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บทนำ

วารสารรามคำแหง ฉบับมนุษยศาสตร์ เป็นวารสารวิชาการของคณะมนุษยศาสตร์ มหาวิทยาลัยรามคำแหง มีกำหนดเผยแพร่ราย 6 เดือน ฉบับที่ 1 (มกราคม-มิถุนายน) และฉบับที่ 2 (กรกฎาคม-ธันวาคม) ทั้งนี้อาจมีวารสารฉบับพิเศษ (Special issue) หรือฉบับที่ตีพิมพ์บทความจากการประชุมวิชาการ (Conference proceedings) โดยมีวัตถุประสงค์เพื่อส่งเสริมให้คณาจารย์ นักวิจัย นักวิชาการ นิสิต นักศึกษา และผู้สนใจ ได้ศึกษาค้นคว้าวิจัยและเผยแพร่ผลงานวิชาการ ตลอดจนได้แลกเปลี่ยนความรู้และความคิดเห็นทางวิชาการทางด้านมนุษยศาสตร์และสังคมศาสตร์ ได้แก่ ภาษา ภาษาศาสตร์ วรรณคดี วรรณกรรม คติชนวิทยา วัฒนธรรม การท่องเที่ยว ปรัชญา ประวัติศาสตร์ บรรณารักษศาสตร์ สังคมวิทยาและมานุษยวิทยา

วารสารรามคำแหง ฉบับมนุษยศาสตร์ยินดีพิจารณาผลงานวิชาการ อันได้แก่ บทความวิจัย (research article) บทความวิชาการ (academic article) บทความปริทัศน์ (review article) หรือบทวิจารณ์หนังสือ (book review) ที่อยู่ในขอบเขตเนื้อหาข้างต้น ทั้งภาษาไทย ภาษาอังกฤษ และภาษาต่างประเทศอื่น ๆ ทั้งนี้ บทความจะต้องไม่เคยตีพิมพ์เผยแพร่ในวารสารหรือสิ่งพิมพ์อื่นใดมาก่อน รวมถึงไม่อยู่ระหว่างการพิจารณาของวารสารอื่น บทความที่ส่งมาเพื่อพิจารณาตีพิมพ์ทุกบทความจะผ่านการกลั่นกรองคุณภาพแบบไม่เปิดเผยตัวตนสองทาง (double-blind review) จากผู้ทรงคุณวุฒิ (peer review) ในสาขาที่เกี่ยวข้องอย่างน้อย 3 ท่าน และผลการพิจารณาจากกองบรรณาธิการถือเป็นที่สุด ผู้เขียนทุกท่านสามารถส่งบทความมาขอรับการพิจารณาตีพิมพ์เผยแพร่ได้ตลอดทั้งปี และกรุณาส่งต้นฉบับบทความตามช่องทางและรูปแบบที่กำหนดไว้ในคำแนะนำสำหรับผู้เขียน

ความคิดเห็นใด ๆ ที่ปรากฏในบทความเป็นเพียงความคิดเห็นส่วนบุคคลของผู้เขียนเท่านั้น คณะมนุษยศาสตร์ มหาวิทยาลัยรามคำแหงและกองบรรณาธิการไม่จำเป็นต้องมีความคิดเห็นที่สอดคล้องกับความคิดเห็นที่ปรากฏในบทความแต่อย่างใด และไม่ถือว่าเป็นความรับผิดชอบของคณะมนุษยศาสตร์ มหาวิทยาลัยรามคำแหงและกองบรรณาธิการ



สารจากคณบดี



วารสารรามคำแหง ฉบับมนุษยศาสตร์ เป็นวารสารที่ผ่านการรับรองจากศูนย์ดัชนีอ้างอิงวารสารไทย (TCI) กลุ่มที่ 2 เป็นเสมือนพื้นที่เผยแพร่และแลกเปลี่ยนเรียนรู้วิชาการทางด้านมนุษยศาสตร์และสังคมศาสตร์ อันสะท้อนถึงความมั่งคั่งทางปัญญาและความก้าวหน้าขององค์ความรู้หลายศาสตร์สาขา โดยพิมพ์เผยแพร่ผลงานด้านภาษา วรรณกรรม คติชนวิทยา วัฒนธรรม ประวัติศาสตร์ เป็นอาทิ และได้รับการอ้างอิงข้อมูลในวงวิชาการอย่างต่อเนื่องตลอดมา

