based learning, project-based learning, and portfolios. The flexible use of various learning environments also depends on the phenomenon-based approach.

Research Questions

1. What effect does Phenomenon based learning lesson plan have on students' English-speaking competency?
2. Is the effectiveness score of the students after undergoing Phenomenon based learning lesson plan is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson plan?
3. What is the level of satisfaction of the students towards the use of Phenomenon based learning lesson plan to develop their English-speaking competency?

Objectives of the Study

There are three main purposes of this study.

1. To study effectiveness of Phenomenon based learning lesson plan in developing students' English-speaking competency.
2. To determine the effectiveness score of the students before and after undergoing Phenomenon based learning lesson plan.

3. To study the level of the students' satisfaction towards the use of Phenomenon based learning lesson plan to develop their English-speaking competency.

Research Hypotheses of the Study

The hypotheses of this research are:

1. The effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson plan.

2. The level of the students' satisfaction towards the use of Phenomenon based learning lesson plan to develop their English-speaking competency is more than 3.51 in satisfied level (Boonchom, 2010).

Significance of the Study

This study extends teachers to design the lesson plan and adapt lesson plan based on phenomenon learning to prepare the students to integrate other subjects using English as tool and students practice English language in term real life. Moreover, this study is new alternative way for Thai Education curriculum developer because Phenomenal based learning promotes the learning management and lesson in 21st century. The result of the study can be benefit to the researchers who are interested to apply phenomenon-based learning on other subjects are besides English language.

Scope of the Study

Population and participants.

The population is 371 students in Mattayomsuksa 5 at BangMod Wittaya School Semester 2, 2021.

The participants are 30 Students in Bangmod Wittaya School Mattayomsuksa 5 Class M.5/1, Semester 1, 2021. This class will be purposed to assigned for the researcher. This study used purposive sampling because the researcher gives opportunity to students who purpose develop English Speaking Competency.

Duration

The study is conducted in Semester 1, 2021 during a two-month period in twelve classrooms, Trial period is total twelve hours. In a classroom which met two hours per week. Pre-test and post-test used four hours. The total of duration is sixteen hours.

Variables

The variables in this study are as follows:

1. Independent variable

1.1 Phenomenon based learning lesson plan

2. Dependent variables

2.1 English speaking competency

2.2 Satisfaction of Phenomenon Based Learning lesson plan

Definition of Terms

1. English speaking competency refers the ability to communicate the action of conveying information or expressing students' feelings in speech (Oxford English Dictionary, 2021) in the dimensions of skill, knowledge, and attitude in term English speaking. It involves to identify the students to rewriting concepts in various linguistic forms with great flexibility to accurately convey nuances of meaning is known as compose range, while maintaining consistent grammatical control of complex language is known as accuracy., even while attention is otherwise engaged, fluency is able to convey the students' spontaneous thoughts for a considerable amount of time in a casual, natural flow, avoiding or sidestepping any difficulties so well that the other person hardly notices them., interaction is able to initiate discourse, take the students' turn when suitable and finish communication when the students' needs to, though the students may not always do this elegantly, Although there may be some "jumpiness" in a lengthy contribution, coherence is able to use a restricted number of cohesive devices to connect students' utterances into clear, coherent discourse. (CEFR, 2014).

2. Phenomenon Based Learning refers to the method that the researcher will apply in the classroom. Specifically, it involves giving the students the task about Holisticity, Authenticity, Contextuality, Problem based inquiry learning and Learning

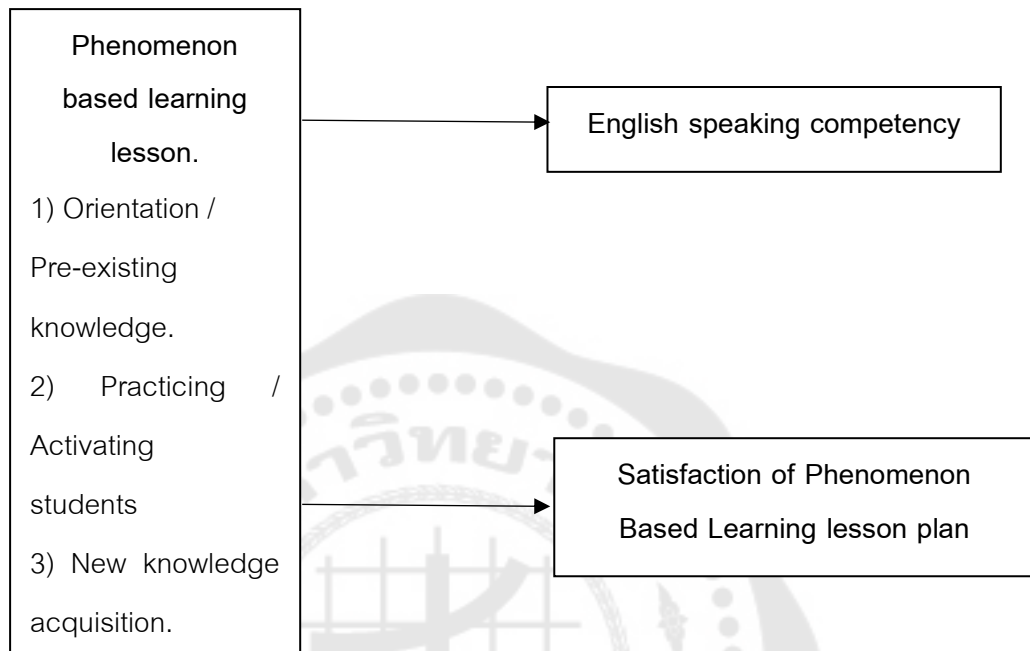
process Furthermore, the student's task will be evaluated by a rubric. The rubric is composed of phenomenon-based learning. The teacher roles the class in Phenomenon Based Learning to select an interesting phenomenon, analyze the utility of existing lessons, plan a sequence of activities, make a plan for the phenomenon by using the process. There are three process to manage the class in Phenomenon Based Learning.

- 1) Orientation / Pre-existing knowledge.
- 2) Practicing / Activating students
- 3) New knowledge acquisition.

3. Satisfaction of Phenomenon based learning lesson refers to the level of satisfaction that students experience in their learning process toward Phenomenon based learning lesson to interpret the average score obtained from the mean value is interpreted as follows the 5-level estimator of the participants (Boonchom, 2010) as follows:

- 4.51 – 5.00 represents very satisfied.
- 3.51 – 4.50 represents satisfied.
- 2.51 – 3.50 represents neutral.
- 1.51 – 2.50 represents unsatisfied.
- 1.00 – 1.50 represents very unsatisfied.

Conceptual Framework



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is created to present a literature review about the foundation of learning lesson development related to Phenomenon Based Learning. There are four parts showing those documents.

1. Speaking Competency

- 1.1 Definition of competency
- 1.2 Composition competency
- 1.3 Communicative Competence
- 1.4 Speaking Competency
- 1.5 English Speaking Instruction
- 1.6 Speaking Assessment

2. Phenomenon based learning

- 2.1 Definition of Phenomenon based learning
- 2.2 Phenomenon-based Learning Pedagogy
- 2.3 The goals of phenomenon-based learning
- 2.4 Advantages of phenomenon-based learning
- 2.5 The phenomenological in phenomenon-based teaching and learning
- 2.6 Phenomenon based learning instruction
- 2.7 Theory related Phenomenon based learning approach

3. Satisfaction

- 3.1 Bloom's Taxonomy: The Affective Domain

4..A Review of Speaking Competency, Phenomenon based learning and Satisfaction.

1. Speaking Competency

1.1 Definition of competency

The term competency was most possibly first used in psychology literature in 1973, when David McClelland concluded in his essay "Testing for competence rather than for intelligence" that standard assessments of academic aptitude and information quality did not predict work results or life achievement. As a result, the quest for theories and methods that could forecast workplace efficacy began (McClelland, 1973).

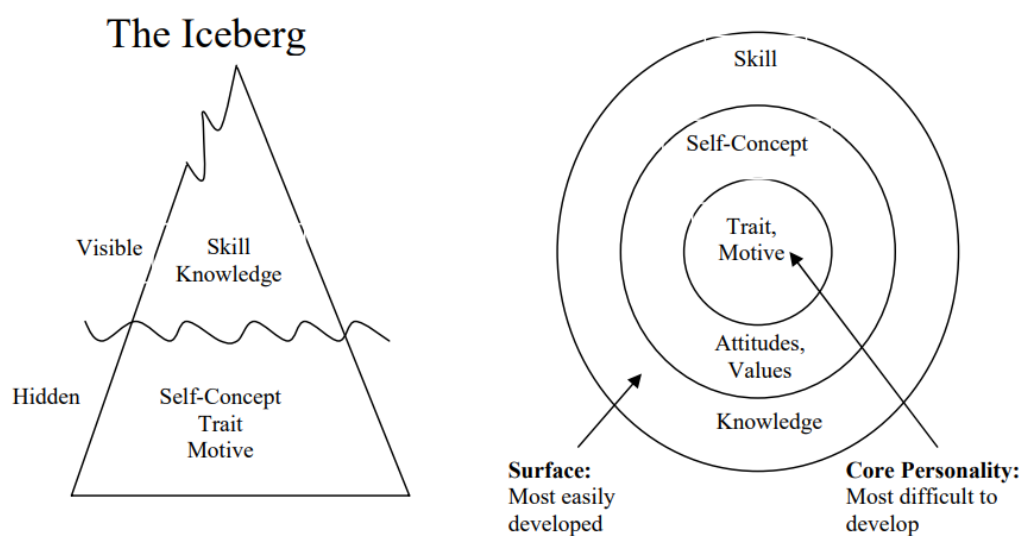
Boyatzis was the first to compile detailed data gathered in the United States using the McBer & Company 'Work Competence Assessment' system in 1982. Since then, competency has grown in importance in HR growth activities (Simpson, 2002). Similarly, Mitrani et al. (1992) define competencies as motivations, characteristics, self-concepts, attitudes or beliefs, subject understanding, or cognitive or behavioral skills.

A competency is a distinct quality that distinguishes significantly between exceptional and average performers, or between effective and ineffective performers, and can be reliably measured or counted. On the other hand, competency is defined as a collection of behavior patterns that an employee must possess to carry out their duties and contribute to the achievement of their goals. (Bartram, et. al, 2002; Woodruffe, 1992). Spencer and Spencer (1993) viewed competency is an underlying personal quality that is causally linked to better and/or criterion-referenced performance in each role or circumstance. The definition of competency refers to a person's ability to apply knowledge, skills and attitude are used in the work to be successful with the performance that meets the standard specified criteria.

1.2 Composition of competency

Competency characteristics come in five different varieties and include traits, knowledge, skills, motivations, and self-concept. First, motives are the thoughts or desires that drive someone acts on a regular basis. When activity is being directed away from others, motivations pick, direct, and direct it against those interests or behaviors. Second, physical attributes and dependable reactions to circumstances or information are known as traits. Third, an individual's attitudes, values, or self-image make up their self-concept. Fourth, knowledge is the understanding a person has of subject matters.

The last definition of skill is the capacity to carry out a specific mental or physical task. While self-concept, traits, and motive competencies are more subtle, profound, and fundamental to personality, knowledge and skill competencies are typically more apparent and surface-level characteristics. The easiest way to acquire surface knowledge and skill competencies is through training, which is also the most economical method of securing those employee abilities. (Spencer & Spencer, 1993).



illustrates central and surface competencies.

Figure 1 The Iceberg Model and Central and Surface Competencies

Source: Spencer and Spencer (1993: 11)

Source: Neeti Rana. (2014). Developing the Competency Framework for Manufacturing Sector: An Introduction p. 87.

From the Figure 1, The iceberg model of competencies, it can be seen that both skills and knowledge are in the upper part that means both skills and knowledge can be.

develop easily either by learning methods, direct experience, or study methods and has been practiced until the formation of expertise.

Based on the composition of McClelland's conceptual performance, Scott B. Parry believed it should be included Self-concept, attribute, motivation into one group is the attributes group. Therefore, the components of competency, there are only three components: knowledge, skill, and attributes. According to McClelland mentioned the component of competency that compose an integral part. From knowledge, skills, and attitudes / motivation to build competencies.

1.3 Communicative Competence

The goal of communicative language teaching is to help students become proficient in the language through meaningful interactions in context. Beyond rote learning and memorization of isolated grammatical patterns, this method of instruction offers genuine learning opportunities. Communicative competence, or the learner's capacity to comprehend and use language appropriately to communicate in real-world (as opposed to simulated) social and educational contexts, is a key idea in the communicative approach to language teaching. (Learn Alberta, 2014),

The Communicative competence comprises 4 components. This is consistent with Canale and Swain's discussion (1980: 160). They suggest four dimensions of communicative competence: discourse competence, sociolinguistics competence, grammatical competence, and strategic competence.

Linguistic competence means that the students are proficient in the grammar, syntax, and vocabulary of a language; on the other hand, sociolinguistics competence refers to the students' ability to use and respond to language in a way that is appropriate for the situation, the subject, and the relationships between the speakers. Additionally, students who possess strategy competence be able to identify and correct communication breakdowns, fill in language proficiency gaps, and acquire new language skills in context. Finally, Students who possess discourse competence are able to comprehend the wider context and build longer linguistic passages that make sense when taken as a whole. (Susanto, 2017).

1.3.1 Communicative Competence by stand-speaking.

Speaking is an essential part of learning a language that includes nonverbal cues like gestures and facial expressions that support spoken language, such as timing, inflection, speed, rhythm, and pausing, in addition to verbal communication elements like tone, timing, and inflection.

1) Linguistic Competence understanding word pronunciation, intonation, stress, and the fundamental sounds of letters and syllables. It involves comprehending and putting the rules for word and sentence construction into practice.

2) Strategic Competence Strategic is a variety of speaking techniques, including paraphrasing, redirecting, clarifying, sustaining, stalling, and avoiding, are used by skilled speakers to master talk techniques.

3) Socio-linguistic Competence is a speaker can express regret, gratitude, agreement, disagreement, sum up, and persuasion using acceptable language. Speech is modified (e.g., formal, informal, neutral) in accordance with context awareness. 4) Proficiency in Discussion The student can illustrate how concepts like time, cause and effect, contrast, and emphasis relate to one another.

1.4 Speaking Competency

Audio-lingualism takes this strategy. Finally, the bottom-up method of teaching speech starts with the tiniest units of sound and advances to discourse through the mastery of words and sentences. (Cornbleet & Carter, 2001).

There are four aspects of learning English that require mastery. Speaking is one of them; speaking is the act of providing and receiving information as though in a conversation with two or more people. (Arung, 2016).

According to Gudu (2015), speaking is one of the most important abilities to have since it allows one to interact and communicate with others in order to share ideas, opinions, and information. Speaking proficiency is emphasized in classroom activities because English is an important language to learn. Gaining confidence in speaking will help students become more fluent in the language because speaking will be their natural way of learning the language. Both the teacher and the students will encounter difficulties. The foundation of developing speaking skills for adult learners, particularly

those pursuing English language education, is formal speaking. Proficiency in grammar and natural communication are essential skills that will enable learners to advance and become more proficient in the language. However, the problem arises when students begin to talk excessively because they lack a suitable teacher who can guide them in learning, and because the environment plays a part and EFL students may not yet be familiar with proper English usage.

The way that students communicate and speak, as well as how they behave while they are learning. It was specifically used to record the students' activities during the teaching and learning process, including their improvement in speaking as well as how enthusiastically they followed the lesson and engaged in the classroom.

Speaking competency is speaking's social and interactive components, concentrating solely on its psychomotor context. It is also challenging to ensure a seamless transfer from classroom instruction to the practical application of the knowledge, which covered cognitive, affective, and psychomotor aspects (knowledge, skill and attitude).

1.5 English Speaking Instruction

According to Marianne (2002), when teaching speech skills, EFL teachers must be especially adept at coordinating real, inspiring, and varied class events. In-class events should be based on authentic, entertaining content. Out-of-class learning tasks may also be assigned by the instructor. English Speaking Instruction is the creative methodology to develop students to be able to speak English language.

Additionally, Black (2009) states that English language learners require activities that can help them develop their digital literacy and 21st-century skills in addition to their standard language proficiency. These activities should be based on new technological tools and semiotic forms. According to her, multimodal behaviors include social networking, digital messaging, and instant messaging. English should be taught and learned through storytelling and media redesign, allowing students to creatively alter textual and popular culture artifacts. She contends that by doing this,

students are able to blend text, image, and sound to communicate in online spaces in addition to representing themselves.

For their part, Chang and Tung (2009) contend that is not appropriate to assign homework that emphasizes short-term content memorization to EFL students to complete alone., nor should students' complete translation-focused assignments or are permitted to piece together poorly constructed sample phrases and sentences from the textbook. Rather, they advocate for the use of project-based learning to assist students in problem analysis, investigation of potential solutions, decision making, design creation, and problem solving, on the one hand, encourages students to work rather independently for extended periods of time in order to produce final products or presentations that are realistic. Instructors, on the other hand, take on the role of facilitators; rather than giving students the right answers right away, they assist them in learning and provide feedback. Thus, project-based learning is a viable substitute for teaching English while incorporating 21st century skills.

1.6 Speaking Assessment

According to Underhill (2000), successful testing practices should include photographs, oral interviews, engagement exercises, role plays, discussion, decision making, and re-telling. They recommend using images for definition, contrast, and sequencing, as well as images with speech and charts. When the students watch a panel of pictures representing an ordering arranged series of events, he or she must say the tale in the past tense. Another method is to ask an applicant a set of questions about the quality of a photograph. The questions may address the thoughts and attitudes of the people in the image, or they may pursue discussion of possible changes that may result from the situation depicted in the image.

1.6.1 Using Pictures

Pictures are used for classification, contrast, and sequencing, as well as pictures with speech and charts. A picture sequence occurs when a student sees a panel of pictures showing the ordering arranged sequence of events and is required to say the sequence in the past tense, tell the story. Another method is to ask an applicant a set of questions about the quality of a photograph. The questions encompass the

thoughts and emotions of the each specially persons of the students in the image, or they may pursue discussion of possible changes that may result from the situation represented in the image, forming, and evaluating learners in pairs.

1.6.2 Discussion/conversation

This approach involves two people conversing about a matter of mutual interest. This type of appraisal is very difficult to carry out within the context of a language test, and it can only occur where all people are calm and optimistic. The subject of discussion and the course of the discussions are the product of contact between people engaged in a type of negotiation. However, it is dependent on the assessor's ability to establish the appropriate environment.

1.6.3 Interview

The interview is the most traditional form of oral examination. That is a face-to-face interaction between a learner and an interviewer. It has a predetermined framework, but all of interviewers are free to express their true feelings. The interviewer can inquire about the students and obtain reply to specific questions. The interviewer retains tight hold and the preliminary. After the learner has completed his or her reply or statement, it is up to the interviewer to make the next step to further expand the subject or increase a new one. Typically, the interviewer has a list of questions or subjects to bring up that have been set down or memorized.

1.6.4 Role-play

For this strategy, the learner must assume a specific role and envision himself in that role in a specific circumstance. The learner must communicate with the assessor in a manner suitable to the position and circumstance. Before the exam, the learner is given a series of instructions that illustrate in clear terms precisely what he is going to do. Role-play scenarios are selected to assess the learner's general social language or to evoke specific forms of language, such as specific functions: moaning, giving orders, specific structures: narration of accident (past tenses), break-in (passive), and specific subject vocabulary: Booking a hotel and a flight.

1.6.5 Oral report

Learners should practice and deliver oral presentations lasting 5-10 minutes for this technique. The students should carry notes with them. If required, they may use basic visual aids such as an overhead projector, blackboard, or flipchart diagram. The speaker would have to answer some questions from the audience at the close of the lecture. Making an oral presentation is a genuine and communicative practice that can be used for both technical and scholarly purposes. For a standardized evaluation protocol, the learners may give presentations directly to the interviewer. They will complete an entire task for a final review without the assistance of an instructor or assessor. The topics should be chosen by the learner in conjunction with his instructor.

