

The Development of English Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay Village Primary School in Magway City, Myanmar

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Abstract

The research study is the Development of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay Primary School in Magway City, Myanmar., and the objectives are 1) To study of the problems of English-speaking skill for grade 5 students at Ywar Thit Ka Lay School, Magway City, Myanmar. 2. To develop the speaking development of Grade 5 students after learning through activity-based learning at Ywar Thit Ka Lay School, Magway City, Myanmar. 3. Investigate students' attitudes towards each learning activity. The sample of the research study consists of 35 students from grade five students at Ywar Thit Ka Lay School by using purposive sampling utilizing the Research Development Methodology (R&D).

The results of this research were found that: illustrates that of the problems of English Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.35 which was at satisfied level. If it was separated individually as aspect 2) The score post-test of use the manual of model of English-Speaking Skill. ($\bar{x} = 17.49$, S.D. = 1.34) are higher than pre-test of the score pre-test of use the manual of model of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning. ($\bar{x} = 9.23$, S.D. = 1.26) as statistically significant at 0.5.3) 3) The illustrates that of that of the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.37.

Keyword: The Development of English; Activity-Based Learning; English Speaking Skill for Grade 5 Students

Introduction

The focus of the current study was “Speaking Performance of Grade 5 Students.” The study’s background, problem statement, aims, research questions, importance, delimitations, and operational definitions of key terminology are all included in this chapter.

In an increasingly interconnected world, communication is essential to commerce, trade, research, technology, politics, and education, among other spheres of human contact. People come together, ideas and information may be shared, and relationships are strengthened through effective communication. In the context of international relations, communication plays a key role in the advancement of technology. In the context of education, it refers to a student’s capacity for efficient language usage, or “communicative competence.” Success in their careers is ensured by having strong communication skills in both their first and second languages (Canale, & Swain, 1980: 1-47).

For communication, knowledge exchange, and involvement in the global economy, English is a necessary international language. For academics, businesspeople, engineers, scientists, and students everywhere, it is vital. Since English instruction and teachers are essential to this business, there is a growing need for qualified English teachers as well as efficient methods for their professional development and preparation (Burns, & Richards, 2009: 1). Myanmar also recognizes the importance of speaking English. Myanmar specifically joins the Association of Southeast Asian Nations (ASEAN), the ASEAN Economic Community (AEC), and the governments of all affiliated nations in demonstrating a greater interest in English. As a result, if more people in the nation cannot speak English, unemployment may rise. These days, hiring decisions are made in part based on English proficiency. Consequently, each ASEAN nation's ability to participate in the AEC depends on its ability to speak English.

Even though English is a required subject in Myanmar from elementary school through university, the majority of pupils do not speak the language well. They view English as the most challenging subject as a result. However, teaching English as a foreign language (EFL) or as a second language (ESL) is a challenging job. Teachers of English deal with a wide range of issues. The topic of what to teach and how to teach a foreign language in Myanmar must still be urgently discussed in light of future specialists’ social, professional, and objective needs. Both learning tactics and teaching approaches are rapidly evolving in this rapidly expanding society. Solving problems improves development. Teachers can learn new teaching techniques and gain fresh insights into their teaching styles when they identify difficulties and seek to solve them (Jerry G. Gebhard, 2009: 9). English teachers at Grade 5 School in Magway City, Myanmar, frequently deal with issues like using outdated teaching methods, having too many unqualified or undertrained teachers, low motivation among both teachers and students, having a negative attitude toward language acquisition, and

having too large of class size. To enhance the country's educational system, it is imperative to identify the issues English teachers encounter and offer answers. Thus, this research will support Myanmar's reform process by increasing the country's ability for improved public service delivery, particularly in the area of education, as well as for political, administrative, and economic growth.

When studying English, learners need to master four key skills: speaking, listening, writing, and reading. Speaking serves as a tool for interaction, facilitating the expression and transfer of ideas and emotions. According to Richards (2008: 42) speaking activities in English language teaching should prioritize teaching students how to effectively use and communicate in English (as cited in Eyesus, 2015). This skill is considered important because most students often evaluate their success in English based on their speaking proficiency. Therefore, developing effective methods to increase the students' performance as both language learners and language users can help enhance the students English learning achievement in speaking skills.

