Enhancing University Students' English Competence for Communication through the Whole Language Approach

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Abstract

This research consisted of 4 objectives. They were to 1) examine the English listening and speaking competence of NRRU students, 2) compare NRRU University students' English listening and speaking competence scores before and after the treatment with the criterion of 70%, 3)examine English reading and writing competence of NRRU students, and 4)compare NRRU University students' English reading and writing competence scores before and after the treatment with the criterion of 70%. The population in this study consisted of 100 learners from Nakhon Ratchasima Rajabhat University. Samples consisted of 50 learners from Nakhon Ratchasima Rajabhat University. Samples were selected through purposive sampling random. Six weeks were spent on this research. The instruments were (1) the questionnaire related to students' problems with English instruction, (2) classroom observation, (3) a semi-structured interview, and (4) an English-speaking ability test. The scores of English competence for communication through the Whole Language Approach were analyzed and interpreted statistically in terms of mean (x⁻), standard deviation (S.D.), and t-test (pre-test and post-test) with the criterion of 70%.The study results showed that most students scored much higher on the English reading, writing, listening, and speaking competence post-test than on the English competency pre-test. Students' post-test English reading, writing, listening, and speaking competency scores were substantially higher than the threshold of 70% at the .05 level.

Keywords: *Whole Language Approach, English Competence.*

INTRODUCTION

The use of English is growing in significance and necessity. The Thai education system must plan and prepare to develop children, youth, and Thai people to have quality and desirable characteristics as expected by the developing society. Teachers play a key role in disseminating knowledge for social advancement. They must change teaching and learning by looking for new methods to foster an environment and plan various learning activities to help students develop a positive attitude towards learning. They must also encourage students to recognize the value of using their native language and other languages to acquire knowledge in a communicative society. In today's global culture, English is widely acknowledged as an international tongue that is widely spoken and has evolved to play a significant role in people's lives all over the world due to advances in communication and technology. English has consequently gained even more significance due to its use as a tool for communication, study, research, and seeking knowledge from various learning sources, including careers. The fundamental learning subject in the basic education curriculum is English as a foreign language, which requires every student to acquire and have knowledge and capacity to listen, speak, read, and write, as well as grasp society, economy, politics, government, culture, customs, and traditions. In addition, English is very necessary for students who would like to apply English skills to their daily lives because it dominates as the lingual franca of various contents. They have the potential to work with foreigners, so they have to communicate effectively and efficiently in English.

Furthermore, based on the objectives of the basic education curriculum, they must master both spoken and written English (Basic Education Core Curriculum B.E. 2551 (A.D. 2008, Alilo Boss., pp.54-73, 2021). Although English is required in the basic education curriculum, many Thai individuals cannot speak English. Thai students spend at least ten years studying English. They have more ways and possibilities to acquire English from teachers in the classroom, media, music, movies, and the internet. However, there is always the concern that Thai students' English language development has not significantly differed from Thai students. Many

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people encourage teachers to have different solutions by developing a new way of teaching English and adjusting teachers' English instructional methods so that students will have knowledge and ability to listen, speak, read, write, and understand differences in language, together with helping students access various knowledge both in the classroom and outside the classroom such as society, economy, politics, government, and culture, customs and traditions resulting in communicating with the people around the world efficiently. (Michael Evans, pp.45, 2015; Graves, Elizabeth Ann, pp.19, 2010; Moghadam, N. & Adel, R., pp.50-90, 2011). The lack of English communication competency appears to result from ineffective English instruction essential for language speaking. Listening, speaking, reading, and writing are the four talents. However, speech is regarded as the most important ability to master for communication because it serves as the foundation for the growth of all languages. Every Thai citizen is required to take English classes. Many Thai people, regardless of whether they have a Master's or a Doctorate, cannot speak with foreigners in English despite having studied English for more than ten years. Furthermore, the majority of students' English scores were determined to be lower than the standard threshold (Sumpun Punpurk, pp.45-50, 2010).

The problem mentioned above of students' English competence motivated the researcher to find a very effective approach to regularly developing students' English instruction in the context of their interests. This should be meaningful and be adapted effectively to their daily life communication. Thus, the researcher is interested in the whole language approach focusing on developing learners' natural process of four skills (listening, speaking, reading, and writing). Although there are different kinds of teaching approaches which tend to solve this problem, the whole language approach is quite distinct. This approach can develop students' four skills in class and help them adapt the language to their daily lives. It involves the steps of English training and lessons provided, prepared contextually and based on language development. In order to solve the problem of teaching English to Thai students, the researcher has the idea to bring a whole language approach which emphasizes the development of English language skills in an integrated manner of all four skills, especially listening and speaking skills, to be effective and ready to communicate effectively with foreigners.

RESEARCH METHODOLOGY

The objectives of this research were to) examine the English listening and speaking competence of NRRU students, 2) compare NRRU University students' English listening and speaking competence scores before and after the treatment with the criterion of 70%, 3)examine English reading and writing competence of NRRU students, and 4)compare NRRU University students' English reading and writing competence scores before and after the treatment with the criterion of 70%. There were 4 research hypotheses as follows: 1)Students' average scores of listening and speaking post-test will be significantly higher than the pre-test scores at the .05 level, 2) the average score of English listening and speaking post-test of students who have studied English through the whole approach process is significantly higher than the criterion of 70% at the .05 level, 3) students' average scores of reading and writing post-test will be significantly higher than the pre-test scores at the .05 level, and 4) The average score of English reading and writing post-test of students who have studied English through the whole approach process, which is significantly higher than the criterion of 70% at the .05 level.

