

# The Development Model of English Communication Skill by Using Bilingual Method to Enhance English Communication Ability, Learning Strategies and Problem-Solving Skill

<sup>1</sup>Sutasinee Sirikit, <sup>2</sup>Weerapong Paengkamhag, and <sup>3</sup>Boonmee Pansa

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

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

<sup>1</sup>Email: frofern.fair@gmail.com, <sup>2</sup>Email: weerapong.pae@mcu.ac.th, <sup>3</sup>Email: Boonmee.pan@mcu.ac.th

**Received:** November 03, 2024 **Revised:** November 20, 2024 **Accepted:** December 15, 2024

## Abstract

This research studied of the development model of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill. The objectives were 1) to study the needs and the problem of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill, 2) to develop the English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill, 3) to study satisfaction in English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill. 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 second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill was found that the overall average was 4.24 which was at satisfied level.

2) the students who have the score post-test of use the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill ( $\bar{X} = 17.68$ , 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 second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill ( $\bar{X} = 9.08$ , S.D. = 1.53) as statistically significant at 0.5.

3) the satisfaction of use experiments the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill was found that the overall average was 4.23 which was at satisfied level.

**Keywords:** Development Model; English Communication Skill; Bilingual Method

## 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, Communication Skills, 2010).

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.

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 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 (Marc J. Riemer, 2016).

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 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 (Alan Barker, 2013).

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 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." (Ms. Waewta Soisuwn, 2014).

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 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 (Jeya Santhi, 2016).

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 (Chanpradit) 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 (Phra Thaweesak Thanawaro (Chanpradit), 2014).

Besides, the English curriculum at the 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 an 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.

Regarding the communication skills, speaking and speaking are the most important. Speaking requires concentration; the listener has to be able to understand and analyze what is being said. Speaking helps people to understand the points the speaker is trying to put across. The advantages of speaking competence are that we are able to express ourselves and relate to one another. Moreover, we can share our experiences, although we come from different countries and have different cultures. A good knowledge of the English language is very essential, especially to the second-year staff, because it has become a bridge for them to know the world. Furthermore, it is a big contribution towards the staff's

performance in their communications skills; it will be for the benefit of the staff's physical and emotional wellness. They will also experience less stress and anxiety. It is important to have at hand a good dictionary for the purpose of pronunciation and word definitions. Of the communication skills, for the learners, the speaking skill is a basic approach that can improve their speaking, reading, and writing facilities. However, at the Miracle of Life Foundation., staff try to improve their speaking ability 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. Staff need to be both confident and proficient in speaking in order to communicate effectively.

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. Nowadays, people all around the world are able to communicate more easily because of their knowledge of English. With the use of modern technology, it is even easier now for people to communicate. People can use it easily, and it saves time. The aims of the research are to overcome communication problems. After two years of study, staff feel confident that their English communication skills have improved. In terms of English communication skills, firstly, staff need to develop their speaking, reading, writing, and translation skills. Secondly, they need to improve their vocabulary.

Ms. Napamon Nilkuha mentions that "Thailand has become one of the Asian countries where international organizations are interested in establishing their offices. Therefore, English has been used increasingly among Thai people who work in those organizations. Thus, it seems necessary for people to have good English proficiency to communicate with foreigners from all over the world (Ms. Napamon Nilkuha, 2014).

To understand the communication skills, staff should take time to listen attentively and speak with their classmates whenever they meet. With daily practice, they can communicate well with others, improve their speaking skills, and try to impress their peers. That will motivate and encourage them.

According to Prangkamon Bunthong, "speaking is the most important skill in communication. Communication needs more than one person who is the sender and receiver because communication is communicating between persons." Many staff always feel uncomfortable when they try to speak English with foreigners; sometimes they find it difficult to understand the foreigners' vocabulary (Prangkamon Bunthong, 2014).

In addition, speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued, and English language teachers have continued to teach speaking just as repetition of drills or

memorizing or dialogues. However, today's world requires communicative skills because, only in that way, can staff learn to express themselves and learn how to follow the social and cultural rules appropriate in each circumstance requiring communication.

Muthita Chinpakdee claims that to acquire vocabulary effectively, learners should be able to understand the original meaning of the words and also understand the meaning according to the context in which the words appear. Understanding the word meanings involves the learners' ability to connect the form with the meaning [1]. Therefore, they can catch the words from others speaking. Since English is an international language, it is taught widely in formal schools, starting from elementary schools up to universities. The object of this research is to describe the communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method.