ในนามของคณบดีคณะมนุษยศาสตร์ มหาวิทยาลัยรามคำแหง ขอขอบคุณนักวิชาการทุกท่านที่สนใจส่งบทความมาเผยแพร่ อีกทั้งผู้ทรงคุณวุฒิทุกท่านที่กรุณารับพิจารณาบทความและให้ข้อเสนอแนะอันเป็นประโยชน์

ผู้ช่วยศาสตราจารย์ทิพอุษา ศรีเพริศ

คณบดีคณะมนุษยศาสตร์



บทบรรณาธิการ

วารสารรามคำแหง ฉบับมนุษยศาสตร์ฉบับนี้ เป็นฉบับที่ 2 ของปี พ.ศ. 2566 ได้ปรับปรุงพัฒนาในเรื่องการดำเนินการและคุณภาพในทางวิชาการ เพื่อให้วารสารสมบูรณ์ยิ่งขึ้น

วารสารรามคำแหง ฉบับมนุษยศาสตร์ ฉบับนี้ มีบทความทางวิชาการจำนวน 10 บทความ ทั้งบทความวิจัยและบทความวิชาการ โดยเกี่ยวข้องกับภาษาไทย ภาษาต่างประเทศ วรรณกรรมไทย วัฒนธรรม ปรัชญา ศาสนา ประวัติศาสตร์ สังคม และอื่น ๆ ซึ่งแต่ละบทความสะท้อนให้เห็นแนวคิดและมุมมองที่หลากหลาย ผ่านกระบวนการค้นคว้าความรู้อย่างมีระบบและแบบแผน นับเป็นสาระความรู้ที่เป็นประโยชน์ต่อแวดวงวิชาการและผู้สนใจเป็นอย่างยิ่ง

กองบรรณาธิการขอขอบคุณคุณคณาจารย์ นักวิจัย นักวิชาการที่ส่งบทความมาตีพิมพ์เผยแพร่ และขอขอบพระคุณผู้ทรงคุณวุฒิทุกท่านที่ได้ร่วมกันพิจารณาผลงานทางวิชาการ ตลอดจนขอขอบคุณคณะทำงานที่มีส่วนสนับสนุนการจัดทำวารสารรามคำแหงนี้ให้สำเร็จลุล่วงไปด้วยดี

อรุณรัตน์ ศ.

ผู้ช่วยศาสตราจารย์อรุณรัตน์ ศรีธาธาณพัฒน์

บรรณาธิการประจำฉบับ



น

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การแสดงท่าทางและการแสดงออกทางสีหน้าประกอบการใช้วัจนกรรมกลุ่มแสดงความรู้สึก ในภาษารัสเซียบนสื่อสังคมออนไลน์ : กรณีศึกษารายการสัมภาษณ์ А поговорить? บน YouTube 87 Gestures and Facial Expressions Illustrating the Expressive Speech Acts Used in the Russian Language on Social Media: A Case Study in А поговорить? Talk Show on YouTube ปาลิต มีชนะ	
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Effects of Using Supplementary Communication Exercises to Enhance English Speaking Skills for EFL Learners ผลของการใช้แบบฝึกเสริมการสื่อสารเพื่อเสริมทักษะการพูดภาษาอังกฤษ สำหรับผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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Abstract

In this study, the researchers were concerned with two objectives: (1) to study the effects of using supplementary communication exercises to enhance English speaking skills; and (2) to explore the students' perception of the use of supplementary communication exercises. The participants consisted of 38 English-major students in the first year of the Faculty of Liberal Arts at Rajamangala University of Technology Tawan – Ok: Chakrabongse Bhuvanarth Campus, using purposive sampling. The research instruments included lesson plans, a pre-post test, supplementary communication exercises, the conversational writing form, the conversational observation form, and the students' perception form. Using techniques of descriptive statistics, the researcher analyzed the data obtained in terms of percentage, mean score, standard deviation score, and *t*-test score for the dependent sample. The research results revealed that the students' English exam scores, after student's used supplementary communication exercises to enhance English speaking skills, were higher with a statistical significance at .01 level. The analysis results from the conversational writing form showed that the students were mostly able to communicate their understanding. Likewise, the analysis results from the conversational observation form with role-playing activities were at a good level, in which the students cooperated in role-playing activities and did them smoothly. Moreover, they had a positive perception of classroom instruction and had more confidence in speaking English because of the role-playing activities. This study shows that regular practice through role-playing activities is an important key for enhancing students' speaking abilities and improving their speaking confidence.