Conceptual Framework of the Research

This study is a one-group pre-test and post-test design aiming to develop students' English listening, speaking, reading, and writing competence through the whole approach process. The major purpose of the research is to find out why EFL learners cannot develop their English competence according to their educational level. Thus, the independent is the whole language approach. At the same time, the dependent variable is students' English competence as shown in Figure 1 and Figure 2.
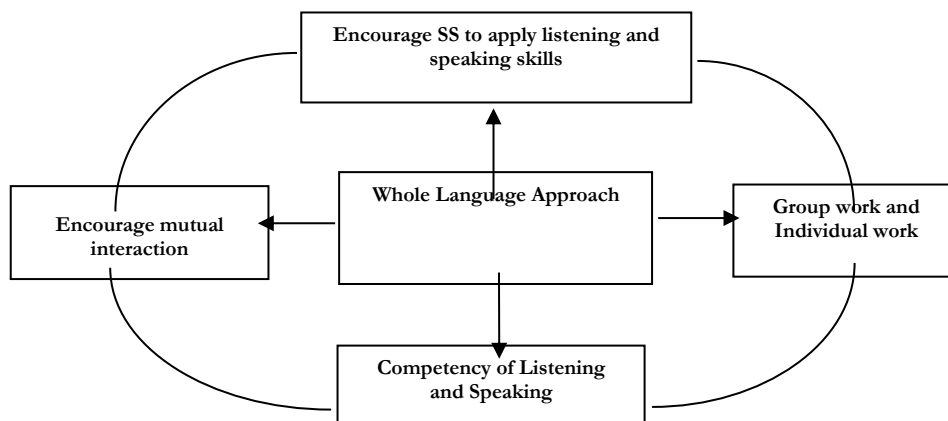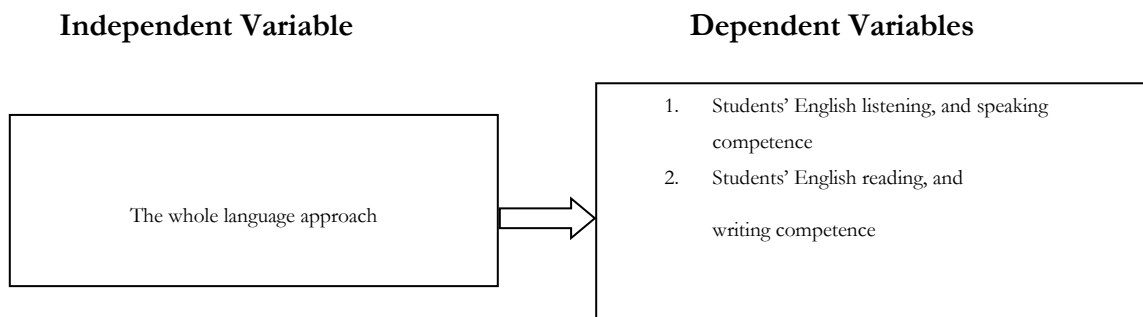
Figure 1 Conceptual framework of the study

Independent Variable   **Dependent Variables**

Figure 2 Relationship between Independent Variable and Dependent Variables

Significance of the Study

Students will develop their potential to communicate in English effectively. This

will result in applying English skills, especially English speaking and listening skills, to their daily lives more efficiently.

After this research, there will be application of English language teaching skills to students studying at various levels.

There will be a guideline for those who are interested in studying and teaching English to apply the whole approach process to their daily lives.

The results of the study will be beneficial to English teachers and researchers in seeking proper ways to develop an effective way of teaching English in the classroom.

The results of this study will be a guideline for teachers who are seeking a proper method of teaching to improve their students' English competence by applying this approach to their English class.

Research Design. This research design applied both quantitative and qualitative research with the population, sample, and content scope as follows:

The population in this research consisted of 100 first-year English major Nakhon Ratchasima Rajabhat University students who took the English course in the second semester of the 2020 academic year at Nakhon Ratchasima Rajabhat University.

The sample consisted of 50 first-year English major Nakhon Ratchasima Rajabhat University students who took the English course in 2020. The sample was selected through purposive random sampling from 100 students (2 classrooms).

Content Scope

Local food

Community factory

Local community environment

Asking for direction in the community

Local festivals

Local occupations

Lesson plans focusing on the Whole language approach were instruments for the research procedure. Lesson plans were designed based on the whole language approach for first-year Rajabhat University students, focusing on the six lessons to encourage students to be skilful in listening, speaking, reading, and writing English. There were six topics: 1. Local food, 2.Community factory, 3. How to keep the local community environment, 4. Asking direction in the community, 5. Local festivals, 6. Local occupations. The teacher read or told stories, providing a background for reading and writing. All learners were encouraged to participate in the discussion of background knowledge and experiences. Each lesson took 180 minutes of class time. Each week took three hours per week. Each topic took three hours. Six topics took 18 hours or six weeks.

