



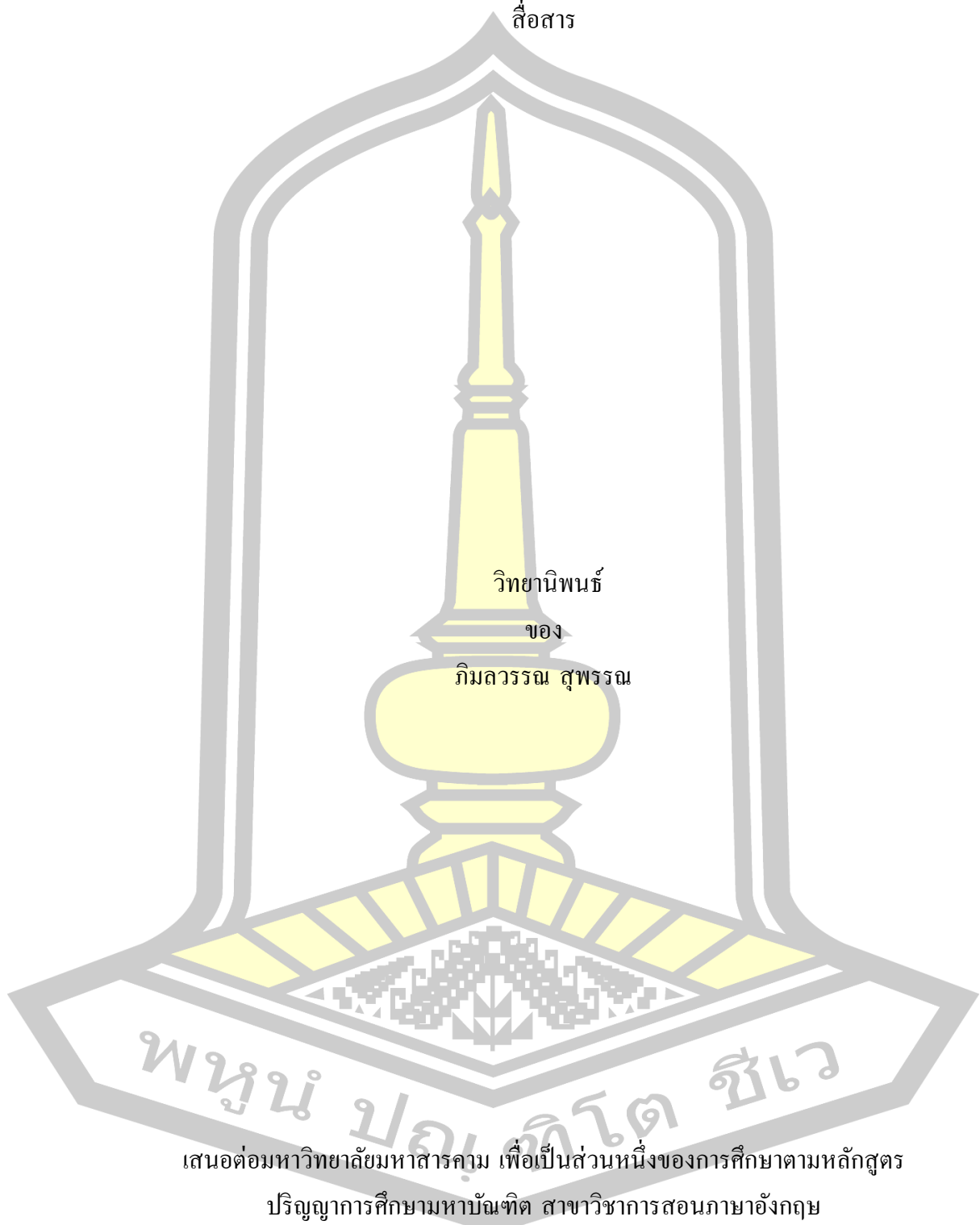
Enhancing Speaking Ability of Vocational Students by Using Communicative  
Language Teaching

Pimonwan Suphan

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
March 2020

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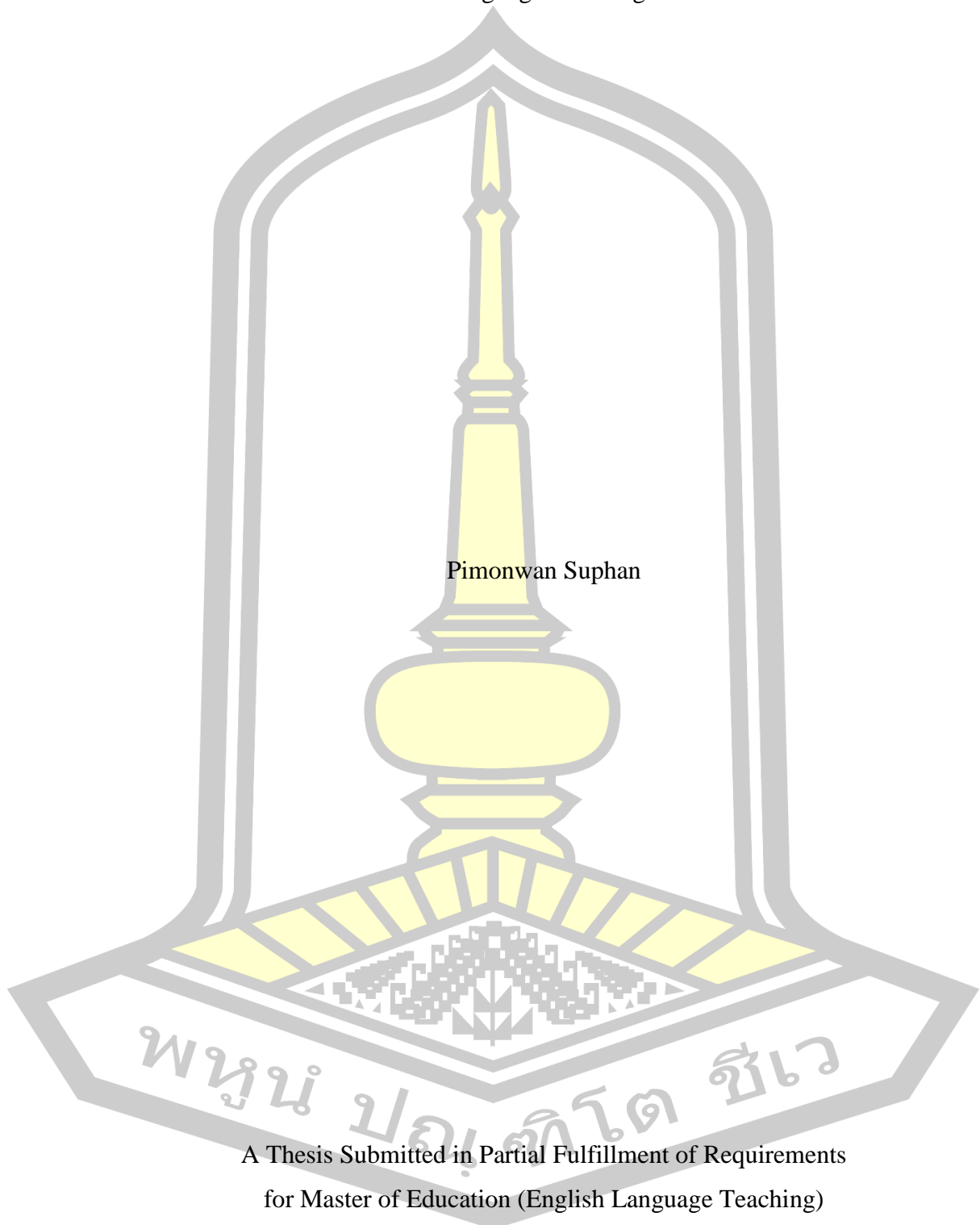
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March 2020

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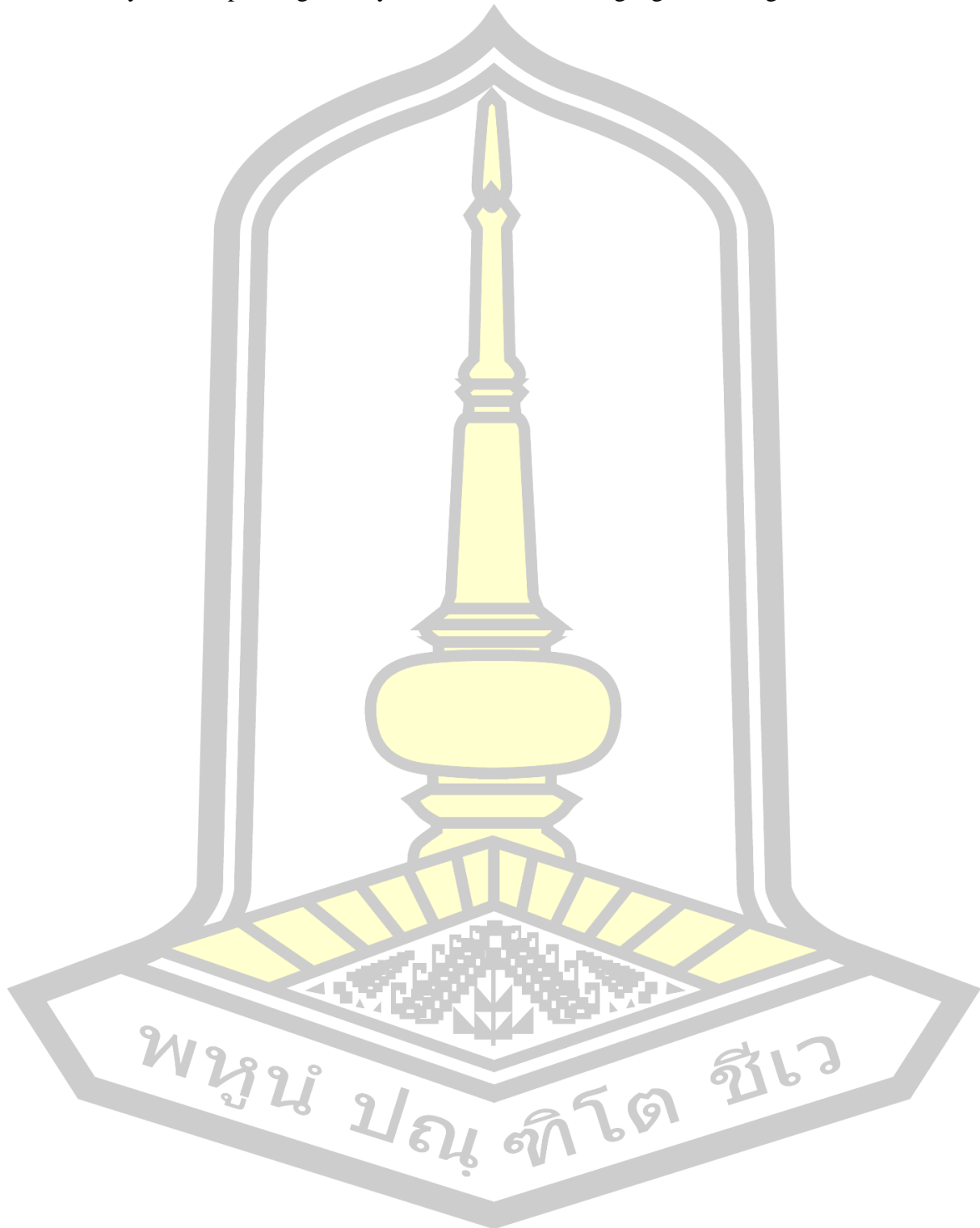
### ABSTRACT

The purposes of this study were twofold: (1) to investigate the participants' speaking ability using communicative language teaching activities, and (2) to explore the participants' attitudes toward CLT activities in enhancing their speaking ability. Selected by purposive sampling, the participants of the study were 25 vocational students with mixed ability who enrolled in the course entitled English Listening and Speaking 2 in the first semester of 2019 academic year at a vocational college in the Northeast of Thailand. Two lesson plans were designed based on the principles of CLT together with two cycles of action research. The instruments for data collection consisted of a pretest and a posttest, a semi-structured interview and an attitudes questionnaire. The data were analyzed using mean scores, standard deviation, dependent t-tests, and content analysis. The findings indicated that after the implementation of CLT activities, the participants' speaking ability improved significantly determined by the pretest and posttest scores. Moreover, the participants had positive attitudes towards the implementation of CLT activities in enhancing their speaking ability.

Keyword: Speaking Ability, Communicative Language Teaching, Attitude



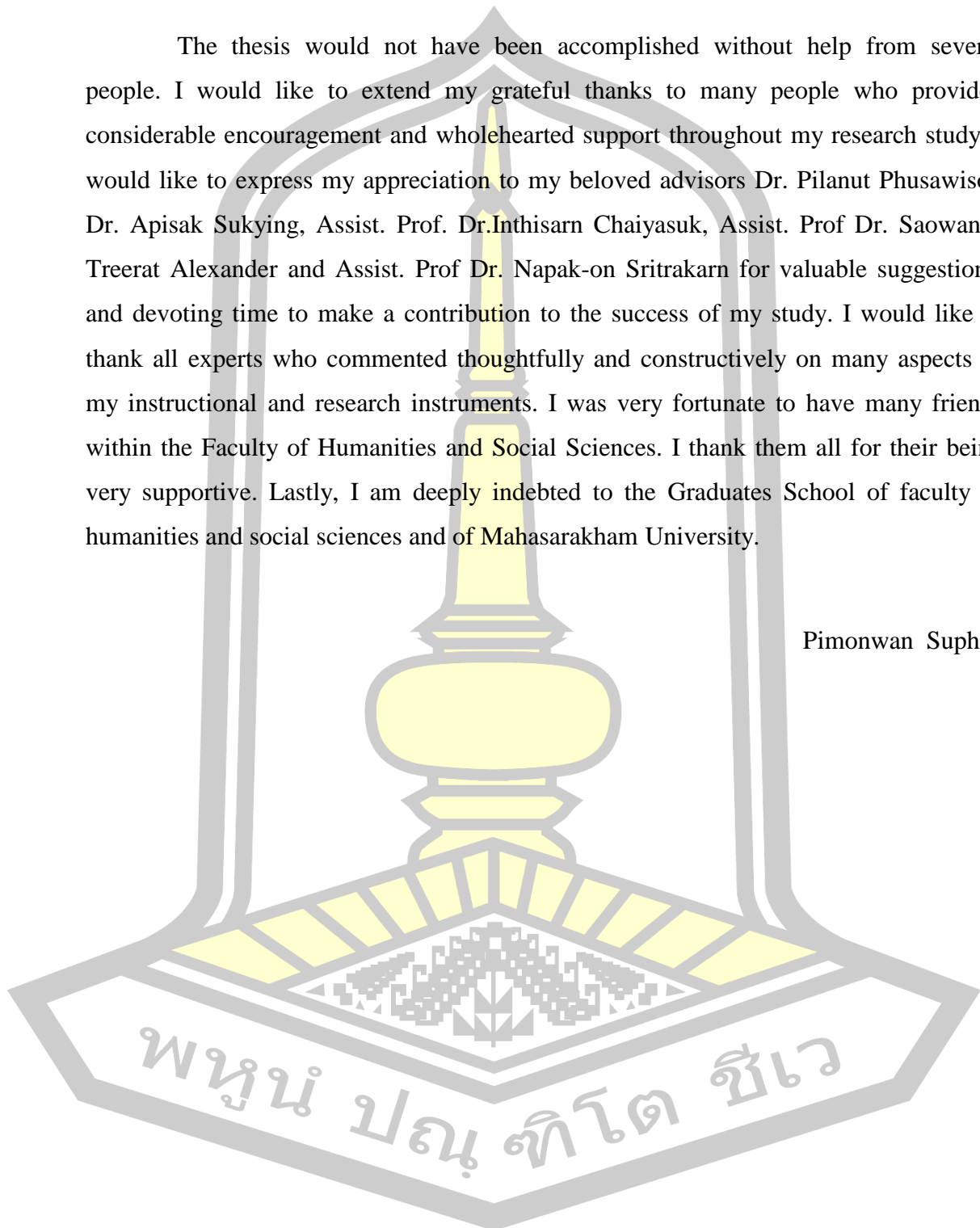
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Pimonwan Suphan



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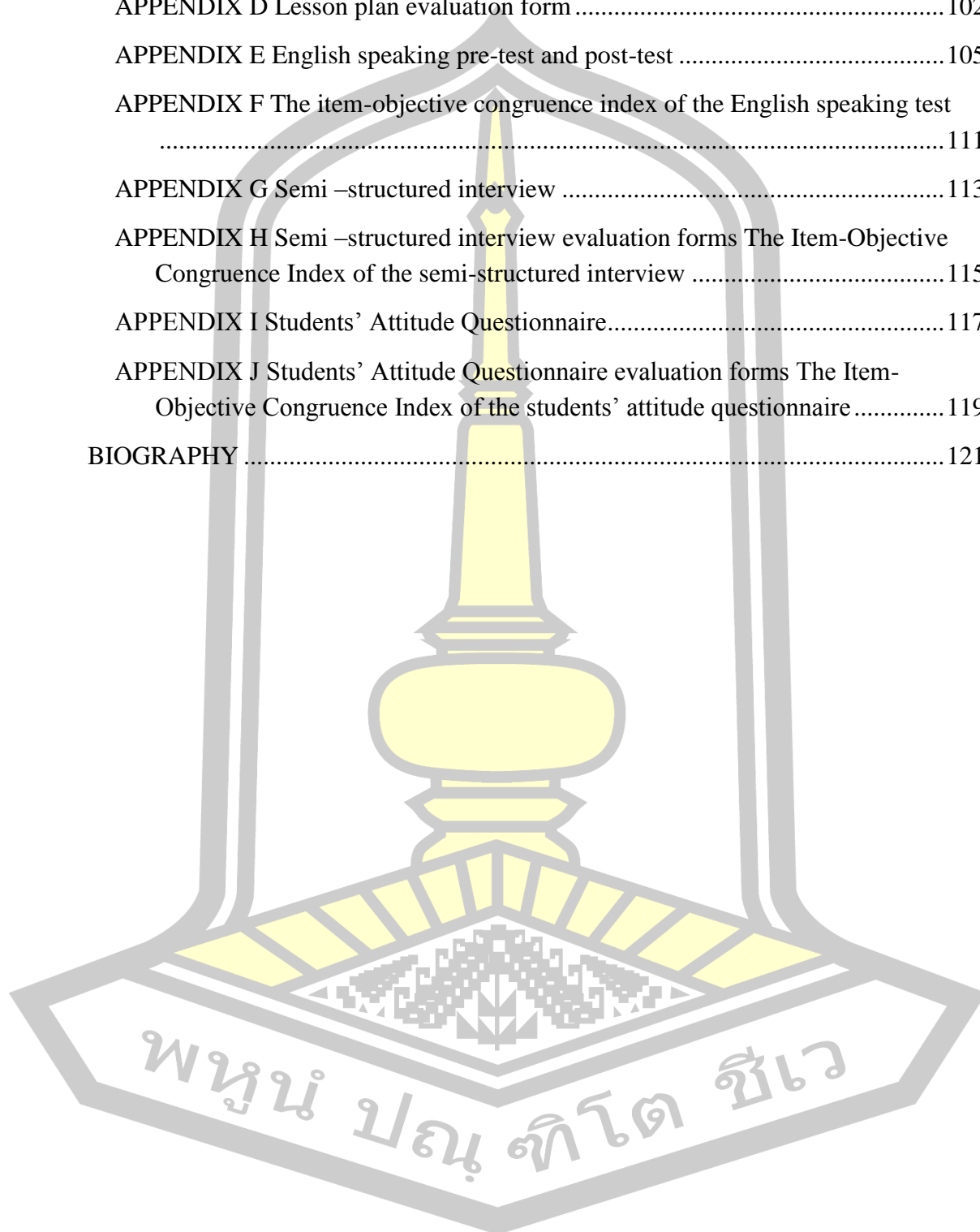
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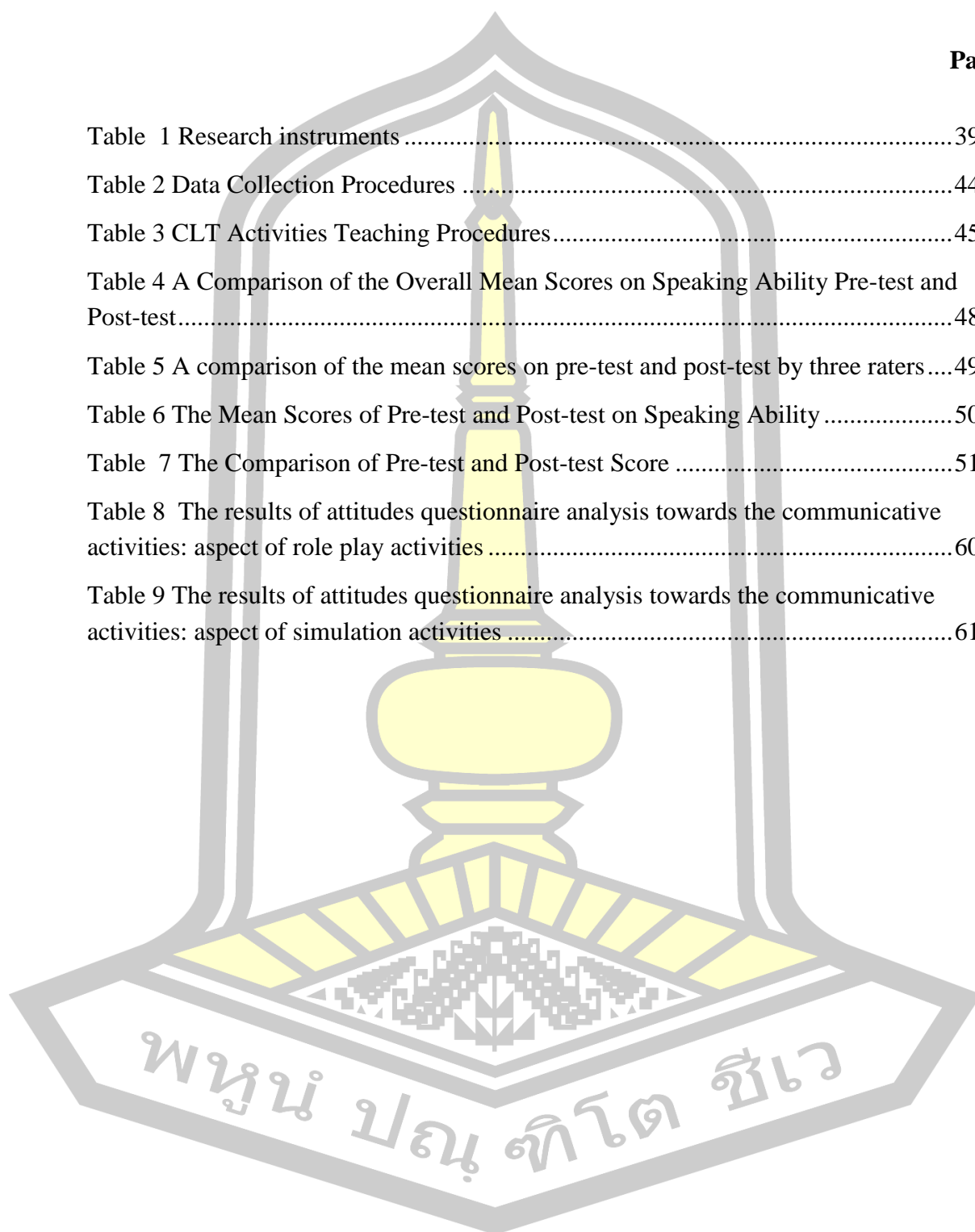
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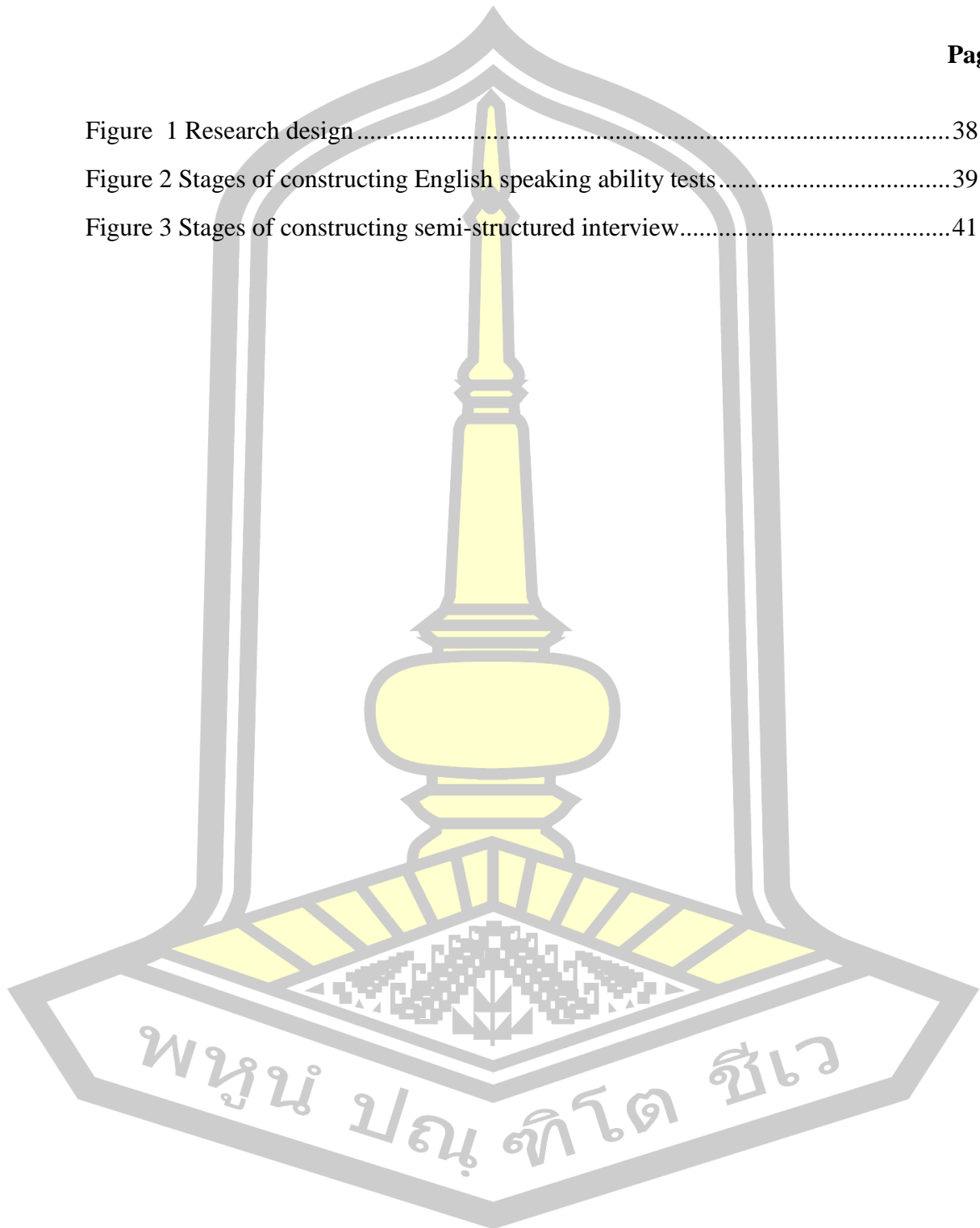
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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study. It is divided into six main parts: background of the study; purposes of the study; research questions; scope of the study; definition of terms, and the organization of the study.

#### 1.1 Background of the Study

The goal of teaching English in a vocational context is to support learners to learn English in order to communicate in real life situations for specific purposes (Vocational Education Commission, 2019). The English subjects taught in a vocational context can be classified into two types. The first type is called English for General Purposes, such as Real Life English and English for Speaking and Listening 1. The second type is called English for Specific Purposes. These subjects include examples such as English for Nutrition Technology, English for Food and Beverage, English for Textiles, and etc. However, the vocational certificate curriculum indicates that the students are required to study the English language for only two periods a week. Thus, the time allocated for the English course is not enough for practicing the language, especially in terms of speaking ability. Moreover, if graduates still lack speaking ability, this is a barrier to working in their future work related to tourism, hospitality, industry, business, and restaurants.

Based on the researcher's experience of teaching the course entitled English for Listening and Speaking for vocational certificate level1 for Hotel and Service majors, it is apparent that the students can communicate with teachers and their classmates only word by word. They still lack pronunciation skills, vocabulary, grammar, and fluency in their speaking. They cannot use complete sentences in their speaking. The researcher also observed that some of the students are unable to pronounce the words or use vocabulary and sentences related to hotels and services when they communicate with the teachers and their classmates. This may be partly caused by the traditional teaching style which focuses primarily on an audio-lingual method, a kind of teaching which focuses on memorizing dialogues and practice.

Through memorization and drills, the students lack the chance to produce and perform the language in real situations for specific purposes. Moreover, this kind of teaching is not appropriate for vocational students learning English for real life situations and specific purposes as mentioned above.

According to the previous studies, a great number of researchers have sought ways to improve students' speaking ability in a vocational context. For example, Kethongkum (2005) and Promshoit (2010) indicated that the vocational students have deficiencies in their speaking ability. They cannot communicate in English. Moreover, they cannot apply the knowledge learned in the classroom to use in real life situations. In addition, they have a limited repertoire of vocabulary and grammar. Besides, Phisutthangkoon (2012) claimed that vocational students' problems in speaking come from the students themselves, the teachers, and the curriculum. The students have low motivation to speak English and have only a few opportunities to practice English in real life situations and for specific purposes. Also, teachers mostly use the traditional teaching method that emphasizes grammatical structure. Therefore, students rarely practice speaking English and have no chance to interact with other students using English.

Communicative Language Teaching (CLT) is considered one of the teaching approaches that provide students with the opportunity to communicate in real life situations in actual contexts. CLT focuses more on the use of the target language and the improvement of speaking ability (Richards & Rogers, 2001). The goal of CLT is to foster learners' communicative competence, with emphasis on the use of language for a wide range of different purposes and functions, varying the use of language according to different settings and participants, producing and understanding different types of text, and maintaining communication even when there are limitations in one's language knowledge (Richards, 2006). According to Thornbury (2008), CLT activities serve two important language needs: preparing learners to use language in real life situations and supporting the atomization of language knowledge. Using communicative activities, students can also receive task or situation practice, improve their motivation, enjoy opportunities to learn a natural language, and create situations related to their real life context (Littlewood 1998).

Moreover, the communicative activities such as role play and simulation play important roles in improving learners' speaking ability. The role play is a technique in English teaching which the students learn in imaginary situations or roles in order to develop their speaking ability. The situations and the roles are designed to represent a real life situation so the students know the functions of English in real life. In addition, the approach can encourage students to speak or interact with others in the classroom. Furthermore, the simulation refers to the imitation of real-world activities and processes in a safe environment. Simulation aims to provide an experience as close to the 'real thing' as possible; however, this activity allows learners to 'reset' the scenario and try alternative strategies and approaches. This allows learners to develop experience of specific situations by applying their wider learning and knowledge.

Several studies have been carried out over time with the purpose of improving speaking abilities. For example, Torro (2019) conducted a study on the effects of practicing CLT in a mixed English speaking class. The purpose was to examine if L2 is necessary in CLT classrooms and if its use helps learners to improve their learning attitudes. The results showed that learners were comfortable with the incorporation of CLT in the class; it was also evidenced that the use of the mother tongue could reduce learners' anxiety when they were not confident in the CLT classroom. In fact, after the modification of teaching methods that involved the use of L1, visual aids like pictures, short videos, and role playing in the CLT classroom, students showed more positive learning attitudes and became active learners.

Torro (2019) also carried out another study on detecting how CLT contributed to fostering communicative language teaching in two universities in Thailand. This study had the purpose of finding possible solutions to the classroom practices for improving the English speaking proficiency of the majority of low proficiency university learners in Thailand. The teachers' experience, observations, and the findings from a questionnaire survey were the instruments used to detect the English proficiency level of students taking English communication courses at two universities in Thailand during one academic year per university and it was found that CLT contributed to students' improvement of their speaking ability.