The ability to effectively communicate with other people is an important skill. Through communication, people gain an understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how others perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and with responsibility, but without sacrificing their own needs and integrity. To reiterate, during self-talk, communication occurs within the brain. During a communication event, they encompass their thoughts, experiences, and perceptions.

Barker (2013: 4) points out that excellent communication skills are vital in today's workplace. Whether keeping the interest of a large audience, impressing a potential employer or simply winning the argument at an important meeting, the key part is sounding. Effective communication is one of the most important life skills we can learn; yet one we don't usually put a lot of effort into. Whether you want to have better conversations in your social life or get your ideas across better at work communication is like the house door that migrants must enter first. The adaptation to cultural differences is directly related to the migrants' failure or success, and it heavily depends on the migrants' communication competence with the host. Communication between people is the structural change for adaptation with the greatest impact.

Besides, the English curriculum at university offers to fulfill the ability of the staff to use English as a part of the education level and their professional lives. A staff with good English communications skills will have better career opportunities. As we know, English is an international language. Hence, there are lots of people around the world who use it as a way to communicate with each other. The purpose of using English includes careers, education, technology and other specific purposes; suffice to say, the learning of the English

language consists of four skills. They are reading, writing, speaking and speaking. Speaking, as a skill, also plays in important role in the development and enhancement of effective communication among people. In every society, human beings develop spoken and written languages as a means of sharing messages.

Speaking is the most important communication skill. Speaking requires focus, as the listener must comprehend and scrutinize the speaker's words. Speaking helps people understand the point the speaker is trying to make. Speaking proficiency has the advantage of allowing us to express ourselves and relate to one another. Furthermore, we can share our experiences, even if we come from different countries and have different cultures. A proficient knowledge of the English language is essential, especially for the second-year staff, because it has become a bridge for them to know the world. Furthermore, it significantly enhances the staff's performance in their communication skills, thereby contributing to their physical and emotional well-being. They will also experience less stress and anxiety. It is critical to have a useful dictionary on hand for pronunciation and word definitions.

For learners, the speaking skill is a fundamental method that can enhance their speaking, reading, and writing abilities. However, at the Faculty of Education, staff strive to improve their speaking abilities and communicate with each other by using foreign languages in their classrooms. To be able to improve these skills, one must take time to listen, speak, and repeat what they listen to, whether it is CDs or tapes, and what they watch on a daily basis, such as videos or TV programs. To communicate effectively, staff must be both confident and proficient in speaking.

English is one of the most important languages we can learn, and it leads to everything that we do, whether we're communicating at work to meet deadlines and achieve results or communicating with friends, family, and partners to build strong relationships. Thanks to English, people worldwide can communicate more easily. With modern technology, it is even easier for people to communicate. People can use it easily, and it saves time. The research aims to overcome communication problems. After two years of study, staff feel confident that their English communication skills have improved. First and foremost, staff members need to enhance their English communication skills by developing their speaking, reading, writing, and translation abilities. Secondly, they need to improve on their vocabulary.

Rangsim Limpisawas (2014: 1) states that "the English language has achieved global status because it has developed globally. Mastering a foreign language is important in our modern society. At present, people rely on communications in order to fulfill their needs and their professional lives. If staff master the four skills, for example, speaking,

reading, and writing, they will be able to communicate with other people without any difficulty. When speaking, one of their handicaps is a lack of vocabulary.

The researcher aims to describe the staff's lack of self-confidence, which in turn leads to their fear of selecting incorrect words during conversations. As a result, vocabulary is an important component of the speaking skill. Looking back twenty years, people did not use the English language in their professional lives. They simply communicated in their own languages.

Nowadays, English has become an important language all around the world. This study aims to describe the communicative English-speaking skills of the staff at the Education Faculty at Mahachulalongkornrajavidyalaya University through action-based learning.

Ismi Azizah (2016: 12) stated, "Speaking a language is especially an oral communication that requires the ability to use the language appropriately in social interactions". Therefore, as the researcher views, knowing the language does not only give one an opportunity to connect with the world, it can also act as a manual to access various sources of knowledge. Without languages people can't communicate effectively and express their ideas. This is a perfect example whereby communication skill is related to speaking skill.

