

การใช้กิจกรรมการสื่อสารเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษ
ของนักเรียนชั้นมัธยมศึกษาปีที่ 4

USING COMMUNICATIVE ACTIVITIES TO IMPROVE ENGLISH SPEAKING ABILITY OF
MATTHAYOMSUKSA 4 STUDENTS

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบความสามารถด้านการพูดภาษาอังกฤษโดยใช้กิจกรรมสื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ก่อนเรียนและหลังเรียน และ ศึกษาเจตคติต่อการสอนพูดภาษาอังกฤษโดยใช้กิจกรรมสื่อสารของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 4/3 โรงเรียนหนองคายวิทยาคาร จำนวน 32 คน ที่เรียนในภาคเรียนที่ 1 ปีการศึกษา 2566 โดยใช้วิธีสุ่มแบบกลุ่ม แบบแผนการวิจัยเป็นการวิจัยเชิงทดลองแบบกลุ่มเดียวทดสอบก่อนเรียนและหลังเรียน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้การสอนพูดภาษาอังกฤษโดยใช้กิจกรรมสื่อสาร แบบทดสอบวัดความสามารถด้านการพูดภาษาอังกฤษ และแบบวัดเจตคติต่อการสอนพูดภาษาอังกฤษโดยใช้กิจกรรมสื่อสาร การดำเนินการทดลองใช้ระยะเวลา 12 สัปดาห์ สัปดาห์ละ 2 ชั่วโมง รวมทั้งหมด 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบทีแบบกลุ่มเดียว และการทดสอบทีแบบไม่อิสระ ผลการวิจัยสรุปได้ว่า นักเรียนมีคะแนนความสามารถด้านการพูดภาษาอังกฤษ คะแนนก่อนเรียนมีค่าเฉลี่ย 73.80 คิดเป็นร้อยละ 24.60 และคะแนนหลังเรียนมีค่าเฉลี่ยเท่ากับ 222.52 คิดเป็นร้อยละ 74.17 ซึ่งมีคะแนนสูงกว่าเกณฑ์ร้อยละ 70 และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่านักเรียนมีความสามารถด้านการพูดภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนและนักเรียนมีเจตคติต่อการสอนพูดภาษาอังกฤษโดยใช้กิจกรรมสื่อสารอยู่ในระดับดีมาก

คำสำคัญ: กิจกรรมการสื่อสาร, การสอนการพูดภาษาอังกฤษ, การเรียนรู้ด้านการพูดภาษาอังกฤษ

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ABSTRACT

The objectives of this study were to study and compare English speaking ability using communicative activities of Matthayomsuksa 4 students before and after the instruction, and study students' attitude toward teaching English speaking using communicative activities. The sample consisted of 32 Matthayomsuksa 4 students at Nongkhaiwittayakarn School, in the first semester of academic year 2023. They were selected by cluster random sampling. The design of this research was a one group pretest-posttest design. The research instruments included 12 lesson plans, an English speaking ability test, and an attitude questionnaire. The experiment lasted 12 weeks, 2 hours a week or 24 hours for all. The mean, percentage, standard deviation, one sample t-test and t-test for Dependent Samples were employed for data analysis. The findings of this research indicated that the students' pretest and posttest mean scores on English speaking ability were 73.80 or 24.60 percent and 222.52 or 74.17 percent respectively. The students' posttest mean score was higher than the set criterion of 70 percent and it significantly higher than that of the pretest. The students' attitude towards teaching English speaking using communicative activities was collected using five-point Likert scale attitude questionnaire. The mean of students' attitude was 4.65 which was a very good level.

