

SPEECH ACT THEORY AND ROLE-PLAYING ACTIVITIES TO DEVELOP SPEAKING SKILLS IN THE LITERATURE KHUN CHANG KHUN PHAEN, SPECIFICALLY, THE EPISODE KHUN CHANG TAWAIDIKA

Bualak Petchngam

English Program, Demonstration School of Suan Sunandha Rajabhat University, Thailand

E-mail: beaurak.na@ssru.ac.th

Abstract

The purpose of this study was to compare pre-and post-test skills achievement in speaking from the literature Khun Chang Khun Phaen, specifically, the episode Khun Chang Tawaidika can be summarized as follows before and after using role-playing activities based on Speech Act Theory. The samples consisted of 21 twelfth-grade students from the second semester of the academic year 2023 at the Demonstration School of Suansunadha Rajabat University. The researcher prepared the lesson plans using role-playing activities based on Speech Act Theory and the pre and post-achievement of speaking skills tested at the end of the program. Data analyses used percentage means and average score differences for comparison pre-and post-test. The study showed that the post-achievement of speaking skills was higher than before learning through using role-playing activities showing that language teaching for communication was effective in helping students have higher speaking skill achievement.

INTRODUCTION

Speaking is important and is an effective communication skill that serves many benefits in daily life such as support of development and growth in the workplace in all employment fields, work responsibilities, and employment rank. Training for the development of speaking skills promotes effective communication. An individual with speaking capabilities often grows and becomes successful in the workplace. Allowing students to practice speaking skills under various opportunities allows the students to use and explore such skills through learning which can further prepare students for their chosen future career fields at the end of the course. The speaking skills of students in the twelfth grade of the Secondary Demonstration School of Suan Sunandha Rajabhat University revealed that the majority of students were capable of expressing themselves, but their speaking skills lacked refinement for application to real-life scenarios.

In light of the problem mentioned, the researcher designed various teaching methods researched from thesis proposals to be used for the improvement of methodological approaches for application in teaching processes for effective learning skills and increase in enjoyment during learning together as a group. It was found that the applied hypothetical activities enhanced students' learning in a natural state since the students learn from actual role-playing and have the opportunity to practice a variety of role-playing assigned by the instructor at more leisure which allowed students to not be bored with learning and instead become more interested in learning (1) Chiung, 1963. Moreover, enhanced attitudes students from hypothetical activities allow the learners to progress their speaking skills and also encourage the learner to understand and apply speaking skills appropriately for future use and occasions. Role-playing is an active and engaging learning method. It transforms students from passive listeners into active participants who immerse themselves in the subject matter. Whether it's

simulating historical events, real-life problem-solving, or recreating literary characters, role-playing provides students with a hands-on experience that fosters a deeper understanding of the topic.

The intent of the researcher was to research the most appropriate methodology for adopting teaching language skills for effective communication by Speech Act Theory. An appropriate method is considered a necessity for learners to practice communication skills for communication and expression of personal attitude in various situations. Effective communication is a crucial life skill, and role-playing offers an ideal platform for its development. Students engage in conversations, negotiations, and debates, honing their abilities to express themselves clearly and persuasively. This skill is not only valuable in the classroom but also in their future careers and personal lives. Furthermore, this activity allows students to play a central role in class activities where the instructor plays a lesser role in speaking to minimal necessity. This approach gave learners the chance to speak up more. By orchestrating this activity, the learners have the opportunity to use language as much as possible without an overemphasis on the correctness of grammar while speaking and as a result, the learners become more confident and accurate in language abilities through center role learning opportunities. Thus, this approach provided learners with the ability to use language more fluently (2) in compliance with (3) Nattawut Jinowat's research on "Preferences for Oral Corrective Feedback: Are Language Proficiency, First Language, Foreign Language Classroom Anxiety, and Enjoyment Involved?" This study has an understanding of learners' preferences so educators can tailor their instructional approaches to meet the specific needs of their students, and could encourage students to adapt their skills to education, traveling, and working abroad.

