

# The Development of Communicative English-Speaking Skill for Staffs at Miracle of Life Foundation by Using Action-Based Learning

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## Abstract

This research studied of development English-Speaking Skill by Using Problem-Based This research studied of development communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning. The objectives were 1) to study the needs and the problem of communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning, 2) to develop the communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning, 3) to study satisfaction in communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning. This research has used the pre-Experimental research by using pre and post experiment.

The results of this research were found that

1) the needs and problems of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.24 which was at satisfied level.

2) the pupils who have the score post-test of use the manual the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning ( $\bar{x} = 17.68$ , S.D. = 1.22) were higher than pre-test of the score pre-test in the of use experiment the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 9.08$ , S.D. = 1.53) as statistically significant at 0.5.

3) the satisfaction of use experiments the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

**Keyword:** Development of Communicative; Communicative English-Speaking Skill; Staffs at Miracle of Life Foundation

## Introduction

English communication is one of the essential foundations of human existence, yet most people overlook the need to enhance their communication skills. An effective communication skill is a must, whether it is for an individual or a group. English communication skill is the art and technique for communicating and persuading. Thus, a communication skill is the ability to use language and express information. A communication skill is the set of skills that enables a person to convey information so that it is received and understood. Therefore, communication skills are necessary and important for staffs at Miracle of Life Foundation.

Ferguson states that “communication is a vital part of our daily routines. We sit in school and listen to teachers. We read books and magazines. We talk to friends, watch television, and communicate over the Internet. The workplace is no different. Experts tell us that 70-80 percent of our working time is spent in some kind of communication. We’re reading and writing memos, speaking to our co-workers, or having one-to-one conversations with our supervisors. Communication involves at least two people: the sender and the receiver (Ferguson, 2010).

English Communication skills refer to the behaviors that serve to convey information. A communication skill is the ability an individual displays consistently to effectively communicate with classmates, colleagues, and subordinates in both the professional and personal world. Speaking and communication skills are two of the most basic and important skills that help desk analysts must possess. Analysts take in information by speaking. They use both verbal and nonverbal skills to communicate. These skills are important because analysts must communicate and listen actively when customers provide information about their problems or requests.

Marc J. Riemer (2016) stated that communication skills are essential for staff who aspire to carry out their professional practice in the global arena. Communication skills basically constitute several core elements, such as the fluency in the English language and the fundamentals of visual communication. Evidence indicates that communication skills are what helped Homo sapiens evolve beyond our related ancestors and that these skills have helped humankind develop into the advanced societies on Earth today.

The ability to effectively communicate with other people is an important skill. Through communication, people reach an understanding of each other, learn like each

other, influence one another, build trust, and learn more about themselves and how people 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 add that again, when people talk to themselves, communication takes place within the brain. It embraces their thoughts, experiences, and perceptions during a communication event.

Alan Barker (2023) 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 the cultural differences relates directly to the failure or success of the migrants, and it depends greatly on the communication competence of the migrants with the host. Communication between people is the central part of the structural change for adaptation that will have the greatest effect on adaptation.

MS. Waewta Soisuwan (2014) states that "communication has a significant influence on global business. Many organizations pay attention to both internal and external communications. As the use of the English language continues to grow popularly, it is obvious that English is the international language of communications. Researchers concur on that view for various purposes, such as education, technology, business, and cultural development. Hence, communication skills are a vital part of personal life".

English plays a key role for second-year staff to develop their communication skills. It is very helpful to them to learn the language effectively and to be able to communicate fluently with each other; it helps to enhance their English-speaking proficiency level. In the work world, communication skills are critical in many situations. These include going on job interviews, asking questions when you need to help on an unfamiliar project, training other employees, and dealing with other customers.

Jeya Santhi (2016) states that learning a second language is as important as it is essential in every aspect and interaction in our everyday lives. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the functional aspect of communication. Being able to communicate with each other forms bonds and teamwork, and that's what separates humans from other animal species. Communication drives our lives. To English language learners in enhancing and

equipping them with the basic communication skills that will be helpful for them to converse effectively in the target language and be employable.

They facilitate people to interact. Communication is the basic thread that ties us together. Thailand is a perfect example; English has become a second language. This does not apply only to staff but also to people that use it on a daily basis. The most frequently used skills in English communication are speaking and speaking.

As the researcher states, the world is changing rapidly, and it is convenient to be in contact with people across the countries and continents.

Nowadays, people of different nationalities and languages increasingly live together. Moreover, communication is not just important to organizations; it is also of great necessity to our daily lives. Hence, it is the core of our humanness, and that is how we communicate with each other; it shapes our lives and our world.

