

*Effectiveness in Using the Learning Package on "How to Make Questions in English" for Improving Speaking Skills of Degree Students*

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The Asian Conference on Language Learning 2015  
Official Conference Proceedings

**Abstract**

The objectives of this study were (1) to study the effectiveness of using a learning package on how to make questions in English of degree students; (2) to study the achievement before and after using the learning package of Engineering and Business Administration students; (3) to compare the achievement between the two groups of degree students: the first, 4 year full time students and the second, 2 year transferred program students and (4) to compare the difference between means of the students in both faculties. Samples were 124 degree students selected by using purposive sampling. Instruments were the learning package on how to make questions in English and pre and post-test composed of 3 parts: (1) 20 of multiple choice items; (2) 20 word completion items and (3) 20 items on making questions. The samples did a pretest, studied the learning package and did a posttest. Data was analyzed for mean, minimum and maximum scores, standard deviation, paired t-test and independent t-test. The findings indicated as follows: 1. The effectiveness in using the package on how to make questions in English improved degree students' achievement positively. 2. The mean, minimum and maximum scores of both groups were higher than before using the package. 3. The students from Electrical Engineering 2 year transferred program part time got the highest mean scores while those from Information Technology System in Business 4-year students got the lowest means scores. And 4. There was a significant difference between means before using the package of both groups, but there was no significant difference between means after using the package.

**Keywords:** Effectiveness, Learning Package, Making questions in English, Degree students

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## **Introduction**

In Thailand which English is a foreign language and the Thai language is the mother tongue, and people don't have an opportunity to use English in daily life, English is taught at all levels of the educational system from primary school to university. However, most Thai students even studying a bachelor's degree still their English ability is quite poor, especially in speaking skills. Like the degree students at Rajamangala University of Technology Srivijaya, a university in the southern part of Thailand, they have problems in speaking English as well. The main problem is that they don't know what and how to start the conversation with foreigners because they don't know how to make questions in English. As Nunan (1991) mentioned that "Success is measured in terms of the ability to carry out a conversation in the (target) language." Hence, this study was conducted so that students can study by themselves on how to make questions in English from the learning package which will motivate them to be brave enough to communicate and speak English with confidence. Moreover, Gardner and Miller (1999) stated that learners need to become more aware of their central role in the decision-making process. They have to learn to take responsibility for their learning and learn about the importance of reflection on their learning to reach the goals which are relevant to their wants or needs. Therefore, the self-access learning on 'How to make questions in English' was constructed to find out whether the package would have positive effects in improving speaking skills of degree students at this university or not.

## **Purposes of the Study**

1. To study the effectiveness of using the learning package on how to make questions in English of degree students.
2. To study the achievement before and after using the learning package of Engineering and Business Administration students.
3. To compare the achievement between the two groups of degree students: the first, 4 year full time students and the second, 2 year transferred program students.
4. To compare the difference between the means of the students in the Faculty of Engineering and Business Administration.

## **Research Questions**

The research was designed to answer the following research questions:

1. Is the achievement after using the learning package on how to make questions in English higher than before using it in both 4 year weekdays and 2 year transferred weekend program students?
2. Is there a statistical difference between the means of the students in the Faculty of Engineering and Business Administration?
3. Which program and department got the highest or lowest mean after self-study with the learning package?

## **Context of the Study**

This study was conducted during the first semester of the academic year 2011 and focused only on how to make questions in English of Yes-No questions and Wh-questions. Faculty, Program, and Department are the independent variables for this study.

## **Literature Review**

### **Speaking skill as a fundamental skill in communication**

Just think of all the different conversations a person has in one day and compare that with how much written communication is done in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practised in the language classroom.

(<http://www.englishonline.org/en/teachers/workshops/teaching-speaking/teaching-tips/...>)

### **Concept of Speaking Skills**

The population of English language learners in schools has increased. In Thailand, English has been widely accepted as an international language and thus the Thai government has demonstrated the urgent socio-political, commercial and educational needs for Thai people to be able to communicate in English (Wongsothorn, 1999 cited in Noytim, 2006).