This study uses interview for speaking assessment because interview is a face-to-face interaction between a learner and an interviewer and interview is used to assess students' knowledge, skills, and attitude during a structured interview and relevant apply authentic assessment.

2. Phenomenon based learning

2.1 Definition of Phenomenon based learning

Phenomenon-based learning starts with studying of a phenomenon from several perspectives. According to Silander (2015), there are five components of phenomenon-based learning: problem-based inquiry learning, contextuality, holisticity, authenticity, and learning process. The outcomes of an approach can vary greatly in a classroom setting, from a cursory examination of the phenomenon with scant evidence to a more sophisticated application of knowledge. Holisticity, in its fullest sense, refers to multidisciplinary, phenomenon-based learning, which concentrates on a methodical, thorough investigation of current and real-world events rather than being integrated into traditional school subjects. Using techniques, resources, and tools that are required in real-world settings to address issues that are important to the community and pertinent to students' lives is what is meant by authenticity. While professionals and experts from a variety of fields are part of the learning community and learners are encouraged to

participate in actual expert culture and practices, theories and information have immediate utility value.

An authentic learning environment is one that is real rather than a conventional classroom. Contextuality, the third dimension, is the study of phenomena as systemic entities that have meaning in their natural environments. In this way, a phenomenon that is observed by students who are aware of their larger context cannot be predefined; instead, it remains vague and ambiguous. Students formulate their own questions and work together to construct knowledge through problem-based inquiry learning, which is regarded as a deliberate process of formulating working theories and hypotheses. Learning tasks help students learn and help them become aware of what they have learned (know-how). In its advanced stage, learning is planned by the students themselves through the creation of learning resources and tasks. In order for students to progress from what they currently know to what is to be known, scaffolding is required. (Silander, 2015).

Simultaneously, phenomenon-based teaching is integrated into a problem-solving setting, where students solve problems together with the teacher after the teacher poses questions. Evaluation is used as a tool for self-analysis, and instructional goals are discussed rather than mandated. The focus of instruction is on the learner, and theories are related to real-world events and phenomena. In order to tackle the holistic study of phenomena, group instruction by teachers of various subjects is regarded as a crucial method of operation. (Silander, 2015). Teachers are viewed as learning task facilitators in the classroom; they use their knowledge to help students solve problems that they have identified for themselves rather than just imparting facts (Silander, 2015).

A comprehensive, learner-driven method of instruction known as "phenomenon-based learning" examines "phenomena" as whole, contextualized entities. These phenomena offer the student a place to start when learning the knowledge and abilities associated with them, even though there may be a blurring of boundaries

between subjects, topics, or any other type of inorganic silo. (Mattila & Silander, 2015; Lonka, 2018; Moilanen, 2015)

The phenomenon-based approach is anchored learning, in which the problems and questions to be answered are inherently rooted in real-world phenomena, and the knowledge and abilities to be acquired can be immediately applied outside of the classroom in contexts where they are needed (natural transfer) (Silander, 2015).

Nguyen (2018) points out that Phenomenon-based learning is groundbreaking because it restructures instruction to place students in problem-solving situations where they are continuously encouraged to actively engage in handling academic material, discussing problems with peers, practicing negotiation, drawing conclusions, and reflecting both during and after the process.

In its essence, Phenomenon-Based Learning is a pedagogical framework that fundamentally reimagines education and schooling from what we are accustomed to seeing around us. It is not a single pedagogical theory or set of practices, but rather an amalgam of numerous theories and best practices. Phenomenon-based learning differs from all other theories, practices, or frameworks in the following ways:

1. Amalgamation of inquiry-based problem-based and project-based learning, learning in line with some of the most sophisticated, sophisticated, and progressive pedagogical theories—such as inquiry-based learning, problem-based learning, and project and portfolio learning—is supported by the phenomenon-based approach. Consequently, it facilitates or provides a framework and room for their actual application as well. It not only combines the most beneficial elements of these various theories, but it also places them into a broader context that education frequently fails to provide.

2. Learner driven not centered that the learner at the center of the process and making the material relevant to their daily lives, Phenomenon-based learning requires that the student take charge of their own education. This makes sure that the learner finds the entire process of learning to be very meaningful, which in turn motivates him or her to keep going.

3. Designed especially keeping in mind the shift to a quantum paradigm that the learner at the center of the process and making the material relevant to their daily lives, phenomenon-based learning requires that the student take charge of their own education. This makes sure that the learner finds the entire process of learning to be very meaningful, which in turn motivates him or her to keep going.

4. Skills centered a major emphasis of phenomenon-based learning is developing abilities like active participation, teamwork, goal-setting, and commitment management, as well as complex problem solving. These abilities don't always develop spontaneously as one gets older. They must be given clear instruction and space to grow. This requires an all-encompassing environment and will inevitably need to dismantle fictitious subject or school schedule barriers.

5. Authentic, meaningful learning - When learning occurs, the learner's mental processes match those needed in the real world when the knowledge or abilities are used. Authenticity and meaningfulness play a critical role in the transfer and practical application of knowledge or skills. The goal of phenomenon-based learning is to enable learners to engage with the actual expert culture in the field and its practices by incorporating real-world working practices and processes into learning scenarios in a pedagogically structured manner, when appropriate. Furthermore, instructors—who are subject-matter experts—have historically revolved around and applied the logic of their own domain.

2.2 Phenomenon-based Learning Pedagogy

Mattila and Silander (2015) expanded their ideas on teaching and learning based on phenomena in the framework of digital pedagogy. According to Silander (2015), learning can be sparked by holistic real-world phenomena as long as learners are examined as whole entities in their authentic context and relevant knowledge and skills are investigated across subject boundaries.

A phenomenon is thus seen as:

- a) A real observational object.

b) A systemic model, which serves as a framework for the lessons to be learned.

c) An analogous model, or metaphorical framework, for the lessons to be learned.

d) An inspiring "base" to which the lessons to be learned are attached (Silander, 2015).

The first step in phenomenon-based learning is to observe a phenomenon from several perspectives. According to Silander (2015), there are five components of phenomenon-based learning: problem-based inquiry learning, contextuality, holisticness, authenticity, and learning process. The outcomes of an approach can vary greatly in a classroom setting, from a cursory examination of the phenomenon with scant evidence to a more sophisticated application of knowledge.

In its most advanced form, holisticness refers to the multidisciplinary field of problem-based learning that focuses on a methodical, thorough investigation of real-world events rather than being integrated into traditional school subjects.

Using techniques, resources, and tools that are required in real-world settings to address issues that are important to the community and pertinent to students' lives is what is meant by authenticity. While professionals and experts from a variety of fields are part of the learning community and learners are encouraged to participate in actual expert culture and practices, theories and information have immediate utility value. An authentic learning environment is one that is real rather than a conventional classroom.

Contextuality, the third dimension, is the study of phenomena as systemic entities that have meaning in their natural environments. In this way, a phenomenon that is observed by students who are aware of their larger context cannot be predefined; instead, it remains vague and ambiguous.

Students ask their own questions and jointly construct knowledge during the learning process through problem-based inquiry learning, which is regarded as an

intentional process of formulating hypotheses and working theories. Learning activities help students learn and help them become aware of what they are learning. (know-how).

In its advanced stage, learning is planned by the students themselves through the creation of learning resources and tasks. In order for students to progress from what they currently know to what is to be known, scaffolding is required. (Silander, 2015).

Simultaneously, phenomenon-based teaching is integrated with a problem-solving setting, in which students "build answers together to questions or problems posed concerning a phenomenon that interests them" after the teacher poses questions or problems (Silander, 2015). Evaluation is used as a tool for self-analysis, and instructional goals are discussed rather than mandated. The focus of instruction is on the learner, and theories are related to real-world events and phenomena. Team teaching with teachers of different subjects is regarded as an important method of working to address the study of phenomena in its holisticsity (Silander, 2015). Teachers are viewed as learning task facilitators during the learning process, who employ their knowledge to help students solve problems they have identified for themselves rather than just passing along facts (Silander, 2015).

The steps of phenomenon-based learning:

1.Orientation / Pre-existing knowledge

Introducing the subject to the class is the aim. Orientation helps students grasp the lesson's subject and gets their minds ready to take in and process new information. Orientation increases motivation and interest in the subject as well. Following their viewing of a film about plastic waste and how it gets into the oceans, students are invited to participate in an open discussion to voice their opinions.

2.Practicing / Activating students

Using a teaching strategy that solicits feedback from the students, the instructor assists the class in actively processing the material.

3. New knowledge acquisition

After knowledge is expanded, new information or issues can be found. In pairs, students consider what they have learned so far, how their understanding has grown, and what new questions they have raised. Students write brief notes of these reflections for themselves.

2.3 The goals of phenomenon-based learning

The foundation of phenomenon-based learning is the learning community's collective observation of comprehensive, authentic real-world phenomena. The observation is not restricted to a single point of view; rather, the phenomena are examined holistically from several angles, organically bridging subject boundaries and incorporating various themes and subjects.

In phenomenon-based learning, raising queries or presenting issues is the first step towards jointly comprehending and studying the phenomenon. Phenomenon-based learning is best described as problem-based learning, in which students collaborate to develop solutions to problems or questions pertaining to a phenomenon of interest. Together, the students have created the problems and questions, which reflect their genuine interest in the subjects.

The phenomenon-based approach is anchored learning, in which the problems and questions to be answered are inherently rooted in actual events, and the knowledge and abilities to be acquired can be immediately applied outside of the classroom in contexts where they are needed. (natural transfer).

Since new knowledge is constantly applied to phenomena or problem-solving during the learning process, theories and knowledge have immediate practical value that is already apparent in the educational setting. Applying and using the knowledge during the learning scenario is crucial for deep learning and the assimilation of new information by the students. Learners frequently end up with a superficial understanding of the material (and the real-world phenomenon behind it) and fail to internalize its meaning when they only acquire knowledge at the reading or theoretical levels (e.g., memorization of physics formulas and calculation rules without real context

or related problems). The phenomenon-based approach can be authenticity of learning can be greatly enhanced by the phenomenon-based approach. The learner's cognitive processes (thinking processes) in a learning situation therefore correspond to the cognitive processes required in the actual situation where the information/skills are used, which is the culmination of authenticity in this context. A crucial prerequisite for the dissemination and useful application of knowledge is authenticity. The goal of authentic learning is to enable learners to engage with the true expert culture and practices of the field by incorporating real-world work practices and processes into learning scenarios in a pedagogically structured manner, when appropriate (c.f. community of practice).

2.4 Advantages of phenomenon-based learning

The foundation of phenomenon-based learning is the learning community's collective observation of comprehensive, authentic real-world phenomena (Silander, 2015). This observation is made from multiple points of view, unlike in non-inquiry-based learning environments or the majority of textbooks. As an alternative, the phenomena are examined holistically from various angles, naturally bridging subject boundaries and incorporating various themes and subjects. (Silander, 2015).

From a teaching perspective, posing problems and asking questions together is the first step towards observing, analyzing, and examining the phenomenon. During this learning process, which builds on prior knowledge and abilities, newly acquired information is applied to the phenomenon or problem solved. This guarantees that the practical abilities and theoretical knowledge are put to immediate use. The learner will find the entire process invaluable because of this utility.

Silander (2015) explained that Knowledge acquired solely at the reading or theoretical levels frequently stays at the surface level, separating details for the learners without allowing them to grasp the material in its entirety. The increasing student engagement in acquiring new information and abilities since they are pursuing personal interests. Enables deeper learning because learners are making connections across subjects and seeing practical relevance to real life.

1. Students gain improved communication, cooperation, critical thinking, and problem-solving abilities.

2. As learners take greater ownership of their education, they grow more self-reliant, which contributes to the development of an independent, self-sufficient workforce.

Phenomenon-based learning allows students to do their own research. Silander (2015) watched a sixth-grade Finnish class explore Google Earth using state-of-the-art virtual reality equipment. Students saw three-dimensional views of various global locations. They even used handheld controllers that tracked their movements to interact with the surroundings. Based on their research, students created comprehensive itineraries and travel brochures for the chosen nations.

Students advocated using phenomenon-based learning. A group of seventh-grade Finnish students conducted an investigation into the amount of water used in their homes and community. Together with facts and figures, they produced graphs to illustrate this data and the necessity of conservation. Apart from conducting research, students also programmed LEGO robots to accomplish a series of tasks related to water, including its location, transportation, use, and disposal. Groups presented their research, programmed robotics, and suggested water conservation measures to a panel of judges at the project's conclusion. Students wanted to investigate real-world phenomena and make their own models, which prompted them to call for action at the start of the project.

Collaboration among teachers is another benefit of Phenomenon-based learning. Teachers from various disciplines collaborate to create and carry out interdisciplinary phenomenon projects at Finland's Espoonlahti School. (Sam Northern, 2018)

2.5 The phenomenological in phenomenon-based teaching and learning

It illuminates issues worth thinking about to examine the phenomenon-based approach in teaching and learning through the pedagogical lenses of phenomenology, the philosophy of phenomena. It's crucial to remember that the

phenomenon never truly manifests itself; rather, its appearance is best described by the analogy that follows: This is how people speak of “phenomena of disease.”

This includes physical manifestations that reveal something about the body that is not visible. The occurrence of disturbances that do not manifest themselves is correlated with the occurrence of such incidents. When something is said to be a phenomenon, it actually refers to something that indicates something that does not show itself through something that does. (Heidegger, 2006)

Using the weather as an example, let us examine what Heidegger hypothesizes here. The weather never manifests itself; instead, it is indicated by phenomena like temperature, precipitation, fog, and snow. The weather itself is invisible and cannot be directly observed. Though the succinct program being used in accordance with phenomenon-based learning principles appears to ignore the complexity mentioned above, a phenomenological approach to learning would use the complexity as a starting point (Meyer-Drawe, 2008). As demonstrated by the weather example, we must concentrate on the specific manifestations of a phenomenon in the real world rather than directly examining it in its entirety. Therefore, from a phenomenological standpoint, interdisciplinarity is also regarded as crucial. Studying phenomena in their social, cultural, historical, and physical contexts is a component of this interdisciplinarity. But there's another phenomenon that seems to be on everyone's mind and agenda these days: learning.

For this reason, the possibilities and constraints of constructivist and phenomenological views of learning will now be the subject of analysis. A recent development that Biesta (2012) When he says that the disappearance of teaching refers to the reality that millions of teachers teach in classrooms all over the world every day, what he means is the "erosion" of the understanding that teachers are there to teach rather than to orchestrate learning environments, mediate conflicts, manage classrooms, or facilitate learning—themes that frequently appear in constructivist learning theory. This idea must not be misunderstood as a plea for restoring old models of teacher control in which the most exceptional and successful educators are those who can

direct the entire educational process in the direction of producing predetermined "learning-outcomes" or identities, like the "good citizen" or the "flexible life-long learner." Teaching implies that rather than having control over their students' education, teachers should listen to their students' descriptions of their experiences in the classroom. Positive or negative school experiences are articulated by students, and a responsive teacher would consider them. This responsiveness suggests a crucial relationship between instruction and learning, one in which students are not the only ones who carry out their own learning.

Biesta (2012) links this evolution to several factors, including the internet, neoliberal thought patterns, and the postmodern critique of authoritarian educational systems. However, constructivism—which he refers to as the "Learning Paradigm" in relation to Barr and Tagg—has had the most influence on this development. From a linguistic point of view, learning is a term that is individualistic and individualizing, so Biesta (2012) claims that the language of learning is insufficient for educational purposes.

Seeing students as agents of their own education will influence our interactions with them and potentially narrow our vision of what they are capable of. As a result, we need to understand the difference between teaching and learning and take into account both the what and the how of the learning process. Although they may not always start the process, students participate in learning, and teachers are not always able to provide complete instruction. Within the normative framework in which they work, educators, pedagogues, and teachers must refrain from offering unduly reductionist viewpoints on life's experiences. Rather, it demands that intuition and reasoning be applied in a dialectic balance. Policymakers don't like to admit it, but learning in general and educational settings in particular are complicated. Education in schools is shaped by the unavoidability of crisis as well as the effects of the discontinuous, the foreign, the ambivalent, and the negative. The teacher plays a crucial role in guiding pupils through this chaos. (Biesta, 2012).

2.6 Phenomenon based learning instruction.

Phenomena-based instruction involves teaching students how to apply relevant scientific facts, concepts, and practices to make sense of fascinating phenomena. Learners are asked to apply newly acquired knowledge and abilities to the phenomenon. For students, new information is immediately valuable in this way. They don't just retain surface-level knowledge; instead, they acquire a deeper comprehension of the material and internalize its significance. Learners operate similarly to scientists and engineers in this way. They're not waiting on an instructor to provide them the answers. Instead, they are proactively looking for answers, planning studies, providing (Daehler and Folsom, 2016)

In learning process-based teaching, the various components of a learning environment, learning activities, instruction, and guidance and feedback are interconnected and constitute a comprehensive temporal continuum. As a result, in learning process-based teaching, both in-person and remote teaching scenarios have been combined into one cohesive whole. The key components of e-learning that are centered around the learning process are guidance and feedback given to the students throughout, which helps them to build their own competence. (Silander, 2019)

1) Select an interesting phenomenon.

Brainstorm phenomena that can be answered by students when they achieve their grade-appropriate learning objectives, either fully or partially. Both teachers and students find the ideal phenomenon to be fascinating. Not every single phenomenon will be perfect; in fact, maybe none of the phenomena that teachers investigate over the course of a year will be perfect in this regard. Instructors consider the phenomena as a group. Instructors shouldn't obsess over selecting the ideal phenomenon for every task or subject. If the teacher chooses a weak phenomenon, choose the subsequent one while keeping that constraint in mind.

2) Analyze the utility of existing lessons.

Instructors purpose their students to understand the relevance of what they learn from these activities to this phenomenon. Choose a way to assist the

teacher in delivering the necessary content, such as a video, slide show, lecture, reading assignment, or outside expert, if there are important aspects of a phenomenon for which the teacher does not have activities. Alternatively, look for new activities that students can complete. Not all knowledge must be acquired through group projects and practical experience.

3) Plan a sequence of activities.

Begin by observing the phenomenon and facilitating some exploratory discourse where students can pose questions and try out ideas. Inform them that they will take part in a sequence of educational exercises aimed at helping them understand this phenomenon. Urge students to jot down a list of topics they'd like to learn more about in order to try to understand this phenomenon. Students should participate in the scheduled learning activities and then complete a wrap-up step in which they apply what they learned to understand the phenomenon.

4) Make a plan for the phenomenon.

Phenomena-based learning is not a binary process. Not every lesson that needs to be taught to students must fit into a learning sequence based on phenomena. Start by replacing one unit and observe the results. Students using phenomenon-based learning will be in the same place by the end. After that, the teacher has additional options for advancing phenomenon-based learning in the classroom. For next year, stick with the phenomenon-based unit (probably with a few changes). discover the shift was productive and simple, and move on to another unit. And look for another phenomenon that draws students in and gives them control over their own education. (Daehler and Folsom, 2016)

2.7 Theory related Phenomenon based learning approach

2.7.1 Social constructivist theory

A further layer of mixed clarity and complexity can be seen by applying social constructivism as a lens. The emphasis of social constructivism is on how a person learns as a result of their interactions with other members of the group. It is the study of cognitive growth and learning that results from a socially necessary and

cooperative process that may also include language, social context, and history. (Tryphon, & Vonèche, 2013).

Social constructivism expands upon constructivism in the educational setting by considering the contribution of other actors and culture to development. Theorizing learner opportunities to practice 21st century skills in communication, knowledge sharing, critical thinking, and use of pertinent workplace technologies is a valuable addition that it offers. Furthermore, social constructivism serves as the foundation for the idea of student discussions. Research on student conversations has also strengthened and validated social constructivist theories.