Speaking English is difficult for staff because it requires intense study to develop fluency and excellent comprehension. This requires them to acquire a greater vocabulary, pronunciation, and grammar, as well as a strong willingness to learn. Hence, staff should also master a lot of vocabulary, pronunciation, and grammar in order to improve their speaking and communication skills. As a result, learners must also learn how native speakers use the language in structured and interpersonal exchanges.

Nulasri Khamprated (2012: 16) emphasizes that speaking is a crucial skill in learning the English language and a fundamental aspect of human communication. In essence, speaking skill is the ability to apply linguistic knowledge in real-world communication. Therefore, it is undeniable that English communication skills are crucial for individuals worldwide, and they have significantly impacted various aspects of society.

Instructors must investigate and use fresh teaching strategies that encourage involvement and engagement from their students. Various teaching approaches are being created in the current educational environment. Because of this, educators must choose and apply the best methodology based on the interests and learning levels of their pupils. Therefore, the purpose of this study is to shed light on how students' English-speaking skills are developed in English classes for students in grade 5 using activity-based learning.

Research Questions

- 1) What are the English-speaking skills problems of the 5th grade students at Ywar Thit Ka Lay School, Magway City, Myanmar?
- 2) What are the 5th grade students' speaking skills after learning through activity-based learning at Ywar Thit Ka Lay School, Magway City, Myanmar?
- 3) What are the students' attitudes toward the activities?

Research Objectives

- 1) To study the problems of English-speaking skills for grade 5 students at Ywar Thit Ka Lay School, Magway City, Myanmar.
- 2) To develop the English-speaking development of Grade 5 students after learning through activity-based learning at Ywar Thit Ka Lay School, Magway City, Myanmar.
- 3) To study students' attitudes towards each learning activity of English speaking.

Methodology

This study utilized an R&D approach, with a pre-test and post-test design for a single group. The research design is illustrated in the following details: The division of the research design is as follows:

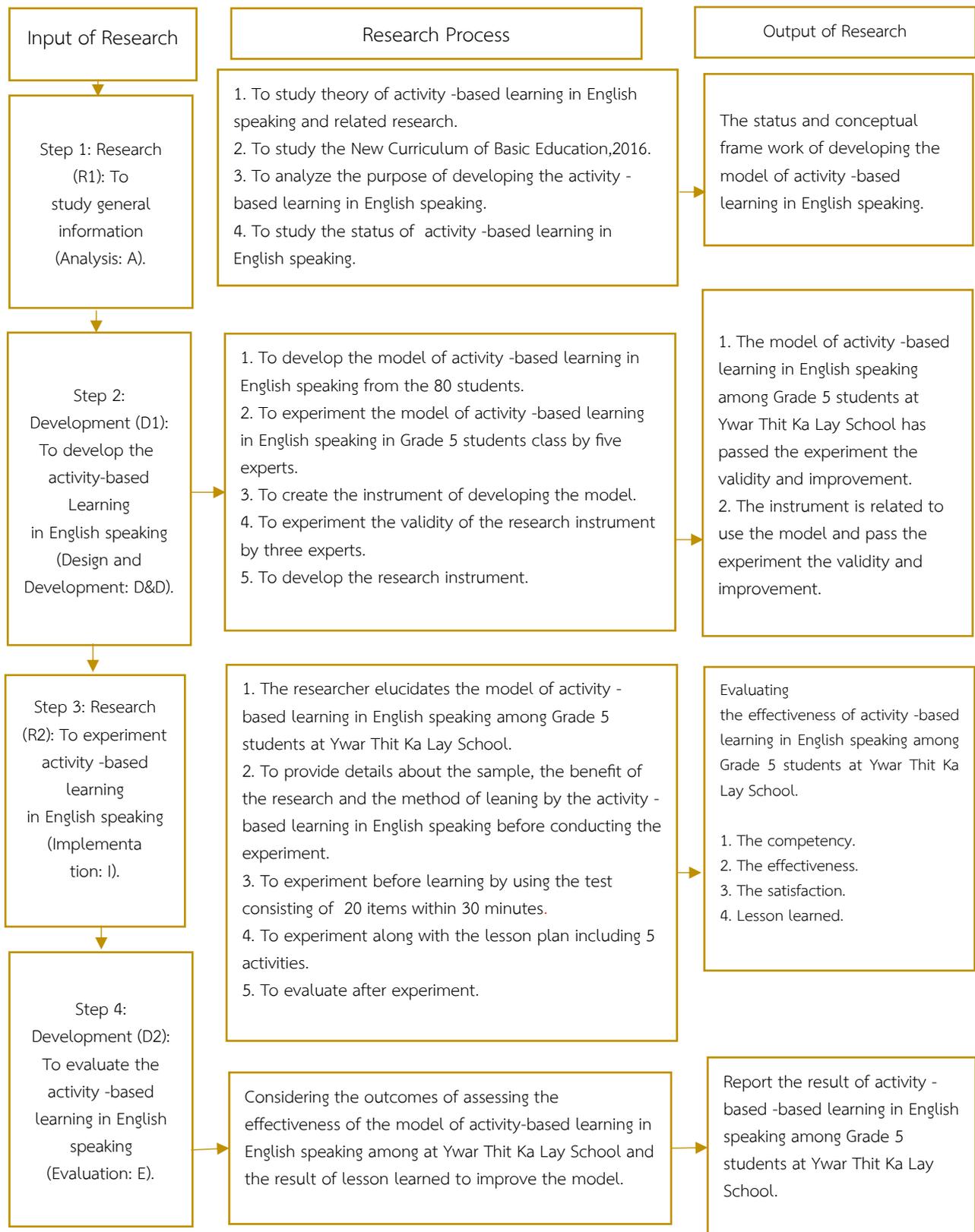


Figure1 The summarized process of research

Research Results

1) **Study the English-speaking skill for grade 5 students at Ywar Thit Ka Lay School, Magway City, Myanmar** illustrates that of the problems of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.35 which was at satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no.10 Students have problems with pronunciation while speaking English. (\bar{x} = 4.71, S.D. = 0.46), and the second item was no.9 Students feel shy when standing and speaking English in front of many people. (\bar{x} = 4.60, S.D. = 0.50), and the third item was no.2 Students do not have the opportunity to use their English-speaking skills in real situations. (\bar{x} = 4.46, S.D. = 0.51), and the lowest level was no.8 There are insufficient media and equipment used for teaching English. (\bar{x} = 4.11, S.D. = 0.58), respectively. In conclusion of the problems of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar which was at satisfied level.

2) **Develop the speaking development of Grade 5 students after learning through activity-based learning at Ywar Thit Ka Lay School, Magway City, Myanmar.,** indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. is found that the pupils who have the score post-test of use the manual of model of English-Speaking Skill. (\bar{x} = 17.49, S.D. = 1.34) are higher than pre-test of the score pre-test of use the manual of model of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning. (\bar{x} = 9.23, S.D. = 1.26) as statistically significant at 0.5.

3) **The evaluate the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar.** To study students' attitudes towards each learning activity., illustrates that of that of the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.37 which was at satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no.8 This activity encourages students to speak English. (\bar{x} = 4.66, S.D. = 0.48), and the second item was no.5 The activity helps students increase their vocabulary. (\bar{x} = 4.57, S.D. = 0.56), and the third item was no. 4. The activity allows students to practice speaking English. (\bar{x} = 4.49, S.D. = 0.56), and the lowest level was no.2 The teacher provides clear directions. (\bar{x} = 4.06, S.D. = 0.54), respectively. In conclusion of the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students

Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. which was at satisfied level.