Table 1 The validation of the whole language lesson plans

Assessment issues	Expert	Expert	Expert	Expert	Expert	Total	Meaning
	A	B	C	D	E		
1.Idea	3.15	3.00	4.00	2.90	3.25	3.26	Good
2.Content	3.10	2.80	3.50	3.50	3.15	3.21	Good
3.Teaching process	3.00	3.15	4.00	3.40	2.90	3.29	Good
4.Co-operation	2.80	2.95	3.50	3.55	3.20	3.20	Good
5.Activities	3.00	3.15	3.45	3.65	3.75	3.40	Good
6.Materials	3.25	2.90	3.50	3.25	3.20	3.22	Good
7.Assessment	3.10	3.90	4.00	3.55	3.15	3.54	Excellent
Overall	3.06	3.12	3.71	3.40	3.23	3.30	Good

The average score of each item is shown in Table 1. The results showed that the average scores were between 3.21 and 3.54. The overall average score was 3.30. It could be said that the lesson plans were quite trustworthy because they contained the main concept of the Whole Language Approach.

Research Instruments

A research instrument is used to collect, measure, and analyze data related to this research. Research instruments for this study consisted of focus group interviews, tests, Portfolios, and structured observation. In this research, the 5 experts were the instruments' assessors for lesson plans, focus group interviews, surveys, structured observation, English learning achievement test and opinion questionnaire.

Focus Group Interview: mA group of selected students were asked about their opinions or perceptions related to listening, speaking, reading and writing English skills. There was an emphasis on the interviewees' subjective and personal responses where the interviewer engaged to elicit more information.

Table 2 Local community lessons through the Whole language approach.

Unit	Topic	Time(period)
1	Local food	3 hours
2	Community factory	3 hours
3	How to keep local community environment	3 hours
4	Asking direction in community	3 hours
5	Local festivals	3 hours
6	Local occupations	3 hours
Total		18 hours

The instruments for data collection were as follows:

English learning achievement and opinion questionnaires were designed to record learners' English learning achievements through the pre-test and post-test process, portfolio assessment, observation, and learners' opinion questionnaires regarding the use of local community lessons through the whole language approach.

English Achievement Test

Pre-test and Post-test (Achievement Test) were used to assess the English learning achievement of samples before and after using local community lessons through the whole language approach.

The Multiple Choice Test constituted 30 items, covering all six local community lessons. The test was designed to see whether the learners could use language as a whole. The 30 points were the maximum scores.

Dictation   10   items (10 points).

Structured Observation

The structured observation was part of a formal assessment procedure, which could tell the researcher more about learners' English competence. The teacher used the observation form used in this study as a researcher to observe the learners' response and learning behaviour during the activity on local community lessons through the whole language approach. With observation form, the researcher easily saw what was happening with the learners and their progress. The checklist for using local community lessons through a whole language approach is as follows:

> 5= Excellent
>
> 4= Good
>
> 3= Fair
>
> 2= Poor
>
> 1= Very poor

Portfolio Assessment: The portfolio was given to each student to record their English competence and submitted to the researcher at the end of each topic. After being checked and evaluated, the portfolio was returned to them. Using the portfolio, the researcher easily checked whether these learners progressed.

Criteria for Portfolio Assessment. However, when a weighted evaluation is desired,

Appraise each criterion for a product on a scale of one to five, with one earning a low value and five earning the highest value, as shown below.

> Score each from 5 to 1
>
> 5= Highest value
>
> 4= High value

3= Moderate value

2= Quite low value

1= Low value

Opinion Questionnaire

The questionnaire was given to students at the end of the research to investigate their opinions about their English competence through the Whole language approach. They were asked to complete the questionnaire to investigate their opinions towards the use of local community lessons through the whole language approach. The questionnaires contained 10 items of opinions and 2 open-ended questions about using local community lessons through the Whole language approach.

An opinion questionnaire was used to investigate learners' opinions towards the use of local community lessons through the whole language approach.

The criteria of the opinion questionnaire as shown below.

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

RESULTS

The data obtained from the pre-test and post-test processes were calculated using means, percentage, standard deviation (S.D), and t-test. The researcher analyzed the obtained data as follows:

Analyze the percentage, means and standard deviation (S.D) of the obtained scores both from the pre-test and post-test process for the English learning achievement test

Compare the pre-test and post-test scores by using a t-test for the dependent.

Data from the opinion questionnaire was rated using a rating scale and calculated in percentages. The data reflected the learners' opinion towards using local community lessons through the whole language approach.

Data from the portfolio were presented based on local community lessons.

Data from opinion questionnaire score were rated by rating scale and calculated in percentage. The data reflected the learners' opinions about learning achievement through the whole language approach. The rating scale was interpreted as follows:

The scales were adopted in rating the level of their opinions are;

1 = Strongly disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly agree

Data from the observation form to investigate the learners learning behavior and response the use of local community lesson through the whole language approach.

Table 3 Five aspect scores of the students' English listening and speaking ability.

