

USING COMMUNICATIVE ACTIVITIES TO DEVELOP ENGLISH SPEAKING ABILITY
OF MATTHAYOMSUKSA THREE STUDENTS



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

June 2012

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The purpose of this study was to investigate the effect of communicative activities to develop English speaking ability of Matthayomsuksa 3 students at Watsantikaramwitthaya School, Ratchaburi. The participants were 30 Matthayomsuksa 3 students selected via random sampling. The students studied with the researcher in a speaking classroom for seven weeks, in which the teacher used various activities, such as describing and drawing pictures, mapping dialogues, gapping information, playing jigsaws, and spotting the differences. The instruments were five lesson plans, a pre-post speaking test, a teacher's observation form, and a students' opinion form. The data from the speaking tests were analyzed using mean scores, standard deviation scores, and *t*-test scores for dependent samples. The data from the observation and opinion forms were analyzed using mean scores, standard deviation scores.

The result of this study indicated that the students' English speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance at .05.

Keywords: Communicative Activities, English Speaking Ability

การใช้กิจกรรมทางภาษาเพื่อการสื่อสารเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษ
ของนักเรียนชั้นมัธยมศึกษาปีที่ 3



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาความสามารถการพูดภาษาอังกฤษเพื่อการ
สื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนวัดสันติการามวิทยา จังหวัดราชบุรี กลุ่มตัวอย่าง
ที่ใช้ในการทดลองเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 30 คน โดยใช้วิธีการสุ่มตัวอย่างอย่าง
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พูดภาษาอังกฤษ แบบสังเกตพฤติกรรมด้านการพูดภาษาอังกฤษ แบบแสดงความคิดเห็นต่อ
กิจกรรมภาษาเพื่อการสื่อสาร สถิติที่ใช้ในการวิเคราะห์ข้อมูลจากการทดสอบการพูดภาษาอังกฤษ
คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และใช้สถิติ *t-test* แบบ Dependent Samples และข้อมูลสถิติ
ที่ใช้ในการวิเคราะห์จากแบบสังเกตพฤติกรรมด้านการพูดภาษาอังกฤษและแบบแสดงความคิดเห็นต่อ
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CHAPTER ONE

INTRODUCTION

Background

In the present global society, learning foreign languages is very important as foreign languages serve as important tools for communication, education, and livelihood. Languages allow us to understand cultures and visions about the world community. Foreign languages enable learners to be aware of the diversity of cultures and viewpoints in the world community. We can have friendship and cooperation with various countries. Languages bring about better understanding among different nations. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They should be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives. The goals, learners' key competency, and the bodies of knowledge of the Basic Educational Core Curriculum emphasize knowledge and skill for communication (Ministry of Education, 2008).

The foreign language constituting basic learning content that was prescribed for the entire basic education core curriculum is English. The Thai government has long realized the importance of the English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005, schools have been encouraged to establish bilingual departments where the core subjects are taught in English, and to offer intensive English language programs.

The role of English in Thailand is quite important as it is in many other developing countries. New technology and the adoption of the internet have resulted in a major transition in terms of business, education, science, and technological process, all of which demand high proficiency in English. With the economic downturn in Thailand a few years ago, a large number of Thai companies had embraced cooperation regionally and internationally. Mergers, associations, and takeovers were common and English was used as the means to communicate, negotiate and execute transactions by participants where one partner was a native speaker of English or none of the partners were native speakers of English.

With the importance of English as a world language and the changes that came with the National Education Act, plus the challenges of new technology, 5 new changes occurred in Thailand in this decade. Firstly, there are now more than 56 international schools around the country. There are three foreign colleges and universities in Thailand. Secondly, there are changes in English teaching and learning in school. There are three objectives in either core or elective English courses. There are knowledge, skill, and positive attitude towards English. Knowledge involves how to use English language in communication, learning and understanding the culture of native speakers, knowing the differences between Thai and the English language, being able to use English to gain information in other subjects, being able to use English to do lifelong learning to find pleasure and to use it in their work. There were various concepts incorporated in English language teaching and learning, for example, focus on learners and for communication. Communicative Approach is still used but with more focus on listening and speaking. Thirdly, changes in English language teaching and learning in universities. The following are the changes that would take

place: there would be only one set of English scores used to consider students entering the university that is the English scores from the English Proficiency Test of the Ministry of University affairs. Universities would use the scores from this test to place students according to their level of proficiency. Finally, quality assurance, the English language proficiency of Thais would be evaluated with a national standardized test to assure the quality of English language teaching and learning (Wiriya-jittra, 1989).

The Ministry of Education in Thailand (2001) is focusing on the significance and value of English. English has been placed in the curriculum from primary to higher education. The Thai government announced that English language is the international language. English is generally taught in primary and secondary schools. And Thailand will participate in ASEAN within 2014. Everyone will speak English for education and careers. In 2008, the Thai government announced plans to improve requirements for native-speaker teachers in mainstream schools.

Although English is important, the education of English is not successful. Thai students had poor scores in English tests. The results of the O-Net Test of Thai students were also low. The mean score of English was disappointing. Thai people have a low speaking ability. One major cause of the low proficiency of Thai is certainly the teaching and learning of this language in schools and universities. In primary and secondary schools, there are many obstacles. Teachers have heavy teaching loads. There are too many students in a class (45-60). For example, teachers are not competent in English and do not have enough knowledge about the culture of the native speakers of English.

However, the problems in teaching and learning English in school come from both teachers and learners. The English teaching problem is partly affected by

teaching methods. Lochana and Deb (2006) state that most EFL teachers in Thai schools or elsewhere teach language by lecturing and focusing on grammatical rules instead of language use. Teachers often provide insufficient opportunities for learners to practice English. Both teachers and learners frequently use Thai language throughout English classes.

However, speaking is a productive skill which seems to be the most important of all the four language skills because it can distinctly show the correctness and errors that a language learner makes. Many students equate being able to speak as knowing the language and therefore view learning how to speak the language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

Speaking is fundamental to human communication. In the daily lives most of us speak more than we write, yet many English teachers still spend the majority of the class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of the language course is truly to enable the students to communicate in English, then speaking skills should be taught and practiced in the classroom.

Students won't talk or say anything. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Another way to encourage the students to speak English is simply to speak English as much as possible in class.

Thai education focuses on reading and grammar rather than speaking. In addition, the students lack confidence to speak and they might develop negative attitudes towards learning how to speak English.

After observing Mathayomsuksa 3 students for a long time, the researcher found the problems of the students in English learning. First, they wanted to know grammar; they always made mistakes in grammar. They always forgot full stops, commas, and question marks in the sentences they wrote. They cannot write the right word in the right position. Second, students could not write correctly; especially they could not spell vocabulary. So they took a lot of time to write because it was difficult for them. When I corrected their writing, I found that there were a lot of mistakes in their writing and they could not find out their own mistakes. Third, when they listened to the story from the CD, they could not answer the questions. Fourth, they had problems in reading; they did not know the vocabulary and idioms, they could not tell the story or answered the question. Lastly, namely that they often mumbled, omitted words, repeated the same words, and often paused in speaking English. Besides, many of them could not use the correct vocabulary, pattern, and clear answers to communicate with their peers and the teacher.

At the same time, the researcher found 2 factors which cause the students to have a low proficiency in speaking.

The first factor is from students. For Thai students, the use of English mostly takes place in the classroom, and chance of using this language outside the classroom is minimal. There are several reasons why students can not speak well. Firstly, many of them do not realize the importance, value, and use of speaking English, so they do not pay enough attention to do activities in class. This can cause them to have low

speaking competence. This low competence causes them to lack confidence in performing speaking abilities. Secondly, they do not like to make mistakes or to appear stupid in front of their friends, some of them were very nervous when their names are called to perform the speaking task in front of the class. Thirdly, they do not know what and how to speak. Fourthly, they do not have sufficient opportunities to practice. Fifth, they like to use their mother tongue rather than English when they practice in class (Brown, 1994). These causes them to have negative attitudes towards studying speaking English. These attitudes are very important factors that affect their learning achievement. If they have good attitudes towards studying English, they will learn it happily. In addition, the students' attitudes are more important in developing the speaking skill than the development of the other language skills (Chastain, 1971). Another important reason the researcher's found was that they had not used English in their daily life. Most of students have no chance to speak English with their family because their family members do not speak English.

The second factor is teachers who are a very important cause of students' achievement of studying English. Wasanhawetwisit (1988) mentions that the achievement of studying English depends on 2 factors; competent teachers and motivated students. The former is a more important factor for successful studying than the latter. Teachers' quality is the most important factor in teaching English, so English teachers have to improve their English skills about content and teaching methodology all the time (Jarat, 1992, as cited in Carroll 1964). Moreover, the main cause of unsuccessful studying of English is from the teachers themselves. They do not follow the communicative approach. They usually use old and boring methods; they do not provide students with sufficient opportunities to practice using English for

communication, and they are not good motivators for students to practice speaking (Suraswadee, 1993). Similarly, Pongtongchareon (1977) states her opinion that the provided lessons which are not closely related to the students' real life may cause them not to realize the importance, use, and value of studying English. They will lack interest and feel reluctant to participate in the activities. This negative attitude towards studying English is the most important cause of the students' negligence in attending English classes. Besides, English teachers must improve their knowledge about teaching methodology. They must provide students with communicative speaking activities, which help them use English in various real situations. (Kunlapapek 1999, as cited in Prapphal 1984).

When the researcher finds that teachers and students are the important factors of teaching and learning English, the researcher chooses the approach to solve their problems and improve their teaching and learning.

Language learning presently emphasizes communicative abilities. One of the famous approaches in teaching language is the communicative approach. Angwattanakul (1994) states that the communicative approach is the teaching of foreign languages that is aimed at developing communication skills, the teaching that tries to help students to use language appropriately in different situations with a focus on fluency rather than accuracy. Harmer (2002) points out that the focus of teaching language should not be on grammar only; language teaching should focus on the function of the language, the purpose of communication, and the appropriateness of language use.