In addition, English in Thailand has been influenced by the world of cyber or internet, as the great majority of documents available on the Internet are in English. It reflects contexts, cultures, and materials. Moreover, English is also in high demand in the tourism industry which is a key income of the Thai economy (Warschauer, 2001 cited in Noytim 2006).

In terms of speaking, it is one of four skills which are crucial in learning English, this skill is always used in daily lives. Speaking is an interactive process of constructing, it means to involve production and receiving and processing information (Florez, 1999 cited in Brown, 1994; Burns & Joyce, 1997). Moreover, Florez (1999) stated that its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving.

According to, Olivares' theoretical framework, Moreira (2006) mentioned that spoken language and thought are not always directly correlated, and that abstract concepts, which are not language dependent, can be transferred from the native language (L1) to the target language (L2) without specific labels. That is, for a second-language learner not every word-to-word translation and this is particularly true at the beginning of new language learning. This approach to language learning thus infers that English language learners (ELLs) use their previous knowledge to negotiate information

acquired in L2. In terms of negotiation meaning, according to experiences, ELLs acquire L2 from native speakers by using negotiation meaning; for instance, a learner attempts to speak English to a native speaker by using his/her previous knowledge. The native speaker, then, will revise the structure of sentences, which is constructed by ELLs, in making a conversation. Eventually, ELLs can gain this knowledge from the native speakers.

Moreover, Tasee (2009) also indicated the Bygate's theoretical framework towards speaking skills that speaking is a skill which deserves cautious attention as much as literacy skills in both first and second language. It is the vehicle par excellence of social solidarity, social ranking, professional advancement and business and also a medium through which much language is learnt, which for many is conducive for learning. Further, Bygate states that 'knowledge' and 'skill' are necessary factors for learners in learning to speak. Both can be understood and memorized but only 'skill' can be imitated and practised. To be a successful speaker, 'knowledge' and 'skill' should go together. In terms of skill, two basic ways in which something can be seen as a skill involve motor-perspective skills and interaction skills. The former deal with perceiving, recalling, and articulating in the correct order, sounds and structure of the language, while the latter involves making decisions about communication, such as what to say, how to say it, or the ability to use language in order to satisfy particular demands. There are at least two demands which can affect the nature of speech, i.e. processing conditions and reciprocity conditions. The former refers to internal conditions of speech or the fact that speech takes place under the pressure of time, while the latter refers to the dimension of interpersonal interaction in conversation.

Furthermore, from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously' (Vilimec, 2006). Vilimec had mentioned two theories of speaking: Bygate's theory and Harmer's theory. According to Bygate's theory, in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations. He views the skills as comprising of two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity connected with a mutual relationship between the interlocutors.

Production skills in certain ways limit or modify oral production; it means the use of production skills. For that reason, speakers are forced to use devices which help them make oral production possible or easier through 'facilitation', or enable them to change words they use in order to avoid or replace the difficult ones by means of 'compensation', Bygate says (Vilimec, 2006).

In terms of interaction skills, both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means 'good at saying what they want to say in a way which the listener finds understandable'. This means being able to possess interaction skills. Interaction skills involve routines and

negotiation skills. Routines present the typical patterns of conversation including interaction and information routines. Negotiation skills serve as a means for enabling the speaker and listener to make themselves clearly understood. This is achieved by two aspects: management of interaction and turn-taking (Vilimec, 2006).

The other theory is derived from Harmer, he distinguishes between two aspects – knowledge of ‘language features’, and the ability to process information on the spot, it means ‘mental/social processing’: from Harmer’s point of view the ability to wage oral communication, it is necessary that the participant possess knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas – connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills, ‘mental/social processing’, will help him/her to achieve successful communication goals. Processing skills include features – language processing, interacting with others, and on-the-spot information processing (Vilimec, 2006).