No.		Pre-test (15 points)						Post-test (15 points)					
		Self-confidence(3)	Accent (3)	Fluency (3)	Comprehension (3)	Clarity(3)	Total (15)	Self-confidence(3)	Accent (3)	Fluency (3)	Comprehension (3)	Clarity(3)	Total (15)
1		1.30	1.55	1.65	1.45	1.35	**7.30**	1.95	2.10	2.00	2.30	2.30	**10.65**
2		1.20	1.05	1.25	1.00	1.40	**5.90**	1.75	1.80	2.00	1.90	2.10	**9.55**
3		1.45	1.15	1.25	1.35	1.50	**6.70**	1.55	1.90	2.10	2.00	2.25	**9.80**
4		1.30	1.25	1.15	1.20	1.10	**6.00**	1.70	1.60	1.95	2.30	2.10	**9.65**
5		1.50	1.45	1.55	1.40	1.35	**7.25**	2.00	1.95	2.25	2.50	2.60	**11.30**
6		1.05	1.10	1.20	1.05	1.15	**5.55**	1.50	1.70	1.90	2.10	2.45	**9.65**
7		1.10	1.15	1.25	1.20	1.20	**5.90**	1.55	1.60	1.90	2.00	1.95	**9.00**
8		1.50	1.45	1.30	1.05	1.15	**6.45**	1.75	1.80	1.95	2.05	1.90	**9.45**
9		1.25	1.35	1.30	1.10	1.50	**6.50**	1.80	1.60	1.95	2.00	1.85	**9.20**
10		1.35	1.45	1.30	1.20	1.35	**6.65**	1.55	1.80	1.85	1.95	1.90	**9.05**
11		1.05	1.15	1.25	1.10	1.45	**6.00**	1.65	1.60	2.00	1.95	1.85	**9.05**
12		1.45	1.55	1.20	1.35	1.55	**7.10**	2.10	2.30	2.25	2.60	2.45	**11.70**
13		1.30	1.20	1.30	1.10	1.20	**6.10**	1.50	2.20	2.35	1.90	2.20	**10.15**
14		1.40	1.25	1.35	1.00	1.15	**6.15**	1.65	1.95	2.10	2.50	2.45	**10.65**
15		1.40	1.35	1.10	1.15	1.50	**6.50**	1.80	1.90	2.20	2.25	2.20	**10.35**
16		1.25	1.20	1.20	1.05	1.45	**6.15**	1.50	1.85	2.00	2.10	1.95	**9.40**
17		1.15	1.05	1.25	1.25	1.35	**6.05**	1.55	1.75	1.95	1.95	2.10	**9.30**
18		1.10	1.50	1.35	1.15	1.15	**6.25**	1.75	1.80	1.95	1.85	2.00	**9.35**
19		1.25	1.35	1.20	1.20	1.20	**6.20**	1.50	1.95	2.00	1.95	2.00	**9.40**
20		1.35	1.05	1.30	1.40	1.40	**6.50**	1.90	1.85	2.20	1.75	2.10	**9.80**
21		1.25	1.20	1.40	1.20	1.35	**6.40**	1.65	1.95	2.35	2.10	2.15	**10.20**
22		1.45	1.30	1.20	1.10	1.25	**6.30**	1.75	1.90	1.95	1.85	2.00	**9.45**
23		1.15	1.20	1.35	1.20	1.35	**6.25**	1.80	2.00	2.00	2.00	2.25	**10.05**
24		1.25	1.35	1.20	1.10	1.40	**6.30**	1.60	1.95	1.95	1.90	2.10	**9.50**
25		1.25	1.20	1.35	1.10	1.45	**6.35**	1.55	1.75	1.90	1.70	2.15	**9.05**
26		1.05	1.10	1.20	1.15	1.20	**5.70**	1.80	2.00	2.20	2.00	2.15	**10.15**
27		1.00	1.20	1.25	1.10	1.50	**6.05**	1.60	1.95	2.10	1.95	2.10	**9.70**
28		1.45	1.40	1.35	1.05	1.35	**6.60**	2.20	2.30	2.35	2.30	2.45	**11.60**
29		1.65	1.45	1.50	1.05	1.45	**7.10**	2.50	2.45	2.25	2.50	2.40	**12.10**
30		1.45	1.30	1.40	1.30	1.25	**6.70**	1.90	2.10	2.15	2.45	2.25	**10.85**
31		1.40	1.15	1.30	1.20	1.35	**6.40**	1.95	2.00	2.25	2.10	2.20	**10.50**
32		1.30	1.20	1.25	1.20	1.45	**6.40**	1.85	2.00	2.20	1.95	2.00	**10.00**
33		1.25	1.15	1.25	1.20	1.25	**6.10**	1.65	1.95	2.00	1.90	1.95	**9.45**
34		1.00	1.20	1.35	1.25	1.20	**6.00**	1.80	1.95	2.00	1.95	2.10	**9.80**
35		1.10	1.30	1.20	1.20	1.05	**5.85**	1.65	1.75	1.95	1.85	2.05	**9.25**