The researcher, therefore, realized the merits of CLT and adopted the activities under the umbrella of CLT namely role play and situation in this study. These activities with their application in the design of lesson plans for authentic classroom practice were expected to enhance the speaking ability of Hotel and Service students. Role play activities and simulation activities were chosen to be incorporated in the lesson plans mainly because their fundamental characteristics involved functioning as practical activities which allowed students to use the target language to achieve the goals set.

### **1.2 Purposes of the Study**

The study aimed to:

1. Investigate students' speaking ability after using communicative language teaching.
2. Investigate students' attitudes towards communicative activities.

### **1.3 Research Questions**

According to those research purposes, the two research questions are as follows:

1. What are the effects of communicative language teaching on students' speaking ability?
2. What are the students' attitudes towards communicative activities?

### **1.4 Scope of the Study**

This research employed an action research design. Selected by purposive sampling, the participants in this study consisted of 25 second year vocational students who were enrolled in the course entitled English Listening and Speaking 2 in the first semester of the academic year 2019. They majored in Hotel and Service and they were mixed ability. This study covered one semester in the academic year 2019, which was the last two months from May to August. There were two lesson plans that covered the last 20 hours of the implementation.

### **1.5 Definition of Terms**

To help the reader gain a better understanding of the study, some operational definitions of the key terms used are presented as follows:

1. English Speaking ability refers to the ability to communicate effectively, and covered pronunciation, vocabulary, grammar, and fluency in the situations of front office and food and beverage.

2. Communicative Language Teaching (CLT) refers to one of the teaching approaches to teach students to communicate in real world situations and actual contexts. In this study, communicative activities were used which consisted of role plays and simulations as part of the lesson design for implementation in the study.

3. Communicative activities refer to role play and simulation activities that provide the opportunity for learners to practice a language and make it possible for language learners to communicate using the target language.

4. The Hotel and Service major refers to one of the majors in vocational education which aims to teach students to specialize in the hotel and service sector. Moreover, students are expected to use English in the specific context with customers accurately and fluently.

5. Vocational students refer to students who are studying in vocational education of the Thailand educational system.

## **1.6 Organization of the Research**

The rest of this research is organized as follows:

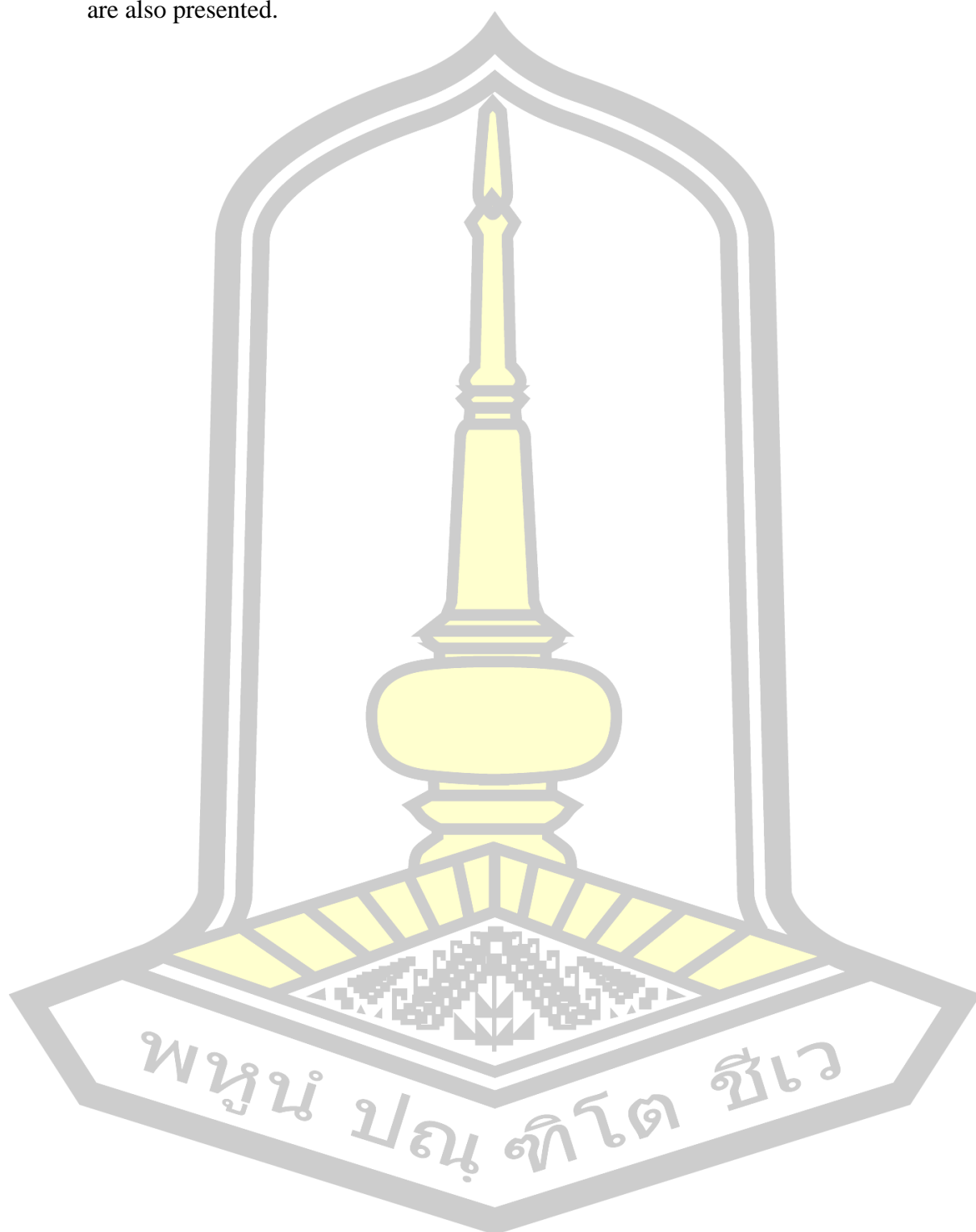
Chapter 2 presents the literature related to English speaking ability, teaching speaking, communicative language teaching, communicative activities, and related studies.

Chapter 3 presents the research methodology. It includes the participants of the study, research instruments, data collection, and data analysis.

Chapter 4 presents the results of the study showing the difference between the students' speaking ability before and after the implementation of CLT activities. Then, students' attitudes towards the implementation of the communicative activities are discussed.

Chapter 5 summarizes the findings of the study, discusses the effect of communicative activities including role play and simulation on students' speaking ability, and shows students' attitude towards communicative activities.

Implementations, limitations of the study, and recommendations for further studies are also presented.



## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, the researcher presents the literature review related to the study. It comprises seven main topics as the following: speaking, teaching speaking, communicative language teaching, communicative activities, role play, simulation and related studies.

#### 2.1 Speaking

##### 2.1.1 The Importance of Speaking

Speaking refers to the ability to express themselves through speech or oral language. It is an essential tool for communication that helps speakers to express ideas, thought, feelings and emotions with other people. The skill enhances thinking and learning skills. In addition, it shapes, modifies, extends and organizes thoughts. Therefore, oral language is taken as the foundation of all language development and the foundation of all learning which is the base for other language strands. Meanwhile, speech is a vehicle to link individuals to society. According to Gower, Philip, & Walter (2005), the communicative point of view, speaking has many different aspects, including two major categories as follows: 1) accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and less controlled activities, and 2) fluency, considered to be ‘the ability to keep going when speaking spontaneously.’ Thus, speaking does not only include the ability to express ideas feeling, emotions, to convey the message to each other in oral form. Furthermore, the skill involves many other aspects such as accuracy, fluency, correct use of vocabulary, grammar and pronunciation.

Besides, Bailey (1998), “speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information”. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts, and feeling to others.

### 2.1.2 The Elements of Speaking

Speaking is a complex ability requiring the simultaneous use of several different abilities, which often develop at different rates, either four or five components are generally recognized in analyzing the speech process.

#### a. Pronunciation

According to Harmer (2007), if students want to become fluent in English, they need to be able to pronounce phonemes correctly, use appropriate stress, intonation patterns, and speak with corrected speech. The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in the language they already know.

#### b. Grammar

It is obvious that to be able to speak a foreign language is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds, the sound patterns, and the basic units of meaning, for example, words, and rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

#### c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. Limited vocabulary mastery makes conversation virtually impossible.

#### d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower, et al. (2005), fluency can be thought of as “the ability to keep going when speaking spontaneously”. When speaking fluently students should be able to get the message across with various resources and their own abilities regardless of grammatical and other mistakes.

## 2.2 Teaching Speaking

### 2.2.1 What is Teaching Speaking?

According to Harmer (2007) "speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people to whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution with a high speed, so each participant has the intention or a set of intentions that he wants. So, the English teacher should foster the students speaking ability by providing communicative language activities in the classroom and give them the opportunities to practice their speaking ability as much as possible.

Harris (2005) stated that to teach English language learners is to:

- a. Produce English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns, and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses which is called fluency.

From the meanings of teaching speaking mentioned above, the teacher must pay attention to some additional important aspects include producing sentences, intonation, rhythm, and stress. Those sound productions must be meaningful because they must be produced logically from thoughts.

### 2.2.2 Reason for Teaching Speaking

According to (Harmer 2007), there are three main reasons for getting students to speak in the classroom.

- a. Speaking activities provide rehearsal opportunities which changed from practice real-life speaking in the safety of the classroom.
- b. Speaking tasks in which students try to use any or of the language they

know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.

c. In speaking students have opportunities to activate various elements of the language they much have stored in their brains; their use of these elements becomes more automatic. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

In summary, teaching speaking ability activities provide opportunities for rehearsal in order to give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

### **2.2.3 Speaking Activities**

Many researchers proposed speaking activities, such as, (Littlewood 1998) distinguished two main types of speaking activities: functional communicative activities and social interaction activities. They are an important aspect of communicative competence. According to these activities, Littlewood, to find the language which will communicate an intended meaning effectively in a specific situation, for example, there is a problem that learners must solve, information which they must exchange with another language they have at their disposal. The purpose of these activities is to achieve some practical results. Learners should be able to use the language they know to perceive meanings effectively as possible. Meanwhile, they aren't often required to use language that would be grammatically accurate. This type of activity represents the first group: functional communicative activities. For examples, the activities are information sharing, information gaps, and role play.

The second type of speaking activities by (Littlewood 1998), is represented by social interaction activities. They add further dimension to the functional activities. Thus, they define more clearly the social context, and learners must pay greater attention to social behavior. Social and function aspects should affect learners' choice of language. The language he produces will be evaluated in terms of its social acceptability as well as its functional effectiveness.



Besides, Scott and Ytreberg (1990), mentioned speaking, from the point of view of Scott and Ytreberg, is probably the most demanding skill for the teacher to teach. They stress the importance of balance between controlled and guided activities, and at the same time letting learners enjoy the natural talk. Therefore, the activities can be classified as controlled or guided and free. When learners are working with controlled or guided activities, we want them to produce the correct language and if they make a mistake, we should correct them at once. In this type of activity, the learners are only imitating or giving an alternative, so correcting is straightforward. However, in free activities learners say that they want to say (Scott and Ytreberg, 1990). Dialogue and role play work represent a common way to bridge the gap between guided practice and free activities where learners are allowed to say what they want.

Harmer (1983) also stated that speaking activities are divided into seven areas: reaching a consensus, relaying instruction, communication games, problem-solving, interpersonal exchange, story construction, simulation, and role play.

a. Reaching a consensus

Consensus activities have been very successful in promoting free and spontaneous use. Usually, learners have to agree with each other after a certain amount of discussion (Harmer 2007).

b. Relaying instruction

In this type of activity, a group of students has the necessary information for the performance of the task. Without showing them these instructions, they have to enable another group or groups of students to perform the task (Harmer 2001).

c. Communication games

Communication games are based on the principle of the information gap. Students are put into situations which are 'game-like' and have to use all and any language they possess to complete game (Harmer, 1993).

d. Problem-solving

Problem-solving activities are very much like 'consensus' activities. The difference is that students have faced the problem to which there is a solution.

e. Simulation and role play



These activities aim to create the pretense of a real-life situation in the classroom; students 'stimulate' the real world. Students can express views that are not necessarily their own: they can be e.g. a travel agent. They are then asked to play roles. During the simulation, the teacher may act as a participant, that is to say as one of the people involved. He can then help the simulation along if it gets into difficulty. After the simulation has finished, the teacher may conduct feedback with the students. Harmer stressed not only the necessity to focus on linguistic accuracy, but rather communicative efficiency-which is the main motive for the kind of activity (Harmer, 1983).

In conclusion, teaching speaking is a crucial part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in every phase of life. Hence, Communicative activities such as role-play and simulation play important roles in teaching speaking. The various activities can contribute a great deal to students in developing basic interactive skills which considered necessary for life. These activities enhance students more active in the learning process, and at the same time make their learning more meaningful and useful in their real life.

Consequently, in this study, the researcher considered to use communicative activities including role-play and simulation in classroom practice. Besides, the researcher believed that these activities would help students improve their speaking ability effectively.

#### **2.2.4 Teaching Speaking for Vocational Students**

Vocational students are categorized as young learners or older children. Harmer (2001) stated that the teenage problems brought in the class as the result of the teachers' failure to build bridges among what they want, what they have to teach, and their students' worlds of thoughts and experiences.

Thus, it strengthens that students must be encouraged to respond to texts and situations with their thoughts and experiences, rather than just by answering questions and doing abstract learning activities (Harmer 2001).

Teaching speaking for Vocational students has the essential aim that is to facilitate students to learn. As stated by Brown (2004), teaching is guiding and

facilitating learning, enabling the learner to learn, and setting the condition for learning. He also adds that teaching is defined as showing or helping to learn how to do something, giving instructions, guiding the study of something. It can be concluded that the teacher ought to be the guide, facilitator, and instructor to assist students learn the language, and as well as consider the age of students. As proposed by Harmer (2007), the age is the consideration of how to treat students, and different ages of students have their own needs, competence, and cognitive skills. Harmer (2007) considered that adolescence and older children make more progress than young learners.

### **2.2.5 The Characteristics of Vocational Students**

Vocational students are categorized as adolescent learners. Most of them understand what to do in learning. However, we cannot deny that there are still challenges to teach adolescent learners. Harmer (2007) also stated that adolescent is bound to a search of identity and in the needs of self-esteem. They tend to prioritize approval from their peers and give less attention to the teacher. That is to say, this is the reason why the students pay less attention to the class while the teacher is explaining.

Harmer (2007) explained more problems in adolescent occurred because the failure of the teacher to the link among what teachers want to and must teach, and what learners' world of thought and experience. Students then are expected to react to texts and situations based on their thought and experience. It also means that the teacher should try to provide them with meaningful tasks and activities that are closely related to their experience and thought, and they can do when they graduated or interned.

### **2.2.6 School-Based Curriculum for Teaching Speaking in Vocational College**

Teaching at vocational college is based on the vocational education commission curriculum. The objective of English in vocational college is to be able to communicate using English in daily life and specific contexts. That is also supported by one of the goals of teaching English in vocational colleges to develop the competence of spoken communication at the functional level. The curriculum of the

college is developed by combining the standard of competence and basic competence. After that, the teacher develops those points based on the students' background, school perspective, social and cultural background, and so on. On the other hand, the college has the authority to develop and regulate the curriculum based on the needs of the workplace and the mission of the college.

Based on the statement above, the researcher concludes that speaking is an important thing in our society, and they are ways to express ideas, feeling, to know some information. On the other hand, it is also as tools of communication with other people, because it represents completely our education and fundamentally acts. As we know the speaking ability is an important role in language learning particularly in English language learning. Speaking is a truly basic skill in language learning because it is frequently used in daily life to carry out a conversation with others, and often measured as the success of learning a foreign language.

Therefore, many students regard speaking as the most important ability they can acquire and assess for their progress in accomplishing spoken communication. Moreover, accuracy is the ability to understand a target language intelligible pronunciation, particularly grammatical and lexical accuracy. While fluency is the ability to speak a language easily smoothly, and student communicated easily to other friends. Thus, to develop the student's speaking ability, the researcher's role as a teacher have to create an approach in the classroom which involve students' knowledge about English and possibility to make students develop their speaking especially with accuracy.

### **2.3 Evaluation and Assessing Speaking**

Both formal and informal testing takes place at the beginning and the end of most language courses. It also takes place at various times during the course itself. There are many different criteria for testing speaking depending on different situations. A placement test that does not include speaking is inadequate for assessing speaking ability (Thornbury 2008). When assessing speaking, the teacher guides the learner's output according to the task that is given. Different purposes and contexts vary language usage, so designing the task is very vital in developing an assessment of speaking ability. The construct- related information that the scores must deliver is

the most important factor when designing tasks. To put their speaking tasks into practice, the task designer has to provide the instruments and task materials such as pictures or role-play cards to learners (Luoma, 2004). Clear instructions are important and if the learners do not understand the test procedure, the assessor cannot measure their language ability successfully. With low-level students, the instructions can be their first language (Underhill, 2003). Moreover Broughton, et. al. (1981) stated that when intending to assess learners' speaking ability in a particular situation, the assessor should set the simulation of those situations for assessing ones' performance.

### **2.3.1 The rubric of Speaking Ability**

According to Thornbury (2008), there are two main types of scoring for assessing speaking ability: holistic scoring and analytic scoring. Holistic scoring is done by giving a single score based on an overall impression. The advantage of this type of scoring is that it is quick and adequate for informal testing of progress. However, there should be more than one assessor to discuss any significant differences. On the other hand, analytic scoring is done by giving a separate score for different aspects of the task. It takes much longer than holistic scoring, but forces the tester to take score according to various factors. It is necessary to select the appropriate criteria to assess the speaking performance fairly and reliably.

Harris (1983) also stated, five components should be considered in testing students' performance. They are pronunciation, structure/grammar, vocabulary, fluency, and comprehension. Each component has scored. The scoring consists of five levels which show the ability of students' speaking performance.

In another way, Finnocchiaro (1983) explained four components of scoring in speaking tests. They are pronunciation, vocabulary, grammar/structure, and fluency. The scoring of five levels shows the ability of the students' speaking performance.

Torres (1997) proposed two main features of speaking ability: accuracy and fluency. To do that, students should be aided to understand and produce the correct language. Torres (1997) mentioned that there are some components in which we can test accuracy such as: pronunciation, vocabulary, and grammar; through these three

main components, the teacher can test the learners' ability to master the language as a system (linguistic competence).

There are three more components in which a teacher can test students' ability in using the language fluently (communicative competence): speech speed, coherence, and smoothness. The mastery of all these language components present in terms of accurate and fluent features of the language leads learners to the last and most important language component which is the comprehension or the decoded learners' ability, transmit, share, and negotiate information accurately and fluently.

In this research, the researcher used the rubric of the speaking test adopted by Harris (1983); Finnocchiaro (1983) and Torres (1997). It was used as the indicators of the instruments of this research because in this case, the components of the speaking test are more complete and more detailed. According to Harris (1983), and there were some indicators of speaking rubric, such as pronunciation, grammar, vocabulary, and fluency. Each component also had scoring or rating. The scoring consists of five levels. Each level explains the students' speaking ability. Thus, the teacher would be able to give the score easily and objectively.

Thus, in this study, the researcher used holistic scoring by using the rubric for evaluating students' speaking ability including four categories: pronunciation, vocabulary, grammar, and fluency adapted from (Phisutthangkoon, 2012; Phuphanphet, 2004; Scanlon & Zemach, 2009; and Domesrifa, 2008). The scoring consists of five levels (5,4,3,2,1) which show the ability of students' speaking performance (See Appendix E).

#### **2.4 Communicative Language Teaching (CLT)**

Communicative language teaching (CLT) begins with a theory of language as communication which aims to develop learner's communicative competence based on the approach of teaching called the communicative approach (Richards & Rogers, 2001). Richards (2006) pointed out that communicative language teaching has influenced approaches of language teaching practice around the world.

Richards (2006) mentioned that native speakers know all the rules. With this knowledge, the native speaker can create an infinite number of sentences. This is called grammatical knowledge competence. However, Hymes (1972) disagreed with

him. He argued that Chomsky missed some important points. Native speakers knowing all the rules is not enough because it cannot explain that entire native speaker's knowledge; they need to know the functions of language as well. Hymes coined the concept called communicative competence. He separated the native speaker's knowledge of language into four categories follows:

- a. Systematic is similar to Chomsky's original competence. The native speaker has a system that can produce unlimited language.
- b. Appropriacy, the native speaker knows the appropriateness of using language in a given situation.
- c. Occurrence, the native speaker knows what language is commonly used. If native speakers use a common piece of language, it will be clear and understandable.
- d. Feasibility, the native speaker knows if something is possible to use in a language. For example, native speakers know that using too many adjectives does not make sense when producing language even though there is no rule to limit how many adjectives can be used before a noun.

Canale and Swain (1980) identified four components of communicative competence in their framework: Firstly, grammatical competence referring to the ability to use grammatical rules, but not necessarily explain it explicitly; Secondly, sociolinguistic competence referring to an ability to understand the social context in which language is employed; Thirdly, discourse competence referring to an ability to interpret a series of sentences or utterances for forming a meaningful whole and to produce a coherent text that is related with a given context; Lastly, strategic competence referring to an ability that one uses to compensate for incomplete knowledge of rules or limited in their application such as fatigue, distraction, and inattention.

CLT focuses more on the use of target language and the improvement of fluency than accuracy (Richards & Rodgers 2014). The communicative classroom has come to have characteristics that differentiate it from the non-communicative classroom. It is an environment where "features of genuine communication are evident" (Taylor & Walford, 1972). A communicative classroom requires an atmosphere that "encourages learners to exercise their initiative in communicating"



and "in which communication can take place comfortably". Communicative activities have an important role in creating opportunities for students to use the language for communicative purposes (Trait, 2001). Although CLT focuses more on fluency to develop speaking, Lindsay & Knight (2006) indicated that it is necessary to balance accuracy and fluency. In this study, the researcher realizes to enhance students' speaking ability which covers both accuracy and fluency. Hence, communicative activities are focusing on enhancing accuracy and fluency.

In summary, CLT is an approach that focuses on using a target language in a real-life situation. Besides, the researcher will use communicative activities which consist of role play and simulation to enhance students' speaking ability. Also, the researcher believes that these activities will provide students the opportunity to use language in a real situation.

## **2.4.1 Communicative Activities**

### **2.4.1.1 Definition of communicative activities**

Communicative activities refer to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with the target language in CLT (Liao, 2000). In other words, communicative activities are activities that give students both a desire to communicate and a purpose that involve them in a varied use of language. They have real purposes to find information, break down barriers, talk about oneself, and to learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

In conclusion, communicative activities have an important role in creating opportunities for students to use the language for communicative purposes. Generally, communicative activities are "fluency-based activities" (Trait, 2001). While such activities may involve students to practice a particular grammatical form, they are likely to do more than this. The key element is that the activity is based on a realistic situation.

### 2.4.1.2 Features of communicative activities

Savignon (1983) claimed that "the problem at present is that some of the activities being introduced as communicative activities are not communicative at all, but structure drills in disguise". Thus, many teachers may think that the activities they design and use in class are communicative though actually they are not. Therefore, the features that make a real communicative activity should be focused on. Based on related views about communicative activities, Sun & Cheng (2000) summarized three common features as follows:

- a. Communicative activities are tasks. Tasks in English teaching concentrates on communicative tasks that learners need to engage in outside the classroom.
- b. Communicative activities are learner-centered. The emphasis on teaching activity is on students' initiation and interaction. Students are expected to participate in the activities as real people and take responsibility for their learning.
- c. Communicative activities emphasize the use of authentic language input and the teacher's native or near-native language competence to produce communication in the classroom. Truly communicative activities also have three features in common; they are information gap, choice, and feedback (Johnson & Morrow, 1981).
- d. An information gap exists when one person in an exchange knows something the other person does not. For instance, if two students both know today is Tuesday and one asks the other "What is today?" and he/she answers "Tuesday", their exchange is not communicative.
- e. Speakers' choices in communication are very important. Speakers should have a choice of what they will say and how they will say it. If the teacher's activity is tightly controlled so that students can only say something in one way; they have no choice and the exchange; therefore, it seems not to be communicative.
- f. True communication is purposeful. A speaker can thus evaluate whether or not his/her purpose has been achieved based on the information he/she receives from his/her listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not communicative. From these features, it



may be easier to distinguish between communicative activities and non-communicative activities.

In a communicative activity, students must have a desire to communicate, and there must be some communicative purposes to their communication. Their attention, of course, will be focused on the content of what they are saying rather than the form. They will use a wide variety of languages, and the teacher will not intervene by telling students they have made mistakes in their English or correcting their pronunciation, etc. The teacher would not expect the materials which students were using would control their language.

For non-communicative activities, there will be no desire to communicate, nor will students have a communicative purpose. Students are involved in repetition or substitution drills so that they can be motivated by the need to attain accuracy, not by a desire to achieve a communicative objective. In these activities, the emphasis will be on the form of the language, not the content. As a result, the teacher will intervene to ensure accuracy, and the materials used will often be designed to concentrate on a particular item of language. We can represent the distinguishing features between the two types of activities in the following way:

#### **2.4.1.3 Communicative activities in speaking lessons**

Every speaking lesson should be based on communicative activities that fulfill two important language learning needs. They encourage students to acquire language knowledge and prepare them for real-life language uses. Achieving the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it.

Communicative activities have a strong effect on student's motivation in the lessons. They help students have more chances to talk to lots of classmates without fear of making mistakes. In a communicative activity, instead of having students stand in front of the class and talk to others, the teacher sets up the activity that they can talk to some other students but not the whole class and the teacher. That makes a better effect on helping students avoid their fear of making mistakes. Then they seem to be more confident to speak and eager to speak a lot.

Trait (2001) divided four basic types of communicative activities from the point of learning goals:

- a. Social formulas and dialogues: designed to teach appropriate use of language.
- b. Community-oriented tasks: sets of exercises which compel the student to interact with native speakers outside the classroom.
- c. Problem-solving activities: students are given problems and puzzles to solve through discussion and debate.
- d. Role plays: exercises where the student is assigned a fictitious role from which he has to improvise some kind of behavior toward the other role characters in the exercise.

Hence, communicative activities aim to encourage purposeful and meaningful interaction between learners. Communicative tasks are created so learners will have a goal or reason for speaking; they can bridge an information and opinion gap and can ask for or provide real information, or find out about their friends' opinions. Communicative activities can motivate the classroom and prepare the learners for real-life interaction (Gower, et. al., 2005). To select the activities to use in the classroom, the teacher considers both methodologies consideration and situation-specific factors or situations in the classroom (Littlewood, 1998). The teacher uses a balance of accuracy and fluency activities, and use accuracy to support fluency activities. Accuracy work could either come before or after fluency work (Richards, 2006).

In conclusion, the researcher used communicative activities by supported learners to use language accurately and fluently. They can use the appropriate forms and know-how and when to use them appropriately. Thus, the researcher used role-play and simulation activities to improve their speaking ability. The abilities expected to be improved in this research both accuracy and fluency in speaking.

## 2.4.2 Role Play

### 2.4.2.1 The Definition of Role Play

According to Ladousse, et al. (1995) role-play activities range from highly controlled guided conversations at one end of the scale to improvised drama activities at the other; from simple rehearsed dialogue performance to highly complex simulated scenarios. The author of these words puts a lot of emphasis on a wide scope of role-play activities. Such a speaking task may be a limited one and be supported by prepared cues, for example, by dialogues; or, conversely, role-play might be an activity where students rather improvise than rely on the practiced dialogue. Ladousse, also pointed out that role-play may differ in complexity, that is, some performances may be very short and simple, whereas some utterances may be very structured. The difficulty of the activity depends, therefore, on the language level.

Another definition is proposed by Scrivener (2005) in role-play, learners are usually given some information about a role (e.g. a person or a job title). These are often printed on, role cards. Learners take a little preparation time, and then meet up with other students to act out small scenes using their ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g. mother, detective or they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton (Scrivener, 2005). It is clearly stated that students are assigned particular roles to play.

Scrivener (2005) also emphasized an important function of the role cards, thus, thanks to the learners equipped with crucial information about their roles. Guidelines put on such cards help students in conveying important facts about their characters played, and also make the speakers feel more secure, as basic clues are included in the paper. The weaker learners may base their utterance only on a card, while the strong ones find role cards as prompts. A good set of role cards is frequently designed, so that the participants may have different points of view and obvious disagreements. (Scrivener, 2005).

Thus, students need an appropriate amount of time to prepare ideas and language before playing their roles. In addition, he said that learners not only use the

ideas put on role cards, but also try to add any language they possess. Besides, Milroy (1982) said that role play provides the opportunity to push students to see if they have thought through implementation details, and prepared with the contingency plans to deal with unexpected outcomes. Also, Widdowson (1987) pointed out that the effects of use role-play can add variety to the kind of activities students ask to perform. Tompkins (1998) mentioned that role play is an extremely valuable method in second language learning. In addition, Ur (2007) stated, “Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction”.

According to Gower, et al. (2005), “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”. It means that role-play has several possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom. Meanwhile, according to Revell (1994) role play defined as an individual’s spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the player needs to come to grips with the other participants' roles, not just his own. It can be illustrated that in role-play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

#### **2.4.2.2 Reasons for Using Role Play**

There are many reasons why teachers should use role-play techniques in teaching speaking as viewed by Nation and Thomas in Communication Activities. Those are as follows:

- a. Role-play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- b. Role-play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.

c. Role-play can add interest to activity and by distributing roles can ensure participation in an activity.

d. Role-play can result in the repetition of speaking activity by providing a change.

In short, role play covers a wide range of possibilities because students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

### **2.4.2.3 Types of Roles in Role Play**

There are three types of role play: (1) fully scripted role-play; (2) semi-scripted role-plays; and (3) non-scripted role-play. (Harper-Whalen & Morris, 2005)

1. Fully scripted role-play refers to each word is given, and each student Understand and memorize their roles. This type includes explaining the model conversation in the prescribed textbook, and the main aim of the conversation. After all, this is to make each item of the language meaningful and easy to remember. Byrne (1986) indicated that role-play in this type can be appropriate for low-level students who do not know the situation in the semi-scripted role-play.

2. Semi-scripted role-plays which includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone, 1983). So, students can change the main conversation in a certain way, and establish their conversation. Such type of role-playing might be called semi-controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a frame that supplies the situations to establish a real-life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures, and seek to go to a higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play.

3. Non-scripted role-play where students may be given with keywords of dialogues Dickson (1989) keywords and information, or context and aims in the less controlled, and structured task. In this types, students establish a mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps (Pi-Chong 1990), identifying such type of role-playing as non-scripted role-play,

and they argue that non-scripted role-play provides a great chance to employ the information of techniques in a certain situation. Davies (2004) stated that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical to for middle to advanced level students as non-scripted role-play in a free and structured way which sometimes demands special skills like problem-solving.

#### **2.4.2.4 The Purpose of Role Play**

Role-playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop a communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. Hence, the goal of teaching speaking is similar to the goal of the role-play technique that is communication. It means role-play can be applied in teaching speaking, and it can help students in improving their speaking ability.

#### **2.4.2.5 The Significance of Role Play**

It has been mentioned before that role play is one of the activities which is particularly suitable for practicing the socio-cultural variations in speech acts, for example, complimenting, complaining, and the like. According to (Ladouse & Gillian ,1995) role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom, and increases motivation. Even, role-play supports many shy learners by providing a mask. Besides, it is fun and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that role-play provides advantages such as improving students' speaking ability, motivating them to practice their English, and the most important is the students feel fun in learning English because role play is also a kind of games.

#### **2.4.2.6. Advantages of role-playing**

Some teachers are unaware of the possibilities of role-playing. They may feel that an activity is not appropriate for a class which causes discipline problems, and conducting role-play would create chaos. Furthermore, they claim that students may



be reluctant to be someone else, or their level of language is too low. The section below attempts to present the rationale for using role-play activities in English foreign language classrooms.