### **Teaching Speaking**

Many language learners regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity/information exchange and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative role of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. (<http://www.nclrc.org/essentials/speaking/spindex.htm>)

### **Strategies for Developing Speaking Skills**

Effective instructors teach students speaking strategies:

1. Using minimal responses

One way to encourage language learners who lack confidence in their ability to participate successfully in oral interaction is to build up a stock of minimal responses that they can use in different types of exchanges since minimal responses are

predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

## 2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges—a script. Greeting, apologies, compliments, invitations and other functions that are influenced by social and cultural norms often follow pattern of script. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

## 3. Using language to talk about language

Instructors can give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.  
(<http://www.nclrc.org/essentials/speaking/stratspeak.htm>)

## **Kinds of questions in English**

In the English language there are several types of questions.

### **1. General questions**

Also known as "Yes/No questions" because a short answer (yes or no) is expected. This kind of question is formed by putting an auxiliary verb before the subject (=inversion). Closed questions includes Yes-No, True-False, Right or Wrong  
General questions most often start with:

**Do? Did? Have? Has? Is? Are? Was? Were? Can? Could? etc.**

Examples:

- Are you from Brazil? **Answer:** Yes, I am / No, I am not
- Did you meet Andy? **Answer:** Yes, I did / No, I didn't
- Was she at home yesterday? **Answer:** Yes, she was / No, she wasn't

### **2. Special Questions or Open questions**

Special questions are those questions that ask for details. Special questions are also called **Wh-questions** as most of them start with "**wh**".

For example:

What? Which? When? Where? Why? Whose?

Other special questions include: How? How many? How much?

Special questions require inversion, like general questions.

- Where are you from? **Answer:** I am from India
- What are you wearing on your head? **Answer:** I'm wearing a hat or It's a hat!
- How much money do you have? **Answer:** I only have \$10.
- How old are you? **Answer:** I'm 16.
- 

These kind of questions include Object questions and Subject questions and questions with 'How'

Attention:

If the subject of a special question is the question word itself, then this kind of question is called *subject question*.

Subject questions have the word order of an affirmative sentence.

- Who will buy milk?
- Who's in charge here?
- What makes you think so?
- Who wants some coffee?
- ~~Will who buy milk?~~
- ~~Is who in charge here?~~
- ~~What does make you think so?~~

### 3. Disjunctive questions or Tag questions

**Disjunctive questions** are also called **question tags**. They are mini-questions that appear at the end of sentence:

### 4. Embedded questions or Indirect questions

**Embedded questions** are also called **indirect questions**.

Such questions have affirmative word order, and are used in two situations:

- a) **polite questions** ("question within questions")
- Could you tell me where the bus station is?
- ~~Could you tell me where is the bus station?~~

- b) **reported speech**

- He asked me if I could help him.
- ~~He asked me could I help him.~~

(<http://www.eslmonster.com/article/kinds-of-questions>)

### The Learning Package

Anchalee Thammawitheekul (2010) mentioned that a learning package is lessons constructed by the instructor as a tool in learning activities by the students themselves. In each learning outcome, lessons will start from the easiest to more difficult and most difficult ones respectively. The learning package includes identifying objectives,

contents, teaching methods and instructional media in advance. Students or learners can learn and evaluate learning outcome by themselves following each step in the learning package. The learning package can be used by individual, or by group. The name of learning package varies according to patterns of application such as learning lessons, programmed lessons, instructional program, teaching program, self-learning lesson, etc. Anyway, they are a kind of learning process.

### **Objectives of a Learning Package**

1. Learners can do learning activities by themselves at their capacity's levels.

The role of teachers is to be of assistance when students face problems.

2. Learners can learn in steps from the easiest one to the most difficult one.
3. Learners can evaluate themselves and know about their development in their learning by themselves.
4. Students will be proud of their success in learning.

