การพัฒนา GROUPS Model สำหรับการเรียน ทักษะการสื่อสารภาษาอังกฤษ มหาวิทยาลัยราชภัฏกำแพงเพชร แม่สอด

Developing GROUPS Model for Learning English Communication Skills: Kamphaeng Phet Rajabhat University, Maesot

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บทคัดย่อ

      งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อพัฒนา GROUPS Model สำหรับการเรียนทักษะการสื่อสารภาษาอังกฤษ 2) เพื่อศึกษาประสิทธิภาพของ GROUPS Model ในการพัฒนาทักษะการสื่อสารภาษาอังกฤษของนักศึกษา และ 3) เพื่อศึกษาความพึงพอใจของนักศึกษาที่มีต่อ GROUPS Model มหาวิทยาลัยราชภัฏกำแพงเพร แม่สอด ประชากรมี 2 กลุ่ม ได้แก่ กลุ่มแรก สำหรับขั้นประเมินความต้องการ ประกอบด้วย ผู้เชี่ยวชาญจากมหาวิทยาลัยต่าง ๆ 11 คน นักศึกษาเอกภาษาอังกฤษ 256 คน และบัณฑิตเอกภาษาอังกฤษ 124 คน ของมหาวิทยาลัยราชภัฏกำแพงเพชร ครูสอนภาษาอังกฤษ 51 คน และ นายจ้าง 71 คน ในเขตอำเภอแม่สอด จังหวัดตาก โดยใช้วิธีการสุ่มแบบง่ายและเลือกแบบตามสะดวก กลุ่มที่สอง สำหรับขั้นการศึกษานำร่อง มี 35 คน ได้แก่ นักศึกษาเอกการบัญชี 18 คน และเอกภาษาอังกฤษ 17 คน โดยใช้วิธีการสุ่มแบบง่าย ในภาคเรียนที่ 2/2559 มหาวิทยาลัยราชภัฏกำแพงเพชร แม่สอด เครื่องมือ

ที่ใช้คือ แบบประเมินความต้องการ แบบประเมินผลสัมฤทธิ์และแบบสอบถาม วิเคราะห์ข้อมูล เชิงปริมาณโดยด้วยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน และข้อมูลเชิงคุณภาพใช้ การวิเคราะห์เชิงเนื้อหา ผลการวิจัยดังนี้ 1) การพัฒนา GROUPS Model พบว่าการประเมิน ความต้องการด้านทักษะการสื่อสารภาษาอังกฤษภาพรวมอยู่ในระดับมาก ($\bar{x}$ =3.56) และ ความคิดเห็นของผู้เชี่ยวชาญที่มีต่อ GROUPS Model และแผนการสอนอยู่ในระดับเหมาะสม มากที่สุด ($\bar{x}$ =4.44 และ 4.47) ตามลำดับ 2. ผลการศึกษาประสิทธิภาพของ GROUPS Model พบว่า คะแนนผลสัมฤทธิ์ GROUPS Model ของผู้เรียนภาพรวมอยู่ในระดับดี (15.31) สำหรับ ผลสัมฤทธิ์การนำเสนอภาษาอังกฤษภาพรวมอยู่ในระดับดี (16.81) 3. ผลการศึกษาความ พึงพอใจของนักศึกษาที่มีต่อ GROUPS Model ภาพรวมอยู่ในระดับสูง ($\bar{x}$ =3.63)

คำสำคัญ: ทักษะการสื่อสารภาษาอังกฤษ, การเรียนรู้ภาษาอังกฤษ, กรุ๊ปส์ โมเดล

Abstract

This study aimed 1) to develop GROUPS Model for learning English communication skill, 2) to investigate the effectiveness of the GROUPS Model in developing learners' English communication skill and 3) to identify the students' satisfaction towards GROUPS Model at Kamphaeng Phet Rajabhat University, Maesot. The subjects were two groups; the first group, in a needs assessment step, consisted of 11 experts from different universities, 256 English students and 124 English graduates of Kamphaeng Phet Rajabhat University, 51 English teachers, and 71 employers in Maesot District, Tak Province via simple and convenient samplings. The second group, in a pilot study step, was consisted of 35 learners; 18 Accounting students and 17 English students through a simple random in the 2nd semester, academic year of 2016 at Kamphaeng Phet Rajabhat University, Maesot. The research tools were a needs assessment questionnaire, an achievement test and a questionnaire. Quantitative data were analyzed using descriptive statistics: Mean ($\bar{x}$), and Standard Deviation (S.D.) while the content analysis was applied for qualitative one. The findings were as follows. 1) To develop GROUPS Model for learning English communication skill, it indicated that needs assessment in overall was at high level ($\bar{x}$ = 3.56) while the experts' opinions towards the GROUPS Model and lesson plan were most congruent ($\bar{x}$ =4.44 and 4.47) respectively. 2) To investigate the effectiveness of the GROUPS Model, it revealed

that the GROUPS Model achievement test mean score in overall was at good level (15.31) while the English performance achievement test mean scores, in overall it was at good level (16.81) 3) To identify the students' satisfaction towards GROUPS Model, it discovered that in overall it was at high level ($\bar{x}$ =3.63).

