

THE USE OF DRAMA TECHNIQUES TO ENHANCE
THE SPEAKING ABILITY OF MATHAYOMSUKSA FOUR STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

August 2017

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A THESIS
BY
RAMANYA WONGWORAPITAK

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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The purposes of this study are to investigate the effect of using drama techniques to develop the speaking ability of students, and to explore the levels of student satisfaction with the use of drama techniques. The study involves thirty-five students attending Mathayomsuksa Four at Suankularb Wittayalai Nonthaburi School. The method of selection uses convenience sampling method. The students work with the researcher for eight weeks through drama techniques. The instruments in this study are drama-based lesson plans, a pre-and post-speaking tests, a satisfaction questionnaire and a group structured interview. The speaking abilities of the students are measured by comparing their pre- and their post-speaking tests by using dependent T-test. At the end of the course, the students complete a questionnaire in order to identify their views regarding the use of drama techniques in the classroom. The data from the questionnaire are analyzed using mean and standard deviation scores. The group structured interview also took place in order to gain more detailed information about their opinions. The interview questions used content analysis. The findings reveal that teaching English through drama techniques has a statistically significant influence on the speaking ability of the students. Their post-speaking test scores are significantly higher than that of their pre-speaking test at a level of .01. Moreover, students have positive views toward the use of drama techniques and they enjoy learning through drama techniques.

Keyword: Drama techniques, English speaking ability

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ของนักเรียนชั้นมัธยมศึกษาปีที่ 4



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การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการใช้เทคนิคการละครในการพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 และศึกษาความพึงพอใจของนักเรียนที่มีต่อการเรียนการสอนโดยใช้เทคนิคการละคร นักเรียนกลุ่มตัวอย่างของการวิจัยครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 4 ของโรงเรียนสวนกุหลาบวิทยาลัย นนทบุรี จำนวน 35 คน คัดเลือกจากวิธีการสุ่มตัวอย่างแบบเจาะจง เวลาในการดำเนินการวิจัยทั้งหมดคือ 8 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่ แผนการสอนโดยใช้เทคนิคการละคร แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน แบบสอบถามความพึงพอใจของนักเรียนที่มีต่อการใช้เทคนิคการละครและการสัมภาษณ์กลุ่มแบบมีโครงสร้าง สถิติที่ใช้ในการวิเคราะห์ข้อมูลจากแบบทดสอบก่อนเรียนและหลังเรียน คือ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานโดยใช้โปรแกรม SPSS ในการคำนวณและใช้สถิติ T-test แบบ dependent สถิติที่ใช้ในการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามวัดความพึงพอใจของนักเรียนที่มีต่อการเรียนการสอนโดยใช้เทคนิคการละคร คือ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการสัมภาษณ์ใช้วิธีการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า การเรียนการสอนโดยใช้เทคนิคการละครช่วยพัฒนาความสามารถด้านการพูดภาษาอังกฤษหลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และนักเรียนยังมีความพึงพอใจเชิงบวกต่อการเรียนการสอนโดยใช้เทคนิคการละครอีกด้วย

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TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION.....	1
Background of the Study.....	1
Objectives of the Study.....	5
Research Questions.....	5
Significance of the Study.....	5
Scope of the Study.....	6
Definitions of Terms.....	6
2 REVIEW OF THE LITERATURE.....	7
English Speaking Ability	7
What are drama techniques?	8
Types of Drama Activities in Language Teaching.....	9
Advantages of Using Drama Techniques for Language Learning.....	11
Evaluating and Assessing Speaking Ability.....	13
English Speaking Assessment Criteria.....	15
Related Studies.....	15
3 RESEARCH METHODOLOGY.....	22
Research Design.....	22
Variables	22

TABLE OF CONTENTS (Continued)

Chapter	Page
3 (Continued)	
Population.....	23
Research Site.....	23
Participants.....	23
Research Instrumentation	24
Data Collection Procedures.....	29
Data Analysis.....	30
4 FINDINGS.....	32
5 CONCLUSIONS AND DISCUSSION.....	38
Summary of the Research.....	38
Summary of the Main Findings.....	39
Discussions of Findings.....	40
Implications of the Findings.....	42
Limitations of the Study.....	43
Recommendations for Further Studies.....	44
REFERENCES.....	45
APPENDICES.....	54
APPENDIX A.....	55
APPENDIX B.....	61
APPENDIX C.....	63

TABLE OF CONTENTS (Continued)

Chapter	Page
APPENDICES (Continued)	
APPENDIX D.....	65
APPENDIX E.....	67
APPENDIX F.....	70
VITAE.....	72



LISTS OF TABLES

Table	Page
1 Drama activities in each lesson.....	25
2 The schedule for data collection.....	30
3 A comparison of the mean scores on pre-speaking test and post-speaking test	33
4 Findings of students' satisfaction towards the use of drama activities.....	34



CHAPTER I

INTRODUCTION

Background of the Study

English is an official language in many countries and it is used as lingua franca in many parts of the world (Seidlhofer, 2005). It has been used as a medium to communicate for several purposes such as in education, tourism and business. In the Thai context, the English language plays an important role in business, industry and education. The English language has been placed in the Basic Education Curriculum from primary to higher education since 2001. English language is taught in primary and secondary schools and has been regarded as an international language in Thailand. The Thai government has long realized the importance of English language as a core subject in school, and it has been a compulsory subject for several decades (Nanthaboot, 2012). School students are required to learn four strands of English language which are 1) language for communication 2) language and culture 3) language and relationship with other learners area and 4) language and relationship with community and the world (Minister of Education, 2008).

Since 2015, Thailand has participated in ASEAN. English is used as a lingua franca amongst ten members of the AEC Community. Therefore, a strong command of English is required in all careers. However, Thai students' English language skills rank below four other member countries of ASEAN. Thailand ranks 48th out of 63 countries (EF EPI, 2014). Thailand is behind Vietnam, Indonesia, Singapore and Malaysia (EF EPI, 2014). The level of English proficiency of Thai students is below par and cannot

compete with other countries. Hence, the issue should be national concerns and Thai educators need to find a way to build up Thai students' English proficiency.

Even though Thai students have learnt English since they are in grade one, most of them have low English proficiency and cannot really communicate in English. It is probably because they have no opportunities to practice speaking in the English language and use it outside the classroom (Wiriyachitra, 2002). According to Khamprated (2012), Thai students find English speaking skills very difficult. Khamkhien (2010) posits that the poor English speaking abilities among Thai EFL learners derive from the problematic instruction in the classroom. Phisutthangkoon (2012) stated that students' problems in speaking come from three sources: students themselves, teachers and the curriculum. Wanthanasut (2008) found that Thai students were afraid of making mistakes while speaking English and were not confident to speak English. Ur (1996) explains that foreign language students tend to be afraid of criticism or losing face. Many students usually form sentences in Thai structures. Furthermore, they tend to use their mother tongue in the classroom. With regard to the teachers, Thai teachers usually focus too much on grammar rules and spend most of their time practicing grammatical structures; as a result, there leaves minimal opportunity for students to speak and produce the language naturally. When teachers use traditional teaching approaches that emphasize grammatical structures, students will rarely get a chance to speak English and interact with other students in the target language (Suraswadee, 1993, as cited in Nanthaboot 2012). As far as the curriculum is concerned, Thai Education focuses on reading and grammar rather than speaking, as a result students lack confidence to speak and they might develop negative attitude towards learning English (Nanthaboot, 2012). In addition, a variety of assessments and exams exist throughout the region, for example, national entrance exams for higher education that measure overall achievement, but bear

little or no consequences on a student's ability or opportunity to progress through the education system (UNESCO Bangkok, 2016)

According to Janudom and Wasanasomsithi (2009), the memorization of linguistic forms is not enough to enhance the students' speaking ability. It requires knowledge of communication contexts, ability to interpret through verbal and nonverbal cues. Vygotsky (1987) points out that language learning development depends entirely on social interaction because it enables the learners to learn to construct knowledge which is meaningful to them. Similarly, language teaching should not focus only on grammar. Other aspects such as the function of the language, the purpose of communication and the appropriateness of language use are also very important (Harmer, 2002). Therefore, any learning activities that involve a meaningful and purposeful social interaction may help the students develop their speaking skills.

Drama techniques are one of the effective pedagogical practices which focus on social interaction and also promote students' speaking skill (Gomez, 2010). According to Maley and Duff (2005), drama techniques are activities that give an opportunity for students to use language meaningfully and creatively. They integrate language skills in a natural way through verbal and nonverbal aspects of communication. They bring about the classroom interactions and also increase self-esteem as well as confidence (Maley 2005). Moreover, using drama in the English language classroom makes the language appear in context and makes it come to life (Boudreaut, 2013). In addition, drama techniques are not only good for encouraging students' linguistic and emotional development but also encouraging creative thoughts simultaneously (Zafeiriadou, 2009). There are several studies showing that using drama techniques in the English language classroom increase student's speaking ability. Miccoli (2003), Kyriakopoulos (2008),

Shand (2008), Dinapoli (2009) and Gomez (2010) found that teaching English language through drama techniques increased students' speaking ability.

Grounded on my ten-year teaching experience of Mathayomsuksa 4 students, I have found that the students have difficulties in English speaking the most. They cannot utter simple sentences. They do not have enough confidence to speak because they do not want to lose face in the classroom. Moreover, most of the class time is devoted to drills grammatical exercises. Hence, this study aims to address this problem, i.e. the lack of an opportunity for students to actually engage in a meaningful social interaction. The researcher will make use of drama activities in enhancing students' speaking ability.