These studies show how active participation in a group generates visible thinking. Classroom discussion lays a solid foundation for oral communication of ideas, according to Gallas (1994). When ideas are shared verbally, the student must not only justify and explain what they have said, but also be receptive to feedback and criticism. This increases the student's capacity to test ideas, integrate ideas from others, and gain a deeper comprehension of the material being studied. In addition to these essential abilities, social constructivism places a strong emphasis on conversation and interaction as means of fostering the development of particular attitudes and values. Self-control, self-determination, motivation, a desire to finish tasks, teamwork, and problem-solving abilities (Kukla, 2000).

Phenomenon-based learning supports the social constructivists, who contend that knowledge is not innate to an individual but rather develops in a social context. Sociocultural learning theories center on cultural objects, wherein knowledge is perceived as emerging socially rather than just as an internal component of an entity. Sociocultural learning theory places a strong emphasis on cultural objects, such as language structures. Instead of having to start from scratch, every learner can make use of the resources and information that different cultures have to offer.

2.7.2 Social learning theory

Vygotsky's theory of sociocultural learning highlights the part that cultural and social interactions play in education. Jean Piaget's theory has stages, but

this theory does not. According to Vygotsky's theory, people learn from one another and jointly construct knowledge. Vygotsky believed that participation in the learning process was essential for learning, which is why the theory is known as social constructivism. The social component of the theory is furthered by the fact that learning occurs when others assist you. Vygotsky's theory is based on the Zone of Proximal Development.

This group of activities includes those that are too challenging for a single person to complete on their own but that can be completed with the help or direction of adults or more experienced peers, (Vygotsky, 1962). Scaffolding, or providing the learner with the appropriate level of support at the appropriate moment, is another aspect of this theory. A learner is closer to mastering a task if they can complete it with some help. This theory is pertinent to the development of healthy adolescents because, when students work in pairs, they are interacting with others and can thus share various academic concepts with one another. According to this theory, students can help one another and co-construct knowledge in addition to learning from one another.

There are various ways to implement this theory in the classroom. Students can be grouped so that those who comprehend the material well collaborate with those who don't. The other student may understand the student's phrasing better. Even the more experienced student would pick up something from this, maybe a new perspective on the material or an original method of explaining it. Collaborating in groups, students with varying readiness levels will engage in discovery activities like problem-based learning exercises. The students would be divided into groups of no fewer than three, and each group would be given a challenging problem to solve as a group. Before attempting any method, I would design the activity so that everyone could offer some ideas for how to solve the problem.

Instead, Phenomenon-based learning focuses on recent and actual affairs of the real world. The phenomena must be identified and defined in collaboration with the entire learning community and support about interaction of learning, so this theory is involved Phenomenon-based learning.

2.7.3 Constructivist theory

Constructivism is the theory that students create knowledge rather than merely absorbing it. People form their own schemas, incorporating new information into their preexisting knowledge, as a reflection of their experiences in the world. and the adsorption and accommodation systems are the representations that are involved in this. The term "adsorption" describes a system that can both have new information and adapt an existing schema. The term "accommodation" describes the process of innovating and redeveloping an existing schema using newly acquired knowledge.

Consequences of constructivist theory are that:

Students learn best when they are actively engaged in their education as opposed to merely taking it in. Learning is by its very nature a social process since it occurs in a social setting as instructors and students work together to increase knowledge. The concept of constructivism in education holds that experiences rather than information can be imparted directly to students.

This final point is important to emphasize. Although the primary objective of a typical teaching strategy is to impart knowledge to students, constructivism argues that this knowledge cannot be taught to students directly. Experience is the only thing that can assist students in producing their own knowledge. Thus, the purpose of instruction is to create these experiences.

Consequences for the classroom

Following constructivist principles in the classroom has many implications for teaching. The Teaching and Learning Resources wiki's accompanying chart contrasts constructivist and traditional classrooms in several areas.

Table 1 Comparing Traditional Classroom and Constructivist Classroom

Traditional Classroom	Constructivist Classroom
Lessons start the components of the whole. stresses fundamental abilities.	Major concepts of curriculum are heavily emphasized in the curriculum, which starts with the whole and works its way down to the details.
It is highly valued to adhere strictly to a set curriculum.	It is imperative to investigate the interests and inquiries of students.
Most of the time, students work alone.	Students work primarily in groups.
The majority of the materials are workbooks and textbooks.	Materials include things like manipulatives and primary sources of information.
Students receive information from their teachers. Students are information recipients.	In order to help students create their own knowledge, teachers converse with them.
A teacher's work is directive and based on authority.	Negotiation is the foundation of interactive learning.
Assessment is through testing and correct answers.	Examinations are only one type of assessment; there are also projects, observations, and opinions from the students. The product and the process are both essential.

According to table 1 Comparing Traditional Classroom and Constructivist Classroom. This table indicates the differences between traditional Classroom and Constructivist Classroom. *Constructivist Classroom focuses on Students building their own knowledge and an experience and Traditional Classroom focuses on information delivery to students is the main goal of teaching.*

Fundamental elements of education When creating lesson plans or adhering to constructivist principles in the classroom, there are a few key elements to consider. These originate from (Baviskar, Hartle & Whitney 2009)

a. Elicit prior knowledge

A learner's prior knowledge is taken into consideration when creating new knowledge. Therefore, it is necessary to elicit pertinent prior knowledge during

lessons. Pre-tests, casual interviews, and warm-up exercises in small groups that call for the recall of past information are among the activities.

b. Create cognitive dissonance

Give your students difficult tasks and problems to complete. Students learn new material as they work through challenging problems and revise their prior schemas. Use your knowledge while providing feedback.

Motivate students to assess new information and revise what they already know. Students should be able to compare the novel situation to their pre-existing schema through activities. Quizzes, presentations, and class or small group discussions are examples of activities.

c. Reflect on learning.

Give students a chance to show off what they have learned. Reflexive papers, presentations, or creating a comprehensive how-to manual for a different student are examples of activities. Constructivism serves as the foundation for phenomenon-based teaching, which views students as active creators of their own knowledge and views information as created through problem-solving and assembled from "little pieces" into a cohesive whole that is appropriate for the context in which it is used. Since phenomenon-based learning occurs in a group environment.

3. Satisfaction

3.1. Bloom's Taxonomy: The Affective Domain

One of Bloom's Taxonomy's three domains is the affective domain. It has to do with attitudes, feelings, and emotions. It covers how individuals respond emotionally to both internal and external phenomena, including motivations, values, and fervor. The five levels that make up this domain are characterization, organization, valuing, responding, and receiving. These subdomains are arranged from basic emotions or motivations to more complex ones, forming a hierarchical structure.

The tracking of emotional or affective domain growth over the course of the learning process is referred to as the affective domain. Learning objectives labeled with

this domain must have a very specific instructional intention for growth in this area as stated in the learning objective to be most effective.

In Bloom's Taxonomy, the affective domain is one of three domains; the other two are the cognitive and psychomotor domains (Bloom, 1956). See the introduction for a summary of the three domains. According to Krathwohl, Bloom, and Masia (1973), the affective domain encompasses our emotional responses to emotions, values, appreciation, motivations, excitements, and attitudes. From the most basic behavior to the most complex, the five main categories are as follows:

Table 2 The Category of the affective domain

Category	Example and Key Words (verbs)
Receiving Phenomena: Awareness, willingness to listen, focused attention.	Examples: Show respect by paying attention to others. Keep in mind the names of those who are just being introduced. Key words: gives, follows, acknowledges, inquires, pays attention, is polite, pays attention, and comprehends.
Responds to Phenomena: enthusiastic involvement from the students. Pay attention to and respond to a specific occurrence. The emphasis of learning objectives may be on motivational factors such as willingness to respond, compliance in responding, or satisfaction in responding.	Examples: takes part in the discussions in class. makes a presentation. To properly comprehend new ideas, concepts, models, etc., one must ask questions about them. Understand the safety guidelines and follow them. Key words: respond, help, supports, comply, agree, talk, welcome, label, perform, display, and tell

Table 2 (Continue)

<p>Organization: Creates a distinct value system by contrasting various values, resolving conflicts between them, and organizing values into priorities. Comparing, relating, and synthesizing values are prioritized.</p>	<p>Examples: Understands the need of striking a balance between personal autonomy and appropriate conduct. explains how methodical planning can be used to solve problems. acknowledges the ethical norms of the profession. develops a life plan that is in line with their skills, passions, and values. Effectively manages time to address the needs of oneself, the family, and the organization.</p> <p>Key words: synthesize, relate, and compare.</p>
<p>Internalizes Values (characterization): Possesses a set of values guiding their actions. The behavior is the learner's most crucial attribute and is widespread, dependable, and consistent. The overall adjusting patterns of the student are the focus of the instructional objectives (personal, social, emotional).</p>	<p>Examples: Demonstrates independence when working on one's own. collaborates during group tasks (shows teamwork). applies objectivity to the solution of problems. consistently demonstrates a professional commitment to moral behavior. updates decisions and modifies behavior considering fresh information. respects individuals for who they are rather than how they appear.</p> <p>Key Words: qualify, modify, perform, act, discriminate, show, influence, question, revise, serve, solve, and verify.</p>

According to table 2 to the category of affective domain, this table illustrates the category that includes observing phenomena, reacting to them, organizing, internalizing values (characterization), and using keywords and examples.

4. A Review of Speaking Competency, Phenomenon based learning and Satisfaction.

4.1 Speaking Competency

Phenomenon based learning

Kaneya (2016) studied the objectives of this study were to: 1) determine what learning management systems student teachers need to improve their speech competency; 2) create an enrichment curriculum that improves speaking competency

by incorporating modeling and experiential learning; and 3) investigate the outcomes of applying the curriculum. There were four phases to the research. To improve student teachers' speaking competency, the first step involved evaluating the needs, reviewing pertinent data, and conducting a needs assessment. Using the data from stage 1 to design and evaluate the curriculum was the focus of stage 2. The experts evaluated the curriculum's quality. There were ten experts in the sample. The form used for the curriculum quality assessment served as the research tool. In Stage 3, the curriculum was put into practice using learning management systems and a 30-hour structure. Using basic random sampling, the sample was composed of thirty student teachers from Chiang Mai Rajabhat University's Faculty of Education. The speaking competency enrichment curriculum, for which the curriculum quality assessment had already been finished at stage 2, served as the research tool. For stage 4, The objective was to assess the curriculum using teachers' understanding of speaking principles, professional speaking abilities, and attitudes toward professional speaking.

Retny Asriyani (2019) studied Personality Type and Speaking Competence are discussed in this study. The purpose of this study is to ascertain whether any of the students helped him use the role-play and traditional techniques that he was familiar with. It also aims to ascertain whether there is a noteworthy distinction in speaking proficiency between extrovert and introvert students, as well as between students who are taught conventionally and those who are taught through role-playing. In-depth discussions are held on the following subjects: (c) the relationship between the use of instructional strategies and students' personality types in terms of speaking competency; (d) a notable distinction in speaking competency between extrovert and conventionally trained students; and (e) a notable distinction in speaking competency between introvert and conventionally trained students. The Akademi Komunitas Manajemen Perhotelan Indonesia will be the study's focus.

Declare that the post-test only control group design takes into account two groups: one gets experimental support, while the other does not. A post-test was then given to the two groups. After clearance, students receive care. The control

groups, who used traditional techniques like chain drills, came in second place, while the experimental group, named Role of Playing Techniques, emerged victorious. There are eight sessions in the course of treatment. A speaking competency test was administered at the conclusion of the second class. Following that, the information will be compiled and subjected to an inferential analysis. This study uses inferential analysis to assess the research hypothesis and provide answers to the research questions.

Putu (2020) studied The Effect of Debate Technique towards Eleventh Grade Students' Speaking Competency. Since speaking is primarily used for communication, it is regarded as the most important of the four critical skills. Speaking is an interactive process of developing, creating, constructing, and delivering meaning with the goal of facilitating information exchanges between the hearer and the speaker. There were still some students who found it difficult to communicate in English. Many students failed to show that they were ready to communicate independently in English. To investigate the significant influence of debate, 70 students from two social science classes participated in this quasi-experimental study. They were randomized to the experimental and control conditions.

Both descriptive and inferential analyses were performed on the data. The results of the study showed that the control group had a mean score of 75.25 and the experimental group had a mean score of 79.79. The t test result shows that when the value of Sig. (2-tailed) is .000, there is a significant mean difference. This study comes to the conclusion that students' debate strategy affects their speaking competency. Additionally, the importance of teaching speaking as well as the implications for more study are looked at.

Valanne, Dhaheri, Kylmalahiti and Sandholm-Rangell (2018) studied Storytelling was linked to both reading motivation and reading skills by using a Phenomenon-Based Learning approach. Using a comprehensive, cross-curricular approach to build on the stories was the primary strategy used to deliver the ADSM curriculum. Before teaching, a careful examination of the themes and objectives of the ADSM curriculum takes into account how the classic children's stories were written.

Phenomenon-Based Learning supports students that were selected for this research had qualifications in terms of Phenomenon-Based Learning, which combines the best practices from Finnish Educational Approach to learning and from ADSM (Abu Dhabi School Model). This allows students to learn about Holisticity, Authenticity, Contextuality, Problem-Based Inquiry Learning, and Learning Process. The reading progress was screened at the start of terms one, two, and three using the Running Records assessment tool. For the entire test group, there was a noticeable improvement in reading skills. During the two terms, forty-four out of 147 Emirati students (30%) attained the international level in reading and even the level above their age range. Parents were satisfied with the benefits and challenges that teachers faced during the Phenomenon-Based Learning process and the Storyville project, as well as how students' reading improved during these two terms and their motivation to read and learn through the stories increased.

Wakil, Rahman, Hasan, Mahmood and Jalal, (2019) said Phenomenon-Based Learning provide sets grow significantly as a result of learning, and they also acquire critical thinking, creativity, effective communication, game-based learning, and teamwork. This was the new modernization strategy. To stay current with globalization issues and keep up with world development, it's critical to keep knowledge and skills separate. This study aimed to investigate the benefits of teaching students Phenomenon-Based Learning in ICT skills, as well as how Phenomenon-Based Learning influences students' motivation and enhances their ICT skills in primary schools in Sulaimani, Iraq. The primary component of the classroom instruction for this study is the cross-curricular approach. The findings demonstrated that students' test scores increase by more than 10% when utilizing Phenomenon-based learning, indicating a significant effectiveness of this approach. Additionally, the student will be able to retain skills for extended periods of time and retain them permanently.

Hung, Nguyen (2018) studied Phenomenon-based Learning in Finnish and Vietnamese Upper Secondary School Curriculum for English as a Foreign Language. Master's Thesis in Education Sciences. University of Jyväskylä, Department

of Education. Phenomenon-based learning has received a great deal of attention from the media and public due to its fundamental philosophy of incorporating current events into theoretical frameworks (Sahlberg, 2015; Symeonidis & Schwarz, 2016). As a result, the first section of this essay summarizes the essential components of phenomenon-based learning while taking relevant learning theories into account. Next, the current study compares and contrasts the curricula of Finland and Vietnam, examining them from the standpoint of phenomenon-based learning. Four paired dimensions have been used to analyze three curricula that were chosen from two countries: content areas, instructional techniques, upper general secondary education learning goals and objectives, and viewpoint and mission of education. A qualitative theory-driven content analysis is carried out in the study. The results show that there are a number of parallels and divergences in the four paired dimensions between the curricula of Finland and Vietnam. The findings have some ramifications for teachers in terms of phenomenon-based learning. Based on the findings, a thorough discussion was held regarding how students' critical cognitive and socioemotional abilities could be enhanced in addition to their academic performance.

Additionally, this study recommends reevaluating teachers' autonomy in designing engaging and purposeful learning environments. The results can offer educators pedagogical advantages, insights for lesson plans, and guidance for the lifelong and comprehensive development of students' motivations, intelligence, competencies, and agency. These results also provide some theoretical guidance on how national core curricula might incorporate diversely phenomenon-based learning.

Makarov, Matveeva, Molchanova and Morozova (2020) studied In the ever-evolving world, not only does the curriculum change significantly, but so do the skills that future citizens must possess. Developing 21st century skills requires adopting innovative methods for teaching a variety of subjects, including foreign languages. It is believed that by studying a particular real-world phenomenon, students can enhance their creativity, critical thinking, teamwork, and communication skills through the use of the phenomenon-based approach. The purpose of this study was to outline the

fundamentals of using this method to teach foreign languages and to pinpoint the phases involved in integrating it successfully into the educational process. Furthermore, a goal of the study was to identify the competencies of the instructor required to plan the learning activities effectively and support students' advancement in language and communicative skills. The cross-cultural project that was undertaken reflected the practical application of these suggestions by Russian and American students and professors. Phenomenon based learning approach taught Russian as a foreign language within the topics were chosen based on their interests, a series of workshops proved to be an effective way to meet the needs of the learners, encourage their motivation, and support the development of their language skills and cultural awareness.

Orapan (2019) said that Phenomenon based Learning for developing a Learner's Holistic Views and Engaging in the Real World said an approach of Finnish education after educational reform in year 2016-2017. Students were prompted to observe multiple dimensions by this approach that was centered on real-world phenomena. This approach relied heavily on problems and questions to pique students' interest in gathering data and coming up with solutions. The method evolved from project- and problem-based learning, which implied constructivism and interdisciplinary integration. Developing portfolios, flipped classrooms, and blended learning can all benefit from extended learning. Learners' perceptions of how information changes in the digital age were influenced by interdisciplinary integration skills. Knowledge creators and innovators to broaden their comprehension and adopt a more comprehensive perspective, as well as appreciate the relevance of what students learn in the real world through collaborative learning methods.

Wassana and Issara (2020) said effect of Using Social Media Activities Package Based on Phenomenon-based Learning and Reflective Thinking on Digital Literacy Behavior for Primary School Students. The purpose of this study was to examine the effects of a social media activity package centered on reflective thinking and phenomenon-based learning on the digital literacy behaviors of primary school students. Twenty pupils in grades four through six from Chun Kids Online Club, a school

connected to the Ministry of Higher Education, Science, Study, and Innovation, were utilized as samples in 2019. A set of social media activities built on the principles of phenomenon-based learning and a behavior observation form designed to track elementary school students' digital literacy behaviors served as the research instruments. The data was analyzed using content analysis, relative gain score, t-test (t-test dependent), and descriptive statistics.

The study's findings demonstrated that post-test digital literacy behaviors outperformed pre-test behaviors. Additionally, students in primary schools exhibit varying degrees of development in their digital literacy behaviors, and their reflections on their digital literacy differ when they use social media activities in lessons that emphasize phenomenon-based learning and reflective thinking.

Satisfaction

Keerati (2020) studied Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class. The objectives of this study were to: 1) find out if students were happy with the English proficiency test preparation activities in Google Classroom; 2) compare students' satisfaction with these activities based on variables like gender, faculty, and years of study; and 3) look into additional suggestions made by respondents. 100 Thai-Nichi Institute of Technology students who were enrolled in the English for Proficiency Test Preparation (ENL-412) course during the second semester of the 2019 academic year served as the research samples. The sample selection method used was the Simple Random Sampling technique. Google Classroom had become required for every student.

The instruments used to collect the data were the rating scale and the open-ended questionnaire. The t-test, f-test, frequency, percentage, mean, standard deviation, and content analysis were among the data analysis techniques employed. The conclusions were as follows: 1) The Google Classroom activities received high marks from students for their satisfaction; 2) When students from various faculties, genders, and years of study were compared, no statistically significant differences were discovered in any of the aspects; There were significant differences in the Activities

category only (at the 0.05 level), not in any other category. 3.1) teachers should clearly notify students when an assignment has been turned in, including whether it has been received; 3.2) Google Classroom files should be easy to open; 3.3) all English classes should strongly encourage the use of Google Classroom; 3.4) a greater variety of TOEIC preparation materials, such as practice tests and exercises, should be made available as self-study resources; and 3.5) teachers should integrate speaking and writing into Google Classroom to help students become more proficient communicators in the workplace.