Keywords: Communicative Activities, Teaching English Speaking, Learning English Speaking

Introduction

Language has played an important role in society. There are many languages which people all over the world use as a device for communication, sharing knowledge or ideas and exchanging culture with each other. English is a language which is widely used in the world. As Szmigiera (2021) states that there are around 1.35 billion people worldwide who speak English either natively or as a second language in 2021. Approximately 470 million people around the world currently speak English as their first language. Maxom (2009: 9) states that English is viewed as a language which gives people access to the world. In addition, the ability to communicate in multiple languages is becoming more important in the global business community. In addition, Richards (2010: 2) states that the English language is used world-wide and there are millions of people who want to improve their command of English or to ensure that their children achieve a good command of English. Furthermore, East (2016: 3) also indicates that the ability to communicate effectively in a foreign language has been fundamental to the aims and goals of many language programs across the globe. Thus, being able to communicate in English enables one to connect or correspond with people from countries all over the world, get in touch on an international level and gain access to the information and various resources in the English language.

According to the Basic Education Core Curriculum (2008: 266), it shown that learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, living and creating understanding of cultures and visions of the world community in the present global society. In addition, English plays a significant role for people in gathering valuable resources; for example: interacting with others, asking for help or searching for more information. Thus, learning English is an essential tool for Thai people especially students and educators to communicate with others for many objectives.

In learning English for communication, it is necessary that the learners should be proficient in using the skills of listening, speaking, reading and writing in order to gain a complete mastery of the language. However, the four language skills do not exist separately within the language; in other words, they are interrelated. In addition, Press (2014: 19) points out that these four language skills are interrelated because using a language generally requires using more than one skill at a time. Even though these skills are interrelated in

terms of their use, teaching can focus on one skill in order to emphasize the acquisition of that particular skill.

Out of the four language skills, speaking appears to be the basic building block to language learning. Speaking is the most crucial for English learners as Richards and Renandya (2002: 201) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking. English learners will use language effectively for communication with other non-native and native speakers. This way they will get more opportunities to easily communicate with new people by exchanging several things such as cultures, social value and some knowledge. Besides, Luoma (2009: 1) explains that the ability to speak a foreign language becomes the main point of communication to reason and express people's thoughts to speak to friends, colleagues, visitors and even strangers. Speaking is the most common resource of communication among people. Bygate (2010: 7) emphasizes that speaking is the best device of socialization professional advancement and business. Speaking is a skill which deserves as much attention as literary skills in both first and second languages. Furthermore, learners usually need to be able to speak with confidence to carry out the most basic transactions. It is the skill which is most frequently used to judge whether a person can use the language or not. Moreover, courses in speaking skills are increasingly being placed in language programs around the world. Therefore, speaking is a very important skill for learners in order to deliver information to others and to communicate around the world.

In Nongkhaiwittayakarn School, there are 1,111 students (Nongkhaiwittayakarn School Report Academic year 2022 cited report on 1st August 2022). According to The Academic Office of Nongkhaiwittayakarn School, the report of Speaking and Listening English II subject of Matthayomsuksa 4 students in Nongkhaiwittayakarn School (2022: 5) in semester 2 of 2022 academic year showed the average GPA score about 2.5 or 60 percentage. This report points out that English speaking ability of the students is gaining lower than the standard of Nongkhaiwittayakarn School which is 70 percent. It demonstrated that the students need help and support with their English learning. In addition, they only learn English three hours a week in class and when they are outside of class or school, they barely have a chance to use English. Nunan (2015: 54) states that people who learn a language in a foreign language context have limited opportunities to speak the language outside the classroom unlike those

who learn a language in a country where that language is widely used, and there are nearly limitless opportunities to improve a learner's speaking by using it for real communication in the wider community. Consequently, Matthayomsuksa 4 students in Nongkhaiwittayakarn School need more practice and use their English in real situations and to be supported with some strategies that might help them improve their English learning, especially their speaking ability.