Discussion

1) **Study the English-speaking skill for grade 5 students at Ywar Thit Ka Lay School, Magway City, Myanmar** illustrates that of the problems of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.35 which was at satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no.10 Students have problems with pronunciation while speaking English. (\bar{x} = 4.71, S.D. = 0.46), and the second item was no.9 Students feel shy when standing and speaking English in front of many people. (\bar{x} = 4.60, S.D. = 0.50), and the third item was no.2 Students do not have the opportunity to use their English-speaking skills in real situations. (\bar{x} = 4.46, S.D. = 0.51), and the lowest level was no.8 There are insufficient media and equipment used for teaching English. (\bar{x} = 4.11, S.D. = 0.58), respectively. In conclusion of the problems of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar which was at satisfied level. Consistent with the study of **Samokhina and Lertputtarak (2017: 267-286)** investigated the English language motivation factors that influence students to study English for their future career success. The study revealed that there are nine motivational factors: factor 1, interested in English; factor 2, opportunity seeking; factor 3, interaction with friends/socialization; factor 4, dislike English; factor 5, better career and working abroad; factor 6, prestige; factor 7, opportunity to learn a foreign culture; factor 8, feeling respect for native speakers, and factor 9, motivated by English teachers. However, there are only 5 factors that influenced the willingness of participants to learn English for their career success, which are: interested in English; opportunity seeking motivation; interaction with friends/socialization; prestige; and motivated by English teachers. The findings of this study may have important implications for English education and language training programs. Consistent with the study of **Phra Natthakit Kittiyano (2020)** studied English oral presentation for bachelor of arts of the fourth-year international staff at Mahachulalongkornrajavidyalaya university Chiang Mai campus. The findings in this study revealed the followings: 1. From a study of principles of oral presentation among staff in English speaking classes it found that the MCU Bachelor of Arts fourth year staff' English oral presentation was generally high, while considering each part in average the aspect of pronunciation was moderate, the aspects of vocabulary and English grammar were high, and the aspects of confidence and strategy use were moderate. 2. In respect of a study of the problems of English speaking in order to improve oral presentation of the MCU Bachelor

of Arts fourth year staff it revealed that problems of the MCU Bachelor of Arts fourth year staff' English oral presentation included 1) Staff had problems with English pronunciation, 2) Staff had problems with English vocabulary, 3) Staff had problems with English grammar, 4) Staff had problems with confidence, and 5) Staff had a lack of strategy uses of oral presentation. 3. With regard to a study of the effective ways of solving the problems in English speaking of the MCU Bachelor of arts fourth year staff it found that staff were required to practice pronunciation, staff were required to increase more vocabulary, staff were required to learn more about structures of English sentences, staff were required to conduct a research and preparation, and staff were required to understand clearly the structure of presentation including introduction, body and conclusion. Consistent with the study of **Wanicha Siraranghom (2020: 42-54)** studied The Analysis of Needs in English Speaking Skills and Problems of Navaminda Kasatriyadhiraj Royal Air Force Academy Graduates in Speaking English in the Workplace. The results revealed that: the graduates could not speak English in different situations effectively. They had limited speaking skills to liaise with foreigners during foreign visits and military missions. The language skills required by the graduates depended on the positions that graduates were appointed. In combat force, the graduates needed skills in liaising with others during military and diplomatic missions. In command department, graduates needed every day conversational skills, and speaking skills when attending seminars or making a presentation. And in logistics department-such as purchasing weapons and studying the accompanying weapon manuals-they needed negotiation skills as well as reading and translation skills. In terms of problems encountered in speaking English, they had difficulty speaking English in a variety of situations. They lacked confidence when speaking English due to pronunciation problems and limited vocabulary.

Develop the speaking development of Grade 5 students after learning through activity-based learning at Ywar Thit Ka Lay School, Magway City, Myanmar., indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. is found that the pupils who have the score post-test of use the manual of model of English-Speaking Skill. ($\bar{x} = 17.49$, S.D. = 1.34) are higher than pre-test of the score pre-test of use the manual of model of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning. ($\bar{x} = 9.23$, S.D. = 1.26) as statistically significant at 0.5. Consistent with the study of **Pornpun Vimooktalop (2006)** revealed a study of usefulness and enjoyableness of communicative English activities as perceived by lower secondary demonstration school staff. The findings in this study revealed the followings: (1) the partisans had experienced both communicative and non-communicative actives in their English classes: (2) the participants activities that both

communicative and non-communicative activities were useful but they thought communicative activities were more enjoyable: (3) there were positive relationships between perceived usefulness and enjoyableness of communicative activities and non-communicative activities the 0.05 level of significance; (4) there were not any significant differences in opinion towards the enjoyableness of communicative activities of low, medium, and high English proficiency staff but there were significant differences in their opinion towards the enjoyableness of non-communicative activities and towards the usefulness of communicative and non-communicative activities at the 0.05 level significance. Consistent with the study of **Pranee Aanthaboot (2012)** studied using communicative activities to develop English speaking ability of Matthayomsuksa three staff. The result of this study indicated that the staff' English-speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance at .05. Consistent with the study of **Nurat Yamchai (2016)** studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was as follows: The staff' oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the .05 level.