Pingying (2016) studied *The Role of Basic Need Satisfaction in English Learning: A Case Study at a University in China*. An investigation into the significance of learners' intrinsic need fulfillment in their acquisition of English as a foreign language (EFL) was carried out through a case study at a Chinese university. In the study, both qualitative and quantitative methods were used. Pre- and post-assessment research designs were used to gather data, and dynamic variability in the learning performance of student participants (N=353) during a year-long implementation of a need-satisfying intervention program was documented. The proposed model and the structural relationship were tested using the structural equation modeling (SEM) technique. The study's conclusions showed that: 1) learners' basic needs for competence, autonomy, and relatedness were satisfied; 2) this strengthened learners' autonomous motivation and made it easier for them to transition gradually to an autonomous one; and 3) learners' motivation significantly improved their English proficiency and learning performance. It's interesting to note that learners' motivation and English proficiency levels had an erratic relationship with the causal effect coefficients of the contribution paths. The current study found that meeting a range of psychological needs had an impact on academic achievement, but that meeting intrinsic needs was largely associated with EFL learning outcomes. The fascinating findings demonstrated that the causal relationships between innate need satisfaction and EFL learning outcomes were significantly influenced by instrumental motivation and cultural variables.

Mehdi (2020) studied Students' Satisfaction with their Achievement in English Program in the Junior High Schools. Regardless of the target audience and the subjects covered, educational programs must constantly be revised, and their efficacy determined wherever they are implemented. Although Upshur differs from Alderson and Genesee, they both maintain that different individuals and goals can use an assessment's results. These assessments can also determine the degree to which students are satisfied, as evidenced by the results of program evaluation and the content being studied. Although satisfaction has been interpreted in a variety of ways, it can be considered an indicator of how well students are doing in different types of learning environments, which can lead to more engaged, motivated, and responsive students. The study's sample consisted of 13–15-year-old male and female students. The CIPP-based questionnaire created by Stu ebeam was used in this investigation. The data collected via the questionnaires was analyzed using the Statistical Package for the Social Sciences (SPSS 21.00). The chi-square analysis revealed that the students were dissatisfied with their performance in the subject.

CHAPTER 3 METHODOLOGY

This study aimed at studying Developing English speaking competency using Phenomenon based learning Matthayomsuksa 5 Bangmod Wittaya School.

This chapter presented the methodology to be used, including the participants, instruments, procedures, and data analysis.

1. Research Design

This research was a quantitative method. The method supported the research the research questions which related to the comparison of formative test scores between post-test scores.

This research used one group pretest and posttest design. The goals were to compare the pre- and post-test results and assess the effectiveness of Phenomenon based learning lesson -based learning lesson., as shown in Figure 2. (Price, 2017)

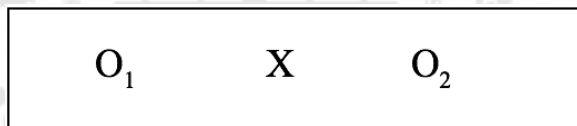


Figure 2 Research Design

Table 3 Details of Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

O_1 was the pre-test which was applied to assess the students' achievement before using Phenomenon based learning lesson.

X was the using Phenomenon based learning lesson which were used in the course

O_2 was the post-test which was applied to measure the students' achievement after Phenomenon based learning lesson.

2. Population and Sample:

2.1 Population

The population of this research consisted of 371 students of Matthayomsuksa 5 in Bangmod Wittaya School with these reasons:

- 1) They lacked fluency in English.
- 2) It was made up of different types of students in the classroom. They were under the supervision of Bangkok Secondary Educational Service Area Office 1 and participated in an English course during the first semester of the academic year 2021.

2.2 Sample

The sample group was selected purposive sampling from 7 sections composed of 371 students in the classroom as population of the study. The sample group was from Matthayomsuksa 5 with 30 students at BangMod Wittaya School who enrolled in English course in the first semester of the academic year 2021.

3. Research Instruments

The research instruments which used to collect the data consisted of a) lesson plans Phenomenon based learning lesson plans 12 sets, b) English- Speaking Test (pre-test and post-test) by using interview of English- speaking competency (Scoring Rubrics), c) Satisfaction questionnaire on the use of in Phenomenon based learning, they followed by the Phenomenon based learning on the core curriculum. Furthermore, the assessment reflected to the lessons that the students learned. The instruments of this study were as follows:

Phenomenon based learning research tools designed and based on Phenomenon based learning Instruction and the core curriculum. They were provided for English speaking competency and Phenomenon based learning matched with Matthayomsuksa 5 students.

There are four units; the topics for each were:

Unit 1, Traveling: the topic of this unit was telling stories that have already happened. Wh-question was undoubtedly connected to the linguistic component. This unit covered travel planning and persuasion in the best travel destinations.

Unit 2, Food and drink: this unit covered self-introduction techniques. with some experience-based knowledge, like the ingredient and preparation method. It was similar to how one started speaking a language, first with oneself and then with the larger community.

Unit 3, Entertainment: this unit dealt with the idols of the students. For this unit, some vocabulary regarding News of Star is required. In essence, the unit offers vocabulary related to entertainment in using.

Unit 4 News: this unit in conjunction with the state of the world, politics, sports, and entertainment. The significance of the environment and conservation could be understood by the student.

3.1 Lesson Plans

The lesson plans consist of 4 units: 12 lesson plans. There would be five aspects for each lesson which related to Phenomenon based learning Instruction in as follows: 1) Holist city 2). Authenticity 3) Contextuality 4) Problem based inquiry learning 5) Learning process with 3 steps of the lesson plans.

1.Orientation / Pre-existing knowledge

Introducing the subject to the students was the aim. During orientation, students were better able to comprehend the lesson's subject and were mentally ready to take in and process new information. Orientation increased motivation and interest in the subject as well.

2.Practicing / Activating students

The instructor employed a teaching strategy that solicits feedback from the students in order to assist them in actively processing the material.

3. New knowledge acquisition

The expansion of knowledge led to the discovery of new facts or issues. In pairs, students thought back on what they had learned, how their understanding had grown, and what new questions they had thought of. Students write brief notes of these reflections for themselves.

An efficient lesson plan creation process has a framework that will be used in this study as follows:

1. Holisticity was a learning objective analyzed and determined. 360 ° perspective. From the traditional curricular integration towards to the phenomena in the real world.

2. Authenticity in education refers to the use of techniques, resources, and equipment that match the real-world context in which the knowledge is applied. Examination of the core curriculum's requirements and objectives, as well as the topics and contents that were relevant and essential, with the level of the students in the first semester of Mattayom 5 There are:

Unit 1, Traveling: This unit was about how to plan and persuade the people to travel.

Unit 2, Food and drink: This unit contained how to introduce oneself with some information from experience.

Unit 3, Entertainment: This unit was related about students' idol. Some vocabulary about News of star

Unit 4, News: This unit combined with what the global situation was, government, sports, and entertainments.

3. Contextual realization. Students pick up knowledge in their natural environments. Understanding and Ignoring Contexts review the Phenomenon based learning Instruction which will focus on language teaching. It began with research and the formulation of goals and questions utilizing a few reference questions (Erickson & Lanning, 2014).

4. Problem based inquiry learning. Selected a few subjects and materials pertaining to the core curriculum, phenomenological learning, instruction, and collaborative knowledge building built around the questions posed by the learners. Students learned by asking questions together in the amazing learning experience.

5. Learning process. Learning tasks were considered as a means of guiding and facilitating the process of learning. The purpose of the learning tasks is to guide the learner's perception and information processing; this is also known as methodological guidance. It helps students learn new things. drafted a lesson plan in detail.

6. Lesson plans were utilized by the students. At this point, the researcher conducted focus groups with three experts to validate the lesson plans, correcting any errors before using them, and offer suggestions for improving the pre- and post-test.

3.2 Pre-test and Post-test (Summative Assessment)

There was speaking part of assessment: For the Phenomenon based learning lesson, the assessment was implied while speaking part was happening. For the process of construction, it was as similar as the process of formative assessment test construction by using interview. The pre-test and post-test were similar.

Before the pre-test and following the post-test, the learners' English-speaking test results were gathered. The Matthayomsuksa 5 participants conducted interviews prior to instruction, and three experts provided recommendations for enhancing the pre- and post-test.

3.3 Test Criteria or rubric

For the test criteria or rubric, it divided into four isolated segments: Speaking rubric in term skill and knowledge adapted from Common European Framework of Reference for Brown (2001). The factors of speaking rubric: Pronunciation, Grammar, Vocabulary, fluency, Comprehension, and Task.

Table 4 Speaking rubric in term skill and knowledge will be adapted from Brown (2001).

Aspect	Score	Description
Pronunciation	1	Pronunciation mistakes are common, but even a native speaker accustomed to hearing foreigners try to speak his language can understand them.
	2	Although frequently quite faulty, the accent is understandable.
	3	Errors hardly ever affect the native speaker and never obstruct understanding. Even if the accent is clearly foreign.
	4	Pronunciation mistakes are extremely uncommon.
	5	Equivalent to and totally approved by native speakers with formal education.
Grammar	1	Grammar mistakes are common, but a native speaker can still understand what is being said.
	2	Generally quite accurate when handling simple construction, but lacks thorough or assured command of the grammar.
	3	Grammar control is good. able to communicate in most formal and informal settings on a variety of social, professional, and practical topics with enough structural accuracy in their speech.
	4	Excellent grammar control is demonstrated. able to speak coherently and accurately enough in both formal and informal contexts while discussing a wide range of social, professional, and everyday topics.
	5	Comparable to that of a native speaker with education.
Vocabulary	1	Speaking a vocabulary too limited to communicate anything but the most basic needs.
	2	Speaking with a vocabulary too small to convey anything but the most fundamental requirements.
	3	Possess a sufficient vocabulary in the language to engage in most formal and informal discussions on social, professional, and practical topics. He rarely needs to search for words because the vocabulary is sufficiently large.
	4	Can participate in and comprehend any discussion that falls within his area of expertise with a high level of lexical precision.
	5	Has a high degree of lexical precision and is able to contribute to and understand any discussion that is within his area of expertise.

Table 4 (Continue)

Fluency	1	No particular description of fluency. To determine the implied level of fluency, consult the other four language domains.
	2	Can handle most situations, such as introductions and casual conversations about current events, work, family, and autobiographical material, with confidence but not with ease.
	3	Able to talk about their areas of expertise with some ease. Must seldom scrabble for words.
	4	Able to speak the language fluently at all levels usually necessary for professional needs. has a high level of fluency and can contribute to any discussion within the experience range.
	5	Possesses perfect language fluency, allowing educated native speakers to accept his speech in its entirety.
Comprehension	1	In the context of his extremely limited language skills, he is able to comprehend straightforward queries and assertions when they are phrased slowly, repeatedly, or in paraphrase.
	2	Able to understand the main points of most non-technical conversations (i.e., topics that require no specialized knowledge)
	3	At a normal speech rate, comprehension is quite complete.
	4	Can comprehend any discussion that falls within his area of expertise.
	5	Comparable to that of a native speaker with education.
Task	1	Able to ask and respond to inquiries on subjects he is well-versed in. Capable of meeting minimal civility requirements and fulfilling regular travel needs (should be able to order simple directions, make purchases and tell time)
	2	Able to meet work and social obligations on a regular basis; requires assistance with any challenges.
	3	Able to contribute successfully to the majority of formal and informal discussions on social, professional, and practical subjects.
	4	Would rarely be mistaken for a native speaker, but even in strange circumstances, they can react correctly. capable of handling both informal and formal language interpretation.
	5	Speaking ability is on par with that of a native speaker with education.

The manner in which the creators of the tests define language proficiency or the elements of language they are evaluating. Test developers should be clear about the test construct they are using because this will influence decisions about the test's content, the kinds of tasks given to test-takers, how the test's various components are weighted, the marking criteria, and the limits between various ability levels. Language proficiency can be defined in a variety of ways. (The Council of Europe, 2014)

For the test criteria or rubric, it will be divided into four isolated segments: Speaking rubric in term attitude will be adapted from Common European Framework of Reference for Languages: learning, teaching, assessment. The factors of speaking rubric: Sociolinguistic Appropriateness.

Table 5 Sociolinguistic Appropriateness use Speaking rubric: Common European Framework of Reference for Languages: learning, teaching, assessment.

Aspect	Score	Description
Proficient	10-9	<ul style="list-style-type: none"> • Possesses a solid command of idioms and colloquialisms and is cognizant of their connotative layers of meaning. • Able to respond appropriately and fully understands the sociolinguistic and sociocultural implications of the language used by native speakers. • Ability to effectively mediate, while taking sociolinguistic and sociocultural differences into consideration, between speakers of the target language and those of his or her community of origin. • Able to identify a broad variety of colloquialisms and idioms, understanding register shifts; occasionally, though, particular details may need to be confirmed, particularly if the accent is foreign. • Able to follow movies that make extensive use of idioms and slang. • Ability to employ language for social purposes in a flexible and effective manner, including emotional, joking, and allusive language.

Table 5 (Continue)

Advanced	8-7	<ul style="list-style-type: none"> • Able to communicate in a formal or informal register that is appropriate for the circumstance and the person or people involved with assurance, clarity, and politeness. • Has the ability to maintain relationships with native speakers without unintentionally making them laugh or feel offended or forcing them to act differently than they would with a native speaker • Able to express oneself correctly in various contexts and refrain from making crude grammatical mistakes. • Able to communicate in a formal or informal register that is appropriate for the circumstance and the person or people involved with assurance, clarity, and politeness. • Able to maintain relationships with native speakers without unintentionally making them laugh or feel offended or forcing them to act differently than they would with a native speaker. • Able to express oneself correctly in various contexts and avoid making blatant grammatical mistakes.
Intermediate	6-5	<ul style="list-style-type: none"> • Ability to execute and react to a broad spectrum of language functions in a neutral register by utilizing their most frequent exponents. • Is cognizant of the important etiquette customs and behaves accordingly. • Is conscious of and alert to the most notable distinctions between his or her own customs, usages, attitudes, values, and beliefs and those of the community in question.
Early Intermediate	4-3	<ul style="list-style-type: none"> • Able to carry out and react to simple language tasks, such as exchanging information and making requests, as well as simply express thoughts and feelings. • Able to follow simple routines and use the most common expressions to socialize simply but effectively. • Able to manage brief social interactions using common, courteous salutations and address formats. Able to extend and accept invitations, offer advice, apologize, etc.
Beginning	2-1	Able to initiate simple, everyday polite interactions with others by saying hello, goodbye, please, thank you, sorry, and so on.

The sociocultural contexts of language use were referred to as sociolinguistic competences. The sociolinguistic component strictly affects all language communication between representatives of different cultures due to its sensitivity to social conventions (e.g., politeness rules, norms governing relations between generations, sexes, classes, and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), even though participants may not always be aware of its influence. (CEFR, 2014).

3.4 Satisfaction Questionnaire

The level of satisfaction of the students toward the use of Phenomenon based learning to develop their English-speaking competency after learning developing speaking competency using Phenomenon Based Learning.

For a total of twelve periods over the course of six weeks, the researcher instructed and observed the students. At the conclusion of the course, the students were asked to share their opinions in the students' satisfaction form regarding the phenomenology-based learning lesson. The questions consist of rating scales.

1. Plan some elements. This stage was to determine what the scopes of the elements. They were relevant to a goal of the questionnaire. These were goals for the students' satisfaction towards using the Phenomenon based learning:

- 1) Holisticcity
- 2) Authenticity
- 3) Contextual realization
- 4) Problem based inquiry learning
- 5) Learning process

These are goals for the EFL experts' satisfaction Phenomenon based learning:

- 1) Holisticcity
- 2) Authenticity
- 3) Contextual realization
- 4) Problem based inquiry learning

5) Learning process

2. Prepare some questions. This stage created ideas or questions. There were five levels to answer which were shown by number. This questionnaire based on from the mean value was interpreted as follows the 5-level estimator of the participants (Boonchom, 2010)

- 1) 4.51 – 5.00 represented very satisfied.
- 2) 3.51 – 4.50 represented satisfied.
- 3) 2.51 – 3.50 represented neutral.
- 4) 1.51 – 2.50 represented unsatisfied.
- 5) 1.00 – 1.50 represented very unsatisfied.

3. Experiment with questionnaires. This section was validated by the IOC from experts. The questionnaires had a validity range of 0.67-1.00. The questionnaire's reliability for students were 0.76, which is better than the appropriate average of 0.50. The reliability of the questionnaire for experts was 0.71, which will be better than the 0.70 measured by SPSS.

4. Evaluate the questionnaires. The researcher rechecked and edited some mistakes by the suggestions of the three experts who have Senior Professional Level Teachers (K 3 Teacher), Critical and Analytical Reading Instructor more than 15 years, and English Language Content Specialist. The researcher prepared the questionnaire for application.

4. Data Gathering Procedures

The data collection procedures were divided into three phases: pre-instruction, while-instruction, and post-instruction.

Phase 1 Orientation / Pre-existing knowledge: the introduction portion, which consist of ice-breaking exercises to knock down the student's wall. Then, the research objectives were explained. The pre-test was completed by the study community. Holisticity the traditional curricular integration towards to the phenomena in the real world to insert the lesson plan to activity.

Phase 2 Practicing / Activating students: during the instructional phase, the sample group learned with the Phenomenon based learning. In each step must learn about Authenticity, Contextual realization and Problem based inquiry learning.

Phase 3 New knowledge acquisition: at the end of the course, the sample group was taken the post-test and the questionnaire. Learning was seen as a process, which was guided and facilitated by learning tasks that guide the learner's perception and information process. The duration of data collection was taken 12 periods of the first semester of the academic year 2021.

5. Data Analysis

5.1 Data Analysis for Research Instrument 1: English- Speaking Test

English- Speaking Test (pre-test and post-test). There was teacher to assess the speaking competency of the students using the same rubric score to properly validate the results. The learners' English-speaking test was collected before pre-test, and after post-test the process. Before participating in the instruction, the participants from Matthayomsuksa 5 take interviews towards interviewing.

- a) t-test (SSPS): One Sample test
- b) Mean (SSPS)
- c) Standard Deviation (SSPS)

5.2 Data Analysis for Research Instrument 3: Satisfaction questionnaire

There were five levels to complete, indicated by numbers. The mean value of the questionnaire, which was based on 5-point ratings, was interpreted in accordance with the participants' 5-level estimator by using the mean and standard deviation. (Boonchom, 2010)

- a) 4.51 – 5.00 represented very satisfied.
- b) 3.51 – 4.50 represented satisfied.
- c) 2.51 – 3.50 represented neutral.
- d) 1.51 – 2.50 represented unsatisfied.
- e) 1.00 – 1.50 represented very unsatisfied.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the results of the study. The research findings from the English- Speaking Test (Pre-test and Post-test) and Satisfaction questionnaire were the primary basis for addressing the research questions were used for confirmatory purposes.

The research questions posed in Chapter 1 were presented as follows:

1. What effect does Phenomenon based learning lesson plan have on students' English-speaking competency?
2. Is the effectiveness score of the students after undergoing Phenomenon based learning lesson plan is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson?
3. What is the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency?

Thus, to present the findings of developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School, the results of this research were divided into three parts. the study's research questions. The following were the specifics of the findings:

Part 1 The Results of effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School.

Part 2 The Results of the effectiveness score of the students' English-speaking competency before and after undergoing Phenomenon based learning lesson.

Part 3 The Results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.

Part 1 The Results of effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School.