Keywords: English communication skills, English language learning, GROUPS model

Introduction

Nowadays, because of unavoidable interaction in English with other people from several places, the number of individuals who can communicate in English tends to rise interminably. People, even with a good at English skills, may wish to improve their English in advance, so as to further this knowledge: this is necessary because so much in knowledge is obtainable in the English language and more for doing transaction and presentation (Teng and Sinwongsuwat, 2015, p. 13–20). The English communicative approach in Thailand was truly prevalent in the earlier century since it was expected to offer the learners to hone English for effective communication with others (Panyawong–Ngam, Tangthong and Anunvarapong, 2015, p. 77–82). In addition, English is introduced to us from elementary school to higher education.

While stepping into the 21st century, the concept of learning skill has been revived by educators in many different ways. New concepts, and theories of educational pedagogy are integrated into several approaches to enhance the learner's ability (Partnership for the 21 st Century Skills, n.d.). In fact, English communication skill for EFL learners is taken on through constant practicing with several strategies and it takes a long time to be successful (Jung, 2011, p. 6–7). The teachers, hence, need to adapt all those learning theories and generate them in a proper way for EFL learners.

From the researcher's hands–on experience in teaching English communication skill for the students at Kamphaeng Phet Rajabhat University, Maesot, it was found that most pupils had problems with English communication skills. The primary cause may due to learners were very different in English background and their exposure to learning techniques which were not appropriate for them (Sahin, 2009, p. 1464–1468). Bull and Ma, (2001,

p. 171–172) indicated that instruction should match the students' learning styles. The successful in learning and teaching do not all use the same strategy. A different environment and learner may need a difference teaching strategy. Hua (1985, p. 167–168) claimed that strategy in learning a language was able to assist and encourage learner's ability in communication skill particularly authentic learning in real situations. This shows that learning strategy has a great impact on learning English communication.

Therefore, the main concepts analyzed from Thai education policies, the 21st century learning skills, the needs assessment and learning theories results were compiled, integrated and applied in order to create a new model for learning for English communication skills called GROUPS Model which are the initials and their meanings as follows; G = Gathering R = Research, O = Operation, U = Unity, P = Performing and S = Sharing. Under each initial contains learning activities which was created by the researcher consisted of teaching and learning approaches to increase the learners' English communication skill at Kamphaeng Phet Rajabhat University, Maesot.

Research Objective

1. To develop GROUPS Model for learning English communication skills

2. To investigate the effectiveness of the GROUPS Model in developing students' English communication skills at Kamphaeng Phet Rajabhat University, Maesot

3. To identify the students' satisfaction toward GROUPS Model at Kamphaeng Phet Rajabhat University, Maesot

Conceptual Framework

The concepts and the learning theories were synthesized and analyzed from relevant documents in order to develop the GROUPS Model for learning English communication skills as a conceptual framework illustrated in figure 1.
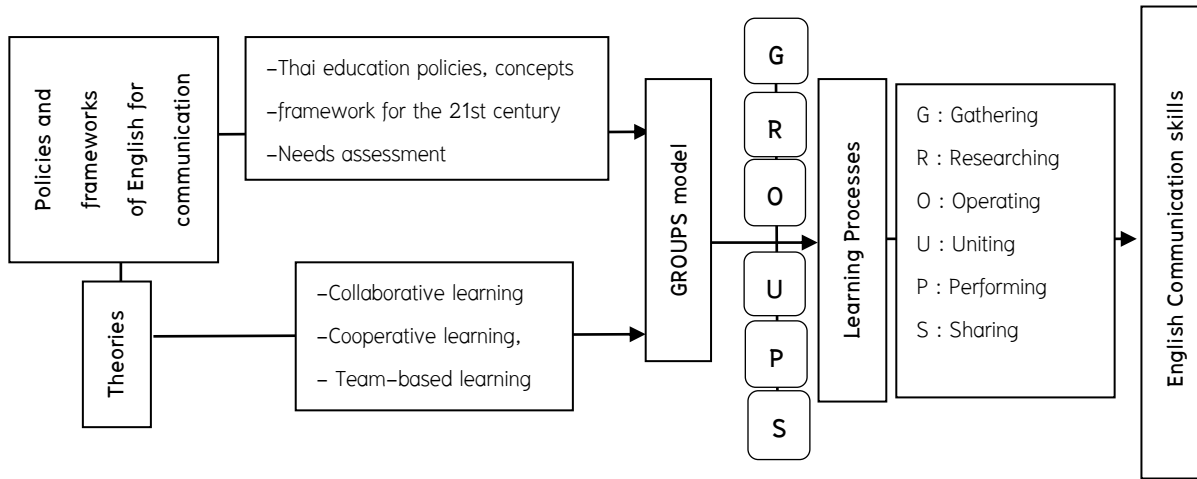
Figure 1 The Conceptual Framework