There are several ways to employ successful teaching and learning in the classroom in teaching speaking skills for non-native students. Many scholars have introduced communicative activities to develop students' speaking abilities. Harmer (2002: 269-271) suggests that teaching English has been shifted from grammatical competence to communicative competence. It is found that teachers have to concentrate on communicative competence rather than grammar. On the other hand, it is emphasized that English speaking skill is the most significant key for communication and desired to be developed first in order that Thai students will achieve in using English for communication, teachers have to use methods or activities that allow and encourage students to use the target language inside and outside the classroom. Besides, Grant (1988: 14) suggests that communicative activities are activities which help students to use language in real situations. In addition, Littlewood (1995: 22-64) divided three types of communicative activities: activities for language function, activities for social interaction and activities to enhance speaking strategies. Moreover, he introduced the step in speaking through P (Presentation), P (Practice) and P (Production). Firstly, in the Presentation stage, it is separated into 3 main parts: Lead in, Elicitation and Explanation for making students clear with purpose. Activities are performed to predict vocabulary, phrases or sentences which relate to pictures that they look at and listen to the audio track from native speaker's accent. Secondly, in the Practice stage, students have to practice a new target language and drill sentences by repeatedly following the audio track until they can speak correctly and fluently. Additionally, the other activities are information-gap activities, asking questions and discovering missing information by using target language. Lastly, during the Production stage, students are stimulated to use new target language freely in their way to follow the topic which is provided by the teacher. The activities can be Identifying pictures, communication tasks, stimulation activity or role play.

As mentioned previously, the researcher would like to improve the English speaking ability of Matthayomsuksa 4 students in Nongkhaiwittayakarn School by using communicative activities which are Information-gap activity, Identifying the differences, Personal information exchange and Describing picture activity. Consequently, the researcher would like to study whether communicative activities support Matthayomsuksa 4 students in Nongkhaiwittayakarn School to improve their English-speaking ability or not and study the attitude of students towards teaching English speaking using communicative activities. Additionally, this research results may be advantageous for teachers who got the problem in teaching speaking in the future.

Research Objectives

1) To study and compare English speaking ability of Matthayomsuksa 4 students in Nongkhaiwittayakarn School before and after studying English speaking using communicative activities.

2) To study students' attitude towards teaching English speaking using communicative activities.

Hypotheses of the Study

1) English speaking ability means score of Matthayomsuksa 4 students in Nongkhaiwittayakarn School after studying English speaking using communicative activities was higher than 70 percent.

2) English speaking ability means score of Matthayomsuksa 4 students after studying English speaking using communicative activities is higher than the prior one.

Scope of the Study

1) Population

The population in this study were 170 students of Matthayomsuksa 4 at Nongkhaiwittayakarn School, Nongkomko Sub-district, Muang District, Nongkhai Province.

2) Sample

The sample of this study was 32 students of Matthayomsuksa 4 studying in Speaking and Listening English (E30203) subject in the first semester of 2023 academic year at

Nongkhaiwittayakarn school, Nongkomko Sub-district, Muang District, Nongkhai Province selected by cluster random sampling using the classroom as a sample unit.

3) Variables

3.1) The independent variable in this study was teaching English speaking using communicative activities.

3.2) The dependent variables in this study were English speaking ability and an attitude towards teaching English speaking using communicative activities.

4) Content

The content of English speaking will be used in the study based on the English curriculum of Thailand according to Basic Education Core Curriculum of 2008. It comprises twelve topics from fifty-fifty Intro book: Spelling and Number, Occupations, On the Telephone, Countries and Languages, Free time and Entertainment, Past Activities, Locations, Shop and Goods, Making Plans, Actions, Buying Things and Past Event.

5) Duration

This study was conducted in the first semester of academic year 2023. The experimental period will be 12 weeks for 2 hours in each week, 24 hours in total.

Methodology

1) Research Instruments

1.1) The lesson plans of teaching English speaking using communicative activities. The 12 lesson plans were constructed in English according to 12 communication English functions. Each lesson plan was designed for 2 hours per week and 24 hours in total.

1.2) The English speaking test was comprised pretest and posttest for measuring students' speaking ability. Those two tests are the same. There is an oral interview test with 10 items.

1.3) An attitude questionnaire towards teaching English speaking using communicative activities were developed including questions to ask about different aspects to learn by this method. The questionnaire was based on the five-point of Likert's rating scales which consisted of 20 items. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item.

