

Developing Speech Abilities on Various Occasions Using Role-Plays and Practice in Real-Life Situations of Students Studying the Art of Speaking

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ABSTRACT

The purpose of this research is to develop the ability to speak on various occasions of students studying the art of speaking. Role-based teaching and practice in real situations is the teaching method. The sample group consists of 25 students who studied the art of speaking course in the second semester of the academic year 2018. The tools and data collection method used in this experiment are (1) learning plans for speaking on various occasions in 5 plans, including speaking in the ceremonial role, inviting, greeting, congratulating and presentation speech, (2) a test of speaking ability in various occasions and (3) assessment forms of speaking in role-playing and actual practice. The statistics used in data analysis is a mean, standard deviation, and t-test for Dependent Samples. Data were analysed using the statistical program. The results showed that the speaking scores and assessment scores for both roleplay and the real situations after the experiment is higher than the score before the experiment at the level of significance 0.001.

Keywords: Speaking skills, Role-Play Teaching Method.

1. INTRODUCTION

Speaking skill is an important skill in communication because it shows that the speaker has language knowledge and helps to learn other skills more easily. Development of speech is always important for language users. At present, public speaking is popular because communication channels are wide open. Many people are famous because of communication such as famous speakers in Thailand like Note Udom Tae Panich, Kru Nogrungsakon Kongket and Coach Sirilak Tansiri. Note Udom Tae Panich is a speaker who creates entertainment and have a good speech. Kru Nogrungsakon Kongket is an inspirational speaker where the words of Kru Ngo teacher have helped save many lives of fellow humans. Coach Sirilak Tansiri is a famous coach on online sales that introduce sales techniques for online sellers etc. All the 3 people use speech to build a reputation and make money because their speech has powerful content and compilation of stories that answer the needs of people in society.

Speaking is one of the communication media by using words, tones, and gestures to convey knowledge, thoughts, feelings and needs; with one aim whether to know, understand, follow, or cause emotions (Pimpaphon Bunprasert, 2015: 8). Speech communication is a way to get information quickly because listeners can respond immediately. Talking always plays a role in every day of their lives because human beings need to communicate, express their thoughts, and needs to others. Speaking has contributed to the advancement of the general public. No matter what career you have, everyone has to practice to have the ability to speak effectively. Therefore, speaking is a skill that needs to be learned and practised in every role of life, whether they are students, teachers, traders, doctors, nurses, or security officers, etc. Thus, It is necessary to understand the principles of speaking in daily life (Jutada Tabpawan,2017: 4).

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At present, students must use speech in almost every teaching and learning course whether through speaking, answering questions, gives comment or presentations in front of the class. Speaking skill is important to help students to have confidence in themselves. Teaching using role-playing is another way for students to participate in the study allowing them to express both thoughts and gestures which also allows learners to learn, have fun and enjoy the lesson. Teaching using role-playing allows learners to understand on their own by emphasizing activities for students to be involved and focus on students as a centre. The main principle of this teaching method is the instructor will create problems or situations for the students to solve problems by themselves. Simulation in the classroom should be similar to the real situation. There are various problems and contradictions where learner plays various roles without prior information or preparation. The actors must act naturally without knowing how other actors will react. It is considered to help train the learners to learn to adjust their behaviour and find solutions to natural problems (Rawee Wutprasit, 1987: 74).

Another problem that researchers found in class is when having to let the learner speak in front of the class; students will be afraid, lack self-confidence, not assertive, speak softly and not know how to start talking. This would result in failure of the speech which would lead to a feeling of not wanting to study, fear of being asked by the instructor to come out in front of the class, the feeling of prejudice towards speaking and finally withdrawal of the course. The researcher has taught in the Art of Speaking course for 3 years, and it was found that such problems occurred to learners in every group. When students lack confidence, they would not be happy with the preparation of the speech and this will affect the grade level of the learners themselves. This research, therefore, allows the learner to practice speaking on various occasions in real-life situations along with role-playing.

2. OBJECTIVES

To develop the ability to speak on various occasions by students studying the art of speaking courses through role-plays and practical exercises in real situations.

3. METHODS

3.1 Subjects

The population group consists of 50 undergraduate students at Rajamangala University of Technology Srivijaya Songkhla who registered to study the art of speech (01 011 00458) with the researcher in the first semester of the 2018 academic year (Bureau of Academic Promotion and Registration, 2018). The researcher used population groups to test speaking tests on various occasions and the sample group for collecting data, a total of 25 people who were enrolled in the art of speech course (01 011 00458) in the semester 2, academic year 2018.