Keywords: Supplementary Communication Exercises, Students' Perceptions, Role Playing Activities



บทคัดย่อ

การศึกษาค้นคว้านี้มีวัตถุประสงค์ (1) เพื่อศึกษาผลของการใช้แบบฝึกเสริมการสื่อสารเพื่อเสริมทักษะการพูดภาษาอังกฤษ และ (2) เพื่อสำรวจการรับรู้ของนักศึกษาในการใช้แบบฝึกเสริมการสื่อสาร ประชากรประกอบด้วยนักศึกษาวิชาเอกภาษาอังกฤษ จำนวน 38 คน ชั้นปีที่ 1 คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลตะวันออก เขตพื้นที่จกรพงษ์ภูวนารถ โดยวิธีการเลือกแบบเจาะจง เครื่องมือที่ใช้ ได้แก่ แผนการสอน แบบทดสอบก่อนเรียนและหลังเรียน แบบฝึกเสริมการสื่อสาร แบบการเขียนบทสนทนา แบบสังเกตการสนทนา และแบบวัดการรับรู้ของนักศึกษา ผู้วิจัยวิเคราะห์ข้อมูลโดยใช้เทคนิคสถิติเชิงพรรณนาในรูปของการแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และใช้สถิติ t -test แบบ Dependent Sample ผลการศึกษาพบว่านักศึกษามีผลคะแนนหลังการใช้แบบฝึกเสริมการสื่อสารเพื่อเสริมทักษะการพูดภาษาอังกฤษสูงกว่าอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ผลการวิเคราะห์จากแบบการเขียนบทสนทนา ซึ่งนักศึกษาสื่อสารด้วยความเข้าใจเป็นส่วนใหญ่ อีกทั้งผลการวิเคราะห์จากแบบสังเกตการสนทนาด้วยกิจกรรมบทบาทสมมติอยู่ในระดับดี ซึ่งนักศึกษาให้ความร่วมมือในกิจกรรมบทบาทสมมติและทำได้ อย่างราบรื่น นอกจากนี้นักศึกษายังมีการรับรู้ที่ดีเกี่ยวกับการเรียนการสอนในชั้นเรียนและมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้นโดยใช้กิจกรรมบทบาทสมมติ การศึกษานี้แสดงให้เห็นว่าการฝึกฝนอย่างสม่ำเสมอผ่านกิจกรรมบทบาทสมมติเป็นหลักสำคัญในการเพิ่มความสามารถในการพูดของนักศึกษาและเพิ่มความมั่นใจในการพูด

คำสำคัญ: แบบฝึกเสริมการสื่อสาร การรับรู้ของนักศึกษา กิจกรรมบทบาทสมมติ

Introduction

English is one of the most widely used languages worldwide, and is considered a global language that plays an essential role in many countries (Ishak & Aziz, 2022). In other words, individuals use it as a native language, second language, and foreign language in countries to engage in business, government work, social activities, and education (Reddy, 2016).

Like most people in the world, Thai people who are very skilled in English and able to completely comprehend social culture and business will generally



succeed more than others on the world stage. Nevertheless, numerous Thai people confront anxiety and fear when speaking in English with foreigners, and they additionally lack knowledge of foreign languages and cultures.

As English has become the most significant language for people in many areas of the world, students need to set themselves up and prepare before experiencing contact with foreigners. If they do not comprehend what foreigners say, they cannot speak with them. Therefore, speaking appeared to be the most significant skill, in the view of the researchers.

Although English major students in universities have more openness to concentrate on English than other students, they have the normal problems speaking in English with foreigners. Some of them lack confidence and feel extremely nervous about speaking before others do. Additionally, most students do not have the opportunity to speak in English outside the classroom; they cannot practice English routinely. These problems can lead to ineffective communication.