2) Data collection

This research was conducted in order to investigate results of teaching English speaking using communicative activities. All designed research instruments were employed to collect the data from Matthayomsuksa 4 students in the first semester of the academic year 2023. The details of the data were as follows:

- 1.1) Conduct the English speaking ability pretest before studying English speaking using communicative activities.
- 1.2) Carry out the teaching program according to 12 lesson plans within 12 weeks meeting the sample group 2 hours per week making a total of 24 periods the entire experiment.
- 1.3) Conduct the English speaking ability posttest which is as same as the pretest.
- 1.4) Distribute the questionnaire to examine students' attitude towards teaching English speaking using communicative activities.
- 1.5) Analyze and summarize the data collected from the pretest, posttest and students' attitude questionnaire.

3) Data Analysis

The collected data of an English speaking ability test and the students' attitude questionnaire was statistically analyzed as follows:

- 1.1) Examined the effectiveness of the students' English speaking ability using mean (\bar{X}), percentage, and standard deviation (S.D.).
- 1.2) Compared the differences of English speaking ability results from the pretest and posttest using t-test for dependent samples.
- 1.3) Compared English speaking ability of students after learning with the set criterion of 70 percent using one sample t-test.
- 1.4) To investigate the students' attitude towards English speaking using communicative activities by mean (\bar{X}) and standard deviation (S.D.) to interpret the meaning of the criteria's average.

Results

Results of the study and comparison of scores on English speaking ability before and after studying English speaking using communicative activities were as follows:

Table 1 Results of the study and comparison of scores on English speaking ability of Matthayomsuksa 4 students' posttest score after using communicative activities and the set criterion of 70 percent

Test	n	\bar{X}	S.D.	70 %	t
Posttest	32	222.52	5.18	210	216.54*

*p < .05

From Table 1, shows that the students' posttest mean score on English speaking ability was 222.52 The posttest score was significantly higher than the set criterion of 70 percent using a one-sample t-test. The results explain that the students' English speaking ability after studying English speaking using communicative activities was significantly different at the .05 level.

Table 2 Results of the comparison of English speaking ability of Matthayomsuksa 4 students' before and after using communicative activities

Test	n	\bar{X}	S.D.	t
Pretest	32	73.80	17.16	49.69*
Posttest	32	225.52	5.81	

*p < .05

From Table 2, it shows that the students' pretest mean score on English speaking ability was 73.80 and the posttest was 222.52. The posttest mean score was significantly higher than the pretest at the .05 level.

Table 3 Results investigation of attitude of English Matthayomsuksa 4 toward teaching English speaking using communicative activities

Questionnaire	n	\bar{X}	S.D.	Interpretation
Students' attitudes towards teaching English speaking using communicative activities	32	4.65	0.22	Very good

From Table 3, it is shown that the mean of students' attitude towards teaching English speaking using communicative activities was at 4.65. This indicates that students' attitude towards teaching English speaking using communicative activities was at a very good level.

Conclusion

A study and comparison of pretest and posttest scores on English speaking ability and an investigation of Matthayomsuksa 4 students' attitude towards teaching English speaking using communicative activities were summarized as follows:

1.1) The students' pretest mean score on English speaking ability was 73.80 or 17.16 percent and that of the posttest was 222.52 or 74.17 percent, respectively. English speaking ability of students after studying English speaking using communicative activities was higher than the set criterion of 70 percent. The students' English speaking ability was found to be significantly different at the .05 level.

1.2) The students' attitude towards teaching English speaking using communicative activities learning was at a very good level. The mean score was 4.65.

Discussion

The results of the study can be discussed as follows:

1) The result of the study and comparison of the English speaking ability of Matthayomsuksa 4 students before and after using communicative activities, the results of the study represented that students' pretest and posttest mean scores on English speaking

ability were 73.80 or 17.16 percent and 222.52 or 74.17 percent, respectively. These findings showed that the students' posttest mean score on English speaking ability was significantly higher than the set criterion of 70 percent which is in accordance with the first hypothesis. Similarly, when comparing between the pretest and the posttest mean scores, it showed that the mean score in the posttest was higher than that in the pretest which is in line with the second hypothesis because of the following reasons.

