

# Developing The Student's English Speaking Skills Using Communicative Activities Methods

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*Abstract -- To successfully assess how language learners enhance their performance and achieve language learning goals, the four macro skills of listening, speaking reading and writing are usually the most frequently assessed and focused areas. However, speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes. The main aims of this research were two fact. Firstly, to study and compare speaking skills of First Year students using three communicative activities (Discussion, Problem-Solving, and Role-Playing), and second one is to study the students' attitude towards teaching English speaking skills using the three communicative activities. The sample group consisted of 35 students at a First year in University of Computer Studies, Meiktila, Myanmar, classified by high, medium, and low according to their abilities of English speaking proficiency level. The design of the research was mixed method design. The quantitative data came from the speaking test and the students' attitude towards teaching English speaking. The qualitative data were drawn from a Learning Log, a semi-structured interview and a Teacher Journal. A one group pretest-posttest design was also employed. The research instruments were 7 lesson plans, an English speaking ability test, and an attitude questionnaire. Percentage, mean, standard deviation and t-test for dependent samples were employed to analyze data quantitatively. The research findings were as follows: 1. the students' English speaking abilities after using the three communicative activities were significantly higher than before their use. (Pretest = 71.6; Posttest = 90.8). 2. The students' attitude towards teaching English speaking skills using the three communicative activities.*

*Indexed Terms: Skill, Speaking, interview, method design, test, communicative activities*

## I. INTRODUCTION

English language is a universal language and one of the simplest and easiest languages in the world. It is the official language in a large number of countries, it is estimated that the number of people in the world that use English to communicate on a regular basis is two billion. English language is the dominant business language, and it has become almost necessity for people to spoken English, because there

are many motivations to learn this language, such as: the modern world language of media, international economic, tourism, technology and scientific articles, and the Internet that demands a good knowledge of English especially of spoken English. While reading and listening are considered to be the two receptive skills in language learning, and writing and speaking are the order two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication [3].

From the study of teaching theories in developing speaking skills using communicative activities and many related research studies, it was hypothesized that three communicative activities, discussion, problem-solving and role-playing, might help solve the problem.

On the basis of this literature, as the researcher would study the impacts of these three communicative activities, discussion, problem-solving and role-playing up students' development of speaking skills and students' attitude towards teaching English speaking using the three communicative activities.

However, speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances. The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback[4].

Finally, speaking English language skill is one of the important of four language skills to be developed as a means of effective communication in both first and second language learning context in University of Computer Studies, Meiktila, Myanmar. Effective communication by mean of speaking usually creates a number of benefits for both speakers and business organizations for example effective speaking skill results in achievements during ceremonial speaking activities, job training, activities, job interview, and other business purposes. We can say any person without oral communication skills will suffer in thisera of competition and may find it difficult to achieve a higher position. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. This research paper had two objectives, i.e. The first one it to study and compare English speaking skills using three communicative activities of First Year students beforehand after learning and The second one is to study the students' attitude towards English speaking skills using the three communicative activities.

## II. RESEARCH METHODOLOGY

### A. Research design

#### 1) The samples:

The sample were 35First Year students at University of Computer Studies, Meiktila, Myanmar, and the targetgroup were 12 students, divided into 2 group and last group is 11 students.They have aEnglish proficiencylevels (high, medium and low), using purposive selection. The research was an experimental study of a study of a single group which was pre and post tested for a quantitative data collection.

#### 2) Variables:

Dependent Variable was teaching English speaking skills using three communicative activities. Independent Variables were students' English speaking abilities and attitude towards teaching English speaking using three communicative activities.

### B. Instruments

The instruments employed in this study were: Lesson plans, A test of English speaking ability was used as

pretest and posttest, An attitude questionnaire, Students' Learning Log, data analysts, A semi-structured interview, the discussers and the reporters, Teacher Journal.

### C. Data Collection

Data was collected and the study done in the authentic classroom. A test of English speaking ability test was employed as a pretest. Eight lesson plans with the three different communicative activities were used in a language classroom with 35 students. In the meantime, the students are asked to write their Learning Log, and the researcher wrote the Teacher Journal. After completion of the teaching, the students were interviewed using a semi-structured form. Finally, the attitude questionnaire was employed.

### D. Data Analysis Technique

Data analysis starts from the beginning of the research and during the whole process of research. In this research, 3 techniques of analysis were applied, namely: data reduction, data presentation and conclusion.

#### *The Stages Of The Research Are As Follows :*

1. Pretest (Discussion, Problem-Solving, and Role-Playing) is conducted for the whole class
2. The class is divided into three groups
3. Post test is done using the same test for all groups.
4. Analysis is done to compare the data of the three groups.
5. Finally the conclusion is drawn from the various data obtained.
6. Research results are reported.