According to Ciobanu and Ostafe (2014), students' satisfaction is one of the significant factors in motivating students to develop their English speaking skills. Students' satisfaction indicates the quality of student's learning experience. Similarly, Lo (2010) claims that student satisfaction is the subjective perceptions to indicate how well a learning environment supports academic success. The students' satisfaction as well as appropriate instruction of teaching contribute to students' success. Asakerey and Dehghannezhad (2015) investigated the relationship between students' satisfaction and speaking skills achievement, and they found a positive relationship between speaking skill achievement and the level of students' satisfaction. The students who had high satisfaction toward the teaching and learning in class received high scores in speaking performance, whereas students expressing low satisfaction received lower scores. Iamsaard and Kerdpol (2015) state that the students' satisfaction is shown via their physical behaviors such as their eagerness in performing the activities. Students' satisfaction is one of the crucial factors that contribute to students' academic performance.

Therefore, this study also investigated the students' satisfaction towards the use of drama activities in the classroom.

Objectives of the Study

1. To examine the effect of using drama techniques in developing students' speaking ability.
2. To determine the level of students' satisfaction towards the use of drama techniques in a language classroom.

Research Questions

This present study addresses two research questions:

1. Do Mathayomsuksa 4 (Grade 10) students at Suankularbwitthayalai Nonthaburi school develop their English speaking ability after learning through drama techniques?
2. What is the students' satisfaction towards the use of drama techniques in a language classroom?

Significance of the Study

The findings of this study can be served as a guideline in developing a curriculum that promotes Thai EFL students' speaking proficiency. They are useful for course developers, educators, and practitioners in planning English lessons. Next, it provides useful information regarding the types of drama techniques that are effective in teaching English speaking to students at a secondary level. Moreover, the researcher findings contribute to the body of knowledge on EFL speaking ability development.

Scope of the Study

This study was a combination of quantitative and qualitative research aimed at developing students' speaking ability through the use of drama techniques. The context of this study involved 35 students of Mathayomsuksa 4 at Suankularb wittayalai Nonthaburi School.

The students were recruited through a convenience sampling method, according to which class the researcher was assigned to teach. The duration of the study was eight weeks. The independent variable in the study was the dramatic techniques and the dependent variables included the students' speaking ability and the level of the satisfaction towards the use of drama activities.

Definition of Terms

1. Drama techniques are instructional teaching techniques that allow learners to use their imagination and ideas to construct meaningful sentences in order to communicate. In this study, drama activities used involving drama games, role-playing, and guided improvisation

2. English speaking ability refers to the ability to share oral information fluently and accurately, including the ability to choose appropriate vocabulary and structures in all contexts. This performance can be measured using the rating scale adapted from Huges (2000), Scanlon and Zemach (2009), and Sae-Ong (2010) assessment criteria in terms of fluency, accuracy and comprehension. (Appendix C)

CHAPTER II

REVIEW OF THE LITERATURE

The main purposes of this study were: (a) to examine the effect of using drama techniques in developing students' speaking ability and (b) to determine the level of students' satisfaction towards the use of drama techniques in a language classroom. This chapter is divided into four parts. Firstly, it conceptualizes speaking ability. Secondly, it presents drama techniques, types of drama activities in language teaching, and advantages of using drama techniques for language learning. Thirdly, it discusses about evaluating and assessing speaking ability and English speaking assessment criteria. In the last section, the related studies on the use of drama techniques in a language teaching are presented.

English Speaking Ability

Speaking is one of the important skills in language learning which plays a major role in communication (Khamprated, 2012). According to Underhill (1987) and Underwood (1989) speaking is more about the use of language function. It makes the listeners understand their purpose of communication. Harmer (2007) adds that speakers need to be able to pronounce words appropriately, use appropriate stress and intonation patterns, and speak in connected speech if they want to be competent English users. In addition, they also must be able to engage in exchanging typical language functions if they want to communicate effectively, they have to be able to use a range of conversational and conversational strategies. Moreover, Nantaboot (2012) indicates that speaking competency comes from a speaker's ability to successfully communicate and

get the tasks done. In the EFL context, learning English is an integrated process with four basic skills including listening, speaking, reading and writing, and especially speaking (Khamprated, 2012). However, English speaking skill is one of the problematic areas for students who live in non-English speaking country and also in Thailand (Khamprated, 2012).

A good command of English speaking ability requires a mastery in five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Moreover, competent speakers also need to understand the cultural and social aspects of language, as well as verbal and non-verbal cues. As we can see, teaching English speaking requires more than drills of grammatical patterns or memorization of new vocabulary. According to Wanthanasut (2008), various types of activities such as role plays and games are beneficial for the students as they encourage them to become engaged in language production. Classroom activities need to address the social functions of the language, giving the students opportunities to communicate in authentic and meaningful situations. One of the pedagogical practices which gives the students an opportunity to interact and use the language in a meaningful and creative way is drama techniques activities (Wessels, 1987).

What are Drama Techniques?

There are many definitions of drama techniques based on different fields of studies. According to Holden (1981), drama techniques are imaginary situations which the students are allowed to be themselves or another person. Maley and Duff (1978) stated that drama techniques involve activities which provide students an opportunity to use their own personality in creating the language acquisition. Similarly, Davies (1990)

claims that drama techniques are based on the communicative approach. As Larsen-Freeman (1990) explains, the major goal of such approach is not on linguistic accuracy, but rather on making the students communicate in the target language. On the same vein, Punsiri (2011) defines drama techniques as situational settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully. The focus is to interact and complete the task given.

Furthermore, Akdag and Tutkun (2010) stated that drama techniques are considered a teaching method that gives the pupils total physical response learning opportunity and atmosphere by taking their emotions and imaginations into consideration. In addition, Sutthiroj (2015) posits that drama techniques are tools to explore reality, to understand a situations, to build up creativity and to produce a language.

In summary, a classroom that employs drama techniques tends to focus on activities where students have an opportunity to interact with their peers and negotiate meaning in order to be understood. The teacher does not direct or control. Rather, the teacher acts as a facilitator of learning process.

Types of Drama Activities in Language Teaching

Holden (1981) classifies drama activities into five categories including mime, role playing, improvisation, simulations and language games. Dougil (1987) divided drama techniques into mime, introductory exercise, role playing, improvisation, simulation and script. However, Scrivener (2005) divides drama activities into six categories including drama game, guided improvisation, role playing, simulation, acting play scripts and prepared improvisation. John (1987) categorizes drama techniques into six types which are game, mime, role-play, improvisation, simulation and storytelling.

Below are several drama activities commonly used in a language classroom:

1. Mime

Mime is a non-verbal representation of an idea or story through gesture (Dougill, 1987). Similarly, Rahimipoor (2013) and Nofriadri (2015) state that mime is an acting out of idea, story through gesture, bodily movement and expression without using words.

2. Role-play

Role-playing is the acting out or performing a particular role (Rober and Rober, 2001). Davies (1990) defines role-play as an activity involving imaginary people and situation where the students are free to decide how to develop the dialogues further. In a role-play, learners are usually given some information about a role which can be a person or a job title. Those roles are typically printed on role cards. Learners have to take a little preparation time and then meet up with other students to act out a small scene based on the role given by using their new idea (Nuktong, 2010).

3. Simulation

Simulation is an oral communicative activity involving decision making, in which the participants may act as themselves or assume other social roles (Bygate, 1993 as cited in Nuktong, 2010). It is really a large-scale role-play. It is when the participant is to play themselves in a pre-determined situation (Allan, 1983). There are role cards prepared which students can use as a clue to perform the simulation.

4. Drama games

Drama games refer to short games with both verbal and non-verbal activities which involve movement and imagination. These activities are generally used for getting the learners ready at the beginning of the class (Maley & Duff, 2005). They are not categorized as staged play but it is a dynamic form which learners explore their minds and the world around them (Nuktong, 2010).

5. Guided Improvisation

Improvisation is a group activity which allows learners to understand the character they will act out and the teacher provides information about a situation for the students to improvise. The students take the role and improvise according to their understanding until the whole scene takes on a life of their own (Scrivener, 2010).

6. Acting Play Scripts

This activity is based on acting out a short scene or sketch by the students. The sketch can be either original or written by students. Students can practice their grammatical, lexical, functional and lexical. The script helps students use their imagination as they act out in different character (Scrivener, 2005).

7. Prepared Improvised Drama

This activity is usually done in small groups and is based on preparing, rehearsing and performing a scene or a short play to other students in the class. The teacher can set a framework or the students can work independently. The activity is motivating and challenging and it is the creative process that is most valued, not the final product (Scrivener, 2005).

In this study, the researcher adopted drama activities introduced by Scrivener (2005) and Maley and Duff (2005). The activities include drama games, role-play and improvisation. These three activities are relevant to the lessons and are suitable for the level of the students.

Advantages of Using Drama Techniques for Language Learning

Many drama activities have been used in English language classroom. They provide benefits in several ways. According to Maley and Duff (2005), drama activities are helpful in an English language class because they foster speaking skill and they balance the physical and intellectual aspects of learning by integrating language skills and verbal and non-verbal aspects of communication. Drama activities bring the interaction in the classroom which allow the students to focus on the meaning of language. Moreover, they encourage exploration, creativity, imagination and also risk-taking in language learning. Similarly, drama activities promote positive attitude in learning English language with enjoyable experience (Davies, 1990). For cognitive domain, drama techniques can fully contextualize the language which help learner focus on the meaning rather than the structure only through classroom interactive activities. The students feel more motivated, and can see for themselves that language has a purpose, and that it has helped them to engage actively in the process of enhancing their oral skills. In addition, Miccoli (2003) found that language comes alive through drama in an oral skills development class. The confrontation of fears, and the taking of risks, led to an improvement in students' oral skills, as a consequence of understanding the aspects that underlie oral communication. Boudreault (2010) states that drama techniques are powerful tools which promote communication skill, leadership, team work, empathy, develop decision making skills, exchange knowledge and also build confidence and self-esteem.