Scope of the Study

This study rests on a wider research that seeks for the development of English communication for the 21st Century learning skills by employing GROUPS Model for learners at Kamphaeng Phet Rajabhat University, Maesot. Therefore, the results of developing the GROUPS Model and a pilot study for investigating its effectiveness were presented in this paper. Initially, planning for GROUPS Model development, the researcher had synthesized and analyzed relevant documents and learning theories. In addition, the stakeholders were considered to be the subjects in this stage, including; English students, English graduates, English teachers, and employers in Maesot District, Tak Province. Needs assessment questionnaires were distributed to them. The needs assessment results could be employed for developing a new strategy for English communication skills, particularly, speaking skill. Moreover, the questionnaires were utilized to examine the suitability of the GROUPS Model. Additionally, a pilot study was conducted for a preliminary investigation and ascertaining the argument of the GROUPS Model through the achievement test.

Research Procedures

Developing GROUPS Model for learning English communication skill was presented as follows.

Population and Samples

The subjects were two groups; the first group, in a needs assessment step, consisted of 11 experts from different universities, 256 English students and 124 English graduates of Kamphaeng Phet Rajabhat University, 51 English major teachers, and 71 employers in Maesot District, Tak Province via simple and convenient technique samplings. The second group, in a pilot study step, composed of 35 learners, including; 18 Accounting students, 17 English students via a simple random in the 2nd semester, academic year of 2016 at Kamphaeng Phet Rajabhat University, Maesot.

Research instruments

1. A 5-scale questionnaire, concerning English communication skill and acquisition, is consisted of 6 closed – ended and 1 open-ended question items.

2. Questionnaires: there were 1) the experts' opinion toward GROUPS Model Framework for English communication skill, it is a questionnaire for 5–points Likert scale, 5 items and 1 open–ended that concerned with the experts' opinion toward the congruent of the GROUPS Model Framework. 2) The experts' opinion toward the learning units in the lesson plan, it is a questionnaire for 5–points Likert scale, 7 items (7 learning units) and 1 open–ended that concerned with the experts' opinion toward the congruent of the lesson plan. 3) Satisfaction form, it was a questionnaire for a 5–point Likert scale, 17 items, and 1 open–ended question.

3. Two assessment tests: 1) GROUPS Model achievement test which was a 4 level for criteria interpretation; 1 = need to improve (1–6 scores) and, 2 = fair (7–13 scores), 3 = Good (14–20 scores), and 4 = very good (21–24 scores) and. 2) English performance test which was a 4 scale for criteria interpretation; 1 = need to improve (1–7 scores), 2 = fair (8–14 scores), 3 = Good (15–21 scores), and 4 = very good (22–28 scores).

These research instruments were examined by three specialists in order to prove the content validity. The tools' Indexes of item–objective congruent (IOC) were between 0.65 and 1.00. This confirmed the contents' validity of the research instruments.

Data Collection

The data collection was conducted as follows.

1. Planning for GROUPS Model development. The relevant documents were collected and analyzed for main contents through content analysis. All data were synthesized and analyzed for the key concepts and main ideas. Then, the needs assessment tools were distributed to the stakeholders, consisting of 1) Copies of 289 questionnaires which were distributed to the English students. A total of 256 completed questionnaires which were returned. 2) Copies of 150 questionnaires which were distributed to the English graduates. A total of 124 completed questionnaires were returned. 3) Copies of 51 questionnaires which were distributed to the English teachers. All copies of questionnaires were completed and returned. 4) Copies of 75 questionnaires which were distributed to the employers. A total of 71 completed questionnaires were returned.

2. Developing the GROUPS Model. It was conducted as follows:

2.1 Studying the content and the scope of learning theories, the researcher particle's selected three theories since they were suggested for the 21st century learning, namely cooperative learning, collaborative learning and team-based learning. They were used as the scopes to develop the GROUPS Model for instructing English communication skills.

2.2 Synthesize and analyze the process of learning theories, three theories, namely; cooperative learning, collaborative learning and team-based learning were re-synthesized and re-analyzed for its learning process before generating the GROUPS Model framework.

2.3 Developing the GROUPS Model framework for English communication skills, it was resting on relevant documents including; Thai education policies, the 21st century learning skills, needs assessment, and scopes of the learning theories. In addition, the lesson plan for GROUPS Model instruction has been developed based on the course description of English for Communication in the curriculum for General Education (Gen-ed), with 7 units of learning for 14 weeks. Moreover, the questionnaires were utilized to prove the reliability and effectiveness of the model and lesson plan by the experts. Copies of 16 questionnaires were distributed to the experts, and 11 completed questionnaires were returned. The content of the questionnaires contained 6 items 3. A pilot study for GROUPS Model framework. The subjects were informed about the nature of the study and how the research findings were to be used. Each participant is as consented to be a subject. They were aware of the right to withdraw from the research at any time and their data would be destroyed. The data was distributed to the subjects and has been conducted for two weeks in the 2nd semester of the 2016 academic year at Kampaeng Phet Rajabhat University, Maesot by the researcher himself. Then, the subjects studied one lesson of English for Communication (speaking skill) for two weeks (6 hours) of the classroom session. The achievement tests were carried out in order to examine students' progress in overall. At the end of the session, the subjects were required to do a satisfaction form. The scores were analyzed by means of statistical analyses.