The goal of communicative approach lies in activities. Practicing with communicative activities can certainly help students develop their language abilities.

Harmer (2002) states that communicative activities are aimed at developing students' ability to use language to interact with people in real situations. Hymes (1978 as cited in Angwattanakul, 1994) explains that communicative abilities can enable learners to use language or interpret it correctly in social interactions. Communicative activities make learners notice who is talking with whom, when they should or should not say something, and how they should say something. In short, communicative approach is a teaching approach that encourages learners to use language in appropriate situations and social interactions.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the community. Communicative activities have real purposes: to find information, break down barriers, talk about one's self and others, and learn about cultures. Therefore, even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

There are four benefits and five challenges of using communicative activities. Four benefits are as follows; first, the students have more exposure to use the target language. Second, they have more authentic opportunities to use the language. Third, communicative activities are funny and interesting for students. Lastly, they provide an opportunity to use authentic materials.

However, there are five challenges: first, the teacher needs to know how to offer support and what support needs to be offered. That is more time is needed for planning and preparation of activities. Second, communicative activities can pose challenges in assessment. Third, learners can be resistant-especially if they are

accustomed to teacher-centered styles of teaching. Fourth, the class is not too big. Fifth, the teacher must use language accurately and fluently.

When designing communicative activities, teachers will make the activities as truly communicative as possible. The teachers' role is to plan, to structure and to guide communicative activities, and then they remain available as a consultant or facilitator. Moreover, the teacher should create a classroom environment or atmosphere in which students feel free to express themselves, to make mistakes, and to try out a new language. The activities should also be motivating and encouraging to the learners to use authentic language in a meaningful context. Regarding the teacher's correction, it is not advisable to correct the students' mistake during communicative activities (Brown,1994; Mulling,1997).

The researcher studied the results of communicative activities through speaking skills, it helped students speak more. Below are some research studies that support CLT activities.

Jupamaktha (1996), Kanlapapuek (1999), Ketcharung (2000), Phumsaidorn (1997), Rasri (1995), and Sirikongkasakul (1996) found that communicative activities can increase students' English speaking ability at the secondary level, and vocational certificate student level.

From the information above, the researcher was aware of the importance of English in Thailand and the limitations of teaching this subject to students. As an English teacher, the researcher thought that one way to teach English better was to find a good teaching method. In this study, the researcher applied communicative activities in a classroom. Communicative activities, according to some theorists and

researchers mentioned above, should be able to help solve some teaching and learning problems or limitations of both the teacher and his or her students.

Purpose of the study

There were two main purposes of this study.

1. To investigate the effects of using communicative activities on the English speaking abilities of Matthayomsuksa 3 students
2. To study the students' opinions through communicative activities.

Significance of the study

The researcher expected that communicative activities would help students improve their speaking skill and their speaking behavior. It was also expected that the results of the study would benefit English teachers searching for an efficient way to solve the low speaking ability of general students. Teachers may apply teaching methods similar to this study.

Scope of the study

Population and participants

1. The population in this study was Matthayomsuksa 3 learners. The participants were 30 students selected at convenience from Watsantikaramwitthaya School, Ratchaburi. The study was conducted during a two-month period, in a classroom which met three hours per week

2. The variables in this study were as follows:

- 2.1 Independent variable was communicative activities
- 2.2 Dependent variable was English speaking ability

Definition of Terms

1. Communicative activities refer to English speaking activities used in the classroom, in which students have many opportunities to communicate, interact, and use verbal language as a mean of communication.

2. English speaking ability refers to the ability to share information fluently and accurately, including the ability to choose appropriate vocabulary and structures in all contexts. This performance can be measured using the criteria for measuring English speaking ability that consists of rating scales adapted from Council of Europe, (2001) and Nunan (2004).

Hypotheses

1. The speaking ability of Matthayomsuksa 3 English students at Watsantikaramwittaya School after learning through communicative activities would be higher than before the experiment.

2. The students would have a positive attitude through English after they studied through communicative activities.

CHAPTER TWO

LITERATURE REVIEW

This study investigates the effects of using communicative activities on Matthayomsuksa 3 students English speaking ability and their opinions toward the use of communicative activities. This chapter is divided into 10 parts:

1. Communicative Language Teaching (CLT)
2. Principles of communication methodology,
3. Communicative speaking
4. Components of speaking
5. Communicative competence
6. Stages of teaching English for communication
7. Failure of teaching speaking
8. Problems with speaking abilities
9. Assessing and evaluating English speaking
10. Rating scales

1. Communicative Language Teaching (CLT)

Language is the best material used for communication, so an effective approach to teach language is the one that helped learners to be able to use language for actual communication. It is generally accepted that communicative approach (henceforth, CA) or simply communicative language teaching (henceforth, CLT) is the most suitable approach for teaching language for the aim of communication because its main aim is for developing learners' communication competence (Angwattanakul, 1994).

According to the principle of the CLT, the learners do not study only the linguistic structures and the rules of grammar, but it stresses the importance of using language for communication (Allwright, 1978; Cambell, 1972; Nunan, 1991; Richards & Rodgers, 1995; Savignon, 1991). Besides, Johnson (1981) suggested while studying, students must try to communicate with their peers and try to make them understand what they said. Furthermore, teaching English for communication was to emphasize the language competence for learners and they must try to communicate in real situation. (Aksaranuhroh,1989; Fotos & Ellis,1991; Murcia,1991; Murphy, 1991). From the above, it could be concluded that to teach language for communication, the teacher must put the emphasis on the students' communicative competence to use it in real communications.

CLT was developed into two ways: 1). a notional-functional approach which extends the teaching of grammar to include the teaching of interactional notions (paying attention to the factors of formality and functions, such as making requests, apologies, invitations, and introductions) and 2). learner-centered approach which emphasized the importance of learners learning the language (Carter & Nunan 2001).

Similarly, Hedge (2000) states that communication does not only involve information and language, but it also involves purposes and attitudes (Davies & Pearse 2000). The learners' attention is focused on the ideas communicated, not on the language used.

In summary, communicative language teaching is an approach generally used at the present moment. It includes two approaches, a notional-functional and learner-centered approach. It is very beneficial for the students to use language authentically and then they should be able to communicate ideas easily in real life situations.

Speaking is a vital productive skill that can be used for communicating, especially for second language learners.

Communication is important in foreign language learning, but developing the ability to really communicate in English is the main goal of an English course. At the end of a course, the learners should be able to communicate effectively in English outside the classroom for studying, working, or doing leisure activities. (Davies & Pearse 2000).

Davies and Pearse (2000) state that there are three features of using language. First, learners communicate because they want to or need to, not just to practice the language. Second, the learners' attention is focused on what they are communicating (for example information, ideas, opinions, feelings), not on how they are communicating (for example the grammar of the language). Third, the language is usually very varied in grammar and vocabulary, and a single structure or a few structures are not normally repeated over and over again.

In summary, communication is not just a matter of information and language. It also involves purpose and attitude. The learners' attention is focused on the ideas communicated, not on the language used. It is unlikely that anyone except a language student would either need or want a text

2. Principles of Communicative Approach

To be successful in teaching English for communication, the teacher should follow the principles and trends of teaching and learning arrangement. Morrow (198: 59-66) expresses 5 principles of communicative approach: Firstly, the students must be aware of the objectives of each lesson. These objectives should be performed of something such as reading for understanding a set of instruction, writing a letter

reserving a room of hotels etc. The teacher must be sure to have a clear answer for a student. Secondly, the teacher must realize that the process of communication deals with strings of sentences, ideas and oral performances. The management of language cannot be produced in individual elements, but in the context of the whole. Thirdly, there are three important elements in communication: information gap, choice of performances, and feedback. Fourthly, the students must be provided with a lot of practice in doing something or learning by doing. And fifthly, the teacher should not always criticize unimportant mistakes during the communicative activities. He must realize that the learners who try to express something that they are not quite sure how to say but want to communicate is a very important feature of using a foreign language.

Davies and Pearse (2000) state that teachers should establish English as the main classroom language, try to use interesting topics and stimulating activities which take the learners' mind off the language at least a little, and encourage learners in their efforts to communicate their ideas instead of trying to control what they say and interrupting them to correct their language mistakes.

In conclusion, in each learning unit the students have to be told the learning objectives and they should have sufficient opportunities to practice using language for communication. Interactions between the speaker and listener are a very important component in communication.

3. Communicative Speaking

Definition of communicative speaking

Educators define the meaning of communicative speaking in various ways:

Paulston (1978) states that speakers have to interact while they are talking, sharing

information, and following social rules. Littlewood (1995) suggests that the speakers should choose and use content appropriate to their listeners. Vallette (1977) considers speaking as a social skill. With communication being the goal of second language acquisition, emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language.

According to Bygate (1987) interactive skills involve making decisions about communication while maintaining desired relations with others. Cohen (1994) insists that speakers should have fluency in the language and use vocabulary and structure in suitable situations. In addition, Krashen et al. (1983) says that competent speaking is integrated with listening. Speaking fluently in a second language occurs after speakers have been given effective and comprehensible input.

In summary, competent speaking come from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate selection and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider other components of speaking as well.

4. Components of Speaking

Weir (1993) writes that if it is necessary to be more specific about effectiveness in deploying improvisational skills, an examiner might make detailed assessments in terms of fluency, appropriateness, accuracy and range. Fluency is smoothness of execution. Ability to negotiate meaning includes the ability to use communication strategies with ease when facing difficulties. Appropriateness includes degree of politeness, suitable timing in turn taking, suitability of language used in

requesting clarification and expressing disagreement. Accuracy focus on both intelligibility and grammar. Range refers to adequacy and variety of vocabulary and structures.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to proper use and choice of words, phrases or sentences suitable to conveying meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation. Overall, the purpose of a speaking activity helps learners communicate successfully.