The Faculty of Liberal Arts at Rajamangala University of Technology Tawan – Ok: Chakrabongse Bhuvanarth Campus, Bachelor of Arts Program in English for International Communication, was developed in 2018, making it a curriculum that manages teaching and learning and emphasizes the use of English skills. The researchers looked at the abilities of students in English for Communication courses in English for International Communication in the first year at the beginning of the second semester, academic year 2022, and found that they did not recognize the importance of language structures. Therefore, they had problems with grammar and structure, lacked confidence when speaking English, and did not dare to express themselves in English in oral communication. It appeared to the researchers that the curriculum needed to include more speaking activities. Learning to speak in English is extremely difficult for learners. Learners do not often speak English well, and they lack fluency in the use of language structures and expressions because they are not



in an environment where English is used for communication (as cited in Boonkit, 2010). Moreover, some students do not achieve their goal of learning English for communication purposes as specified by the curriculum. As a result, in order for students to learn how to speak, they may need special techniques to help them perfect their skills.

Therefore, in the teaching context, the need to develop students' language skills in the real world has become crucial, so the researchers endeavored to make communicative exercises with materials that were as authentic as possible – but not too difficult – to bring the real world into the classroom. “Authentic materials” are “materials that have been created to satisfy some social reason in the language local area” (Little, Devitt, and Singleton, 1989, p. 25). The researchers were responsible for planning, organizing, and demonstrating communicative exercises and continuing as consultants to the students. In addition, the researchers created a classroom atmosphere in which students could express themselves freely. They worked to make activities motivating and to encourage learners to use real language in a meaningful context, as well. Vani, Mohan, and Ramkumar (2022) mentioned the ability of a speaker to use a second language productively in correct communication. Moreover, it provides an opportunity for students to practice their second language in an enjoyable or entertaining way: texts, audio, video, or images produced by native speakers for real purposes. Role-playing, for example, can significantly enhance students' speaking abilities by practicing real-life speech in an ESL classroom (Togimin and Jaafar, 2020).

In the communicative exercises, the researchers were interested in finding out the effects of using supplementary communication exercises to enhance speaking skills with first-year students in the English for International Communication program. The researchers expected that the students would be able to develop their oral communication skills in English and be able to apply the practice in real situations in



daily life, and the researchers expected them to apply it in their major courses about listening and speaking in the future.

Objectives of the Study

1. To study the effects of using supplementary communication exercises to enhance English speaking skills.
2. To explore students' perceptions of the use of supplementary communication exercises.

Research Questions

1. What effect do supplementary communication exercises have on students' English speaking skills?
2. What is the students' perception of the use of supplementary communication exercises?

Literature Review

This study is concerned with the following theoretical concepts: spoken discourse proficiency, role-playing, communication in teaching, and perception. The discussion will be expanded to include how all concepts are related, as explained in the following sections.

Spoken Discourse Proficiency

There are several definitions of speaking skills. Siahaan (2008, p. 95) said that speaking is a productive language skill. This means that speaking is a person's skill to produce sounds that create meaning and can be understood by others, so the sounds are suitable for producing good communication. Furthermore, Richards (2008, p. 21) mentioned that one of the speaking elements is arranged: talk as an interaction, which implies that conversation is utilized in daily life activities in social interaction. When individuals meet, they exchange greetings, get involved in short talks, narrate experiences, and so on. Likewise, Efrizal (2012) and Paulston (1978, pp. 56-57) defined speaking proficiency as the ability of a speaker to verbally communicate with others



to exchange information using the common, shared language of society. Fulcher (2003, p. 23) stated that speaking is the use of language to speak with others. This implies that the activity affects at least two individuals: the listener and the speaker, and in most cases, they take turns speaking and responding to whatever they have heard. Meanwhile, Littlewood (1995, pp. 3-5) defined speaking proficiency as the speaker's capacity to assess the listener's knowledge and emotions through the selection of appropriate words, dictions, or conventional language appropriate to a particular social situation. Moreover, Cohen (1994, p. 266) and Bygate (1993, p. 3) affirmed that speaking proficiency is the ability of a learner to use language fluently, to say a single and compound sentence using vocabulary and grammar that a native speaker would understand, and the ability to speak appropriately in accordance with specific social situations. This study considers this latter definition the most suitable, as it includes social situations, which are part of the role-playing exercises that are used.

