

THE DEVELOPMENT OF FLUENT ENGLISH-SPEAKING SKILL USING IMPROMPTU SPEECH PRACTICING BASED INSTRUCTION FOR GRADE 7 STUDENTS OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Thawanphorn Bunsiem*

Demonstration School of Suan Sunandha Rajabhat University (Secondary),

Bangkok 10300, Thailand

E-mail: thawanphorn.bu@ssru.ac.th

ABSTRACT

The purpose of this research was to develop the students' fluent English-speaking skill using Impromptu Speech Practicing and to assess students' satisfaction with increasing their English communication skills. This study's sample consisted of grade 7 students from Demonstration School of Suan Sunandha Rajabhat University who used the Impromptu Speech Practicing style of learning management organically. During the first semester of the academic year 2022, 20 students conducted experiments using purposive sampling and a one-group pretest-posttest design. The instruments were 1) a learning plan consisting of six lessons for a communication exercise that was used to build fluent English-Communication abilities; and 2) An English language proficiency evaluation form. 3) a student satisfaction questionnaire on the Impromptu Speech Practicing learning. The time frame employed was 10 weeks. The statistic devices utilized for this study were comprised mean and standard deviation.

Keywords: Fluent English-speaking skill, Impromptu Speaking Practicing, and communication exercises

INTRODUCTION

Second-language English learning is loaded with numerous difficulties and challenges. They have difficulty comprehending and adjusting to various errors in English speech, grammar, spelling, and word usage. To fully comprehend and interpret language concepts, one must be physically and emotionally immersed. As it is a component of the Measure of English Language Proficiency, speaking English for communication is consequently a very significant ability. According to Iamsaard and Kerdpol (2015), the capacity to converse in English will allow students to communicate with the country's neighbors and stay up with the developments in the ASEAN community and the global community. Speaking skills are the most vital and fundamental skill to teach when it comes to English, as they are the foundation of communication. Students must develop their oral communication skills the most advanced. According to (Ur, 1998), one of the main reasons to work on students' communication skills is that it is the most visible indicator of their level of competence language, which will aid in the acquisition of all other abilities. The English language curriculum in Thailand is designed to prepare students for life in a foreign country. Outside of the classroom, students almost never have to use or even hear English. Classes are conducted exclusively in English. Teaching how to say how to speak fluently English is very difficult for learners because learners often cannot speak English well, as Chumin (Shumin, 1997:8) points out. Due to not being immersed in an English-speaking environment, students often struggle to use idioms and grammatical structures with fluency, and they also struggle to understand the culture of native speakers in everyday situations.

OBJECTIVE

1. To examine the impact of Impromptu Speech Practicing activities on the development of Fluent English-speaking skill.
2. To examine the impact of Impromptu Speech Practicing activities on the students' learning satisfaction.

METHODS

Participants

The participants in this study consisted of grade 7 students from Demonstration School of Suan Sunandha Rajabhat University who used the Impromptu Speech Practicing style of learning management organically.

Study Variables

Following are the variables examined:

Method of teaching English speaking skills through impromptu speech was the primary variable.

The dependent variables were:

1. fluent English-speaking skills
2. The satisfaction of the student with the activity

Research instruments

The research instruments used in this study included

1. Six lesson plans
 - 1.1 Talking about us for one minute
 - 1.2 Have you ever...?
 - 1.3 Leisure time
 - 1.4 Travel
 - 1.5 Future occupation
 - 1.6 3 minutes
2. A form for evaluating fluent English-speaking skills that covered five factors: accent and pronunciation, accurate grammar, vocabulary, fluent language usage, and communication abilities. The grading criteria consisted of five rubric scales, each with four points.
3. Student satisfaction questionnaire for learning fluent English-speaking skills by fluent English-speaking skills which included three categories, learning atmosphere, learning activity and students' learning development.

Statistics

To compare the scores of students' communicative English-speaking abilities prior to and after the learning activity, the data were analyzed using the percentage and mean.

RESULTS

Before performing the Impromptu Speech practice activity, in the first test, students should complete the following: students can speak English naturally and instantly with an average score of 10.00 out of 20, indicating 50%, and with an average score of 16.10, representing 80%, when tested after activities. Both scores increased by an average of 30.50%. After coordinating Impromptu Speech Practicing skill to strengthen students' English communication, students speak English with greater fluency and confidence. The students first found spontaneous speech exercises challenging since they rarely talked unprepared and without a script.

However, as they progress through the sessions and speak on common topics, they become more comfortable with impromptu speech activities. Therefore, the students believed that this practice would enhance their confidence in speaking the target language. Since each individual is assigned a distinct topic, the conversation is both highly English and not monotonous. Additionally, we shared our views on this topic with classmates.

CONCLUSION AND FUTURE WORK

All the pupils improved their ability to speak English fluently after participating in an activity that involved rehearsing impromptu speeches with kids in seventh grade at the demonstration school of Suan Sunandha Rajabhat University. They learn how to speak English in a more natural way and acquire the ability to sound like a native speaker, all without having to write scripts. The students' self-assurance in their command of the English language and their desire to engage in more conversations in the language is bolstered as a result of this practice.

On the other hand, study on troublesome English consonants is something that needs to be done so that students can address them. as an illustration both in terms of teaching and learning as well as studying Because students present a significant challenge for Thai people, study on the correct pronunciation of consonants that come at the conclusion of words (the last sound) should be conducted. since a word's ending in Thai does not have the corresponding consonant to indicate its pronunciation. Conducting research on reading sentences out loud to pupils as a tool for them to employ in their everyday lives.

REFERENCE

- Canale M.; & Swain M. (1980). Theoretical Base of Communicative Approaches to second Language Teaching and Testing. Retrieved December 1st, 2007.
- Carroll. (1982). Testing Communication Performance. London: Pergamon Press.
- Clark, J. L. D. (1972). Foreign language testing: Theory and practice. Philadelphia, PA: Center for Curriculum Development.
- Ngiwline, Phuwitch and SNilsamranchit, uchat (2018). 'The Effects of Using Animation Movies to Develop Listening and Speaking Skills and Satisfaction towards English Studying of Grade 8 Students. IJBTS Journal with ISSN: 2286-9700, IJBTS international Journal of Business Tourism and Applied Sciences.
- Kurniati, E. (2015). "Learning English on Speaking Subject by Using the Fairy Tales with Local Wisdom for Elementary and High Schools' Students." Master Degree of Education Batanghari University.
- Murcia, C. (2001). Teaching English as a Second of Foreign Language [Press release]
- Taweethong, N. (2018). The social benefits of e-learning for the study of foreign languages in the Thai education system. International Journal of Management and Applied Science, 4(4), 5-9.