5. Communicative Competence

The communicative competence means the language learners' abilities, which leads them to interact with other speakers with correct meaning in each situation. Wongsothorn (1995) states that there are three main abilities in communicative competence: First, linguistic which consists of the knowledge of phonology, vocabulary and grammar. Second, socio-linguistic which means using the language in various situations during communication. Third, discourse, the ability to use the sentence relating to the appropriate situation. Similarly, Hymes (1978) and Murcia (1991) mention that there are four communicative competences as follows: First, grammar, the understanding of vocabulary, pronunciation and syntax. Second, socio-linguistic, the knowledge of speech acts and appropriate use of language. Third, discourse, the ability to produce the relation between sentences and appropriate situation and last, strategic, the ability which is used to support successful communication.

Moreover, Scarcella, and Oxford (1992) state that effective speakers employ a variety of abilities. Canale and Swain (1980) describe these as grammatical, sociolinguistic, discourse and strategic competencies. Grammatical competence is using and understanding grammatical structures accurately and unhesitatingly relative to fluency. Sociolinguistic competence includes speech acts such as apologies and compliments. Discourse competence involves effective negotiation of ideas within a given discourse. Strategic competence was when speakers have mastered language strategies, allowing them to stretch their ability to communicate effectively in their new language.

6. Stages of Teaching English for Communication

Nowadays, teaching English stresses the students' abilities for real situations. Many language experts mention the stages and the principles of teaching English that lead to successful communication. Chastain (1971) mentioned his three steps of guideline and principles of teaching English: First, the students must be aware of the meaning of the new language items. Second, the students practice the new language items, and last the students communicate their thoughts with their friends. In addition, there are three principles of teaching language for communication: First, the teacher tells his students the objectives of each learning unit. Second, the meaning of language items are made clear for students. Third, the students practice the new language items and then they transfer the new language items to other skills for communication (Scott, 1981) Similarly, there are three phases of teaching English for communication: First, the teacher presents new language to students, then the students practice it and last, they use it to practice and to communicate with their peers (Angwattanakul, 1994; Wiriyajittra, 1989).

In summary, there are three important stages in teaching languages for communication: present the new language, practice the new language, and communicate with peers.

7. Failure of Teaching Speaking

The main purpose of teaching speaking is to enable students to communicate orally with foreigners, but students usually do not have the abilities to speak. The student who wants to develop their speaking skill to the fullest is advised to go and live among the native speakers. Chastain (1971) indicates that the failure of teaching speaking comes from 2 factors: First, it is from the teacher. He does not stress on communication in the setting objectives stage. He always thinks that speaking means only making English sounds in class, he is not sure about using foreign language in class, and he always thinks that it is easier to control the class by keeping students working on material in books and he still stresses on linguistic competence more than communication. Second, it is from the students. They always think that speaking activities are more difficult than sitting back and listening to the teacher or chatting with their friends. They feel uncomfortable in the first speech of the foreign language, and most of them do not like to make mistakes or to appear stupid in front of their friends. These are the important things that cause the students to have bad attitudes toward studying speaking English.

In conclusion, the causes of failure of learning and teaching speaking English are from both teachers and students. The teachers do not use the principles of CLT in teaching speaking. The students have negative attitudes through speaking English, which cause them to neglect speaking activities. So, it is necessary for English

teachers to seek a beneficial technique to help students have good attitudes through studying speaking English.

8. Problems with Speaking Abilities

Many second language learners are not successful in learning English. Ur (1996) points out there are four problems:

1. Inhibition, speaking requires real-time exposure to an audience. Learners are often inhibited from trying to speak in a foreign language in the classroom. They are worried about making mistakes, are afraid of criticism or losing face, or are simply shy to speak.

2. Nothing to say, learners often complain that they cannot think of anything to say. They have no motivation to express themselves beyond the classroom pressure that they should be speaking.

3. Low or uneven participation, one person can speak at a time in a given speaking activity. Therefore, in a large group each person will have little chance to speak. Some learners tend to dominate whereas others speak very little or not at all.

4. Mother-tongue use, when second language learners share the same “mother tongue” in classes, they tend to use it because it is easier. They feel that it is not natural to speak in a foreign language.

There are some suggestions that can help language teachers solve problems. They should use group work, do the activities on easy language, make a careful choice of topic and tasks to stimulate interest, give some instruction or train in discussion skills, and keep students speaking the target language (Ur,1996). In addition, teachers should create a relaxed atmosphere, accustom the learners to listening and speaking in natural interaction, organize pairs and group work, and avoid any obsession with

accuracy. Moreover, the teachers should encourage incidental classroom speaking, give learners the expressions they need and exploit every opportunity for conversation (Davies & Pearse, 2000). Besides the classroom tasks, students need to be aware of the socio-linguistic rules of the target language as well as the cultural differences involving what constitutes appropriate use of their new language as opposed to their first language (Celce-Murcia & Goodwin, 1991).

In conclusion, all of the views of Celce-Murcia and Goodwin (1991), Davies and Pearse (2000), and Ur (1996) are relevant in helping students use a second language effectively.

9. Evaluating and Assessing English Speaking

The purpose of assessment instruments is to provide representative grammar, vocabulary and phonological features of language for evaluating student's speaking. Therefore, teachers should consider the best way to test learners because the assessment reflected what has been taught and what has been learned.

Assessing speaking ability was rather difficult and subjective. Nevertheless, it must be valid and reliable (Hughes, 2000). The following are several oral test techniques mentioned in Heaton (1990), Weir (1993), and Underhill (2000) point out that effective activities to test learners should include pictures, discussion/conversation, interview, role-play, oral report. They suggest several techniques as follows:

1. Using pictures

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, making, and testing learners in pairs.

2. Discussion/conversation

This technique is that two people have a conversation on a topic of common interest. This kind of assessment is very difficult to conduct in the framework of a language test, and it can occur only when both people are relaxed and confident. The topic discussed and the directions taken by the conversations are the result of the interaction between people involved in a kind of negotiation. However, it depends on the ability of the assessor to create the right atmosphere.

3. Interview

The interview is the most common of all oral tests. It is a direct exchange between a learner and an interviewer. It follows a pre-determined structure, but both of them still have freedom to say what they really think. The interviewer will find out things about the learner and get answers to certain questions. The interviewer maintains firm control and keeps the initiative. After the learner has finished his answer or comment, it depends on the interviewer to make the next move to develop the topic further or raise a new one. Normally, the interviewer has a prepared list of written or memorized questions to ask or topics to bring up.

4. Role-play

For this technique, the learner is required to take on a particular role and to imagine himself in that role in a particular situation. The learner has to converse with the assessor in a way which is appropriate to the role and the situation given. The

learner is given a set of instructions before the test explaining in simple language exactly what he is supposed to do.

Role-play situations are chosen to test the learner's general social language or to elicit particular types of language, for example, particular functions: complaining, giving directions, particular structures: narration of accident (past tenses), break-in (passive) and particular topic vocabulary: hotel, flight booking.

5. Oral report

For this technique, learners should prepare and give oral presentations lasting for 5-10 minutes. The learners can have notes with them. They can use simple visual aids such as an overhead projector, blackboard, or flipchart diagrams if necessary. At the end of the presentation, the speaker will have to deal with any questions from the listeners. Making an oral presentation is an authentic and communicative activity both for professional and academic purpose. The learners can make the presentations directly to interviewer for a formal test procedure. They can do a whole activity for a final summary without a teacher or assessor. The learner in consultation with his teacher should choose the topics.

Additionally, there are many activities that Richards (2006), Pattison (1989), Harmer (2007) and Thornbury (2008) have in common which are information gap activities, jigsaw activities and opinion gap activities.

Information gap activities include a transfer of giving information from one to another which mean decoding or encoding information from or into language, For example, the students work in pairs and one student has a part of the information and tries to convey it verbally to the other. Also, the activity also always relates to the

selection of relevant information. Students might be required to meet the criteria measured by the completion and correctness in transferring the information.

Klanit (2010) mentions that the goal of information gap activity is to encourage the learner to use the target language to generate real communication in solving a task. In an information gap activity, the learner finally realizes that the aim is not to find specific information from their classmates but to practice given language items (Pattison, 1989).

In order to complete the task outcome, the learners have to communicate (Thornbury, 2008). The information gap activity is often used in communicative activities. It is necessary that learners do not see the material of their partners, thus the teacher should organize the class so that learners can sit opposite to their partner (Gower, Philips & Walters, 2005).

Richards proposed that implementation of information gap activities as follows: Find the difference; first, students are divided into A-B pairs. The teacher has copies of two sets of pictures. One set (for student A) contains a picture of a group of people. Another set (for student B) contains a similar picture but it contains a number of slight differences from the A-picture. Students then sit back to back and ask questions to find out how many differences exist between the two pictures.

Jigsaw activities are based on the information gap concept. The teacher divides the class into groups. Each group has some of the same information that helps to complete the activity. To complete the activity, the class has to gather some parts of information from each group member by using the target language to communicate meaningfully (Richards, 2006). Harmer (1985) mentions that the aim of this activity is to give learners only some information and then ask them, for example to use that

information as part of a story which they have to ask other learners in order to complete the task. Thornbury (2008) suggests that the teacher can use pictures instead of information.

Opinion gap activity involves identifying and combining a personal preference, feeling or attitude in response to a provided situation. One example is discussing a social issue. Doing the activity may include justifying one's opinion by using factual information and formatting arguments. However, the outcome can not be justified as right or wrong and it is unnecessary to expect the same outcome from different individuals or occasions (Pattison, 1989).

10. Rating Scales

Underhill (2000) gave an example of a rating scale for general spoken English as follows:

Level 1 means very limited personal conversation. Knew formulaic greetings and some vocabulary. Cannot construct correct simple sentences.

Level 2 means personal and limited social conversation. Can answer simple questions about personal topics correctly in present and past tenses.