### **Principles of Learning with a Learning Package**

1. Learners can do activities and participate in certain activities.
2. Learners can evaluate themselves and know answers immediately.
3. Having stimulus for learners to be proud when they can do activities or exercises correctly and they try to correct their mistakes.
4. Learners have learnt step by step from easy to difficult according to individual's potential and ability.

### **Characteristics of a Learning Package**

Important characteristics of a learning package include designing of content and learning outcome into 'Frame' and those contents will be constructed to learning unit and sub-unit. Each unit should be related and ordered from easy to difficult.

Each frame will consist of

1. Explanation of contents
2. Pre-test
3. Content and learning activities
4. Questions
5. Keys or answers
6. Post-test

### **Kinds of Frame in a Learning Package**

There are 4 kinds of frames in a learning package as follows:

**1. Set Frame** is the frame like an introduction to the lesson. This frame will include information about rationale, theory and simple questions so learners or students can answer questions correctly. This frame will give moral support and stimulate students to be happy in learning.

**2. Practice Frame** is the frame which gives opportunity for learners to practice in doing activities related to the set frame. The practice frame is constructed for practicing skills such as reading, thinking, Analysis and writing skills. So more content is added in this frame.

**3. Sub-Terminal Frame** is a learning frame coming before summary or terminal frame. After the learners have done many activities respectively, they have to learn and practice more in order that they gain enough knowledge to summarize or make a complete and correct conclusion after learning from frames in a learning package.

**4. Terminal Frame** is the last frame, or a summary, so this frame will have intensive content and be more difficult than previous frames.

### **Types of learning Packages**

At present, a learning package used in learning activities are divided into 3 kinds:

1. Linear Programme
2. Branchine Programme
3. Learning package without frames

(<http://panchalee.wordpress.com/2009/04/17/programinstructional1/>)

### **Methods**

This study was designed as a quasi-experimental research to study the effectiveness in using the learning package on 'How to make questions in English for improving speaking skills of degree students in the faculty of Engineering and Business Administration at Rajamangala University of Technology Srivijaya, Songkhla. This study was conducted during the first semester of academic year 2011.

### **Population and Samples**

The population was students studying at the Faculty of Engineering and Business Administration who enrolled in the English Conversation Course in the first semester of academic year 2011 both from 4<sup>th</sup> year- full time student program studying during weekdays and from 2 year transferred weekend program studying during the weekend.

Samples were 124 students studying the English Conversation Course of the researchers' team were purposely selected as samples for this study. 76 students were from the Faculty of Engineering and 48 from the Faculty of Business Administration. The detail of students is shown in table 1.

**Table 1** General Information of Samples

<b>Faculty/Program</b>	<b>Department</b>	<b>Frequency</b>	<b>Percent</b>
<b>Engineering</b>			
4 year- full time weekdays	Garment Engineering	17	13.71
	Electrical Engineering	23	18.55
2 year transferred weekend	Electrical Engineering	36	29.03
<b>Business Administration</b>			
4 year- full time weekdays	IT Business System	27	21.77
2 year transferred weekend	IT Business System	21	16.94
<b>Total</b>		<b>124</b>	<b>100</b>

### **Variables**

Independent variables are the learning Package on How to make questions of Yes-No and Wh-questions, program, department and faculty in which the students are studying.

Dependent variables are achievement and mean scores before and after learning with the learning package.

### **Research Design**

This research is Experimental Research with One – Group Pretest – Posttest Design

<b>Pre-test</b>	<b>Independent variable &amp; treatment</b>	<b>Post-test</b>
<b>y1</b>	<b>x</b>	<b>y2</b>

x = independent variables operated by researchers and treatment

y1 = mean score of dependent variables before treatment with x variable

y2 = mean scores after treatment with x variable

### **Instrument**

Instruments used in this study are:

1. The Learning Package on “How to make questions in English” which consisted of objectives, instructions, and content in the package are on Yes-No questions and Wh-Questions described using both English and Thai (Students’ Mother Tongue)and at the end of each content includes exercises and keys with explanation for students to be able to study by themselves.
2. A test of 60 items constructed by the researchers and approved by

specialists. The test which was divided into 3 parts: Part 1: 20 test items of 4 multiple choices; Part 2: 20 test items on filling in gaps; and Part 3: 20 test items of written tests. This test is used for both pre-test and post-test.