36		1.55	1.50	1.15	1.30	1.50	**7.00**	2.15	2.20	2.25	2.15	2.20	**10.95**
37		1.25	1.20	1.20	1.10	1.45	**6.20**	1.95	2.10	2.20	2.25	2.10	**10.60**
38		1.05	1.10	1.20	1.15	1.20	**5.70**	1.95	1.95	2.15	2.10	2.15	**10.30**
39		1.00	1.20	1.25	1.10	1.25	**5.80**	1.60	1.80	2.00	1.95	2.10	**9.45**
40		1.35	1.20	1.35	1.20	1.35	**6.45**	1.80	1.95	2.15	1.95	2.05	**9.90**
41		1.45	1.30	1.30	1.25	1.45	**6.75**	1.90	2.10	2.05	1.95	2.35	**10.35**
42		1.15	1.30	1.15	1.30	1.25	**6.15**	1.80	2.00	2.05	1.85	1.95	**9.65**
43		1.10	1.25	1.00	1.45	1.40	**6.20**	1.60	1.95	2.20	2.10	2.00	**9.85**
44		1.05	1.15	1.15	1.10	1.35	**5.80**	1.75	1.85	2.15	2.05	2.00	**9.80**
45		1.35	1.10	1.30	1.25	1.25	**6.25**	1.75	1.95	2.15	2.15	2.05	**10.05**
46		1.45	1.40	1.20	1.15	1.55	**6.75**	1.90	2.00	2.10	1.95	2.05	**10.00**
47		1.45	1.30	1.25	1.05	1.15	**6.20**	1.95	2.15	2.50	1.75	2.15	**10.50**
48		1.35	1.20	1.10	1.15	1.20	**6.00**	2.00	2.25	2.35	2.45	2.40	**11.45**
49		1.25	1.40	1.20	1.20	1.25	**6.30**	1.85	2.10	2.00	2.15	2.20	**10.30**
50		1.10	1.20	1.30	1.10	1.25	**5.95**	1.75	1.95	2.00	2.10	2.00	**9.80**
Av.		**1.27**	**1.26**	**1.27**	**1.18**	**1.32**	**6.30**	**1.78**	**1.95**	**2.10**	**2.07**	**2.14**	**10.02**

The results from Table 3 indicated that the lowest pre-test scores of listening and speaking competence before studying English through the whole language approach process of students were 5.55. While the highest scores of listening and speaking competence before studying English through the whole language approach process of students were 7.30. However, after studying English through the whole language approach process, students' scores improved. The post-test lowest scores of listening and speaking competence were 9.00. In contrast, the post-test lowest scores of listening and speaking competence were 12.10. More importantly, the majority of students gained a higher score in the post-test than the pre-test. Moreover, the t-test was applied to check the score of each aspect and overall aspects about the significant difference between the pre-test and post-test mean scores. In order to make the objective more trustworthy, the students' pre-test and post-test mean scores, mean difference, standard deviations, t-values, and statistical significance were shown in Table 15.

Table 4 Comparisons of the students' English listening and speaking competence in 5 aspects.

Aspects of English listening and speaking ability	Total score	Pre-test	S.D.	Post-test	S.D.	t	Sig
		X		X			
1. Clarity	3	1.272	.165	1.779	.205	20.060	.000
2.Accent	3	1.262	.134	1.946	.186	26.221	.000
3.Fluency	3	1.267	.112	2.095	.148	31.754	.000
4.Comprehension	3	1.180	.112	2.066	.212	27.763	.000
5.Self-confidence	3	1.323	.130	2.135	.173	27.080	.000
Total	15	6.304	.402	10.021	.736	42.300	.000

*p< .05

According to the results from Table 4, it indicated that the scores of students' competence on listening and speaking skills from each aspect such as clarity, accent, fluency, comprehension, and self-confidence of the post-test were higher than the pre-test scores with statistical significance at the 0.05 level. More surprisingly, the overall aspect scores of listening and speaking competence from the post-test were higher than the pre-test scores with statistical significance at the 0.05 level. Thus, the hypothesis1 (1.Students' average scores of listening and speaking post-test will be significantly higher than the pre-test scores at the .05 level) was proved

valid. This means that after studying English through the whole language approach process, students' English listening and speaking competence was significantly improved. In order to answer the hypothesis 2 (The average score of English listening and speaking post-test of students who have studied English through the whole approach process is significantly higher than the criterion of 70% at the .05 level) responding to the objective 2 (To compare NRRU University students' English listening and speaking competence scores before and after the treatment with the criterion of 60%), the results of the study were shown in Table 5, and 6 respectively.

Table 5 Scores and percentage mean scores of the students' English listening and speaking competence before and after studying English through the whole language approach process.

	Pre-test		Post-test	
	Total (15 points)	Percentage	Total (15 points)	Percentage
1	7.30	48.67	10.65	71.00
2	5.90	39.33	9.55	63.67
3	6.70	44.67	9.80	65.33
4	6.00	40.00	**9.65**	**64.33**
5	7.25	48.33	11.30	75.33
6	5.55	37.00	9.65	64.33
7	5.90	39.33	9.00	60.00
8	6.45	43.00	9.45	63.00
9	6.50	43.33	9.20	61.33
10	6.65	44.33	9.05	60.33
11	6.00	40.00	9.05	60.33
12	7.10	47.33	11.70	78.00
13	6.10	40.67	10.15	67.67
14	6.15	41.00	10.65	71.00
15	6.50	43.33	10.35	69.00
16	6.15	41.00	9.40	62.67
17	6.05	40.33	9.30	62.00
18	6.25	41.67	9.35	62.33
19	6.20	41.33	9.40	62.67
20	6.50	43.33	9.80	65.33
21	6.40	42.67	10.20	68.00
22	6.30	42.00	9.45	63.00
23	6.25	41.67	10.05	67.00
24	6.30	42.00	9.50	63.33
25	6.35	42.33	9.05	60.33
26	5.70	38.00	10.15	67.67
27	6.05	40.33	9.70	64.67
28	6.60	44.00	11.60	77.33
29	7.10	47.33	12.10	80.67
30	6.70	44.67	10.85	72.33
31	6.40	42.67	10.50	70.00
32	6.40	42.67	10.00	66.67
33	6.10	40.67	9.45	63.00