Data Analysis

Quantitative data was analyzed by utilizing descriptive statistics; Mean ($\bar{x}$) and Standard Deviation (S.D.) while content analysis was applied for qualitative one. Tables or figures were used for describing the findings.

Research Results

Research results were presented through the research objectives.

To develop GROUPS Model for learning English communication skills

1. Results on planning for GROUPS Model development were illustrated as follows:

1.1 Study and analyze the relevant documents, contents of all relevant documents were synthesized and analyzed in order to gain the key concepts for the development of GROUPS Model as illustrated in Table 1.

Table 1 Relevant Document and Concepts or Main Idea

Relevant documents	Concepts or Main idea
1. The National Education Act B. E. 2542 (Office of the National Education Commission, 2002, 10-12)	1) concentrating on learner-based and self-directed learning, 2) able to identify and educate by learners themselves, and 3) focuses on knowledge, value, learning process and substance
2. Policy Statement of The Council of Ministers B. E. 2557 (Chan-ocha, 2014, 6-7)	1) introducing information technology and appropriate equipment pedagogy for self-directed learning, 2) adjusting authentic assessment to reflect the effectiveness of learning and teaching, and 3) support foreign languages learning
3. Framework for the 21st Century Learning (Partnership for the 21st Century Skills, n.d.)	1) content knowledge or core subjects, 2) learning and innovation skills, 3) information, media and technology skills, 4) life and career skills, and 5) 3R x 7C skills

Relevant documents	Concepts or Main idea
4. The 21st Century Skills for CMU Faculty Development's Framework (Laohajaratsang, 2012, 11–14)	1) autonomous learning, 2) thinking skills, 3) effective collaborators, 4) authentic sources learning, 5) active learners, 6) ICT skills, 7) second language skills, and 8) engaged culture

        1.2 Results of needs assessment on English Communication skills. It was discovered that the English communication skills for the 21st century in overall was "High" ($\bar{x}$ =3.56) as illustrated in Table 2.

Table 2 Results of Needs Assessment Concerning English Communication Skills

Items	$\bar{x}$	S.D.	Result
1. Lifelong learning for English communication skill in the 21st century	2.82	0.03	Moderate
2. The importance of English communication skill	4.25	0.06	Highest
3. Problems in English communication skill	4.11	0.04	High
4. Assessment in achieving English communication skill	2.77	0.05	Moderate
5. The frequency of using English communication skill	3.11	0.11	Moderate
6. Requirement and expectation of new learning and teaching model for English communication skill	4.27	0.01	Highest
Average Mean (N=502)	3.56	0.03	High

2. Results of the development of the GROUPS Model. Details were presented as follows.

2.1 Studying the content and the scope of learning theories, three learning theories were recommended for the 21st Century learning. The contents and scopes were synthesized and analyzed into learning and teaching steps. All data was used as the scopes to develop the GROUPS Model framework. The results were illustrated in Table 3.

Table 3 Theories, Content and Scope and Steps in the Synthesis

Theories	Content and Scope	Steps in the Synthesis
Cooperative learning	Learners work in small groups by mixing abilities (i.e. high, medium, and low capacity) to complete tasks collectively toward academic goals and asking one another for information, evaluating one another's ideas, and monitoring one another's works, etc. (Johnson, Johnson and Smith, 2014, 85–118)	1. topic identifies 2. group formation 3. searching information 4. presentation 5. evaluation
Collaborative learning	A situation in which two or more people learn or attempt to learn something together. It is to exchange the ideas in a small group activity and encourage critically thinking, knowledge sharing among learners. This will be an opportunity for fostering discussions and	1. situation identifies 2. meeting and decision 3. brainstorming 4. presentation 5. discussion and conclusion

Theories	Content and Scope	Steps in the Synthesis
	responsibility for their own learning (Johnson and Johnson, 1991, 12).	
Team-based learning	It is an active learning that requires students to learn as a team. Learners must responsible for themselves and group assignments. Teacher acts on learning objectives design, discussion, evaluate, direct feedback, and prepared authentic test (Michaelson and Sweet, 2012, 12).	1. preparation (pre-class) 2. authentic test (in-class) groping, Q&A in group 3. analyses situation and discussion

2.2 Content synthesis and analysis, three theories were then re-synthesized and re-analyzed for learning instruction processes of the GROUPS Model framework. It was concluded in Table 4.