### **Procedure and Data Collection**

The study was done in the following stages:

1. Study and review related literature and research about achievement and English speaking and learning packages and types of questions in English.
2. Construct self- learning package on “How to make questions in English” according to the following stages.
  - 2.1 Identify content of the learning package concerning how to make questions in English.
  - 2.2 Construct and write exercises and answer keys with explanations.
    - 2.2 Try out the package for the first time with 3 samples in order to survey problems in using the package.
    - 2.3 Improve the package after the first try out, then try out a second time with the same 3 samples in order to find the efficiency of the learning package. The efficiency of the learning package was obtained by the value analysis of  $E_1/E_2$  and the learning package constructed by the researchers reached an efficiency of 82.2/83.1 which is higher than the standard criteria (80/80).
    - 2.4 Construct the test concerning how to make questions in yes-no and wh-questions which consisted of three parts according to the objectives of the research. Overall the test comprised of 60 items, 20 items for each part. The test was approved and edited by three specialists including a native speaker. This test was applied for pre and post test.
3. Select subjects for this research using purposive sampling. Total number was 124 from the Faculty of Engineering and Business Administration.
4. Apply the test to the samples as a pre-test before they study the learning package by themselves. The test lasted 40 minutes.
5. Samples were allowed 1.50 hours to self-study the learning package.
6. Administer the same test a second time as the post-test after samples had studied the learning package by themselves. And the test lasted 40 minutes.
7. Analyze the data for minimum, maximum, mean, standard deviation, percentage, Paired t- test and independent t-test.

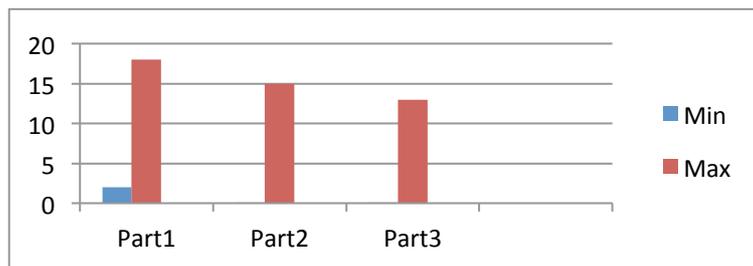
## Data Analysis

Data was analyzed for frequency, percentage, minimum and maximum scores, mean, standard deviation, Paired t- test and independent t-test.

## Results

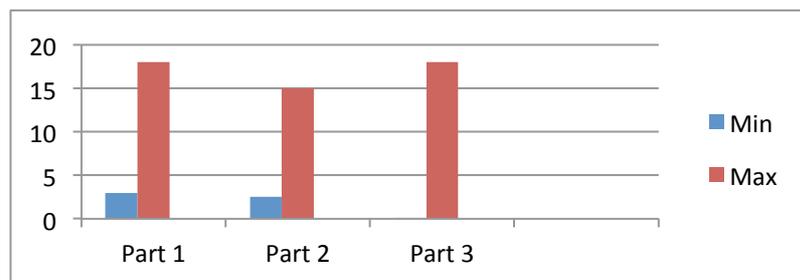
The results are shown in the following graphs and tables.

**Graph 1** Minimum and Maximum Score of each part before using the learning Package of all Samples (Pre-test)



Graph 1 shows in pre-test of part 1: 20 items of multiple choices. The total score of this part was 20. The minimum score was 2.00, while highest score at 18.00. Part 2: 20-item gap fill emphasizing on Yes-No questions. The minimum score was 0.00 and the maximum score was 15.00. And part 3: 20 item making questions by writing, the minimum score was 0.00 and the maximum score was 13.00.