34	6.00	40.00	9.80	65.33
35	5.85	39.00	9.25	61.67
36	7.00	46.67	10.95	73.00
37	6.20	41.33	10.60	70.67
38	5.70	38.00	10.30	68.67
39	5.80	38.67	9.45	63.00
40	6.45	43.00	9.90	66.00
41	6.75	45.00	10.35	69.00
42	6.15	41.00	9.65	64.33
43	6.20	41.33	9.85	65.67
44	5.80	38.67	9.80	65.33
45	6.25	41.67	10.05	67.00
46	6.75	45.00	10.00	66.67
47	6.20	41.33	10.50	70.00
48	6.00	40.00	**11.45**	**76.33**
49	6.30	42.00	10.30	68.67
50	5.95	39.67	9.80	65.33
Av.	6.30	42.03	10.02	66.81

The results from Table 5 showed that the lowest score of listening and speaking competence post-test was 9.65, while the percentage mean score was 64.33%. In contrast,

the highest score of listening and speaking competence post-test was 11.45 and the percentage mean score was 76.33%. Thus, it could conclude that most students passed the test with a score of 60% in accordance with the criterion which said that the average score of English listening and speaking post-test of students who have studied English through the whole approach process is significantly higher than the criterion of 70% at the .05 level. The t-test to compare the scores from each aspect and the overall aspects was applied to check whether the score was significantly higher than the criterion of 70 %. Meanwhile, the students' post-test mean scores, standard deviation, t-values, and statistical significance were also shown in Table 6.

Table 6 Comparison of the students' English listening and speaking competence post-test means score in 5 aspects with criteria of 70%.

Aspects of English listening and speaking ability	Criteria 60%	Total score	Post-test X	S.D.	t	Sig
1. Clarity		3	1.779	.205	0.726	.471
2.Accent		3	1.946	.186	5.544	.000
3.Fluency		3	2.095	.148	14.108	.000
4.Comprehension		3	2.066	.212	8.862	.000
5.Self-confidence		3	2.135	.173	13.694	.000
Total		15	10.021	.736	9.841	.000

*p<0.05

The results from Table 6 indicated that scores of each aspect of students (clarity, accent, fluency, comprehension, and self-confidence) were higher than the criterion of 60% with the statistical significance at the 0.05 level. Thus, the hypothesis 2 was validated.

According to the hypothesis 3 (Students' average scores of reading and writing post-test will be significantly higher than the pre-test scores at the .05 level). Average scores of reading and writing of students who study English through the whole language approach process will gain a higher score of the post-test than the pre-test at the .05 level. The English reading and writing competence test was applied. The results were shown in Table 7.

Table 7 Five aspect scores of the students' English reading and writing ability.

No.	Pre-test (15 points)						Post-test (15 points)					
	Grammar (3)	Writing patterns (3)	Vocabulary(3)	Concept (3)	Coherence (3)	Total (15)	Grammar (3)	Writing patterns (3)	Vocabulary(3)	Concept (3)	Coherence (3)	Total (15)
1	1.35	1.55	1.45	1.50	1.40	**7.25**	2.10	2.00	2.35	2.20	2.15	**10.80**
2	1.20	1.45	1.40	1.20	1.40	**6.65**	2.30	2.10	2.05	2.10	2.00	**10.55**
3	1.45	1.25	1.30	1.35	1.35	**6.70**	2.10	2.00	2.05	2.40	1.95	**10.50**
4	1.20	1.20	1.20	1.45	1.25	**6.30**	1.95	2.00	2.10	2.40	1.80	**10.25**
5	1.10	1.15	1.35	1.25	1.30	**6.15**	1.90	2.00	2.15	2.45	2.60	**11.10**
6	1.15	1.20	1.25	1.20	1.20	**6.00**	1.85	1.95	2.00	2.30	1.95	**10.05**
7	1.25	1.25	1.50	1.35	1.35	**6.70**	1.85	2.00	2.10	1.95	2.10	**10.00**
8	1.35	1.30	1.35	1.25	1.15	**6.40**	1.90	2.10	2.15	2.10	2.10	**10.35**
9	1.10	1.25	1.40	1.20	1.20	**6.15**	2.00	2.50	2.45	2.15	1.95	**11.05**
10	1.05	1.20	1.20	1.30	1.35	**6.10**	2.00	2.40	2.45	2.30	2.45	**11.60**
11	1.45	1.05	1.30	1.20	1.50	**6.50**	2.10	2.15	2.15	2.15	2.10	**10.65**
12	1.50	1.45	1.50	1.35	1.45	**_7.25_**	2.50	2.10	2.50	2.45	2.60	**12.15**
13	1.40	1.45	1.05	1.20	1.25	**6.35**	2.10	2.20	2.15	2.35	2.10	**10.90**
14	1.40	1.20	1.00	1.10	1.15	**5.85**	1.95	1.90	2.10	2.45	2.50	**10.90**
15	1.35	1.20	1.45	1.25	1.05	**6.30**	1.90	2.00	2.10	2.15	2.10	**10.25**
16	1.25	1.25	1.50	1.30	1.15	**6.45**	1.75	2.00	2.00	2.10	2.15	**10.00**
17	1.15	1.15	1.45	1.25	1.15	**6.15**	1.95	2.10	2.00	2.25	1.95	**10.25**
18	1.20	1.45	1.35	1.40	1.00	**6.40**	1.85	2.05	2.00	2.35	1.90	**10.15**
19	1.15	1.60	1.15	1.20	1.00	**_6.10_**	1.95	2.05	1.95	2.15	2.10	**10.20**
20	1.30	1.30	1.45	1.35	1.00	**6.40**	2.00	2.00	1.95	1.90	2.15	**10.00**
21	1.25	1.35	1.25	1.35	1.25	**6.45**	2.00	1.95	2.40	2.40	2.25	**11.00**
22	1.10	1.45	1.35	1.25	1.05	**6.20**	2.05	1.95	2.00	2.15	1.95	**10.10**
23	1.15	1.50	1.45	1.05	1.50	**6.65**	2.15	1.90	1.95	2.15	1.90	**10.05**
24	1.25	1.55	1.45	1.40	1.40	**7.05**	2.10	2.00	1.80	2.35	1.85	**10.10**
25	1.20	1.20	1.40	1.30	1.05	**6.15**	1.95	1.90	2.10	1.95	1.95	**9.85**
26	1.35	1.25	1.30	1.20	1.25	**6.35**	1.85	2.00	2.00	1.90	1.60	**9.35**
27	1.45	1.25	1.50	1.00	1.35	**6.55**	1.95	2.10	2.05	2.10	1.75	**9.95**
28	1.35	1.35	1.20	1.20	1.25	**6.35**	1.95	2.10	2.05	2.10	2.15	**10.35**
29	1.35	1.55	1.15	1.40	1.45	**6.90**	2.10	2.40	2.35	2.45	2.40	**11.70**
30	1.10	1.45	1.50	1.30	1.35	**6.70**	2.20	2.50	2.45	2.50	2.35	**_12.00_**