3.2 Instruments

3.2.1 Learning Plans for Speaking on Various Occasions

Researcher studied KKU 3 courses in the arts of speech, including the objectives and course description as well as studying the theory and principles of learning by using role-plays (Ments, Van Morry. 1983: 1986) as cited in Ketsuda Ponglang (2007: 39). The five learning plans are as detailed below.

Learning plan	Content	Instruction media
1	Speaking in the ceremonial role	YouTube video clip
2	Inviting	cast lots
3	Greeting	picture
4	Congratulations	cast lots
5	Presentation	YouTube video clip

3.2.2 A Test of Speech Ability on Various Occasions Before and After the Experiment

The researcher studied the guidelines for creating tests from books, documents and examples of speaking on various occasions from the internet and collected the data to create a 150 multiple-choice questions test that cover speech situations, in accordance to the learning plans. The test was then checked by experts and conducted to 50 people to see the effectiveness of the test.

3.2.3 Assessment Form for Speaking on Various Occasions

The researcher studied documents about the speech assessment form from books and related documents and created a 5 level Likert's Scale with the following rating: 5 means the most, 4 means a lot, 3 means moderate, 2 means less and 1 means the least.

3.3 Data Collection

3.3.1 The researcher tested the students' ability to speak on various occasions before the experiment by doing 20 different tests according to the opportunity of speaking in the learning plan.

3.3.2 The researcher teaches speech on various occasions according to the 5 learning plans to allow learners to understand the principles and patterns of speaking.

3.3.3 The researcher let students practice speaking on various occasions in a role-playing style and the speeches were evaluated by 2 experts using the method of video recording.

3.3.4 The researcher tests the ability of learners to speak on various occasions after practicing by using 20 tests based on speaking opportunities in the learning plans.

3.4 Analysis

The researcher analyzed the data by using the SPSS program and using basic statistics such as arithmetic mean (Mean) and standard deviation (Standard Deviation). The researcher used the pre-test and post-test scores in the two-way speech assessment scores to compare the scores with the t-test statistics as dependent samples.

4. RESULTS AND DISCUSSION

The researcher showed the scores from the tests and scores from the assessment of the speech of 25 students in the following table.

Table 1 Showing test scores before and after the experiment with role-playing teaching

Sequence	Score before the experiment (20 points)	Score after experiment (20 points)
1	9	18
2	8	17
3	12	20
4	10	19
5	8	19
6	8	18
7	9	19
8	11	20
9	10	17
10	9	18
11	8	18
12	9	18
13	7	19
14	7	19
15	10	17
16	7	16
17	10	18
18	10	20
19	8	19
20	8	19
21	10	20
22	8	18
23	8	19
24	9	17
25	7	19
average	8.8	18.44
Difference $18.44 - 8.8 = 9.64$		

From Table 2, it was found that the results of the Speaking Test score on various occasions after the study increased by an average of 9.64.

Table 2 Results comparing scores before and after teaching a role-playing

Points	\bar{X}	S.D.	t	Sig.
Before	8.80	1.32		
After	18.44	1.08	33.474***	.0001

From Table 2, it was found that the comparison of test scores before and after role-playing differ significantly with significance at .001. The average before the experiment is at 8.80 and after the experiment is at 18.44, indicating that role-playing teaching helps the student to score higher.

Table 3 The score of the assessment of speech in various occasions before and after the experiment with role-playing, given by 2 assessors