Firstly, teaching English speaking using communicative activities is a teaching method to improve English speaking ability especially at the secondary school level. According to Klippel (1985: 23-30), communicative activities are activities in teaching and learning with the goal of enabling students to use language to communicate with others. The activities such as information-gap activity, identifying the differences, personal Information exchange and describing picture activity are motivated learners to obtain the required information so that students can learn the language. In this study, communicative activities based on Klippel concept of development of communicative activities which was used as a method to develop English speaking ability of Matthayomsuksa 4 students. The study results correlated with Nanthaboot (2012) who studied about the use of communicative activities to improve Matthayomsuksa 3 students' English speaking ability. The results of this research indicated as follows: the students' posttest score after the use of communicative activities was significantly higher than pretest score at .05 level and the students' satisfaction toward the use of communicative activities was at the high level. In addition, Surakitbowon (2018) studied the effectiveness of four communicative activities (Information gap, Identifying the differences, Personal information exchange, Describing picture activity) to the develop English speaking ability. This study used the sample group as 30 students from Matthayomsuksa 3. The results revealed that four communicative activities had important impact on the development of students' English-speaking ability. Moreover, these results correlated with Siribunsobh (2018) who studied and compared the ability of English speaking ability for communication using the students' speaking communication activities of Pathumthani University's students found that the ability to speak English for communication using communication activities, including puzzle activities (jigsaw), spot the different activities, finding missing information activities. (Information-ap) The Mapped Dialog and Role Play

activities of the samples were higher than before the experiment significantly statistically at the .01 level.

Secondly, to instruct teaching English speaking using communicative activities, the researcher integrated communicative activities with steps of teaching English speaking based on Harmer's (2015; 65-66) and Klanrit's (2013: 27-28). The steps of teaching English speaking proposed by Harmer and Klanrit consists of three steps: presentation, practice, and production. In the presentation stage, the first stage, the teacher leads in the lesson by showing pictures or playing a game to motivate the students and stimulate their schemata before teaching new vocabulary, expressions and grammatical structure. Then the teacher plays a video clip of a conversation scene and students using a model conversation drill and the teacher demonstrates how to use the vocabulary and structures. In the practice stage, the first stage, the teacher prompts students to repeat sentences in chorus and sometimes asks individual students randomly, to repeat vocabulary and sentences and corrects any mispronunciation or grammatical errors. After that students work in pairs or groups and practice speaking by responding and asking more questions based on the video clip, elicited by the teacher while the teacher instructs students to monitor each other. In the production stage, the last stage, the students use the new language; structure and vocabulary to create their own sentences and conversation. They present their questions and responses in pairs or as a group in front of their peers and discuss on their performance after every pair or group has presented and makes comments, corrections the inappropriate use of vocabulary, pronunciation and structure.

The success of learning a foreign language is assessed in terms of the ability to communicate by using English. After the steps of teaching speaking suggested by Harmer and Klanrit were adapted to and implemented into teaching English speaking using communicative activities, the experimental results showed that in the presentation stage, students learnt new vocabulary and how to use the vocabulary and structures through a video clip of a conversation scene as an ordinary way of learning English speaking, motivating students to enjoy learning English while developing their English speaking. In addition, the students learnt how to use the vocabulary and structures for communication in the form of dialogue or listening audio. In the practice stage, the students practiced what they learnt from the first stage, they drilled the conversation, followed and listened to the dialog

practice of what they learnt and allowed the vocabulary and structures for communication more effectively. In the production stage, students practiced speaking English using the communicative activities again in new pairs, and some pairs of the students practiced a communicative activity to present to the rest of the class. Then the teacher and the students concluded the language they learnt after performing the four communicative activities by asking and answering questions. Then the teacher and the students had a discussion, and the students summarized the language together by writing on the board. Finally, the teacher asked the students to write in their notebooks. In this stage, the students were able to apply English language correctly in a variety of situations through practicing conversations, writing, etc., which was related to the communicative language teaching focusing on the value of communication and of using the language in correct situations. Therefore, the communicative activities by Klippel (1985: 23-30) integrated with the 3 steps of teaching English speaking adapted from Harmer (2015; 65-66) and Klanrit (2013: 27-28) could develop students' English speaking ability. As a result, the students reached a higher score in the posttest than in the pretest.