Kowalska (1991) believed that role-playing develops learners' fluency in speaking. The wide range of language functions, for example, apologizing, greetings, etc., is practiced more than any other activity. Learners' focus is put on the communication of meaning rather than on the appropriate use of language. Therefore, role-playing teachers may train students' speaking ability in any social situation. It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses.

The next reason for incorporating role-playing in EFL classes is that some people learn for specific roles in life. They may want to work or travel in a worldwide context. It is expedient for these students to have tried out in a pleasant and safe environment of a classroom with their preference language which they will presumably use. For such learners, role-play is a helpful rehearsal and moreover, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances (Ladouse & Gillian, 1995).

Kowalska (1991) remarked that role-playing develops learners' imagination. For the roles given to learners may require creative thinking, players' imagination is in high demand. Also, being able to think inventively might occur a useful skill in the future. Some jobs demand imaginative thinking and the best way to practice it is just through role-playing.

Another advantage of role-playing is that learners are given a chance to pretend someone else. Thus, the technique may help timid students to overcome their shyness of speaking. Reticent students often have difficulty talking about their experiences or themselves. The fact that, acting as someone else makes them feel that their personality is not implicated (Ladouse, 1995).

Finally, there is no doubt that the element of fun advocates using role-playing in foreign language classes Budden (2004) is apart from being involved in language production, players enjoy themselves and have a great time.

However, role-playing may have disadvantages, too. Thornbury (2008) indicated that "learners who feel self-conscious performing in front of their peers,

especially if this involves a degree of improvisation, and care has to be exercised in choosing and setting up such activities so as not to make even more demands on them than speaking in another language normally requires". To put it in other words, the author notes that a public performance itself may cause a big problem for some students. Then, he adds that the preparation stage may be helpful to overcome the fear of speaking. Teachers must be careful during role-playing not to make any learners feel awkward.

In summary, role play is a technique in English teaching in which the students learn in imaginary situations or roles to develop the student's speaking ability. The situations and the roles are made as a real-life situation, so the students know the functions of English in real life. In addition, it can promote students to speak or interact with others in the classroom. In this study, the researcher realizes to use role-play to enhance students speaking abilities.

### **2.4.3 Simulation**

#### **2.4.3.1 The Definition of Simulation**

Simulation is a technique for learning that can be applied to many different disciplines and types of learners. According to Jones (1995) simulation has been defined as the reality of function in a simulated structured environment. Next, Sam (1990) also defined simulation as a "structured set of circumstances that mirror real-life and participants act as instructed".

In other words, simulation can be defined as the act of initiating the behavior of some situation or some process employing something suitably analogous. Another important characteristic of this teaching technique is that behavior is not controlled in a simulation. So, the participants bring to the simulation of their skills, experience, and knowledge. This characteristic of simulation enriches the learning process and makes the academic setting a real life-like situation which is one of the fundamental conditions for effective and efficient language learning.

Simulations are very similar to role-play, but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role-play and



simulation have many advantages. Firstly, since they are entertaining, they motivate the students. Secondly, as Harmer (1983) suggested, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Simulations have been used as a technique in education for a long time but it has only recently been applied to language teaching (Taylor & Walford 1972; Tansey, 1969 & Jones, 1995). According to Jones, simulations are gaining increasing popularity because they are 'ideally suited to language practice' (Jones, 1995). He defined simulation as a 'reality of function in a simulated and structured environment. Essentially, a simulation has three characteristics:

1. A reality of function which means the participants in the simulation must step inside the role they have accepted and act accordingly.
2. A simulated environment where there is no contact with the real world.
3. A structured environment where the participants have all the facts and information provided for them.

(Jones 1995) declared that the language used in simulation tends to have two dominant characteristics. First, the language structure is cohesive because verbal interaction between the participants revolves around a central issue. Although they may be different views expressed, either of opposition or support for the given topic, 'the language is held together by a mutual need arising out of the simulation, the function of the participant, and the motivation to communicate'. The second dominant characteristic is that the language is functional. Each participant plays a part in the interaction during the simulation and the part demands appropriate language behavior, which includes social skills and social remarks suited to that role. For example, if a participant is given the role of the Chairman of a Board of Directors, the language he/she would use is formal, authoritative, clear and diplomatic.

Sam (1990) presented three benefits of using simulation as a technique in a language classroom as follows:

1. The learners are forced to behave in a natural atmosphere and simulation activities stimulate learner-to-learner conversational interaction (Richards 2006).

2. It provides the rare opportunity for the learners to use language freely and creatively (Sam, 1990) and

3. Simulation brings the real outside world in the classroom.

Thus, simulation encourages the active participation of all learners. Besides, it is considered as teaching activities, and it should be a part of the communicative activities in teaching speaking.

#### **2.4.3.2 Components of Simulation**

When the students play a game or simulation in the classroom, they assume roles and participate in the decision-making process. The objective of the game and the rules under which it operates are clearly stated. According to Vernon, et al (2003), the properties of simulation include:

1. A small, fixed set of players striving to reach a goal.
2. Rules define the legitimate actions of the players.
3. A basic sequence and structure within which the actions take place
4. A time limit.

In addition, Jones (1995) suggested, the three essential elements of simulations:

1. The reality of function (participants are assigned roles and are told they must fully accept them both mentally and behaviorally as if they were those people);
2. Simulated environment (a realistic setting constructed to enhance role-acceptance by utilizing a variety of realia.
3. Structure (the whole action is built around a set of problems or tasks---not invented by the participants but rather evolve as the action progresses).

#### **2.4.3.3 The Reasons for Using Role Play and Simulation**

According to the previous advantages of role-playing and simulation in teaching speaking ability, since, the role play and simulation derive advantages for the students. The advantages of using those activities can also be explored in other researches. The role-play and simulation are able to enhance the students speaking ability, provide advantages, and the students' enjoyment on the activity in the classroom. Thus, in this study, the researcher believes that role play and simulation can foster and assist vocational students improve their speaking ability, and contribute

great learning in the class as well. They also expose to communication, and provide speaking practices as familiar to what they will face in real-life situations.

#### **2.4.3.4 Procedures for Applying Simulation**

Vernon, et. al. (2003) stated that there are three ideas for using simulations:

1. Creating awareness simulations can be used to give pupils an awareness of the subject being studied. Creating awareness is, of course, an effective objective.
2. Constructing objective before using simulation. Teachers must also develop a means of assessing whether or not the pupils attain that objective.
3. Involving students. Some teachers have had success in developing their simulation; frequently they involve the pupils in the development.

#### **2.4.3.5 Advantages of Simulation**

According to Shank (1986), described the following advantages of simulation as following:

1. Student-teachers are helped in a variety of ways through simulated training. It helps in developing self-confidence among them.
2. This technique helps in linking theory with the practice of teaching.
3. Student-teachers are allowed to study and analyze critically teaching problems.
4. Student-teacher understand the behavioral problems of the classroom and develop insight to encounter them.
5. Simulated training provides feedback to student teachers to modify their behavior.
6. It helps in developing social skills like social manners and etiquettes among the student-teachers.
7. There is self-monitoring in simulated-training. It reinforces the student-teachers for the desired behavior.
8. It helps in developing efficiency in student- teachers and in predicting consequences of teaching before going to actual classroom

As a result of role-playing, it helps in the development of critical thinking

in student-teachers.

#### **2.4.3.6 Disadvantages of Simulation**

Following the limitations of simulation in teaching:

1. In the simulation, role-playing is done in artificial situations which are un-psychological and impracticable.
2. Simulation is like socio-drama or sort of gaming, which reduces the seriousness of learning.
3. No emphasis is given on teaching skills or content-taught only the social behavior is considered.
4. It requires the supervision by training personnel which are generally not available or not devoted to their duties.
4. Simulation attempts to portray the real situations in a simple way, which in general, are very complex and difficult.

In this study simulation refers to the imitation of real-world activities and processes in a safe environment. The simulation aims to provide an experience as close to the 'real thing' as possible; however, this activity allowing learners to 'reset' the scenario, and try alternative strategies and approaches. This allows learners to develop the experience of specific situations by applying their wider learning and knowledge.

In summary, simulation is a learning method in which the situation feels real and thus leads to more engaging interaction by learning's of all ages. It is suitable to teach speaking for students because they have interaction, motivation, and confidence to practice speaking in the class. If the students enjoy and have fun automatically, they will be more confident. Students are not shy to speak and brave to speak, since they do practice speaking with their friends.

#### **2.4.3.7 The distinction between role-playing and simulation**

The distinction between role-playing and simulation is very often of small attention and even omitted. These speaking activities may often overlap in practice, and different authors give different definitions. However, regardless of role-play and simulation similarities, one should remember that there is a difference.

According to Dakowska (2005), the contrast between these two speaking activities is a matter of degree. In simulations, students are usually invited to participate in an exercise that resembles a real-life event. Unlike role-plays, in which role cards tell the learner what to say and what view to adopt. Meanwhile, in simulations learners have the freedom to respond as they think (their thoughts) (Dummett, 1994). It is clear to states that in a simulation the players are not restricted to what to say. In addition, Dummett (1994) also suggested that students do not take any roles, but they imagine themselves in different, existing in actual life situations.

In almost the same way, Harmer (2007) sees simulation as “a chance to rehearse real-life encounters. For example, we can move the classroom furniture, so that we represent a station office with a ticket window.” This situation requires playing the role of a passenger and a travel clerk, so one learner likewise in role-playing, must take on the role of somebody else. As presented above, the distinction is not clear, and it could be only proposed that in role-plays students have cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.

## **2.5 Related Studies**

### **2.5.1 Related Studies relate to enhancing students' speaking ability by using CLT in the Global context.**

According to previous studies related to enhancing students' speaking ability in global contexts, many researchers conducted research referring to enhance speaking ability by using communicative language teaching. For example, (Nurbaya, & Salam (2015) studied improving students' speaking ability through role play. The research purpose is to improve students' speaking ability by applying role-play techniques. The method of this research was a classroom action research. The participants were 35 students in the tenth grade. The Role-play technique is to work well. Based on data analysis, the result of the research was progressing. The result showed that students' mean scores of speaking ability improve.

Ratih (2016) conducted the research title "the effect of using communicative language teaching method on the seventh-grade students' speaking ability at SMPN 2 Yosowilangun". The purpose of the research is to know the effect of using CLT

Method the seventh-grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016. This research was experimental with a non-randomized control group pretest-posttest design. Class VII A was as an experimental group, and VII B was as a control group. Each group consists of 22 students. The findings of data analysis the p-value was 0.016. It is less than 0.05. So, it was summarized that the null hypothesis ( $H_0$ ) which stated that there was no significant effect of using the Communicative Language Teaching Method on the seventh-grade students' speaking ability at SMPN Yosowilangun was rejected."

Hanafi and Ratih (2016) conducted a study titled "The Effect of Using Communicative Language Teaching on Speaking Ability". This research was aimed at investigating the impact of the Communicative Language Teaching method on the improvement of students' speaking ability. This was experimental research with a non-randomized control group pretest-posttest design. Class VII/A was the experimental research group, while class VII/B was the control group. Each of them consists of 22 students. A subjective test was used to collect the data about the students' speaking ability in which the content was based on the curriculum used in the school. The result of data analysis showed that the p-value was 0.016. The score was lower than 0.05. In conclusion, we can say that the null hypothesis ( $H_0$ ) saying that there is no effect of using Communicative Language Teaching on speaking ability is rejected. It means that there is effect of using Communicative Language Teaching on the students' speaking ability.

Aalaei (2017) also conducted the research title "The Effect of Using Communicative Language Teaching on Developing English Speaking Ability of Iranian Secondary School Students". This study attempted to measure the effect of the implementation of the communicative approach (CA) on the speaking and listening skills of Iranian third-year secondary students. The finding showed that the CA had a positive effect on the students' listening and speaking skills. This was proved through the higher mean scores than the experimental group obtained in the post-test.

Garni and Harmed (2019) studied the effect of using communicative language teaching activities in EFL students' speaking skills at the University of Jeddah. The study was to examine the effect of using communicative language teaching (CLT) activities on EFL students' speaking skills at the English Language of



the University of Jeddah. The researcher conducted the study in two classes of 21 female EFL students each; one class was the experimental group and the other the control group. The experimental group was taught using three communicative activities -interviewing, problem-solving, and role-play – while the control group was taught using traditional methods. The findings presented a positive implication on CLT teaching practice at EFL students.

According to the previous studies in the global context, many studies aimed to improve students' speaking ability by using communicative language teaching. Most of the research results yielded the positive effects of implementing communicative language teaching to improve students' speaking ability.

### **2.5.2 Related Studies relate to enhancing students' speaking ability by using CLT in Thailand context.**

In recent years, many researchers have conducted research related to enhance students' speaking ability by using CLT in Thailand context. There are research conducted referring to enhance speaking ability by using communicative language teaching such as Klanit (2010) investigated whether students in the English major program at the faculty of Humanities and Social Science at Udonthani Rajabhat University improved their English speaking proficiency after learning through communicative activities, information gap, and role play. The participants were nine students from different levels. There were three students of each level of proficiency in English respectively from high, medium, and low. The data were collected from focus sources; speaking tests as pre-test and post-test, student diaries, teacher's journal, and ethnographic interview. The scores 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 by using pair work and role-play activity. The subjects were 30 students studying in the second-year vocational level in Hotel Management of Samutprakan, Institute of Commerce and Technology School. The experiment was conducted for 12 hours with four weeks from February to March 2010. The instruments used in collecting data were lesson plan, 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 communicative activities.

Nanthaboot (2012) conducted a study on Using Communicative Activities to Develop English Speaking Ability of Mattayoksuksa Three Students. The purpose of the study was to investigate the effect of communicative activities to develop the English speaking ability of Mattayomsuksa three students at Watsantikaramwitthaya School, Ratchaburi. The participants were 30 Mattahayoksuksa three students selected via random sampling. 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 statistically significant at .05 level.

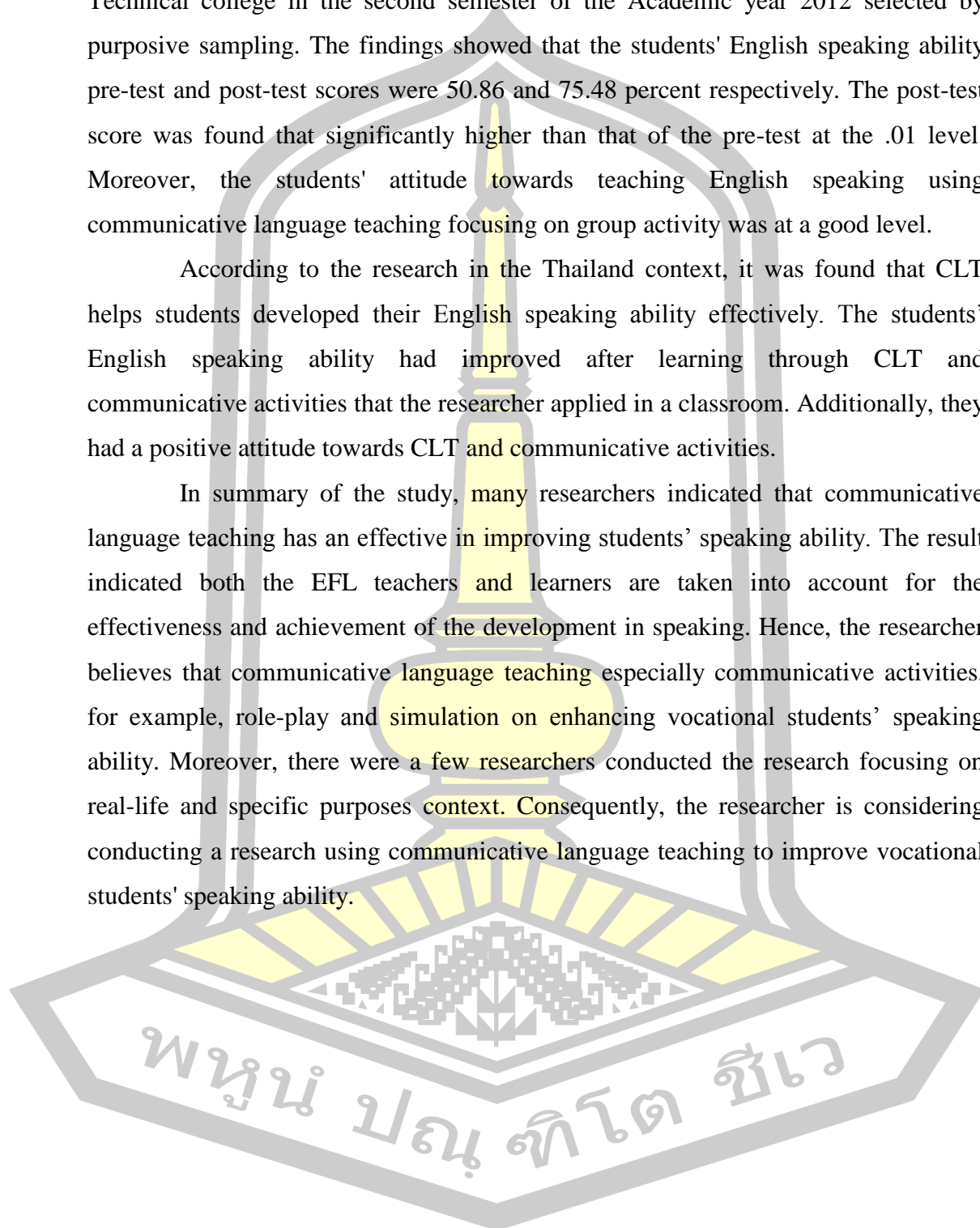
Phisutthangkoon (2012) studied the use of communicative activities to develop the English speaking ability of the first year diploma vocational student. The study was aimed to encourage the learner to speak and listen to the other learners in the classroom setting. The researcher conducted a quasi-experimental study to investigate the effectiveness of communicative activities on the first year diploma students' English speaking ability. The study also examined students' perceptions and attitudes towards the use of communicative activities in the classroom. The participants consisted of 32 first year diploma students from Intharachai Commercial College, Bangkok, selected by convenience sampling. The result revealed a statistical difference between the students' scores of their English speaking ability before and after learning through communicative ability before and after learning through communicative activity. The findings also showed that the learners had a positive attitude towards the use of communicative activities. Besides, their satisfactions towards communicative activities were at very high levels.

Lhatum (2013) studied the development of the English speaking ability of the second year high vocational certificate students using communicative language teaching focusing on group activities. The purpose of the research was to study and compared the English speaking ability of the second year high vocational certificate students before and after learning using communicative language teaching focusing on group activities and to examine students' attitudes towards teaching English speaking ability using communicative language teaching focusing on group activities.

The sample consisted of 26 second-year high vocational certificate students, Nongkai Technical college in the second semester of the Academic year 2012 selected by purposive sampling. The findings showed that the students' English speaking ability pre-test and post-test scores were 50.86 and 75.48 percent respectively. The post-test score was found that significantly higher than that of the pre-test at the .01 level. Moreover, the students' attitude towards teaching English speaking using communicative language teaching focusing on group activity was at a good level.

According to the research in the Thailand context, it was found that CLT helps students developed their English speaking ability effectively. The students' English speaking ability had improved after learning through CLT and communicative activities that the researcher applied in a classroom. Additionally, they had a positive attitude towards CLT and communicative activities.

In summary of the study, many researchers indicated that communicative language teaching has an effective in improving students' speaking ability. The result indicated both the EFL teachers and learners are taken into account for the effectiveness and achievement of the development in speaking. Hence, the researcher believes that communicative language teaching especially communicative activities, for example, role-play and simulation on enhancing vocational students' speaking ability. Moreover, there were a few researchers conducted the research focusing on real-life and specific purposes context. Consequently, the researcher is considering conducting a research using communicative language teaching to improve vocational students' speaking ability.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research methodology used in the present study consisting of research settings and the participants, research design, research instruments, data collection, and data analysis. The study focused on the effect of communicative language teaching on speaking ability and to explore students' attitude towards communicative activities.

#### 3.1 Research Setting and participants

This research was conducted in a vocational college in the Northeastern part of Thailand. There were two curriculums that consisted of the Vocational Education Certificate and Higher Vocational Education Certificate. The policy of teaching English in the vocational college was based on developing students' working skills. Moreover, working skills and language ability are also the main focus of the curriculum. Consequently, teaching English in vocational education is more focused on using language in real life situations and specific purposes. In both curriculums there were two types of English subjects in the college. The first type was general English such as Real Life English and English for Listening and Speaking. The second type was English for specific purposes such as English for home economics, English for art and craft and English for food and nutrition.

The participants of this study consisted of twenty-five vocational students in a vocational college in the Northeastern part of Thailand. They were enrolled in the course entitled English Listening and Speaking 2 in the first semester of the academic year 2019. The sample was twenty-five students with mixed ability majoring in Hotel and Service who were enrolled in the course entitled English Listening and Speaking 2. They were selected through purposive sampling. The reasons for this were that the students unable to speak accurately and fluently were selected from the course entitled English Listening and Speaking 1. The students in the vocational college had specific characteristic problems in learning English, even though they had a good competency in learning with their majoring subjects, but they still had low English proficiency in learning English. Thus, in each class the students had mixed ability of English

proficiency. According to the researchers' experienced in teaching English for vocational certificate students, it was found that the students had low proficiency in learning English including reading, listening, speaking and writing. Especially, speaking ability which is an ability that the workplace requires. Thus, the researcher emphasized that enhancing speaking ability of vocational students by using CLT would help them to improve their speaking ability effectively.

### 3.2 Research Design

This research was an action research. There were two cycles; each one consisted of planning, action, observation and reflection. CLT was applied in each cycle. The results of each lesson were used to apply in the next cycle. Each lesson plan was implemented in each cycle.

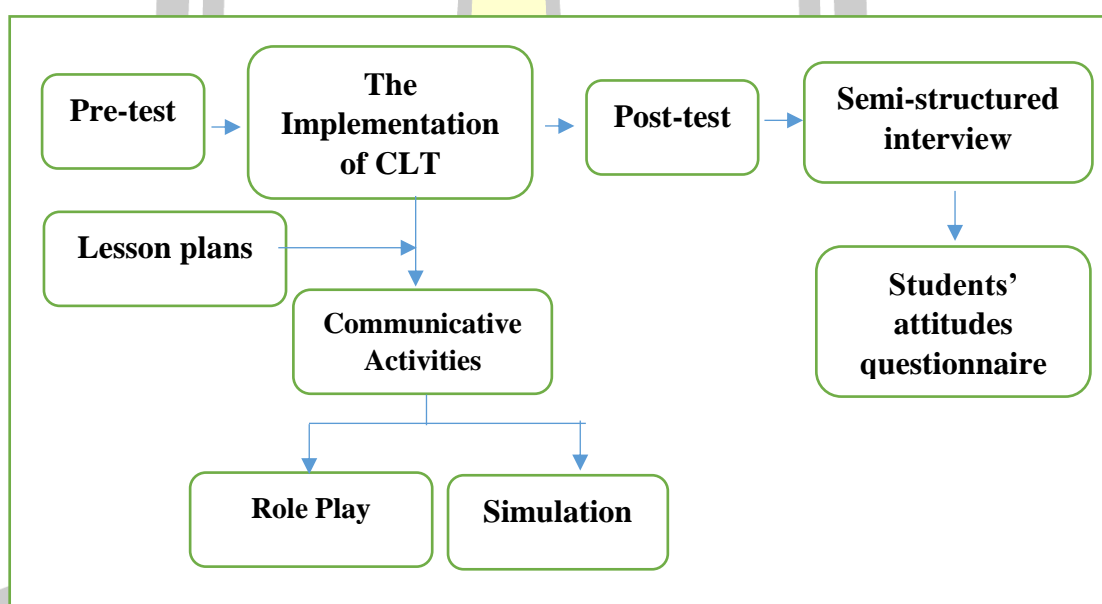


Figure 1 *Research design*

### 3.3 Research Instruments

The instruments of data collection were pre-test and post-test, semi-structured interviews, and attitude questionnaire. The materials were designed to be used in the course, English Listening and Speaking course 2 (2000-1204), because it is a continuing subject in this semester for the second-year students of the Hotel and Service major. The main instruments used in the study were presented in the table

Table 1 *Research instruments*

| <b>Research instruments</b>             | <b>Objectives</b>  | <b>Time of distribution</b>            | <b>Statistics</b>                 |
|---|--|--|-----------------------------------|
| English speaking pre-test and post-test | To assess and evaluate second year vocational students before and after the treatment of CLT | Before /after using CLT in a classroom | Means, percentage, S.D and t-test |
| Semi-structured interview               | To ask/interview students in order to see the effect of CLT on improving speaking ability    | After using CLT                        | Content analysis                  |
| Attitude questionnaire                  | To explore the student's attitude toward communicative activities                            | After using CLT                        | Means, and Standard deviation     |

### 3.3.1 English speaking Pre-test and Post-test

The researcher conducted the research using a pre-test and post-test in order to measure students' speaking ability and were administered. The tests included situation which were designed based on the scenarios had participated in during the instruction period (See Appendix E).

There were three inter-raters to check students' improvement in terms of correcting pronunciation, vocabulary, grammar and fluency. The three inter-raters consisted of one native speaker who was American and two specialists in English teaching at school who were English teachers for a vocational college (See Appendix F).

#### Constructing English speaking Pre-test and Post-test

- Stage 1: Studying the basic concepts and the related documents.
- Stage 2: Drafting the speaking tests
- Stage 3: Constructing the tests
- Stage 4: Proposing the tests to the advisor
- Stage 5: Revising the tests
- Stage 6: Proposing the revised version of the tests to three experts
- Stage 7: Revising the tests
- Stage 8: Administering the tests to students

Figure 2 *Stages of constructing English speaking ability tests*

From Figure 2, the development and assessment of the instruments were presented as follows:

Stage 1: According to construct the pre-test and post-test of English speaking ability. The researcher studied the curriculum, the course objectives, the course description, and students' needs from last semester, then reviewed how to construct a speaking test from *Assessing Speaking*, written by Harris (1983) & Luoma (2004), *Assessing Language Ability in the classroom* written by Cohen (1994), *Testing Spoken Language* written by Thornbury (2008) was used for designing the test.

Stage 2: Drafting the concept idea about the English speaking ability by using the basic concepts and the related documents about language testing and evaluation to construct the test.

Stage 3: Constructing the tests which were provided in four situations for example; hotel reservations, welcoming guests, menus and ordering food. The students had to select one situation from four given and then engaged in a conversation with the teacher based on scenario. Each student conducted the conversation step by step from the beginning to the end of the conversation. The tests consisted of four aspects including pronunciation, vocabulary, grammar and fluency. Statistics in data analysis were independent t-tests to compare the results of the pre-test and post-test to see whether there was any difference between the performance of the group on the pre-test and post-test. The teacher checked their speaking ability by using the speaking scoring rubric (See Appendix E).

Stage 4: Proposing the tests to the advisor of the study for approving the completeness and the correctness of the test and the appropriateness of language use.

Stage 5: The test then was revised to improve the weak points, according to the advisor's suggestions.

Stage 6: Proposing the revised version of the tests to three experts who specialize in English language. The English speaking tests were checked for validity, reliability, difficulty and the appropriateness of language use with three experts.

Stage 7: Revising the tests according to the experts' comments.

Stage 8: Administering the tests to students.



### 3.3.2 Semi-structured interview

The semi-structured interview was used to investigate the effect of the CLT on speaking ability. The interview questionnaires were designed based on communicative activities that the researcher used in this research for example role play and simulation activities towards speaking ability. The interviews were separated into two sections, the first part was to interview the students about the role play activities regarding enhancing speaking ability and the second section contained questions about the simulation.

There were eight questions that were divided into two sections. The questions numbered 1-4 investigated the effects of communicative activities on the students' speaking ability. These questions related to role play activities were implemented in a front office situation. The questions number 5-8 encourages the effect of communicative activities on students' speaking ability. These questions related to simulation activities (See Appendix G and H)

#### Constructing the semi-structured interview

- Stage 1: Studying the basic concepts and the related documents.
- Stage 2: Constructing the semi-structured interview questions.
- Stage 3: Evaluating the quality of the instruments by the experts.
- Stage 4: Revising the instruments.
- Stage 5: Administering the semi-structured interview.

Figure 3 *Stages of constructing semi-structured interview*

From Figure 3, the development and assessment of the instruments is presented as follows:

Stage 1: Studying the basic concepts and the related documents and researches about communicative language teaching activities and language testing and evaluation.

Stage 2: Constructing the semi-structured interview. There were eight semi-structured interview questions which were written in Thai. The semi-structured interviews were given to students after they had done all activities. They were asked



students to elicit how communicative language teaching activities enhanced students' speaking ability.

Stage 3: Evaluating the quality of the instruments in terms of objectivity and validity by the experts. The semi-structured interview was evaluated by three experts who were in the field of language testing and English language teaching. The experts rated each item according to the objectives of the test and how the readers comprehended the test items by rating on the evaluation form. Then, the Index of Item-Objective Congruence (IOC) was calculated.

After developing the questions and the question items were verified. Experts were asked to rate each item based on its purpose and using an evaluation form based on the Index of Item-Objective Congruence (IOC) criteria:

|    |       |                             |
|----|-------|-----------------------------|
| +1 | means | the item is appropriate     |
| 0  | means | not sure                    |
| -1 | means | the item is not appropriate |

IOC (Index of Item-Objective Congruence) was then utilized to measure the consistency of each item.

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

|     |       |   |
|-----|-------|---|
| IOC | means | the index of congruence                         |
| R   | means | the total score from the opinion of the experts |
| N   | means | number of experts                               |

The data obtained from the experts were interpreted. The items that scored an IOC value higher than 0.5 were retained and those scoring lower than 0.5 were modified.

Stage 4: Revising the instruments, the researcher revised the semi-structured interview based on the information gained from suggestions' experts.

Stage 5: Administering the semi-structured interview, the semi-structured interview was administered to students after the implementation.

### 3.3.3. Students' Attitude Questionnaire

The attitude questionnaires were designed to obtain information on the attitudes of students towards the communicative activities used in the classroom. The attitude questionnaire was divided into three sections. The first section consisted of five questions, which assessed the students' attitude towards role play activities. The second section also consisted of five questions which assessed the students' attitude towards simulation activities. The first two parts of the questionnaire consisting of the ten questions described above each used a five-point Likert scale. The third part allowed students to share their suggestions towards communicative activities on enhancing speaking ability (See Appendix I). The first ten questions were constructed based on the conceptual framework of the communicative language teaching and communicative activities and students responded on the following five-point scale based on Likert's method:

|                   |   |        |
|-------------------|---|--------|
| Strongly agree    | 5 | points |
| Agree             | 4 | points |
| Neutral           | 3 | points |
| Disagree          | 2 | points |
| Strongly disagree | 1 | point  |

The results of questionnaire were interpreted with the following range:

|             |   |           |
|-------------|---|-----------|
| 4.50 – 5.00 | = | Very high |
| 3.50 – 4.49 | = | High      |
| 2.50 – 3.49 | = | Moderate  |
| 1.50 – 2.49 | = | Low       |
| 1.00 – 1.49 | = | Very low  |

### 3.4 Data Collection

The researcher interviewed the students from the course of English Listening and Speaking Course 1 in order to determine their problems and to do need analysis. Next, the researcher studied the course objectives of the English Listening and Speaking Course 2 and designed and constructed the lessons plans. Then, the researcher studied the previous studies related to CLT to find out the solution of

solving the speaking ability problem. The researcher constructed the instruments for the research: 1) English speaking ability test, rubric of speaking ability which was adapted from Phuphanphet (2004); Domesrifa (2008); Scanlon & Zemach (2009) and Phisutthangkoon (2012). 2) Semi-structured interview in order to investigate how CLT enhanced speaking ability, and 3) students' attitudes towards communicative activities. The researcher had taught the students by using the steps of teaching based on CLT method framework mentioned (Richards & Rogers, 2001 and Littlewood, 1998). The teaching procedures were pre- communicative activities and communicative activities based on (Littlewood, 1998). There were two lesson plans covering four topics such as hotel reservations, welcoming guests, menus and ordering food. Each lesson was carried out over three hours per week. In total, there were 20 hours.