Heldenbrand (2003) points out some valuable benefits of using drama techniques in the language teaching. Drama techniques are entertaining and they create a joyful learning environment for both students and the teacher. Moreover, drama techniques build confidence in the learner's ability to speak English and also motivate them to take a risk and display communication in more ways than just words. Furthermore, a better

understanding of culture, a step away from structures and involving the students in a total physical activity are the advantages of teaching through drama techniques. In addition, Desiatova (2009) states the benefits of using drama in the language classrooms in several ways; learners use the language for genuine communication which relates to reality. Drama techniques bring the real world into the classroom through the activities such as role-play, improvisation and make the learners become meaningful communicators.

To sum up, drama techniques are the teaching strategies which promote communication competence, encourage students to feel more confident to speak English. They also bridges the gap between the classroom and real life situations.

Evaluating and Assessing Speaking Ability

According to Hughes (2000), assessing speaking ability is difficult and subjunctive. It takes time, efforts and training. The instruments used need to have validity and reliability. Harris (1969) claims that assessing speaking is not an easy task and cannot be assessed as precisely and easily as other language skills. In addition, an oral test serves many purposes including measuring language proficiency, diagnosing learners' strengths and weaknesses, identifying what students do and do not know, and dealing with the placement of learners within a teaching program (Hughes, 2003). The most commonly used spoken test types include interviews, live monologues, recorded monologues, role-plays and collaborative tasks and discussions (Thornbury, 2008). Furthermore, Heaton (1989), Weir (1993) and Underhill (2000) state that the effective speaking tests can be done through discussion, decision making re-telling, interaction tasks, role-plays, pictures, and oral interviews.

Discussions and decision making involve a group of two or more learners discuss on a topic of common interest. They have to maintain and direct the discussion on their own. This kind of assessment should conduct when learners are relaxed and confident. Re-telling involves describing a design or the construction of model building materials to another learner who has to reconstruct the model from the description alone, without seeing the original. Interaction tasks include information gaps between learners or between the student and the examiner.

Using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps. A picture sequence is when a learner sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Another technique is to ask a candidate a series of questions concerning the content of a picture. The questions may embrace the thoughts and attitudes of people in the picture, or seek discussion of future developments that might arise from the situation depicted in the picture.

Oral interviews are the most common assessments. They include asking questions, marking, and testing learners in pairs. Learners are expected to give short talks on prepared topics or on surprise topics. Learners have five to ten minutes to present or answer the questions. Free interviews unfold in an unstructured fashion with no procedures set down in advance, whereas controlled interviews generally include a set of questions to ask in advance for eliciting purposes.

In summary, to evaluate English speaking ability, a test must include authentic conversation or real-life situations in a natural way (Sae-Ong, 2010). Moreover, the teacher should implement various activities that suit their contexts. In this study, the researcher used describing a picture and an interview to assess the students' speaking ability. As suggested by Sinwongsuwat (2012), an interview is one of the most popular

means of evaluating speaking among Thai EFL teaching because the interview interaction can be recorded for further detailed evaluation.

English Speaking Assessment Criteria

According to Thonbury (2008), there are two ways to assess learner's speaking ability. The first one is holistic scoring which gives overall impression towards language performance. The other one is analytic scoring which gives a separate score for different aspects of the task. The advantage of holistic scoring is it takes less time than analytic scoring. Moreover, there usually are more than one raters for holistic scoring process for discussing the scores. As for analytic scoring, it has separate criteria. The rater may be distracted by various categories and lose sight of the overall picture.

The Cambridge Certificate in English Language Speaking Skills (CELS) identifies four categories for the CELS Test of Speaking. It includes grammar and vocabulary, discourse management, pronunciation, and interactive communication. Huges (2000) proposed six categories in the speaking assessment including accent, grammar, vocabulary, fluency and comprehension. Scanlon and Zemach (2009) break down the speaking assessment criteria into of communication, fluency, accuracy, language and interaction. In study of Sae-Ong (2010), she used three categories of the speaking assessment criteria: communication, fluency, grammar, and vocabulary.

In the present study, the researcher used English speaking assessment criteria adapted from Huges (2000), Scanlon and Zemach (2009), and Sae-Ong (2010). The criteria includes fluency, accuracy and comprehension. The rubrics for each criteria are discussed in details in Chapter 3.

Related Studies

Using drama techniques in an English language teaching has been proven effective by researchers at various levels of education. Drama techniques provide benefits in terms of all language skills and other ways that related to a language teaching. The following reviews the studies related on the use of drama techniques.

Miccoli (2003) investigated the effect of using drama activities in a Brazilian university classroom. It was found that most students agreed that using drama activities in class was interesting and it helped them speak more in class, be more responsible for being a part of something that involves other people. Miccoli (2003) found that the teaching and learning went smoothing and suggested using drama techniques to other teachers who are looking for a way to improve the students' language performance and motivate students.

Kyriakopoulos (2008) did a qualitative study on using improvisation and drama to improve oral communication skills for ESL learners. The participants were five French native ESL students at a French private school on the island of Montreal. The new model of teaching based on Dorothy Heathcote was adopted in this study. It was developed by combining elements of improvisation, drama, and a scenario. The scenario was set in a group-work. It provided a chance for learners to discuss conflicts and practice their arguments with given expressions and key vocabulary. The instruments included a trial scenario, observation field notes from experienced ESL teachers, videotapes and a set of questionnaire. In this study, the participants were assigned to solve a conflict scenario and presented to the audience, demonstrating how the conflict was resolved. Each lesson was videotaped and two experienced ESL teachers took notes about group interaction and responses. A focus group interview was conducted to gain their views and thoughts on

the activities. Data from different sources including the researcher's observations, the videotapes, field notes, and the focus group interview were transcribed and analyzed for data triangulation. The findings of the study revealed that the participants' English speaking ability was increased as they were able to use the target vocabulary and English expressions appropriately. Moreover, the participants were motivated and felt relaxed while communicating in English.

Shand (2008) conducted a study on the use of drama activities to reduce anxiety and promote confidence and motivation. The study took place at an elementary school in Arizona. It took six weeks. The research instruments consisted of drama curriculum (drama activities), pre-post survey questionnaire, researcher reflection notes and field notes during the time of observation and interview questions. The qualitative data was transcribed, organized and coded. The scores from the pre-survey and post-survey questionnaires were analyzed using SPSS. The mean scores were calculated and compared using a standard pair t-test. The results revealed that drama techniques were effective in reducing the participants' anxiety and increasing their confidence when they spoke English.

Dinapoli (2009) investigated the use of dramatic role plays to develop emotional aptitude among university students from different disciplines including business, economics, telecommunications, architecture and the fine arts. The results showed that dramatic role plays, based on scripted scene and improvisational activities were excellent tools in developing emotional aptitudes and promoting effective teamwork.

Gomez (2010) investigated the effectiveness of drama activities as a means to develop the students' oral skills, compared to the traditional teaching methods. The participants were 20 Spanish Grade 9 students attending a public school in Madrid. Two classes from the same year group received different instruction over a three-week period.

The students took pre and post speaking tests. Data was collected and analyzed using a two-tailed t-test for two independent samples with equal variance to find out the effectiveness of each teaching methods. The researcher's hypothesis was that there would be no significant difference between the two methods. However, the results of the study concluded that teaching English by using drama activities was more effective than the traditional methods.

Gorjian, Moosavinia, and Jabripour (2010) conducted a study to investigate the effectiveness of teaching English drama using dramatic performance to enhance students' learning motivation. This study involved 60 intermediate students enrolling in English drama courses at the Islamic Azad University of Shiraz. The material used consisted of two plays and an achievement test of 30 multiple-choice questions. Students were divided into two groups. The experimental group was taught via role playing strategy whereas the control group had no role plays. The researchers concluded that dramatic performance promoted students' motivation and increased the students' classroom participation.

Nordin, Sharif, Fong, Mansor and Zakaria (2012) undertook a study to find out whether drama workshops could enhance the students' language skills. The participants were 25 undergraduate engineering students and 16 TESL students. The finding revealed that drama activities were useful and beneficial for secondary language learners in developing four language skills.

Rahimipoor (2013) studied the effects of drama techniques, including mime, role play, simulation and improvisation on improving the writing competency of the EFL learners. The participants of this study were 30 advanced-level students in an English institute in Iran. The participants' writing competency was assessed by using CUNY Assessment Test in Writing (CATW) before and after the implementation of drama

techniques. The results showed that drama techniques significantly improved the writing competency of EFL learners.

Reed and Seong (2013) conducted a study to examine an English course that focused on teaching speaking and listening through drama activities. The participants were 20 freshmen students at a university in Korea. The course was conducted for 15 weeks through Strategic interaction and Process drama. The instruments were teacher's observation and the students' journals in which they had to answer two questions regarding their thoughts towards drama activities at the end of each class throughout the whole semester. The results revealed that using drama activities in a language learning created a psychologically safe environment. Moreover, data from the students' journals revealed that the bonding activities for warm-up and team building reduced inhibition in English speaking.