Role-Playing

Various definitions of role-playing have been provided by experts. Students' role-playing skills and characteristics created through the execution of this activity will develop into attributes such as cooperation, imagination, leadership, and risk-taking, which are important resources in many subjects and areas of life. Role-playing engages students' creativity while providing a secure and supportive setting for them to explore stimulation and experiences (Angelianawati, 2019). According to Abdul Rahman and Maarof (2018), role-playing is a well-known method for helping students adjust to new social settings. Students can perform and show conversations in public areas and something they will have to do outside the classroom through role-playing. It is a way to partake in simulating social circumstances that are planned to illustrate the roles and settings that take place in social reality (Krebt, 2017). Role-play is a learning methodology that is effective in learning outcomes in three significant



learning areas: affective, cognitive, and behavioral (Rao and Stupans, 2012, and Maier, 2002). It is a preparation approach that can change ability and behaviors and simply utilize best practices in real-world circumstances (Shangeetha, 2017; Qing, 2011). Simulation is also a good activity, because it assists learners in conquering feelings of nervousness. It prompts them to speak expressively in circumstances, thus making them more mindful of stress and sound in discourse. Role-play and simulation are types of experiential learning (Russell and Shepherd 2010). Role-play includes everyone; those in the group need to perceive how their fellow students will perform, and accordingly become conscious that they will soon be “on stage” themselves. Moreover, Rahman, Yassi, and Arafah (2016) explained that "role-play permits many students to speak because they are the subject of learning, through role-play students get a lot of time to speak." Likewise, role-play activities assist learners in building their imagination. Role-play is a system in which students are expected to play specific roles by saying, doing, and sharing (Altun, 2015). In addition, Qing (2011) stated that role-play is characterized as a projection in actual circumstances with social activities. The use of role-play activities creates communication skills, and students are motivated to learn through conversational activities (Afdillah, 2015). The significance of role-play has been the subject of several studies. Oberle (2004) is one of them, and he thinks that role-playing activities help students get used to the "real-world" environment. Positive and secure approaches to dealing with emotions and attitudes are two advantages of role-playing activities. Second, they provide a secure environment for the expression of negative thoughts and feelings. Finally, since most students enjoy these kinds of activities, role-playing is extremely stimulating and motivating. They approach this method more willingly and easily than other methods because they are able to practice it in their daily lives.



Communication in Teaching

The main purpose of communicative language teaching in oral English education is to stimulate the utilization of suitable language for communication (Yi, 2020). Therefore, to develop students' abilities, it is important to follow three principles: communication, task, and no intervention (Wang, 2006). The first is the principle of "communication": ensuring that every activity is around communication; the second is the principle of "task": attempting to plan activities in which language is utilized to perform a significant task; and the third is the principle of "no intervention," which means not interrupting students' time to correct mistakes. Moreover, communicative language teaching is a way to deal with language teaching that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the present reality and significant purposes. Furthermore, language is the best medium for communication, effective teaching is important. Learners are given help and information (i.e., lessons) that are supposed to enable them to communicate effectively through language (Brown, 2007, p. 378).

Perception

Various experts have provided definitions of perception. Brignall (2023) mentioned that perception is the interaction through which individuals connect meaning to the world, and it refers to the way individuals attempt to understand their general surroundings. Moreover, Critcher and Gilovich (2010) described perception as being divided into two categories: judgment and behavior. They explained that judgment of perception is observational by nature, when one must primarily experience something to perceive it, and behavior is the scope of activities and mannerisms made by people related to themselves or their current environment. Therefore, perception is the students' experience in learning about the classroom environment and teaching methodology in class. If students have good perception of the what is happening in the exercises, their behavior will be



appropriate, and there is a better chance they will learn appropriate words and structures.

Research Methodology

The researchers designed this study in the form of a quantitative and a descriptive qualitative study (mixed-method) on the effects of using supplementary communication exercises to enhance English speaking skills for EFL learners.

Population and Sample

The population was the first-year students in the Faculty of Liberal Arts at Rajamangala University of Technology Tawan – Ok: Chakrabongse Bhuvanarth Campus.

The participants were 38 students majoring in English for International Communication, and they were selected by the purposive sampling method. The study was conducted during a two-month period in the classroom which met three hours per week, in the second semester, academic year of 2022. Participants' information included gender, GPA, and English proficiency.