Table 2 *Data Collection Procedures*

| Week | Hrs. | Procedures for the Data Collection  | Instruments |             |
|------|------|---|-------------|-------------|
|      |      |   | Students    | Researcher  |
| 1    | 2    | Orientation/-The students take the pre-test   | Pre-test    |             |
| 2-3  | 3    | -The researcher teaches students using front office lesson plan<br>- Topic: hotel reservation using CLT teaching steps. |             | Lesson plan |
| 4-5  | 3    | -The researcher teaches students using front office lesson plan<br>- Topic: welcoming guest using CLT teaching steps    |             | Lesson plan |
| 6-7  | 3    | -The researcher teaches students using front office lesson plan<br>- Topic: welcoming guest using CLT teaching steps    |             | Lesson plan |
| 8    | 3    | The researcher teaches students using ordering food lesson plan<br>- Topic: menus using CLT teaching steps              |             | Lesson plan |

| Week | Hrs. | Procedures for the Data Collection   | Instruments   | Students | Researcher |
|------|------|--|---|----------|------------|
| 10   | 3    | -Students take the post-test<br>-The students respond the semi-structured interview<br>-The students respond the students' attitudes questionnaire | Post-test<br>Semi-structured interview<br>Students' attitudes questionnaire |          |            |

Table 3 *CLT Activities Teaching Procedures*

| Activities                   | Teaching steps  | Details  |
|------------------------------|---|--|
| Pre-communicative activities | Warm up   | -Preparing the students before the implementation of CLT such as the teacher asked them about the role of each person or situation in the related topic. In addition, the games were used to motivate students before learning through CLT activity.                                 |
| Communicative activities     | Presentation  | -The teacher and the students discussed the topic that they had to learn in this period or this week. Vocabulary, pronunciation and grammar were presented in this step.   |
|                              | Practicing<br>The step of assignment the communicative activities such as role play and simulation.                             | -In this step the teacher assigned the students to practice the situation given. Then they had to practice in pairs or groups. The dialogues were given with fully controlled scripts, semi-scripts controlled, and non-scripts controlled related to front office/food and beverage |
|                              | Production<br>The students' performance their assignment by using the communicative activities such as role play and simulation | -The final step was that the students had to present their conversation in their pairs or groups depending on the assignment.<br>In this step, the students were required to perform without any scripts. They could use the language freely as they saw fit.                        |

According to the topics of the present study which were selected based on the subject, English Listening and Speaking 2 (2000 – 1204). The topics were selected based on the students' needs and requirements. Each topic consisted of three situations, each situation served their and real-life requirements.

The first lesson plan was implemented by using role-play for the main activities. The role-play covered three stages of practicing such as fully scripts role-play (controlled), semi-scripts role-play (less controlled), and non-scripts role-play (free controlled). The students were allowed to practice the activity in pairs and in groups depending on the situations.

The second lesson plan was administered by using simulation activity. In this activity a simulated environment was used to help students to familiarize with the real situation. In addition, the students were free to design their own situation and create the environment by themselves. The students were allowed to practice this activity in groups.

Finally, after the students learned through CLT activities. The semi-structured was used to investigate how CLT enhanced speaking ability. Also, the students' attitudes questionnaire was used to ask student about their attitudes toward communicative activities (See Appendix I).

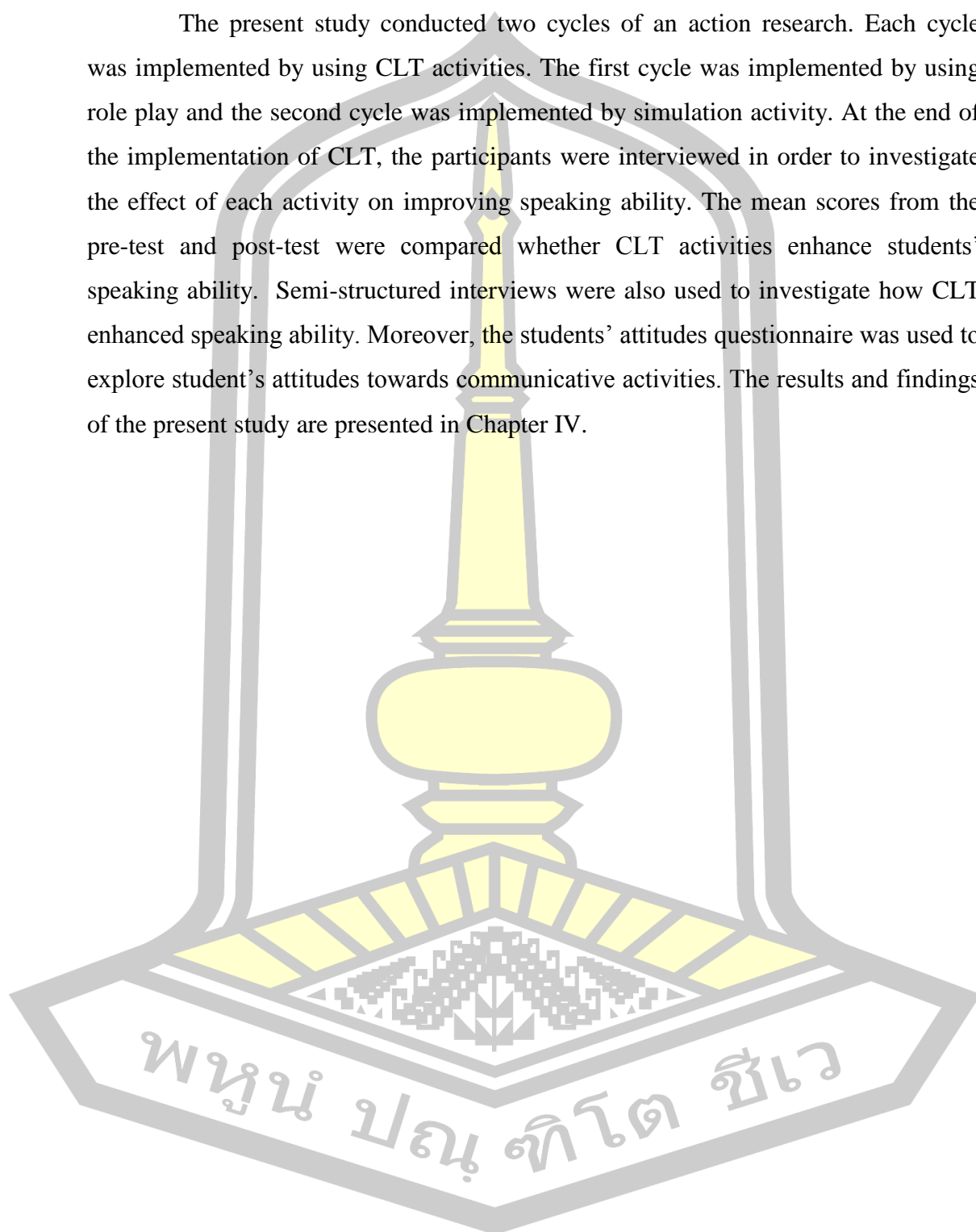
### **3.5 Data Analysis**

To answer research question no. 1) What are the effects of communicative language teaching on students' speaking ability? The pre-test and post-test were used to measure students' speaking ability and descriptive statistics were reported for the scores on the pre-test and post-test as well. A t-test was also conducted to compare the differences between pre-test and post-test scores. Also, content analysis was used for data analysis from the semi-structured interview.

In addition, to answer research question no. 2) What are the students' attitudes towards communicative activities? Qualitative data obtained from the open-ended part of students' attitude questionnaires were analyzed qualitatively.

### 3.6 Summary

The present study conducted two cycles of an action research. Each cycle was implemented by using CLT activities. The first cycle was implemented by using role play and the second cycle was implemented by simulation activity. At the end of the implementation of CLT, the participants were interviewed in order to investigate the effect of each activity on improving speaking ability. The mean scores from the pre-test and post-test were compared whether CLT activities enhance students' speaking ability. Semi-structured interviews were also used to investigate how CLT enhanced speaking ability. Moreover, the students' attitudes questionnaire was used to explore student's attitudes towards communicative activities. The results and findings of the present study are presented in Chapter IV.



## CHAPTER IV

### RESULTS OF THE STUDY

The data obtained from the study were analyzed and categorized according to the research questions: 1) What are the effect of communicative language teaching on enhancing speaking ability? and 2) What are students' attitudes towards communicative activities?

The first part focused on the effect of communicative activities on enhancing speaking ability of vocational students. Data was collected from the twenty-five second year students of the hotel and service department. The data were analyzed by using descriptive statistics.

The following section presents the findings for Research Question 1: What are the effects of communicative activities on speaking ability?

#### 4.1 The Effects of Communicative Activities on Student's Speaking Ability

##### 4.1.1. English speaking ability on pre-test and post-test

Research question 1: What are the effects of communicative activities on students' speaking ability?

The mean scores of speaking ability on the pre-test and post-test were calculated using statistics for the mean ( $\bar{x}$ ) and standard deviation (S.D). Next, the mean scores of the pre-test and post-test of the participants were compared using a paired t-test in order to investigate the effects of the communicative activities on students' speaking ability.

*Table 4* A Comparison of the Overall Mean Scores on Speaking Ability Pre-test and Post-test

| English speaking ability | n  | Mean  | S.D. | %  | <i>t-test</i> | <i>p-value</i> |
|--------------------------|----|-------|------|----|---------------|----------------|
| Pre-test                 | 25 | 6.92  | 1.93 | 32 | 22.298        | 0.00*          |
| Post-test                | 25 | 12.40 | 2.84 | 62 |               |                |

*Note: statistically significant at the 0.05 level*



The findings from the English speaking ability pre-test and post-test are displayed in Table 4. Inspection of the table reveals that mean score of the post-test (M=12.40) is higher than mean score of the pre-test (M=6.92). A paired t-test revealed that this difference was statistically significant ( $t=22.298$ ,  $p<0.05$ ). The analysis of the paired t-test calculated on the mean scores of the pre-test and post-test showed that there was a statistical difference between the mean scores of the pre-test and the post-test.

Table 5 A comparison of the mean scores on pre-test and post-test by three raters

| Rater          | English-speaking ability |      |           |      |
|----------------|--------------------------|------|-----------|------|
|                | Pre-test                 |      | Post-test |      |
|                | Mean                     | S.D. | Mean      | S.D. |
| <i>Rater 1</i> | 7.44                     | 2.14 | 13.12     | 2.91 |
| <i>Rater 2</i> | 5.96                     | 1.97 | 11.12     | 3.09 |
| <i>Rater 3</i> | 7.36                     | 1.68 | 12.96     | 2.54 |
| <b>Average</b> | 6.92                     | 1.93 | 12.40     | 2.84 |

According to Table 5, 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 vocational student, hotel and service was also the same way. The participants had significantly mean scores on the post-test (M=12.40) higher than the pre-test (M=6.92). The results indicated that the vocational students enhanced their English speaking ability after learning through communicative activities.

In order to examine the effects of the communicative activities on speaking ability after the implementation of the communicative activities, twenty-five students had taken both pre-test and post-test. The tests measuring pronunciation, vocabulary, grammar and fluency were used to assess their speaking ability. The analysis of the paired t-test calculated on the mean scores of the pre-test and the post-test in all aspects showed that there was a statistically significant difference between the mean scores of the pre-test and the post-test in every aspect. The following table showed the mean scores of the pre-test and post-test on four aspects of their speaking ability.

Table 6 The Mean Scores of Pre-test and Post-test on Speaking Ability

| Speaking Ability | Test      | Mean | S.D. | N  | df | Mean Diff | t-test | Sig. |
|------------------|-----------|------|------|----|----|-----------|--------|------|
| Pronunciation    | Pre-test  | 1.72 | .614 | 25 | 24 | 1.56      | 13.377 | .002 |
|                  | Post-test | 3.28 | .678 |    |    |           |        |      |
| Vocabulary       | Pre-test  | 1.76 | .723 | 25 | 24 | 1.36      | 9.714  | .000 |
|                  | Post-test | 3.12 | .927 |    |    |           |        |      |
| Grammar          | Pre-test  | 1.84 | .624 | 25 | 24 | 1.16      | 10.474 | .000 |
|                  | Post-test | 3.00 | .816 |    |    |           |        |      |
| Fluency          | Pre-test  | 1.60 | .577 | 25 | 24 | 1.40      | 9.899  | .000 |
|                  | Post-test | 3.00 | 1.00 |    |    |           |        |      |
| Average          | Pre-test  | 1.73 | .635 | 25 | 24 | 1.37      | 10.866 | .000 |
|                  | Post-test | 3.10 | .856 |    |    |           |        |      |

In Table 6 it is found that the students' ability to speak English with the use of communicative activities is higher than before studying at the level of .000 in four aspects. Before studying, students had a low level of speaking ability with the average mean score (M=1.73). Then, after learning by using communicative activities students had a high level of speaking ability with the average mean score (M= 3.10). The highest mean score of the post-test on speaking ability among the four aspects is the mean score of pronunciation (M= 3.28), and was followed by the speaking ability on vocabulary with the mean score (M=3.12) and grammar and fluency with an equal mean score (M=3.00). According to the results of the pre-test and post-test, the significantly improved scores of students' speaking ability indicate that the communicative activities could enhance students' speaking ability.

The following table shows the scores of the pre-test, post-test and percentage of each student.

Table 7 *The Comparison of Pre-test and Post-test Score*

| Participants | Scores (20 questions) |           |            | Percentage (100%) |           |            |
|--------------|-----------------------|-----------|------------|-------------------|-----------|------------|
|              | Pre-test              | Post-test | Difference | Pre-test          | Post-test | Difference |
| Student 1    | 4                     | 9         | +5         | 20                | 45        | +25        |
| Student 2    | 7                     | 14        | +7         | 35                | 70        | +35        |
| Student 3    | 4                     | 8         | +4         | 20                | 40        | +20        |
| Student 4    | 5                     | 10        | +5         | 25                | 50        | +25        |
| Student 5    | 7                     | 13        | +6         | 35                | 65        | +30        |
| Student 6    | 9                     | 16        | +5         | 45                | 80        | +35        |
| Student 7    | 8                     | 14        | +6         | 40                | 70        | +30        |
| Student 8    | 5                     | 11        | +6         | 25                | 55        | +30        |
| Student 9    | 7                     | 11        | +4         | 35                | 55        | +20        |
| Student 10   | 5                     | 8         | +3         | 25                | 40        | +15        |
| Student 11   | 7                     | 14        | +7         | 35                | 70        | +35        |
| Student 12   | 5                     | 10        | +5         | 25                | 50        | +25        |
| Student 13   | 7                     | 10        | +3         | 35                | 50        | +15        |
| Student 14   | 8                     | 14        | +6         | 40                | 70        | +30        |
| Student 15   | 10                    | 18        | +8         | 50                | 90        | +50        |
| Student 16   | 6                     | 11        | +5         | 30                | 55        | +25        |
| Student 17   | 8                     | 14        | +6         | 40                | 70        | +30        |
| Student 18   | 10                    | 16        | +6         | 50                | 80        | +30        |
| Student 19   | 7                     | 13        | +6         | 35                | 65        | +30        |
| Student 20   | 5                     | 11        | +6         | 25                | 55        | +30        |
| Student 21   | 7                     | 13        | +6         | 35                | 65        | +30        |
| Student 22   | 9                     | 14        | +5         | 45                | 70        | +25        |
| Student 23   | 6                     | 10        | +4         | 30                | 50        | +20        |
| Student 24   | 6                     | 11        | +5         | 30                | 55        | +25        |
| Student 25   | 11                    | 17        | +6         | 55                | 85        | +30        |
| <b>Mean</b>  | 6.92                  | 12.40     | +5.48      | 35                | 62        | +27        |

According to Table 7, the results show some changes on students' speaking ability. From table 7, shows the students' pre-test and post-test scores from a total of 20 scores. The students' average mean scores and percentage before learning through communicative activities were (M= 6.92) and 35 percent respectively. The students' average mean scores and percentage after the implementation of communicative language teaching activities were (M= 12.40) and 62 percent, respectively. It is found

that all students obtained higher scores when they learned through the communicative activities. The results of the post-test show the improvement of students' speaking ability shown by their increased scores.

In summary, the results of the pre-test and the post-test indicate significantly increased scores of the students' speaking ability after learning through the communicative activities; role play and simulation.

In addition, to confirm the result of research question number one, a semi-structured interview was used to elicit how the communicative activities helped improve students' speaking ability with the second year vocational students who were selected from their level of proficiency after taking the post-test of the English speaking ability.

#### 4.1.2 Semi-Structured Interview

The semi-structured interview is discussed as follows paraphrased from Thai to English. The following semi-structured interview questions numbers 1-4 investigated the effects of communicative activities on students' speaking ability. These questions related to role play activities implemented in a front office situation.

Question 1: How did the front office activity that the teacher assigned you to role play as a receptionist and a guest in a welcoming guest situation help you improve pronunciation?

The below excerpts are some answers of student participants 6, 10 and 13:

*“In the activity, the teacher let us watch the video about welcoming guest in the hotel. Then I had was given the chance to repeat he vocabulary, phrases, sentences, and dialogue with my partner. I had practiced the activity with my friend many times. I had more time to practice how to pronounce the vocabulary correctly. I had more confidence to use vocabulary correctly.”*

(Participant 6)

*“The activity that the teacher assigned to work in pair about welcoming guest's activity helped me to pronounce the words and dialogue correctly, because I had an opportunity to practice after watching the example from the video or online channel. The teacher provided more video about welcoming guests and the dialogue that they use in a real situation in order to welcome guests. Next, the teacher*

*provided more time for us to practice. Then, I had played in a role with my friend using these sentences or dialogues.”*

(Participant 10)

*“In welcoming guest activity, I had practiced the role play with my friend. For example, ‘Good morning Sir or Madam. How can I help you?’ ‘May I have your name, pleased?’ ‘What kinds of room do you prefer?’ I had to practice the activity many times so I could pronounce the word in each sentence correctly. In addition, the activity provided more times for us to practice.”*

(Participant 13)

Question 2: How did the reserving a room/hotel reservation activity that the teacher assigned you to work in pairs help you improve vocabulary?

The below excerpts are some answers of exemplified participants 1,3, and 7:

*“After I participated in the activity that the teacher assigned, I could learn the vocabulary about reserving a room such as reservation, booking, single room, double room and other words. I could use the vocabulary to fill in the blanks of the dialogue correctly. In addition, I could remember the vocabulary than before because this activity provided more time to practice the situation repeat.”*

(Participant 1)

*“The activity helped me to understand the meaning of vocabulary. I have more knowledge of understanding the vocabulary. For example, I did not know the other meaning of book. I just knew only one meaning, but after I had practiced through this activity and knew I knew another meaning. Moreover, I could use the word about reserving a room such as reservation, booking and other words.”*

(Participant 3)

*“In my opinion, the activity that the teacher assigned motivate me in remembering the vocabulary because my friend and I had more opportunity to practice in the class and the activity provided us to use the vocabulary correctly. For example, room reservation and types of room. In the activity the teacher let us play game and showed us the different kinds of room in a hotel. Then I could remember the vocabulary and used them correctly.”*

(Participant 7)

Question 3: How did the front office activity that the teacher assigned help you improve grammar?

The below excerpts are some answers of exemplified students 4, 8 and 12:

*“After leaning through the activity, I understood how to use the grammar of ‘making reservations’ or ‘I would like’ instead of using ‘want’. In addition, I could use the words when I spoke correctly.”*

(Participant 4)

*“First, I worried about using grammar because I realized it was very difficult. I could not use correctly, but after learning through the activity. I had more time to practice I found that I had more confidence to speak without worry about using grammar.”*

(Participant 8)

*“Before learning through this activity, I worried about using grammar because I had low proficiency in English but after I had participated this activity, I had more knowledge about using grammar.”*

(Participant 12)

Question 4: How did the receptionist and customer activity that the teacher assigned you to work with your partner help you improve your speaking fluency? The below excerpts are some answers of student participants 2,5, and 9:

*“Before I had learned through the activity, I was worried about speaking. I could not speak fluently because I had a limited time in speaking. The teacher did not provide more time for us to practice speaking, but after I had participated this activity, I could speak fluent because this activity provided more time for us to practice speaking. Moreover, each step of the activity created an opportunity to speak and we tried to speak more. Thus, I believe that this activity helped me to improve my fluency.”*

(Participant 2)

*“The activity about reserving a room had provided me an opportunity to speak with my partner. The assignment from the teacher helped us to have more time to practice speaking fluently because the port of the activity let us to have more time to speak. From the controlled dialogue, we practice following by the*



*dialogue. Then, with a less less-controlled dialogue, we had a chance to create the missing sentences or missing words. Last, freely controlled dialogue, we were free to use the sentences or the words in our own making style. Thus, I thought this activity, provided more time to practice the language so, it helped me to improve my fluency in speaking.”*

(Participant 5)

*“I played a role as a customer in this activity, I could speak fluently better because this activity had provided us more time to practice speaking ability. I practiced the dialogue many times for example, this sentence, ‘Good afternoon Sir, how can I help you?’ ‘What kinds of room would you like?’ ‘Would you like a room with a smoking or nonsmoking room?’ I practiced these sentences with my partner many times. So, I thought I could speak more fluently than before.”*

(Participant 9)

Next, the following semi-structured interviewed questions number 5-8 encourage the effect of communicative activities on students’ speaking ability. These questions related to simulation activities?

The following semi-structured interviewed questions number 5-8 encourage the effect of communicative activities on students’ speaking ability. These questions related to simulation activities?

Question 5: How did the food and beverage activities that the teacher assigned help you improve vocabulary?

The below excerpts are some answers of participants 11,15, and 14:

*“After I learned through the activity (simulation) that the teacher assigned. My friend and I learned vocabulary about food and beverage situations. For example, menus, appetizers, main course and other words. We had been provided the situation or the environment the same as in a real restaurant. My friend and I could learn the vocabulary like in the real situation. The teacher showed us authentic materials such as menus, tables, chairs, napkins and other items. Then, my friend and I practiced the vocabulary from these materials. I thought I could remember the vocabulary more than before. In addition, the activities helped us to interact more with other students and motivated me to remember the vocabulary.”*

(Participant 11)



*“Before learning through the activity, I was worried about remembering the vocabulary. After, learning through the activity, I have learned more vocabulary and their meanings. In addition, I could use more vocabulary about this topic.”*

(Participant 14)

*“Firstly, I thought the vocabulary in the topic of Food and Beverage situations was very difficult for me to remember but I had a chance to practice with my friend. The activity that the teacher assigned made us familiar with the real situation. I could use the vocabulary correctly while I was speaking with my partners.”*

(Participant 15)

Question 6: How did the food and beverage activities (simulation) that the teacher assigned help you improve pronunciation?

The below excerpts are some answers of student participants 2,5, and 7:

*“I had a chance to practice in ordering in the food situation, I practiced as waiter in this role play. I could pronounce the words in this situation correctly. For example, welcome the guest and offer them to sit, then ask them to order food. My friend and I practiced the situation many times. We practiced with authentic materials such as menus, drinks, food and others. I thought my pronunciation became better than before.”*

(Participant 2)

*“” Played in a role of a customer who came to order food. I could pronounce the words correctly in terms of ordering food.”*

(Participant 5)

*“Before I had learned in the ordering food role play, I felt bored. After the teacher provided us the opportunity to practice the situation through a realistic situation I was not as bored. After I had played in a role of a customer who came to order food, I could use vocabulary correctly in terms of ordering food.”*

(Participant 7)

Question 7: How did the food and beverage activities (simulation) that the teacher assigned help you improve grammar?

The below excerpts are some answers of student participants 11, 14 and 15:

*“I was worried about using grammar because I thought it was too difficult for me. I could not use the words correctly but after I had learned the correct uses through the activity. I found that I had more knowledge about using grammar in each sentence. In addition, I had more confidence to speak without worry about using grammar.”*

(Participant 11)

*“After leaning through the activity, I understood how to use the grammar in order to offer help and ask for helping. I could use it correctly.”*

(Participant 14)

*“Before learning through this activity, I worried about using grammar because I had low proficiency in English but after I had learned through this activity, I had more knowledge about using grammar.”*

(Participant 15)

Question 8: How did the food and beverage activities that the teacher assigned help you improve fluency?

The below excerpts are some answers of student participants 4, 7 and 12:

*“The activity provided us more time to practice our speaking ability. In addition, the situation that the teacher assigned I felt it was similar with the real situation. Moreover, I had opportunity to speak more in the ordering food activity. I could speak more fluently than last semester.”*

(Participant 4)

*“I became better in speaking fluently after I practiced this situation because this kind of activity provided us more time to practice our speaking ability with friends and also, we had played in the role of people who work in a hotel and restaurant. Thus, the activity made us familiar with real the situation.”*

(Participant 7)

*“I practiced my speaking ability through this activity many times with my friend. We had repeated ordering food dialogues. The activity provided the situation the same as the real thing. I had more confidence to speak in ordering food situation. Hence, I think I could speak fluently.”*

(Participant 12)

According to the semi-structured interview, enhancing speaking ability of vocational students by using communicative activities confirmed that the students could improve their speaking ability after learning by using communicative activities. The role play activities could improve students' speaking ability including pronunciation, vocabulary, grammar and fluency. In the role play activities, the students reported that they could pronounce the words related to front office and food and beverage more correctly than before. These activities helped them to have more opportunity and more time to practice the language. In addition, they concluded that the role play helped them to know more vocabulary that related to their requirement including front office and food and beverage. They reported that they could memorize vocabulary after learning through communicative activities because these activities provided them the opportunity to practice the language in a real type of situation. They also had more confidence while they spoke with their friends.

Furthermore, the simulation activities also provided the students an opportunity to use the English language in a real situation. The simulation also helped students to feel familiar with the real situation even though these activities took more time in preparing materials and setting up the situations. The contents of these topic that they had learned supported their requirements. Moreover, using communicative activities in the classroom could also motivate students in learning and practicing in the classroom.

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The following section presents the findings for Research Question 2:  
What are the students' attitudes towards communicative activities?

#### **4.2 Attitudes' Questionnaire results**

**Research Question 2:** What are the students' attitudes towards communicative activities?

As the final research question of this study, the students' attitudes towards the communicative activities were assessed using questionnaires. There were ten items following aspects of communicative activities. Questionnaires were distributed to students after the implementation of the activities. Students expressed their attitude towards the communicative activities on a five -point scale; "very high", "high", "moderate", "low" and "very low". The data from the questionnaires are shown in items of mean scores and level of attitudes.

Table 8 *The results of attitudes questionnaire analysis towards the communicative activities: aspect of role play activities*

|           | <b>Role play activities</b>   | <b>(<math>\bar{x}</math>)</b> | <b>S.D.</b> | <b>Level of attitude</b> |
|-----------|---|-------------------------------|-------------|--------------------------|
| <b>1.</b> | I could pronounce the words better than before after learning through the activities in the front office situation. | 4.24                          | 0.91        | High                     |
| <b>2.</b> | I could speak with my friends without worrying about using grammar.   | 4.08                          | 0.93        | High                     |
| <b>3</b>  | I liked to speak even though I did not have enough vocabulary.  | 4.16                          | 0.92        | High                     |
| <b>4</b>  | I liked that my teacher gave me more time to practice fluency.  | 4.04                          | 0.96        | High                     |
| <b>5.</b> | I enjoyed practicing speaking ability through this activity   | 3.96                          | 0.92        | High                     |
|           | <b>Total</b>  | <b>4.10</b>                   | <b>0.93</b> | <b>High</b>              |

The five aspects in Table 8 were presented to explore students' attitudes towards communicative activities: role play activities. Students used five rating categories to indicate the extent to which they agreed with the statement or not.

The results showed that the students' attitudes towards role play activities is high with a total mean score of (M= 4.10) and standard deviation (S.D.) of (M=0.93). The students reported that the role play activities could help them to pronounce the words better after learning through the role play activities in the front office activity shown with the mean score of (M=4.24). Second, some of students had mentioned that they like to speak even though there was not enough vocabulary shown with the mean score of (M=4.16). Next, the students also reported that they could speak with their friends without worry of using grammar shown with a mean score of (M=4.08). The students reported that they liked that the teacher gave them more time to practice fluency shown with a mean score of (M=4.04). Lastly, the student responses revealed that the students who enjoyed practicing speaking ability through these activities was shown with a mean score of (M=3.96).

Table 9 *The results of attitudes questionnaire analysis towards the communicative activities: aspect of simulation activities*

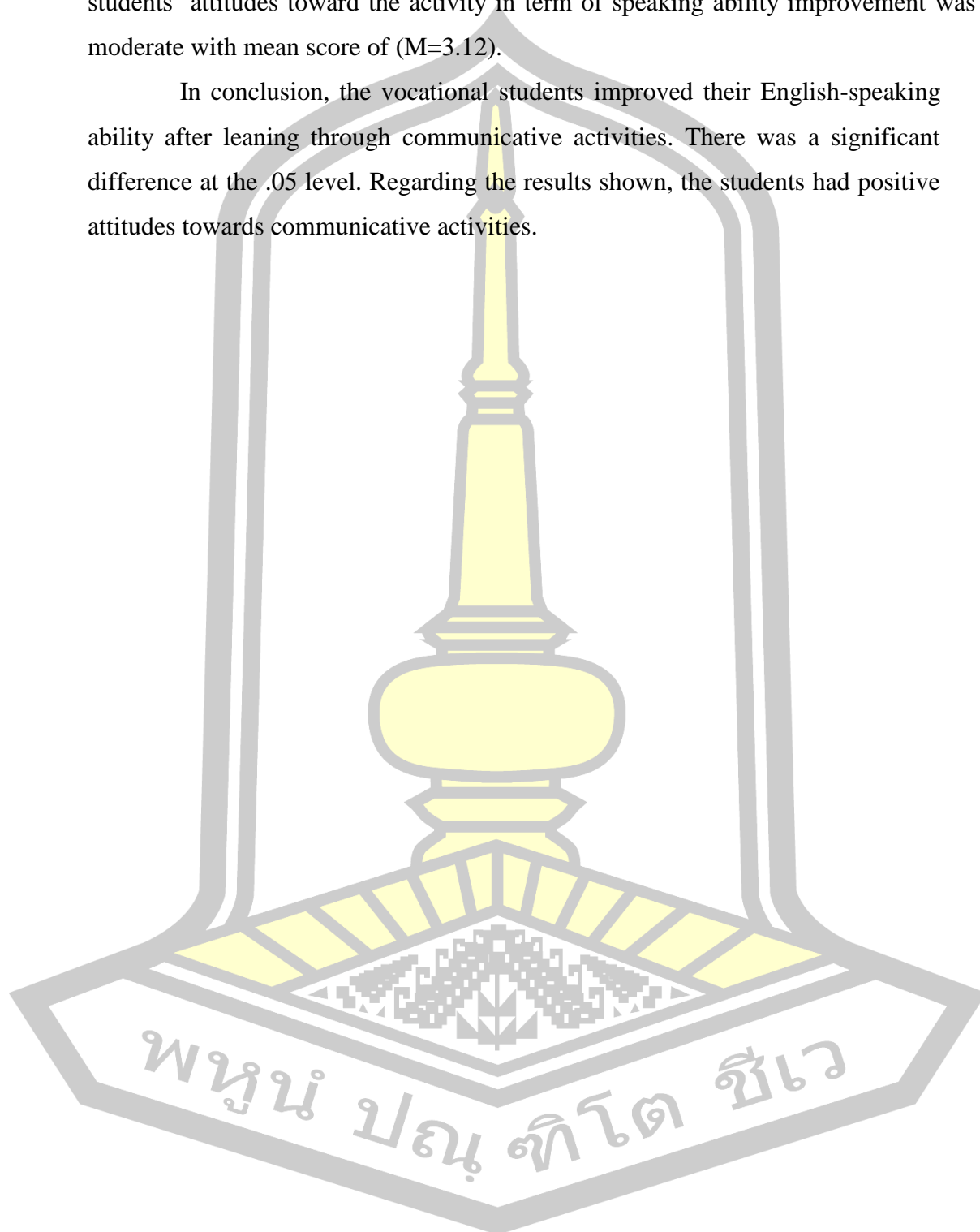
|    | <b>Simulation activities</b>  | <b>(<math>\bar{x}</math>)</b> | <b>S.D.</b> | <b>Level of Attitude</b> |
|----|---|-------------------------------|-------------|--------------------------|
| 1. | I could pronounce more words after practicing in the ordering food situation.                                   | 3.92                          | 1.09        | High                     |
| 2. | I did not worry about speaking in the food and beverage situation even though I did not know enough vocabulary. | 3.88                          | 1.03        | High                     |
| 3. | I could improve my grammar after learning through the simulation activities                                     | 4.00                          | 1.06        | High                     |
| 4. | I could speak fluently after practicing speaking in the food and beverage situation                             | 4.00                          | 1.06        | High                     |
| 5. | I felt these activities could help me improve my speaking ability   | 3.12                          | 0.95        | Moderate                 |
|    | <b>Total</b>  | <b>3.78</b>                   | <b>1.02</b> | <b>High</b>              |

The five aspects in Table 9 were presented to explore students' attitudes towards communicative activities: simulation activities. Students used five rating categories to indicate the extent to which they have agreed with the statement or not.