Al-Barri, Alqadi, Al-Wa'ely, Khodair and Alshawashreh (2014) investigated the effectiveness of dramatic role-plays on the linguistic achievement and the development of verbal expressive performance among 52 fourth grade students. The participants were divided into two groups. The experimental group consisted of 25 students who were taught through role-playing methods whereas the control group which consisted of 27 students were taught by using conventional methods. The instruments consisted of 20 items of multiple choices and the verbal expressive performance scale. The results indicated that there were statistically significant differences between the two groups in verbal expressive performance. The experimental group's linguistic performance significantly improved at the end of semester.

Salii and Bytyqui (2014) examined the effects of drama plays in promoting cooperation, creativity and autonomy. The study involved 80 students. The study was conducted in a whole semester. The students were asked to prepare a play and act it out

in front of everybody in the classroom. The teacher acted as a facilitator to help them, but they took all responsibilities to do everything. The findings revealed that drama plays enhanced students cooperation, promoted autonomous learning, triggered their creative thinking and they were motivated to learn English. The students were satisfied, had fun and enjoyed the whole experience.

Nofiadri (2015) conducted a classroom action research on the implementation of drama technique which consisted of three types; mime activities, scripted play and unscripted play. The participants were the first year students of English Department of Tarbiyah Faculty, Malaysia. The research was divided in three cycles according to chronological steps: plan, action, observation, evaluation, and reflection with twelve classroom meetings. The instrument used were lesson plans, pre-test and post-test, observation form, teachers' field notes and an interview. The speaking evaluation rubrics involved accent, grammar, vocabulary, fluency and comprehension. It was found that drama techniques improved students' speaking skills which was indicated by the increase of their speaking scores. Additionally, drama techniques helped build up students' confidence to speak in front of public.

Atas (2015) investigated the effects of using drama techniques on reducing speaking anxiety in EFL students. The participants were 24 students in 12th grade at a high school in Turkey. The triangulation of data was collected with pre and post-tests, semi-structured pre and post-interviews and the participant's diaries. The results of this study revealed that drama technique significantly reduced the speaking anxiety of the learners. Moreover, using drama techniques in a foreign language classroom promoted positive feelings towards given tasks.

In Thai education context, Punsiri (2011) investigated the effectiveness of drama activities on reducing FLCA (Foreign Language Classroom Anxiety). The subjects were

44 non-English majored university students selected by non-random sampling method. The instruments used were 8 drama techniques-based lesson plans, FLCA questionnaire and guided improvisation. The quantitative data were analyzed by mean, S.D. and t-test while qualitative data were analyzed by content analysis method. The findings revealed that the students' FLCA reduced significantly after learning through drama techniques and prepared-improvised, and drama games were the most effective activities on reducing FLCA.

Iamsaard and Kerdpol (2015) examined the effects of dramatic activities on improving communicative skills. Twenty-six 11th graders were taught through dramatic activities for seven weeks. The instruments used were lesson plans, a pre and post 40-item multiple choice test and a speaking test, and a questionnaire. The findings revealed that students' English communicative skills were significantly higher after attending the teaching class using dramatic activities and the students had positive views towards the use of drama activities in a language classroom.

From all of the studies related to the implementation of drama techniques in a language classroom, the results confirmed the effectiveness of this pedagogical practice. Teaching English through drama techniques provide benefits not only in improving speaking ability but also in creating relaxing learning environment, promoting confidence in English speaking and promoting a positive attitude towards English learning. Therefore, drama techniques are one of the effective pedagogical practices to develop students' speaking ability. Moreover, they promote a student-centered classroom where teacher no longer dominates or controls every learning process.

CHAPTER III

RESEARCH METHODOLOGY

The main objective of the study was to examine the effectiveness of using drama techniques in developing students' speaking ability. This study also explored students' satisfaction towards the use of drama techniques in a language classroom. This chapter describes the research methodology, the participants, and research instruments, and data collection, and data analysis.

Research Design

This research was a quasi-experimental study with a single group pretest-posttest design. It utilized both quantitative and qualitative methodologies. The quantitative approach was used in the evaluation of students' speaking ability through the pre and post speaking tests, and a satisfaction questionnaire towards the use of drama techniques. The qualitative approach was used in a group structured interview.

Variables

The variables of the study include drama techniques as an independent variable and students' speaking ability as a dependent variable.

Data

The data collected in this study consisted of the scores of the pre and post speaking test, a questionnaire and a group structured interview.

Population

The population of this study was Mathayomsuksa 4 (Grade 10) students at Suankularb wittayalai Nonthaburi School. The total number of the students was 700. They enrolled in *English for Communication 1* in the first semester of 2016 academic year. (June – July 2016).

Research Site

Suankularb Wittayalai Nonthaburi School is a secondary school. It houses students from grade 7 through 12. The number of students in Mathayomsuksa 4 is approximately 700. The school has long been considered as one of the most reputable secondary schools in Nonthaburi province and attracts students from all over the country. Suankularb Wittayalai Nonthaburi School provides all courses under the Ministry of Education curriculum for students. The English courses provided for students in Mathayomsuksa 4 include *English 1*, *Writing1*, *Reading1*, *Thematic English 1*, and *English for Communication 1*. However, some students have limitations in speaking English. Hence, the researcher chose to investigate whether the use of drama techniques in *English for Communication 1* course could develop Mathayomsuksa 4 students' speaking ability.

Participants

The participants in this study consisted of 35 Mathayomsuksa 4 students at Suankularbwittayalai Nonthaburi School. They enrolled in *English for Communication 1* in the first semester of 2016 academic year. This group did the pre-speaking test before learning English through drama techniques, and they did the posttest at the end of the

course. The participants were selected via a convenience sampling method as the researcher was assigned to teach Mathayomsuksa 4.

Research Instrumentation

In this study, the research instruments being used in collecting data consisted of lesson plans, learner's satisfaction questionnaire and the pre and post speaking test and interview questions.

1) Lesson plans

According to the Basic Educational Core English Curriculum 2008 (Ministry of Education, 2008), the researcher selected the language functions which were relevant to course objectives. There were three lesson plans which are *Going shopping*, *Ordering food* and *Asking & giving direction*. In each lesson plan, drama activities were introduced to suit each topic. Experts in English language teaching and learning examined the lesson plans in terms of the content correctness, and relevancy of the content to the course objectives. To determine the practicality of the lesson plans, the lesson plans were piloted with another class of 40 students in Mathayomsuksa 4 who were not the participants of this study. Each lesson plan covered 2 periods (50 minutes in each period). The teaching process was based on three phases of drama-based instruction; introduction, development, and quieting. It correlated with the principles of teaching speaking: pre-speaking, while speaking, and post speaking. (see appendix A) The following are the topics for the lessons.

Table 1

Drama Activities in each lesson

Lesson Plan	Length	Topics	Objectives	Drama Activities	Speaking Strategy
1	2 weeks	Ordering food	1. Students will	Drama games	Pre-speaking
			be able to use	Role-play	While-speaking
			vocabulary and	Guided	Post- speaking
			expression about ordering food.	Improvisation	
2	2 weeks	Going Shopping	2. Students will		
			be able to		
			respond to an offer and a request.		
2	2 weeks	Going Shopping	1. Students will	Drama games	Pre-speaking
			be able to use	Role-play	While-speaking
			vocabulary	Guided	Post- speaking
			about types of shops and	Improvisation	

Table 1 (Continued)

Lesson Plan	Length	Topics	Objectives	Drama Activities	Speaking Strategy
			shopping products 2. Students will be able to ask about prices.		
3	2 weeks	Asking and giving directions	1. Students will be able to describe places using appropriate adjectives. 2. Students will be able to ask for and give direction. 3. Students will be able to compare the differences of places.	Role-play Guided Improvisation	Pre-speaking While-speaking Post- speaking

Table 1 shows the topics, lesson objectives, drama activities, and speaking strategy. In each phase, students engaged in each speaking activity through drama techniques.

2) Learner's Satisfaction Questionnaire & Interviews

At the end of this study, a questionnaire was given to the students in order to obtain information regarding their satisfaction towards the use of drama activities in the classroom. A 10-item Likert's 5 rating scales, adapted from Kulsirisawad (2017) were used to evaluate the students' satisfaction toward the use of the drama techniques. The participants responded to the questionnaire which was in the form of statements on a 5-point scale 1: representing lowest satisfaction; 2: low satisfaction; 3: moderate satisfaction; 4: high satisfaction; 5: very high satisfaction. The 10-item questionnaire was classified into three themes. Usefulness (items 1-4), acceptance (items 5-7), and affect (items 8-10). The original questionnaire was constructed in English and then translated into Thai to ensure the participants' understanding. In order to obtain more information on the students' view towards the use of drama activities, ten students were interviewed with two questions. The questions were based on Kulsirisawad's work. (see Appendix E)

3) English Speaking Tests

The English speaking tests included a pre- and post-test. The aim was to assess students' English speaking ability. Those two test were identical. The pre-speaking test took place in the first week of the course while the post-speaking test in the end of the course. The assessment and evaluation in speaking ability analyzed based on concepts adapted from Heaton (1989), Weir (1993), Underhill (2000), and Sinwongsuwat (2012). The test consisted of two parts, the first part is called describing a picture and the second part is responding to questions. Three experts in English language teaching examined the tests using the Index of Item-Objective Congruence (IOC) to check the content validity.