Learner	Assessment score before teaching a role model			Score after role-playing			Difference (Increase / decrease)
	People who evaluate		average	People who evaluate		average	
	1	2		1	2		
1	15	13	14	18	18	18	Increase 4
2	13	14	13.5	17	17	17	Increase 4.5
3	17	15	16	20	19	19.5	Increase 3.5
4	14	13	13.5	19	20	19.5	Increase 6
5	16	14	15	19	19	19	Increase 4
6	14	16	15	18	19	18.5	Increase 3.5
7	13	13	13	19	19	19	Increase 6
8	13	14	13.5	20	20	20	Increase 5.5
9	15	15	15	17	18	17.5	Increase 2.5
10	13	14	13.5	18	18	18	Increase 4.5
11	16	17	16.5	18	19	18.5	Increase 2
12	14	15	14.5	18	17	17.5	Increase 3
13	15	17	16	19	19	19	Increase 3
14	13	14	13.5	19	20	19.5	Increase 6
15	14	15	14.5	17	18	17.5	Increase 3
16	14	16	15	16	17	16.5	Increase 1.5
17	15	15	15	18	19	18.5	Increase 2
18	14	13	13.5	20	19	19.5	Increase 6
19	14	15	14.5	19	20	19.5	Increase 5
20	14	14	14	19	20	19.5	Increase 4.5
21	15	15	15	20	19	19.5	Increase 4.5
Learner	Assessment score before teaching a role model			Score after role-playing			Difference (Increase / decrease)
	People who evaluate		average	People who evaluate		average	
	1	2		1	2		
22	17	16	16.5	18	19	18.5	Increase 2.5
23	15	15	15	19	19	19	Increase 4
24	14	14	14	17	18	17.5	Increase 3.5
25	17	17	17	19	19	19	Increase 2
\bar{X}	14.56	14.76	14.66	18.44	18.76	18.60	Increase 3.94

From Table 3, it was found that the evaluation scores of both evaluators were higher after the role-playing activity with an average increase of 3.94, indicating that role-play based teaching helps increase the student's speech assessment score.

Table 4 Results of comparison of assessment scores for speaking ability in various occasions before and after role-playing activity

Score	\bar{X}	S.D.	t	Sig.
Before	14.66	1.09	13.559***	.000
After	18.60	0.93		

From Table 4, the results of comparison of speech assessment scores after role-playing teaching differ significantly with significance at .001. On average, before the experiment, the score was at 14.66 and after the experiment was at 18.6. This indicated that role-playing teaching helped increase the student's speech score.

Table 5 Results of speech in multiple occasions assessment before and after the experiment of practicing speaking in real-life situations

Learner	Assessment score before speaking the actual situation (20 points)			Assessment score after speaking the actual situation (20 points)			Difference (Increase / decrease)
	People who evaluate		average	People who evaluate		average	
	1	2		1	2		
1	15	13	14	18	17	17.5	Increase 3.5
2	13	14	13.5	15	16	15.5	Increase 2
3	17	15	16	18	19	18.5	Increase 2.5
4	14	13	13.5	19	19	19	Increase 5.5
5	16	14	15	19	20	19.5	Increase 4.5
6	14	16	15	18	18	18	Increase 3
7	13	13	13	18	18	18	Increase 5
8	13	14	13.5	18	18	18	Increase 4.5
9	15	15	15	17	18	17.5	Increase 2.5
10	13	14	13.5	13	15	14	Increase 0.5
11	16	17	16.5	18	19	18.5	Increase 2
12	14	15	14.5	19	20	19.5	Increase 5
13	15	17	16	19	19	19	Increase 3
14	13	14	13.5	19	19	19	Increase 5.5
15	14	15	14.5	18	18	18	Increase 3.5
16	14	16	15	17	18	17.5	Increase 2.5
17	15	15	15	16	17	16.5	Increase 1.5
18	14	13	13.5	18	20	19	Increase 5.5
19	14	15	14.5	18	19	18.5	Increase 4
20	14	14	14	18	18	18	Increase 4
21	15	15	15	18	17	17.5	Increase 2.5
22	17	16	16.5	19	19	19	Increase 2.5
23	15	15	15	18	19	18.5	Increase 3.5
24	14	14	14	18	18	18	Increase 4
25	17	17	17	19	18	18.5	decrease 1.5
\bar{X}	14.56	14.76	14.66	17.80	18.24	18.02	Increase 3.36

From Table 5, it was found that the evaluation results given by the two evaluators are higher after the speaking in real-life situations practice with an average increase of 3.36, indicating that practicing speaking in real-life situations helps increase the student's speech assessment score.

Table 6 Results of comparison of assessment scores for speaking in various occasions activity before and after speaking in real-life situations practice

Score	\bar{X}	S.D.	t	Sig.
Before	14.66	1.09	12.137***	.000
After	18.02	1.22		

From Table 6, the results of comparison of assessment scores differ significantly with significance at .001. On average, the score before the experiment was at 14.66 and after the experiment was at 18.02, which indicated that practicing speaking in real-life situations helped increase the student's speech assessment score.