Phra Thaweesak Thanawaro (2014) explained that the importance of the English language is that it helps Buddhists who live in different countries to understand about Buddhism by communicating in English. Communication is the process of sharing ideas, information, and messages with others in a particular time and place. It is for us, human beings, an easy way to live together as a society.

English speaking is not easy for staff because they must study hard if they want to develop fluency and good comprehension; therefore, they have to learn more vocabulary, pronunciation, and grammar, and they must have willingness. Hence, staff should also master a lot of vocabulary, pronunciation, and grammar in order to improve their speaking and communication skills. Based on this, learners must also acquire knowledge of how native speakers use the language in the context of structured and interpersonal exchanges.

Nulasri Khamprated (2012) points out that “speaking is one of the important skills in the English language learning and a fundamental part of human communication. In short, speaking skill is the ability to perform the linguistic knowledge in actual communication. Hence, it is unquestionable that English communication skills are very essential to people around the world, and they've influenced many parts of societies.

Public speaking is one of the most practical classes you'll ever take, and here's why: you may be required to give presentations in other classes, and these researches help prepare you for that. Effective speaking skills give you a tremendous advantage at work too. Overall, public speaking ability helps you become a more active member of your community, allows you to participate more fully in an organization you belong to, and boosts your self-confidence in both personal and professional contexts. No matter what

you do with your life, you are going to need to communicate with others verbally, and this research will be the best way to help you get over your fears and learn.

My study will focus on communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning. To my understanding, it has never been studied by anyone before. I also want to do more research about this topic because it is very significantly precious and more important to enhance the English communication skills for staffs at Miracle of Life Foundation.

### Research Questions

- 1) What are the needs and problems of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning?
- 2) How is communicative English-speaking skill developed for staff at Miracle of Life Foundation by using action-based learning?
- 3) What is the average of staff's satisfaction in communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning?

### Research Objectives

- 1) To study the needs and the problem of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning.
- 2) To develop the communicative English-speaking skill for staff at Miracle of Life Foundation by using action-based learning.
- 3) To study satisfaction in communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning.

### Methodology

#### 1) Research Design

Pre-Experimental research by using pre and post experiment with the samples was shown as below figure.

**Table 1** Pre-Experimental research by using pre and post experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T <sub>1</sub>	X	T <sub>2</sub>

E means Samples

T1 means Pre-Experimental Test

X means Communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning

T2 means Post-Experimental Test

## 2) Target Groups and Samples

- 1) The target groups are 50 staff who are working at Miracle of Life Foundation.
- 2) The samples are 10 staff who are working at Miracle of Life Foundation by purposive sampling.

## Research Results

1) the needs and problems of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.24 which was at satisfied level.

2) the pupils who have the score post-test of use the manual the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning ( $\bar{x} = 17.68$ , S.D. = 1.22) were higher than pre-test of the score pre-test in the of use experiment the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 9.08$ , S.D. = 1.53) as statistically significant at 0.5.

3) the satisfaction of use experiments the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

## Discussion

Study the process of creating a questionnaire of the needs and problems of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning. It illustrates the needs and problems of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning. It was found that the overall average was 4.24, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. You have trouble with pronunciation while speaking English. ( $\bar{X} = 4.60$ , S.D. = 0.70), and the second item was No. 9. You feel shy when you stand in front of a large audience. ( $\bar{X} = 4.50$ , S.D. = 0.71), and the third item was No. 1. You have an adequate English vocabulary for effective speaking. ( $\bar{X} = 4.40$ , S.D. = 0.52), and the lowest level was No. 5. Communicative activities help me develop my English pronunciation. ( $\bar{X} = 3.90$ , S.D. = 0.32), respectively. In

conclusion of the needs and problems of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning, which was at a satisfactory level. It is also consistent with the research of **Phra Natthakit Kittiyano (2020)**, who studied English oral presentation for the bachelor of arts of the fourth-year international staff at the Mahachulalongkornrajavidyalaya University Chiang Mai campus. The result of the study was as follows: 1. From a study of principles of oral presentation among staff in English speaking classes, it was found that the MCU Bachelor of Arts fourth year staff's 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's 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 was found that staff were required to practice pronunciation, staff were required to increase their vocabulary, staff were required to learn more about the structures of English sentences, staff were required to conduct research and preparation, and staff were required to clearly understand the structure of the presentation, including the introduction, body, and conclusion. It is also consistent with the research of **Wanicha Siraranghom (2020)**, who 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 to which they were appointed. In the combat force, the graduates needed skills in liaising with others during military and diplomatic missions. In the command department, graduates needed everyday conversational skills and speaking skills when attending seminars or making a presentation. And in the 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. It is also consistent with the research of **Nongsamorn Pongpanich (2011)**, who studied A Study of Problems in English Speaking in Speech Communication of Management Sciences Students, Kasetsart University,