The results show that the students' attitudes towards simulation activities is high with a total mean score of ( $M=3.78$ ) and standard deviation (S.D.) of ( $M=1.02$ ). The students reported the simulation activities helped them to improve their grammar shown with the mean score of ( $M=4.00$ ) which was equal with the activities that could help them to speak fluently after practicing in the food and beverage situation shown with a mean score of ( $M=4.00$ ). Second, some of students reported that the activities had helped to pronounce more words after practicing in the ordering food situation shown with the mean score of ( $M=3.92$ ). Furthermore, the students also reported they were worried to speak in the food and beverage situation because they

did not have enough vocabulary shown with a mean score of (M=3.88). Lastly, the students' attitudes toward the activity in term of speaking ability improvement was moderate with mean score of (M=3.12).

In conclusion, the vocational students improved their English-speaking ability after leaning through communicative activities. There was a significant difference at the .05 level. Regarding the results shown, the students had positive attitudes towards communicative activities.





## CHAPTER V

### DISCUSSION AND CONCLUSION

This study investigated the effects of the communicative language teaching on second-year vocational students' English speaking ability. In addition, the study explored students' attitude towards the communicative activities used in the classroom. This chapter presents the summary of the main findings regarding the effect of the communicative language teaching on students' speaking ability, students' attitude towards the communicative activities. In the last section, the conclusion, recommendation for the further research are also discussed.

#### 5.1 Summary of the Main Findings

Students' English speaking ability was significantly different at the .05 level after learning through communicative activities. The scores of the students' post-test ( $M = 12.40$ ) were higher than the scores of the students' pre-test ( $M = 6.92$ ). According to the results, the effectiveness of communicative language teaching included enhancing students' spoken English and providing students with opportunities to practice real life situations. In addition, the approach supported students' confidence and was suitable for their needs and interests.

As shown in the results, there was improved effectiveness in speaking ability after learning through communicative language teaching. Moreover, the students had positive attitudes towards the communicative activities used in the classroom. The attitude towards role play at a high level ( $M = 4.10$ ) and the attitude towards simulation at a high level ( $M = 3.78$ ). Students had positive attitudes towards the communicative activities used in the classroom. They agreed with the use of communicative activities because the communicative activities were interesting, motivating, and suited their interests.

The following section will discuss the findings in detail, including the effect of role play on improving participants' speaking ability, the effect of simulation on improving participants' speaking ability, the semi-structured interview, and students' attitudes towards the communicative activities.

## 5.2 Discussion

### 5.2.1 The effect of communicative activities on improving participants' speaking ability

#### 5.2.1.1 Role Play

The present study revealed the students' English speaking ability was significantly different at the .05 level after learning through communicative activities; role play and simulation. The scores of the students' post-test (M= 12.40) was higher than the score of the students' pre-test (M= 6.92). Based on the result of the students' pre-test in this study, it can be seen that none of the students got a high score. There were 22 students who received scores lower than 50% and only 3 students got a score higher than 50%. This happened because when they took the pre-test, they became confused when answering the questions orally. They had to think a lot because they were not confident and afraid of making a mistake in using English. It was surprising because the students had been learning English since they were in kindergarten.

This finding therefore confirms previous results that indicate the implementation of role play in the study, after learning through these activities. She also indicated that the development in speaking ability for the students was significantly different at the .05 level conducted by (Klanit, 2010). This finding also consistent with that found in the study conducted by Nurbaya & Salam (2015) who found that role play technique is working well. Based on the data analysis, the result of the research was progressive in development. And to confirm the findings, Krebt (2017) also showed that after applying the role play, students' mean score of speaking ability improved. The results indicate that the employed treatment affected the outcomes by using role-play as classroom technique. According to Ladouseand & Gillian (1995) and Hand (2010) mentioned the characteristic of the role play. This activity provides the opportunity to push students to see if they have thought through implementation details and prepared with the contingency plans to deal with unexpected outcome. Such a statistically significant increase in students' speaking ability may be discussed of each aspect as follows:

The result of the pre-test and post-test scores on pronunciation after the implementation of role-play, it can be reported that the mean score of the post-test

was ( $M=3.28$ ) was higher than the pre-test score was ( $M=1.72$ ). It can report that before learning through role play activity they are many students had a problem on pronunciation. They are unable to pronounce words, such as “reservation”, “receptionist”, “recommendation” correctly because they were not familiar with these words. They reported that they were not confident and worried when they had to pronounce or stress the words. After they took part in the role-play which the teacher provided the vocabularies, sentences, dialogue for them. This means the teacher as a facilitator help them familiarize with these vocabularies. As the teacher assigned them the role for example, receptionist and guest or tourist. After that the teacher let them practice the dialogue including controlled dialogue, less- controlled dialogue and freely. In this stage, it can report that, after the students took part in each role, they practiced the words, sentence and dialogues which fixed structures. For example, they pronounced “reservation” ( $(rɛzə'veɪʃən)$ ), “receptionist” ( $(rɪ'sɛpʃənɪst)$ ) or ‘May I help you?’ ‘would like to book a room for one night?’ They practiced and repeated the same words, sentences and dialogues many times with the role given with their pair.

In addition, the teacher helped them if they had some problem while practicing. Thus, it was found that the students had more confidence and do not worry about pronouncing the words, sentences and dialogues. Consequently, there are many students could pronounce words and sentences in appropriate way such as “reservation”, “receptionist”, “recommendation” better than in pretest. This is in line with Seli (2019) who discussed that the results of the study revealed the study of students’ pronunciation improved through the use of role play. The students were more confident and were not afraid of making mistakes when speaking. They had used right intonation. They had put correct stress when pronouncing words and reported the results of the research study in aspect of pronunciation. It could be proven from the improvement of students’ mean score from pretest to posttest, which was 59.1 to 67.8 respectively. In addition, the findings with regard to Julianda & Flora (2015) who found that in pronunciation that they were many students could pronounce words and sentences in appropriate way such as they could pronounce “animal” better than in pretest.

Meanwhile, the result on improving vocabulary, it can be reported that the pre-test score was ( $M=1.76$ ) and the mean score of the post-test was ( $M=3.12$ ). The

present study shows the result of such a statistically significant increase indicated that the role play activity help students on improving vocabulary. In the implementation of the role play, although the teacher gave them selected topics, they selected the words and phrases of their own, which helped them to choose suitable words that suited the situation and also helped them to increase their vocabulary. They can use the vocabulary, sentence or dialogue related to the assignment freely. They have more time to practice and remember the vocabulary from the dialogue given. Then they know how to use an appropriate vocabulary when they are in role of each character. Consequently, they pointed out that role play performances helped students to enrich their vocabulary knowledge and build their accuracy. The result revealed statistical difference between the students' scores of their English-speaking ability before and after learning through role play activity conducted by (Rahman & Maarof, 2018; & Krebt ,2017).

Besides, the role play helps the students to improve their grammar revealed to the result of the improvement of grammar was significantly different at the .05 level after learning through communicative activities. The scores of the students' post-test (M= 3.00) was higher than the score of the students' pre-test (M=1.84). the result of the present study shows that the students have improved their grammar after learning to role play activity. In this stage, the researcher found that while the implementation of role play. The students have more time to practice using a correct grammar. For example, they knew how to use 'making + a reservation', 'would like' instead of 'want'. After the discussion with the teacher who facilitated them in leaning. The students could correct if they had made a mistake is grammar. The study revealed that it had found that the results of the grammar achievement test were statistically analyzed by using Mann Whitney Test to examine if there was statistically significant difference between students' mean scores on the pre and post application of the grammar achievement test of the experimental group. The findings indicated that there were statistically significant differences between both groups in favor of the experimental group due to the strategy of pseudo role-play for teaching grammar in context. The findings also indicated that both students and teachers had positive attitudes towards using pseudo role-play for teaching grammar in context (Qing, 2011).

Lastly, the improvement of fluency after using role play. According to the present study. The result of the study shows the statistically significant increase on fluency. The result on improving fluency, it can be reported that the pre-test score was (M=1.60) and the mean score of the post-test was (M=3.00). The present study shows the result of such a statistically significant increase indicated that the role play activity helped the students on improving fluency. According to Kowalska (1991) stated that role play develops learners' fluency in speaking". The wide range of language functions, for example apologizing, greetings, etc. After the implementation role play in a classroom in order to improve their speaking fluency. The researcher found that in the activity, the students have opportunity to practice the dialogue or topic that related to the real life situation, then they feel familiar with the real situation. From this reason, the role play activity served their requirement. So, they are enthusiastic to practice the dialogue. After, practicing many times in speaking and they have play role with the assignment from the teacher. They revealed that the activity helped them speak fluency. Besides, Neupane (2019) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques.

According to the statistical findings, the effect of communicative activity can help students improve their speaking ability. This is congruent with the findings of other researchers. Role play is a useful activity and is effective in helping students to improve their speaking (Susanti, 2007; Huang 2008; & Cao, 2011). In addition, by comparing the results of the pre-test and post-test, the researcher concluded that there was a positive effect of role play on improving speaking ability because there was an increase in the students' post-test scores. It was proved that role play can improve the students' speaking ability. In addition, Zhang, et. al. (2016) in their research, stated that the use of role play was successful in improving students' speaking ability. It stimulated students to become more active and confident in expressing themselves during class activities. In addition, most students liked to learn by using role play activities in the classroom, and they had positive attitudes towards it.

In summary, the results of the findings showed the effect of role play on enhancing speaking ability including vocabulary, pronunciation, grammar and fluency. After the implementation of role play, the students could speak effectively.



For example, students who took part in each role. They had communicated in English by using the sentences or dialogues that they had just learnt by focusing on the meaning, not the form, which is similar to communication in real life. By the same time, they finished their activities, their speaking ability had gradually increased.

#### **5.2.1.1 Simulation**

The present study revealed the students' English speaking ability was significantly different at the .05 level after learning through communicative activities. The scores of the students' post-test (M= 12.40) was higher than the score of the students' pre-test (M= 6.92). Similarly, to Syafitri (2017) had found that studying speaking through simulation could increase students' speaking ability. Shortly, the students' speaking ability increased when they studied by using simulation. Such a statistically significant increase in students' speaking ability may be rationalized each in aspect as follows:

Firstly, in the result of the pre-test and post-test scores, the researcher found that in the improvement of the pronunciation after learning through simulation, it can be reported that the mean score of the post-test was (M=3.28) was higher than the pre-test score was (M=1.72). According to Syafitri (2017) found that the students' pronunciation was improved significantly in speaking English. Most of the students enjoyed and relaxed in studying in the classroom because they felt like studying at home. students' speaking ability improved significantly after practicing speaking through simulation. The simulation helps the students in improving the student's pronunciation. The dialogue that the teacher assigned was familiar with the real life dialogue. The teacher assigned them the situation for practicing in group and the students helped each other in the group to create the environment in the situation. Furthermore, they have to create the dialogue in that situation by themselves. The teacher work as a facilitator to give them suggestion. After that they practice the dialogue together and teacher take more time do it again and again. Then they practice in a simulated situation. This activity does not only investigate students speaking ability but also motivates the students to practice and to speak more.

Meanwhile, the simulation also improve vocabulary, according to the scores of the students' post-test (M= 3.12) was higher than the score of the students' pre-test

(M= 1.76). When the students feel familiar with the real situation. In the practice situation, the teacher assigned them to set the situation like the real situation. For example, in the front office; the students have to prepare a table to be a reception counter, telephone, computer for online book, booking forms etc. Then, the teacher assigned them to practice the vocabulary by using authentic materials. The students practice the vocabulary with their pair or their group. In addition, the teacher provides more times for them to practice. Then, they discussed together and the teacher gave the feedback. The result of this research related to Syafitri (2017) found that the students' vocabulary was improved significantly in speaking English. Students' speaking ability improved significantly after practicing speaking through simulation. And Vitasmoro (2017) showed the results indicate that students progressed significantly in four language-related areas: vocabulary, pronunciation, variety of expression and grammar.

Besides, the simulation helped students improve their grammar too. Before the implementation of simulation. The students who lack the knowledge on grammar were encourage to take part in the situation assigned by the teacher. This activity had supported them to use a language in a real situation. The students tried to practice this activity by themselves. They have to create the dialogue from the situation given. So, they have known how to use the grammar correctly. For example; they use 'check him in' not 'check in him'. In addition, the students know how to use present simple in order to ask and answer in real situation. They have learned some verbs that use in front office and food and beverage topics. Moreover, they have an opportunity to practice the structure for example; 'Would you like to +...V1...?' could not ask 'You would like +..V1..?' or (I +would + like +to + V1). Hence, the result of this research related to Syafitri (2017) found that the students' grammar was improved significantly in speaking English. Students' speaking ability improved significantly after practicing speaking through simulation.

Lastly, the simulation encourages students speaking fluently. The main aim is to get the students to speak, then one way to achieve that would be for teacher to reduce own contributions. Probably teacher speak less, the more space it will allow the students. It can be useful to aim to say nothing while the activity is underway, and save any contributions for before and after. In an activity mainly geared towards



encouraging fluency, the teacher likely to monitor discreetly or vanish. This activity provides the teacher with the opportunity to take a monitoring role, to observe how the students can cope when speaking spontaneously and to note, not only their errors, but also their language needs. The results of this research related to the previous study of Sudasna Na Ayudhya (2015) who found that teaching and learning through simulation technique is able to improve the students' speaking fluency.

This finding therefore confirms previous results which indicate the benefits of the implementation of simulation activities in the study after learning through this activity. Chergui (2016) in her research, stated that simulation was successful in improving students' speaking ability. It can stimulate and motivate the students to speak actively in English. It also can enhance the students' activeness in attending the class. They become more active in asking questions, answering questions, paying attention, and showing the willingness to speak in front of the class.

According to the statistical findings, the effect of simulation can help students improve their speaking ability. This is congruent with the findings of other researchers. Simulation is a useful activity and is effective in helping students to improve their speaking ability (Susanti, 2007; Huang 2008; & Cao, 2011). In addition, by comparing the results of the pre-test and post-test, the researcher concluded that there was a positive effect for simulation on improving speaking ability because there was an increase in the students' post-test scores. It was proved that simulation can improve the students' speaking ability. In addition, Zhang, et. al. (2016) in their research, stated that the use of simulation was successful in improving students' speaking ability. It stimulated students to become more active and confident in expressing themselves during class activities. In addition, most students liked to learn by using simulation in the classroom, and they had positive attitudes towards it.

### **5.2.1.3 Semi-Structured Interview**

The students participated in semi-structured interviews with the researcher after the implementation of the communicative activities namely role play and simulation. The researcher asked eight questions related to how the role play and simulation improved the students' speaking ability. The result revealed the responses of the students as follows.

An excerpt from Student A's interview vividly demonstrated her speaking ability:

*“The activity that the teacher assigned us was to watch the video about welcoming guests in the hotel and then I repeated the vocabulary, phrases, sentences, and dialogue with my partner. After I had practiced the activity with my friend many times, I had more confidence to use them correctly.”*

After the lesson plan had been applied for the first week, the students started to change, as they began to pay attention to the teacher and tried to join the activities. During the interview, student B reported that,

*“The teacher provided more videos about welcoming guests, and the dialogue that they used in a real situation in order to welcome guests. Then, the teacher provided more time for us to practice and I played in the role with my friend by using these sentences or dialogues.”*

The results from the interview revealed that the communicative activities helped students improve their speaking ability. Student C and D stated that,

*“After I learned through communicative activities, I came to know the vocabulary about reserving a room such as reservation, booking, single room, double room, etc. I could use the vocabulary correctly. In addition, I could remember the vocabulary better than before because this activity provides more time to practice the situation repeatedly.”*

*“Before I had learned through the activity, I was worried about speaking. I could not speak fluently because I had a limited time in speaking. After I learned through this activity, I could speak fluently because this activity provided more time for us to practice speaking.”*

In summary, based on the results of the data gathered from the semi-structured interviews, most of students benefited from the effects of communicative activities. The practice of these activities changed students' opinion towards English. The activities made them more active and confident in expressing themselves; the effect of a role play and simulation could increase students' confidence and abilities by enhancing English speaking ability.

Besides, there were some suggestions that the students had commented about communicative activities. They reported that the teacher should provide more time for them to practice the activities. There was too much conversation that the teacher assigned for the students to practice but there was a limited time. In addition, the topics and contents are quite long and difficult for some students to practice. Some of them could not practice in time because they have low English proficiency level. However, the students reported that the simulation activity was not suitable for the students who had low proficiency because the activity required the students to do the task by creating situation by themselves. Then it appropriate for students who have upper intermediate proficiency level. Even though it not appropriate for low proficiency but in this study students enthusiastic to take part in this activity because they think it quite challenge for them.

### **5.2.2 Students' positive attitudes towards communicative activities**

According to the students' attitude questionnaire, the results showed that the students had the positive attitudes towards the communicative activities; role play and simulation used in the classroom at the average mean score of ( $M = 3.94$ ). The questionnaire was divided into two sections. The first section presents the result of students' attitudes towards communicative activities: role play activities. ( $M = 4.10$ ) and the second part presents the result students' attitudes towards communicative activities: role play activities. ( $M = 3.78$ ). According to (Garner 1985) positive attitude and greater motivation help to improve students' language efficiency.

Attitudes play a very important role in language learning since it influences students' success or failure in their learning. From the data, it was found that communicative activities satisfied the students in all aspects. Most students agree that communicative activities were interesting, fun and challenging with motivated them to learn English. The topics and the contents provided were appropriate for their language proficiency level with clear procedures for doing the activities. In addition, a large number of students believe that communicative activities motivate them to speak English. Students were willing to speak English if they had clear goal for communication and purpose for speaking. Learning through communicative activities

helps students who had a purpose for communication; thus, they had motivation for speaking English.

In summary, the communicative activities were appropriate to use in the classroom. Subsequently, students' positive attitudes towards the communicative activities in classroom could affect the development of the English speaking ability of the students. This was relevant to the study of Ahmed (2012). He revealed that students' attitude towards the activities used in the classroom could help them develop their speaking ability.

### **5.3 Conclusion**

This study was conducted to investigate the students' speaking ability before and after using communicative language teaching activities and to explore students' attitude toward the communicative activities. The participants were 25 vocational students. Two lesson plans were specifically designed based on CLT together with the cycles of action research. The results of the study were divided into two parts in accordance with the research questions. With regard to students' speaking ability, it was found that the CLT was effective in enhancing the students' speaking ability. The comparison between the students' pre-test and post-test. The results showed a significant difference between the pre-test and post-test of the second-year vocational students' speaking ability at the .05 level. The mean scores of post-tests were higher than the mean scores of pre-tests. In addition, from the interview with the students, it was found that CLT was able to enhance their speaking ability. With regard to students' attitude towards communicative activities, students also had positive attitudes towards the communicative activities used in the classroom.

The results of this study revealed that communicative activities had a positive effect on second-year vocational students' English speaking ability. The students also had a positive attitude towards the communicative activities used in the classroom. Apart from English speaking ability, the students improved other abilities, including listening, writing and reading. Their motivation and interaction in the

classroom also improved. Their attitudes towards learning English finally were positive.

#### **5.4 Implications of the study**

The results illustrated that leaning through communicative language teaching improved students' speaking ability.

##### **5.4.1 Classroom management**

Based on the findings of this study, they suggest that learning activities should be designed in pairs or small group activities rather than whole class activities. This is because language learners tend to feel more secure when doing activities in pair or small group activities. In doing so, their sense of responsibility to communicate or contribute something will also be encouraged. However, in pair or small group activities, the amount of language produced will be greater than that of whole class or teacher centered. Other benefits of providing pair or group activities can be useful to increase language learner's motivation as well as the opportunity to develop their speaking fluency. These helped in improving their language proficiency. However, the use of pair works also had limitations because the students with high proficiency intimidated the students with low proficiency. Thus, they did not acquire the language skill. The impact of preferential use of these classroom activities remain unclear and could be the subject of another study.

##### **5.4.2 Teaching speaking**

As described in the literature, communicative language teaching can enhance speaking ability. It is generally recognized that effective language teachers should provide more communicative and functional interactive techniques for students. The teachers need to be very flexible in the methods and approaches they use so as to maximize students' interest and involvement/engagement, learning experiences and positive outcomes.

In addition, teachers should provide opportunities for students to interact and speak in the class. Teachers should manage a class with a small group and pair work in order to provide their responsibility or assigned their task. This is a practice where a meaningful task is set and the students are asked to work in pairs, then everyone can

work/speak/listen and the task can go on for five minutes or more while the teacher moves around unobtrusively listening to what is being said. Moreover, the activities could involve using pictures, blank filling, dialogue practice, role-plays, simulation, quiz competitions, simple situational dramas as well as situations using a telephone.

#### **5.4.3. Teaching materials**

As mentioned above, communicative language teaching emphasized the importance of improving English speaking ability by using authentic materials. In this study, the researcher provided the authentic materials related to two topics such as front office situation and food and beverage. Before teaching each topic, the teacher provided some authentic materials related to front office situation such as telephone, reservation form, name card and hotel brochures. Then the teacher and students helped each other set up the situation and classroom environment. Thus, when students joined the activity, they became familiar with the situation. They could learn new vocabulary which were easy for them to remember.

In summary, authentic materials can provide good resources for teachers and offer them the opportunity to expose learners to materials produced for real life and for out of classroom context. The authentic materials also help students to become familiar with English in real life situation. When the students attend the activities, they get a feeling that they are in a real situation.

#### **5.5 Limitation of the study**

There are two limitations that need to be addressed. Firstly, time management in each activity was quite short especially for the simulation activity. This activity took a longer time compared to role play. The students had to set the environment and the situation which were familiarize to them. Thus, the effect might have been due to the fact that practice opportunities could not be sufficiently provided.

The second limitation is related to students' speaking ability greatly varied. The problem occurred when to the teacher allowed them to join the group by themselves. Before practicing a role play and situation, the teacher should separate students with mixed ability in each group and do not allow them to join the group. This means everyone would have their assumed responsibility. With the assumed



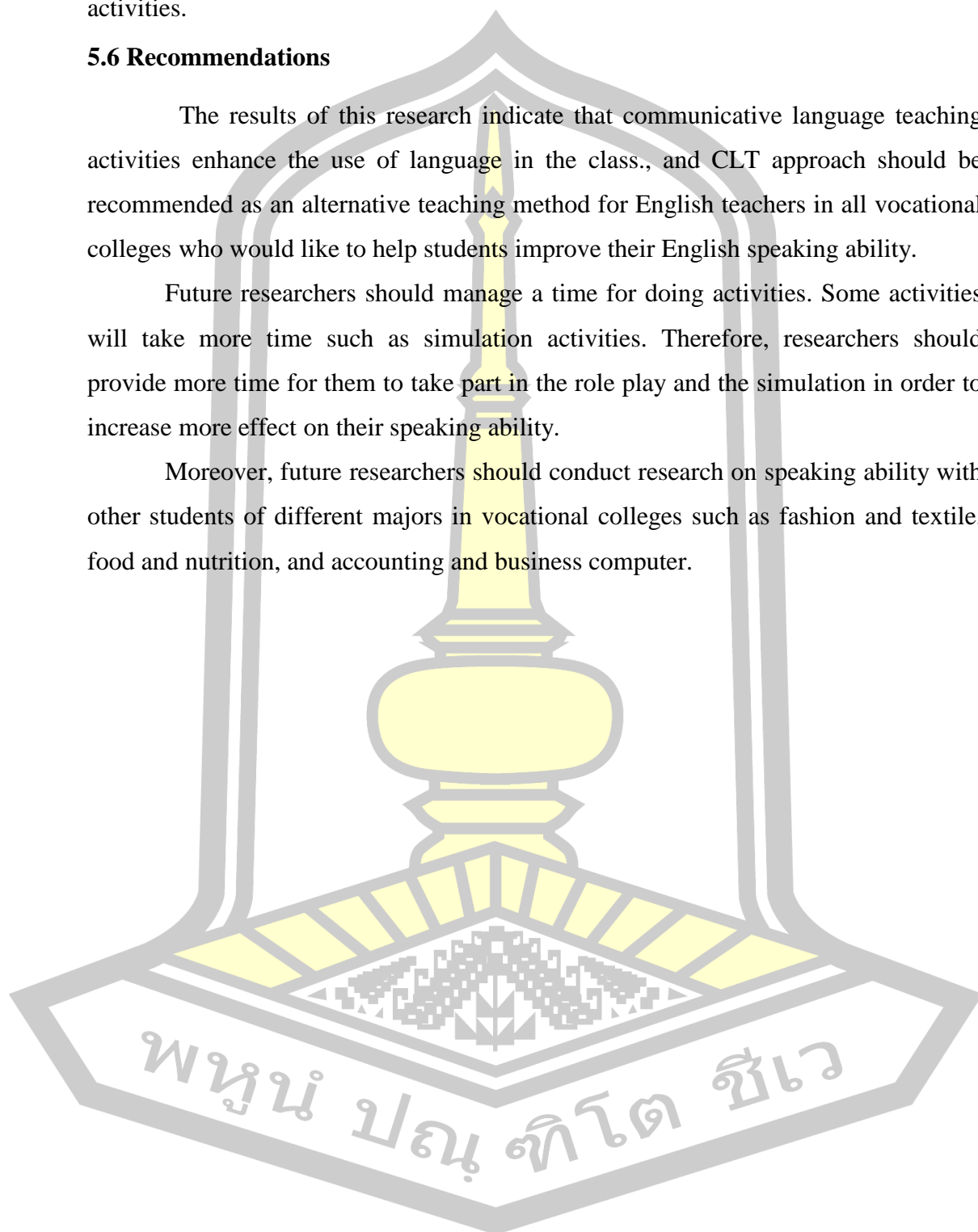
responsibility, everyone would become more enthusiastic to contribute to all activities.

### **5.6 Recommendations**

The results of this research indicate that communicative language teaching activities enhance the use of language in the class., and CLT approach should be recommended as an alternative teaching method for English teachers in all vocational colleges who would like to help students improve their English speaking ability.

Future researchers should manage a time for doing activities. Some activities will take more time such as simulation activities. Therefore, researchers should provide more time for them to take part in the role play and the simulation in order to increase more effect on their speaking ability.

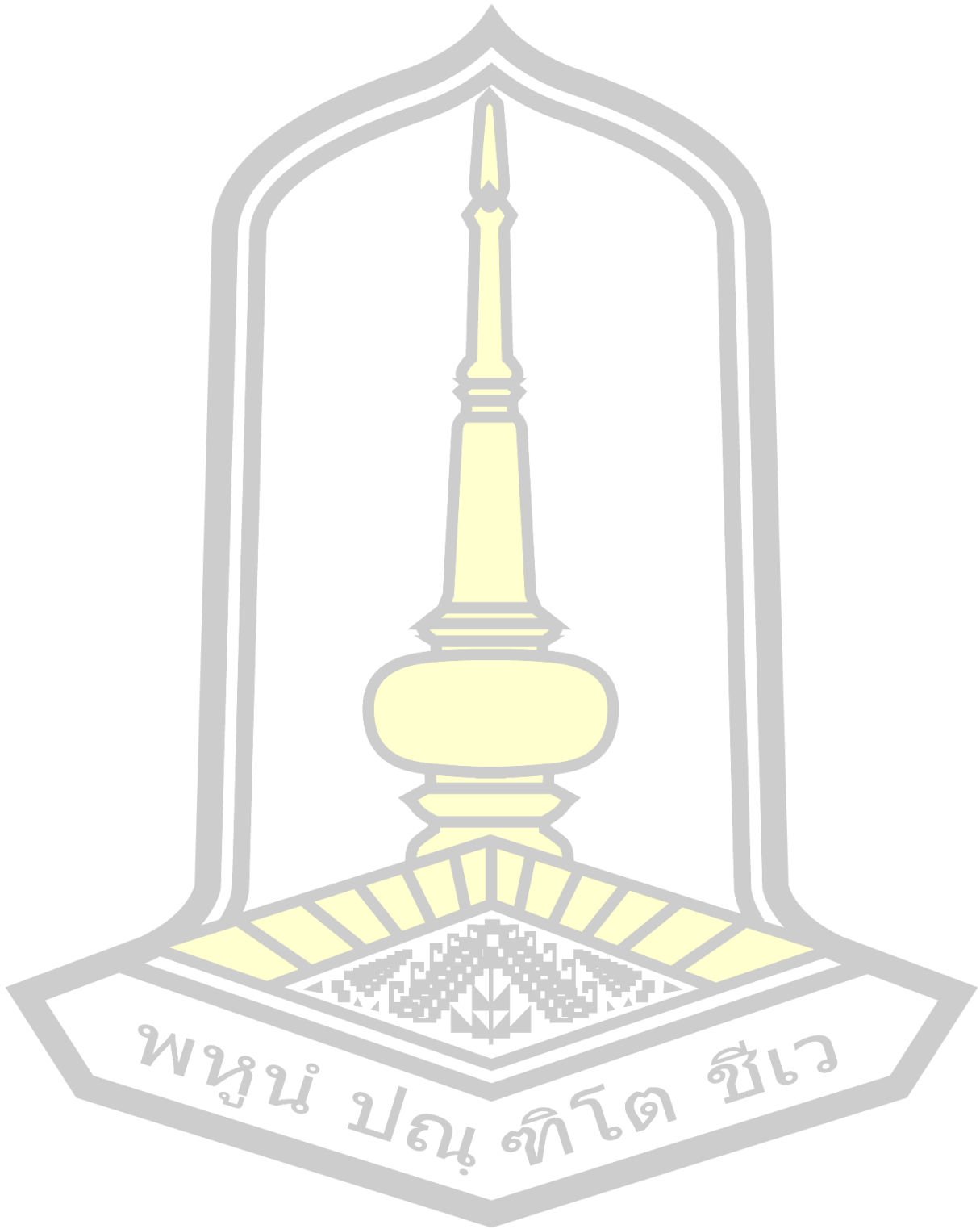
Moreover, future researchers should conduct research on speaking ability with other students of different majors in vocational colleges such as fashion and textile, food and nutrition, and accounting and business computer.