Table 4 Synthesizing of Learning Processes into GROUPS Model

Learning Processes	Theories			
	Cooperative	Collaborative	Team- based	GROUPS Model
The teacher acts as a facilitator			✓	✓
Team work	✓	✓	✓	✓
Individual work	–	–	✓	✓
Learner based	✓	✓	✓	✓
Issues identify	✓	✓	✓	✓
Group preparation	✓	–	–	✓
Planning agreement	–	✓	✓	✓
Role assignments	–	✓	–	✓
Mixed ability	✓	✓	–	✓

Learning Processes	Theories			
	Cooperative	Collaborative	Team– based	GROUPS Model
Group learning	✓	✓	✓	✓
Warm–up learners before study	–	✓	✓	✓
Contents review pre–class	✓	–	–	✓
Online or offline information surfing	–	✓	–	✓
Multiples leaning activities	✓	–	–	✓
Situation analysis	✓	✓	–	✓
Designing Lesson– learned	–	–	✓	✓
Presentation	✓	✓	✓	✓
Sharing information in group	✓	✓	✓	✓
Discussion and Conclusion	✓	✓	✓	✓
Sharing information with others	✓	✓	–	✓

The additional processes suggested based on instructional activities for 21st century learning skills (Partnership for the 21st Century Skills, n.d.).

　　2. 3 Results of developing of GROUPS Model framework were illustrated as follows:

　　　　2.3.1 The development of GROUPS Model framework

From Table 4, the learning processes were employed to develop the GROUPS Model framework for learning English communication skills, the results were illustrated in Figure 2.
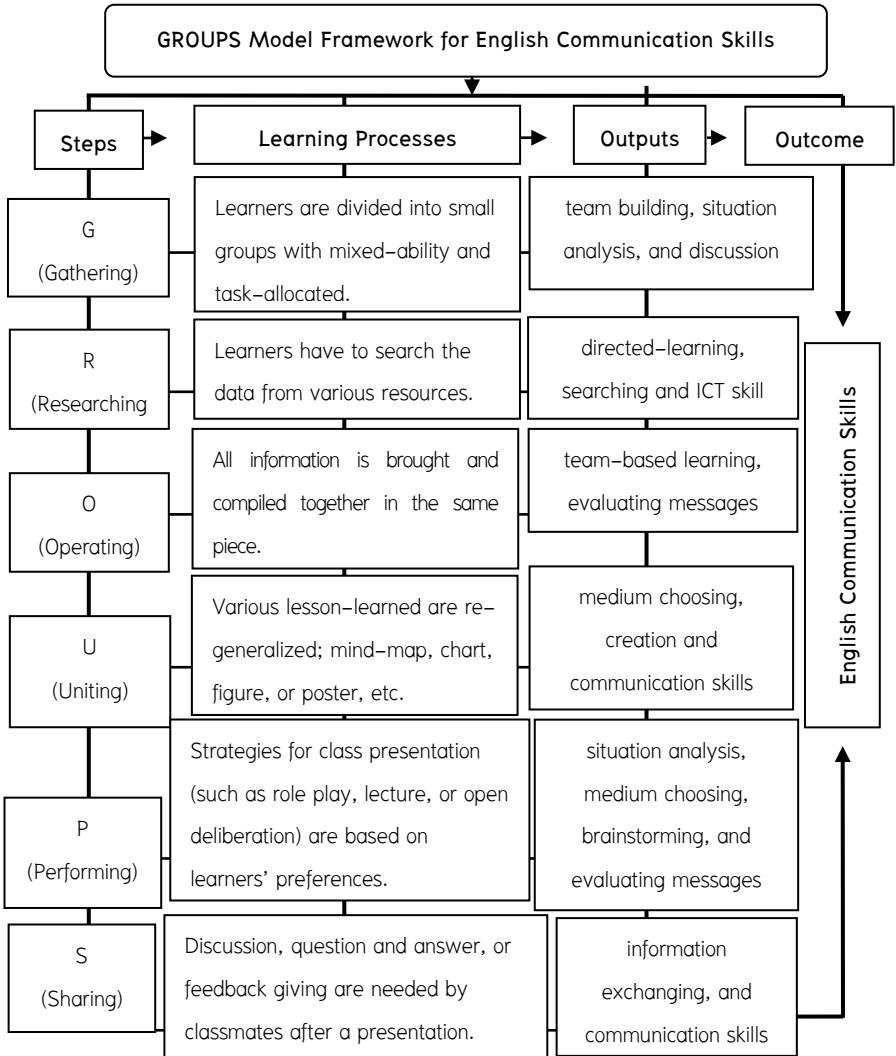

Figure 2 GROUPS Model Framework includes;
Steps, Learning Processes, Outputs, and Outcome

2.3.2 The experts' opinion toward GROUPS Model framework for learning English communication skills, the informants were eleven expert teachers in learning and teaching from different universities. Their opinion toward GROUPS Model in all average was " Most congruent" ($\bar{x}$ = 4.44) and also, all items were "Most congruent" as showed in Table 5.

