

# Development of English Communication: Speaking Skills in Daily-Life of the First-Year Students English Program in Faculty of Education at MCU

<sup>1</sup>Phramaha Yuttachai Intorn, <sup>2</sup>Chuenarom Chantimachaiamorn,  
and <sup>3</sup>Weerapong Paengkamhag

<sup>1</sup>Master of Education (Teaching English), Faculty of Education, Mahachulalongkornrajavidyalaya University

<sup>2-3</sup>Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

<sup>1</sup>Email: yuttiponvan@gmail.com, <sup>2-3</sup>Email: weerapong.pae@mcu.ac.th

**Received:** December 09, 2024 **Revised:** December 19, 2024 **Accepted:** December 22, 2024

## Abstract

This research studied Development of English communication: speaking skills using conversation dialogue instruction teaching model of the first-year students in English major Faculty of Education at Mahachulalongkornrajavidyalaya University. The purposes of this research were 1) to study the development of speaking skills in daily-life of the first-year students in English major Faculty of Education at Mahachulalongkornrajavidyalaya University. 2) to compare English speaking skills before and after using roleplay conversation instruction of 3) to study the satisfaction after using conversation instruction English speaking skills of the first year students. This study was used quasi - experimental research used Task based learning theory. Research area was Mahachulalongkornrajavidyalaya University Wang Noi Phra Nakorn Sri Ayuthaya Thailand. The sampling group was 43 students English Major of the first year of Faculty of Education room number two in the second semester of the 2023 academic year by purposive sampling.

The results of the research were as follows;

1) To study the roleplay conversation instruction about speaking skills for the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University, it was found that, Conduct a short discussion with the class about what they learned from the roleplay activity, Reinforce the importance of natural speech, listening skills, and confidence when speaking and Facilitate discussions where students can express their thoughts and feelings, reinforcing their speaking abilities through peer interaction.

2) To compare English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University before and after using roleplay conversation instruction. It is found that the before studying conversation dialogue instruction (pre-test), students scored an average of 7.50 in English-speaking from 20 scores).

After studying conversation dialogue instruction (post-test), the scores raised up an average of 14.46 in English-speaking. 43 students were classified at a very good level of development and 7 students were classified at a good level of development. There was only a student classifying at a fair level of development.

3) To study the satisfaction of students after using conversation instruction in developing English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University. It was found that, students' satisfaction after studying roleplay conversation instruction to develop English speaking skills in overall has an average mean score at 4.43 and S.D score at 0.07 which is at the high level of satisfaction. If it is considered as aspects, the aspects of "students can ask the questions" consisting of average means score at 4.53 and S.D. score at 0.57.

**Keyword:** Development of English; Communication Speaking Skills; Daily-Life of the First-Year Students

## Introduction

In the era of globalization, proficiency in English communication has become indispensable. Speaking is fundamental components of effective communication. While traditional classroom instruction provides a foundation, the development of these skills requires continuous practice and immersion in real-life situations. This research investigates the strategies and practices that enhance speaking skills in daily life, offering valuable insights for learners and educators. And in today's globalized world, English serves as the primary medium of communication across borders, cultures, and professions. The role of English as a global lingua franca has expanded rapidly, making it a vital tool for individuals who wish to engage in international communication, whether for academic, professional, or personal purposes Crystal, 2003. For students in non-English-speaking countries, such as Thailand, English proficiency is increasingly seen as a critical skill that opens doors to educational and employment opportunities both within and outside their home country. The ability to communicate in English has become essential in the globalized world. Effective communication relies heavily on speaking, and while traditional classroom instruction offers a foundation, developing these skills requires ongoing practice and immersion in real-life situations. This paper explores the methods and techniques that improve speaking in everyday life, providing educators and students with insightful information. Thongchai 2023.

English serves as a paramount linguistic medium for communication across all domains of human endeavor, being a vital international language that facilitates understanding with non-native speakers, significantly influencing occupational contexts and intercultural exchange, thus underscoring the necessity for students to develop their English

communication skills for effective academic writing and daily interactions. English communication skills can be considered as an important of science and cause of English is a centre of communication. Today graduates must have knowledge and be able to use English. The 21st century is a world without limited. Knowledge in various fields all over the world has been transferred to each other. For this reason, speaking is an important skill for the person who is learning English because in verbal communication we can communicate to each other with speaking to understanding any activities the whole-day. In addition. Everyone wishes to enjoy English films, television programs, and music as well as understanding the gist of announcements (David Crystal, 2003).