5. DISCUSSIONS

The created learning plans allow learners to improve their ability to speak on various occasions, perhaps due to assessments from the experts. The instructor needs to make detailed information and clear teaching procedures in accordance with all 5 opportunities of speaking. The instructor gave the opportunity to students to participate in the selection of speaking opportunities, thus allowing learners to actively search for information, activities and practice speaking both role-play as well as in real-life situations.

For pre and post-test quizzes, instructors allow experts to examine and determine all 100 questions and options which can measure scores before training and after practicing speaking. There are details that match the purpose and opportunity of speaking, so it makes the learner easy to understand after practicing role-playing and actual situations. The score after the test of all 20 students was higher, representing an average of 9.64.

The assessment form for speaking on various occasions were checked by experts before using to ensure that student speech could be measured. In addition, the students know the topics used in the assessment, thus allowing them to prepare to speak during role-play and real situations. Also, from the speaking opportunities assessment, it was found that Students who speak in the MC role will not be confident and excited about speaking the actual situation rather than the scenario. This is because the audience in the scenario are friends in the class, but when speaking in real situations as in front of other groups and the number of listeners is large, such as speaking in presentations in front of a large number of listeners, the students would feel nervous and excited to speak. Some learners have to correct the situation of speaking in front of them because of the situation of speaking in the real occasion, where there are events or stories that are not the same as speaking role-plays in class etc. As for the speech on the occasion of invitation to congratulate and present, most learners are more confident in speaking in real situations than in the scenario. This is because the audience are friends, brothers and relatives known., thus reducing self-consciousness. Speaking in real situations allowed students to experience events and real situations such as speaking, offering coffee machines, life insurance sale, information presentation of the Faculty of Liberal Arts etc. The students will be better able to score in speaking in real situations because they have spoken in the role play 1 time and therefore have more confidence in speaking.

From this research on the development of speech ability of students studying the art of speaking by using role-plays and practical exercises in real-life situations, the results showed that Role-based teaching helps learners score higher with statistical significance at the level of .001. This indicated that the learning plan created by the researcher allows students to develop better speech, which is consistent with the research of Boonsom Phusiri (2003), which studied the development of speech skills and speech assertive behavior by using role playing year in Trang Agricultural and Technology College. The study found that the learning achievement in speaking in the community of students who were taught by role-playing methods was higher than those taught by conventional teaching methods with statistically significant level .05. Additionally, Ket Sudaponglang (2007) studied the use of role-playing activities in the development of english speaking ability of mathayom sukka five students to see their english speaking ability for communication using role-playing activities. The author found that the ability to speak english for communication using student role-playing activities was higher than before the experiment with significant statistical significance at the level of .01 and the learners

have continuous improvement in speaking English as well as developed more confidence in speaking English. Therefore, it can be seen that role-playing teaching helps students to score and improve their speaking, and thus teachers, whether speaking in Thai or English, can use role-playing in their teaching to improve learners.

From the study, the researcher found that letting students speak in real situations will help learners to increase confidence and improve problem solving skills because it is in the context of real situations which made it possible to practice speaking skills outside the classroom. When having a good speaking experience, students will have a better test score in that situation. Therefore, allowing students to speak in real situations is another way that can be used to practice speaking of students well because learners will think of solutions to problems immediately while speaking while they practiced speaking with a wider audience.

6. RECOMMENDATIONS FOR FURTHER RESEARCH

As demonstrated from the findings, it is discovered that role play should not be used with a large group of learners. Instructors should instead set the time and control the situation in the room parallel with role-play teaching. After the students have practiced role-playing speech, instructors must provide feedback as this will make the students understand and be aware of their own shortcomings to further improve on their skills. Providing students to practice speaking in real-life situations whereby they need to solve immediate problems is an important skill that will allow learners to practice making good judgements and take quick decisions. Events or stories that practice from role-playing may not be similar to real-life situations. From the experiment, some students say that they must concentrate before speaking. This suggests that if the learner is unable to concentrate or be daring enough to speak, it will make the speech in the real or authentic situation collapse or fail. Therefore, it is detrimental for the instructor to plan the lesson well and provide situations that will give students enough time to prepare and perform. In order to gain more insight to the research scope, it is highly recommended that research on role-playing be conducted on other courses, use authentic situations that is able to cater to a variety of contexts and incorporate storytelling as a means to improve speech and increase students' confidence.

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