The questions were revised based on the experts' comments. In all 35 students in Mathayomsuksa 4 who did not participate in this study were asked to do the test. Three raters scored the speaking test in order to use their scores in calculating the reliability of the test using Cronbach's (1995) Alfa Coefficient method. The reliability of the test at the piloting stage was 0.82 which was reliable and acceptable to administer with the participants. The speaking evaluation rubrics were adapted from Huges (2000), Scanlon and Zemach (2009), and Sae-Ong (2010). The tests aimed to evaluate their speaking ability in terms of fluency, accuracy, and comprehension. The researcher and two English teachers evaluated the students' speaking performance. Their scores from all three raters were calculated for scores. The criteria of speaking ability were applied as follows:

Fluency (Scores range from Level 1 to Level 5)

Level 1 means the speech is so halting and fragmentary as to make conversation virtually impossible.

Level 2 means the speech is slow and often hesitant and irregular. Sentences may be left uncompleted.

Level 3 means the speech is mostly smooth but with some hesitation.

Level 4 means the speed of speech seems to be slightly affected by language problems.

Level 5 means the speech is effortless and smooth with speed that comes close to that of a native speaker.

Accuracy (Scores range from Level 1 to Level 5)

Level 1 means the speaker shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.

Level 2 means the speaker uses some simple structures correctly but makes some basic mistakes.

Level 3 means the speaker often uses correct grammatical structure accurately but makes a few basic mistakes.

Level 4 means the speaker mostly uses correct grammatical structures. Does not make errors which cause misunderstanding, and can correct most of mistakes.

Level 5 means the speaker consistently maintains grammatical accuracy; errors are rare.

Comprehension (Scores range from Level 1 to Level 5)

Level 1 means the speaker has difficulty understanding the questions that is being asked.

Level 2 means the speaker fairly grasps a few questions that are being asked.

Level 3 means the speaker is able to comprehend and respond to some of the questions that are being asked.

Level 4 means the speaker is able to comprehend and respond to most of the questions that are being asked with accuracy and strong understanding of a question.

Level 5 means the speaker is able to comprehend and response to all the questions. Responses are precise and detailed.

Data Collection Procedures

The data collected to answer the first research question was the pre and post speaking test scores. The speaking tests were administered before and after the use of drama techniques. The students took a real-time test that they had to answer all the question immediately, like a face to face interaction. During the experiment, the students

were taught through drama techniques in the classroom for six weeks. The data collected to answer the second research question was the scores obtained from the questionnaires and an interview.

Table 2

The schedule for data collection

Data	Time	
1. pre-speaking test	First week	Three raters rated the students' speaking performance
2. post-speaking test	Final week	Three raters rated the students' speaking performance
3. Questionnaire	Final week	The students completed the questionnaire to rate their satisfaction towards the use of drama techniques in the classroom.
4. Interview	Final week	The researcher interviewed the students to find out the students' views towards drama activities.

Data Analysis

Speaking Scores

The data was analyzed to find out the students' speaking abilities before and after the use of drama activities in the classroom. The scores gained from the pre-and post-speaking tests were calculated for means scores and standard deviation (S.D.). A dependent T-test was used to compare the two sets of scores via SPSS to check whether there was any development in the students' speaking abilities.

Students' Satisfaction Questionnaire & Interview

All the students were asked to complete a questionnaire. The responses were analyzed by SPSS to find out the students' levels of satisfaction towards the use of drama activities in the classroom. An interview was also conducted with ten students in order to obtain more detailed information about their opinions towards the use of drama activities in the classroom. The interview was analyzed using content analysis method.



CHAPTER IV

FINDINGS

The purpose of the study was to investigate the effectiveness of using drama techniques in developing students' speaking ability. The participants were 35 Mathayomsuksa 4 students at Suankularb Wittayalai Nonthaburi School, Nonthaburi. The data from the study was obtained through a pre and post speaking tests, a questionnaire, and an interview. The research findings were presented according to two research questions.

Research Question 1

Do Mathayomsuksa 4 students at Suankularb Wittayalai Nonthaburi school develop their English speaking ability after learning through drama techniques?

The first research question was to investigate the effect of using drama techniques in developing students' speaking ability of Mathayomsuksa 4 students.

To answer the first research question, the mean scores and SD scores on pre and post speaking tests were compared by using dependent t-test.

The pre and post speaking tests scores of 35 students were given by three raters and were calculated for mean and SD scores. According to Table 3, we can see that the students' mean scores of the post-test were higher than those of their pre-test.

Table 3

A comparison of the mean scores on pre-speaking test and post-speaking test

English speaking ability	N	Mean Score	SD	t	p-value
Pre-test	35	5.63	1.47	3.22	0.0014196
Post-test	35	6.19	1.76		

As illustrated in Table 3, the English speaking ability of Mathayomsuksa 4 students was significantly higher after learning through drama techniques, significant at the .01 level. The students had significantly higher mean scores on the post-speaking test (M= 6.19, SD= 1.76) than in the pre-speaking test (M= 5.63, SD= 1.14).

Research Question 2

What is students' satisfaction towards drama techniques in a language classroom?

At the end of the study, all participants were asked to complete a questionnaire. The questionnaire was adapted from Kulsirisawad (2017). The students rated each item based on their satisfaction towards drama techniques by using five points scale ranging from 'very high satisfaction' to 'very low satisfaction' (4.21-5.00 = very high satisfaction, 3.41-4.20 = high satisfaction, 2.61-3.40 = moderate satisfaction, 1.81-2.60 = low satisfaction and 1.00-1.80 = very low satisfaction). The checklist interpretation was adapted from Phisutthangkoon (2012).

Table 4

Findings of Students' Satisfaction towards the Use of Drama Activities.

Questionnaire Items	Mean	Std.	Level of response
Section I : Usefulness			
1. Learning through drama techniques motivates me to speak English.	4.31	0.76	Very high satisfaction
2. Learning through drama techniques has increased my speaking fluency.	4.29	0.62	Very high satisfaction
3. Learning through drama techniques makes me feel more confident to speak English in the class.	4.23	0.60	Very high satisfaction
4. Learning through drama techniques helps to promote problem-solving skill.	4.23	0.81	Very high satisfaction
Section II : Acceptance			
5. I do not mind working with my friends in a role play.	4.23	0.73	Very high satisfaction
6. Learning through drama techniques was a valuable and worthwhile experience.	4.23	0.69	Very high satisfaction
7. I hope the teacher continues using drama activities in the future.	4.09	0.74	high satisfaction
Section III : Affect			
8. I feel no pressure when I speak with my friends in the class.	4.29	0.71	Very high satisfaction

Table 4 (Continued)

Questionnaire Items	Mean	Std.	Level of response
9. I enjoy learning through drama techniques.	4.14	0.60	high satisfaction
10. Drama activities make the learning more fun.	4.40	0.65	Very high satisfaction
Totals	4.24	0.69	Very high satisfaction

The findings revealed that the participants had positive views towards the use of drama techniques. The students' satisfaction was at 'a very high satisfaction' level with a mean score of 4.24 and the standard deviation of 0.69. The highest mean score was item 10 (*Drama activities make the learning more fun*) which was 4.40 and the standard deviation was 0.65. The second highest mean score was item 1 (*Learning through drama techniques motivates to speak English*) which had the mean score of 4.31 and the standard deviation of 0.76. The third highest mean score were item 2 and item 8 (*Learning through drama techniques has increased my speaking fluency and I feel no pressure when I speak with my friends in the class*). They both had mean scores of 4.29 with the S.D. of 0.62 and 0.71 respectively. It can be argued that students had positive views toward the use of drama techniques in the English language classroom.

Interview Questions

In order to find out more information on the students' satisfaction towards the use of drama techniques in the classroom, interviews were conducted at the end of the course. Ten students were randomly selected. The interviews were conducted in Thai and were transcribed.

1. Do you think your English speaking ability has developed after learning through drama activities? Why?

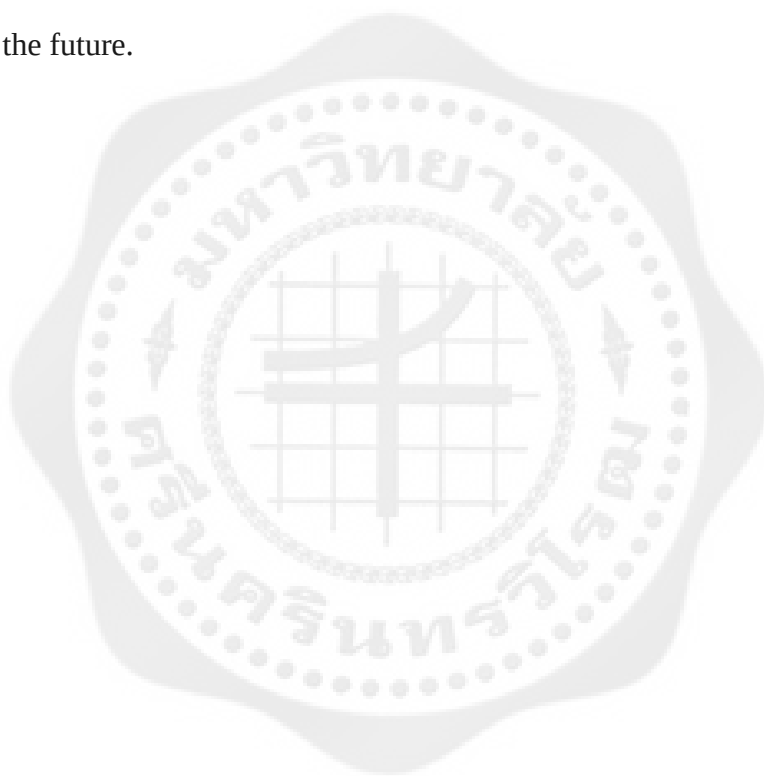
Ten students stated that their English speaking were improved after learning through drama activities. They felt drama activities were very useful and valuable to their development in speaking English. The students added that drama activities were not only for fun and relax, they benefited them, helped them learn more and they also got new vocabulary and new expressions. Students felt more confident to speak English and they can form the sentences correctly. They had some opportunities to interact with their friends and they felt they became more active and responsible. They pointed out that if the teacher did not use these activities, they would have no chances to interact with their peers and still probably practiced grammar exercises in class. As reflected by one student, *“I have more opportunities to practice speaking in front of the classroom with my peers. I think my English speaking ability has increased and I also feel more confident when the teacher asks me to speak English.”*

