Research and Development of Public Speaking Abilities by Role Play of Grade 11 Students

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Abstract

This study is a research and development project on enhancing public speaking abilities by using role-play for Thai students in grade 11. This study has two objectives: 1) to compare the public speaking abilities of grade 11 students before and after learning by role-play, and 2) to compare the public speaking abilities of grade 11 students by role-play activities to be effective according to criteria 60 and higher than before the experiment at .05 level of significance. The sample was selected from a group of 30 students in grade 11 at Saipanya School Under the Royal Patronage of Her Majesty the Queen, Bangkok, Thailand. The research was conducted between September to December 2024 and the Scoring Rubric of public speaking ability is the key instrument. The statistics used in data analysis were mean, percentage of the average, standard deviation, T-test for dependent samples.

The research results show that: 1) The ability in public speaking of grade 11 students after learning based on role - play is significantly higher than before the level of 0.05. 2) The ability in public speaking of grade 11 students after learning based on role- play had 78.15 percent improvement which higher than the criterion of 60 percent with significantly at the level of 0.05.

**Keywords**: public speaking, role play

1. Introduction

Speaking plays a crucial role in human lives as a tool for creating understanding between people, allowing for rapid exchange and learning. Those with strong speaking skills can communicate effectively with others. Despite the advancements in modern technology and the growing use of internet communication tools, speaking remains a vital aspect of human interaction, from the past to the present. Accordingly, the Ministry of Education of Thailand (2009) classifies speaking as a fundamental life skill for Thai students to learn in schools.

Nevertheless, speaking skills are commonly dismissed in contrast to content and scientific subjects such as mathematics and science. In fact, this skill needs to be enhanced as a transferable skill in all areas of the subject they will learn. One crucial type of speaking is public speaking, which should be emphasized. This is due to the fact that public speaking is different from daily communication and requires well-preparation in terms of both content and performance. Furthermore, this requires various techniques and methods that speakers must apply, such as choosing appropriate words, tones, and gestures to align with the intended

message. Thus, this paper focuses on the improvement of the public speaking abilities of Thai students and suggests role-play activities for enhancing that skill.

This is based on the concept that individuals who attempt to improve their speaking skills should start by practicing with relevant topics to their daily lives, then explore speaking styles that interest them to continuously improve their skills Harmer, (2003) This aligns with role-playing methods which students are encouraged to creatively apply their knowledge, ideas, speech, language, and communication skills to various scenarios. More importantly, as Ladousse (2 0 0 4) argues, the role-play method can range from scripted dialogue to improvisation and from simple conversations to complex simulated situations, with the level of difficulty based on the students' language proficiency (see Figure 1). Giving students the chance to speak in public is a great way to help them build important skills. It not only lets them practice speaking clearly and confidently, but it also boosts their self-confidence and helps them feel more comfortable with expressing themselves, as Pratummek, Somyalon, and Banjong, (2019). In short, using role-playing in teaching involves with realistic simulations where students assume character roles in specific contexts as if in real life (Chamberland G, 1995).

Figure 1: Types of role play activities (Byrne, 1986)
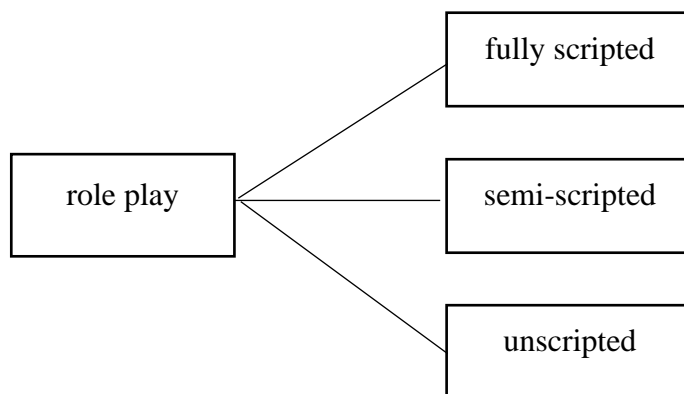
Research Objective

1) To compare public speaking abilities of grade 11 students before and after learning by role-play.