31	1.25	1.25	1.30	1.20	1.25	**6.25**	1.95	2.35	2.50	2.35	1.95	**11.10**
32	1.30	1.50	1.25	1.20	1.45	**6.70**	1.85	2.20	1.95	2.30	1.80	**10.10**
33	1.25	1.20	1.30	1.20	1.25	**6.20**	1.90	1.95	2.00	1.95	1.95	**9.75**
34	1.40	1.15	1.05	1.30	1.05	**5.95**	1.90	1.90	2.15	1.90	1.85	**9.70**
35	1.50	1.10	1.40	1.25	1.15	**6.40**	1.80	1.95	2.10	1.90	1.95	**9.70**
36	1.50	1.20	1.45	1.45	1.45	**7.05**	2.30	2.25	2.15	2.45	2.65	**11.80**
37	1.30	1.25	1.20	1.45	1.25	**6.45**	2.10	2.00	2.10	2.35	2.15	**10.70**
38	1.25	1.35	1.30	1.25	1.35	**6.50**	2.20	1.90	2.40	1.95	2.00	**10.45**
39	1.20	1.45	1.15	1.25	1.20	**6.25**	1.95	1.90	1.95	2.20	1.95	**9.95**
40	1.35	1.35	1.55	1.50	1.20	**6.95**	1.85	2.00	1.95	2.15	1.90	**9.85**
41	1.20	1.40	1.35	1.25	1.40	**6.60**	1.75	1.90	2.10	2.15	1.90	**9.80**
42	1.15	1.30	1.25	1.30	1.40	**6.40**	1.90	1.85	2.00	1.95	2.10	**9.80**
43	1.25	1.20	1.10	1.25	1.15	**5.95**	1.80	1.85	1.95	2.20	1.90	**9.70**
44	1.35	1.40	1.35	1.20	1.10	**6.40**	1.90	1.95	2.10	2.10	2.00	**10.05**
45	1.45	1.50	1.25	1.15	1.10	**6.45**	2.00	2.10	2.05	2.20	2.00	**10.35**
46	1.25	1.15	1.35	1.50	1.25	**6.50**	2.00	2.05	2.10	2.00	1.95	**10.10**
47	1.45	1.35	1.45	1.45	1.35	**7.05**	2.40	2.05	2.15	1.95	2.05	**10.60**
48	1.25	1.35	1.15	1.15	1.25	**6.15**	2.10	2.05	2.05	2.30	2.00	**10.50**
49	1.35	1.50	1.00	1.30	1.35	**6.50**	2.00	2.10	2.10	2.10	2.05	**10.35**
50	1.25	1.25	1.35	1.25	1.30	**6.40**	1.95	2.00	2.30	2.10	1.95	**10.30**
Av.	**1.28**	**1.32**	**1.31**	**1.27**	**1.25**	**6.45**	**1.99**	**2.05**	**2.12**	**2.18**	**2.05**	**10.41**

The results from Table 18 showed that before studying English through the whole language approach process, the highest score of reading and writing competence of students was 7.25. While the lowest score of reading and writing competence of students was 6.10. However, after the studying process, the highest score of the post-test was 12. In contrast, the lowest score was 9.70. Moreover, the t-test was applied to check the score of each aspect and overall aspects about the significant difference between the pre-test and post-test mean scores. In order to make the objective more trustworthy, the students' pre-test and post-test mean scores, mean difference, standard deviations, t-values, and statistical significance were shown in Table 8.

Table 8 Comparisons of the students' English reading and writing ability in 5 aspects.

Aspects of English listening and speaking ability	Total score	Pre-test	S.D.	Post-test	S.D.	t	Sig
		X		X			
1.Grammar	3	1.283	.119	1.998	.157	29.227	.000
2.Writing patterns	3	1.320	.137	2.054	.155	26.731	.000
3.Vocabulary	3	1.314	.141	2.121	.167	26.570	.000
4.Concept	3	1.279	.112	2.185	.177	32.129	.000
5.Coherence	3	1.256	.139	2.058	.220	24.205	.000
Total	15	6.452	.327	10.416	.630	46.036	.000

Table 9 Scores and percentage mean scores of the students' English reading and writing ability.