2. What do you like or dislike about drama activities?

The findings from the interview indicated that the students liked the way the activities were done and they enjoyed participating in the drama activities. They gave similar reasons. They thought that drama activities were beneficial and they wished the teacher would have continued using drama activities in the future. They were very positive about learning through drama activities. They were motivated to speak English. Ten students believed that a language classroom should involve more than just studying the content is in a textbook, but appropriate activities are needed to enhance their learning. One of them stated, *“I enjoy participating in class. Playing English language games was fun and entertaining. The activities were interesting and I am motivated to learn English more even though I am not good at speaking.”* Though the majority of

students expressed positive thoughts on drama activities, some students felt that it was a little bit time-consuming. *“I think drama activities take a lot of time. There were lots of students in our class. I had to wait a long time for my turn. If we had a smaller group, it would be nicer.”*

It can be concluded that students had positive views towards the use of drama activities. Additionally, they had a relatively enjoyable experience participating in the activity and they suggested that the teacher should continue using drama activities in the classroom in the future.



CHAPTER V

CONCLUSION AND DISCUSSION

In this chapter, the results of the study are discussed in accordance with each research objective. It will be followed by possible implications, and limitations of potential opportunities for future research.

Summary of the Research

The purposes of the study were to examine the effect of using drama techniques in developing students' speaking ability and to explore students' satisfaction towards the use of drama techniques in the English language classroom. The participants of the study were 35 Mathayomsuksa 4 students selected by convenience sampling method. The instruments used in this study include a pre- and post-speaking tests, lesson plans, speaking test criteria, students' satisfaction questionnaire, and interview. Each lesson was 100 minutes long, and the class met once per week during the 8-week period. The students' speaking abilities were measured by comparing their pre-speaking test with their post-speaking test by using dependent T-test. A questionnaire was analyzed to find out their views towards the use of drama techniques in the classroom. A group structured interview was also conducted in order to gain more detailed information about their opinions towards the use of drama techniques.

Objectives of the Study

1. To examine the effect of using drama techniques in developing students' speaking ability.
2. To determine the level of students' satisfaction towards the use of drama techniques in a language classroom.

Research Questions

This present study addresses two research questions:

1. Do Mathayomsuksa 4 (Grade 10) students at Suankularbwithayalai Nonthaburi school develop their English speaking ability after learning through drama techniques?
2. What is the students' satisfaction towards the use of drama techniques in a language classroom?

Summary of the Main Findings

The students' English speaking performance was measured and assessed by three raters who scored their speaking abilities in three aspects: fluency, accuracy, and comprehension. The scores given by the three raters were correspondent based on students' speaking performance. It was found that their post-speaking test scores ($M=6.19$) were higher than those of their pre-speaking test ($M=5.63$), and were statistically significant at the .01 level, as analyzed via a dependent T-test, which suggested that the students' speaking ability were improved as a result of the drama techniques. The focus of drama techniques included not only an increasing opportunities to practice speaking in context, but also the use of creative and meaningful language in an interaction.

In addition to the students' speaking development evident in the improved post-speaking test scores, there were other positive effects of the use of drama activities in the classroom. The researcher found that the students were active and engaged in the activities. They reported that drama activities especially improvisation and role plays were enjoyable and challenging at the same time.

Discussion of Findings

In this study, the researcher used drama activities to teach English speaking to 35 tenth graders. Such activities involved role-plays, drama games and guided improvisation. The classroom observation data revealed that the classroom atmosphere was relaxing and the students had fun. Unlike the traditional language classrooms where the focus was solely on grammatical forms, this classroom emphasized on communication and the ability to get the message across. In addition, the researcher found that the students were more confident and motivated. They were willing to participate in the activities and they liked the activities.

The quantitative analysis revealed that the students did better at the end of the experiment course which suggested that the drama techniques had positive impact on their speaking performance. They stated that they found the role plays, drama games, and guided improvisation enjoyable because they had a chance to interact with their peers and they were at ease. They also considered the learning experience worthwhile and valuable.

The teaching and learning atmosphere was relaxing and joyful. Most of the lessons focused on speaking more than grammar rules which differ from their normal English lessons in the past which afforded little time to practice speaking with their friends in English. Meanwhile, learning through drama techniques made them feel more

confident and less shy. It is probably due to the fact that the process of teaching speaking through drama activities allowed them to create their own dialogues and they had a chance to use their imagination.

The findings of this study were in line with those studies of Kyriakopoulos (2008), Gorjian, Moosavinia, and Jabripour (2010), and Nofiadri (2015) which also found that the students performed significantly better through the use of drama activities. Such positive outcomes could probably come from the fact that the students liked the activities and were not reluctant to participate. The findings accorded to Al-Barri, Alqadi, Al-Wa'ely, Khodair and Alshawashreh (2014) stated that drama techniques like a role play was an excellent tool in developing verbal expressive performance. Similarly, Miccoli (2003) pointed out that using drama activities in a language classroom helped the students speak more and they had more opportunities to interact and communicate with their peers. The findings of this study were also consistent with those of Iamsaard and Kerdpol (2015) pointed out that students' English communication skills had increased after learning through drama activities. Those studies also found that drama activities promoted students' speaking ability and provided them with language input and meaningful contexts. Furthermore, such activities can help learners organize and clarify their thoughts that they can communicate to others more meaningfully and effectively and they felt more confident and they were not afraid to speak in English.

In addition, the students were satisfied with learning through drama techniques. They stated that learning through drama techniques helped them developed in many ways such as, their speaking skills, problem-solving skill and also reduced their pressure when they spoke with their peers. Moreover, drama techniques were fun and made them speak English with confidence.

Implications of the Finding

The results of the study revealed that drama activities are useful in at least two significant ways. First, they help enhance the students' speaking abilities. Second, they create a joyful and relaxing atmosphere. However, there have been some important issues that arise from this research study.

1) Active Learners

The learning routines in the classroom usually require students to merely listen to the teachers and copy grammatical rules written on the whiteboard. Unlike learning English language through drama activities, it allowed students to take an active role and become more responsible for their own learning. They have to take different roles and act out via using what they have learned or create a story from their imagination. In a traditional way of teaching that mostly focuses on grammar rules without providing the students an opportunity to actually speak in English, the students spend most of their time doing exercises in the worksheets or textbooks. Thus, by introducing drama activities in the classroom, the students will become active learners and will be more engaged in their own learning process.

2) Student-Centered Classroom

Teaching English language through role plays promotes students' communication. The students were required to create the dialogue on their own and practiced speaking with their peers. They had an opportunity to discuss and used their imagination at the same time. The teacher was in a role of supporter in learning process without intervening them. Unlike in a Thai English language classroom, rote learning and memorization of target language rules have become a norm for a long time. Teachers deliver the knowledge and it leaves little space for students to play anything but a passive learner.

Hence, drama activities are helpful in promoting a student-centered classroom and they shift the focus from the teacher onto the students.

3) Class Size and Speaking Practice

Large class sizes make it difficult for communicative language teaching. In order to maximize the benefits of drama activities, we need a classroom where students cooperate and interact in a small group. The teacher acts as a facilitator who guides and gives advice to students. In a small group, the opportunity is provided for all, they can practice speaking, share ideas and solve problems.

Limitations of the Study

In this study, there were only three types of drama activities: drama games, role plays, and improvisation. Further studies may incorporate other types of drama activities such as simulation, acting play scripted, and storytelling because these different activities may provide different detailed information that can be useful for English language learning.

In addition, the researcher has acknowledged that even though the small group of participants allowed the researcher to have an in-depth observation of the entity being studied, it somehow limited the statistical power available to detect differences.

Moreover, due to the small number of students involved in the study, it would be inaccurate to claim that the results can be generalized to populations of all Mathayomsuksa 4 students at Suankularb Wittayalai Nonthaburi School. The results obtained from in the study need to be substantiated by further research in which a wider range of participants are involved.

Another limitation of this study occurred during the time of speaking test. Speaking test took up so much time and it could not be recorded because it was irritated

by noises of other classrooms. Therefore, a place for speaking test should be well-prepared in order to support students' performance in doing a speaking test.

Furthermore, the length of the data collection in the research was limited to eight weeks. Therefore, future studies might extend the length of data collection to a semester to enhance the longitudinal element of the research design and make a comparative investigation of the students' speaking abilities.