Table 5 Results of the Experts' Opinion toward GROUPS Model Framework

Items	$\bar{x}$	S.D.	Result
1. The derivation of GROUPS Model	4.39	0.20	Most congruent
2. The basis of the conceptual framework in developing GROUPS Model	4.55	0.22	Most congruent
3. The defining elements of GROUPS Model	4.55	0.31	Most congruent
4. Steps of GROUP Model	4.44	0.17	Most congruent
5. Outputs and Outcome of GROUP Model	4.41	0.16	Most congruent
Average Mean (N = 11)	**4.44**	**0.06**	**Most congruent**

2.3.3 The experts' opinion toward the learning units in the lesson plan for English communication skill (speaking skill). The informants were eleven expert teachers in learning and teaching from different universities. Their opinion in all average mean was "Most congruent" ($\bar{x}$ =4.47) and also, all items were "Most congruent" as showed in Table 6.

Table 6 Congruent of Learning Units in the Lesson Plan

Items	$\bar{x}$	S.D.	Result
1. Unit 1: Who are in your family?	4.55	0.52	Most congruent
2. Unit 2: My greatest buddy	4.55	0.52	Most congruent
3. Unit: 3 What foods do you like and how do you cook it?	4.45	0.52	Most congruent
4. Unit 4: My city	4.45	0.52	Most congruent
5. Unit 5: How can I get to...?	4.45	0.52	Most congruent
6. Unit 6: Which ASEAN's countries do you want to go?	4.45	0.52	Most congruent

Items	$\bar{x}$	S.D.	Result
7. Unit 7: What occupation in ASEAN do you like?	4.36	0.50	Most congruent
Average mean (N = 11)	4.47	0.18	**Most congruent**

To investigate the effectiveness of the GROUPS Model in developing students' English communication skill at Kamphaeng Phet Rajabhat University, Maesot were presented as follows.

1. GROUPS model achievement' results were illustrated as follows.

1.1 Results of GROUPS Model achievement test showed that the average mean score in overall was " Good" (15.31) . In addition, both of group and individual achievement tests were at a "Good" level (15.83 and 14.80) as illustrated in Table 7.

Table 7 Results of GROUPS Model Achievement Test

Items	Group	Individual	Overall
N	35	35	35
Total Scores	24	24	24
Scores	15.83	14.80	15.31
Quality	**Good**	**Good**	**Good**

Looking into different step of GROUPS Model achievement, it can be seen that the steps of G (Gathering), R (Researching), O (Operating), U (Uniting) and P (Performing) were at a " Good" level. Meanwhile, the step of S (Sharing) was at a " Fair" level as illustrated in Figure 3.
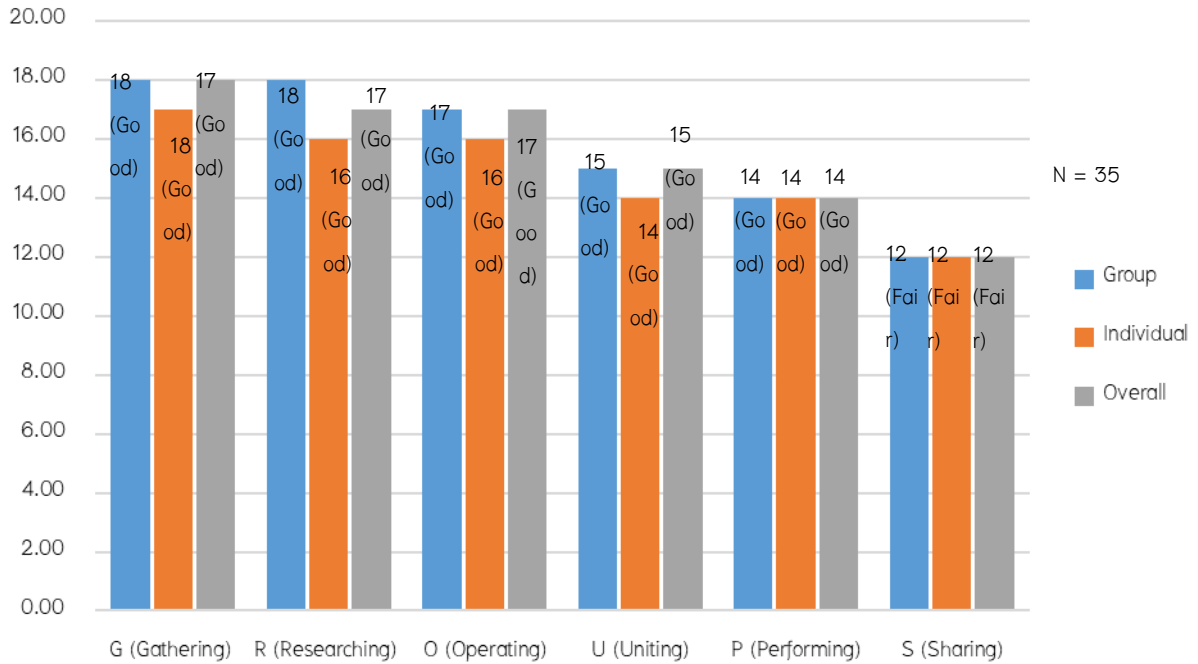
Figure 3 Results of GROUPS Model Achievement Test in Different Steps

1.2 Results of English performance achievement test (speaking skill) showed that the average mean score in overall was at a "Good" level (16.81). Furthermore, group and individual achievement tests were at a "Good" level (17.14) and (16.49) as illustrated in Table 8.