Communication skills are essential for personal, academic, and professional success. This research explores the various dimensions of communication skills, including verbal, non-verbal, written, and listening skills. By examining these components, the article aims to provide a comprehensive understanding of the complexity and importance of effective communication in diverse contexts. Communication is the process of exchanging information, ideas, and feelings between individuals or groups. It is a fundamental human activity that facilitates understanding and collaboration. Effective communication skills are critical in virtually every aspect of life, from personal relationships to professional environments and devising into the key components of communication skills can be developed and enhanced. Communication means “the process of people sharing thoughts, ideas and feelings with each other in a commonly understandable way. According to the Saylor Foundation, had mentioned that communication is an activity, skills, and art that incorporate lessons learned across a wide spectrum of human knowledge. We’ve told each other stories for age to help make sense of our world, anticipate the future, and certainly to entertain ourselves.” (The Saylor Foundation, 2024: Online) Both pronunciations or accent, depends on their background and factors around them because of the role it plays in an identity group and important relationship in development. It is an enchant of knowledge for the improvement of speaking skills via theories to put into practice in every day (Benjawan Plangkham, 2011). Bovee and Thill, (2004), also explained many various kinds of communication that people have to know and apply in their society as professional communicators. Many people are giving the content of speaking and communicate direct in their words and depend on the structures. The performers might communicate within themselves by making some sounds such as a sigh or clearing their throats (A.M., Eisenberg, & T.K., 1982).

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In

communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message (Marriam Bashir, Muhammad Azeem and Dr. Ashiq Hussain Dogar, 2011).

In language teaching, teachers and learners are most played more English-speaking skills to use in the classroom, and are an essential part of language course both school and college includes universities. Indeed, Harper stated that “beginners have the most difficulty in learning a new sound system (Wanchai, R., 2003).” Because accent and pronunciation help students in direct way for improving English speaking ability, more confidence and more experiences of learners will take advantage in all parts of grammatical spelling, punctuation, accuracy, coherence and they will be able to speak effectively.

Cayer, Green and Baker focused on the relationship between learning of speaking and learning other language skills. They discovered that speaking can improve reading and writing skills. However, it is obvious that teaching, speaking is ignored. It is claimed that “speaking is the heart of second language learning, despite its importance; speaking was until largely ignored in schools and universities.” (Cayer, R. Green. J. & Baker. E, 1971).

To sum up, first-year English majors at the Faculty of Education, Mahachulalongkornrajavidyalaya University, should aim to be proficient in English, not just for academic purposes but also for fostering positive interpersonal relationships. Understanding diverse cultures enhances communication and helps in behaving appropriately with people from different backgrounds. As modern graduates, these students need to focus on self-improvement, particularly in English-speaking skills, which are essential for daily life, studying, and interacting with peers from various nationalities. The university might consider encouraging new students to practice English speaking regularly, both in and outside of the classroom. Mastery of English is critical for educational advancement and future job prospects, domestically and internationally, as it opens doors to further studies and employment opportunities. The researcher also aims to improve the English communication skills of first-year students in the Faculty of Education at the university. The study will explore innovative tools and teaching methods to enhance students’ daily use of English and their satisfaction with learning. This research includes a review of literature from various online sources, such as ERIC, ResearchGate, and Google Scholar, and focuses on concepts like task-based learning, EFL, and language acquisition. The ultimate goal is to present effective strategies for developing English-speaking skills through roleplay and task-based learning methods.

## Research Objectives

1) To study the roleplay conversation instruction about speaking skills for the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University.

2) To compare English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University before and after using roleplay conversation instruction.

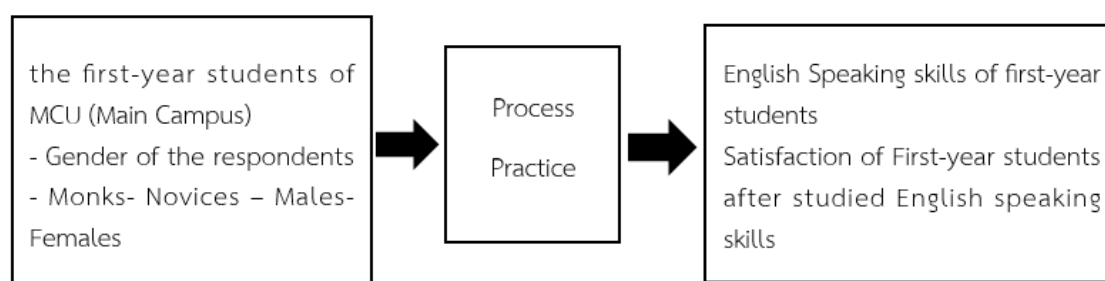
3) To study the satisfaction of students after using conversation instruction in developing English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University.

## Conceptual Framework

This research has been studied from other research theories and concerned research studies which is defined by conceptual framework as follow:

Independent Variables which refer to gender of respondents, monks, novices, male and female.

Dependent Variables are the problems of the first-year students at Mahachulalongkornrajavidyalaya University, at the two different parts of English- speaking skills.