The evaluate the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. To study students' attitudes towards each learning activity., illustrates that of that of the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. was found that the overall average was 4.37 which was at satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no.8 This activity encourages students to speak English. ($\bar{X} = 4.66$, S.D. = 0.48), and the second item was no.5 The activity helps students increase their vocabulary. ($\bar{X} = 4.57$, S.D. = 0.56), and the third item was no. 4. The activity allows students to practice speaking English. ($\bar{X} = 4.49$, S.D. = 0.56), and the lowest level was no.2 The teacher provides clear directions. ($\bar{X} = 4.06$, S.D. = 0.54), respectively. In conclusion of the students' opinions towards in the students of English-Speaking Skill for Grade 5 Students Through Activity-Based Learning at Ywar Thit Ka Lay School in Magway City, Myanmar. which was at satisfied level. Consistent with the study of **Rupa Rathee and others (2016: 22-42)** have proposed the research article called "Effectiveness of activity-based learning in management education" The efficacy of activity-based learning, a successful model in science, engineering, and medicine, in management education is investigated in this study. 100 NCR Management Institute students participated in the study, and SPSS version 23 was used to analyze the data. The findings demonstrated that most students thought activity-

based learning was beneficial, and male and female students held similar opinions. The degree of education of the students and their perception of the effectiveness of activity-based learning were significantly correlated. Consistent with the study of **Nurat Yamchai (2016)** studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was as follows: 1) The staff' oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the .05 level and 2) The staff' satisfactions toward the task-based learning were at the highest level. Consistent with the study of **Narissara Siriwong (2013)** studied Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students. The findings were as follows: 1. The English learning activities on the topic of English for Daily Life based on activity-based learning for Prathomsuksa 4 students met the efficiency criteria of 84.57/80.89, which was higher than the defined criteria of 75/75. 2. The students' learning achievement after learning through the developed learning activities was higher than that before the intervention at the .01 level of significance. 3. The students' satisfaction toward learning through the developed learning activities was at the highest level ($\bar{x} = 4.55$, S.D. = 0.51).

Suggestions

Suggestions that should be applied

- 1) That activity-based learning be researched more actively in primary classrooms.
- 2) Investigation were single-classroom observational studies of older learners rather than younger ones. This research gap necessitates an evidence-based examination of activity-based learning that fulfills the demands of younger learners. There are still holes in the idea of activity-based learning that need to be addressed.
- 3) To help students achieve language learning goals at all levels, it is recommended to plan and implement appropriate learning activities.

Suggestions for future research

- 1) the study was conducted in a single classroom, which implies that the sample may not reflect all primary kids in Myanmar, and it may be difficult to ensure that the study's findings can be broadly applied to the entire community. The study was conducted in Myanmar, where English is taught through a standardized curriculum at the primary level. Therefore, the results may not immediately apply internationally, because various school systems use different curricula and approaches to English teaching.
- 2) Further research is needed to explore the impact of activity-based learning on English learning and curriculum in Myanmar classrooms. Implementing activity-based learning at a larger school across various grade levels helps assess its effectiveness

compared to the existing conventional approach. This extension of the study would allow researchers to investigate the effects of activity-based learning throughout the early stages of English learning.

3) A longitudinal study of a primary year cohort or multiple cohorts could evaluate if activity-based learning significantly improved English acquisition over time. This type of research would be more complicated and demand a larger investment of resources. However, it would provide clear evidence of the advantages of activity-based learning in English classrooms. In other courses, the experimental method in science and the game-based method in mathematics are compared against the traditional method. This might be applied to a larger sample with different subjects or scales, and students' success and attitudes toward activity-based learning approaches could be studied.

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