Table 8 Results of English Performance Achievement Test (Speaking Skill)

Items	Group	Individual	Results
N	35	35	35
Total Scores	28	28	28
Scores	17.14	16.49	16.81
Quality	Good	Good	Good

Looking into different items of English performance achievement test (speaking skill), it was clearly seen that the highest scores were the item: Sequence of Events, Contents & Detail, Fluency & Time and Group collaboration while the second highest was the item: Grammar. In addition, the lowest was the item: Question & Answer as illustrated in Figure 4.
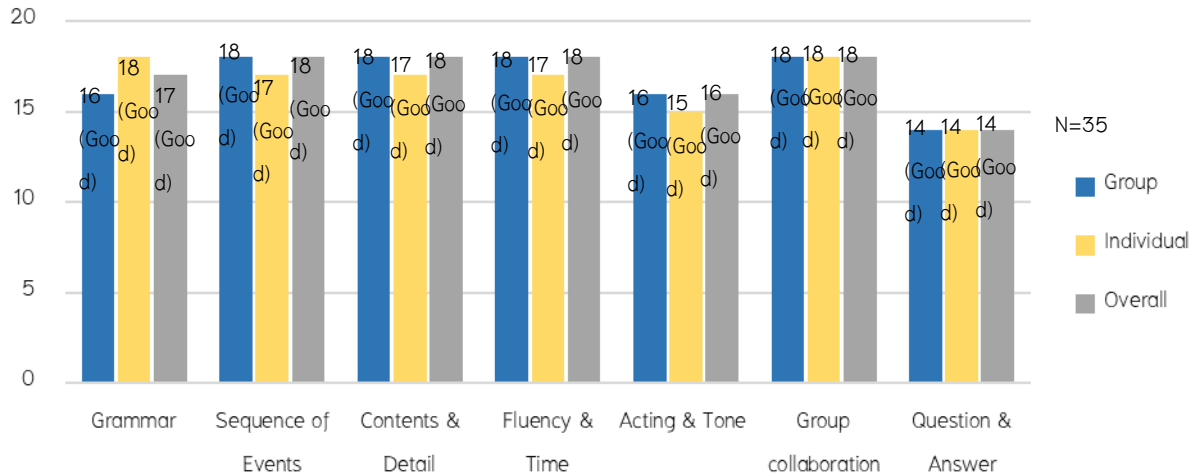
Figure 4 Results of GROUPS Model Achievement in Difference Items

In identifying the students' satisfaction toward GROUPS Model at Kamphaeng Phet Rajabhat University, Maesot, the results showed that in overall the satisfaction was "High" ($\bar{x}$ =3.63).

Discussion and Conclusion

The discussion and conclusion was based on the research objectives as follows:

To develop GROUPS Model for learning English communication skills

In the process of GROUPS Model development, the result of Thai education policies analysis, learning theories and the 21st century learning skills have been mainly focused on diversity skills during class instruction. The teachers act as a facilitator and the students employ self-directed learning. Partnership for the 21st Century Skills (n.d.) and Office of the National Education Commission (2002, p. 10-12) indicated the 21st century learning focused on active learning and learner-based through group activity to boost the skills such as critical thinking skill, creative skill, synthesize skill, problem-solving skill, different awareness, teamwork, brainstorming and information skill as well as ITC skill. In addition, the language that was widely used for communication is English. According to Laohajaratsang (2012, p. 13-14), Thai government has taken the initiative to encourage their people to communicate English as a second language.

However, the results of needs assessment concerning English communication skills showed that the informants although required and expected learning activity to be conducted entire in English and they also looked for an opportunity to communicate in English. However, it seemed that a conducive environment for English communication is very limited for Thai people. They further agreed that English skill is essential for interaction. Laohajaratsang (2012, p. 13-14) indicates that when conversations occur, English is the first spoken language to be used. The informants were further indicated that English learning and teaching activities were required in group through several processes; collaborative, cooperative, team-based learning, or brainstorming. In addition, the others serious issues for them were unconfident, nervous, shy, and improper learning method. This is similar to the study of Noom-ura, (2013, p. 143) showed that Thai learners are always lacking confidence, not having enough confidence in practice. Therefore, the key issues of this information are able to use as a scope in synthesizing the processes of learning and teaching English communication for the GROUPS Model development.

According to the development of GROUPS Model, the study of content and scope of learning theories (e.g. cooperative learning, collaborative learning, and team-based learning) were concentrated on these steps; 1) preparation and group formation, 2) course concepts discussion, topic and situation identifying, 3) searching information, brainstorming and meeting, 4) decision and presentation, 5) discussion and conclusion, and 6) evaluation (Johnson and Johnson, 1991, p.12 and Michaelson and Sweet, 2012, p. 12).