No matter where you live, where you work or go to school, or what kinds of media you use, you are probably exposed to hundreds. If not thousands, of advertising messages every day. Because we live in a world where we are overwhelmed with content, communicating information in a way that is accessible to others is more important today than ever before. Hence, to help us further understand why public speaking is important, we will first examine public speaking in everyday life. Then, we will discuss how public speaking can benefit personally.

Rangsima Limpisawas states that "the English language has achieved a 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, speaking, reading, and writing, they will be able to communicate with other people without any difficulty. One of their handicaps, when speaking, is lack of vocabulary (Rangsima Limpisawas, 2014).

The researcher wants to describe that the staff show lack of self-confidence, which also leads to the fear of their choosing incorrect words while conversing. Therefore, vocabulary plays an important role as part 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 is intended to describe the communicative English-speaking skills of second year B.Ed. (Teaching English) students by using bilingual method.

ISMI Azizah 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 it, 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 (Ismi Azizah, 2016).

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 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 (Nualsri Khamprated, 2012).

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 development model of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill. 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 second year B.Ed. (Teaching English) students.

## Research Questions

1. What are the needs and the problem of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill?
2. How is communicative English-speaking skill developed second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill?

3. What is the average of second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill?

## Research Objectives

1. To study the needs and the problem of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill.

2. To develop the English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill.

3. To study satisfaction in English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill.

## Methodology

The research study is the development model of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill, and the objectives are 1) to study the needs and the problem of English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill, 2) to develop the English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill, and 3) to study satisfaction in English communication skill by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill. The research design is the following:

### 1. Research Design

Pre-Experimental research by using pre and post experiment with the samples was shown as below figure (W. Pengsawad, 2008).

**Table 1.** pre-experimental research by using pre and post experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T1	X	T2

E means Samples

T1 means Pre-Experimental Test

X means Communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill

T2 means Post-Experimental Test

## 2. Target Groups and Samples

- 1) The target groups are 50 10 second year B.Ed. (Teaching English) students at education faculty in Mahachulalongkornrajavidyalaya University who are enrolling in B.E. (Teaching English) program.
- 2) The samples are 10 10 second year B.Ed. (Teaching English) students at education faculty in Mahachulalongkornrajavidyalaya University by purposive sampling.

## 3. Research Tools

The research tools are assigned as follows:

- 1) A questionnaire of the needs and problems of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.
- 2) The manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.
- 3) Lesson plans of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method, which consists of 5 units from the analysis of the lessons, objectives, and the experts' evaluations.
- 4) A pre-test and post-test of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method. The tests are multiple 4 choices with 30 items. The scores are assigned 1 point for each correct answer and 0 point for each incorrect answer.
- 5) A questionnaire of the staff's satisfaction of the manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

To set the level of rating scale of the survey at 5 levels, as below:

- 5 means the level of opinion shows very satisfied
- 4 means the level of opinion shows satisfied
- 3 means the level of opinion shows enough satisfaction
- 2 Means the level of opinion shows dissatisfaction
- 1 means the level of opinion shows very dissatisfied

## 4. Creating Research Tools and Quality Tests

The researcher creates the research tools and quality tests as follows:

A questionnaire of the needs and problems of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method to enhance English communication ability, learning strategies and problem-solving skill.

- 1) To study the process of creating a questionnaire of the needs and problems of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

2) To assign the objectives of the questionnaire. There are 3 qualification items that need to be considered:

(1) To study the opinions on the manual of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

(2) To study the opinions on activities patterns of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method.

(3) To study the opinions on the contents of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

3) To study the requirements about communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

4) To use the criteria of choosing the contents of John A. Lynn, Nuttiya Muangin, and Jay Cooper to choose the American series.

## 5. Data Collection

The researcher processes the experiment and collects data as follows:

### 1. Pre-experimental stage is the process that the researcher prepares;

1) Create the research tools as follows:

(1) A questionnaire of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

(2) The manual on the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

(3) Lesson plans for the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

(4) A pre-test and post-test of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

(5) A questionnaire of the staff's satisfaction of the manual of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

2) The researcher informs the objective and gives the instructions to the participants by using the manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

3) The researcher gives the participants the questionnaire of the staff's communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method. The participants make a questionnaire in about 15 minutes for 10 questions. Then, the researcher collects the questionnaire and checks. After that, the researcher concludes the result of the most favorite type of manual for the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

2. The experimental stage is the period of time between November 2022 and April 2023. The researcher follows the lesson plans and uses the manual for the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method as follows:

- 1) The researcher assigns the participants to speak stories without subtitles.
- 2) The researcher assigns the participants to do the Speaking Skill Development Pre-test and gives the instructions. The time for doing the Speaking Skill Development Pre-test is 30 minutes for 20 items. Then, the researcher collects the completed pre-tests and checks.
- 3) The researcher teaches the participants following the lesson plans with the manual on the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.
- 4) The researcher assigns the participants to watch an American series with subtitles.