The Results of effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency studied by using English- Speaking Test (pre-test and post-test) and the data from the pre-test and post-test were analyzed using mean score, standard deviation, and a dependent t-test analysis.

Table 6 The Comparison the effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School in skill and knowledge.

Result of test (interview)	Mean	N	S. D	<i>t</i>	Df	p-value
Pre-test	12.73	30	1.70	*37.48	29	.000
Post-test	20.50	30	1.43			

According to Table 6, the results indicate that there were differences in the pre-test and post- test mean score of students Mathayomsuksa 5 Bangmod Wittaya School ($t = 37.48$). The pre-test mean score was 12.73 (SD = 1.70) and the post – test mean score was 20.50 (SD=1.43). The t-test analysis shows the positive effects of students Mathayomsuksa 5 Bangmod Wittaya School.

To develop speaking competency in skill and knowledge using Phenomenon Based Learning. by using pretest and posttest were analyzed using mean score, standard deviation, and dependent t-test analysis.

Table 7 The Comparison the effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School in attitude.

Result of test (interview)	Mean	N	S. D	T	Df	p-value
Pre-test	5.23	30	0.43	*37.48	29	.000
Post-test	6.73	30	0.69			

According to Table 7, the results indicate that there were differences in the pre-test and post- test mean score of students Mathayomsuksa 5 Bangmod Wittaya School ($t = 14.36$). The pre-test mean score was 5.23 (SD = 0.43) and the post – test mean score was 6.73 (SD=0.69). The t-test analysis shows the positive effects of students Mathayomsuksa 5 Bangmod Wittaya School.

The study effectiveness of Phenomenon based learning lesson plans in improving students' English-speaking competency to develop students speaking competency in attitude using Phenomenon Based Learning. by using pretest and posttest were analyzed using mean score, standard deviation, and dependent t-test analysis.

Part 2 The Results of the effectiveness score of the students' English-speaking competency before and after undergoing Phenomenon based learning lesson.

The Results of the effectiveness score of the students' English-speaking competency before and after undergoing Phenomenon based learning lesson by using English- Speaking Test (pre-test and post-test) and the data from the pre-test and post-test were analyzed using mean score, standard deviation, the differences, and a dependent t-test analysis.

Table 8 The Comparison of the Pre-test Mean Score to Post-test Mean Score of students learning English speaking competency using Phenomenon Based Learning lesson in Mathayomsuksa 5 Bangmod Wittaya School in skill and knowledge.

Aspects	Results	Mean	Difference	N	S. D	t
Pronunciation	Pre-test	2.30	1.40	30	0.53	-15.39
	Post-test	3.70		30	0.47	
Grammar	Pre-test	2.00	1.27	30	0.53	-13.32
	Post-test	3.27		30	0.45	
Vocabulary	Pre-test	2.50	1.10	30	0.51	-9.92
	Post-test	3.60		30	0.50	
Fluency	Pre-test	2.07	1.56	30	0.45	-12.64
	Post-test	3.63		30	0.50	
Comprehension	Pre-test	1.93	1.14	30	0.37	-17.95
	Post-test	3.07		30	0.25	
Task	Pre-test	1.93	1.10	30	0.37	-10.14
	Post-test	3.23		30	0.63	
Test (Interview)	Pre-test	12.73	7.77	30	1.70	-37.49
	Post-test	20.50		30	1.43	

According to Table 8, the results indicate that there were statistically significant differences in the pre- test and post- test mean score of students Mathayomsuksa 5 Bangmod Wittaya School in skill and knowledge ($t = 37.49$).

The pre- test mean score was 12.73 (SD=1.70) and the post-test mean score was 20.50 (SD = 1.43) and. The t-test analysis shows the positive effects of students Mathayomsuksa 5 Bangmod Wittaya School. The different is 7.77.

The determination of effectiveness score of the students before and after undergoing Phenomenon based learning lesson by using the pre-test and the post-test were analyzed using mean score, standard deviation, and dependent t-test analysis.

There were differences in the pre-test and the post-test mean score of students' speaking skill and knowledge. First, Pronunciation of students Mathayomsuksa 5 Bangmod Wittaya School.

Pronunciation of students, ($t = 15.39$). the pre-test mean score was 2.30 (SD = 0.53) while the post-test mean score was 3.70 (SD = 0.47). The difference is 1.40.

Grammar of students Mathayomsuksa 5 Bangmod Wittaya School. ($t = 13.32$). The pre-test mean score was 2.00 (SD = 0.53) while the post-test mean score was 3.27 (SD = 0.45). The difference is 1.27.

Vocabulary of students Mathayomsuksa 5 Bangmod Wittaya School. ($t = 9.92$). The pre-test mean score was 2.50. (SD = 0.51) while the post-test mean score was 3.60 (SD = 0.50). The difference is 1.10.

Fluency of students Mathayomsuksa 5 Bangmod Wittaya School. ($t = 12.64$). The pre-test mean score was 2.07. (SD = 12.64) while the post-test mean score was 3.63 (SD = 0.50). The difference is 1.56.

Comprehension of students Mathayomsuksa 5 Bangmod Wittaya School. ($t = 17.95$),. The pre-test mean score was 1.93. (SD = 0.37) while the post-test mean score was 3.07 (SD = 0.25). The difference is 1.14.

Task of students Mathayomsuksa 5 Bangmod Wittaya School. ($t = 10.14$). The pre-test mean score was 1.93. (SD = 0.37) while the post-test mean score was 3.23 (SD = 0.63). The difference is 1.30.

The determination of effectiveness score of the students before and after undergoing Phenomenon based learning lesson in skills and knowledge (pronunciation, grammar, vocabulary, fluency, comprehension, task).

The effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson by using the pre-test and the post-test were analyzed using mean score, standard deviation, and dependent t-test analysis.

Table 9 The Comparison of the Pre-test Mean Score to Post-test Mean Score of students learning English speaking competency using Phenomenon Based Learning lesson in Mathayomsuksa 5 Bangmod Wittaya School in attitude.

Result of test (interview)	Mean	difference	N	S. D	t	Df	p- value
Pre-test	5.23	1.50	30	0.43	-14.36	29	.000
Post-test	6.73		30	0.69			

The determination of effectiveness score of the students before and after undergoing Phenomenon based learning lesson by using the pre-test and the post-test were analyzed using mean score, standard deviation, and dependent t-test analysis.

There were differences in the pre-test and the post-test mean score of students' speaking in attitude (proficient, advanced, intermediate, early intermediate and beginning)

According to Table 9, the results indicate that there were differences in the pre-test and the post- test mean score of students Mathayomsuksa 5 Bangmod Wittaya School ($t = 14.36$). The pre-test mean score was 5.23 (SD = 0.43) and the post – test mean score was 6.73 (SD=0.69). The difference is 1.50. The t-test analysis shows the positive effects of students Mathayomsuksa 5 Bangmod Wittaya School.

The determination of effectiveness score of the students before and after undergoing Phenomenon based learning lesson in attitude.

The effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson by using the pre-test and the post-test were analyzed using mean score, standard deviation, and dependent t-test analysis.

Part 3 The Results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.

The Results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency before and after undergoing Phenomenon based learning lesson by using Satisfaction questionnaire and the data from satisfaction questionnaire were analyzed using mean score, standard deviation, the differences, and level.

Table 10 satisfaction questionnaire

Item	Statements	N	Mean	S. D	Level
1	I am willing to join a developing English-speaking competency using phenomenon-based learning activities.	30	4.73	0.45	Satisfied
2	I intend to join a developing English-speaking competency using phenomenon-based learning activities.	30	4.97	0.18	Satisfied
3	I am rreluctance to join a developing English-speaking competency using phenomenon-based learning activities.	30	3.20	0.61	Neutral
4	I am bored to join a developing English-speaking competency using phenomenon-based learning activities.	30	3.20	0.61	Neutral
5	I can help my friend answer questions while doing phenomenon-based learning activities.	30	4.63	0.56	Satisfied
6	I can communicate in English while participating in phenomenon-based learning activities.	30	4.47	0.78	Satisfied
7	I enjoy joining my phenomenon-based learning activities with my friends.	30	4.67	0.55	Satisfied
8	I find English useful when working with friends in phenomenon-based learning activities.	30	4.80	0.41	Satisfied
9	I feel confident in expressing my opinions with my group.	30	4.80	0.49	Satisfied
10	I'd rather work by myself than in a group.	30	4.23	0.97	Satisfied

Table 10 (Continue)

11	I can apply my knowledge from organizing phenomenon-based learning activities to communicate in English with foreigners.	30	4.77	0.43	Satisfied
12	I can learn English in other skills such as listening, writing, and reading. From phenomenon-based learning relations activities.	30	4.77	0.43	Satisfied
13	I would like to learn more English outside of the classroom after doing group relations phenomenon-based learning activities.	30	4.90	0.31	Satisfied
14	I choose to do phenomenon-based learning activities rather than work alone when studying English.	30	4.80	0.41	Satisfied
15	Phenomenon-based learning activities are more fun than other activities.	30	4.90	0.40	Satisfied
16	Organizing phenomenon-based learning activities to improve English speaking is a constructive activity.	30	4.90	0.77	Satisfied
17	I be able to integrate my knowledge of speaking English through a number of phenomenon-based learning activities.	30	4.93	0.63	Satisfied
18	I be able to bring together group collaboration skills in other subjects in phenomenon-based learning activities.	30	4.97	0.50	Satisfied
19	I apply English speaking phenomenon-based learning activities into my daily life.	30	4.90	0.55	Satisfied
20	I feel happy if I don't have phenomenon-based learning activities.	30	3.07	0.00	Neutral
Average		30	4.53	0.15	Very Satisfied

The mean value is interpreted as follows:

4.51 – 5.00 represented very satisfied.

3.51 – 4.50 represented satisfied.

2.51 – 3.50 represented neutral.

1.51 – 2.50 represented unsatisfied.

1.00 – 1.50 represented very unsatisfied.

The level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency after learning developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 by

using the meaning of value interpreting by using Boonchom, (2010). The questionnaire used a five-point scale, where a score of 1 represented the strongly disagree, and a score of 5 indicated the strongly agree.

The mean value of the responses was interpreted as follows: a mean score between 4.51 – 5.00 represented “very satisfied.”, 3.51 – 4.50 represented “satisfied”., 2.51 – 3.50 represented “neutral”., 1.51 – 2.50 represented “unsatisfied”. And 1.00 – 1.50 represented “very unsatisfied”.

The results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency after learning developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 is 4.53 in very satisfied level.

I intend to join a developing English-speaking competency using phenomenon-based learning activities and I be able to bring together group collaboration competency in other subjects in phenomenon-based learning activities. The statements which received the highest mean scores was “Developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 Bangmod Wittaya School helped student became more satisfactions in English speaking (M=4.97)”.

These statements support about group activities that involved Phenomenon Based Learning. and I be able to integrate my knowledge of speaking English through a number of phenomenon-based learning activities (M=4.93). This statement supports about knowledge that involved Phenomenon Based Learning. Students agreed developing speaking competency using Phenomenon Based Learning helped them able to speak English in real situations which shown in the statement “I apply English speaking phenomenon-based learning activities into my daily life, I would like to learn more English outside of the classroom after doing group relations phenomenon-based learning activities, Organizing phenomenon-based learning activities to improve English speaking is a constructive activity, I apply English speaking phenomenon-based learning activities into my daily life and Phenomenon-based learning activities are more fun than other activities. (M=4.90).

In addition, as shown in the statements are applied to interact in international and benefit in other subjects. I find English useful when working with friends in phenomenon-based learning activities and I feel confident in expressing my opinions with my group and I choose to do phenomenon-based learning activities rather than work alone when studying English. as shown in the statements is more working in group” (M= 4.80). I can apply my knowledge from organizing phenomenon-based learning activities to communicate in English with foreigners and I can learn English in other skills such as listening, writing, and reading. From phenomenon-based learning relations activities. (M= 4.77). In addition, the statements shown preference of enjoying class activities presented “I am willing to join a developing English-speaking competency using phenomenon-based learning activities.” (M=4.73), I enjoy joining my phenomenon-based learning activities with my friends(M=4.67). “I can help my friend answer questions while doing phenomenon-based learning activities.” (M=4.63), I can communicate in English while participating in phenomenon-based learning activities (M=4.47) and I'd rather work by myself than in a group (M=4.23).

These statements were rated at Satisfied level. Although there were three statements received Neutral scores compared to other statements, these statements were: “I am reluctant to join a developing English-speaking competency using phenomenon-based learning activities.” (M=3.20); “I am bored to join a developing English-speaking competency using phenomenon-based learning activities.” (M=3.20); and “I feel happy if I don't have phenomenon-based learning activities.” (M=3.07)

According to the score of the Satisfaction questionnaire after developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5, The students' Satisfaction about learning English speaking competency through developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 were at Satisfied level in 17 points and The students' Satisfaction about learning English speaking competency through developing speaking competency using Phenomenon Based Learning in Mathayomsuksa 5 were at Neutral level in 3 points .

It can be pointed out by the results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency to study the level of the students' satisfaction towards the use of Phenomenon based learning to develop their English-speaking competency is 4.53 in very satisfied level.



CHAPTER 5

CONCLUSION AND DISCUSSION

The study's goals, research methods, and conclusions are all covered in this chapter's conclusion. In addition, it presents a discussion of the study. The research questions, research hypotheses of the study, summary of the research, conclusion of research, discussion of research findings, and recommendation in this chapter.

The Research questions were:

1. What effect does Phenomenon based learning lesson plan have on students' English-speaking competency?
2. Is the effectiveness score of the students after undergoing Phenomenon based learning lesson plan is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson plan?
3. What is the level of satisfaction of the students towards the use of Phenomenon based learning lesson plan to develop their English-speaking competency?

Research Hypotheses of the Study

The hypotheses of this research were:

1. The effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson plan.
2. The level of the students' satisfaction towards the use of Phenomenon based learning to develop their English-speaking competency is more than 3.51 in satisfied level (Boonchom, 2010).

1. Summary of the research

1.1 Significance of Study

This study extended teachers to design the lesson plans and adapted lesson plans based on phenomenon learning to prepare the students to integrate other subjects using English as tool and students practice English language in term real life.

Moreover, this study is new alternative way for Thai Education curriculum developer because Phenomenal based learning promotes the learning management and lesson in 21st century. The result of the study can be benefit to the researchers who are interested to apply phenomenon-based learning on other subjects are besides English language.

1.2 Population, Sample, and participants.

The population is 371 students in Mattayomsuksa 5 at BangMod Wittaya School Semester 2, 2021.

The participants are 30 Students in Bangmod Wittaya School Mattayomsuksa 5 Class M.5/1, Semester 1, 2021. This class will be purposed to assigned for the researcher. This study used purposive sampling because the researcher gives opportunity to students who purpose develop English Speaking Competency.

1.3 Research Methodology

This research was a quantitative method. The method supported the research questions which related to the comparison of formative test scores between post-test scores.

This research used one group pretest-posttest design. The reasons were to determine the efficiency of the Phenomenon based learning lesson, and also compared the scores of pre-test and post-test. The objective was to assess the impact of developing English speaking competency using Phenomenon based learning Matthayomsuksa 5 Bangmod Wittaya School and the level of the students' satisfaction towards the use of Phenomenon based learning to develop their English-speaking competency. The research methodology involved several steps including:

The researcher processes the participants are 30 students, Class M.5/1 at BangMod Wittaya School who enrolled in English course in the first semester of the academic year 2021. The study is conducted in Semester 1, 2021 during a two-month period in twelve classrooms, Trial period is total twelve hours. In a classroom which met two hours per week. Pre-test and post-test used four hours. The total of duration is sixteen hours.

1. The learners perceive the purpose of methods for learning, understanding, test and assessment.
2. The learners' English-speaking test will collect before pre-test by using interview.
3. The learners' English-speaking asset before learning Phenomenon based learning lesson by using Satisfaction Questionnaire.
4. The researcher used the lesson plans consist of 4 units: 12 lesson plans. There will be 5 stages for each lesson which will be related to Phenomenon based learning.
5. The learners' English-speaking test will collect after pre-test by using interview.
6. The learners' English-speaking asset after learning Phenomenon based learning lesson by using Satisfaction Questionnaire.
7. The researcher collected and analyzed information.
8. The researcher summarized information and report.

1.4 Research Instruments

The research instruments which will be used to collect the data.

1. lesson plans Phenomenon based learning lesson plans 12 sets: There would be five aspects for each lesson which related to Phenomenon based learning Instruction in as follows:

- 1) Holist city, 2) Authenticity, 3) Contextuality, 4) Problem based inquiry learning, and 5) Learning process with 3 steps of the lesson plans in as follows:
 - 2) Orientation / Pre-existing knowledge, 2) Practicing / Activating students, and 3) New knowledge acquisition

2. English- Speaking Test (pre-test and post-test) by using interview of English- speaking competency (Scoring Rubrics) and proof by 3 experts: In the case of the Phenomenon-based learning lesson, the assessment was suggested during the speaking portion of the lesson. The construction process was identical to the interview-

based formative assessment test construction process. Both the pre- and post-tests were comparable.

3. Satisfaction questionnaire: The level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency after learning developing speaking competency using Phenomenon Based Learning

1.5 Data collection and Analysis

The study is conducted in Semester 1, 2021 during a two-month period in twelve classrooms, Trial period is total twelve hours. In a classroom which met two hours per week. Pre-test and post-test used four hours. The total of duration is sixteen hours. Throughout the data collect period, The participants were instructed to use Phenomenon based learning lesson to develop English speaking competency. After the completion of all learning activities, the students underwent a post-test to evaluate their speaking competency development. Additionally, a satisfaction questionnaire was administered to gauge the students' level of satisfaction using Phenomenon based learning lesson.

To evaluate the quality of speaking competency, the data obtained from the pre-test and post-test of the interview test were subjected to analysis using t tests, mean scores, and standard deviations. The t-tests allowed for a statistical comparison of the scores before and after the intervention to assess developing English speaking competency. Mean scores and standard deviations were utilized to determine the average performance and the degree of variation in the data.

Furthermore, the students' satisfaction with the learning was analyzed based on the responses from the satisfaction questionnaire.

The questionnaire used a five-point scale, where a score of 1 represented the strongly disagree, and a score of 5 indicated the strongly agree. The mean value of the responses was interpreted as follows: a mean score between 4.51 – 5.00 represented “very satisfied.”, 3.51 – 4.50 represented “satisfied”., 2.51 – 3.50

represented “neutral”, 1.51 – 2.50 represented “unsatisfied”. And 1.00 – 1.50 represented “very unsatisfied”.

2. Conclusion of the Main findings

2.1 Conclusion of the results of the effectiveness of Phenomenon based learning lesson in developing students' English-speaking competency.

This study may develop English-speaking competency of students. Post-test English-speaking competency scores for the student were higher than pre-test scores after using Phenomenon based learning lesson.

2.2 Conclusion of the results of the effectiveness score of the students before and after undergoing Phenomenon based learning lesson.

This study shows the effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson.

The effectiveness score at skill and knowledge (M=20.50) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term skill and knowledge (M=12.73) before undergoing Phenomenon based learning lesson and the effectiveness score at attitude (M=6.73) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term attitude (M=5.23) before undergoing Phenomenon based learning lesson.

2.3 Conclusion of the results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.

The level of the students' satisfaction towards the use of Phenomenon based learning to develop their English-speaking competency is 4.53 at level very satisfied. That is more than 3.51 at level satisfied.

3. Discussion of Research Findings

From the research study on Developing English speaking competency using Phenomenon based learning Matthayomsuksa 5 Bangmod Wittaya School, the results of the research findings can be discussed as follows: The effectiveness of Phenomenon based learning lesson in improving students' English-speaking competency.