**Graph 2** Minimum and Maximum Score of each part after using the learning Package of all Samples (Post-test)



Graph 2 shows in post-test of part 1: 20 items of multiple choices. The total score of this part was 20. The minimum score was 3.00, while highest score at 18.00. Part 2: 20-item gap fill emphasizing on Yes-No questions. The minimum score was 2.00 and the maximum score was 15.00. And part 3: 20 item making questions by writing, the minimum score was 0.00 and the maximum score was 18.00.

**Table 2** Minimum, Maximum, Mean and Standard Deviation of Total Scores before and after using the learning Package of all programs

<b>Department/ Program</b>		<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
<b>Garment</b>						
<b>Engineering</b> 4 year weekdays	Before	17	5.00	31.00	13.35*	6.53
	After	17	9.00	36.00	17.82	7.08
<b>Electrical</b>						
<b>Engineering</b> 4 year weekdays	Before	23	5.00	44.00**	16.96	8.60
	After	23	12.00	48.00*	25.26	9.89
<b>Electrical</b>						
<b>Engineering</b> 2year weekend	Before	36	5.00	41.00	19.17**	8.25
	After	36	15.00**	45.00	25.92**	7.38
<b>IT Business</b>						
<b>System</b> 4 year weekdays	Before	27	5.00	35.00	18.22	7.34
	After	27	10.00	38.00	22.07	6.74
<b>IT Business</b>						
<b>System</b> 2 year transferred weekend	Before					
	After	21	5.00	21.00	14.23	3.79
	<b>Total scores</b>	21	6.00*	32.00	17.52*	5.29
		<b>= 60</b>				

Table 2 shows that from the total scores which is 60 and in pre-test before samples learn with the learning package, the minimum scores of all departments and programs were 5.00. And the department of electrical engineering of 4 year weekdays program got the highest or maximum scores in pre-test which was 44 and the Department of Information Business system, 2 year transferred weekend program got 21 scores which was the lowest among other departments and programs. Concerning the mean in pre-test, the Department of Electrical Engineering of 2 year weekend program got the highest mean, while the Department of Garment Engineering got the lowest mean which was 13.35. Pertaining to the post-test, the Department of Electrical Engineering of 2 year weekend program got the highest minimum score which was 15.00 while the Department of Information Business system, 2 year transferred weekend program got the lowest score which was 6.00 out of 60. Regarding the highest or maximum scores of samples after learning with the learning package, it was found that the Department of Electrical Engineering of 4 year weekdays program got the highest scores which was 48.00. Concerning the mean of post-test, the Department of Electrical Engineering of 2 year weekend program got the highest mean which was 25.92, while the Department of Information Business system, 4 year weekdays program got 17.52 scores which was the lowest mean among all departments and programs.

**Table 3** Comparison mean before and after using the learning Package of Business Administration and Engineering Faculties

Faculty	N	$\bar{x}$ before	$\bar{x}$ after	t	df	P
Business Administration	48	16.48	20.08	-5.71	47	.00*
Engineering	76	17.09	23.78	-8.84	74	.00*

\*p<.05

Table 3 shows that mean of total scores (60) before and after learning with the learning package of Business Administration and Engineering Faculties has a statistically significant difference at level .05.

**Table 4** Comparison of pre-test mean scores between Faculty of Business Administration and Engineering

Faculty	N	$\bar{x}$	t	df	P
Business Administration	48	16.48	-2.71	117.95	.008*
Engineering	76	17.09			

\*p<.05

Table 4 shows that the mean for pre-test of Business Administration students was 16.48 while that of engineering students was 17.09, and that there is a statistically significant difference at .05 level in the achievement in doing the pre-test before self-study of the learning package between the two Faculties.

**Table 5** Comparison of post-test mean scores between Faculty of Business Administration and Engineering

Faculty	N	$\bar{x}$	t	df	P
Business Administration	48	20.08	-.45	122	.66
Engineering	76	23.78			

Table 5 shows that the mean for post-test of Business Administration students was 20.08 while that of engineering students was 23.78, and that there is no statistically significant difference in the achievement in doing the post-test after self-study of the learning package between both Faculties.