3. The post-experimental stage is after completing the learning according to the lesson plans. The researcher processes as follows:

- 1) The researcher assigns the participants to do the speaking skill development post-test and gives the instructions. The time for doing the speaking skill development post-test is 30 minutes for 20 items. Then, the researcher collects the completed post-tests and checks.
- 2) The researcher assigns the participants to do the questionnaire of the staff's satisfaction with the manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

#### 4. Data Analysis

**Data analysis by using computer program as follows;**

- 1) A questionnaire of the staff's communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method. The researcher uses the basic statistic of the percentage value.
- 2) Comparison of English-speaking skill before and after learning by analyzing the mean ( $\bar{X}$ ), standard deviation (SD), and t-test.
- 3) Data analysis from the data of the questionnaire of the staff's satisfaction of the manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method by analyzing the means ( $\bar{X}$ ) and standard deviation (S.D.) in the ordering of the staff's satisfaction of the manual of the use of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.

The criteria for interpreting the mean are divided into 5 levels as follows:

The mean 4.01-5.00	means very satisfied
The mean 3.01-4.00	means satisfied
The mean 2.01-3.00	means enough satisfied
The mean 1.01-2.00	means dissatisfied
The mean 0.00-1.00	means very dissatisfied

## 5. The Statistic Implemented of the Study

The researcher uses the statistics as follows;

### 1) The statistic implemented of the study

Part 1: Use the percentage to analyze questionnaire of the staff's series interests for learning English speaking skill.

Part 2: Use the percentage to analyze the pre-test and post-test.

1) Percentage Formula (%):

$$P = \frac{n}{N} \times 100$$

$P$  = percentage

$n$  = number of correct items

$N$  = number of total items

Part 3: Use the mean and standard deviation to analyze the participants' satisfaction.

1) Mean Formula ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$  = mean

$\sum x$  = total scores of the samples group

$n$  = number of samples

2) Standard Deviation Formula (S.D.):

$$S.D. = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}}$$

$S.D.$  = standard deviation

$x$  = each sample's score

$n$  = total score of the samples

Part 4: Collect the problems and suggestions for a conclusion and write them in the form of an essay.

2. The index of item objective congruence (IOC) by using the formula:

$$IOC = \frac{\sum R}{N}$$

IOC means Index of Item Objective Congruence

R means the experts' scores

$\sum R$  means the total score of each expert

N means the number of the experts

## Research Results

The Staff Information indicates that the sample of the study was 7 female staff, which is calculated at 70%, and 3 male staff, which is calculated at 30%. The staff age 26–30 years was 5 staff, which is calculated at 50.0%; the staff age 20–25 years was 3 staff, which is calculated at 30.0%; and the staff age 31–35 years was 2 staff, which is calculated at 20.0%, respectively.

**1. To study the process of creating a questionnaire of the needs and problems of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.**

It illustrates the needs and problems of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method. 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. 10. "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 many people." ( $\bar{x} = 4.50$ , 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 second year B.Ed. (Teaching English) students by using bilingual method, which was at a satisfactory level.

**2. The results of analyzing the competency of the pre-test and post-test in the use experiment of the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method.**

It illustrates the result of the pre-test and post-test in the use experiment of the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method. It is found that the score of the pre-test of use experiment the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method ( $\bar{x} = 9.50$ , S.D. = 1.58) is lower than

the post-use experiments the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method ( $\bar{x} = 17.70$ , S.D. = 1.42).

**3. Comparison of competency of pre-test and post-test in the use experiment of the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method.**

It indicates that comparison between the students' pre-test and post-test in the of use experiment the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method., is found that the pupils who have the score post-test of use the manual the manual of communicative English-speaking skill for second year B.Ed. (Teaching English) students by using bilingual method. ( $\bar{x} = 17.68$ , 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 second year B.Ed. (Teaching English) students by using bilingual method. ( $\bar{x} = 9.08$ , S.D. = 1.53) as statistically significant at 0.5.

**4. Study satisfaction in communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method.**

It illustrates the satisfaction of using the manual of communicative English-speaking skills for second year B.Ed. (Teaching English) students by using bilingual method. 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 second year B.Ed. (Teaching English) students by using bilingual method, which was at a satisfied level.