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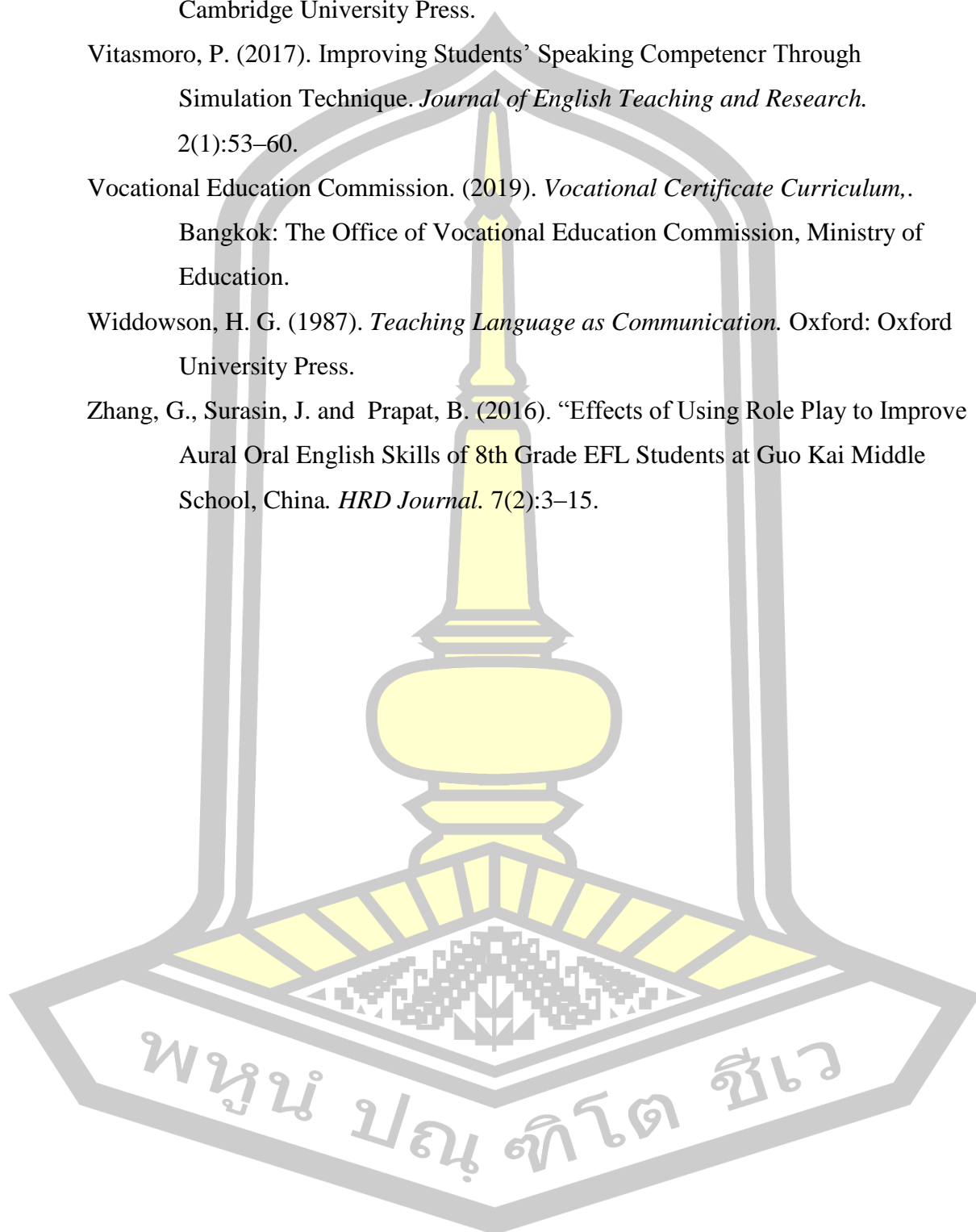
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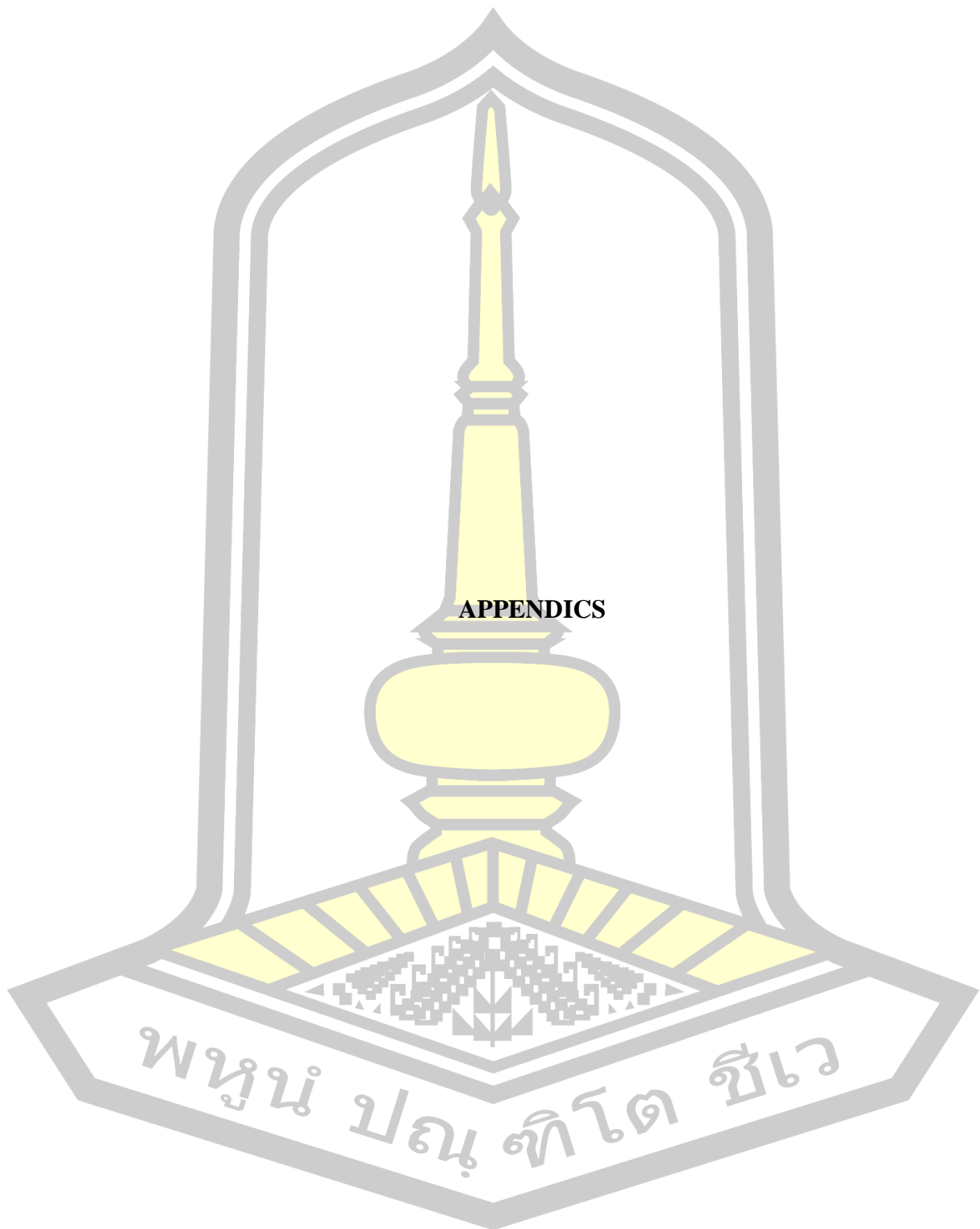
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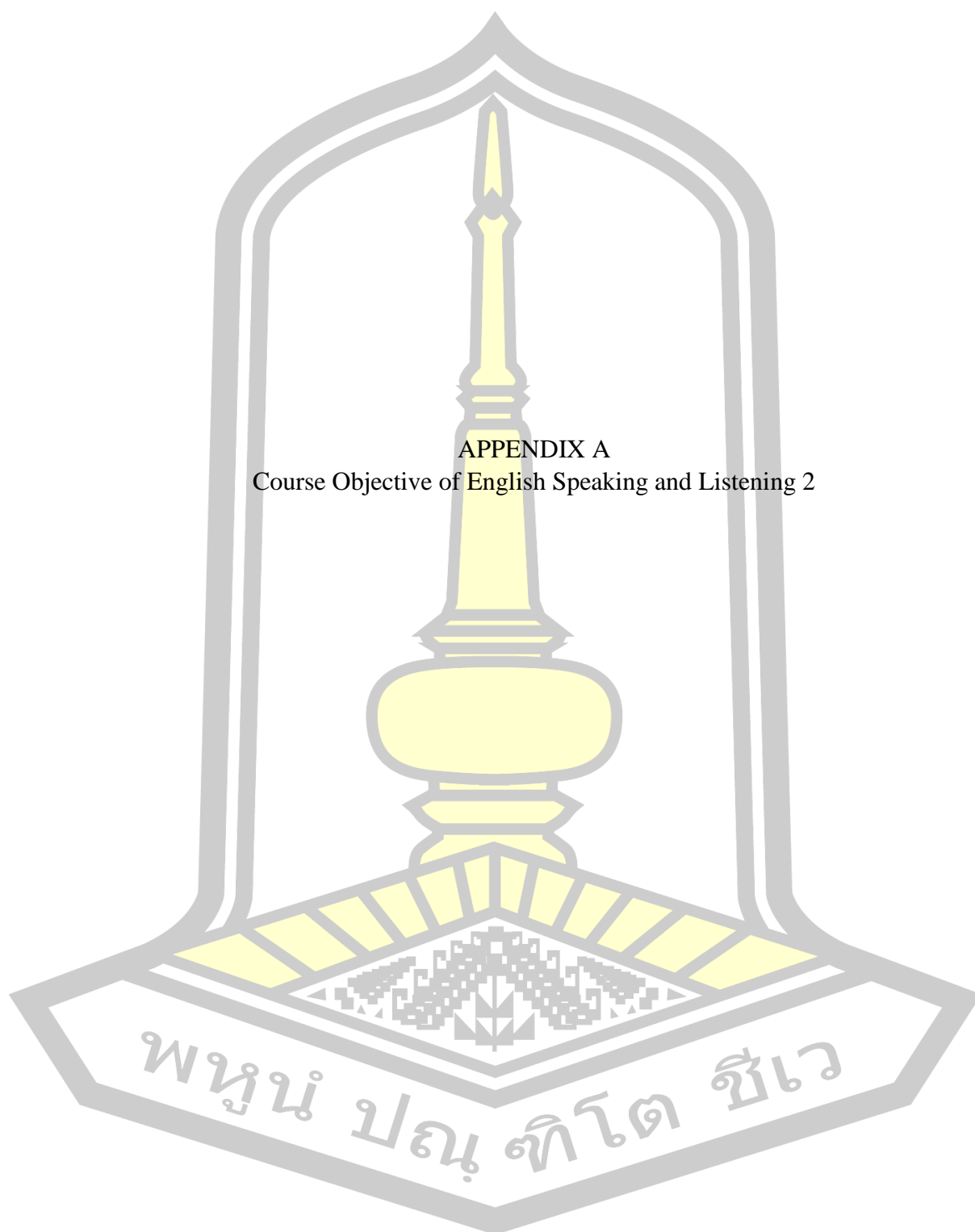
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**APPENDICS**

พหุณฺ์ ปณฺุ ทิตฺโต ชีเว



วิทยาลัยอาชีวศึกษามหาสารคาม  
สมรรถนะรายวิชา  
ภาษาอังกฤษฟัง – พูด 2 ระดับ ปวช. 2 (2 ชม. ต่อสัปดาห์)

**คำอธิบายรายวิชา**

ปฏิบัติเกี่ยวกับการฟัง-ดู การสนทนาโต้ตอบการใช้ภาษาอังกฤษในสถานการณ์ต่าง ๆ ที่กำหนดหรือตามความสนใจจากภาพยนตร์ เพลง สื่อโซเชียลมีเดีย สื่ออิเล็กทรอนิกส์และจากเว็บไซต์ต่าง ๆ การแสดงบทบาทสมมติ สถานการณ์จำลอง การเล่าเรื่องจากสิ่งที่ฟังหรือดูการฝึกออกเสียง ภาษาอังกฤษตามหลักการออกเสียง การใช้คำศัพท์ สำนวนทางภาษาต่าง ๆ ที่ใช้ในชีวิตจริง การใช้วัจนภาษาและอวัจนภาษา (Verbal and Non-verbal Language) การใช้ภาษาตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา การใช้เทคโนโลยีสารสนเทศเป็นแหล่งเรียนรู้หรือฝึกฝนกับเพื่อนเพื่อพัฒนาทักษะทางภาษาด้วยตนเอง การสืบค้นข้อมูลจากแหล่งการเรียนรู้ที่หลากหลาย

**จุดประสงค์รายวิชา**

1. เพื่อให้สามารถใช้ภาษาอังกฤษฟัง ดู พูด อ่านและเขียนตามสถานการณ์ต่าง ๆ ในชีวิตประจำวันในระดับที่สูงขึ้น
2. เพื่อให้มีความรู้ความเข้าใจในวัฒนธรรมของเจ้าของภาษาและใช้ภาษาตามมารยาทสังคม
3. เพื่อให้ตระหนักและเห็นประโยชน์ของการใช้ภาษาอังกฤษในชีวิตประจำวันและการศึกษา

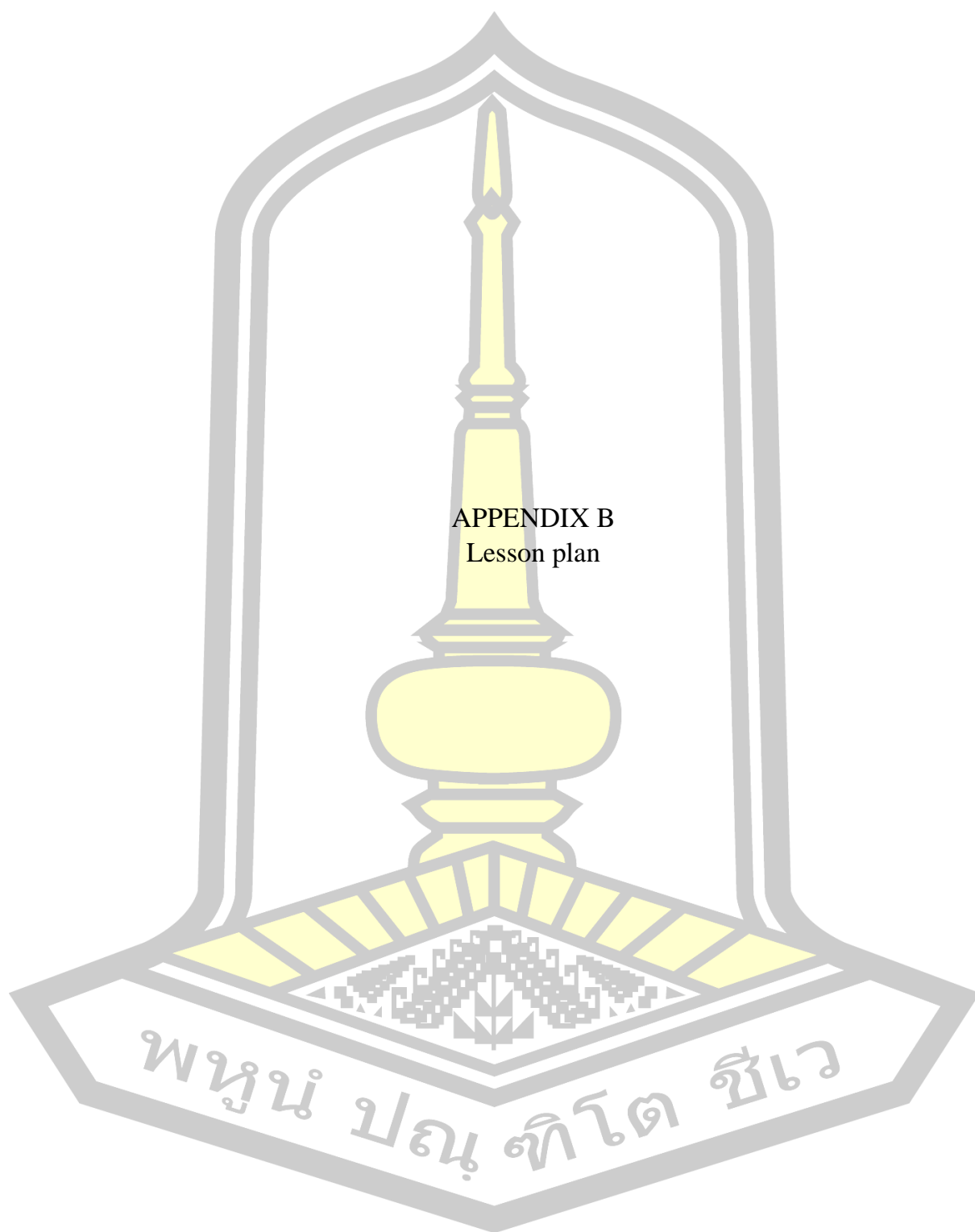
**มาตรฐานรายวิชา**

1. ฟัง-ดู ข่าว การสนทนาในสถานการณ์ต่าง ๆ ในชีวิตประจำวันจากสื่อโซเชียลมีเดีย
2. สนทนาโต้ตอบ แสดงบทบาทสมมติ และสถานการณ์จำลองในสถานการณ์ต่าง ๆ ที่กำหนดของแต่ละสาขางาน
3. ใช้คำศัพท์ สำนวน ทางภาษาอังกฤษที่เหมาะสมกับสถานการณ์ และมารยาทสังคมวัฒนธรรม
4. ออกเสียงภาษาอังกฤษได้ตามหลักการออกเสียง
5. ใช้เทคโนโลยีสารสนเทศสืบค้นและฝึกฝนการฟัง พูด พร้อมแสดงหลักฐานการเรียนรู้ ด้วยตนเอง

**สมรรถนะรายวิชา ภาษาอังกฤษฟัง-พูด 2**

เมื่อผู้เรียนเรียนจบหลักสูตรในรายวิชาภาษาอังกฤษฟัง-พูด 2 นี้แล้ว ผู้เรียนสามารถปฏิบัติกิจกรรมต่าง ๆ ดังนี้ได้

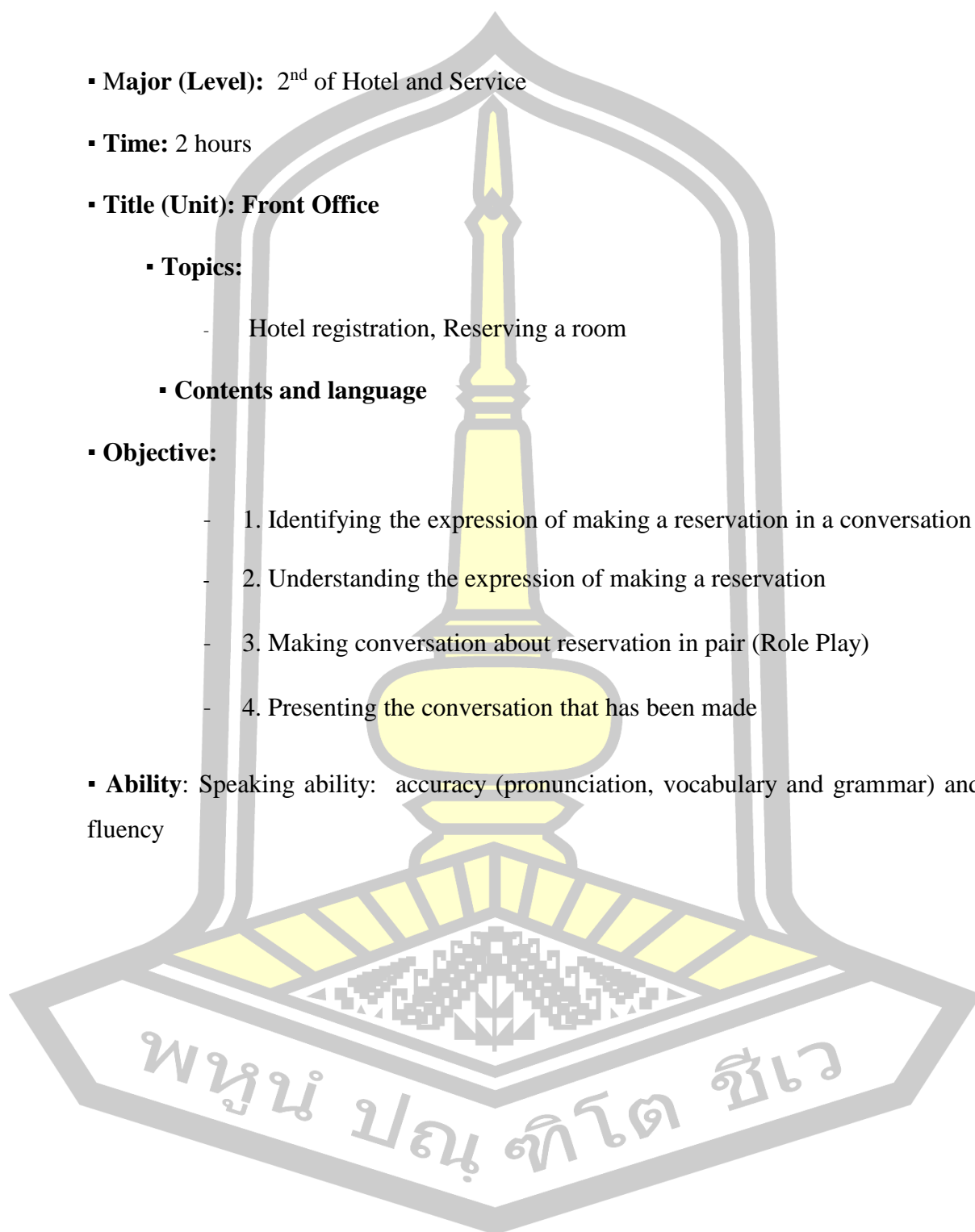
1. ปฏิบัติเกี่ยวกับการฟัง – ดู สนทนาโต้ตอบการใช้ภาษาอังกฤษในสถานการณ์ต่าง ๆ ที่กำหนดตามสาขางาน จากภาพยนตร์เพลง สื่อโซเชียลมีเดีย สื่ออิเล็กทรอนิกส์และจากเว็บไซต์ต่าง ๆ
2. แสดงบทบาทสมมติตามสถานการณ์ต่าง ๆ สถานการณ์จำลอง เล่าเรื่องจากสิ่งที่ฟังหรือดู
3. ออกเสียงภาษาอังกฤษตามหลักการออกเสียง ใช้คำศัพท์ สำนวนทางภาษาต่าง ๆ ที่ใช้ในชีวิตจริง
4. ใช้วัจนภาษาและอวัจนภาษาสื่อความหมายได้เหมาะสมกับสถานการณ์
5. ใช้ภาษาตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา
6. ใช้เทคโนโลยีสารสนเทศเป็นแหล่งเรียนรู้หรือฝึกฝนกับเพื่อนเพื่อพัฒนาทักษะทางภาษาด้วยตนเอง สืบค้นข้อมูลจากแหล่งการเรียนรู้ที่หลากหลาย



APPENDIX B  
Lesson plan

## Lesson Plan

- **Major (Level):** 2<sup>nd</sup> of Hotel and Service
- **Time:** 2 hours
- **Title (Unit):** Front Office
  - **Topics:**
    - Hotel registration, Reserving a room
  - **Contents and language**
- **Objective:**
  - 1. Identifying the expression of making a reservation in a conversation
  - 2. Understanding the expression of making a reservation
  - 3. Making conversation about reservation in pair (Role Play)
  - 4. Presenting the conversation that has been made
- **Ability:** Speaking ability: accuracy (pronunciation, vocabulary and grammar) and fluency



### Lesson Plan 1

| Lesson plan: Front Office  |  |   |            |
|--|--|---|------------|
| Objective: Use English for front office, Students should be able apply English language used for front office section in working as a front office staff effectively |  |   |            |
| Topics / Details   | Learning Activities  | Teaching Procedures   | Times      |
| Front Office<br><br>-Making a reservation (by a phone call, and at front office)   | <b>Pre-communicative activity</b>  | -Warm up: In this stage, the teacher provides students to be ready before learning.<br>- The teacher shows the pictures related to front office. For example, front office desk, registration forms, single room, double room, credit card etc. Then the teacher lets them play game by choose the pictures then they tell the vocabulary and pronounce them correctly.   | 10         |
|  | <b>Communicative activities</b><br><br>☺ <b>Presentation</b><br><br>- Vocabulary<br><br>Front desk (n), receptionist (n), guest (n), traveler (n), book (v), reserve (v), single room (n), double room (n), suite (n), pay (v)<br><br>- Grammar Focus<br>May I help you?<br>Can I help you?<br>What can I do for you?<br>I would like to book a room for.....<br>What kinds/types of room do you like?<br>Can I pay by ..... | ☺ <b>Presentation</b><br>-The teacher presents the vocabulary related to the topic.<br>- Then, let students learn and pronounce the vocabulary.<br>- The teacher asks students to repeat the vocabulary.<br>- The teacher suggests or correct if they pronounce incorrect.<br>- In this stage also practice the correct grammar.<br><br>☺ <b>Practice</b><br>-In this stage the teacher assigned the students “reserving a room/hotel reservation” situation to practice with role play. Then the teacher lets the students to practice the given dialog by using role play.<br>- The students practice the dialog with the situation given in pairs. | 20 minutes |
|  |  |   | 1 hour     |

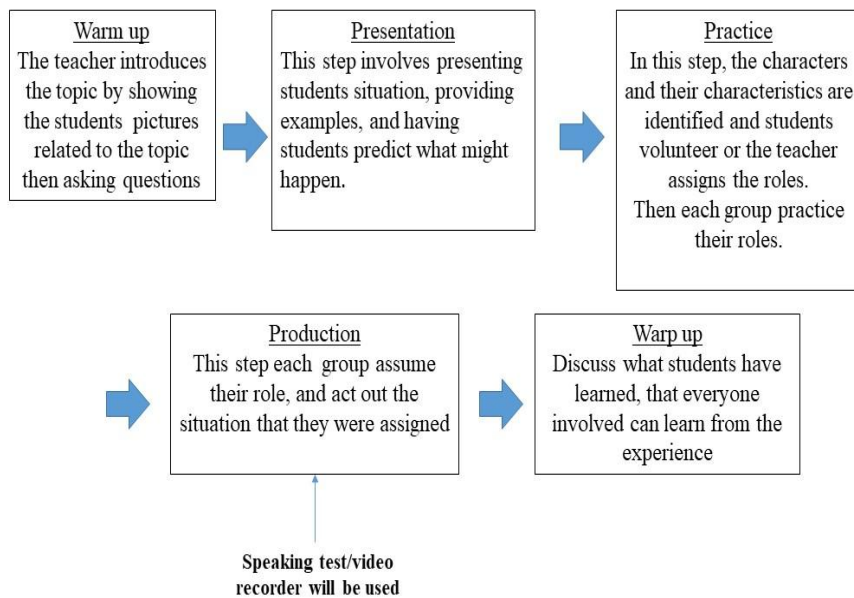


|  |  |  |                   |
|--|--|--|-------------------|
|  | <p>May I have your name/passport, please.</p> <p>☺ <b>Practice</b></p> <ul style="list-style-type: none"> <li>- Working as front desk section</li> <li>- Work as a receptionist and a guest or a traveler</li> </ul> <p>Speaking ability practice</p> <p>Role playing</p> <ul style="list-style-type: none"> <li>- Making dialog by using situation given</li> <li>- Playing the roles in pairs</li> </ul> <p>☺ <b>Production</b></p> <ul style="list-style-type: none"> <li>- Playing the roles in group</li> </ul> | <ul style="list-style-type: none"> <li>- In this stage, the teacher provides more time for them to practice. They have a chance to practice the dialog freely.</li> <li>- In this stage, teacher as a facilitator helps students if they have some questions or some problems.</li> </ul> <p>☺ <b>Production</b></p> <ul style="list-style-type: none"> <li>-Playing the roles in pair with the situation given</li> <li>-The students have to present they role play with situation given “reserving a room/hotel reservation)</li> <li>-In the practice stage, students do not use a script. They having a conversation with their pair.</li> <li>-The teacher observes their performance and</li> </ul> | <p>30 minutes</p> |
|--|--|--|-------------------|





## Role Play : Front Office

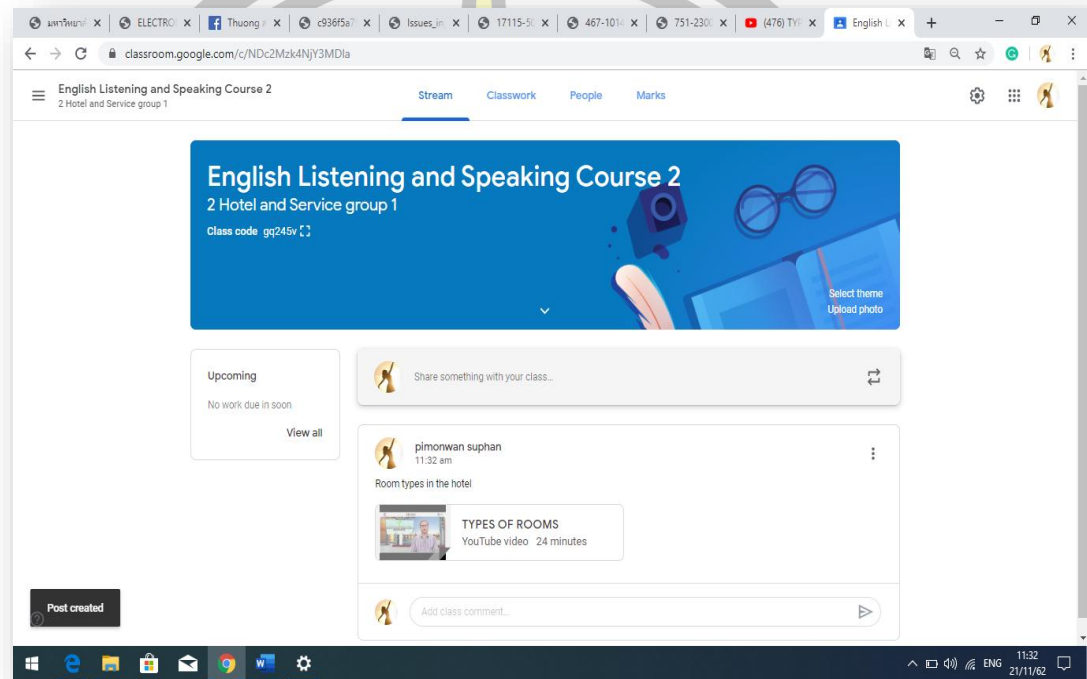


## Front Office: Reserving a room /Hotel reservation

### Vocabulary

|                    |                           |
|--------------------|---------------------------|
| Advance (n.)       | การจ่ายเงินล่วงหน้า       |
| Appreciate (v.)    | พอใจ, ชื่นชม              |
| Arrival (n.)       | การมาถึง วันที่เข้าพัก    |
| Available (adj.)   | ว่าง ใช้การได้            |
| Balcony (n.)       | ระเบียง                   |
| Booking (n.)       | การจอง                    |
| Cancellation (n.)  | การยกเลิก                 |
| Charge (n., v.)    | ค่าธรรมเนียม คิดเงิน      |
| Complementary (n.) | อภิชนทานการ               |
| Confirm (v.)       | ยืนยัน                    |
| Departure (n.)     | วันที่เช็คเอาท์จากห้องพัก |
| Luxurious (adj.)   | หรูหรา                    |
| Offer (m., v.)     | ข้อเสนอ เสนอ              |
| Refer to (v.)      | อ้างถึง                   |
| Refund (n., v.)    | การคืนเงินให้ คืนเงินให้  |
| Reservation (n.)   | การจอง                    |
| Receptionist (n.)  | พนักงานต้อนรับ            |

## Types of Hotels & Rooms



- **Double Room** – A room with the facility of double bed. There are two variants in this type depending upon the size of the bed
  - King Double Room (with king size double bed)
  - Queen Double Room (with queen size double bed)

It is equipped with adequate furniture such as dressing table and a writing table, a TV, and a small fridge.