Level 3 means basic competence for social and travel uses. Had basic command of all simple tenses and can operate question and negative forms. Showed awareness of perfect forms but made errors in using them. Was familiar with common concrete vocabulary and still searched for words while using them.

Level 4 means elementary professional competence. Made effective use of all tenses, including past vs. perfect and simple vs. continuous distinctions; occasional errors in tense forms. Had a fully active concrete vocabulary and larger passive vocabulary.

Level 5 means generally professional on all familiar and common topics; may be at a loss for words on other topics, but was able to paraphrase successfully. Can produce correct complex sentences; very rare errors in structural forms, but made errors of idiom or collocation.

Underhill (2000) also suggests that rating scale descriptions can be built up on the basics of the typical learner, and few learners were typical. However, he suggested designing a rating scale with several mark categories. Then, Hughes (2000) noted five oral assessment criteria with detailed descriptions as follows.

1. Accent

Level 1 means pronunciation frequently unintelligible.

Level 2 means frequent gross errors and a very heavy accent made understanding difficult and required frequent repetition.

Level 3 means “Foreign accent” requires concentrated listening, and mispronunciations led to occasional misunderstanding and apparent errors in grammar and vocabulary.

Level 4 means marked “foreign accent” and occasional mispronunciations which did not interfere with understanding.

Level 5 means no conspicuous mispronunciations, but would not be taken for a native speaker.

Level 6 means native pronunciation with no trace of “foreign accent”

2. Grammar

Level 1 means grammar almost entirely inaccurate phrases.

Level 2 means constant errors showing control of very few major patterns and frequently

preventing communication.

Level 3 means frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

Level 4 means occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.

Level 5 means few errors, with no patterns of failure.

Level 6 means no more than two errors during the interview.

3. Vocabulary

Level 1 means vocabulary inadequate for even the simplest conversation.

Level 2 means vocabulary limited to personal and survival areas.

Level 3 means choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

Level 4 means professional vocabulary adequate to discuss special interest; general Vocabulary permits discussion of any non-technical subject with some circumlocutions.

Level 5 means professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Level 6 means vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

Level 1 means speech was so halting and fragmenting that conversation is virtually impossible.

Level 2 means speech was very slow and uneven except for short or routine sentences.

Level 3 mean speech was frequently hesitant and jerky; sentences may be left uncompleted.

Level 4 means speech was occasionally hesitant with some unevenness caused by rephrasing and groping for words.

Level 5 means speech was effortless and smooth, but perceptibly non-native in speech and evenness.

Level 6 means speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

Level 1 means understanding too little for the simplest type of conversation.

Level 2 means understanding only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.

Level 3 means understanding careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

Level 4 means understanding normal educated speech quite well when engaged in a dialogue, but requiring occasional repetition or rephrasing.

Level 5 means understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

Level 6 means understands everything in both formal and colloquial speech to be expected of an educated native speaker.

In conclusion, the rating scale of general spoken English consists of accent, grammar, vocabulary, fluency, and comprehension.

Related Studies

Teaching English as a foreign language using communicative activity has been proven effective by researchers at various levels of education. Many Thai and foreign research projects over the past twenty years have investigated communicative activity. A few important cases are described below.

Jupamaktha (1996) did research on students' achievement comparison between an experimental group who were taught communicative activities through information transfer and the control group taught by activity that was provided in the textbook. The two experimental groups were Matthayomsuksa 3 students at Prengwisuthathibodee, Samutprakan. It was found that the students' achievement in English listening of the experimental group and control group was significantly different. The students' achievement of the experimental group was higher than that of the control group.

Rasri (1996) studied a comparison of Mathayomsuksa 4 students' listening and speaking ability for tourism and interest in learning English through communicative activity based on Keith Johnson's principles and the method in a teacher's manual. It was found that Keith Johnson's communicative activity approach and teacher's manual was significantly different. Students who were taught through Keith Johnson have English listening-speaking ability on tourism higher than students taught through the teacher's manual method.

Sirikongkasakul (1996) studied the effect of communication strategy instruction on English oral communicative proficiency of Mathayomsuksa 3 students. It was found that the students' English speaking ability of Matthayomsuksa 3 students

was higher than the ability of those being taught through ordinary teaching which was significantly different.

Phumsaidorn (1997) studied the development English communication through the information gap principles of Pratom 6 students at Chumchonnanachanwitthaya School, Karasin. It was found that the students' English achievement who were taught through the information gap principle was higher than the students' achievement taught through the teacher's manual. The research suggests that English communicative teaching through the information gap principle help learners speak, encourage participation and use English fluently.

Kanlapapuek (1999) studied the development of English speaking skill of Mathayomsuksa 4 students at Kuangnaipitthayakan School, Ubonratchathanee. It was found that using pair activity in class helps students develop their English speaking behaviors. The effort of communication by using spoken language and gesture were at excellent levels. The English speaking ability development level is fluent and accent was well level.

Phuphanpet (2004) investigated the development of first year certificate students' ability in speaking English by using communicative activities including spot the differences, information gap activities, role play, mapped dialogues, and jigsaw activities. The subjects were 20 students at Samutprakan Technical College who were taught for 34 hours. The instruments used in this study were lesson plans, the English speaking ability test, the self-evaluation form, and the observation form. The data was statistically analyzed by mean, percentage, and t-test dependent sample. The findings of this study revealed that the learner's ability in speaking English was significantly different at the .01 level.

Wongsuriya (2003) improved English speaking and listening communicative competence of the first year diploma vocational students at Rajamangala Institute of technology Sakonakorn Campus, through real life situations. The participants of the study were seven first year diploma vocational students, who were selected by simple random sampling. The instruments used in this study were communicative English lessons with communicative activities, pre-test and post-test conversation outlines, a teacher-rating form for communicative English speaking and listening competence, students' self-rating scale attitude toward English learning reflective diaries, and an audio-recorder. The finding of this study revealed that after learning through the real life situation project, the students' speaking and listening communicative competence before and after the experiment was significantly different at the level of .01. The students' attitudes toward learning English were excellent with mean scores at 4.50 using a 5 scale rating evaluation.

Pojit (2004) studied using language games and communicative activities to enhance English speaking ability of Pratomsuksa five students at Wat Dishongsaram. It was found that after employing language games and communicative activities, the students' English speaking increased at the .01 level of significance.

Kethongkum (2005) studied the effect of using English supplementary materials including role play and information gap activity on developing listening and speaking competence of the third year certificate vocational students in the Tourism and Hotel major at Premruetai Administration Technology School. The sample of this study was 18 third year certificate vocational students in the Tourism and Hotel major. The instruments used in this study were six lesson plans, a pre-post test, and supplementary materials on developing listening and speaking competence and a

students' pleasure questionnaire. The finding of this study indicated that the students' abilities in listening and speaking competence before and after the experiment were significantly different at the level of .01. Students' attitude toward English supplementary material on improving listening and speaking competence were good at level of 3.82.

Ponglangka (2007) studied whether Matthayomsuksa 5 students developed their communicative English speaking ability after learning through role play. The sample was 20 Matthayomsuksa 5 students from Wachirathamsopit School who were enrolled in an elective course in listening and speaking skills. The instruments consisted of eight lesson plans, pre-test and post-test of communicative English speaking, and students' self-assessment form. The finding of the study indicated that the students' communicative English speaking ability before and after the experiment was significant difference at the .01 levels.

Domesrifafa (2008) investigated whether Matthyomsuksa 1 students could improve their communicative English speaking ability after learning through communicative activities including information gap, mapped dialogue, jigsaw activities, "spot the difference", and role play. The participants were 20 Matthayomsuksa 1 students from the English program at Lertlah Kanchnapisek Road School. The instruments consisted of six lessons on oral communicative activities, pre-post tests of communicative English speaking, the students' self-assessment form, and observation form. The results of the study revealed that the students' communicative English ability before and after the experiment was significantly different at the .01 level.

Noom-Ura (2008) investigated whether the course designed to improve a low level of English proficiency of students' listening and speaking ability could promote students' positive attitudes toward learning English. The sample was 28 students who were selected randomly from 360 first year students from the lowest ability group at Thammasat University. The instruments used in this study were a pre-post test, pre-post questionnaire, a self-reflection check sheet, and a course evaluation form. The result revealed that students' listening ability was significantly increased from 17.82 to 22.61 and student's speaking ability was significantly increased from 22.71 to 33.75. The result of the study identified that students had positive attitudes toward 3.87-4.04), affective (the mean from 3.21-3.38), and behavioral changes (the mean from 2.66-3.03).

Klanit (2010) investigated whether students in the English major program under the faculty of Humanities and Social Sciences at Udonthani Rajapat Institute improved their English speaking proficiency after learning through communicative activities: information gap and role play. The participants were nine students from different levels: 3 students with a high level of proficiency in English, 3 students with a medium level of proficiency in English, and 3 students with a low level of proficiency in English. The data was collected from four sources; speaking test as pre-test and post-test, student diaries, teacher's journal, and ethnographic interview. The score variations indicated that the development in speaking proficiency for the students was significantly different at the .05 level.

Promshoit (2010) evaluated the development of learners' listening and speaking abilities through using pair work and information gap activity. The subjects were 30 students studying in the second year vocational level in Hotel Management of

Samutprakarn Institute of Commerce and Technology School. The experiment was conducted for 12 hours within a 4 week period from February to March 2010. The instruments used in collecting data were lesson plans, English language activities, pre-test and post-test, and teacher-rating for communicative English speaking competence. It was found that there was a significant difference between the mean score of the pre-test and post-test at the .01 level after students learned through the communicative activities.

In summary, the Thai researchers found that communicative activities help students develop their English speaking abilities effectively.