3.1 Students' English-speaking competency by using Phenomenon based learning lesson in developing.

This study may develop English-speaking competency of students. Post-test scores for the student were higher than pre-test scores after using Phenomenon based learning lesson because lesson plan of Phenomenon based learning provided the activities that attracted students to focus on the lesson. According to, Oonnang (2022). The students were supported positive perspective toward learning activities in five aspects of Phenomenon based learning.

It involved giving the students the task about Holisticity, Authenticity, Contextuality, Problem based inquiry learning and Learning process and were more driven to practice their English-speaking competency when they participated in the activities. In a similar vein, this study supports the benefits of Phenomenon-based learning for developing English speaking proficiency. In other words, students benefited from phenomenon-based learning in several ways.

3.2 Conclusion of the results of the effectiveness score of the students before and after undergoing Phenomenon based learning lesson.

This study shows the effectiveness score of the students after undergoing Phenomenon based learning lesson is higher than the effectiveness score of the students before undergoing Phenomenon based learning lesson.

The effectiveness score at skill and knowledge ($M=20.50$) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term skill and knowledge ($M=12.73$) before undergoing Phenomenon based learning lesson and the effectiveness score at attitude ($M=6.73$) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term attitude ($M=5.23$) before undergoing Phenomenon based learning lesson.

According to, Wakil, Rahman, Hasan, Mahmood, and Jalal, (2019), which the effectiveness of speaking competency First, it bolstered the students' speaking confidence. Secondly, given the variety of the students' demographic backgrounds, it promoted active learning and student-centered learning styles by using Phenomenon based learning in the lesson affected the differentiated learning. Thirdly, practicing their

newly acquired English speaking competency in dynamic learning environments, students were able to gain speaking competency. Phenomenon based learning lesson involved giving the students the task about Holisticity, Authenticity, Contextuality, Problem based inquiry learning and Learning process. Ultimately, this methodology has been shown to enhance student motivation and engagement in the classroom, paving the way for students to succeed in the twenty-first century.

As show The effectiveness score in term skill and knowledge ($M=20.50$) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term skill and knowledge ($M=12.73$) before undergoing Phenomenon based learning lesson, Finally attitude (sociolinguistic appropriateness) is using and teaching language that is appropriate based on the standards and expectations of the inner circle countries is a traditional method of achieving sociolinguistic competence. The study discussed in this article examined the process-product relationship. Additionally, the participants are different in attitude even though their learning outcomes for developing speaking English from the result of the research that the effectiveness score in attitude ($M=6.73$) of the students after undergoing Phenomenon based learning lesson is more than the effectiveness score in term attitude ($M=5.23$) before undergoing Phenomenon based learning lesson.

As was previously mentioned, Phenomenon based learning could be implemented as a substitute to support classroom English speaking competency and learning as well as to enhance instructors' English instruction.

3.3 Conclusion of the results of the level of satisfaction of the students towards the use of Phenomenon based learning to develop their English-speaking competency.

The level of the students' satisfaction towards the use of Phenomenon based learning to develop their English-speaking competency is 4.53. That is more than 3.51.

According to the results of this study, Developing English speaking competency using Phenomenon based learning Matthayomsuksa 5 Bangmod Wittaya School and there are many reasons to explain these results. Phenomenon based

learning lesson encouraged students to participate actively in their education and raised their motivation Students' speaking competency.

The result of this study involved Valanne, Dhaheri, Kylmalahti and Sandholm-Rangell (2018), which discovered Phenomenon based learning set a relaxed learning environment and be able to decrease stressful and anxious environment. So, the students practiced speaking with Phenomenon based learning lesson and this environment supported students to changing the environment to less shy and afraid of speaking therefore students improved their learning performance and speaking competency.

As the results of this study and the post-test mean score of their speaking competency were higher than the pre-test means scores of both groups. This can be indicated in the results of the questionnaire statement which received the highest level of agreement: "I feel confident in expressing my opinions with my group." (M=4.80). Also, the students stated in the interview that they were open to communicating in English with their foreign instructors. These results are consistent with the study conducted by Han and Keskin (2016), which discovered that activities had a major impact on students' language acquisition. The use of repetition in the Phenomenon based learning activities helped students improve their speaking competency.

These results are relevant with the study produced by Pranee (2012), The use of repetition in the Phenomenon based learning activities helped students improve their English-speaking competency in repetitive words and sentences help students develop stronger English-Speaking Competency because they are part of phenomenon-based learning and can be used as often as needed. Phenomenon-based learning enabled students in this study to engage with words and sentences multiple times and in various contexts. The speech analysis system of Students' speaking competency was supported by phenomenon-based learning. This system assessed students' pronunciation by giving them audible cues and timely feedback. Pronunciation levels were instantly scored and rated. If students mispronounced a word, they could go back and fix it, or they could just keep practicing.

4. Recommendations

4.1 Recommendations for Further Studies

1. Phenomenon based learning demonstrated that using a Phenomenon based learning lesson to teach English speaking was an effective way to improve students' speaking abilities.

2. The process of learning to speak was made simpler and more pleasurable by Phenomenon based learning. This study demonstrates the value of phenomenon-based learning for both academic and motivational goals by fostering an engaging, motivating, and pleasant environment through engaging speaking exercises.

3. Phenomenon based learning will be useful to educators so they can use this efficient teaching strategy to teach speaking in the classroom.

4. The results can also be helpful in creating curricula that support students' language proficiency and 21st century abilities.

4.2 Recommendations for Further Studies

1. This study was to investigate students' English-speaking competency was affected by Phenomenon based learning other language competencies.

2. This study could be applied Phenomenon based learning, with an emphasis on another productive competency, such as writing competency, reading competency, and listening competency.

3. This study affects students' learning will be enhanced in classrooms with a variety of Phenomenon based learning lesson in developing students' language proficiency and speaking competency will therefore be interesting.

REFERENCES

- Aida, A. (2006). The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students. (Ph. D). Ain Shams University.
- Almusharraf, N. and S. Khahro (2020). "Students satisfaction with online learning experiences during the COVID-19 pandemic." *International Journal of Emerging Technologies in Learning (IJET)* 15(21): 246-267.
- Arung, F. and J. Jumardin (2016). "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE." *Journal of English Education* 1(1): 70-76.
- Asriyani, R., et al. (2019). *Using role play techniques in improving English speaking competency on the personality types*. International Conference on Cultural Studies.
- Auenthaisong, S. (2017). *A TASK-BASED LEARNING APPROACH TO ENHANCE ENGLISH SPEAKING SKILLS FOR FIRST YEAR SILPAKORN UNIVERSITY STUDENTS*. (Master of Education). Silpakorn University. (Department of Curriculum and Instruction Graduate School).
- Baird, J. (2018). The Advantages of Learning English. <https://www.theclassroom.com/the-advantages-of-learning-english-12079190.html>
- Baviskar 1, S. N., et al. (2009). "Essential criteria to characterize constructivist teaching: Derived from a review of the literature and applied to five constructivist-teaching method articles." *International Journal of Science Education* 31(4): 541-550.
- Biesta, G. J. (2012). "Giving teaching back to education: Responding to the disappearance of the teacher." *Phenomenology & Practice* 6(2): 35-49.
- Combleet, S. and R. Carter (2001). *The language of speech and writing*, Routledge London.
- Darasawang, P. (2007). *English Language Teaching and Education in Thailand: A Decade of Change*: Cambridge Scholars Publishing.

- Daehler, K. and J. Folsom (2016). "Making sense of science: phenomena-based learning." *Retrieved December 10: 2020.*
- French, J., et al. (1993). "Characteristics of medial temporal lobe epilepsy: I. Results of history and physical examination." *Annals of Neurology: Official Journal of the American Neurological Association and the Child Neurology Society* 34(6):774-780.
- Gudu, B. O. (2015). "Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya." *Journal of Education and Practice* 6(35): 55-63.
- Hu, P. (2016). "The role of basic need satisfaction in English learning: A case study at a university in China." *Linguistics and Literature Studies* 4(6): 402-411.
- Kesda, T. (2012). Using of task-based learning to develop English speaking ability. SWU.
- Korbuakaew, T. a. K., S. (2020). *THE DEVELOPMENT OF A LEARNING MANAGEMENT PROCESS BASED ON ACTIVE LEARNING CONCEPT TO PROMOTE TEACHER COMPETENCY IN TEAMWORK FOR PRE-SERVICE TEACHERS*. Paper presented at the 2020 International Academic Multidisciplines Research Conference in Lucerne
- Lumettu, A. a. R., L. (2017). Developing the Students' English-Speaking Ability Through Impromptu Speaking Method. Paper presented at the 2nd International Joint Conference on Science and Technology (IJCST) 2017
- Marisah, A. a. R., H. (2017). THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO IMPROVE VOCATIONAL STUDENTS' SPEAKING SKILLS. *JOURNAL OF ENGLISH LANGUAGE AND LANGUAGE TEACHING (JELLT)*, 1.
- Indramawan, A. and D. Akhyak (2013). "Improving the students' English speaking competence through storytelling (Study in Pangeran Diponegoro islamic college (STAI) of Nganjuk, East Java, Indonesia)." *International Journal of Language and Literature* 1(2): 18-24.
- Moqadam Tabrizi, M. "Students Satisfaction with their Achievement in English Program in the Junior High Schools." *Applied Linguistics Research Journal* 4(5): 74-83.

- Nguyen, H. T., et al. (2018). *A first course in fuzzy logic*, Chapman and Hall/CRC.
- Oonnang, K. (2022). Development of an enrichment curriculum enhancing speaking competency by integrating modeling and experiential learning for student teachers, The Graduate School, Chiang Mai University, Chiang Mai.
- Somdee, M. (2012). Developing English speaking skills of Thai undergraduate students by digital storytelling through websites, School of Foreign Languages. Institute of Social Technology. Suranaree.
- Srilapo, N. and O. Butkatunyoo (2023). "Development of Learning Management Model based on Phenomenon-Based Learning and Thinking to Enhance Ethical Decision-Making Ability for Undergraduate Students of Kasetsart University." *Journal of Multidisciplinary in Humanities and Social Sciences* 6(3): 1284-1303.
- Pranee, N. (2012). Using communicative activities to develop speaking ability. SWU.
- Promrung, J. (2012). The use of task-based learning to improve English listening and speaking Abilities of Mattayomsuksa 1 students at Piboonprachasan school. (Master of Arts). SWU.
- Siek, N. (2014). A STUDY OF THE COMPETENCY OF SECONDARY SCHOOL DIRECTORS UNDER THE JURISDICTION OF PHNOM PENH MUNICIPAL DEPARTMENT OF EDUCATION, YOUTH AND SPORT, THE KINGDOM OF CAMBODIA, Chulalongkorn University.
- Silander. (2015). Phenomenon Based Learning Rubric. www.nebula.wsimg.com
- SILANDER, P., et al. "Learning Computational Thinking in Phenomenon-Based Co-Creation."
<http://www.phenomenaleducation.info/phenomenon-based-learning.html>
- Sirisrimangkorn, L. (2018). The Use of Project-based Learning Focusing on Drama to Promote Speaking Skills of EFL Learners. *Advances in Language and Literary Studies*, 9(6).
- Sripadith, R. (2019). An Investigation of the Round Robin Brainstorming in Improving English Speaking Ability Among Nakhonphanom University's Second Year Students in Thailand. *Journal of Education and Learning*, 8(4).

Staff, C. (2020). Constructivism.

http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html#title_20596309

58

Susanto, A. (2017). "The teaching of vocabulary: A perspective." *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra* 1(2): 182-191.

Symeonidis, V. and J. F. Schwarz (2016). Phenomenon-based teaching and learning through the pedagogical lenses of phenomenology: The recent curriculum reform in Finland. *Forum OŚwiatowe*, University of Lower Silesia.

Saezhong, K. (2005). "The effects of participating in oral presentations on the Englishspeaking abilities of fourth-year English majors." Unpublished Master's project. Srinakharinwirot University, Thailand, [in Thai].

Thongsongkleeb, K. (2023). *Students' Satisfaction with the Use of Google Forms for the TOEIC Test to Evaluate English Proficiency*. 2023 8th International Conference on Business and Industrial Research (ICBIR), IEEE.

Todd, R. W., et al. (2007). "Coherence, cohesion and comments on students' academic essays." *Assessing writing* 12(1): 10-25.

Tsedal, N. (2012). Global business speaks English. hbr.org/2012/05/global-business-speaks-English.

Valanne, E. D., R. Kylmalahiti, R. and Rangell, H. (2017). Phenomenon Based Learning Implemented in Abu Dhabi School Model. *International Journal of Humanities & Social Sciences*, 9(3), 1.

Vygotsky, L. (1962). Social Constructivist Theory.

<https://sites.google.com/site/dsmktylenda/content/vygotsky-s-social-constructivist-theory>

Vygotsky, L. (1978). *Social Constructivism Mind in Society*: Harvard University Press.

Wakil, K. (2019). Phenomenon-Based Learning for Teaching ICT Subject through other Subjects in Primary Schools. *Journal of Computer and Education Research*, 7(13), 1.

Widiawati, P. S., et al. (2020). "The Effect of Debate Technique towards Eleventh Grade

Students' Speaking Competency." *Journal of Education Research and Evaluation* 4(3): 267-271.

Wilson, L. O. (2016). "The three domains of learning: cognitive, affective, and psychomotor/kinesthetic." *The Second Principle*.

ขาวรรณา, เขมิกา. (2023). "การใช้กิจกรรมสร้างสรรค์ เพื่อเพิ่มพูนทักษะการพูดและการฟัง ภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนบ้านศรีบุญเรือง จังหวัด เชียงใหม่." วารสาร มมร(1).

จำเจริญ, ว.ก. and อรพวงค์ (2020). "การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและทักษะการสื่อสาร และการนำเสนอของนักศึกษาระดับปริญญาตรีโดยใช้วิธีการสอนแบบสืบเสาะหาความรู้ 5E กับวิธี การสอนโดยใช้ปรากฏการณ์เป็นฐาน." *วารสารชุมชนวิจัยมหาวิทยาลัยราชภัฏ นครราชสีมา* 14(1): 29-43.

วาสนา. (2020). การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและทักษะการสื่อสารและการนำเสนอ ของ นักศึกษาระดับปริญญาตรีโดยใช้วิธีการสอนแบบสืบเสาะหาความรู้ 5E กับวิธีการสอนโดย ใช้ปรากฏการณ์เป็นฐาน. *วารสารชุมชนวิจัย มหาวิทยาลัยราชภัฏนครราชสีมา*, 14(1).

อรพรรณ. (2018). การเรียนรู้โดยใช้ปรากฏการณ์เป็นฐานเพื่อ การสร้างมุมมองแบบองค์รวมและการ เข้าถึงโลกแห่งความจริงของผู้เรียน. *วารสารครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย*, 46(2).



APPENDIX



Appendix A
Lists of Experts

Lists of Experts

1. Miss. Kunyapa Sangkum

Senior Professional Level Teachers (K 3 Teacher)

Critical and Analytical Reading Instructor more than 15 years

English Language Content Specialist

2. Miss. Pitchayapak Tungjitsichareon

Senior Professional Level Teachers (K 3 Teacher)

Critical and Analytical Reading Instructor more than 15 years

English Language Content Specialist

3. Miss. Naruemon Wuttiapreecha

Senior Professional Level Teachers (K 3 Teacher)

M.Ed. (English Language Teaching)

Critical and Analytical Reading Instructor more than 15 years

English Language Content Specialist



Appendix B
Research tools

Interview	
Pre- test and Post – test	
Travelling	Could you tell me about a holiday you enjoyed a lot?
	What kind of accommodation and what way of travelling do you prefer when you go on holiday? Why?
	Could you tell me about your dream holiday?
Food and drink	What do you like most food and drink?
	What are your favorite nations of food? Why?
Free-time and Entertainment	What do you like doing in your free-time?
	Which do you prefer: watching a film on TV/on video or watching a film in the cinema? Why?
	What does music mean to you?
News	Which is your favorite News and why?
	Could you describe News you would like to have in the future?

Speaking Evaluation Form: Speaking rubric in term skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Name.....

Speaking rubric in term skill and knowledge will be adapted from Brown (2001).

Aspect	Score	Description
Pronunciation	1	Pronunciation mistakes are common, but even a native speaker accustomed to hearing foreigners try to speak his language can understand them.
	2	Although frequently quite faulty, the accent is understandable.
	3	Errors hardly ever affect the native speaker and never obstruct understanding. Even if the accent is clearly foreign.
	4	Pronunciation mistakes are extremely uncommon.
	5	Equivalent to and totally approved by native speakers with formal education.
Grammar	1	Grammar mistakes are common, but a native speaker can still understand what is being said.
	2	Generally, quite accurate when handling simple construction, but lacks thorough or assured command of the grammar.
	3	Grammar control is good. able to communicate in most formal and informal settings on a variety of social, professional, and practical topics with enough structural accuracy in their speech.
	4	Excellent grammar control is demonstrated. able to speak coherently and accurately enough in both formal and informal contexts while discussing a wide range of social, professional, and everyday topics.
	5	Comparable to that of a native speaker with education.
Vocabulary	1	Speaking a vocabulary too limited to communicate anything but the most basic needs.
	2	Speaking with a vocabulary too small to convey anything but the most fundamental requirements.
	3	Possess a sufficient vocabulary in the language to engage in most

		formal and informal discussions on social, professional, and practical topics. He rarely needs to search for words because the vocabulary is sufficiently large.
	4	Can participate in and comprehend any discussion that falls within his area of expertise with a high level of lexical precision.
	5	Has a high degree of lexical precision and is able to contribute to and understand any discussion that is within his area of expertise.
Fluency	1	No particular description of fluency. To determine the implied level of fluency, consult the other four language domains.
	2	Can handle most situations, such as introductions and casual conversations about current events, work, family, and autobiographical material, with confidence but not with ease.
	3	Able to talk about their areas of expertise with some ease. Must seldom scrabble for words.
	4	Able to speak the language fluently at all levels usually necessary for professional needs. has a high level of fluency and can contribute to any discussion within the experience range.
	5	Possesses perfect language fluency, allowing educated native speakers to accept his speech in its entirety.
Comprehension	1	In the context of his extremely limited language skills, he is able to comprehend straightforward queries and assertions when they are phrased slowly, repeatedly, or in paraphrase.
	2	Able to understand the main points of most non-technical conversations (i.e., topics that require no specialized knowledge)
	3	At a normal speech rate, comprehension is quite complete.
	4	Can comprehend any discussion that falls within his area of expertise.
	5	Comparable to that of a native speaker with education.
Task	1	Able to ask and respond to inquiries on subjects he is well-versed

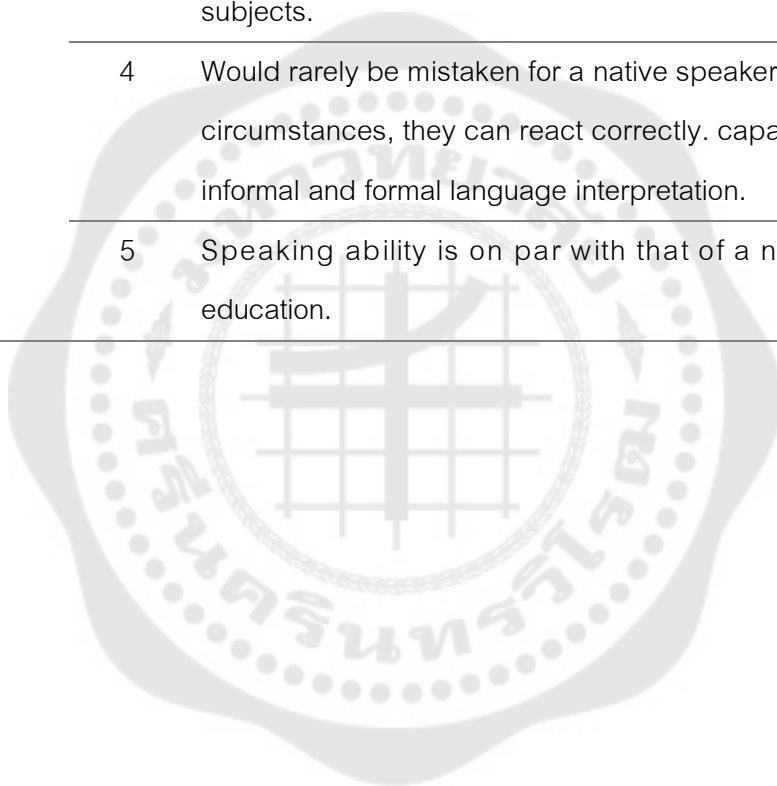
in. Capable of meeting minimal civility requirements and fulfilling regular travel needs (should be able to order simple directions, make purchases and tell time)

2 Able to meet work and social obligations on a regular basis; requires assistance with any challenges.

3 Able to contribute successfully to the majority of formal and informal discussions on social, professional, and practical subjects.