## Conclusion

The results of this study can be summarized as follows:

1. The learning package on “How to Make Questions in English”, constructed by the researchers had positive effect since the scores of post-test were higher than those of the pre-test.

2. The achievement of students studying in the program of 4 year weekdays program, and 2 year weekend program after using the learning package was higher when compared between pre-test and post-test.

3. Concerning scores in pre-test from the test which was divided into 3 parts, it can be concluded as follows:

**Part 1:** 20 items of multiple choice on Wh-question and questions with 'How'. The total score of this part was 20. The results indicated that the minimum scores of pre-test, students of Information Technology Business System department, 4 year weekdays program got only 2, while the students from the Department of Electrical Engineering in 2 year weekend program got the highest score at 18.00. And this department also got the highest mean with 11.17, whereas the students from the Department of Garment Engineering in 4 year- full time weekdays program got the lowest mean with 7.65.

**Part 2:** 20-item gap fill emphasizing on Yes-No questions. The results are as follows:

In pre-test, the students from the Department of Garment Engineering in 4 year weekdays program got a minimum score of 0.00 and the maximum score fell on the Department of Electrical Engineering in 4 year weekdays program with the score of 15.00 and the highest mean of part 2 was 6.96 which came from the students in the Department of Information Technology Business System in 4 year weekdays program.

**Part 3:** 20 item making questions by writing, the results are as follows:

In pre-test, the students from every Department got the minimum score of 0.00 and the maximum score fell on the Department of Electrical Engineering in 4 year weekdays program with a score of 13.00 and the highest mean of part 3 was 2.11 which came from the students in the Department of Electrical Engineering in 4 year weekdays program.

4. Concerning scores in post-test from the test which was divided into 3 parts, it can be concluded as follows:

**Part 1:** 20 item multiple choice on Wh-question and questions with 'How'. The total scores of this part was 20. The results indicated that the minimum scores of post-test, students of Information Technology Business System department, 4 year weekdays program scored 3, while the students from the Department of Electrical Engineering in 4 year weekdays program got the highest scores of 18.00 which was the same score as students from the Department of Information Technology Business System in 4 year weekdays program. And the Department of Electrical Engineering in 4 year full time weekdays program got the highest mean of 13.22 scores, whereas the students from the Department of Information Technology Business System in 4 year weekdays program got the lowest mean of 10.43.

**Part 2:** 20-item of gap fill emphasizing on Yes-No questions. The results are as follows:

In post-test, the students from the Department of Garment Engineering in 4 year weekdays program got a minimum score of 2.00 and the maximum score fell on the Department of Electrical Engineering in 2 year transferred weekend program with the score of 15.00 and the highest mean of part 2 was 9.17 which came from the students in the Department of Electrical Engineering in 2 year transferred weekend program as well, whereas the students from the Department of Garment Engineering in 4 year full time weekdays program got the lowest mean of 5.30.

**Part 3:** 20- item making questions by writing. The results are as follows:

In post-test, the students from all Departments and all programs got a minimum score of 0.00 and the maximum scores fell on the Department of Electrical Engineering in 4 year weekdays program with the score of 18.00 and the highest mean of part 3 was 4.06 which came from the students in the Department of Electrical Engineering in 4 year full time weekdays program.

5. The total score is 60 and in pre-test before samples learn with the learning package, the minimum scores of all departments and programs were 5.00. And the Department of Electrical Engineering of 4 year weekdays program got the highest or maximum score in pre-test which was 44 and the Department of Information Business system, 4 year transferred weekdays program got 21 which was the lowest among other departments and programs. Concerning the mean in pre-test, the Department of Electrical Engineering of 2 year weekend program got the highest mean, while the Department of Garment Engineering got the lowest mean which was 13.35. Pertaining to the post-test, the Department of Electrical Engineering of 2 year weekend program got the highest minimum score which was 15.00 while the Department of Information Business system, 2 year transferred weekend program got the lowest score which was 6.00 out of 60. Regarding the highest or maximum scores of samples after learning with the learning package, it was found that the Department of Electrical Engineering of 4 year weekdays program got the highest score which was 48.00. Concerning the mean of post-test, the Department of Electrical Engineering of 2 year transferred weekend program got the highest mean which was 25.92, while the Department of Information Business system, 4 year transferred weekdays program got 17.52 scores which was the lowest mean among all departments and program.