**Figure 1:** Shows Conceptual framework  
(Independent Variables) (Dependent Variables)

## Methodology

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	Development of English Communication: Speaking Skills in Daily-Life of the First-Year Students English Program in Faculty of Education at MCU
T2	means	Post-Experimental Test

1) The sampling group was 43 students English Major of the first year of Faculty of Education room number two in the second semester of the 2023 academic year by purposive sampling.

2) The research instruments consisted of 6 lesson plans taught by task-based learning role-play conversation instruction, English speaking proficiency tests, and students' satisfaction questionnaire.

3) The data were analyzed by percentage, mean, and standard deviation.

## **Research Results**

1) To study the roleplay conversation instruction about speaking skills for the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University, it was found that, Conduct a short discussion with the class about what they learned from the roleplay activity, Reinforce the importance of natural speech, listening skills, and confidence when speaking and Facilitate discussions where students can express their thoughts and feelings, reinforcing their speaking abilities through peer interaction.

2) To compare English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University before and after using roleplay conversation instruction. It is found that the before studying conversation dialogue instruction (pre-test), students scored an average of 7.50 in English-speaking from 20 scores). After studying conversation dialogue instruction (post-test), the scores raised up an average of 14.46 in English-speaking. 43 students were classified at a very good level of development and 7 students were classified at a good level of development. There was only a student classifying at a fair level of development.

3) To study the satisfaction of students after using conversation instruction in developing English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University. It was found that, students' satisfaction after studying roleplay conversation instruction to develop English speaking skills in overall has an average mean score at 4.43 and S.D score at 0.07 which is at the high level of satisfaction. If it is considered as aspects, the aspects of "students can ask the questions" consisting of average means score at 4.53 and S.D. score at 0.57.

## Discussion

1) To study the roleplay conversation instruction about speaking skills for the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University, it was found that, Conduct a short discussion with the class about what they learned from the roleplay activity, Reinforce the importance of natural speech, listening skills, and confidence when speaking and Facilitate discussions where students can express their thoughts and feelings, reinforcing their speaking abilities through peer interaction, It is also consistent with the research of **Nurul Afifah, Trisilia Devana (2020)** "Speaking Skills Through Task Based Learning In English Foreign Language Classroom". Teaching method by using TBLT to ELFL as in here. Speaking is one way to express ourselves when communicate. Most of students fail when they perform speaking skill. They faced problems in expressing themselves using in accurate, fluent and even simple sentences. Task based learning is an approach that need the completion of meaningful tasks. Task Based Learning focuses on the use of language for genuine in communication. This study used quasi experimental research. The sample of the study is Fourth Semester of English education study program of Baturaja University with the total sample 36 students. The data is conducted of two groups: one experimental group and one control group taught conventionally. Based on the data analysis the researcher concluded that task-based learning was effective to improve the students' speaking skill in EFL Classroom. The result data from the mean score of post-tests in experimental class was 49,11 and the mean score of posttests in control class was 51,88. While, the value of sig. The researcher concluded the result of posttest in experimental higher than the result of posttest in control class. It means that task-based learning was significantly improve the students' speaking skill at fourth semester of English education study program of Baturaja University. Based on the finding on questionnaire, it could be described that almost the students gave positive response on the use of task-based learning. The students strongly agree that task-based learning help them enjoy in learning English and they also mostly agree that task-based activities is a good way to improve English vocabulary.

2) To compare English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University before and after using roleplay conversation instruction. It is found that the before studying conversation dialogue instruction (pre-test), students scored an average of 7.50 in English-speaking from 20 scores). After studying conversation dialogue instruction (post-test), the scores raised up an average of 14.46 in English-speaking. 43 students were classified at a very good level of development and 7 students were classified at a good level of development. There was only a student classifying at a fair level of development, It is also consistent with the research of **Mohammad Aliakbari and Behroz Jamalvandi (2010: 15-29)** speaking skill,

role-play: The reasons to adopt role-play here are threefold. First, it is challenging; in role plays learners display instantaneously sociopragmatic and pragmalinguistic knowledge in interaction. Second, as advocated by Harmer (1989), role-play is fun and motivating. It provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities. Finally, it is a piece of activity which the researchers have practiced in conversation classes for years. The present study is, thus, intended to examine its effects on learners' oral abilities. P17. As noted at initial, the present study aimed at empirically investigating the effects of 'Role Play' as a TBLT-centered activity and whether it can improve EFL learners' oral ability. Adopting this technique and running the procedure for a period of two months generated noteworthy results. According to the obtained results, the theoretical claims of TBLT regarding enhancing EFL candidates' oral ability were empirically proved true. With respect to the practice level, as it was put forth in the previous section, the participants in the experimental group performed better than those in the control group. In other words, the results extracted from the findings of the study made it certain that role-play, as underlined and recommended by many experts in the field, was practically shown to be an effective and fruitful activity for English learning courses. While a lot more studies are required to be conducted in order to display the impacts of activities included in TBLT, on the basis of this paper, it could be possible to state that role-play technique directed by TBLT is effective in helping learners to upgrade their oral ability, at least at the Iranian EFL context. Therefore, it is recommended that this activity along with TBLT guidelines be included among various activities in courses intended for improving learners' oral skills.