Those learning theories then were re-synthesized into learning processes which based on instructional activities for 21st century learning skills, and were developed as the GROUPS Model which consisted of six steps; 1) G (Gathering)– Learners are divided into small groups with mixed-ability. The group member allocates their duty. 2) R (Researching)– Members in each group searches the issue on their task in various resources by being in a control of the group's leader. 3) O (Operating)– Data and information are brought together and then compiled on piece. 4) U (Uniting)– Learners re-generalize the information into a form of lesson-learned. 5) P (Performing) – The information is expected to display in the class with the suitable strategies and learners express their suppositions. 6) S (Sharing)– Leaners share and distribute that information and lessons-learned through discussing, question and answer, or feedback giving. These steps are contributed learners achieving more content retention. The finding was quite similar to the learning steps of Kagan and McGroarty, (1993, p. 56-63) that cooperative learning elements for language and content were; 1) team formation, 2) class building, 3) role assignment, 4) processing, and 5) structuring. Thus, this may be due to the GROUPS processes lay on the pattern of learning model. In addition, Kotsopa, (2004, p. 158) mentioned that a good model should be systematically generated through theories and basic concept of model and each element must be related.

Meanwhile, the opinion toward GROUPS Model Framework for learning English communication skills in overall was considered "Most congruent". The reason why the experts' opinion agreed with this statement was that GROUPS Model may contribute learning activity more interesting and support 21st century learning skills. Furthermore, the experts' opinion toward the learning units in the lesson plan in overall was also "Most congruent". According to Chairinkum, (2003, p. 221), the effectiveness of learning and teaching English based on a diversity of activity both in individual and groups. He further stated that the learning process should draw the full potential of the learner while learning. Moreover, Chitnukulsiri, (2014, p. 18–21), stated that the content of English learning should focus on daily life communication since English for survival is the initial purpose for EFL learners. According to Kumaravadivelu, (2006, p. 90–92), EFL teaching can be classified into three aspects. 1) language-centered, it is focused on teaching in linear from easy to difficult such as beginning to advance. 2) learner-centered, it is based on requirement, interest, and capacity of learners in various contexts of communication. Teachers should provide only a proper environment and activity in active ways. And 3) learning-centered, it is focused on natural learning. Students are able to integrate language skill and practice the language independently from real-life situations for communication. Thus, EFL environment should be considered in various conditions and techniques such as learning activities, materials, contents of the language, learners' background. A good setting for ELT approach will lead to a success in conducting classroom for English communication.

Therefore, according to the principles and methods of EFL learning aforesaid, GROUPS Model may contribute a learning of English communication skill (speaking skill). The development of GROUPS Model for learning English was clearly answered a research question with these findings.

To investigate the effectiveness of the GROUPS Model in developing students' English communication skill at Kamphaeng Phet Rajabhat University, Maesot

According to the result of GROUPS Model achievement, in overall student's English communication skills was "Good". Looking into different steps, the steps of G (Gathering), R (Researching), O (Operating), U (Uniting) and P (Performing) were "Good" while the step of S (Sharing) was "Fair". The results showed consistency with the study of Unokphan, Suksai, and Onthanee (2018, p. 46) that English communication construction should be based on flexible learning strategies and good environments. Phansrisuwan and Adipattaranan (2018, p. 55) indicated that learning English communication by group activity is able to develop the ability to think beyond, collaboration as well as students' confidence. In addition, Nambiar, et al. (2017, p. 29) proposed that using a new model approach helped to learn more interesting and improve student's attention in class. Therefore, it can be interpreted that students' proficiency in English communication skill (speaking skill) was increased.

In the term of English performance achievement test (speaking skills), it showed that the average mean score in overall was "Good". Looking into different items, the item: sequence of events, contents & detail, fluency & time and group collaboration gained the highest score while the item: content & detail while the item: question & answer gained the lowest score. Thus, it can be interpreted that English performance through GROUPS Model instruction was able to improve the learners' English communication skill (speaking). It was related to the study of Preedeekun (2011, p. 153) that the teaching and learning through activities following the stage was smooth. The learners' achievement after the intervention was significantly higher than before at .01. in addition, Lee and Park (2008, p. 47) indicated that presentation on various topics can be used as a means of learning English for upper intermediate to advanced level students, and performing in class was more effective than in traditional lecture classes. Swatevacharkul (2016, p. 28) discovered that autonomy is a precondition for effective learning English in a different condition of the students. Thus, English performance in the class is able to develop English communication skill of the students.

To identify the students' satisfaction toward the GROUPS Model at Kamphaeng Phet Rajabhat University, Maesot,

According to the satisfactory toward GROUPS Model Framework, it was at the highest level. The subjects indicated that the GROUPS Model was able to create a good attitude and confident in learning English communication skill. In addition, the model supports task–based learning, learner centered and the 21st century learning skills. It can be indicated that the satisfaction toward GROUPS Model in overall it was in a positive attitude.

Recommendations

To see more clearly the effective of GROUPS Model, it is needed for further implementation through English communication skills with students in difference level grade. In addition, it would be a great idea to examine the GROUPS Model framework with other subjects. Techers are able to adapt the steps and processes of the GROUPS Model on their own lesson.

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