Foreign Research

Escola (1980) studied the effect of using communicative activities to develop listening and speaking skills through a modern language association-cooperative language test. The study compared 61 students' learning English level 2 and level 4 who were studying in higher education in Maryland by dividing 30 students in the experimental group and 31 students in the control group. The experimental group was taught listening-speaking skill through communicative activities, but the control group was taught by traditional teaching. It was found that the abilities of both groups on listening-speaking are significantly different. It supported that communicative activities helped students develop better listening-speaking ability.

Dabrisay (1982) studied students' ability on using communicative activities in Ottawa University. The learners were divided into 2 groups: an experimental group and a control group. The experimental group was taught language in real situations

by using discourse level. The control group practiced by using pattern drills. The results indicated that students practiced through communicative activities score higher than students who did not practice communicative activities.

Troudi (2006) investigated into the change in perceptions of and attitude toward learning English in a Malaysian college. The study focused on investigating the changes in attitude toward learning English during the critical transition period from the secondary school, where they used Malay as a medium for instruction, to college, where they used English as a medium for instruction. The participants were 100 first year certificate and diploma students majoring in business studies and computer science. The instruments used in the study were student weekly journals and student interviews. The results revealed that there was a change in students' attitudes from the time that they were in the secondary school to the time that they studied at the college. Students had more positive attitudes when they studied at the college because of the environment that encouraged them to use English for communication and learning. Their self-confidence also increased when speaking English in the college.

Wan Yu (2010) investigated student's perception of the English Village Program at the Fong Shan Elementary School in Kaohsiung County, Taiwan. The research combined quantitative and qualitative research approaches. The instruments used in this study included a student questionnaire, student interviews, classroom observations, and teacher interviews. The results revealed that the themed classrooms with communicative activities, the native English-speaking teacher's authentic style and the communicative language teaching approach motivated students to learn English. Students had a positive attitude toward communicative activities used in the

classroom and also had highly positive motivation and attitudes toward the English Village Program.

In summary, the studies revealed above show that the use of the communicative activities in the classroom was an important approach in teaching English for communication. Students improved their speaking abilities when they were encouraged to speak. It was also revealed in the classroom that teaching English through communicative activities caused students to have positive attitudes and perceptions toward learning English.



CHAPTER THREE

RESEARCH METHODOLOGY

This study aimed at studying using communicative activities to develop English speaking ability of Matthayomsuksa 3 students. This chapter presents the methodology used, including the participants, instruments, procedures, and data analysis.

Research Methodology

Research design.

The research was an experimental study of a single group which was pre and post tested for a quantitative data collection.

Variables.

The independent variable was the use of communicative activities to develop student's English speaking ability, and the dependent variables were the student's speaking ability.

Data.

The data collected in this study consisted of the scores of the pre-test and post-test, self-rating scores for the quantitative data.

Population and participants.

Population.

The population was 3 classes of Matthayomsuksa 3 students of Watsantikaramwitthaya School, Paktho District, Ratchaburi Province. They studied in the second semester of the academic year 2011. The total number of the students was 103.

Participants.

The participants were one class of Matthayonsuksa 3 students of Watsantikaramwitthaya School in the second semester of the academic year 2011. They also studied English 23102. The participants were 30 Matthayomsuksa 3 students selected via simple random sampling.

Research instruments.

The research instruments being applied in this study for quantitative data collection consisted of lesson plans, English speaking test, criteria of speaking ability for evaluating speaking ability, speaking observation form, and student's opinion form.

Lesson plans.

The lesson plans were constructed along the following procedures:

1. The researcher studied the curriculum, the course objectives, course description, goals, learners' key competency, bodies of knowledge, purpose, content, grammar structure, phrases and wordlist from the Basic Educational Core English Curriculum 2008 (Ministry of Education, 2008). The lesson plans are then designed in detail based on research and theories on communicative activities.

2. The researcher selected the language functions which were relevant to course objective from textbooks.

3. The researcher selected the contents that are relevant to the Basic Educational Core English Curriculum 2008 including:

1. Describing pictures
2. Ordering food
3. Shopping

4. Asking and answering information

5. Describing differences

4. The researcher designed lesson plans based on three principles of teaching: presentation, practice, and production by using the authentic demi-content from the textbooks. Those lesson plans did not only focus on speaking skill, but also the importance of listening. The students were provided with different communicative activities as the following:

1. Describing and drawing

2. Mapped dialogue

3. Information gap

4. Jigsaw

5. Spot the differences

5. The expert in English language teaching and learning examined the lesson plans in terms of the correctness of the content, and relevancy to the course objectives. The three experts included experienced school teachers and native speakers of English. The thesis advisor discussed, checked the lesson plans and provided feedback. To examine the practicality of the lesson plans, the lesson plans were pilot tested with 32 students in another class who also were Matthayomsuksa 3 students in the school. They were not the participants of this study.

6. The researcher revised, modified and made some changes to the weak points of the lesson plans that needed to be improved after doing the pilot study.

English speaking test.

The English speaking test comprised pre-test and post-test for measuring

students' speaking ability. Those two tests were the same. There were five tasks with different language functions and situations, including describing pictures, ordering food, shopping, asking and answering information, and describing differences. The guidelines for designing the test included the Secondary English curriculum of Matthayomsuksa 3 and content from *My world* textbook. The activities, assessment and evaluation in speaking competence analyzed based on concepts adapted from Heaton (1990), Weir (1993), Ur (1996) and Underhill (2000). The test consisted of conversation, interviews and 5 situations. There were ten general questionnaires in the conversation and 5 situations in the test (See Appendix A). The evaluation adapted from Oller (1979) and Carroll (1981). The components of assessment included behavior, fluency, and grammar and vocabulary. The researcher and two raters rated each statement according to learners' performance (See Appendix B). Below are the criteria for the assessment:

Behavior (Communication)

Level 5 means can initiate, expand and develop a theme; speaking proficiency equivalent to that of an educated speaker. Express ideas clear and relevant to the topic.

Level 4 means present the case clearly and develop the dialogue coherently and constructively. Some hesitation and repetition due to a measure of language but interacts effectively.

Level 3 means gist of dialogue is relevant and can be basically understood. Need to ask for repetition or clarification.

Level 2 means only catches part of normal speech and unable to produce continuous and accurate discourse

Level 1 means not able to understand or speak

Fluency.

Level 5 means speed as fluent and effortless as that of a native speaker

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

Level 3 means speed and fluency are rather strongly affected by language problem.

Level 2 means usually hesitant; often forced into silence by language limitations.

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

Grammar & Vocabulary.

Level 5 means makes few (if any) noticeable errors of grammar or word-order. Use of vocabulary and idioms is virtually that of a native speaker.

Level 4 means occasionally makes grammatical and/or word-order errors which do not obscure meaning. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.

Level 3 means makes frequent errors of grammar or word order which occasionally obscure meaning. Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.

Level 2 means grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict self to basic patterns. Misuse of words and very limited vocabulary make comprehension quite difficult.

Level 1 means error in grammar and word order so severe as to make speech

virtually unintelligible. Vocabulary limitations so extreme as to make conversation virtually impossible (Heaton, (1990); Weir, (1993); Ur, (1996); and Underhill, (2000) (See Appendix C).

The construction of the pre-test and post-test of speaking ability.

1. The researcher studied the curriculum, the course objective, and the course description, then reviewed how to construct a speaking test from several sources written by Heaton, (1990); Weir, (1993); Ur, (1996); and Underhill, (2000) for designing the test (See Appendix D).

2. The experts including the thesis advisor, and an experienced school teacher examined the test, and then the three experts checked the content validity of the test and the researcher calculated the index of the correlation of all items by using Item Objective Congruence (IOC) (See Appendix E). Next, the researcher did the pilot study with Matthayomsuksa 3 students, consisting of 32 students who were not the participants of the study to check the practicality of the test.

3. The researcher revised the test based on the experts' comments and the results of the pilot test. The test then was revised to improve the weak points.

Speaking observation form.

The form was designed to observe students' behavior toward the use of communicative activities in the classroom. It was conducted in accordance with the criteria outlined by Ellis (2003). The form consisted of ten performances and dealt with the researcher's opinion on the improvement in their speaking ability and learning through the use of communicative activities in the classroom. The researcher rated each performance using the five point scale ranging. The observation form used in every class by the researcher (See Appendix F).

Students' opinion form.

The students' opinion form designed by the researcher to study Matthayomsuksa 3 students through communicative activities. They were asked to give their views on communicative activity at the end of the course English 23102. There were 10 items in the students' opinion form with five rating scales. The students had to rate each item according to their opinions. The questionnaire was adapted from Saezhong (2005). For example communicative activities help me improve my English speaking abilities.

5 = strongly agree, 4 = agree, 3= uncertain, 2= disagree, and 1 = strongly disagree (See Appendix G).

Data Collection

The learners' English speaking test collected before pre-test, and after post-test the process. Before participating in the instruction, the participants from Matthayomsuksa 3 took interviews towards interviewing. The speaking observation data was collected in every class. And the students' opinion was collected after the process.

The students were taught and conducted by the researcher for 7 weeks with a total of 20 periods. The learners were asked to give their views in the students' opinion form to study their opinions toward communicative activities at the end of the course. The questions consisted of rating scales.

Data Analysis

The data was analyzed to fulfill the two objectives of this study. The first objective is to examine the use of communicative activities to develop learners' English speaking ability. It was analyzed based on language use in speaking English

effectively and behavior towards communication. The scores on English speaking ability from the pre-test and post-test were computed and converted into mean scores and t-test based on the total number of bases in the dependent sample. The steps of data analysis process involved determining the mean and standard deviation to check whether or not the mean scores of pre-test and post-test were significantly different. Charts were used to display the data with clarity and ease of assessment. The second objective was to explore the students' opinion of improvement in English speaking abilities after learning communicative activities. The rating score of the speaking observation form was used by the researcher, counted and converted into mean scores. The rating score was analyzed in tables to determine differences in the learners' English speaking performance before, and after learning English through communicative activities. Students' opinions were tested in terms of mean scores and each factor was compared.