Sriracha Campus: October 2007 to September 2008. The study results revealed that the students' major problems were 1) a lack of confidence, which resulted from their inadequate knowledge of the English language, an insufficient amount of vocabulary, and a lack of English communicative skills in real-world communication; and 2) a lack of ability to express critical thinking and give a logical reason. In addition, it was found that the students' serious and persistent practices under feedback given and supervised individually made the students feel confident and improve their speaking performance.

**Comparison of competency of pre-test and post-test in the of use experiment the manual of communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning.**, indicates that comparison between the students' pre-test and post-test in the of use experiment the manual of communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning., is found that the pupils who have the score post-test of use the manual the manual of communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 17.68$ , S.D. = 1.22) are higher than pre-test of the score pre-test in the of use experiment the manual of communicative English-speaking skill for staffs at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 9.08$ , S.D. = 1.53) as statistically significant at 0.5. It is also consistent with the research of **Nurat Yamchai (2016)**, who 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's oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the 0.05 level. It is also consistent with the research of **Pranee Anthaboot (2012)**, who studied using communicative activities to develop the English-speaking ability of Matthayomsuksa's three staff. The result of this study indicated that the staff's English-speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance of 0.05. It is also consistent with the research of **Pornpun Vimooktalop (2006)** which revealed a study of the usefulness and enjoyableness of communicative English activities as perceived by lower secondary demonstration school staff. The findings in this study revealed the following: (1) The participants had experienced both communicative and non-communicative activities in their English classes: (2) The participants found 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 at 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 of significance.

**Study satisfaction in communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning.** It illustrates that satisfaction of use experimented with the manual of communicative English-speaking skill for staff at Miracle of Life Foundation by using action-based learning. It was found that the overall average was 4.23, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 10. The process of studying helps students to think logically. ( $\bar{x} = 4.60$ , S.D. = 0.70), and the second item was No. 1: The lessons are suitable for studying. ( $\bar{x} = 4.50$ , S.D. = 0.71), and the third item was No. 2. The lessons motivate students to share their opinions together. ( $\bar{x} = 4.40$ , S.D. = 0.52), and the lowest level was no. 7. The lessons help students cooperate ( $\bar{x} = 3.80$ , S.D. = 0.79), respectively. In conclusion, evaluate satisfaction of using and experimenting with the manual of communicative English-speaking skills for staff at Miracle of Life Foundation by using action-based learning, which was at a satisfied level. It is also consistent with the research of Nurat **Yamchai (2016)**, who studied The Use of Task-Based Learning to Enhance English Oral Presentation Skill for 1st Year Staff at Silpakorn University. The result of the study was as follows: The staff's satisfactions toward the task-based learning were at the highest level. It is also consistent with the research of **Jenjira Jindakul (2022)**, the development of English reading comprehension ability by using exercises based on Murdoch integrated approach (MIA) for students in grade 11 Watcharawittaya school, Kamphaeng Phet. The results revealed as follows: students' satisfaction towards exercises based on Murdoch Integrated Approach (MIA) was at a high level. It is also consistent with the research of **Sippanon Lakhonkhwa (2020)**: Improving English Reading Abilities of 7th Grade Students by Using Scaffolding Reading Experience Strategies. The results of the research were as follows: The results showed that the average satisfaction of the students with the English reading activities for improving comprehension abilities of the 7th grade students by using scaffolding reading experience strategies was at a high level (= 3.96, S.D. = 0.80).

## **Suggestions**

### **Suggestions that should be applied**

- 1) The researcher should manage the class time to be more flexible for each staff.
- 2) Using entertainment media in learning appropriately and conveniently for teaching and learning in the present, similar to the interests of the current personnel, teachers should pay more attention to finding ways to develop the English language skills

of the personnel and find more ways to support and encourage the personnel. In addition, tools or media that the personnel are interested in should be found and applied in learning.

3) The manual of communicative English-speaking skill by using action-based learning should be tested in other contents.

#### **Suggestions for future research**

1) There should be research to study about the teaching method of action-based learning with other independent variables such as educational games and active learning management.

2) In the next study, the researcher should separate the levels of the staff to be more specific in the lessons.

3) Researchers should use a variety of media to develop other English language skills, not just speaking, such as speaking comprehension, vocabulary comprehension, or writing comprehension.

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