## **Discussion**

The research study focuses on the development of communicative English-speaking skills for second-year B.Ed. (Teaching English) students using a bilingual method. A questionnaire was created to assess the needs and problems of these students. The overall average was 4.24, which was satisfactory. The highest average was found to be difficulty with pronunciation while speaking English, feeling shy in front of a large audience, having adequate English vocabulary for effective speaking, and the lowest level was found to be the use of communicative activities to improve English pronunciation.

The study aligns with Nongsamorn Pongpanich's research, which found that students' major problems were lack of confidence due to inadequate knowledge of the English language, insufficient vocabulary, and lack of English communicative skills in real-world communication. Additionally, students' ability to express critical thinking and give logical reasons was also lacking. The study found that students' serious and persistent practices under feedback and individual supervision improved their speaking performance. This aligns with the research of Nongsamorn Pongpanich, who also found that students' major problems were a lack of confidence and the ability to express critical thinking.

The study compares the competency of second-year B.Ed. (Teaching English) students using a bilingual method to enhance English communication, learning strategies, and problem-solving skills. The results show that students who scored higher in the post-test of using the bilingual method showed higher English communication abilities, learning strategies, and problem-solving skills than those who scored lower in the pre-test. This is statistically significant at 0.5. This finding is consistent with Nurat Yamchai's research on the use of bilingual methods to enhance English oral presentation skills for first-year staff at Silpakorn University. The study found that the staff's oral presentation skills were significantly higher after studying through the bilingual method at the .05 level. The findings suggest that bilingual methods can be a valuable tool for improving English communication, learning strategies, and problem-solving skills in students.

The study aimed to evaluate the satisfaction of second-year B.Ed. (Teaching English) students using the bilingual method. The overall satisfaction level was found to be 4.23, with the highest satisfaction level being item 10. The study found that the bilingual method helped students think logically, the lessons were suitable for studying, the lessons motivated students to share their opinions together, and the lessons helped students cooperate. The satisfaction level was also at a satisfactory level, consistent with Nurat Yamchai's research on the use of bilingual methods to enhance English oral presentation skills for first-year staff at Silpakorn University. The staff's satisfaction with the bilingual method was at the highest level, indicating that the bilingual method is effective in improving students' communicative English-speaking skills.

### **Knowledge of Research**

The bilingual method serves as an effective model for developing English communication skills by offering structured exposure, improving learning strategies, and enhancing problem-solving abilities. This approach not only strengthens language proficiency but also fosters cognitive skills that are beneficial in both academic and professional settings.

## Suggestions

1. There should be research to study about the teaching method of bilingual method 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.

## References

Alan Barker. (2013). *Improve Your Communication Skills*. UK: Kogan page limited in United Kingdom.

Ismi Azizah. (2016). *An Analysis of Student's Difficulties in Speaking English: A Case Study at Eleventh Grade Students of MA AL- Muslimun Nw Tegal English Education Program Language and Art Department Faculty of Teacher Teaching and Education* (M.A. Thesis). Graduate School: University of Mataram.

Jeya Santhi. (2016). *Advanced Skills for Communication in English*. India: New Century House.

Marc J. Riemer. (2016). *English and Communication Skill*. Australia: University of Sydney.

Ms. Napamon Nilkuha. (2014). *A Study of English-Speaking Problems Among Thai Employees at I.C.C. International PLC* (M.A. Thesis). Graduate School: Thammasat University.

Ms. Waewta Soisuwn. (2014). *The Needs on English Communication Skills of the Vat Refund for Tourist Officers* (M.A. Thesis). Graduate School: Thammasat University.

Phra Thaweesak Thanawaro (Chanpradit). (2014). *A study of Reading Headlines of English Newspaper to Improve Reading Skills of Foreign Monks at Wat Nakprok* (M.A. Thesis). Graduate School: Mahachulalongkornrajavidyalaya University.

Prangkamon Bunthong. (2014). *Problems in English Listening and Speaking Skills of Thai Teachers When Communicating with Foreign Team Teachers: A Case Study of Thai Team Teachers at Fun Language International Thailand* (M.A. Thesis). Graduate School: Thammasat University.

Rangsima Limpisawas. (2014). *The Impact of the M.A. Teflon Program at the Language Institute of Thammasat University of Tefl Student and Graduate Knowledge. Pedagogical Skills and Personal Improvement* (M.A. Thesis). Graduate School: Thammasat University.