In conclusion, the data was displayed, analyzed and interpreted to produce the findings of this study. The analysis and interpretations were based on learners' pre-post speaking ability test scores, speaking observation scores, and students' opinion.

CHAPTER FOUR

FINDINGS

The purpose of the study was to analyze the use of communicative activities to develop English speaking ability. The participants were 30 Matthayomsuksa 3 students at Watsantikaramwitthaya School, Paktho, Ratchaburi. The data from the study was obtained through a pre-post English speaking test and questionnaires answered by the participants. The research findings were presented according to two main objectives: 1) To study the effects of using communicative activities on the English speaking abilities of Matthayomsuksa 3 students and 2) To investigate student's opinion towards communicative activities.

Objective 1: The effects of using communicative activities on the English speaking abilities of Matthayomsuksa 3 students.

The first research objective was to investigate the effects of using communicative activities on the English speaking abilities of Matthayomsuksa 3 students. The hypothesis was tested on students by using two instruments: English speaking tests and a speaking observation form. The pre-test and post-test scores were assessed by three raters, which were calculated statistically.

To test the hypothesis, the mean scores and *SD* scores on pre-test and post-test were compared by using an independent t-test.

The pre-test and post-test scores were assessed by three raters and calculated mean and *SD* scores of 30 Matthayomsuksa 3 students. According to table 1, the three raters' mean scores of the post-test were much higher than those of the pre-test. The result of the English speaking ability of Matthayomsuksa 3 students was also the same way. The participants had significantly mean scores on the post-test ($M = 10.97$)

higher than the pre-test ($M = 3.37$). The results indicated that the Matthayomsuksa 3 students developed their English speaking abilities after participating communicative activities.

Table 1 A comparison of the mean scores on pre-test and post-test by three raters

<i>English speaking ability (Mean)</i>		
<i>Rater</i>	<i>Pre-test</i>	<i>Post-test</i>
<i>Rater 1</i>	<i>3.50</i>	<i>11.00</i>
<i>Rater 2</i>	<i>2.87</i>	<i>11.23</i>
<i>Rater 3</i>	<i>3.73</i>	<i>10.67</i>
<i>Average</i>	<i>3.37</i>	<i>10.97</i>

According to table 1, the three raters' mean scores of the post-test were much higher than those of the pre-test. The result of the English speaking ability of Matthayomsuksa 3 students was also the same way. The participants had significantly mean scores on the post-test ($M = 10.97$) higher than the pre-test ($M = 3.37$). The results indicated that the Matthayomsuksa 3 students developed their English speaking abilities after participating through communicative activities.

Table 2 A comparison of the mean scores on pre-test and post-test

English speaking ability	Mean	SD	d	SD_d	t	p-value
Pre-test	3.37	1.71				
			7.60	1.14	36.51	0.0000*
Post-test	10.97	1.99				

Note * = $p < .05$

Table 2, it was found that the English speaking ability of Matthayomsuksa 3 students was significantly higher after learning communicative activities, significant at the .05 level. The participants had significantly higher mean scores on the post-test ($M = 10.97, SD = 1.99$) than the pre-test ($M = 3.37, SD = 1.71$).

Table 3 A comparison of the score of English speaking observation in each lesson plan

Performance	Score				
	Lesson plan 1	Lesson plan 2	Lesson plan 3	Lesson plan 4	Lesson plan 5
1. Learner is active to use English while drilling.	15	16	17	18	19
2. Learner enjoys speaking.	15	16	17	18	19
3. Learner is self-confident to make conversations among their friends.	11	12	15	16	18
4. Learner provides ideas in classroom.	13	14	15	17	19
5. Learner asks some questions about the task.	14	14	15	16	19
6. Learner tried to edit himself/herself while using language.	13	13	16	16	18
7. Learner uses sentences while using language.	12	13	15	16	17
8. The speed of learner's speed seems to be slightly affected by language problems.	13	14	15	16	17
9. Learner uses appropriate vocabulary and idioms to make conversations.	12	15	17	18	19

Table 3 (continued)

Performance	Score				
	Lesson plan 1	Lesson plan 2	Lesson plan 3	Lesson plan 4	Lesson plan 5
10. Learner pronounces clearly.	12	14	16	17	18
Total score	130	141	158	168	183

According to table 3, there were five level scores from 10 performances which were assessed by the researcher in 5 lesson plans. Each lesson plan which took 4 hours long was assessed every hour so the researcher totally assessed lesson plans 20 times. There were 10 performances to be calculated and the full score was 20 points so the total score is 200. The data was calculated by the Microsoft Excel program.

Table 4 A comparison of the mean and SD score in each performances of the English speaking observation

Performance	Mean	SD
1. Learner is active to use English while drilling.	17.00	1.41
2. Learner enjoys speaking.	17.00	1.41
3. Learner is self-confident to make conversations among their friends.	14.40	2.58
4. Learner provides ideas in classroom.	15.60	2.15
5. Learner asks some questions about the task.	15.60	1.85
6. Learner tried to edit himself/herself while using language.	15.20	1.94
7. Learner uses sentences while using language.	14.60	1.85
8. The learner's speed seems to be slightly affected by language problems.	15.00	1.41
9. Learner uses appropriate vocabulary and idioms to make conversations.	16.20	2.48
10. Learner pronounces clearly.	15.40	2.15
Average score	15.60	1.89

According to table 4, noticeably, the mean score on performance one and two were the highest of all performances. Learner is active to use English while drilling and Learner enjoys speaking. The mean score on performance three was the lowest of all performances: Learner is self-confident to make conversations among their friends.

Table 5 A comparison of the mean score and SD score of English speaking observation in each lesson plan

	Lesson plan				
	1	2	3	4	5
<i>Mean</i>	13.00	14.10	15.80	16.80	18.30
<i>SD</i>	1.26	1.22	0.87	0.87	0.78

The data in table 5 showed students displayed developed speaking skills within all lesson plans. The scores showed the development of English speaking abilities increased step by step continually. The mean scores on lesson one to lesson 5 increased from 13.00 to 14.10 to 15.80 to 16.80 to 18.30 respectively. The results indicated that the Matthayomsuksa 3 students developed their English speaking abilities after learning communicative activities.

Objective 2: Students' opinions through communicative activities

The second research objective was to study the students' opinions through communicative activities. They were asked to give their views on communicative activities at the end of the course English 23102. There were 10 items in the students' opinion form with five rating scales. The results were shown in table 6.

Table 6 The mean score and SD score of the student's opinion toward communicative activities

Items	Level of Opinion	
	Mean	SD
1. Communicative activities are very interesting for me.	4.50	0.50
2. Communicative activities help me to speak English.	4.60	0.56
3. Communicative activities help me develop my English pronunciation.	4.40	0.62
4. Communicative activities help me improve my English speaking abilities.	4.70	0.47
5. Communicative activities help me improve my grammar and vocabulary.	4.20	0.71
6. Communicative activities help me have fun in the class.	4.50	0.63
7. I have more confidence to speak English after I practice communicative activities in class.	4.17	0.65
8. I have more chance to participate in class activities.	4.33	0.80
9. Communicative activities help me think more analytically in English.	4.63	0.56
10. Communicative activities help me speak English more fluently and correctly.	4.43	0.57
Average	4.45	0.61

The results in Table 6 showed that the students strongly agreed that communicative activities helped them improve their English speaking abilities. The mean score from the opinion form was 4.45. The mean scores of all the points asked about in the opinion form were high, too. The opinion form asked questions about whether the students thought that the communicative activities could 1) help them develop their speaking ability, 2) make them think more analytically, 3) encourage them to speak English, 4) make them interested in studying, 5) make them enjoy studying, 6) help them speaking more fluently, 7) help them develop their English pronunciation, 8) make them have more chances to speak, 9) help them improve their grammar and vocabulary, and 10) make them more confident. The mean scores obtained from all ten points were 4.70, 4.63, 4.60, 4.50, 4.50, 4.43, 4.40, 4.33, 4.20, and 4.17 respectively.

In conclusion, the Matthayomsuksa 3 students improved their English speaking abilities after learning communicative activities. There was a significant difference at the .05 level. Regarding the student's opinion toward communicative activities, they agreed with the above benefits of learning communicative activities.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

In this chapter, the study and the research findings are summarized. Then, the applications, the limitations of this study, and the further studies are discussed.

Summary of the Study

The 30 Matthayomsuksa three students studying E 23102 in the second semester of the academic year 2011 at Watsantikaramwithhaya School were asked to do a pre-test by being interviewed with general questions one by one and drawn one situation to speak it in pairs. The scores were assessed by three raters. This class was observed by the researcher. The observation form was employed to observe his/her speaking improvement every class (20 classes). At the end of the course, they were assigned to do a post-test by speaking on a same topic, and put a check on the students' opinion form toward communicative activities. The speaking abilities were assessed by three qualified raters using Oller, 1979 and Carroll, 1981 assessment criteria. Then, the statistics t-test was applied to find the difference between the mean scores of the pre-test and post-test in order to investigate the effects of using communicative activities on the English speaking abilities. After that the mean score of the teacher's observation was compared with all of the performances. Finally, the mean scores of the students' opinion were analyzed to study the students' opinion towards communicative activities.

Research Objectives and Findings

The research aimed at studying the following objectives:

1. The first objective was to investigate the effects of using communicative activities on the English speaking abilities of Matthayamsuksa 3 students

The findings indicated a significant difference between the pre-test and the post-test mean scores at the .05 level.

According to the observation results, students gradually improved their English speaking abilities from lesson plan 1 to lesson plan 5. As a result of that the development of their English speaking abilities increased continuously. The results were also related to the pre-test and post-test that the students improved their speaking abilities after learning communicative activities.

In summary, the students could improve their English speaking abilities significantly because communicative activities provided them with speaking skills.

2. The second objective was to study the students' opinions through communicative activities.

According to the students' opinions, it was found that the students were satisfied with communicative activities. Communicative activities help them improve pronunciation, grammar and vocabulary. The highest mean score was item 4 (4.70): communicative activities help them improve their English speaking ability.