There were 24 females and 14 male students. Regarding the students' GPA in the previous semester, 12 students got 3.50-4.00, 10 of them at 3.00-3.50, 7 of them at 2.5-3.00, 6 of them at 2.00-2.5, and the rest of them less than 2.00. As for English proficiency, the students' grades in the basic listening and speaking course in the previous semester were as follows: 4 students got A, 8 of them a B+, 11 of them a B, six of them a C+, six of them a C, and the rest of them lower than C.

Variables

The independent variable was the use of supplementary communication exercises to enhance English speaking skills.

The dependent variables were the effects of using supplementary communication exercises, and the students' perceptions with the use of supplementary communication exercises.



Contents

The contents followed the course description in English for communication purposes, as specified by the curriculum of general education in 2018: health, places, directions, shopping, food and drink, and leisure, in which the students could apply the practice in real situations in daily life, and they are topics they should be able to apply to their future courses on listening and speaking.

Research Instruments

The research instruments used for quantitative data collection consisted of lesson plans, a pre-post test (60 items), supplementary communication exercises (handouts for reviewing and practicing to the students), assessment criteria in conversation writing form, conversational observation form, and students' perceptions form in the second part (closed-ended questions). Qualitative data collection consisted of the students' perception form in the third part (opened-ended questions).

Data Collection

Data collection in this study was divided into seven phases. The pre-test, post-test, lesson plans, rating scales, and conversation observation form used by the researchers were approved by three experts in teaching English.

1. The pre-test English ability was utilized before the experiment in the first week of January 2023 in the second semester to assess the background knowledge of the students before implementing role-playing activities.
2. Subsequently, the researchers prepared six lesson plans (six experiments) and six supplementary communication exercises (health, places, directions, shopping, food and drink, and leisure) from the second week to the seventh week, which were relevant to the course description and course objectives in the textbooks. Each lesson plan was completed in three hours per week, for a total of 18 hours in this study.



3. The pre- and post-tests were conducted before the first experiment and after the sixth experiment. Each lesson plan was based on PPP: presentation, practice, and production (Barefoot TEFL Teacher, 2023). The students were assigned a topic and they practiced with their partner to write their own conversation for 30 minutes. Moreover, the researchers assessed the conversation writing; they rated details in the conversations by utilizing a four-point scale ranging from 1 (least) to 4 (very good). The scale was adapted from the criteria of Inkaew (2023), and was confirmed by three experts.
4. During the students' assignment, practice, and role-playing, the researchers observed and rated each detail using a five-point scale (Luan and Angkana, 2000) ranging from 1 (least) to 5 (very good). A conversation observation form was used.
5. After the sixth experiment, the students responded to the perception form using a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree), adapted from Panduangkaew (2012).
6. The post-test English ability was administered after the experiment in the eighth week of February, 2023.
7. The data were then analyzed to answer the two research questions.

Data Analysis

After completing this study, the researchers analyzed the data to fulfill the study's two objectives.

The first objective was to study the effects of using supplementary communication exercises (that is, role-play) to enhance English speaking skills, which were analyzed based on vocabulary, grammar, content, and communication in English, as recorded in the conversational writing form (Inkaew, 2023, based on English skills). The supplementary communication exercises comprised six experiments, as well as pre-test and post-test ability ratings. The rating score of the conversational writing form was computed and converted into the mean, standard deviation, and *t*-



test. Based on the total number of bases in the dependent sample for interpretation; there were four levels, from 1 (least) to 4 (very good). The data involved determining the mean, standard deviation, and *t*-test to check whether the overall English exam mean scores on the pre-test and post-test of students' English-speaking skills and pre-test and post-test ability rating comparisons in each skill were significantly different. Tables were used to display the data for clarity of assessment.

The second objective was to explore the students' perceptions using the researchers' ratings from the conversational observation form (Luan and Angkana, 2000, based on the development of their English-speaking behavior). They were calculated and converted using Microsoft Excel into the mean and standard deviation for interpreting into five levels from 1 (least behavior) to 5 (very good behavior). The students' perceptions of their ratings from the perception form (Panduangkaew, 2012, based on a common feature of perception about learning English by using role-playing) were utilized after the sixth experiment. The rating scores in the perception forms were computed and converted using Microsoft Excel into mean, standard deviation, and percentage for interpreting into five levels from 1 (very low) to 5 (very high) and were analyzed to exhibit the perception of students with the tables. The data from the four open-ended questions on students' perceptions were analyzed and explained qualitatively.