	Pre-test		Pre-test	
	Total (15 points)	Percentage	Total (15 points)	Percentage
1	7.25	48.33	10.80	72.00
2	6.65	44.33	10.55	70.33
3	6.70	44.67	10.50	70.00
4	6.30	42.00	10.25	68.33
5	6.15	41.00	11.10	74.00
6	6.00	40.00	10.05	67.00
7	6.70	44.67	10.00	66.67
8	6.40	42.67	10.35	69.00
9	6.15	41.00	11.05	73.67
10	6.10	40.67	11.60	77.33
11	6.50	43.33	10.65	71.00
12	7.25	48.33	12.15	81.00
13	6.35	42.33	10.90	72.67
14	5.85	39.00	10.90	72.67
15	6.30	42.00	10.25	68.33
16	6.45	43.00	10.00	66.67
17	6.15	41.00	10.25	68.33
18	6.40	42.67	10.15	67.67
19	6.10	40.67	10.20	68.00
20	6.40	42.67	10.00	66.67
21	6.45	43.00	11.00	73.33
22	6.20	41.33	10.10	67.33
23	6.65	44.33	10.05	67.00
24	7.05	47.00	10.10	67.33
25	6.15	41.00	9.85	65.67
26	6.35	42.33	9.35	62.33
27	6.55	43.67	9.95	66.33
28	6.35	42.33	10.35	69.00
29	6.90	46.00	11.70	78.00
30	6.70	44.67	12.00	80.00
31	6.25	41.67	11.10	74.00
32	6.70	44.67	10.10	67.33
33	6.20	41.33	9.75	65.00
34	5.95	39.67	9.70	64.67
35	6.40	42.67	9.70	64.67
36	7.05	47.00	11.80	78.67
37	6.45	43.00	10.70	71.33
38	6.50	43.33	10.45	69.67
39	6.25	41.67	9.95	66.33

40	6.95	46.33	9.85	65.67
41	6.60	44.00	9.80	65.33
42	6.40	42.67	9.80	65.33
43	5.95	39.67	9.70	64.67
44	6.40	42.67	10.05	67.00
45	6.45	43.00	10.35	69.00
46	6.50	43.33	10.10	67.33
47	7.05	47.00	10.60	70.67
48	6.15	41.00	10.50	70.00
49	6.50	43.33	10.35	69.00
50	6.40	42.67	10.30	68.67
Av.	6.45	43.01	10.42	69.44

Table 10 Comparison of the students' English reading and writing ability post-test means score in 5 aspects with criteria of 60%

Aspects of English listening and speaking ability	Criteria 60%	Total score	Post-test			
			X	S.D.	t	Sig
1.Grammar		3	1.998	.157	8.910	.000
2.Writing patterns		3	2.054	.155	11.553	.000
3.Vocabulary		3	2.121	.167	13.572	.000
4.Concept		3	2.185	.177	15.350	.000
5.Coherence		3	2.058	.220	8.266	.000
Total		15	10.416	.630	15.879	.000

CONCLUSION

The study's final finding suggested that students' English reading, writing, listening, and speaking competency improved significantly following the entire language approach process. However, in order to make the result clearer, it was separated into nine groups, as follows:

At the.05 level, the post-test mean score of English reading, writing, listening, and speaking competence of students who participated in this study was substantially greater than the pre-test mean score. The post-test scores of the majority of individuals are greater than the pre-test scores.

The post-test mean score of English reading, writing, listening and speaking ability of students who participated in this study exceeded the 70% requirement, with statistical significance at the.05 level. The majority of participants scored higher than the criteria of 70% on the post-test.

Students had a favorable attitude towards learning English using the whole language approach. Their English proficiency improved. The overall satisfaction was at its peak, with a mean of 4.87. According to table 9, the mean score of 4.21 - 5.00 indicated the best level of student satisfaction with the entire package of English-speaking training.

The post-test scores of students' English -speaking competence in each aspect: grammar, comprehension, clarity, pronunciation, and fluency were statistically significant at the 0.05 level. Furthermore, the post-test

scores of the students' English- speaking skills were higher than the criteria of 70%, with statistical significance at the 0.05 level.

According to table 9, the majority of trainees believed that the instructor provided knowledge in a nice and friendly manner. With a mean of 4.87, overall satisfaction with English capacity development was at its peak. While knowledge and training came in second and were thought to be extremely valuable.

Interview data revealed that students' English-speaking abilities increased dramatically after participating in this research. Furthermore, with a mean of 4, the overall satisfaction with the instructor was at its peak.

According to Table 10, the majority of questionnaire respondents said that the service of English listening was most needed, with a percentage of 35.71.

As a result of this research training, students had a more positive attitude toward studying English. Furthermore, 37.93% of them stated that participating in this project improved their English- speaking skills.

Based on my observations while conducting this research, students believed that their English reading, writing, listening, and speaking skills had greatly improved.

Inconclusion, the majority of students scored much higher on the English reading, writing, listening, and speaking competence post-test than on the English competency pre-test. Students' post-test English reading, writing, listening, and speaking competency scores were substantially higher than the threshold of 70% at the.05 level.

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