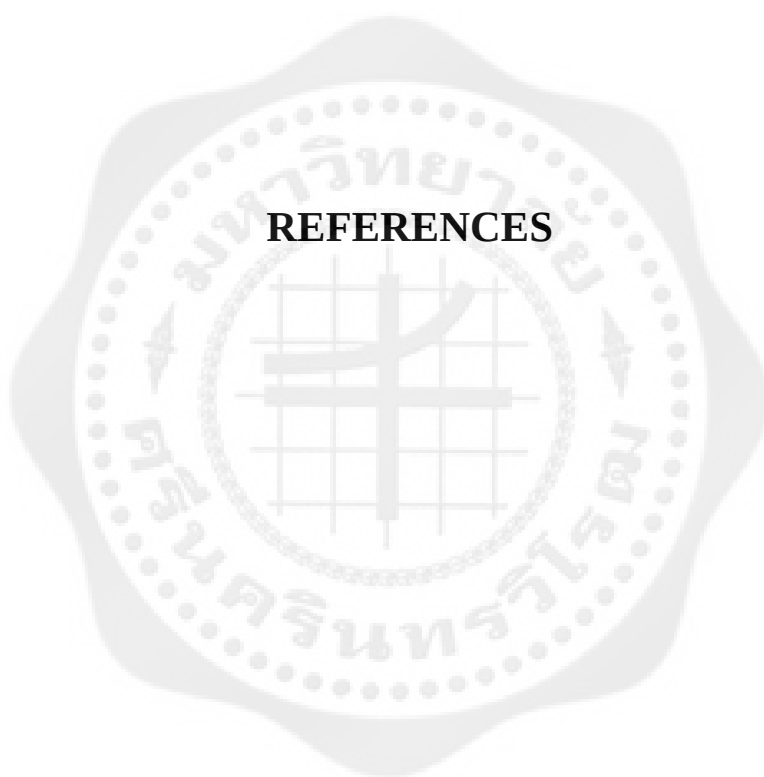
Recommendations for Further Studies

On the basis of the research findings, the researcher would like to offer some general thoughts of how to develop students' speaking abilities. The intention is also to further develop the communicative language teaching approach which has begun to be implemented in Thailand.

To help students become more confident and motivated in speaking English, the researcher would like to argue for the continual practice of teaching English speaking through drama techniques. As supported by Maley and Duff (2005), drama activities help students use the language in a meaningful and creative way. It also increases self-esteem and confidence.

The positive impact that the drama techniques had on the students' speaking abilities suggests that drama techniques could be an alternative method in teaching English to Thai EFL learners. Moreover, drama activities such role-plays provide the students the opportunities to engage in classroom interactions that seem to be one of the effective teaching techniques that should be adopted in an English language classroom.

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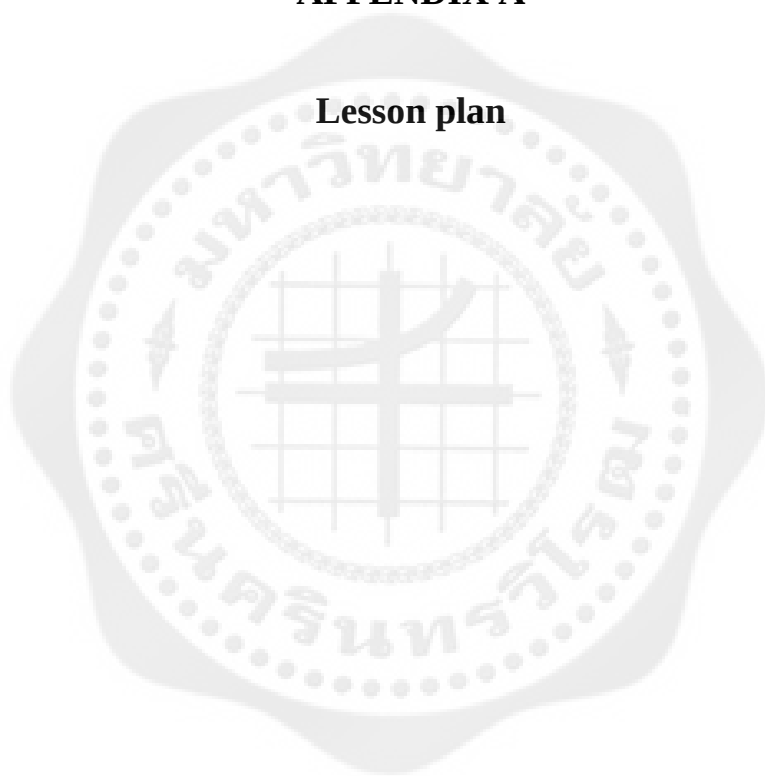
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APPENDICES

APPENDIX A

Lesson plan



An Example of drama-based Lesson Plan

Background:

Institution: Suankularb Wittayalai Nonthaburi School

Course/Level: English, 100-minute class/ Grade 10

Students: 35 students, age of 15-16

Overall course goal: Ordering food in a restaurant (Part 1)

Texts/ materials: Teacher-created materials

- Lesson aim(s):**
1. Ss will be able to use “Would like” to make an offer and a request in a restaurant.
 2. Ss will be able to respond to an offer and a request.
 3. Ss will be able to use (Part 1) expression about ordering food.
 4. Ss will be able to use vocabulary about food.
 5. Ss will be able to order food.

Procedures Activity/ timing	Objective (s)	Materials/ equipment	Step-by step details	Interaction /seating	Contingency plans /other notes
Warm up (10 minutes)	To motivate the students and review background knowledge regarding food	pictures	1. T asks students to play drama games to review the adverbs. T. explains how to play this drama game and demonstrate as	Ss sit in class and give	

Procedures Activity/ timing	Objective (s)	Materials/ equipment	Step-by step details	Interaction /seating	Contingency plans /other notes
Drama games Group Discussion (20 minutes)	vocabulary		an example to class. Then, T asks students use a gesture to show the way they eat and their friends guess how is their friend act i.e. eat (quickly, slowly, greedily, happily, sadly etc.) 1. After finish playing drama games, T. divides Ss in group of 3 and asks them to discuss with their friends based on T suggested “Have you ever eaten out?” “What’s your favourite restaurant?” “What’s your favourite dish?”	individual or group response	
Pre- speaking stage (35 minutes)	1.To teach food vocabulary (starters, main course, desserts and drinks) 2. To teach the structure of modal verbs for making a request and offer (“would like” / “Can I”) 3. To teach other expressions that will be used in ordering food.	Teacher’s resources (Menu, expression and dialogue)	1. T introduces and teaches Ss new words about food that are in the menus when they go to the restaurants. 2. T explains the stuctures of modal verbs I would like to..... 3. T asks Ss how to order food in a restaurant and teaches the grammatical structure of “Would like” and “Can I” and provides some examples, e.g., “I would like to have cheese burger, please.” “Would you like something to drink?”	T-Ss	

Procedures Activity/ timing	Objective (s)	Materials/ equipment	Step-by step details	Interaction /seating	Contingency plans /other notes
			<i>"Can I bring you anything else?"</i> 4. T teaches other expressions that Ss can use in the restaurant, e.g., <i>"Are you ready to order?"</i> <i>"What is today's special menu?"</i> <i>"Enjoy your meal!"</i> <i>"Certainly"</i> 5. T presents a dialogue about food ordering and asks Ss to read and practice speaking together. 6. T divides the Ss into two groups: a waiter group and a customer group, then each group has to practice speaking based on the role assigned.		
Pre-speaking stage (35 minutes)	1.To teach food vocabulary (starters, main course, desserts and drinks) 2. To teach the structure of modal verbs for making a request and offer ("would like" / "Can I") 3. To teach other	Powerpoint Teacher's resources (Menu, expression and dialogue)	1. T introduces and teaches Ss new words about food that are in the menus when they go to the restaurants. 2. T asks Ss how to order food in a restaurant and teaches the grammatical structure of "Would like" and "Can I" and provides some examples, e.g., <i>"I would like to have cheese burger, please."</i>	T-Ss	

Procedures Activity/ timing	Objective (s)	Materials/ equipment	Step-by step details	Interaction /seating	Contingency plans /other notes
	expressions that will be used in ordering food.		<i>“Would you like something to drink?”</i> <i>“Can I bring you anything else?”</i> 3. T teaches other expressions that Ss can use in the restaurant, e.g., <i>“Are you ready to order?”</i> <i>“What is today’s special menu?”</i> <i>“Enjoy your meal!”</i> <i>“Certainly”</i> 4. T presents a dialogue about food ordering and asks Ss to read and practice speaking together. 5. T divides the Ss into two groups: a waiter group and a customer group, then each group has to practice speaking based on the role assigned.		
Post-speaking stage improvisation 30 minutes	To help students engage in a speaking activity and practice their speaking.		1. T divides Ss in groups of three or four. Then, each student has a given role as a picky customer, rude customer, impatient waiter. 2. T gives each group a menu, a different situation card then they can make their own situation for each group and explains to them that they have to choose any kinds	Ss-Ss T-Ss	1. T explains and demonstrates to Ss who don’t understand clearly. 2. T walks around to check the

Procedures Activity/ timing	Objective (s)	Materials/ equipment	Step-by step details	Interaction /seating	Contingency plans /other notes
			of food from the given menu and a student who is a customer must order to the waiter. Ss can use other expressions. 3. T asks some groups to perform at the front of the class, if they are willing to.		students' understanding and provide assistance needed.
Closure (5 minutes)	To review the vocabulary and sentences for ordering food.		T asks for a volunteer to come in front of the class for practicing the structures that have been taught.	Ss-Ss	T encourages shy students to speak.