4 Would rarely be mistaken for a native speaker, but even in strange circumstances, they can react correctly. capable of handling both informal and formal language interpretation.

5 Speaking ability is on par with that of a native speaker with education.



Speaking Evaluation Form: Speaking rubric in term attitude

No.	Before Test	After Test
	(10)	(10)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

Name.....

Sociolinguistic Appropriateness use Speaking rubric: Common European Framework of Reference for Languages: learning, teaching, assessment.

Aspect	Score	Description
Proficient	10-9	<ul style="list-style-type: none"> • Possesses a solid command of idioms and colloquialisms and is cognizant of their connotative layers of meaning. • Able to respond appropriately and fully understands the sociolinguistic and sociocultural implications of the language used by native speakers. • Ability to effectively mediate, while taking sociolinguistic and sociocultural differences into consideration, between speakers of the target language and those of his or her community of origin. • Able to identify a broad variety of colloquialisms and idioms, understanding register shifts; occasionally, though, particular details may need to be confirmed, particularly if the accent is foreign. • Able to follow movies that make extensive use of idioms and slang. • Ability to employ language for social purposes in a flexible and effective manner, including emotional, joking, and allusive language.
Advanced	8-7	<ul style="list-style-type: none"> • Able to communicate in a formal or informal register that is appropriate for the circumstance and the person or people involved with assurance, clarity, and politeness. • Has the ability to maintain relationships with native speakers without unintentionally making them laugh or feel offended or forcing them to act differently than they would with a native speaker • Able to express oneself correctly in various contexts and refrain from making crude grammatical mistakes. • Able to communicate in a formal or informal register that is

		<p>appropriate for the circumstance and the person or people involved with assurance, clarity, and politeness.</p> <ul style="list-style-type: none"> • Able to maintain relationships with native speakers without unintentionally making them laugh or feel offended or forcing them to act differently than they would with a native speaker. • Able to express oneself correctly in various contexts and avoid making blatant grammatical mistakes.
Intermediate	6-5	<ul style="list-style-type: none"> • Ability to execute and react to a broad spectrum of language functions in a neutral register by utilizing their most frequent exponents. • Is cognizant of the important etiquette customs and behaves accordingly. • Is conscious of and alert to the most notable distinctions between his or her own customs, usages, attitudes, values, and beliefs and those of the community in question.
E a r l y Intermediate	4-3	<ul style="list-style-type: none"> • Able to carry out and react to simple language tasks, such as exchanging information and making requests, as well as simply express thoughts and feelings. • Able to follow simple routines and use the most common expressions to socialize simply but effectively. • Able to manage brief social interactions using common, courteous salutations and address formats. Able to extend and accept invitations, offer advice, apologize, etc.
Beginning	2-1	<p>Able to initiate simple, everyday polite interactions with others by saying hello, goodbye, please, thank you, sorry, and so on.</p>

The satisfaction questionnaire of Developing English Speaking Competency Using Phenomenon-Based Learning.

Direction Student mark / in field that involve about student's satisfaction of Developing English Speaking Skill Using Phenomenon-Based Learning.

The degree of satisfaction is a 5-level estimation scale. Strongly agree, agree, uncertain, disagree and strongly disagree.

The level scores:

Strongly agree	5	points
Agree	4	points
Uncertain	3	points
Disagree	2	points
Strongly disagree	1	point

Sentences	Satisfaction 'opinions				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. I am willing to join a developing English-speaking competency using phenomenon-based learning activities.					
2. I intend to join a developing English-speaking competency using phenomenon-based learning activities.					

Sentences	Satisfaction 'opinions				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
3. I am reluctant to join a developing English-speaking competency using phenomenon-based learning activities.					
4. I am bored to join a developing English-speaking competency using phenomenon-based learning activities.					
5. I can help my friend answer questions while doing phenomenon-based learning activities.					
6. I can communicate in English while participating in phenomenon-based learning activities.					
7. I enjoy joining my phenomenon-based learning activities with my friends.					

Sentences	Satisfaction 'opinions				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
8. I can help my friend answer questions while doing phenomenon-based learning activities.					
9. I can communicate in English while participating in phenomenon-based learning activities.					
10. I enjoy joining my phenomenon-based learning activities with my friends.					
11. I find English useful when working with friends in phenomenon-based learning activities.					
12. I feel confident in expressing my opinions with my group.					
13. I'd rather work by myself than in a group.					
14. I can apply my knowledge from organizing phenomenon-based learning activities to communicate in English with foreigners.					
15. I can learn English in other skills such as listening, writing, and reading. From group relations activities.					

Sentences	Satisfaction 'opinions				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
16. I would like to learn more English outside of the classroom after doing group relations phenomenon-based learning activities.					
17. I choose to do phenomenon-based learning activities rather than work alone when studying English.					
18. Phenomenon-based learning activities are more fun than other activities.					
19. Organizing phenomenon-based learning activities to improve English speaking is a constructive activity.					
20. I be able to integrate my knowledge of speaking English through a number of phenomenon-based learning activities.					
21. I be able to bring together group collaboration skills in other subjects in phenomenon-based learning activities.					
Total					

Speaking Competence before learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	2	2	2	2	2	2	12
2	3	1	2	2	2	2	12
3	2	2	2	2	2	2	12
4	2	1	2	2	2	2	11
5	2	1	2	2	2	2	11
6	2	1	2	2	2	2	11
7	3	3	3	2	2	2	15
8	1	2	2	2	2	2	11
9	2	2	2	2	2	2	12
10	2	1	2	2	2	2	11
11	3	2	2	3	3	3	16
12	3	2	3	3	2	2	15
13	2	2	3	2	2	2	13
14	2	2	2	2	2	2	12
15	3	3	3	3	2	2	16
16	2	2	3	2	2	1	12
17	3	2	3	3	2	2	15
18	3	2	3	2	2	2	14
19	2	2	3	2	2	2	13
20	2	2	3	2	2	1	12
21	2	2	3	2	2	1	12
22	2	2	3	2	2	2	13
23	2	2	2	2	2	2	12
24	2	2	2	2	2	2	12
25	2	2	2	2	1	2	11
26	2	2	2	2	2	2	12
27	2	2	2	1	2	2	11
28	3	2	2	2	1	2	12
29	3	2	4	1	1	2	13
30	3	2	4	2	2	2	15

Speaking Competence before learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	2	3	2	2	2	2	13
2	3	2	2	2	2	2	13
3	2	2	2	2	2	2	12
4	2	1	2	2	2	2	11
5	2	1	2	2	2	2	11
6	2	1	2	2	2	2	11
7	3	3	3	2	2	2	15
8	1	2	2	2	2	2	11
9	2	2	2	2	2	2	12
10	2	1	2	2	2	2	11
11	3	3	3	3	3	3	18
12	3	2	3	3	2	2	15
13	2	2	3	2	2	2	13
14	2	2	2	2	2	2	12
15	3	3	3	3	2	2	16
16	2	2	3	2	2	1	12
17	3	2	3	3	2	2	15
18	3	2	3	2	2	2	14
19	2	2	3	2	2	2	13
20	2	2	3	2	2	1	12
21	2	2	3	2	2	1	12
22	2	2	3	2	2	2	13
23	2	2	2	2	2	2	12
24	2	2	2	2	2	2	12
25	2	2	2	2	1	2	11
26	2	2	2	2	2	2	12
27	2	2	2	1	2	2	11
28	3	2	4	2	1	2	14
29	3	2	2	1	1	2	11
30	3	2	2	2	2	2	13

Speaking Competence before learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	2	3	3	2	2	2	14
2	3	2	3	2	2	2	14
3	2	2	2	2	2	2	12
4	2	1	2	2	2	2	11
5	2	1	2	2	2	2	11
6	2	1	2	2	2	2	11
7	3	3	3	2	2	2	15
8	1	2	2	2	2	2	11
9	2	2	2	2	2	2	12
10	2	1	2	2	2	2	11
11	3	4	4	3	3	3	20
12	3	2	3	3	2	2	15
13	2	2	3	2	2	2	13
14	2	2	2	2	2	2	12
15	3	3	3	3	2	2	16
16	2	2	3	2	2	1	12
17	3	2	3	3	2	2	15
18	3	2	3	2	2	2	14
19	2	2	3	2	2	2	13
20	2	2	3	2	2	1	12
21	2	2	3	2	2	1	12
22	2	2	3	2	2	2	13
23	2	2	2	2	2	2	12
24	2	2	2	2	2	2	12
25	2	2	2	2	1	2	11
26	2	2	2	2	2	2	12
27	2	2	2	1	2	2	11
28	3	2	3	2	1	2	13
29	3	2	3	1	1	2	12
30	3	2	3	2	2	2	14

The Average of Speaking Competence before learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	2	3	2	2	2	2	13
2	3	2	2	2	2	2	13
3	2	2	2	2	2	2	12
4	2	1	2	2	2	2	11
5	2	1	2	2	2	2	11
6	2	1	2	2	2	2	11
7	3	3	3	2	2	2	15
8	1	2	2	2	2	2	11
9	2	2	2	2	2	2	12
10	2	1	2	2	2	2	11
11	3	3	3	3	3	3	18
12	3	2	3	3	2	2	15
13	2	2	3	2	2	2	13
14	2	2	2	2	2	2	12
15	3	3	3	3	2	2	16
16	2	2	3	2	2	1	12
17	3	2	3	3	2	2	15
18	3	2	3	2	2	2	14
19	2	2	3	2	2	2	13
20	2	2	3	2	2	1	12
21	2	2	3	2	2	1	12
22	2	2	3	2	2	2	13
23	2	2	2	2	2	2	12
24	2	2	2	2	2	2	12
25	2	2	2	2	1	2	11
26	2	2	2	2	2	2	12
27	2	2	2	1	2	2	11
28	3	2	3	2	1	2	13
29	3	2	3	1	1	2	12
30	3	2	3	2	2	2	14

Speaking Competence after learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	4	3	3	4	3	3	20
2	4	3	4	3	3	3	19
3	4	3	3	3	3	4	19
4	4	3	3	3	3	3	19
5	4	3	3	3	3	3	19
6	4	3	3	3	3	3	19
7	4	4	3	2	4	4	21
8	3	4	4	3	3	3	20
9	4	3	3	3	3	3	19
10	4	3	3	3	3	4	20
11	4	4	4	4	4	4	24
12	4	4	4	3	3	4	22
13	3	3	4	3	3	4	20
14	3	3	3	3	3	4	19
15	4	4	4	4	3	4	23
16	4	4	4	4	3	4	23
17	4	4	4	4	3	4	23
18	4	3	3	4	3	3	20
19	4	3	3	4	3	3	20
20	4	3	3	4	3	3	20
21	3	3	4	4	3	3	20
22	3	3	4	4	3	3	20
23	3	3	4	4	3	3	20
24	3	3	4	4	3	2	19
25	3	3	4	4	3	3	20
26	3	3	4	4	3	2	19
27	4	3	4	4	3	2	20
28	4	4	4	4	3	3	22
29	4	3	4	4	3	3	21
30	4	3	4	4	3	3	21

Speaking Competence after learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	4	3	3	3	3	3	19
2	4	3	4	4	3	3	21
3	4	3	3	4	3	4	21
4	3	4	3	3	3	3	19
5	4	3	3	3	3	3	19
6	3	4	3	3	3	3	19
7	3	4	4	3	4	4	22
8	3	4	4	3	3	3	20
9	4	3	3	3	3	3	19
10	4	3	3	3	3	4	20
11	4	4	4	4	4	4	24
12	4	4	4	3	3	4	22
13	3	3	4	3	3	4	20
14	3	3	3	3	3	4	19
15	4	4	4	4	4	4	24
16	4	4	4	4	4	4	24
17	4	4	4	4	4	4	24
18	4	3	3	4	3	3	20
19	4	3	3	4	3	3	20
20	4	3	3	4	3	3	20
21	3	3	4	4	3	3	20
22	3	3	4	4	3	3	20
23	3	3	4	4	3	3	20
24	3	3	4	4	3	2	19
25	3	3	4	4	3	3	20
26	3	3	4	4	3	2	19
27	4	3	4	4	3	2	20
28	4	4	4	4	3	3	22
29	4	3	4	4	3	3	21
30	4	3	4	4	3	3	21

Speaking Competence after learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	4	3	3	2	2	3	18
2	3	4	4	3	3	3	20
3	4	3	3	3	3	4	20
4	4	3	3	3	3	3	19
5	4	3	3	3	3	3	19
6	4	3	3	3	3	3	19
7	4	4	3	3	4	4	23
8	3	4	4	3	3	3	20
9	4	3	3	3	3	3	19
10	4	3	3	3	3	4	20
11	4	4	4	4	4	4	24
12	4	4	4	3	3	4	22
13	3	3	4	3	3	4	20
14	3	3	3	3	3	4	19
15	4	4	4	4	2	4	22
16	4	4	4	4	2	4	22
17	4	4	4	4	2	4	22
18	4	3	3	4	3	3	20
19	4	3	3	4	3	3	20
20	4	3	4	3	3	3	20
21	3	4	3	3	4	3	20
22	3	3	4	4	3	3	20
23	3	3	4	4	3	3	20
24	3	3	4	4	3	2	19
25	3	4	3	3	4	3	20
26	3	3	4	4	3	2	19
27	4	3	4	4	3	2	20
28	4	4	4	4	3	3	22
29	4	3	4	4	3	3	21
30	4	3	4	4	3	3	21

The Average of Speaking Competence after learning Phenomenon Based Learning

Speaking rubric in skill and knowledge

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Total
	(5)	(5)	(5)	(5)	(5)	(5)	(30)
1	4	3	3	3	3	3	19
2	4	3	4	4	3	3	21
3	4	3	3	4	3	4	21
4	4	3	3	3	3	3	19
5	4	3	3	3	3	3	19
6	4	3	3	3	3	3	19
7	4	4	3	3	4	4	22
8	3	4	4	3	3	3	20
9	4	3	3	3	3	3	19
10	4	3	3	3	3	4	20
11	4	4	4	4	4	4	24
12	4	4	4	3	3	4	22
13	3	3	4	3	3	4	20
14	3	3	3	3	3	4	19
15	4	4	4	4	3	4	23
16	4	4	4	4	3	4	23
17	4	4	4	4	3	4	23
18	4	3	3	4	3	3	20
19	4	3	3	4	3	3	20
20	4	3	3	4	3	3	20
21	3	3	4	4	3	3	20
22	3	3	4	4	3	3	20
23	3	3	4	4	3	3	20
24	3	3	4	4	3	2	19
25	3	3	4	4	3	3	20
26	3	3	4	4	3	2	19
27	4	3	4	4	3	2	20
28	4	4	4	4	3	3	22
29	4	3	4	4	3	3	21
30	4	3	4	4	3	3	21

Speaking Evaluation Form: Speaking rubric in term attitude

No.	Before Test	After Test
	(10)	(10)
1	4	6
2	4	6
3	5	7
4	4	6
5	4	6
6	4	6
7	7	7
8	6	7
9	5	7
10	4	6
11	5	8
12	4	7
13	4	7
14	5	7
15	5	8
16	6	7
17	5	7
18	5	5
19	5	5
20	5	6
21	5	5
22	5	6
23	5	6
24	5	5
25	5	6
26	5	6
27	5	6
28	5	7
29	5	7
30	5	7

(Miss. Kunyapa Sangkum)

Speaking Evaluation Form: Speaking rubric in term attitude

No.	Before Test	After Test
	(10)	(10)
1	5	6
2	5	6
3	6	7
4	5	6
5	5	6
6	5	6
7	6	7
8	5	7
9	7	7
10	6	6
11	7	8
12	6	7
13	6	7
14	7	7
15	7	8
16	6	9
17	5	9
18	5	7
19	5	7
20	5	8
21	5	7
22	5	8
23	5	8
24	5	7
25	5	5
26	5	5
27	5	5
28	5	6
29	5	6
30	5	6

Speaking Evaluation Form: Speaking rubric in term attitude

No.	Before Test	After Test
	(10)	(10)
1	6	6
2	6	6
3	7	7
4	6	6
5	6	6
6	6	6
7	7	7
8	6	7
9	6	7
10	5	6
11	6	8
12	5	7
13	5	7
14	6	7
15	6	8
16	6	8
17	5	8
18	5	6
19	5	6
20	5	7
21	5	6
22	5	7
23	5	7
24	5	6
25	5	7
26	5	7
27	5	7
28	5	6
29	5	6
30	5	6

The Average of Speaking Evaluation Form: Speaking rubric in term attitude

No.	Before Test	After Test
	(10)	(10)
1	5	6
2	5	6
3	6	7
4	5	6
5	5	6
6	5	6
7	6	7
8	5	7
9	6	7
10	5	6
11	6	8
12	5	7
13	5	7
14	6	7
15	6	8
16	6	8
17	5	8
18	5	6
19	5	6
20	5	7
21	5	6
22	5	7
23	5	7
24	5	6
25	5	7
26	5	6
27	5	6
28	5	7
29	5	7
30	5	7

Lesson Plan Phenomenon-based learning 1		
Lesson Title: Speaking Competence	Related lessons: Tourist attraction	
Grade Level: 5	Topic: Traveler	
Objectives		
<ol style="list-style-type: none"> 1. Students will be able to know the meaning of vocabulary. 2. Students will be able to present about tourist attraction. 3. Students will be able to reflect, evaluate and comment to their group and other 4. Students will be able to find out the information in group. 		
Skills used		
<input checked="" type="checkbox"/> Creativity and innovation	<input checked="" type="checkbox"/> Critical thinking	
<input checked="" type="checkbox"/> Communication and collaboration	<input checked="" type="checkbox"/> Digital citizenship	
<input checked="" type="checkbox"/> Research and information fluency	<input checked="" type="checkbox"/> Technology operation	
Lesson 1 (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. Before start, Teacher gives Orientation to student about Tourist attractions in other country and tells student about the dream destination of students. 2. Teacher gives Students to watch a video about "Traveler (Mint I roam alone)" 3. After a video they'll have an open discussion to share their thoughts. 	Method used: Watch a video

20 Minutes	<ol style="list-style-type: none"> 4. Teacher gives students work in group. 5. Teacher gives task for students. "The dream country to travel" <p>Teacher tells students to find out information and persuade to their friend. If the group get the highest score, the group is the winner.</p> <ol style="list-style-type: none"> 6. The teacher finds out what the students already know about the topic and what kind of opinions, explanations, or theories they have. 7. The discussion continues with a group. In group discussion, brainstorm and choose the country, then group learn by discussing and revising. Students also make a poster summarizing their thoughts. 	Method used: group discussion
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used
15 minutes	<ol style="list-style-type: none"> 1. The teacher helps students to process actively the subject matter by using teaching method (gallery walk) that requires learners' input. 2. Students put up their posters on the walls. Students circulate around the classroom with their group, look at the posters (at least three of them) 3. Discuss about the topic with their group. 	Method used: Gallery walk
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their peer.</p>		