Single Room



Double Room

Practice:Dialogue 1 Role-Play Exercise 1: Telephone conversation

Receptionist: — Reception, may I help you?

You: — I would like to book a room for two nights.

Receptionist: — What kind of room would you like, sir?

You: — I would like single room, please.

Receptionist: — One moment, please ... Yes, we have that.

You: — How much for .....

Receptionist: — It's one thousand fifty-eight baht per night plus VAT. This price also includes breakfast at our restaurant.

You: — Great

Receptionist: — May I have your name, sir?

You: — My name is Mark Ryefield

Receptionist: — When will you be here, Mr. Ryefield?

You: — I will arrive at 8.00 p.m.

Receptionist: — All right. We'll hold your room for three hours.



## Role-Play Exercise 2: Telephone conversation

Receptionist: — Reception, may I help you?

You: — .....

Receptionist: — What kind of room would you like, sir?

You: — .....

Receptionist: — One moment, please ... Yes, we have that.

You: — .....

Receptionist: — It's one thousand fifty-eight baht per night plus VAT. This price also includes the continental breakfast at our restaurant.

You: — .....

Receptionist: — May I have your name, sir?

You: — .....

Receptionist: — When will you be here, .....?

You: — .....

Receptionist: — All right. We'll hold your room for three hours.



## Role-Play Exercise 3

Receptionist: — Good afternoon, San Felice Hotel. May I help you?

You: — .....

Receptionist: — Certainly. When for, madam?

You: — .....

Receptionist: — How long will you be staying?

You: — .....

Receptionist: — What kind of room would you like, madam?

You: — .....

Receptionist: — Certainly, madam. I'll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.

You: — .....

Receptionist: — Would you like breakfast?

You: — .....

Receptionist: — It's eighty-four dollars per night excluding VAT.

You: — .....

Receptionist: — Who's the booking for, please, madam?

You: — .....

Receptionist: — Okay, let me make sure I got that: Mr and Mrs Srida. Double with bath for December the 23rd, 24th and 25th. Is that correct?

You: — .....

Receptionist: — Let me give you your confirmation number. It's: 7576385. I'll repeat that: 7576385. Thank you for choosing the Sixth Hotel and have a nice day. Goodbye.





**Language Focus**

| <b>Points</b>                     | <b>Receptionist</b>  | <b>Guest</b>   |
|-----------------------------------|--|--|
| Making a reservation              | <p>May I help you?</p> <p>What can I do for you?</p> <p>How may I help you?</p>  | <p>-I'd like to make a reservation, please.</p> <p>- I'd like to book a room, please.</p> <p>I'm interested in booking a room for.....</p>                                   |
| Asking guests about the room type | -What kind of room would you like?   | <p>- I'd like to book a single room for 3 nights.</p> <p>- I'd like a double room</p>  |
| Asking about date and time        | <p>-How long will you be staying?</p> <p>-What date are you looking for?</p> <p>- When is it for, sir/madam?</p> <p>- How long do you plan to stay?</p>  |  |
| Asking for the price              | <p>-The rate I can give you is 590 baht with tax.</p> <p>- We require a credit card number for a deposit.</p> <p>- You can cancel at least 7 days in advance and we will refund your deposit.</p>  | <p>-How much is the charge per night?</p> <p>-Do you charge extra for two beds?</p> <p>- Can we pay when we arrive?</p> <p>-Do you accept credit cards?</p>                  |
| Talking about room vacancies      | <p>-I'm afraid we are all booked that weekend.</p> <p>- There are only a few vacancies left.</p> <p>- I'll just check what we have available.</p> <p>Yes,we have.....</p> <p>- We recommended that you make a reservation in advance during a high season.</p> | <p>- Is it necessary to book ahead?</p> <p>- How long in advance do I make a reservation?</p> <p>- Do you have any room available?</p> <p>- Can you help me find a room?</p> |
| Asking about other information    | <p>-Do you want a smoking room?</p> <p>-How many adults will be in the room?</p> <p>- Do you plan to bring a pet?</p> <p>- Are you interested in a break?</p>  | <p>-Do you offer a free breakfast?</p> <p>- Do you have any cheaper rooms?</p> <p>- Do you do group bookings?</p> <p>- Do the room have refrigerators?</p>                   |

**Speaking Dialog****Conversation A**

A: Sawadee ka, Montien Hotel. How may I help you?

B: Yes, I'd like to make a reservation, please.

A: Certainly. May I have your name, please?

B: Supawan Yindee.

A: Okay Ms.Supawan Yindee. When will you arrive?

B: 10-14 of August.

A: I see. And what type of room do you need, single, double, or suite?

B: I will come with my husband for a honeymoon. I need a suite.

A: We will give you a bottle of champagne, a basket of fruits, and a dinner coupon as the complementary gifts.

B: Sounds good. Can I have a pool view room too?

A: Sure sir. And your booking number is MS2542.

B: Ok. Thank you very much.

A: You're welcome. See you soon.

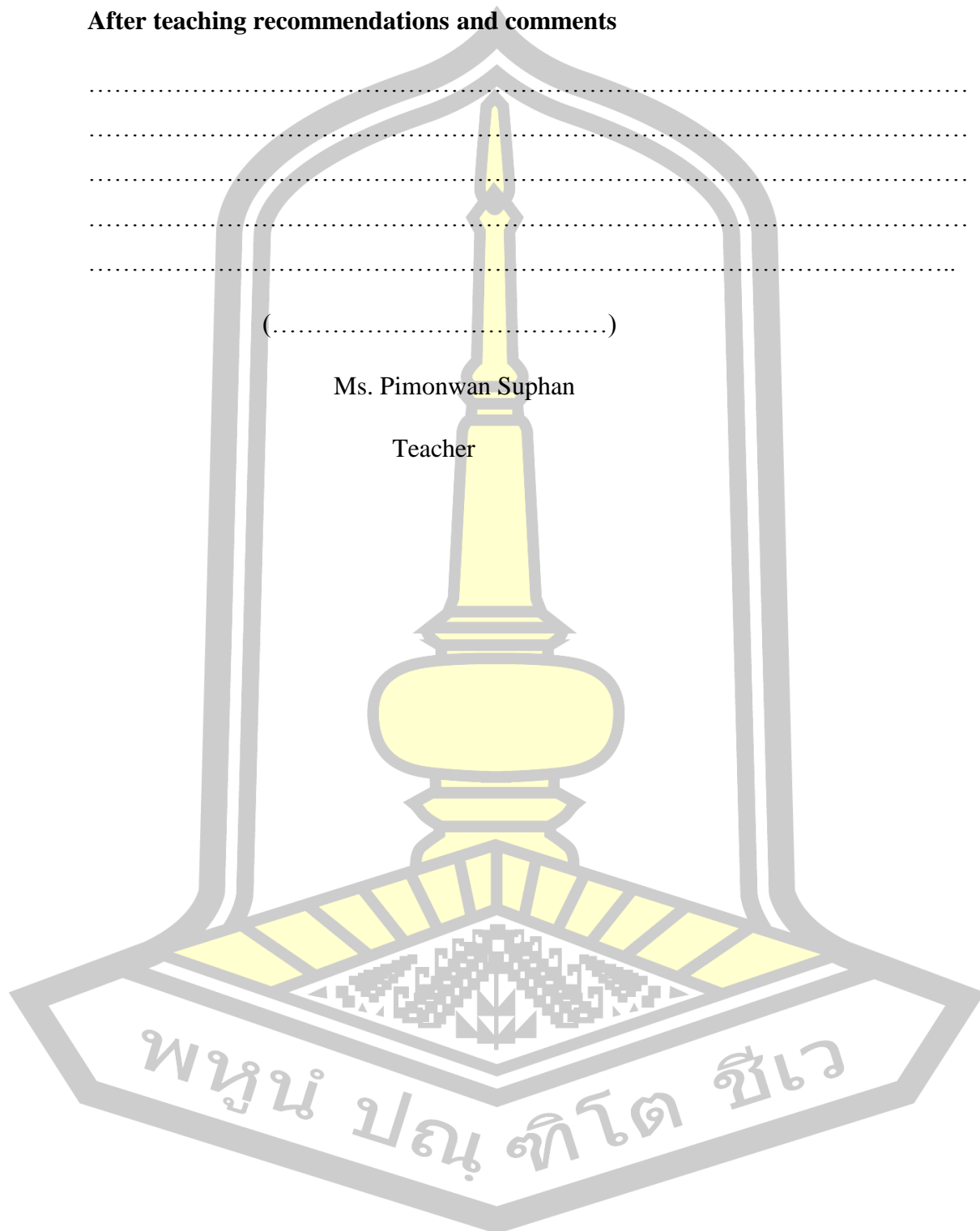


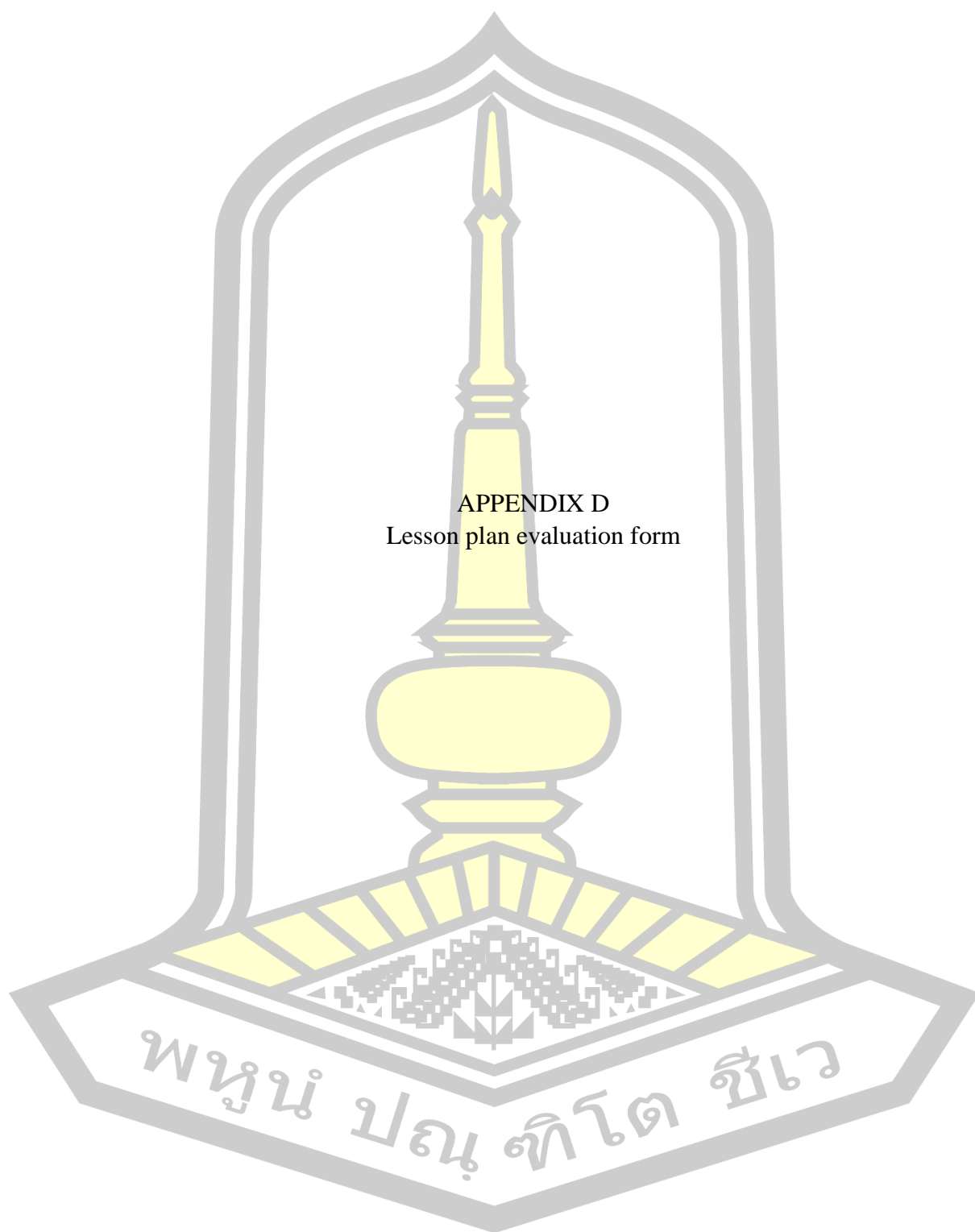
**Speaking Dialog 2****Conversation B**

- Receptionist: Good morning, Fox River Hotel. May I help you?
- Mr. Steve: Yes. I'd like to book a room, please.
- Receptionist: Certainly. When is it for, sir?
- Mr. Steve: August the 10<sup>th</sup>.
- Receptionist: How long will you be staying?
- Mr. Steve: Two nights.
- Receptionist: What kind of the room would you like, sir?
- Mr. Steve: Er....double with a baht and a balcony. I'd appreciate it if you could give me a room with a view over the river.
- Receptionist: Certainly, sir. I'll just check what we have available. Yes, we have a room on the 5<sup>th</sup> floor with a really splendid view.
- Mr. Steve: Great. How much is the room rate per night?
- Receptionist: Would you like a breakfast also?
- Mr. Steve: No, thanks.
- Receptionist: It's one thousand five hundred baht per night excluding VAT.
- Mr. Steve: Okay
- Receptionist: Who's the booking for, please?
- Mr. Steve: Mr. and Mrs. Steve, that's S-T-E-V-E.
- Receptionist: Okay, let me make sure I got that Mr. and Mrs. Steve. Double room with a baht and a balcony for August the 10<sup>th</sup> to 11<sup>th</sup>. Is that correct?
- Mr. Steve: Yes, it is. Thank you.
- Receptionist: Let me give you your confirmation number. It's 9665428. I'll repeat  
that 9665428. Thank you for choosing Fox River Hotel and have a nice day. Goodbye.
- Mr. Steve: Goodbye.

**Teacher diary:**

**After teaching recommendations and comments**





APPENDIX D  
Lesson plan evaluation form

## แบบประเมินคุณภาพของแผนการจัดกิจกรรมการเรียนรู้

รายวิชาภาษาอังกฤษ ฟัง - พูด 2 รหัส 20000 - 1204

1. ขอให้ท่านผู้เชี่ยวชาญได้กรุณาแสดงความคิดเห็นของท่านที่มีต่อแผนการจัดการเรียนรู้ที่ใช้กิจกรรมการสอนภาษาเพื่อการสื่อสาร (Communicative activities) เพื่อพัฒนาความสามารถด้านการพูดของนักเรียน ระดับ ปวช. 2 สาขางานการโรงแรมและบริการ

2. โดยทำเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่านพร้อมเขียนข้อเสนอแนะที่เป็นประโยชน์ในการนำไปพิจารณาปรับปรุงต่อไป

5 = ดีเยี่ยม 4= ดี 3= ปานกลาง 2 = พอใช้ 1= ควรปรับปรุง

| ข้อ | รายการพิจารณา  | ระดับความคิดเห็น |   |   |   |   |
|-----|--|------------------|---|---|---|---|
|     |  | 5                | 4 | 3 | 2 | 1 |
| 1   | แผนการสอนมีองค์ประกอบครบถ้วนเหมาะสม และมีรายละเอียดที่สอดคล้องสัมพันธ์กัน        |                  |   |   |   |   |
| 2   | มาตรฐานการเรียนรู้และผลการเรียนรู้มีความเชื่อมโยงกันอย่างเหมาะสม                 |                  |   |   |   |   |
| 3   | วัตถุประสงค์การเรียนรู้มีความชัดเจนถูกต้องครอบคลุมเนื้อหาสาระ                    |                  |   |   |   |   |
| 4   | เนื้อหา/สาระการเรียนรู้สอดคล้องกับวัตถุประสงค์ของการวิจัย                        |                  |   |   |   |   |
| 5   | เนื้อหา / กิจกรรมการสอนเหมาะสมกับระยะเวลาที่กำหนด                                |                  |   |   |   |   |
| 6   | กิจกรรมสอดคล้องกับเนื้อหาและวัตถุประสงค์ของการวิจัย                              |                  |   |   |   |   |
| 7   | กิจกรรมการเรียนรู้หลากหลาย / เหมาะสมกับวัยของผู้เรียนและสามารถนำไปปฏิบัติได้จริง |                  |   |   |   |   |
| 8   | กิจกรรมเน้นการใช้ภาษาเพื่อการสื่อสารสามารถนำไปใช้ในการทำงานและชีวิตจริงได้       |                  |   |   |   |   |
| 9   | สื่อ/แหล่งเรียนรู้สอดคล้องกับกิจกรรมและวัตถุประสงค์                              |                  |   |   |   |   |
| 10  | มีการใช้สื่อ/แหล่งการเรียนรู้ที่เหมาะสมกับวัยและเนื้อหาสาระ                      |                  |   |   |   |   |
| 11  | มีการวัดผลและประเมินผลที่สอดคล้องกับวัตถุประสงค์การเรียนรู้                      |                  |   |   |   |   |

ข้อเสนอแนะเพิ่มเติม

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ลงชื่อ ..... ผู้ประเมิน

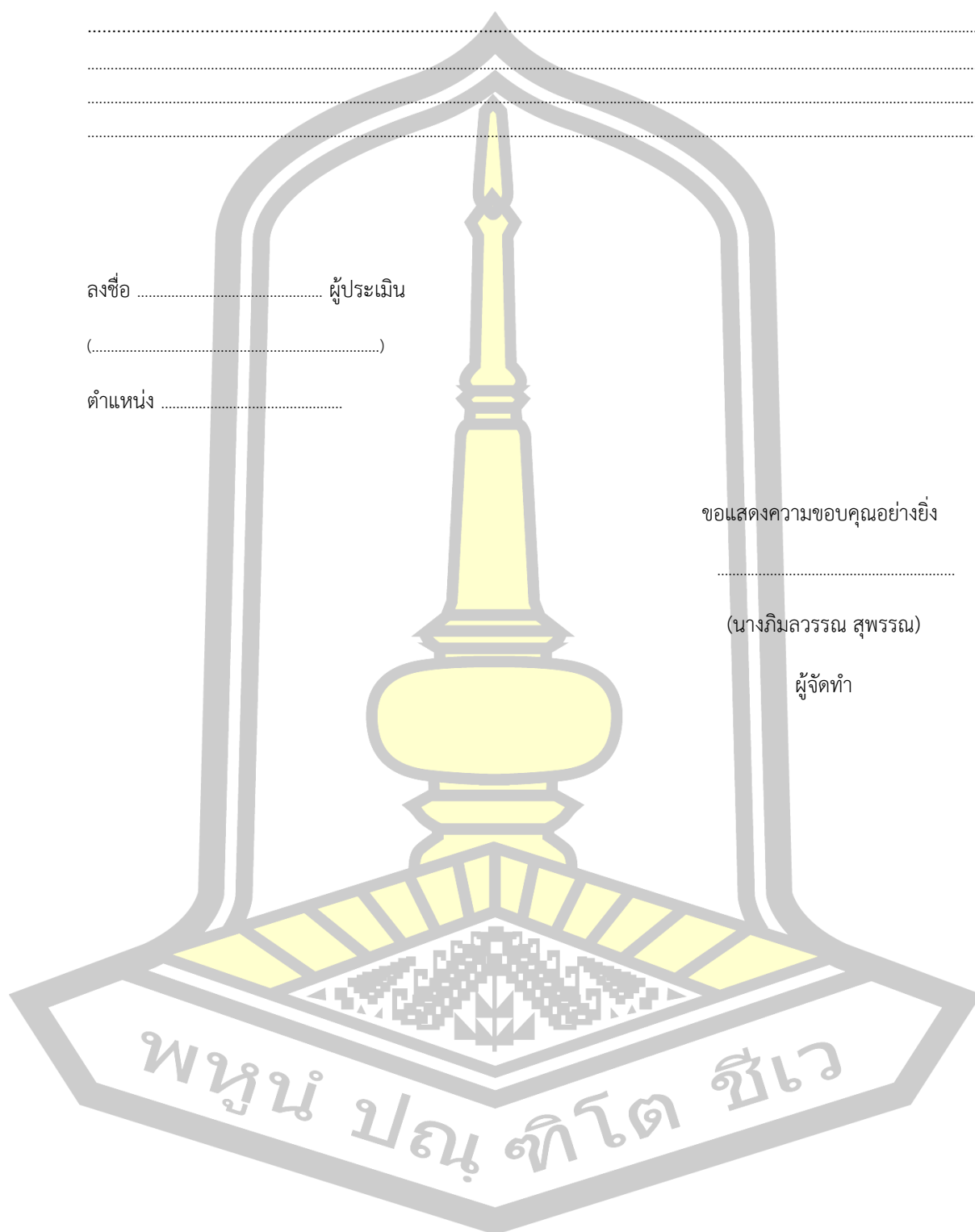
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ตำแหน่ง .....

ขอแสดงความขอบคุณอย่างยิ่ง

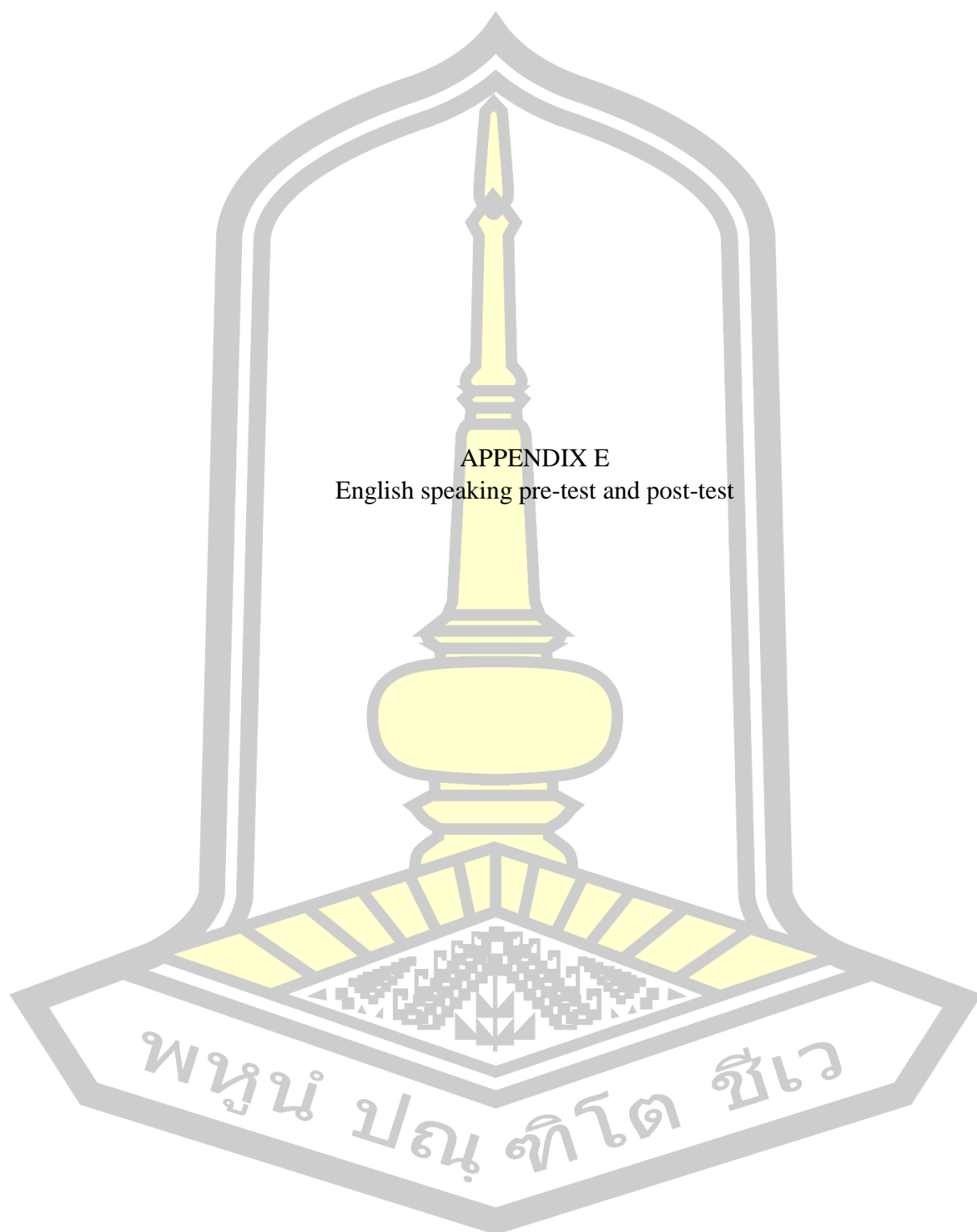
(นางกมลวรรณ สุพรรณ)

ผู้จัดทำ



พหุมนุ ปรณุ ทิโต ชีเว





APPENDIX E  
English speaking pre-test and post-test

### English Speaking Pre-test/Post-test

คำสั่ง นักเรียนเลือกสถานการณ์ คนละ 1 สถานการณ์ จากนั้นสนทนากับครูผู้สอนตามสถานการณ์ที่ตนเองได้รับ

**Situation 1: You are a traveler; you have arrived in the hotel and you need:**

You want a single room with shower and on a non-smoking floor.

After that you get the key and ask the receptionist to give you wake-up call at 7 a.m. and bring breakfast in the room.

In addition, you want them call a taxi for you.

**Situation 2: You are a receptionist. You have to ask the traveler if he/she has reserved a room. You have several different rooms such as a single room, a double room, a suite and etc.**

You have to ask the traveler how many nights he/she would like to stay, how he/she would pay. If he/she needs any services. Finally give him/her the key.



**Situation 3: You are a guest; you have checked in the hotel.**

After that you found that the internet connection at the hotel is overpriced and not always working reliably. Furthermore, there are only three different TV channel, which is unacceptable.



**Situation 4: You are a guest at the five stars Continental Hotel.**

You telephone a restaurant to book a table. You need a table for six people for tomorrow evening. You need a table on the second floor. Then, you hope to arrive by 8 pm but might be a little late. Finally, you will pay the bill by credit card.

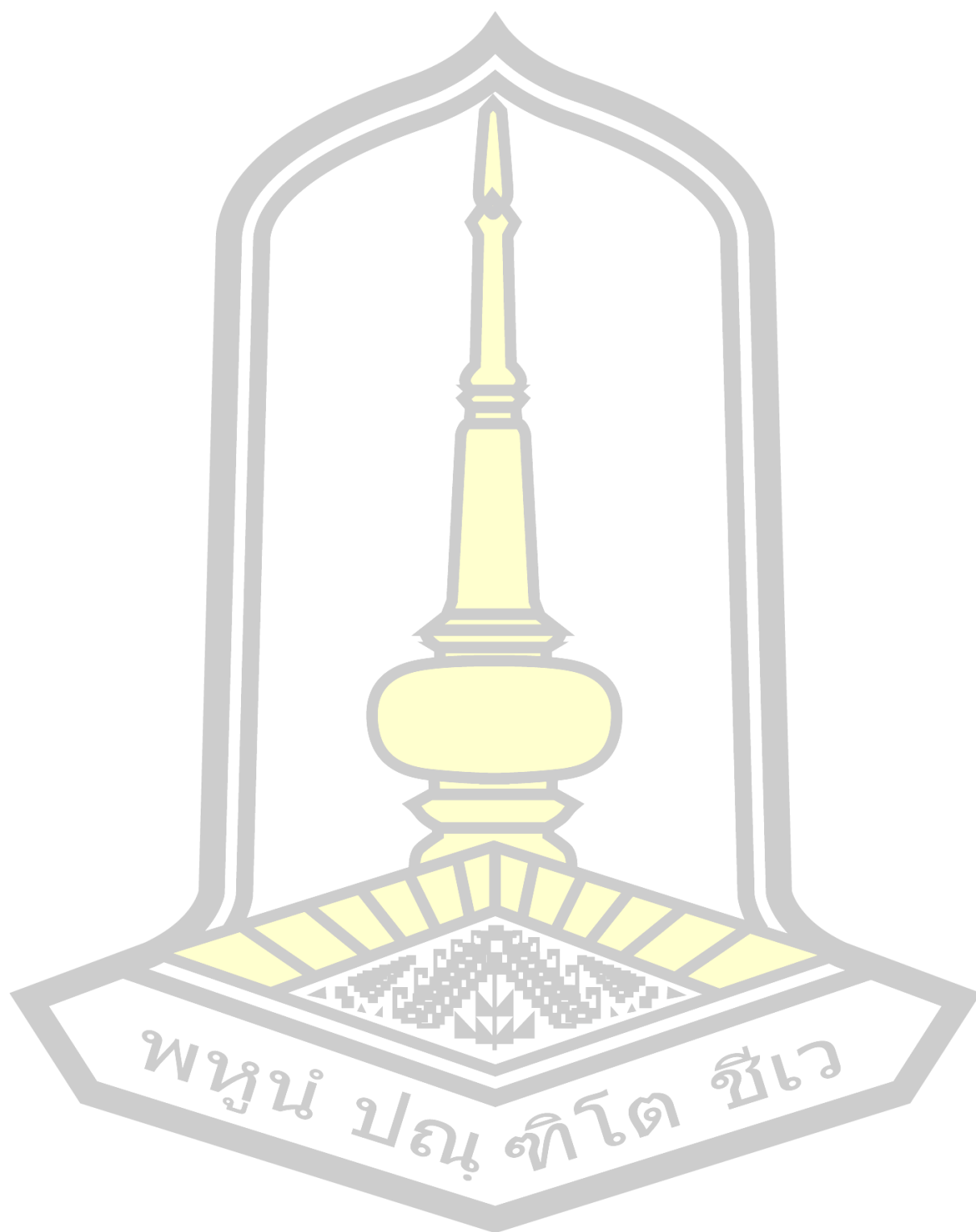


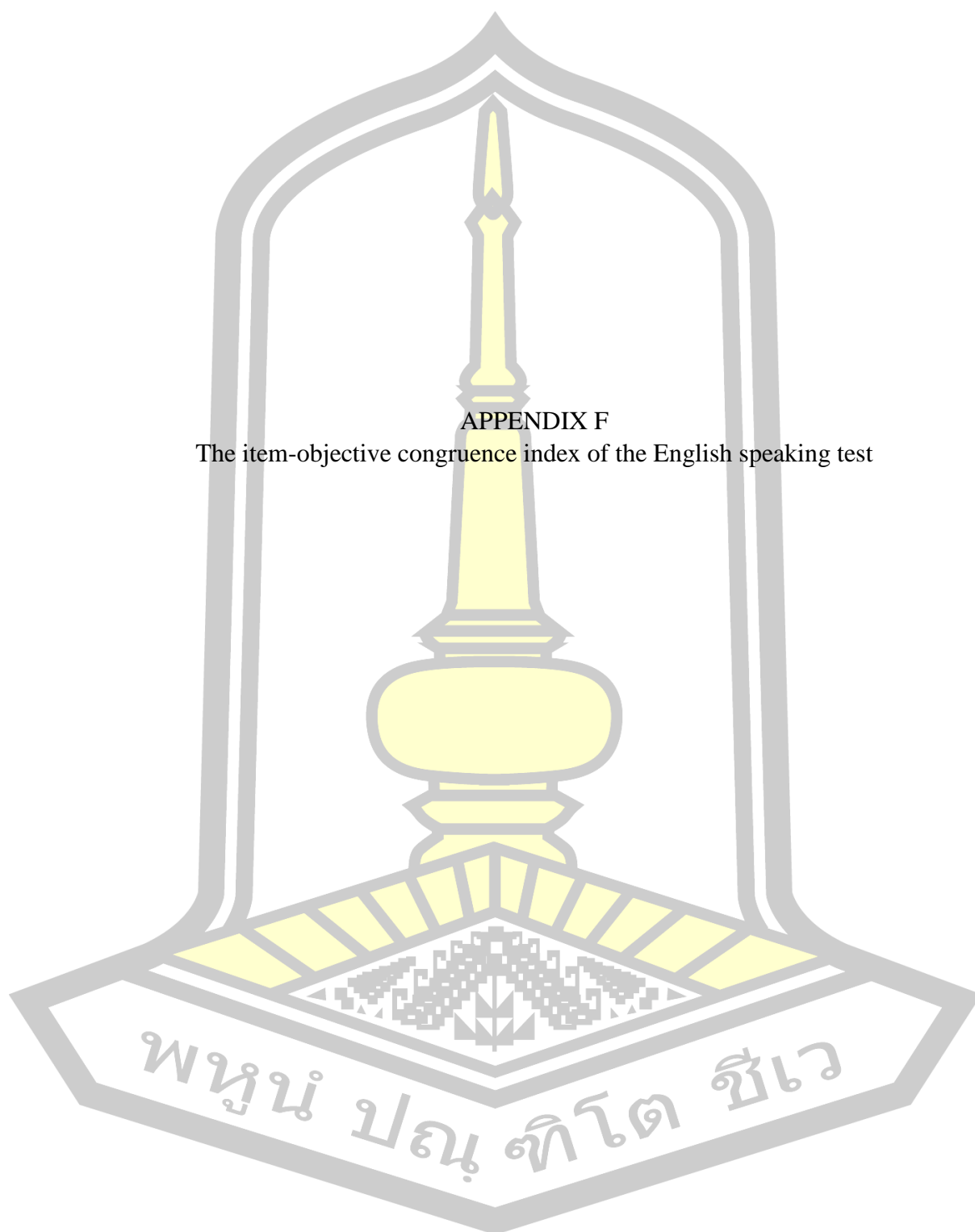


### Rubric of English Speaking

| Aspects       | Speaking scores/levels                                       |  |  |   |   |
|---------------|--|--|--|---|---|
|               | 5  | 4  | 3  | 2   | 1   |
| Pronunciation | Easy to understand and have native speaker's accent          | Easy to understand although having the certain accent  | There is problem in pronunciation that make listeners should concentrate and sometimes find misunderstanding | It is difficult to understand because of pronunciation problem, and often asked to repeat | Serious problem in pronunciation, and it cannot be understood |
| Vocabulary    | Using vocabulary and expression like native speaker          | Sometime use in appropriate vocabulary and should explain the idea because of limited vocabulary | Often use inappropriate vocabulary, the conversation is limited because limited vocabulary                   | Use vocabulary inappropriate and it is difficult to be understood                         | Vocabulary is limited, so the conversation cannot be done     |
| Grammar       | Nothing or just a few mistakes in structure                  | It is sometimes make mistakes in structure, but it doesn't influence the meaning                 | It is often makes mistake of structure and influence the meaning   | It makes a lot of mistakes that influence the meaning, and often rearrange the sentences  | The mistakes of structure                                     |
| Fluency       | Speech as fluent and effortless as that of a native speaker. | It seems that the fluency is not fluent like native speaker                                      | Mostly of the fluency is disturb with the problem of language  | It is not sure to speak and stop because of limited of language used                      | Speaking haltingly, so the conversation cannot be done        |