Follow-up, future ideas

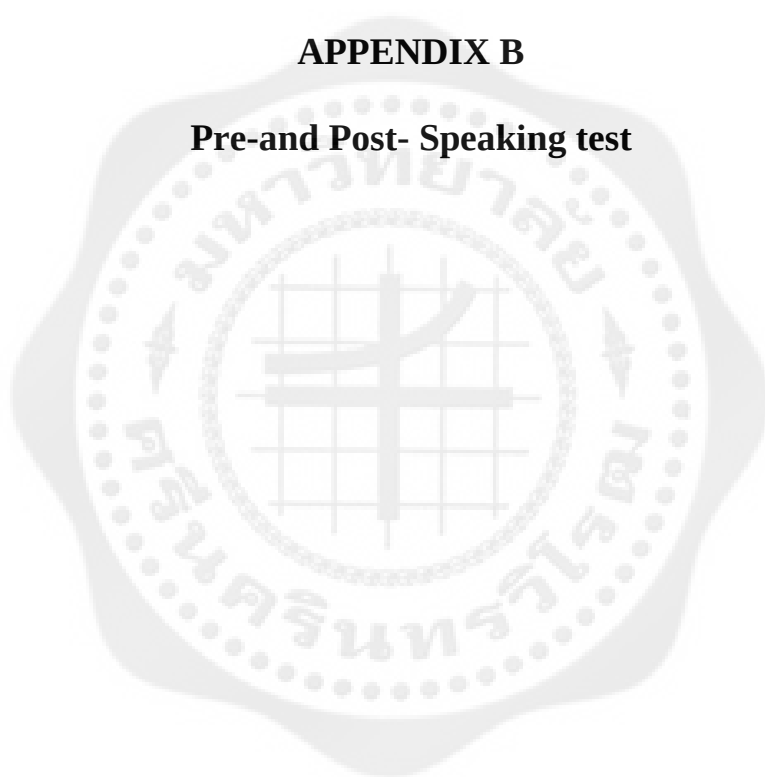
A class discussion to observe students' preference, for instance, asking students about their favorite dish or their favorite eating place.

Evaluation:

1. An appropriate use of food ordering expressions.
2. The participation in the activities.
3. Homework (ordering food dialogue)

APPENDIX B

Pre-and Post- Speaking test



English Speaking Test

Part I: Describe a picture.

Directions: In this part of the tests, you will describe the picture on the page in as much detail as you can. You have 3 minutes to speak about the picture.



Source: <https://www.pinterest.com/pin/315463148869509157/>

Part II: Respond to questions

Directions: In this part of the test, you will answer three questions.

1. How often do you watch television? Describe your favourite television program.
2. What do you like to do in your free time?
3. What is your happiest childhood moment?

APPENDIX C

English Speaking Rating Sheet

English speaking rating sheet

Category	Level	Description
Fluency	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	2	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted.
	3	Speech is mostly smooth but with some hesitation.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech is effortless and smooth with speed that comes close to that of a native speaker.
Accuracy	1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.
	2	Uses some simple structures correctly but makes some basic mistakes.
	3	Often uses correct grammatical structure accurately but makes a few basic mistakes.
	4	Mostly uses correct grammatical structures. Does not make errors which cause misunderstanding, and can correct most of mistakes.
	5	Consistently maintains grammatical accuracy; errors are rare.
Comprehension	1	Has difficulty understanding the questions that is being asked.
	2	Fairly grasps a few questions that are being asked.
	3	Be able to comprehend and respond to some of the questions that are being asked.
	4	Be able to comprehend and respond to most of the questions that are being asked with accuracy and strong understanding of a question.
	5	Be able to comprehend and response to all the questions. Responses are precise and detailed.

Adapted from Huges (2000), Scanlon and Zemach (2009), and Sae-Ong (2010)

APPENDIX D

English Speaking Ability Evaluation

English Speaking Ability Evaluation

☐

Pre-test

☐

Post-test

Student _____ Rater _____ Date _____

Score	1	2	3	4	5
Category					
Fluency					
Accuracy					
Comprehension					

Total Score _____

English Speaking Ability Evaluation

☐

Pre-test

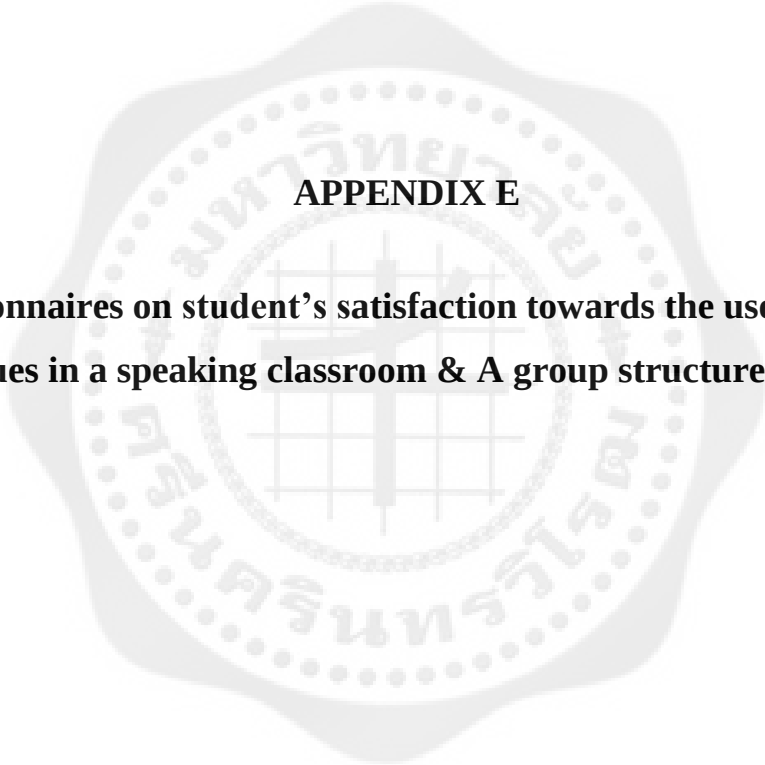
☐

Post-test

Student _____ Rater _____ Date _____

Score	1	2	3	4	5
Category					
Fluency					
Accuracy					
Comprehension					

Total Score _____



APPENDIX E

Questionnaires on student's satisfaction towards the use of drama techniques in a speaking classroom & A group structured interview

**Questionnaires on student's satisfaction towards the use of drama techniques in
a language classroom**

Directions: 1. This satisfaction questionnaire has 10 items.

2. Please read the statements on the left hand side and tick ✓ in a box to indicate the degree of your agreement to each of the statements. Please tick in only one box for each item.

1= lowest satisfaction

2= low satisfaction

3= moderate satisfaction

4= high satisfaction

5=very high satisfaction.

No	Statements	5	4	3	2	1
1	Learning through drama techniques motivates me to speak English.					
2	Learning through drama techniques has increased my speaking fluency.					
3	Learning through drama techniques makes me feel more confident to speak English in the class.					
4	Learning through drama techniques helps to promote problem-solving skill.					
5	I do not mind working with my friends in a role play.					
6	Learning through drama techniques was a valuable and worthwhile experience.					
7	I hope the teacher continues using drama activities in the future.					
8	I feel no pressure when I speak with my friends in the class.					
9	I enjoy learning through drama techniques.					
10	Drama activities make the learning more fun.					

Thank you for your cooperation

แบบสอบถามวัดระดับความพึงพอใจของนักเรียนที่มีต่อการสอนโดยใช้เทคนิคการละครในห้องเรียน

คำชี้แจง

1. แบบสอบถามมีคำถามทั้งหมด 10 ข้อ

2. ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความพึงพอใจของนักเรียน

5=มากที่สุด

4= มาก

3= ปานกลาง

2= น้อย

1= น้อยที่สุด

ข้อ	ข้อความ	ระดับความพึงพอใจ				
		มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1	การเรียนรู้โดยใช้เทคนิคการละครสร้างแรงจูงใจในการพูดภาษาอังกฤษ					
2	การเรียนรู้โดยใช้เทคนิคการละครช่วยให้นักเรียนพูดภาษาอังกฤษได้คล่องแคล่วมากขึ้น					
3	การเรียนรู้โดยใช้เทคนิคการละครช่วยสร้างความมั่นใจในการพูดภาษาอังกฤษให้กับนักเรียนในห้องเรียน					
4	การเรียนรู้โดยใช้เทคนิคการละครช่วยส่งเสริมทักษะการแก้ปัญหาให้กับนักเรียน					
5	นักเรียนรู้สึกยินดีที่ได้เรียนด้วยกิจกรรมเทคนิคการละคร					
6	การเรียนรู้โดยใช้เทคนิคการละครเป็นประโยชน์และสร้างประสบการณ์ที่ดี					
7	นักเรียนต้องการให้ครูสอนโดยใช้เทคนิคการละครต่อไป					
8	นักเรียนไม่รู้สึกกดดันเวลาต้องใช้ภาษาอังกฤษในการสื่อสารกับเพื่อนในห้องเรียน					
9	นักเรียนมีความสุขที่ได้เรียนโดยใช้เทคนิคการละคร					
10	กิจกรรมเทคนิคการละครสร้างบรรยากาศการเรียนรู้ที่สนุกสนาน					

Thank you for your cooperation



APPENDIX F

Interview Questions

Interview Questions

English Version

1. Do you think your English speaking ability has developed after learning through drama activities? Why?
2. What do you like or dislike about drama activities?

คำถามที่ใช้ในการสัมภาษณ์

1. นักเรียนคิดว่า ความสามารถในการพูดภาษาอังกฤษของนักเรียนพัฒนาขึ้นหรือไม่หลังจากเรียนจบ
2. นักเรียนชอบหรือไม่ชอบอะไรในกิจกรรมการสอนโดยเทคนิคการละคร

VITAE



VITAE

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