Furthermore it showed that communicative activities had benefits for them. They had fun in the class activities. They felt their speaking abilities were improved because they could speak English more fluently and correctly. Furthermore, the students were satisfied with the communicative activities provided with a high level. They had greater confidence to speak and had more chance to practice in the class. Lastly, they were interested in communicative activities. The analysis of the data revealed that the mean scores of all items were 4.45 and the standard deviation was 0.61. It could be concluded that communicative activities provided students better speaking and it also satisfied them.

Discussion

There are three main research results to be discussed in this study concerning the students' development in their speaking abilities, the students' learning behavior, and the students' opinions towards communicative activities.

Firstly, students practiced speaking in varied situations such as ordering food, shopping, asking and answering information in order for the students to see that English was important for them and that they could use it in real situations. The students were expected to greater understand that they could communicate in English and could stop being shy. This made students more confident about what to say and how to use language in a situation. Having students practice in real situations is supported by the findings of Aksaranukroh, (1989), Foto and Ellis, (1991), Murcia (1991), and Murphy (1991). These researchers point out that in teaching English for communication, teachers should emphasize not only language competence but also ability to communicate in real situations. Hedge (2000) states that the success of the communicative approach depends on how well teachers can make their students use language in meaningful contexts, in authentic, real-life situations. Similarly, Davies and Pearse (2000) state that developing activities to help students really communicate in English is the main goal of an English course but teachers must help their students to communicate effectively in English outside the classroom for studying, working, and leisure activities. This study reconfirms that activities designed to imitate real-life situations can improve students' speaking ability. The pre-test and post-test scores show the development.

Secondly, the scores from the observation form show that that the students' English speaking ability developed continually. The researcher found that the

students who were shy became more confident. The research classroom gave more chances for the students to speak. The atmosphere was better for teaching and learning. In the researcher's experience, the classroom was different from the traditional classroom, in which teachers totally controlled the students, and in which the students were more silent. In the research classroom, the students were more vocal and more active to learn.

Lastly, from the score from the opinion form, the students stated that they had developed in many ways. For example, they could think more analytically, speak English more confidently, and improve their grammar while doing activities. They showed that students can be successfully not only in speaking but also in other areas. More importantly, the results show that the students can develop a good attitude toward English. In many classrooms, the reason why students feel bad about English is mainly because the teaching is boring and not meaningful to students. Therefore, we should encourage the use of communicative activities in classrooms to build up a good attitude through English. However, that teacher should always use activities. In some classes, teachers may spend time explaining grammar or ways to use words correctly. All of the students agreed that communicative activities provided them many benefits as mentioned above. More importantly, communicative activities helped the students enhance their English speaking abilities.

Implication

Communicative activities should be applied to English speaking classes.

In senior secondary schools, communicative activities can be applied to basic speaking classes. Students will have an opportunity to practice speaking and have courage and confidence in public speaking.

In vocational schools, communicative activities can be employed in business classes. Students will be able to learn, discuss and debate in groups. Not only will students learn to deliver a speech, but they will also be able to give effective presentations in public.

In colleges or universities, communicative activities can be applied to different speaking classes because the procedure of communication can help students improve their English speaking ability. They will be able to speak more correctly and fluently after participating communicative activities.

In brief, communicative activities can be applied to many subjects at different levels: senior secondary school, college, vocational schools, and university as mentioned above. This activity is beneficial in developing student's speaking ability.

Limitations of the Study

There are some limitations in this study as follows:

1. There was only one group of E 23102. But there should be at least two groups each semester so that the result can be compared.

2. The time given for the experiment was only 20 periods, which is significant because research conducted by classroom teachers over longer periods of time may yield different findings.

3. Limitation of observers. One of the main principles of communicative activities was to observe 10 performances of the English speaking behaviors and each of them was observed and checked 4 times a plan. So, it is necessary to have enough teacher assistants or students in order to get the accurate data. In the experiment, there was only a researcher who observed 30 students during participation in speaking activities.

Suggestions for Further Studies

The following suggestions may be beneficial to English teachers who are interested in using communicative activities to improve their student's speaking ability.

1. This study only investigated Matthayomsuksa 3 students' speaking ability. There should be a study of other students' speaking abilities in different levels. Perhaps, communicative activities are not appropriate for university students.

2. Researchers may conduct research outside the classroom. Because this study and past studies have shown that real-life situations help students learn language effectively, an English teacher may take his or her students to communicate with people outside the classroom, or to do extra-curricular activities, and then investigate how their speaking ability develops.

3. Teachers should study the principles and teaching methodology related to communicative activities clearly if they want to be more successful. It can be a failure if teachers do not know how to use communicative activities correctly. For example, communicative activities should be used in a small class, and teachers should use the medium language accurately and fluently. In addition, teachers should follow certain steps strictly: presentation, practice, and communicate.

4. The researcher should compare the students' opinion both before and after the experiment. This is to provide sufficient evidence of how the communicative activities can change students' opinion at two points of time.

5. There should be more than one rater to observe the students' speaking ability and behavior in order to get the most accurate data. To avoid bias and to cross-

check the result of any experiment or research, the more raters there are, the better and more reliable the research becomes.





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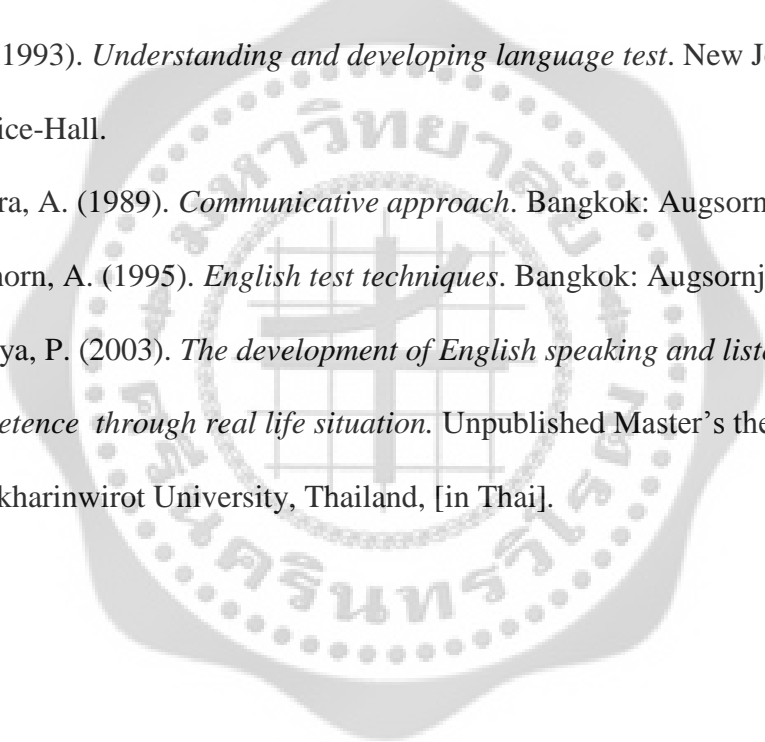
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- A large, faint watermark of the Srinakharinwirot University seal is centered on the page. The seal is circular with a grid pattern in the center and Thai text around the perimeter.



APPENDICES



APPENDIX A

English Speaking Test

English Speaking Test

Part 1

Interview Questions for Speaking Test (5-10 minutes)

1. Could you tell me your name?
2. How many sisters or brothers do you have?
3. What does your sister/ brother look like?
4. What does your favorite actor / actress look like?
5. Where do you live?
6. How far is it from your house to school?
7. How do you come to school?
8. Tell me the way from school to your house?
9. What food do you like to eat?
10. What do you like to buy when you go shopping?

Part 2

Situation for Speaking Test

Draw lots of situations to speak with their partners (5 minutes)

- Describing the picture
- Ordering food and drink
- Shopping
- Asking and answering information
- Describing people



APPENDIX B

The Three Raters' Scores in English Speaking Test

The three raters' scores in English speaking test

student	Pre-test			Post-test		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
1	3	3	3	10	10	10
2	1	1	3	9	9	9
3	2	1	3	11	12	11
4	1	1	3	9	9	8
5	3	0	3	8	8	7
6	2	2	2	8	10	10
7	2	2	2	9	10	10
8	3	3	3	10	11	11
9	3	3	3	10	10	9
10	4	3	4	11	12	11
11	3	3	4	12	12	11
12	4	2	4	11	10	10
13	3	2	3	10	9	9
14	5	5	6	14	14	13
15	4	2	3	14	14	14
16	8	6	9	15	15	15
17	3	2	3	10	11	9
18	4	2	3	13	12	10
19	4	3	3	14	14	13
20	3	2	3	10	11	10

21	8	8	8	15	15	15
22	3	3	3	10	11	9
23	3	2	3	9	9	9
24	3	2	3	10	10	9
25	3	3	3	11	11	11
26	3	2	3	11	10	10
27	3	2	3	9	9	9
28	4	4	6	12	12	12
29	3	3	2	11	12	11
30	7	9	8	14	15	15
Mean	3.50	2.87	3.73	11.00	11.23	10.67
S.D.	1.66	1.93	1.80	2.03	1.99	2.09



APPENDIX C

English Speaking Rating Sheet

English Speaking Rating Sheet

Student.....Rater.....Date.....Score.....