The scoring that used in this research adapted from Haris (1979) and Finocchiaro (1983) , Torress (1997) and Phisutthangkoon (2012)





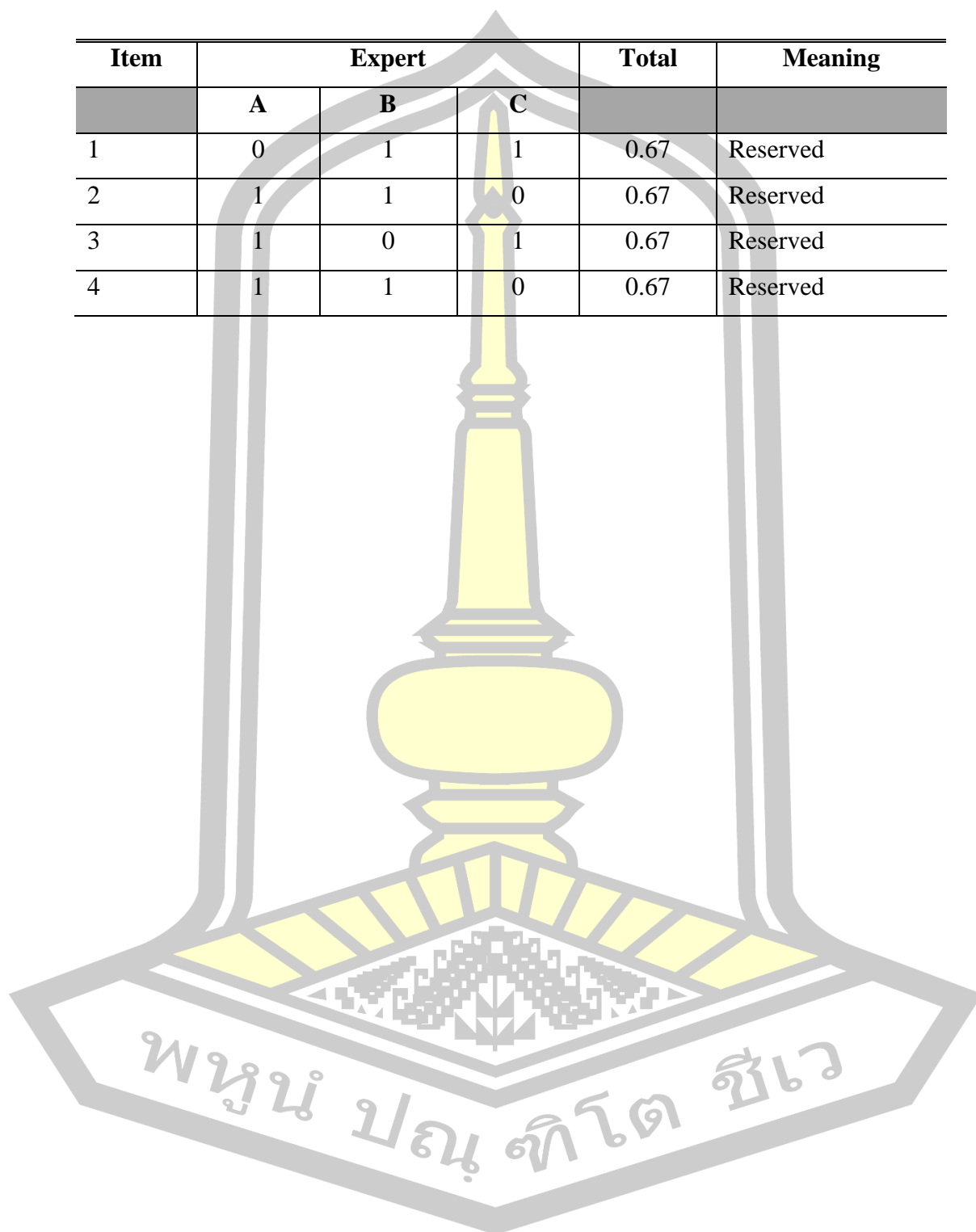
## APPENDIX F

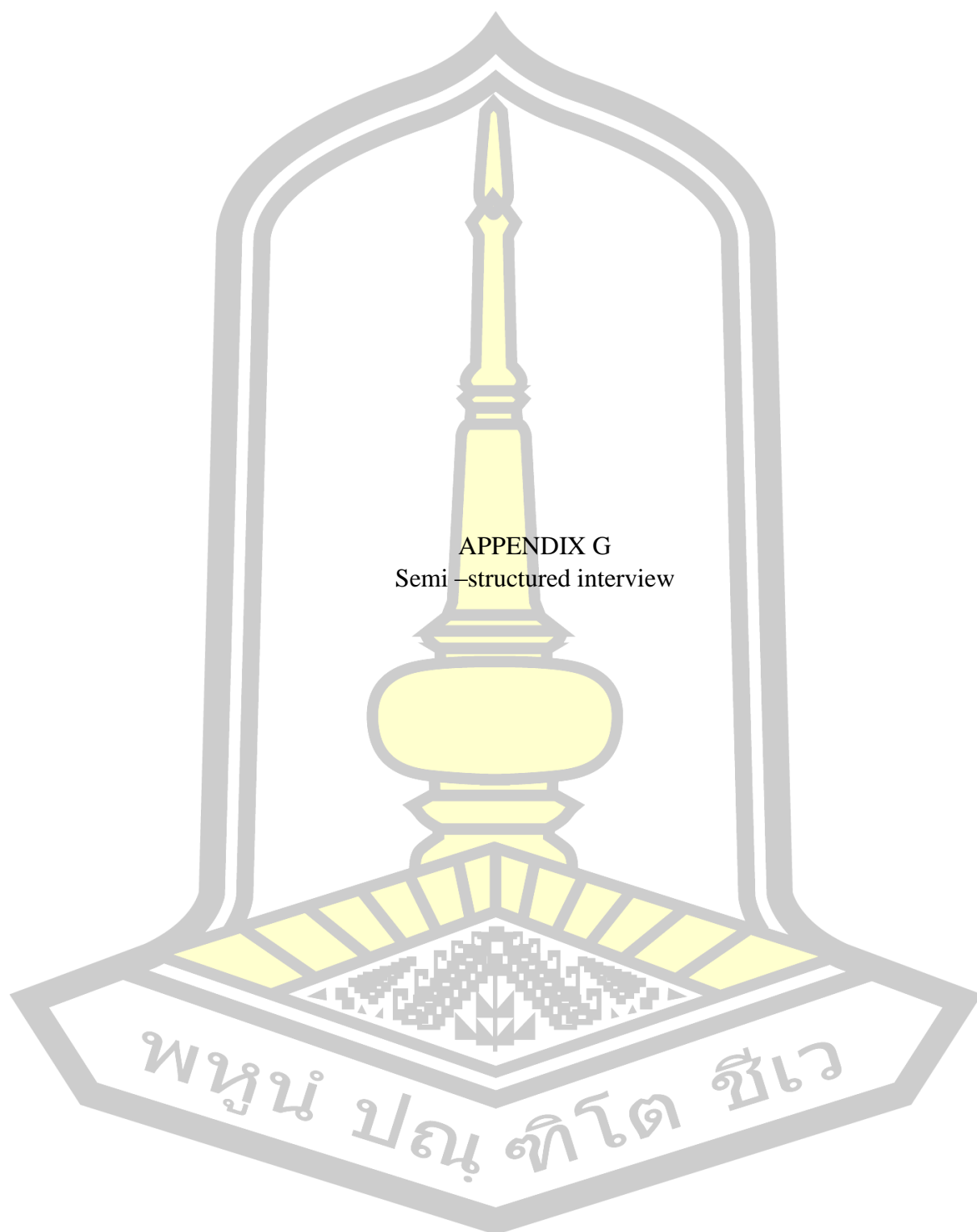
The item-objective congruence index of the English speaking test



**The Item-Objective Congruence Index of the English speaking test**

| Item | Expert |   |   | Total | Meaning  |
|------|--------|---|---|-------|----------|
|      | A      | B | C |       |          |
| 1    | 0      | 1 | 1 | 0.67  | Reserved |
| 2    | 1      | 1 | 0 | 0.67  | Reserved |
| 3    | 1      | 0 | 1 | 0.67  | Reserved |
| 4    | 1      | 1 | 0 | 0.67  | Reserved |





APPENDIX G  
Semi-structured interview

การสัมภาษณ์แบบกึ่งโครงสร้าง  
Semi –Structured Interview

**Part 1: The following semi-structured interview questions number 1-4 investigated the effects of communicative activities on the students' speaking ability. These questions related to role play activities were implemented in a front office situation.**

Question 1: How did the activity in the topic of the front office that teacher assigned you to do as a receptionist and a guest in welcoming guest situation has helped you improved pronunciation?

Question 2: How did the activity that the teacher assigned you in the topic of reserving a room/hotel reservation has helped you improved vocabulary?

Question 3: How did the activity in the topic of the front office that teacher assigned helped you improved grammar?

Question 4: How did the activity that the teacher assigned you to work with your partner about a receptionist and a customer helped you improved your speaking fluency?

**Part 2: The following semi-structured interviewed questions number 5-8 encourage the effect of communicative activities on students' speaking ability. These questions related to simulation activities.**

Question 5: How did the activities that teacher assigned about food and beverage situation help you improved vocabulary?

Question 6: How did the activities (simulation) that teacher assigned about food and beverage situation help you improved pronunciation?

Question 7: How did the activities that teacher assigned about food and beverage situation help you improved vocabulary?

Question 8: How did the activities (simulation) that teacher assigned about food and beverage situation help you improved pronunciation?

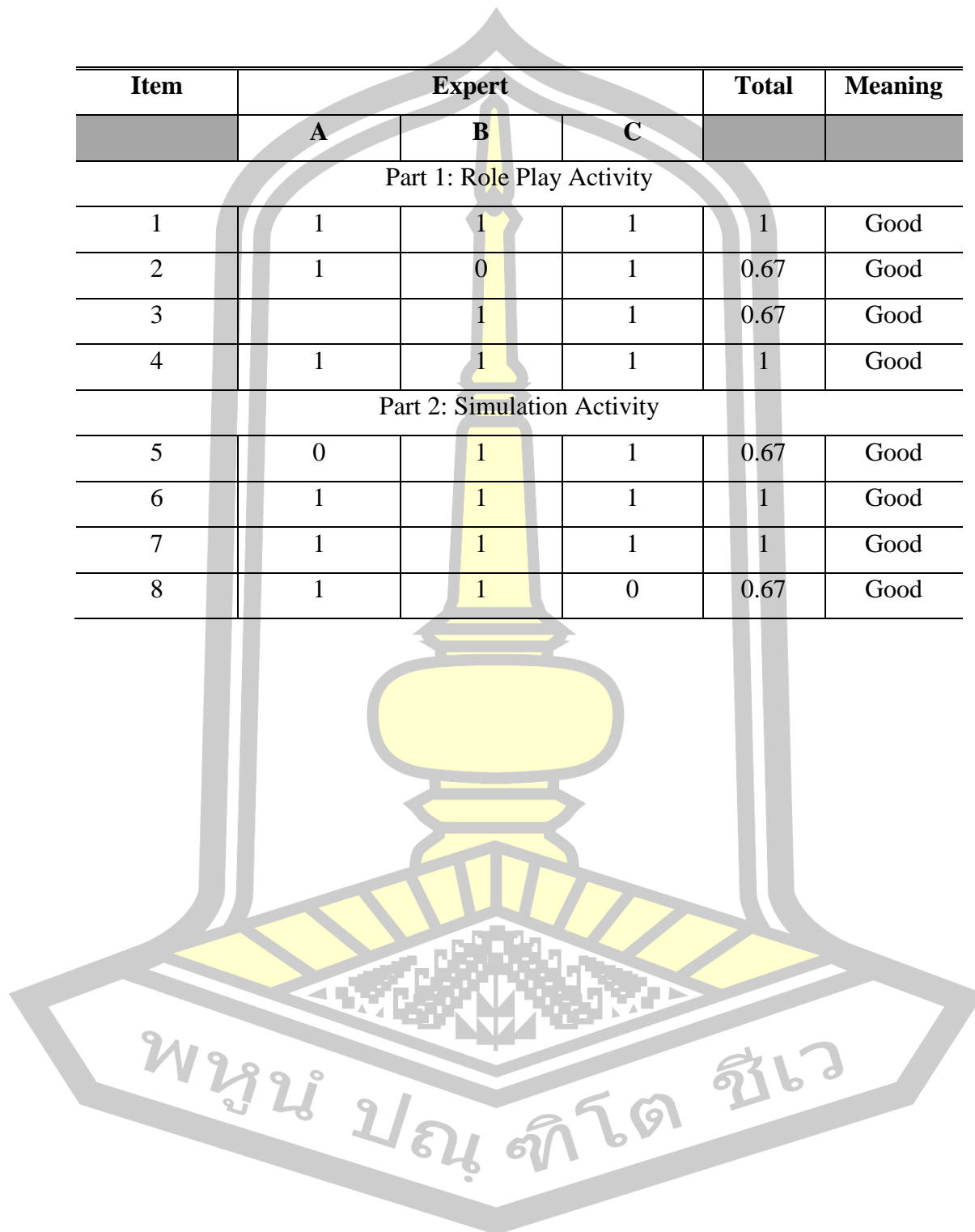
**Part 3: Suggestions and comments**

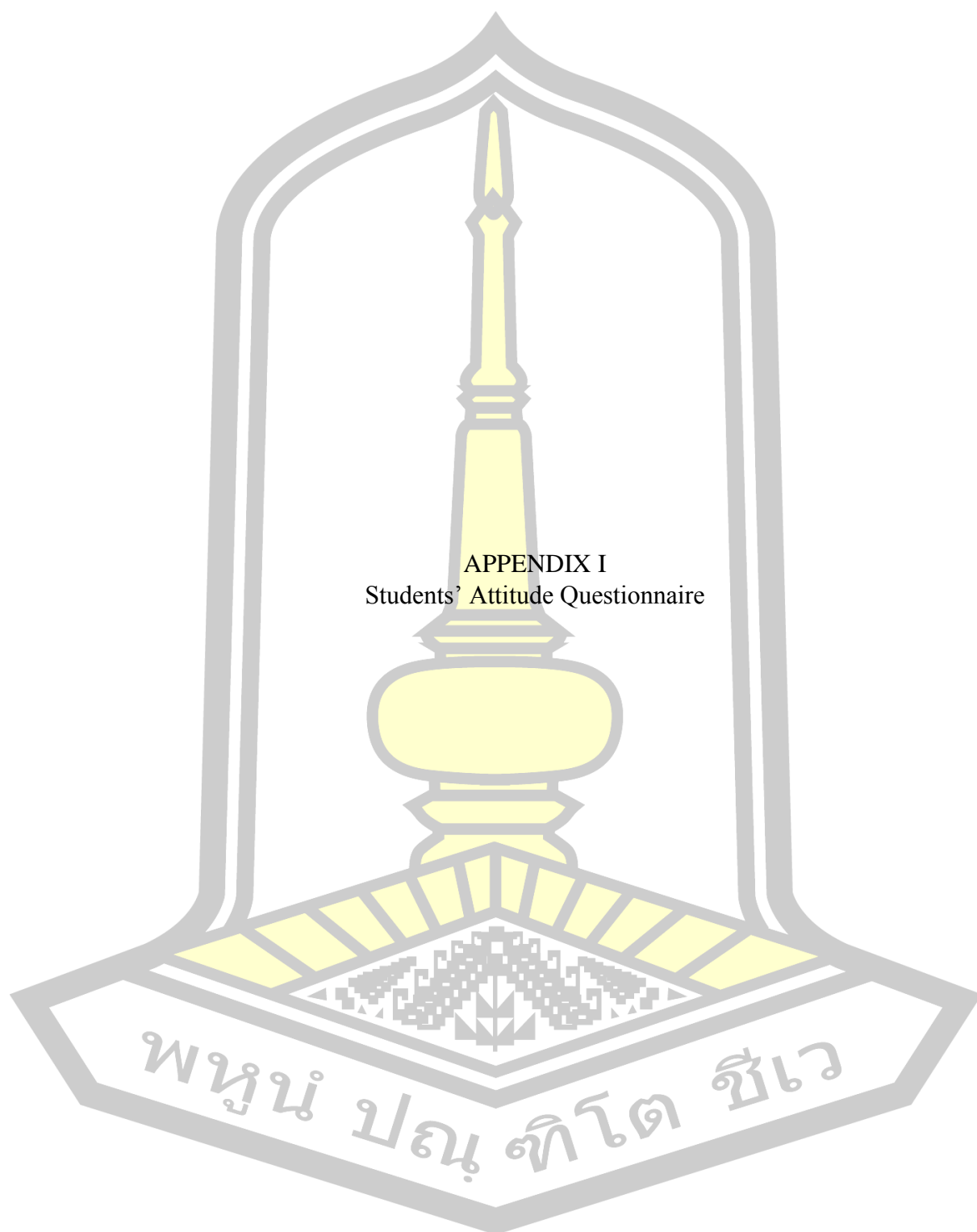
พหุบัณฑิต



**Semi –structured interview evaluation forms The Item-Objective Congruence  
Index of the semi-structured interview**

| Item                        | Expert |   |   | Total | Meaning |
|-----------------------------|--------|---|---|-------|---------|
|                             | A      | B | C |       |         |
| Part 1: Role Play Activity  |        |   |   |       |         |
| 1                           | 1      | 1 | 1 | 1     | Good    |
| 2                           | 1      | 0 | 1 | 0.67  | Good    |
| 3                           |        | 1 | 1 | 0.67  | Good    |
| 4                           | 1      | 1 | 1 | 1     | Good    |
| Part 2: Simulation Activity |        |   |   |       |         |
| 5                           | 0      | 1 | 1 | 0.67  | Good    |
| 6                           | 1      | 1 | 1 | 1     | Good    |
| 7                           | 1      | 1 | 1 | 1     | Good    |
| 8                           | 1      | 1 | 0 | 0.67  | Good    |





APPENDIX I  
Students' Attitude Questionnaire

### Students' Attitude Questionnaire

Part 1 Name:.....No:.....

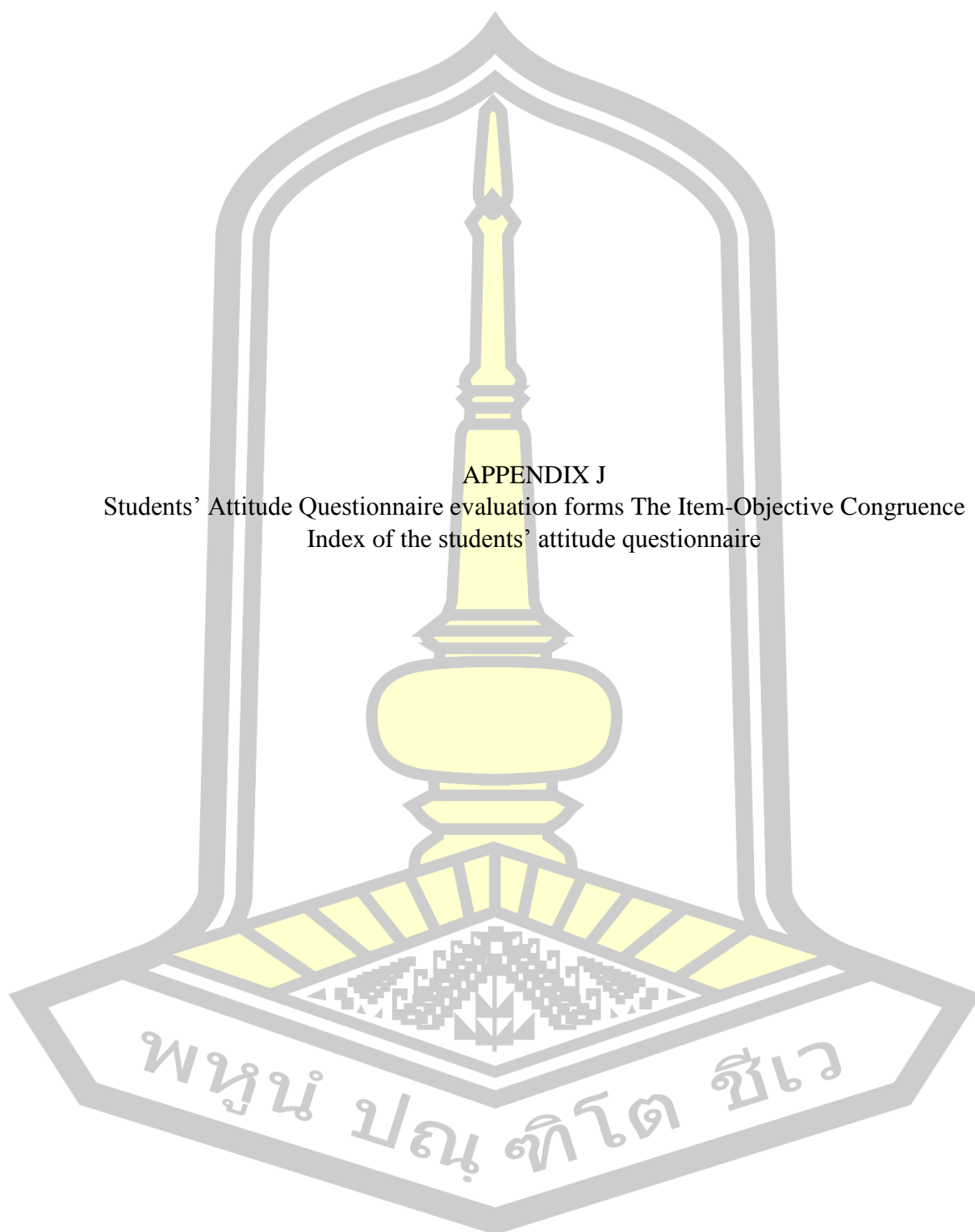
**Part 2** Please check (✓) the appropriate column according to your attitude towards communicative activities. Thank you for your cooperation.

5 = strongly agree 4= agree 3= Neutral 2= disagree 1=strongly disagree

| Communicative Activities |   | Levels         |       |         |          |                   |
|--------------------------|---|----------------|-------|---------|----------|-------------------|
| No.                      | Role Play Activity  | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
| 1                        | I could pronounce the words better than before after learning through the activities in the front office situation. |                |       |         |          |                   |
| 2                        | I could speak with my friends without worry about using grammar.  |                |       |         |          |                   |
| 3                        | I like to speak even though I didn't have enough vocabulary.  |                |       |         |          |                   |
| 4                        | I liked my teacher to give me more time to practice fluency.  |                |       |         |          |                   |
| 5                        | I enjoyed to practice speaking ability through this activity  |                |       |         |          |                   |
| Total score              |   |                |       |         |          |                   |
| Simulation Activities    |   |                |       |         |          |                   |
| 6                        | I could pronounce more words after practicing in ordering food situation.   |                |       |         |          |                   |
| 7                        | I didn't worry to speak in food and beverage situation even though I hadn't enough vocabularies.                    |                |       |         |          |                   |
| 8                        | I could encourage more grammar after learning through   |                |       |         |          |                   |
| 9                        | I could speak fluently after practicing speaking in food and beverage situation                                     |                |       |         |          |                   |
| 10                       | I felt these activities could help me improving speaking ability  |                |       |         |          |                   |
| Total score              |   |                |       |         |          |                   |

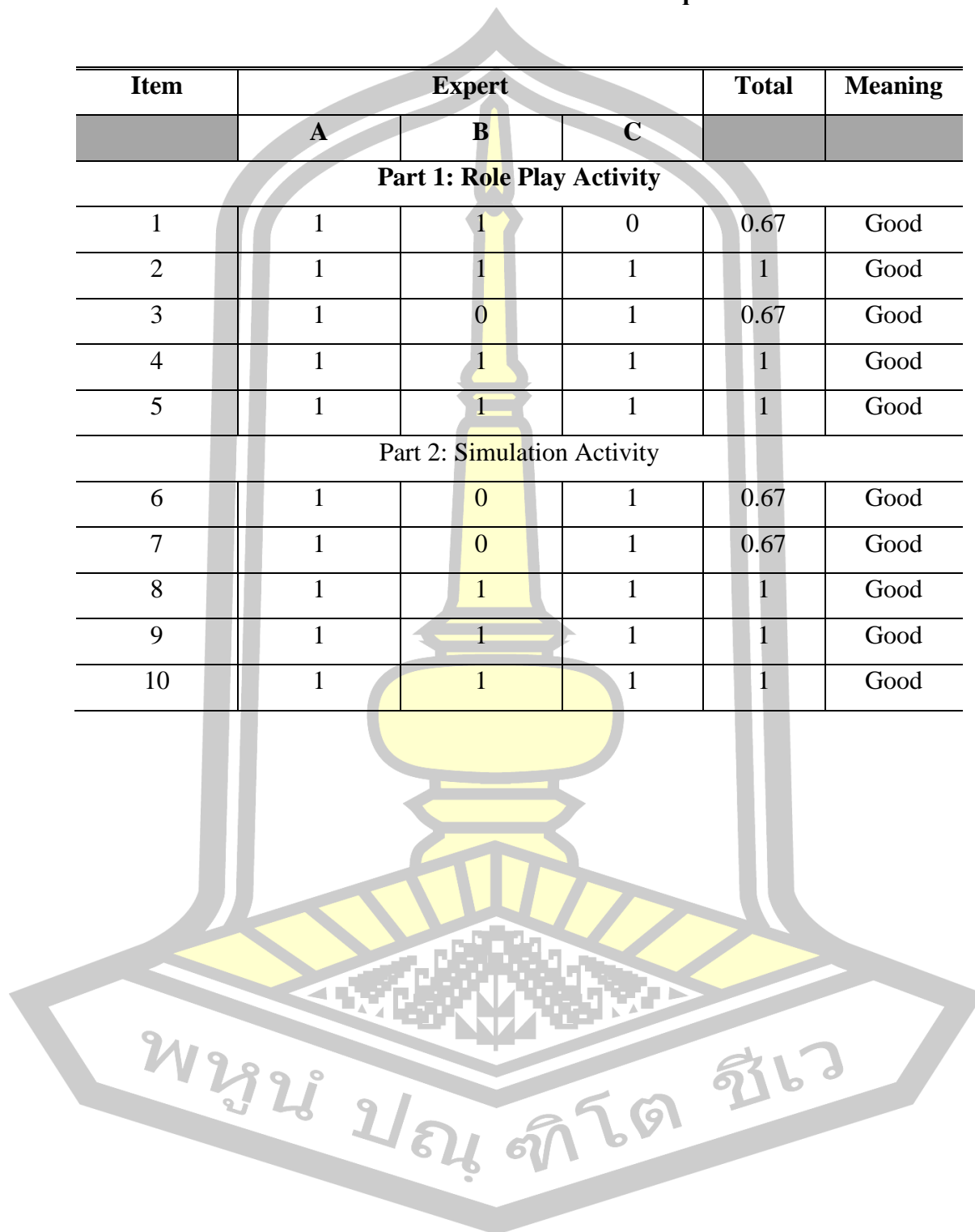
(Adopted from Noonthabut (2010) and Phisutthangkoon (2012))





**Semi –structured interview evaluation forms The Item-Objective Congruence  
Index of the students' attitude questionnaire**

| Item                               | Expert |   |   | Total | Meaning |
|------------------------------------|--------|---|---|-------|---------|
|                                    | A      | B | C |       |         |
| <b>Part 1: Role Play Activity</b>  |        |   |   |       |         |
| 1                                  | 1      | 1 | 0 | 0.67  | Good    |
| 2                                  | 1      | 1 | 1 | 1     | Good    |
| 3                                  | 1      | 0 | 1 | 0.67  | Good    |
| 4                                  | 1      | 1 | 1 | 1     | Good    |
| 5                                  | 1      | 1 | 1 | 1     | Good    |
| <b>Part 2: Simulation Activity</b> |        |   |   |       |         |
| 6                                  | 1      | 0 | 1 | 0.67  | Good    |
| 7                                  | 1      | 0 | 1 | 0.67  | Good    |
| 8                                  | 1      | 1 | 1 | 1     | Good    |
| 9                                  | 1      | 1 | 1 | 1     | Good    |
| 10                                 | 1      | 1 | 1 | 1     | Good    |



## BIOGRAPHY

|                       |  |
|-----------------------|--|
| <b>NAME</b>           | Mrs. Pimonwan Suphan   |
| <b>DATE OF BIRTH</b>  | 25 September 1982  |
| <b>PLACE OF BIRTH</b> | Maharakham Province  |
| <b>ADDRESS</b>        | 579 Nakhonsawan Road, Talad sub-district, Muang district,<br>Maharakham Province, 44000.   |
| <b>POSITION</b>       | Teacher (Professional Level Teachers)  |
| <b>PLACE OF WORK</b>  | Maharakham Vocational College, Mueang,<br>Maharakham Province  |
| <b>EDUCATION</b>      | 2005 Bachelor Degree of Art (B.A.)<br>Majoring in English<br>Rajabhat Maharakham University<br>2020 Master Degree of Education (M.Ed.)<br>Majoring in English Language Teaching<br>Maharakham University |