Results

The results from the assessment criteria in the conversation writing form, the conversational observation form, and the students' perception form are discussed below.

First, it provided the answer to the first objective, which was to use the assessment criteria in conversation writing form, and it was found that the mean scores of the paired samples demonstrated the pre- and post-tests in each ability: vocabulary, grammar, content, and communication. Moreover, in each ability



reflected, all pre-test and post-test features were statistically significant at $**p < .01$ level. Here, the score illustrates the statistically significant differences among the 38 English students. The mean score of vocabulary on the pre-test was 2.52, at “less” level, and on the post-test, it was 3.60, at “good” level. Next, the mean score of grammar on the pre-test was 1.94, at “least” level, and on the post-test, it was 3.26, at “good” level. The mean score of content on the pre-test was 2.47, at “less” level, and on the post-test, it was 3.65, at “good” level. Finally, the mean score of communication on the pretest was 2.92, at “less” level, and on the post-test, it was 3.81, at “good” level. Therefore, the findings revealed that the best overall ability mean scores were for communication ability, and the students communicated their understanding. On the other hand, the worst overall ability mean scores were for grammar ability; the students used the wrong English structures, which they should continue to practice with several topics. Furthermore, the results of the English exam indicated a significant difference between the pre-and post-test mean scores at $**p < .01$ level. The posttest scores ($M=24.00$) were higher than the pretest scores ($M=19.52$).

Second, the researchers mentioned the answer of the second objective, the students’ perceptions by researchers’ rating, and the results of the conversational observation form through the supplementary communication exercises with role-playing was “good” level ($M=4.28$) which with two details being the best top two mean scores. The students had confidence while performing the activities at “good” level ($M=4.46$); besides, they cooperated in the activities and do them smoothly at “good” level ($M=4.48$). Next, the students’ perceptions of their ratings revealed that the overall mean scores for unnecessary role-playing activities were very low ($M=1.36$). In addition, they gave explanations concerning their learning experiences; they practiced speaking skills in English with their partners in the classroom to increase self-confidence, relax the atmosphere, and obtain more knowledge and



fluency. Furthermore, they suggested that these exercises ought to be used and stretched continually more than six times in one semester; the students also had positive perceptions of the use of supplementary communication exercises in the classroom.

Discussion

In this section, the effects of using supplementary communication exercises to enhance English speaking skills for EFL learners – based on the results of the conversation writing form, conversational observation form, and students' perception form – are discussed for the two objectives.

The first objective was to study the effects of using role-playing in supplementary communication exercises to enhance English speaking skills, which utilized the conversation writing form as preparation. The students were able to enhance their English speaking skills through the use of supplementary communication exercises with role-playing activity, which is an interesting approach to practicing real-life situations. The students had the chance to explore different real-life situations that enabled them to communicate better with other learners of English as a foreign language.

Additionally, this approach focuses on improving students' sentence structure and vocabulary (Brown, 2007; Littlewood, 1995, p. 3-5), corresponding to the findings of Shangeetha (2017) and Qing (2011). They state that role-playing can help students improve their oral communication skills and create realistic and similar communication in real life. When the students completed their exercises, their ability to communicate expanded bit by bit. The supplementary communication exercises aim to produce language that the situations require, which helps students to acquire the language subconsciously (Fulcher, 2003, p. 23; Littlewood, 1995, p. 3-5).

In addition, the overall mean score for communication was the best mean score for the students, which corresponds with the definition of the spoken discourse



proficiency theory of Efrizal (2012) and Richards (2008, p. 21). They claim that a speaker's verbal communication ability is demonstrated by exchanging information and using the productive language of society with others (Siahaan, 2008, p. 95). The supplementary communication exercises can encourage students to learn through role-playing activities to communicate in English in the classroom. In this study, the students had opportunities to practice the various topics through communication exercises with role-playing activity; they were excited and enjoyed learning English, especially communicating in all six language topics or functions. Each topic motivated the students to think, and some topics encouraged them to move around the classroom. Consequently, they were excited when performing the language activity in class; they were ready to learn English, leading to an effective learning situation. This is consistent with the findings of Yi (2020). Yi states that the activities should have a clear purpose, which will motivate students to achieve the goal of the role-playing activity; the communication exercises can help students to understand how to use the language to accomplish the activity.