<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their interaction when work in group 2. Evaluation to reflect creation of student by task. 3. Evaluation to reflect comprehension of their speaking competence. 4. by answer questions and presentation. 		
Lesson 2 (50 mins)		
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. The teacher helps the students evaluate their knowledge critically. 2. Students stand in front of their own poster and reflect on what they know about the theme, what they don't know yet and what should they find out. 	Method used: group discussion
New knowledge acquisition		
Time	Instructional Activities (in-class)	Method used

20 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet 2. They find answers to the questions of the previous step: what they don't know about the topic and what they should find out about it. 3. New information or new problems can be identified after the deepening of knowledge. Students in pairs reflect on new knowledge: what they learned more about the topic, how their knowledge developed, and what new questions they came up with 	Method used: Search information
15 minutes	<ol style="list-style-type: none"> 4. Students write for themselves short notes of these reflections. 5. Students vote and find the best country. 6. The winner will get the prize. 	Method used: group discussion
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their group.</p> <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best students' work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 3 The Project (50 mins)		

Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 2. Before start, Teacher gives Orientation to student about the project in topic "Persuade people to choose the program tour and how to travel the best country to travel" and explain them about how to create the project to present to attract people to travel with wh -question (Who, What, Where, When, Why and How), budget, how to get there. Tourist attraction, route 3. Give them examples. 	Method used: Teacher explains
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet 2. Students find out information and create the task and interact in group. 3. Students create how to presentation to persuade the people to choose their group such as role play, Advertisement or etc. 	Method used: Search information
New knowledge acquisition		
15 minutes	<ol style="list-style-type: none"> 1. Students present about "The best country to travel" 2. Students vote the best group 3. If the group gets highest score, the group is the winner. 	Method used: group discussion
5 minutes	<ol style="list-style-type: none"> 1. wrap up 	
Evaluation		

Lesson Reflections and Notes:		
The Evaluation by Teacher and Their peer.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 4 The Project (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 	Method used: Teacher explains
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. Students present about "The best country to travel" 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: Search information
New knowledge acquisition		
15 inutes	<ol style="list-style-type: none"> 1. Students present about "The best country to travel". 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: group discussion
5 minutes	<ol style="list-style-type: none"> 2. wrap up 	
Evaluation		
Lesson Reflections and Notes:		

The Evaluation by Teacher and Their peer.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson Plan Phenomenon-based learning 2		
Lesson Title: Speaking Competence		Related lessons: Tourist attraction
Grade Level: 5	Topic: Food and drink	
Objectives		
<ol style="list-style-type: none"> 1. Students will be able to know the meaning of vocabulary. 2. Students will be able to present about food and drink. 3. Students will be able to reflect, evaluate and comment to their group and other. 4. Students will be able to find out the information in group. 		
Skills used		
<input checked="" type="checkbox"/> Creativity and innovation	<input checked="" type="checkbox"/> Critical thinking	
<input checked="" type="checkbox"/> Communication and collaboration	<input checked="" type="checkbox"/> Digital citizenship	
<input checked="" type="checkbox"/> Research and information fluency	<input checked="" type="checkbox"/> Technology operation	
Lesson 1 (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
15 Minutes	1. Before start, Teacher gives Orientation to student about Your special dinner in	Method used: Watch a video.

20 Minutes	<p>other country and tells student about the dream destination of students.</p> <ol style="list-style-type: none"> 2. Teacher gives Students to watch a video about “Your special dinner”. 3. After a video they’ll have an open discussion to share their thoughts. 4. Teacher gives students work in group. 5. Teacher gives task for students. “Your special dinner” Teacher tells students to find out information and persuade to their friend. If the group get the highest score, the group is the winner. 6. The teacher finds out what the students already know about the topic and what kind of opinions, explanations, or theories they have. 7. The discussion continues with a group. In group discussion, brainstorm and choose the country, then group learn by discussing and revising. Students also make a poster summarizing their thoughts. 	Method used: group discussion
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used

15 minutes	<ol style="list-style-type: none"> 1. The teacher helps students to process actively the subject matter by using teaching method (gallery walk) that requires learners' input. 2. Students put up their posters on the walls. Students circulate around the classroom with their group, look at the posters (at least three of them) 3. Discuss about the topic with their group. 	Method used: Gallery walk
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their peer.</p> <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their interaction when work in group. 2. Evaluation to reflect creation of student by task. 3. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 		
Lesson 2 (50 mins)		
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. The teacher helps the students evaluate their knowledge critically. 2. Students stand in front of their own poster and reflect on what they know 	Method used: group discussion.

	about the theme, what they don't know yet and what should they find out.	
New knowledge acquisition		
Time	Instructional Activities (in-class)	Method used
20 minutes	1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet.	Method used: Search information.
15 minutes	2. They find answers to the questions of the previous step: what they don't know about the topic and what they should find out about it. 3. New information or new problems can be identified after the deepening of knowledge. Students in pairs reflect on new knowledge: what they learned more about the topic, how their knowledge developed, and what new questions they came up with 4. Students write for themselves short notes of these reflections. 5. Students vote and find the best country. 6. The winner will get the prize.	Method used: group discussion
Evaluation		
Lesson Reflections and Notes:		
The Evaluation by Teacher and Their group.		
1. Evaluation to reflect comprehension of their speaking competence by answer questions and		

<p>presentation.</p> <ol style="list-style-type: none"> 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best students' work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 3 The Project (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 2. Before start, Teacher gives Orientation to student about the project in topic "Persuade people to choose the The set of special dinner and how to make them" and explain them about how to create the project to present to attract people to choose their set with wh -question (Who, What, Where, When, Why and How), budget, how to get there. Tourist attraction, route 3. Give them examples. 	<p>Method used:</p> <p>Teacher explains.</p>
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet. 2. Students find out information and create the task and interact in group. 3. Students create how to presentation to persuade he people to choose their group such as role play, Advertisement or etc. 	<p>Method used: Search information.</p>
New knowledge acquisition		
15 minutes	<ol style="list-style-type: none"> 1. Students present about "The menu in the special dinner". 2. Students vote the best group. 	<p>Method used: group discussion</p>

	3. If the group gets highest score, the group is the winner.	
5 minutes	1. wrap up	
Evaluation		
Lesson Reflections and Notes:		
The Evaluation by Teacher and Their peer.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 4 The Project (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	1. Review the content in the last class.	Method used: Teacher explains
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. Students present about "The best set of the special dinner". 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: Search information.
New knowledge acquisition		
15 minutes	<ol style="list-style-type: none"> 1. Students present about "The best set of the special dinner". 2. Students vote the best group. 3. If the group gets highest score, the group is the 	Method used: group discussion

	winner.	
5 minutes	1. wrap up	
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their peer.</p> <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson Plan Phenomenon-based learning 3		
Lesson Title: Speaking Competence	Related lessons: Entertainment	
Grade Level: 5	Topic: Entertainment	
Objectives		
<ol style="list-style-type: none"> 1. Students will be able to know the meaning of vocabulary. 2. Students will be able to present about food and drink. 3. Students will be able to reflect, evaluate and comment to their group and other. 4. Students will be able to find out the information in group. 		
Skills used		
<input checked="" type="checkbox"/> Creativity and innovation	<input checked="" type="checkbox"/> Critical thinking	
<input checked="" type="checkbox"/> Communication and collaboration	<input checked="" type="checkbox"/> Digital citizenship	
<input checked="" type="checkbox"/> Research and information fluency	<input checked="" type="checkbox"/> Technology operation	

Lesson 1 (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. Before start, Teacher gives Orientation to student about Your special dinner in other country and tells student about the dream destination of students. 2. Teacher gives Students to watch a video about "My Favorite Idol". 3. After a video they'll have an open discussion to share their thoughts. 4. Teacher gives students work in group. 5. Teacher gives task for students. "My Favorite Idol" Teacher tells students to find out information and present to their friend. 	Method used: Watch a video.
20 Minutes	<ol style="list-style-type: none"> If the group get the highest score, the group is the winner. 6. The teacher finds out what the students already know about the topic and what kind of opinions, explanations, or theories they have. 7. The discussion continues with a group. In group discussion, brainstorm and choose the country, then group learn by discussing and revising. Students also make a poster summarizing their thoughts. 	Method used: group discussion
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used

15 minutes	<ol style="list-style-type: none"> 1. The teacher helps students to process actively the subject matter by using teaching method (gallery walk) that requires learners' input. 2. Students put up their posters on the walls. Students circulate around the classroom with their group, look at the posters (at least three of them) 3. Discuss about the topic with their group. 	Method used: Gallery walk
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their peer.</p> <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their interaction when work in group. 2. Evaluation to reflect creation of student by task. 3. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 		
Lesson 2 (50 mins)		
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. The teacher helps the students evaluate their knowledge critically. 2. Students stand in front of their own poster and reflect on what they know about the theme, what they don't know yet and what should they find out. 	Method used: group discussion.

New knowledge acquisition		
Time	Instructional Activities (in-class)	Method used
20 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet. 2. They find answers to the questions of the previous step: what they don't know about the topic and what they should find out about it. 3. New information or new problems can be identified after the deepening of knowledge. Students in pairs reflect on new knowledge: what they learned more about the topic, how their knowledge developed, and what new questions they came up with 	Method used: Search information.
15 minutes	<ol style="list-style-type: none"> 4. Students write for themselves short notes of these reflections. 5. Students vote and find the best country. 6. The winner will get the prize. 	Method used: group discussion
Evaluation		
Lesson Reflections and Notes:		
The Evaluation by Teacher and Their group.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best students' work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 3 The Project (50 mins)		

Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 2. Before start, Teacher gives Orientation to student about the project in topic "Persuade people to choose the most famous idol" and explain them about presentation for attraction people to choose the most famous idol with wh - question (Who, What, Where, When, Why and How), budget, how to get there. Tourist attraction, route 3. Give them examples. 	Method used: Teacher explains.
Practicing / Activating students		
21 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet. 2. Students find out information and create the task and interact in group. 3. Students create how to presentation to persuade he people to choose their group such as role play, Advertisement or etc. 	Method used: Search information.
New knowledge acquisition		
16 minutes	<ol style="list-style-type: none"> 1. Students present about "My Favorite Idol". 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: group discussion
6 minutes	<ol style="list-style-type: none"> 1. wrap up 	
Evaluation		

Lesson Reflections and Notes:		
The Evaluation by Teacher and Their peer.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson 4 The Project (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 	Method used: Teacher explains
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. Students present about "My Favorite Idol". 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: Search information.
New knowledge acquisition		
15 minutes	<ol style="list-style-type: none"> 1. Students present about "My Favorite Idol". 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: group discussion
10 minutes	<ol style="list-style-type: none"> 1. wrap up 	
Evaluation		
Lesson Reflections and Notes:		

The Evaluation by Teacher and Their peer.		
<ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 2. Evaluation to reflect creation of student by task. 3. Reflection when students vote the best group work. 4. Reflection the class by wrap up in the last step of teaching. 		
Lesson Plan Phenomenon-based learning 4		
Lesson Title: Speaking Competence	Related lessons: Entertainment	
Grade Level: 5	Topic: News	
Objectives		
<ol style="list-style-type: none"> 1. Students will be able to know the meaning of vocabulary. 2. Students will be able to present about food and drink. 3. Students will be able to reflect, evaluate and comment to their group and other. 4. Students will be able to find out the information in group. 		
Skills used		
<input checked="" type="checkbox"/> Creativity and innovation	<input checked="" type="checkbox"/> Critical thinking	
<input checked="" type="checkbox"/> Communication and collaboration	<input checked="" type="checkbox"/> Digital citizenship	
<input checked="" type="checkbox"/> Research and information fluency	<input checked="" type="checkbox"/> Technology operation	
Lesson 1 (50 mins)		
Orientation / Pre-existing knowledge		
Time	Instructional Activities (in-class)	Method used

15 Minutes	<ol style="list-style-type: none"> 1. Before start, Teacher gives Orientation to student about Your special dinner in other country and tells student about the dream destination of students. 2. Teacher gives Students to watch a video about “The impressive news”. 3. After a video they'll have an open discussion to share their thoughts. 4. Teacher gives students work in group. 5. Teacher gives task for students. “The impressive news” Teacher tells students to find out information and persuade to their friend. If the group get the highest score, the group is the winner. 	Method used: Watch a video.
20 Minutes	<ol style="list-style-type: none"> 6. The teacher finds out what the students already know about the topic and what kind of opinions, explanations, or theories they have. 7. The discussion continues with a group. In group discussion, brainstorm and choose the country, then group learn by discussing and revising. Students also make a poster summarizing their thoughts. 	Method used: group discussion
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used

15 minutes	<ol style="list-style-type: none"> 1. The teacher helps students to process actively the subject matter by using teaching method (gallery walk) that requires learners' input. 2. Students put up their posters on the walls. Students circulate around the classroom with their group, look at the posters (at least three of them) 3. Discuss about the topic with their group. 	Method used: Gallery walk
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their peer.</p> <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their interaction when work in group. 2. Evaluation to reflect creation of student by task. 3. Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. 		
Lesson 2 (50 mins)		
Practicing / Activating students		
Time	Instructional Activities (in-class)	Method used
15 Minutes	<ol style="list-style-type: none"> 1. The teacher helps the students evaluate their knowledge critically. 2. Students stand in front of their own poster and reflect on what they know about the theme, what they don't know yet and what should they find out. 	Method used: group discussion.

New knowledge acquisition		
Time	Instructional Activities (in-class)	Method used
20 minutes	<ol style="list-style-type: none"> The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet. They find answers to the questions of the previous step: what they don't know about the topic and what they should find out about it. New information or new problems can be identified after the deepening of knowledge. Students in pairs reflect on new knowledge: what they learned more about the topic, how their knowledge developed, and what new questions they came up with 	Method used: Search information.
15 minutes	<ol style="list-style-type: none"> Students write for themselves short notes of these reflections. Students vote and find the best country. The winner will get the prize. 	Method used: group discussion
Evaluation		
<p>Lesson Reflections and Notes:</p> <p>The Evaluation by Teacher and Their group.</p> <ol style="list-style-type: none"> Evaluation to reflect comprehension of their speaking competence by answer questions and presentation. Evaluation to reflect creation of student by task. Reflection when students vote the best students' work. Reflection the class by wrap up in the last step of teaching. 		
Lesson 3 The Project (50 mins)		
Orientation / Pre-existing knowledge		

Time	Instructional Activities (in-class)	Method used
10 minutes	<ol style="list-style-type: none"> 1. Review the content in the last class. 2. Before start, Teacher gives Orientation to student about the project in topic “Persuade people to choose the The impressive news” and explain them about how to create the project to present to attract people to choose The impressive news with wh -question (Who, What, Where, When, Why and How), budget, how to get there. Tourist attraction, route 3. Give them examples. 	Method used: Teacher explains.
Practicing / Activating students		
20 minutes	<ol style="list-style-type: none"> 1. The teacher guides the students on where and how to find essential information. Students in groups search for new information on the internet. 2. Students find out information and create the task and interact in group. 3. Students create how to presentation to persuade he people to choose their group such as role play, dvertisement or etc. 	Method used: Search information.
New knowledge acquisition		
15 minutes	<ol style="list-style-type: none"> 1. Students present about “The impressive news”. 2. Students vote the best group. 3. If the group gets highest score, the group is the winner. 	Method used: group discussion
5 minutes	1. wrap up	
Evaluation		
Lesson Reflections and Notes: The Evaluation by Teacher and Their peer. <ol style="list-style-type: none"> 1. Evaluation to reflect comprehension of their speaking competence by answer questions and 		

presentation.

2. Evaluation to reflect creation of student by task.
3. Reflection when students vote the best group work.
4. Reflection the class by wrap up in the last step of teaching.





Appendix C
The quality of research tools

The consistency index of The Evaluation of Speaking Evaluation Form
Speaking rubric in term skill, knowledge, and attitude.

Question	IOC
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
Valid N (listwise)	3

The consistency index of The Evaluation of Speaking Evaluation Form

Speaking rubric in term skill, knowledge, and attitude.

Question	IOC
1	1
2	1
3	0.67
4	0.67
5	0.67
6	1
7	1
8	1
9	1
10	0.67
11	0.67
12	1
13	1
14	0.67
15	1
16	1
17	0.67
18	0.67
19	1
20	0.67
Valid N (listwise)	3

The suggestion of the Speaking Evaluation

Form Speaking rubric in term skill, knowledge, and attitude in focus group.

1. Miss. Kunyapa Sangkum

The Speaking Evaluation Form Speaking rubric in skill, knowledge, and attitude was appropriate for 5 students BangMod Wittaya School because the questions could be using evaluation of speaking interview and evaluated how to interact, pointed of attitude and was suitable the content of lesson plan and I would like the researcher to improve the clear vocabulary using in the questions.

2. Miss. Pitchayapak Tungjitsichareon

There were 3 reasons of the Speaking Evaluation Form Speaking rubric in term skill, knowledge, and attitude was appropriate for 5 students BangMod Wittaya School.

1. The content of Speaking Evaluation Form Speaking rubric in skill, knowledge, and attitude involved the lesson plan.
2. The Evaluation (interview) could evaluate many aspects of speaking from the rubrics score.
3. The interview could observe many aspects of body language and how to create the idea and attitude.

The weakness points of the Speaking Evaluation were some of the questions difficult to answer of the other subjects' background and Some students have limitation of speaking English.

3. Miss. Naruemon Wuttiapreecha

The Speaking Evaluation Form Speaking rubric in term skill, knowledge, and attitude could evaluate English Speaking competency by using interview that evaluate students' abilities and how they match up to what was required within the questions. They answered the questions by using the idea and experience and many aspects of speaking competency such as fluency, vocabulary, and grammar. The suggestions were improving the questions to be easy to understand and using answers of students ideas.

The suggestion of the Lesson Plan

1. Miss. Kunyapa Sangkum

There were 3 advantages of the lesson Plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School.

First, the students obtained practice for develop their English Speaking Compytency by participation of activities that the researcher provide them to interact in many aspects of Phenomenon Based learning. Moreover, they had opportunities to learn with their friend, so they were supported to brave for working with team, Finally, the students were applied their learning Phenomenon Based learning for developing English Speaking competency to other subjects.

The disadvantage of the lesson Plan is using a lot of activities, so it was hard to control many factors such as time and controlling the classroom.

2. Miss. Pitchayapak Tungjitsichareon

There were 3 reasons of the lesson Plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School.

1. The content of the lesson Plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School involved the real-life activities.
2. The activities of the lesson Plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School was able to attract students focusing because the activities that interested and several tools (Video Clips and Charts)
3. The activities of the lesson Plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School supported students for voting and having the chance to evaluate.

The weakness point of the lesson plan was difficultly controlled students because the lesson had a lot of activities to interact.

3. Miss. Naruemon Wuttiapreecha

The feedback of the lesson plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School.

1. The lesson plan increased students' engagement in acquiring new information and abilities because they are pursuing personal interests.
2. Students gained improving communication, cooperation, critical thinking, and problem-solving abilities by using the lesson plan of Phenomenon Based learning for developing English Speaking competency 5 students BangMod Wittaya School.
3. The lesson plan allowed for deeper learning since students was drawing connections between different topics and real-world.
4. The feedback and assessment are important to the researcher organization, this may be more difficult with phenomenon-based learning, where assessment is mainly based on learner progress.

VITA

NAME Samutchaya Pinta

DATE OF BIRTH 27 June 1993

PLACE OF BIRTH Phan, Chiang Rai

INSTITUTIONS ATTENDED 2012-2016 Bachelor of Education in English Chiang Mai University
2020 Master of Education in Educational Science and Learning Management Srinakarinwirot University

HOME ADDRESS 180 Moo. 76 Ban Khuortad, Sritoy sub-district, MeaChai District, Phayao province, Thailand, 56130.