6. The mean of total scores (60) before and after learning with the learning package of Business Administration and Engineering Faculties has a statistically significant difference at level .05.

7. When comparing means of the two faculties, the mean for pre-test of Business Administration students was 16.48 while that of engineering students was 17.09, and that there is a statistically significant difference at .05 level in the achievement in doing the pre-test before self-study of the learning package between the two Faculties.

8. When comparing means of the two faculties, the mean for post-test of Business Administration students is 20.08 while that of engineering students is 23.78, and that there is no statistically significant difference in the achievement in doing the post-test after self-study of the learning package between the two Faculties.

## **Discussion**

1. From the results, it was found that the learning package on “How to Make questions in English” constructed by the researchers can enable students’ higher achievement in post-test than in pre-test after learning from the package in all programs: 4 year full time weekdays and 2 year transferred part time weekend. Hence the results are respondent with the results of academics who conducted research and found that a learning package or CAI or other instructional media helped more or less in improving learning achievement of students. However the mean of post-test is still not satisfactory since the score was 25.92 which is equivalent to 43.20 % and the lowest mean was only 17.52 which is equivalent to only 29.2 % was less than 50.

2. The learning achievement between before and after using the learning package of degree students in the Faculty of Engineering and Business Administration was different since that of Engineering was higher and it was found that the department of Electrical Engineering in 2 year transferred part time weekend program had more ability in making questions in English than the students in the Faculty of Business Administration. This may be caused by the maturity and attention. Since students studying at the weekend already have jobs and their responsibility level is higher than those studying on the weekdays who still just study not work.

3. From the results, they indicted that making questions in English is still a problem for Thai students even if they have studied English for many years since they were at school. Hence the problems in making and asking questions can make them lose confidence and avoid communicating with native speakers or foreigners.

4. In part 3 which was a written test is the most difficult part for degree students and secondly is part 2 which is filling in the gap emphasizing on Yes-No questions. The problems was students don’t understand how to use verb to “ be” and verb to “do”.

5. The results showed that achievement is still less than 50% not only is this caused by students not understand how to make questions in English, but some samples didn’t answer the test in some parts and others didn’t learn and study carefully including not doing the exercises in every part in the learning package. Anyway, students who followed all parts in the package and paid much attention still had higher scores in post-test than in pre-test.

## **Pedagogical Implications**

1. An Intensive training program for preparing the students for improving speaking in English should be done urgently for not only engineering and business administration but for all degree students before they go into the workplace in the near future.

2. The results of this study should be reported to the administrators of the University and the Faculty of Engineering and the Faculty of Business Administration in order that an urgent policy is implemented to solve the problem of English speaking of students.

3. As the research results indicated that the learning package can improve knowledge of making questions in English and will lead to improving students' speaking skills, hence this kind of instruction media should be constructed for other skills in English as well, such as for reading, listening and writing.

### **Recommendations for Further Study**

1. Research on factors influencing the problems in English speaking of Thai students should be conducted in order to use correspondent solutions for the purpose that Thai students will be ready to be efficient ASEAN citizens in the year 2015.

2. A survey of reasons why degree students still have a low achievement in English speaking skill should be done.

3. This learning package should be applied again to study with other groups of students in other faculties and departments in order to know similarities and differences and to find the effectiveness of the learning package.

4. Research on verb "Be" and "Do" should be conducted.

5. Research using amount and period of time and motivation as independent variables should be done to investigate whether these variables affect students' achievement in learning by a learning package.

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