Thirdly, the students learning English speaking through communicative activities provided students with an active activity. In this study, the researcher selected communicative activities which were related to the essentials of the communicative activities of Klippel (1985: 23-30) which include information-gap activity, identifying the differences, personal information exchanges and describing picture activity. The communicative activities also allowed students to work in pairs or groups. Moreover, the students worked in pairs or groups and had plenty of time to speak when exchanging information through the structure. As a result, students achieved higher scores in the posttest in the speaking use section.

2) In the results of the students' attitude toward learning English speaking using communicative activities, it was found that students' attitude was at very good level with an average score of 4.65, due to teaching English speaking using step-by-step communication activities. It started with creating new knowledge and linking it with students' schemata in terms of vocabulary. Language structure and language styles were used in each situation by using the technique of 20 questions and pictures to motivate students and build confidence and give positive reinforcement to learners. During the speaking practice process, learners would use the information they got in information exchange activities and information

exchange activities between people. This was information on how to use their own personal information to allow students to have fun and present information that they like. There were pair activities and group activities. Students exchanged a variety of information and it prevented boredom while doing the activities. Learners searched for information and clues of friends in class where students exchanged knowledge with each other but in these four activities, students were given the opportunity to be both information providers and inquirers, and also practiced conversations and be able to develop their own conversations from topics or activities that the teacher assigned. During the speaking, the students helped each other to make good interaction with each other. Communication activities are interesting activities and the steps are not complicated, but the teacher must sequence the steps well so that the students can use the language of both listening and speaking well, making the atmosphere in the classroom fun, exciting and challenging and making students happy and eager to learn English. This is consistent with Savignon (Savignon, 1983: 111) the learners' attitudes are the most significant among many factors in learning a second language. The attitudes are important since they can help and support learners' learning. It is also consistent with Wenden (1995: 52-53) who said that attitudes towards learning English have a great impact on students' learning. If students have a good attitude or a positive attitude, they will want to study English higher than those who have a negative attitude towards learning English.

From the results of the research, it can be concluded that communicative activities can develop English speaking abilities and attitudes of Matthayomsuksa 4 students very much, which is a result of the communication style that emphasizes the use of realistic language to convey meaning combined with the use of diverse and interesting activities. Students will not be bored, will have fun and build their confidence in using language leading to the development of a better speaking ability including the formation of a good attitude as well.

Recommendations

1) Recommendations from the Study

1.1) Based on the study results, teaching English speaking using

communicative activities in the classroom can raise students' interest and motivation since it helped students enjoy and actively participate in learning and the teaching activity.

1.2) The study results showed that teaching English speaking using communicative activities was a teaching technique in which students could do an interesting activity rather than listening to a lecture: for example, the information-gap activity built a good learning environment making students enjoy learning English speaking and not feel stressed. As a result, they had better attitude towards learning English speaking.

1.3) The study results revealed that teaching English speaking using communicative activities resulted in better ability of English speaking. Therefore, it should be applied in learning and teaching activities.

2) Recommendations for further study

2.1) It is recommended that researchers study the development of English speaking learning through communicative activities of students at different ages or grades.

2.2 It is recommended that future researchers investigate students' other English language skills, for example reading and writing, through the use of communicative activities since communicative activities and the 3 stages of teaching presentation, practice, and production-involve students in practicing various English skills.

2.3 There should be research on teaching English speaking using communicative activities by using two groups of study: control and experimental.

2.4 Using various research instruments for data collection, for example, a survey of ranking activities or teaching methods that students like in order of importance, and parental involvement in their children's development of English learning at home can provide significant study results concerning communicative activities.

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