The second objective was to explore the students' perceptions of the use of supplementary communication exercises, by using researchers' ratings of conversations as they took place in the classroom, which utilized the conversational observation form. It was concluded that the students had progressively developed in English speaking behavior; they cooperated in the activities and do them smoothly — this was the best mean score of the students, which corresponds with the theory of perception and role-playing. There are some scholars — Brignall (2023), Angelianawati (2019), and Abdul Rahman and Maarof (2018) — who claim that the role-playing method creates a cooperative learning activity. Moreover, according to Afdillah (2015), the use of role-play activities develops communication skills. The students also stated that role-play could be involved as a training approach, since they were able to change their behavior in real situations (Shangeetha, 2017; Qing,



2011; Critcher and Gilovich, 2010). This finding is supported by a study conducted by Altuan (2015), who found that role-play is a strategy in which students are required to play specific roles by saying, doing, and sharing. Furthermore, using enjoyable speaking activities, such as role-play and the simulation approach, encourages students to speak.

The second purpose was also meant to explore the students' perceptions of the use of supplementary communication exercises based on their ratings, which utilized the perception form. The students believed that they had more confidence in speaking without nervousness or anxiety. The researchers motivated students' desire to build confidence in expression through motivation, by providing a realistic language situation for students, and by creating supplementary communication exercises with role-playing activities in the classroom, which can also support the students' confidence in speaking English (Rao and Stupans, 2012; Maier, 2002). The students responded that their self-confidence increased after learning through the supplementary role-playing exercises. They were more confident when speaking English because the exercises encourage them to practice speaking English as much as possible. This helped the students build self-confidence. If some students make mistakes, the researchers and their friends would help them correct their mistakes. Corresponding to the theory of communication in teaching, Brown (2007, p. 378) prefers communicative teaching in order to emphasize the learners' language, because they attempt to communicate in real situations. These findings support those of Krebt (2017) and Richards (2008), who recommend that role-playing happen in simulated social situations that are planned to illustrate the roles and settings that reflect reality. This is because role-playing allows learners to confront situations that are close to real, yet safe. Role-playing activities also give students an opportunity to have a good time and enjoy themselves a little in the classroom.



Limitations of the Study

The researchers noted several limitations in their study, as follows:

1. This study may not cover all the speaking features of the English for Communication course (Fundamental English Course). Two skills were emphasized: speaking and listening, which involved basic vocabulary, expression, grammar, and content; moreover, the participants practiced topics that could be applied in daily life, but in their major courses, the emphasis is on listening and speaking for future situations, especially for work and career.
2. It has only the communicative exercises, because of the short period of time (three hours per week) and because the presentation, practice, and production (PPP) principles of teaching were used in lesson plans.
3. There was only one group of students; however, having at least two groups each semester would be a good chance have more participants and to compare results.

Significance of the Study

The researchers are confident that the results are significant because the learners became more confident in speaking and could communicate in English more fluently every day through communicative activities. Therefore, the study is significant for educators in the following ways:

1. This study can help English teachers look for a productive method for solving speaking skills; moreover, they may apply the teaching strategies used in this study and in the literature review.
2. The results can be used as guidelines for developing and revising new curricula regarding the management of learning, teaching, and emphasizing the use of English skills through e-learning and media in English. Consequently, researchers interested in improving English speaking skills will be able to apply more modern teaching materials.



Recommendations

1. Teachers should choose topics that students are interested in. This information can be obtained through questionnaires, interviews, or class discussions.
2. Educators ought to plan lessons with different sorts of exercises and media in English, such as the Internet, games, and television programs, to motivate them to learn.
3. According to the findings, the best effect was communication ability, and the lowest effect was grammatical ability. However, the students still desired continual practice with several topics concerning business, technology, hotels, tourism, management, marketing, and so on, leading to career advancement in the future. The researchers were aware of creating English speaking lessons concerning these topics, and found the details, contents, and sentence patterns to enhance most speaking skills, which utilized additional communicative activities such as information gaps, games, jigsaw, task completion, opinion-sharing, and group work with relevant grammar and vocabulary for speaking topics.

Recommendations for Further Studies

1. This study only investigated the effects of using supplementary communication exercises to enhance English speaking skills in a group of first-year English students. Therefore, further studies should be conducted on students in other majors.
2. Learning activities should be organized using communicative activities to study English proficiency in other skills, such as listening skills.



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