### D. Data Analysis

Quantitative and qualitative analyses were done. The quantitative analyses were from a test of English speaking ability and an attitude questionnaire. The qualitative analyses were drawn from student Learning Log, semi-structured interviews, and the Teacher Journal using a triangulation method.

III. RESEARCHER FINDINGS

The students in three groups prepared their speaking by using the three communicative activities the text. After the practice, the post tests for the three groups were conducted with the following results.

Table 1: Pre – Test and Post –Test Results

No.	Student Group member list	Pre Test	Post _Test
1	A11	75	97
2	B4	72	95
3	C9	80	98
4	A2	76	98
5	B11	75	98
6	A12	75	95
7	B5	80	98
8	C6	82	98
9	C4	65	85
10	B10	65	85
11	A10	60	80
12	B3	55	79
13	C5	67	83
14	B9	73	90
15	C7	80	98
16	C3	72	95
17	A8	60	87
18	B6	55	78
19	C8	63	87
20	A9	68	90
21	B2	72	96
22	C2	85	98
23	C11	56	80
24	A3	75	95
25	B7	56	80
26	A6	67	87
27	B12	77	91
28	A7	76	90
29	C1	80	98
30	A1	75	87
31	B8	82	96
32	A4	95	100

33	B1	72	85
34	C9	65	85
35	A5	75	96
Total Avg.		71.6	90.8

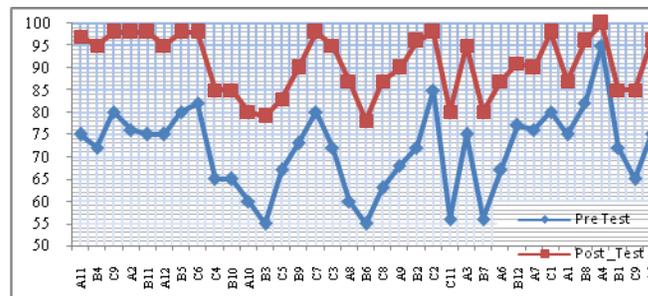


Fig.1: Pre – Test and Post –Test Results

The pretest mean score was 71.6 percent and the posttest mean score was 90.8 percent according to the table 1. The students’ English speaking abilities after using the three communicative activities were significantly higher than the prior to their use.

The students’ attitude towards teaching English speaking using the three communicative activities was rated as good. From the table above we can see that the students who practiced using communicative activities method before and after different is 19.2 percent.

IV. DISCUSSION

This study produced several important results. These are discussed below. The posttest mean score of the students’ English speaking abilities was significantly higher than the pretest one after the employing the three communicative activities, discussion, problem-solving, and role-playing. Characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford opportunity for language practice. The teacher arranged for language functions such as asking for directions, ordering food and beverages, talking on the telephone, and making an appointment with doctors. These types of activities can afford students experience using the language for real communication. This idea was consistent with [8] where they proposed that the learner should know the purpose of speaking, what to speak, with whom, and

where to speak, and how to use appropriate language. In this study, the contents of the language through the three activities were carefully selected to suit the syllabus, the learners' age and language level, and to create challenges for the learners to gain experience.

Teaching English speaking skills using the three communicative activities is a learning method focusing on the learner-centeredness. Students work in small groups divided by their language proficiency, i.e., high, medium, and low levels. Using this technique, students can have an opportunity to work together providing help to others while performing the activity. The atmosphere in working in groups can lessen their fear in making mistakes when speaking English. Students in the group can support others in the team needing help. They can express themselves successfully while working in groups. This can lead to self monitoring, more confidence in speaking, and enjoyment can encourage them to participate more in learning. The results of this study supported the effectiveness of these three communicative activities in developing English speaking skills. Reference [9] conducted a study of development of English speaking skills using two communicative activities, Information-gap and Role playing.

The samples were 35 First year students at University of Computer Studies, Meiktila, Myanmar. The results of the study revealed that the students' English speaking skills were significantly higher after using these two communicative activities. Students' intensive interaction was effective in developing speaking English proficiency.

Moreover, it can be seen from the current study that division into small groups (groups of three) promoted that students' confidence in producing the language as a result of their language proficiency. Students have been trained in using the language functions appropriately. Therefore they could successfully develop themselves using these three activities. This is supported by [9]. In conducting a communicative activity, the context should be focused on meaning not the form. While the students are involved in an activity, there should be no teacher intervention. Students can practice using the language among their

group members. Group of four are the most effective [5].

The students' attitude towards teaching English speaking skills using the three communicative activities was rated as good. This may result from having been provided adequate language functions in situations that occur in real communication leading to their confidence in speaking the language. They felt satisfied with their speaking English when using these three communicative activities. The process of teaching and learning helped creating enjoyment in speaking English in small groups. The feelings of success in learning to speak English through the three activities establish their motivation to learn the language.

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