Score	Behavior (Communication)
1	Not able to understand or speak
2	Only catches part of normal speech and unable to produce continuous and accurate discourse
3	Gist of dialogue is relevant and can be basically understood. Needs to ask for repetition or clarification.
4	Present the case clearly and develop the dialogue coherently and constructively. Some hesitation and repetition due to a measure of language but interacts effectively.
5	Can initiate, expand and develop a theme; speaking proficiency equivalent to that of an educated speaker. Express ideas clearly and relevant to the topic.
Score	(Fluency)
1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Usually hesitant; often forced into silence by language limitations.
3	Speed and fluency are rather strongly affected by language problem.
4	Speed of speech seems to be slightly affected by language problems.
5	Speed as fluent and effortless as that of a native speaker.
Score	(Grammar &Vocabulary)
1	Error in grammar and word order so severe as to make speech virtually unintelligible. Vocabulary limitations so extreme as to make conversation

	virtually impossible.
2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict self to basic patterns. Misuse of words and very limited vocabulary make comprehension quite difficult.
3	Makes frequent errors of grammar or word order which occasionally obscure meaning. Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.
4	Occasionally makes grammatical and/or word-order errors which do not obscure meaning. Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
5	Makes few (if any) noticeable errors of grammar or word-order. Use of vocabulary and idioms is virtually that of a native speaker.



APPENDIX D

English Speaking Ability Evaluation

English Speaking Ability Evaluation

 Pre-test

 Post-test

Student Rater..... Date.....

Score	1	2	3	4	5
Behavior					
Communication					
Fluency					
Grammar and vocabulary					

 Pre-test

 Post-test

Student Rater..... Date.....

Score	1	2	3	4	5
Behavior					
Communication					
Fluency					
Grammar and vocabulary					

Total Score.....



APPENDIX E

Item Objective Congruence (IOC)

Item Objective Congruence (IOC)
of the English Speaking Test
Using Communicative Activities to Develop English Speaking Ability
of Matthayomsuksa Three Students

list	Item	Expert			IOC	Interpretation
		1	2	3		
Part 1 Interview Questions for Speaking Test						
1.	Could you tell me your name?	1	1	1	1.00	good
2.	How many sisters or brothers do you have?	1	1	1	1.00	good
3.	What does your sister/ brother look like?	1	1	1	1.00	good
4.	What does your favorite actor / actress look like?	1	1	1	1.00	good
5.	Where do you live?	1	1	1	1.00	good
6.	How far is it from your house to school?	1	1	1	1.00	good
7.	How do you come to school?	1	1	1	1.00	good
8.	Tell me the way from school to your house?	1	1	1	1.00	good
9.	What food do you like to eat?	1	1	1	1.00	good
10.	What do you like to buy when you go shopping?	1	1	1	1.00	good
Part 2 Draw lots of situation to speak with their partners						
1.	Describing the picture	1	1	1	1.00	good
2.	Ordering food and drink	1	1	1	1.00	good
3.	Shopping	1	1	1	1.00	good
4.	Asking and answering information	1	1	1	1.00	good
5.	Describing people	1	1	1	1.00	good

Item Objective Congruence (IOC)
of the Speaking Observation Form
Using Communicative Activities to Develop Speaking Ability
of Matthayomsuksa Three Students

list	Item	Expert			IOC	Interpretation
		1	2	3		
1.	Communicative activities are very interesting for me.	1	1	1	1.00	good
2.	Communicative activities help me to speak English.	1	1	1	1.00	good
3.	Communicative activities help me develop my English pronunciation.	1	1	1	1.00	good
4.	Communicative activities help me improve my English speaking abilities.	0	1	1	0.67	good
5.	Communicative activities help me improve my grammar and vocabulary.	0	1	1	0.67	good
6.	Communicative activities help me have fun in the class.	1	1	1	1.00	good
7.	I have more confidence to speak English after I practice communicative activities in class.	1	1	1	1.00	good
8.	I have more chance to participate in class activities.	1	1	1	1.00	good
9.	Communicative activities help me think more analytically in English.	1	1	1	1.00	good
10.	Communicative activities help me speak English more fluently and correctly.	1	1	1	1.00	good

Item Objective Congruence (IOC)
of the Students' Opinion Form
Using Communicative Activities to Develop Speaking Ability
of Matthayomsuksa Three students

list	Performance	Expert			IOC	Interpretation
		1	2	3		
1.	Learner is active to use English while drilling.	1	1	1	1.00	good
2.	Learner enjoys speaking	1	1	1	1.00	good
3.	Learner is self-confident to make conversation between their friends.	1	1	1	1.00	good
4.	Learner provides idea in classroom.	1	1	1	1.00	good
5.	Learner asks some questions about the task.	1	1	1	1.00	good
6.	Learner tried to edit himself/herself during using language.	1	1	1	1.00	good
7.	Learner uses complete sentences while using language.	1	1	1	1.00	good
8.	The speed of learners seems to be slightly affected by language problems.	1	1	1	1.00	good
9.	Learner uses appropriate vocabulary and idioms to make conversation.	1	1	1	1.00	good
10.	Learner pronounces clear pronunciation.	1	1	1	1.00	good



APPENDIX F

Speaking Observation Form

Speaking Observation Form

Lesson plan Time..... Date..... Class.....

Performance	Excellent	Good	Fair	Poor	Very poor
	5	4	3	2	1
1. Learner is active to use English while drilling.					
2. Learner enjoys speaking.					
3. Learner is self-confident to make conversations among their friends.					
4. Learner provides ideas in classroom.					
5. Learner asks some questions about the task.					
6. Learner tried to edit himself/herself while using language.					
7. Learner uses sentences while using language.					
8. The speed of learner's speed seems to be slightly affected by language problems.					
9. Learner uses appropriate vocabulary and idioms to make conversations.					
10. Learner pronounces clearly.					
Total score					



APPENDIX G

Students' Opinion Form

Students' Opinion Form

The researcher would like to ask for your cooperation in providing useful information for the thesis, M.A. (Teaching English as a Foreign Language). Please be ensured that your information will be kept strictly confidential.

Please check (✓) the appropriate column according to your opinion. Thank you for your cooperation.

5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree

Item	Level of Opinion				
	5	4	3	2	1
1. Communicative activities are very interesting for me.					
2. Communicative activities help me to speak English.					
3. Communicative activities help me develop my English pronunciation.					
4. Communicative activities help me improve my English speaking abilities.					
5. Communicative activities help me improve my grammar and vocabulary.					
6. Communicative activities help me have fun in the class.					
7. I have more confidence to speak English after I practice communicative activities in class.					
8. I have more chance to participate in class activities.					

9. Communicative activities help me think more analytically in English.					
10. Communicative activities help me speak English more fluently and correctly.					
Total score					

(Adapted from Saezhong, 2005)





Lesson Plan

Ordering food (Mapped dialogue)

Topic : At the restaurant

Level : M. 3

Duration : 4 hours

Objective : Students are able to ask and answer correctly while ordering for food.

Vocabulary : chicken burger, vegetable salads, bill,

Language Focus : What would you like to...?

I'd like + N...

Materials : Pictures, handout1,2,3

Procedures :

Warm up

- Teacher talks to students about their favorite food or famous food in some local restaurant.
- Teacher shows the pictures of food from the internet and students brainstorm the names of food.

Presentation

- Students study the dialogue (handout 1) and read as a whole class.
- Students are divided into 2 groups; waiter, customer and read the dialogue together.
- Teacher points at the use of “would like” and lets them practice with their partners.

What would you like to eat? I'd like to eat

Practice

- Students are divided into 2 groups. Student A is a waiter and student B is a customer and express the dialogue in handout 1
- Teacher walks around the class to observe them.
- Students study handout 2, express the dialogue in pairs
- Students role play (student A is a customer, student B is a waiter).
- Students study handout 3, make a dialogue in pairs, role play, and take turns with the role play.

Production

- Students create the new dialogue with their partners.
- Students act out the conversation and express with their partner in front of the class.

Evaluation : Observation Form (observe student's English speaking behavior)

Handout 1

Situation : Lisa goes to have lunch at the restaurant.

Waiter : Can I help you?

Lisa : A table for one please.

Waiter : This way.

Lisa : Thank you.

Waiter : Would you like to order now?

Lisa : Yes, I'll have a chicken burger and vegetable salad.

Waiter : What would you like to drink?

Lisa : Yes, I'd like a glass of coke, please.

Waiter : Would you like ice cream ?

Lisa : No thanks.

Waiter : ... (After Lisa has her lunch) Can I bring you anything else?

Lisa : No thank you, just the bill.

Waiter : Certainly.

Handout 2

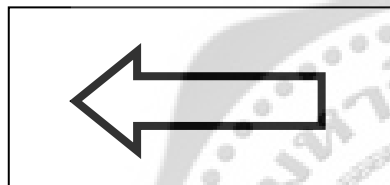


Waiter



Lisa

help?

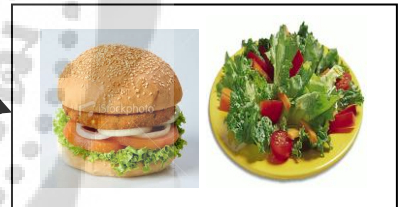


Anything else?

Certainly



Thank you



X



FOLD

Handout 3

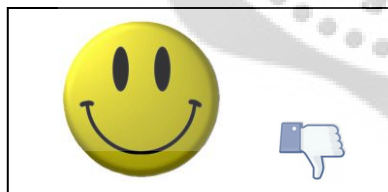


waiter

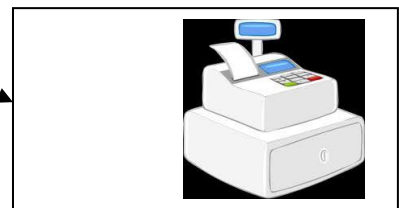


Susan

Good
afternoon



Good
afternoon



FOLD



APPENDIX I
Classroom Environment

Classroom Environment















VITAE

Name Mrs. Pranee Nanthaboot
Date of Birth June 19, 1970
Place of Birth Ratchaburi
Address 116 Moo 1 T. Arnghin, Paktho district, Ratchaburi 70140

Education Background:

1988 High school from Ratchaborikanukhroh School, Ratchaburi
1992 Bachelor of Education degree in English Major from
Mubanchombueng Rajabhat University, Ratchaburi
2012 Master of Arts degree in Teaching English as a Foreign
Language from Srinakharinwirot University, Bangkok