3) To study the satisfaction of students after using conversation instruction in developing English speaking skills of the first-year students in English Major, Faculty of Education at Mahachulalongkornrajavidyalaya University. It was found that, students' satisfaction after studying roleplay conversation instruction to develop English speaking skills in overall has an average mean score at 4.43 and S.D score at 0.07 which is at the high level of satisfaction. If it is considered as aspects, the aspects of "students can ask the questions" consisting of average means score at 4.53 and S.D. score at 0.57, It is also consistent with the research of **Budi Waluyo Walailak (2019: 153–168)** Role-play as a task in a study involving 26 second-year students majoring in English at the Songkhla Rajabhat University Thailand, Chotirat and Sinwongsuwat (2014) discovered that, compared to scripted role-play, non-scripted role play gives learners better opportunities to cope with conversational issues and practice relevant features of the target language in actual interactions, indicating better chances to improve their communicative competence. Regular practice of non-scripted role play also helps improve speaking performance of Thai



EFL learners with low and high levels of English proficiency, especially in turn taking and sequence organizing, the use of turn holding, reciprocal greeting, and delay devices in conversational practices and English in Cultural Diversity course was designed to advance the acquisition of speaking, listening, reading, and writing as well as to help students acquire vocabulary and grammar, emphasizing the use of language and the presentation of the cultural diversity worldwide, with topics such as careers, lifestyles, arts and cultures, differences, tourist attractions, cultural exchanges. All the teaching materials, including the syllabus and textbook, were created by a team consisting of several English lecturers at Walailak University Language Institute (WULI). Theme-based role-play materials were integrated into the syllabus and textbook of the English in Cultural Diversity course. This course involved 12 weeks of classes discussing four topics: Airport, Restaurant, Living Abroad, and Festivals, Arts and Crafts; all these topics were included in the four units prepared in the student textbook. In this course, teachers taught one unit in one meeting, then conducting role-play activities in another meeting; the teaching and learning process followed this pattern from week 2 to 9. In total, students had to perform four role-plays following the four units. The topic of the role-play activities followed the unit's theme; therefore, this course basically adopted a theme-based role-play approach.

## **Suggestions**

### **1. Suggestion for organizing learning activities.**

1.1. Organizing learning activities by using roleplay conversation dialogues lessons teaching model can improve the student's speaking skills achievement and the student's satisfaction. So, we should publicize the roleplay conversation dialogues lessons teaching model to teach in classroom and out class.

1.2. Learning activities must considerate about students' old experience and have several of activities which will create the positive attitude on study.

### **2. Suggestion for the next study.**

2.1. The researcher should study other work for comparing role-play conversation dialogues lessons teaching model with other model relevance students' understanding in English speaking skills for each level of learner center.

2.2. The researcher should take role-play conversation dialogues lessons teaching model to develop other English- communication skills as listening and speaking.

2.3. The researcher should propose the variety of learning activities for attract the students' attention speaking skills.

## References

- A.M., Eisenberg, & T.K. (1982). *Gamble, Painless public speaking: A Work/Text Approach*. New York: Macmillan Publishing, U.S.A.
- Benjawan Plangkham. (2011). *Anxiety in English Public Speaking classes among Thai EFL undergraduate Students*(Master's Thesis). Department of Career Languages Institute: Thammasat University.
- Bovee, Thill. (2004). *Business Communication Today*. 8th Ed. United State: Prentice Hall.
- Budi Waluyo. (2019). Task-Based Language Teaching and Theme-Based Role-Play: Developing EFL Learners. *Journal of Foreign Language Teaching*, 16(1), 153–168.
- Cayer, R. Green. J. & Baker. E. (1971). *Listening and Speaking in the classroom: A Collection of Reading*. New York: The Macmillan Company. U.S.A.
- David Crystal. (2003). *English as a Global Language*. 2nd ed. Cambridge: Cambridge University Press.
- Marriam Bashir, Muhammad Azeem and Dr. Ashiq Hussain Dogar. (2011). Factor Effecting Students' English-Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Mohammad Aliakbari & Behroz Jamalvandi. (2020). The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29.
- The Saylor Foundation. (2024). *Effective Business Communication*. Retrieved from: <http://www.saylor.org/books> Saylor.org.
- Wanchai, R. (2003). *Attitudes towards speaking English at work: A case study of the employees of OMG Metal*. King Mongkut's Institute of Technology North Bangkok.