2) To compare public speaking abilities of grade 11 students by role-play activities to be effective according to criteria 60.

2. Methodology

2.1 Population and sample group

Population: Grade 11 students at Saipanya School Under the Royal Patronage of her Majesty the Queen, Bangkok, Thailand, 7 classes, 250 students in academic year 2024.

Sample: The sample was a cluster randomly assigned to a group of 30 students in grade 11 at Saipanya School Under the Royal Patronage of her Majesty the Queen, Bangkok, Thailand. They learn Thai language subject (T1202).

2.2 Content

The topics for conducting role-play used in the research are based on Thailand's basic curriculum in Thai subjects for high school in grade 11. As the topics in the curriculum cover all the details giving a speech and saying the blessing, the role-play situation is open to students' interests, which aligns with these topics.

The duration of the experiment was four 50 minutes classes which took place in the December 2024. The assessment instrument was Scoring Rubric of public speaking ability. The statistics used in data analysis were mean ($\bar{x}$), percentage of the average, standard deviation (S.D.), T-test for dependent Samples.

Figure 2: Conceptual framework
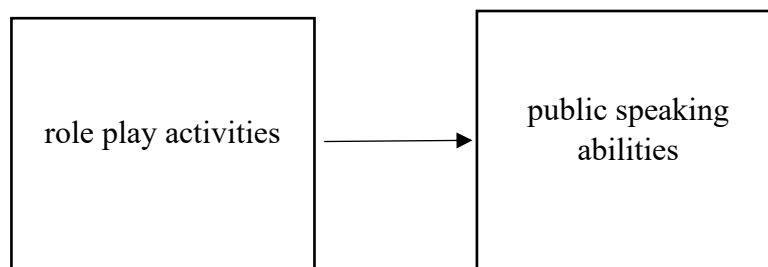
2.3 Tools used for data collection

The researchers created two data collection tools as follows:

       2.3.1 Plan for learning management on the investigation process together with the activity sets. The role play activities were arranged in 6 processes, 4 learning management plans, total of 8 hours, with an index of conformity (IOC) between 0.80-1.00.

       2.3.2 Scoring rubric of public speaking abilities for pre-study and post-study test. Totaling 20 points. An index of conformity (IOC) ranging from 0.80-1.00 and the confidence value of 0.89-0.98.

3. Results

Result of average score in public speaking abilities of grade 11 students before and after learning by role play (N = 30)

Table 1: Comparison of public speaking abilities scores for pre-test and post-test of the sample group with the full scores of 20.

Public speaking abilities	Pre-test		Post-test		D	T	P
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	7.67	10.884	.000*
Public speaking abilities (20)	9.63	3.362	17.30	3.030			

*p < .05

From the table 1, the sample group had overall public speaking abilities higher than before the experiment at .05 level of significance. The score before the experiment has 9.63 and the score after the experiment increased to 17.30.

4. Conclusion

According to the research findings, it proves that role play is one practical strategy to enhance students' public speaking abilities. The result indicates that the mean score for public speaking abilities in the experiment groups is higher than prior to the experment. This is similar to Harmer (2003) and Byrne (1986) which demonstrate that characteristics of role-play methods could encourage interaction among the students in the language classroom. In Thai context, moreover, Bupphachart (2018) and Hantalay (2024) summarize that students become proficient in Thai language as a result of their regular role-playing exercises. Compared to this research, it can imply that the benefit of using role-play in public speaking is that students can build their confidence and motivation to participate in these activities. Additionally, it boosts their vocabulary, which can select appropriate words in new and different scenarios.

Recommendations

Teachers should construct a variation of public speaking activities which motivate the students to learn. Communicative activities such as discussion, problem solving, and role-playing can be effectively used in the language classroom in Thai context. Another important factor to be recognized actively in these activities is their order or sequence. In breaking the students into small groups, the optimal group size is four individuals. When teaching role-playing, the teacher should to engage the students in the classroom actively.

Acknowledgment

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