The advantage of the learning activity based on Speech Act Theory as mentioned induced the researcher to improve skills for student role-playing in the literature Khun Chang Khun Phaen, specifically, the episode Khun Chang Tawaidika can be summarized as follows through activities based on hypothetical teaching to students at the twelfth-grade of the Demonstration School of Suan Sunandha Rajabhat University. This activity in teaching communicative skills improved the class environment learning activity which in turn promoted the learners to achieve improved speaking skills.

Study Focus:

To compare score results of speaking skills and improvement of speaking skills from the literature Khun Chang Khun Phaen, specifically, the episode Khun Chang Tawaidika can be summarized as follows before and after using role-playing activities based on Speech Act Theory to students in the twelfth-grade of the Secondary Demonstration School of Suan Sunandha Rajabhat University.

THEORETICAL BACKGROUND

Speech Act Theory is a branch of linguistic philosophy that explores the ways in which words can be used not only to convey information but also to perform various types of actions. Developed by (4) J.L. Austin (1962) and later expanded upon by (5) Searle, John R. (1969), this theory revolutionized the understanding of language by emphasizing that speech is not merely a tool for describing the world but a form of social action. The theory has practical implications for understanding communication beyond the literal meaning of words. It recognizes that utterances can have performative functions, shaping social reality and influencing the behavior of individuals. Speech Act Theory has since become a foundational framework in linguistics, philosophy, and communication studies, influencing research in pragmatics, and semantics, the philosophy of language links Linguistic knowledge to Language Skills and Communicative ability (6) Larsen-Freeman (2000: 128-132) states that the target of

teaching communication induces the learner to acquire the skills to communicate through the language understood by understanding the language structure, interpretation of language, the role of language usage appropriate to each situation where the learner will need to choose language usage most appropriate to situations, the topic of speech, and person conversing with. Aside from teaching that stresses the function of language more than merely language structure, the learner is required to learn the four basic language skills consisting of listening, speaking, reading, and writing. Speaking skill is especially essential since it the most important skill for communication; thus, teaching communication skill is focused on knowledge and understanding of language in daily life effectively. Aside from the learner needing to have syntax knowledge, having knowledge beyond language skills such as the situation or status of the person conversing within society inclusive of age, gender, education, manners, and direct or indirect communication was consistent with (7) Taylor and Welford (1996:19) which centered on role-playing and acting out to provide the role players to exhibit his or her ability in multiple scenarios for correct response decision making suitable for specific problem-solving. The role player will need to be aware of his or her specific role in order to understand the precise role-playing mood (8) Ladousse (1988). This approach provides reasons for bringing role-playing activity into the teaching lesson with the intent for learners to have the opportunity to learn through a variety of activities directed towards understanding language roles and structure. The learner is provided with the opportunity to practice speaking skills and language usage as well as group learning which in turn enhances the learners to use language in conversation within a safe and controlled environment and learn how to work within and as a group under various circumstances in order to strengthen confidence in speaking ability, express oneself effectively and as well as induce enjoyable learning environment which is supported by research from (9) Storti (1990: 31-32). This group studied the use of activity role-playing in which the instructor set a condition for students to practice communication through conversation. The students were assigned to role-play in a conversing activity where the students were exposed to a learning environment for promoting students to practice communication through conversation with the goal of enhancing the students' fluency in conversing with confidence.

With this in mind, the researcher was interested in applying the literature Khun Chang Khun Phaen, specifically, the episode Khun Chang Tawaidika can be summarized as follows through activities based on hypothetical teaching to students for learning activity in order to help students make progress and improve language skill abilities.

METHODOLOGY

A. The Research Design

To answer the researched questions previously mentioned, it is essential to establish an empirical framework that guides the research process and focuses on the study intended to examine and acquire answers for the purpose of the study by the experimental research in the—Group Pretest – Posttest Design.

B. The Study Sample

The populations in this research were twelfth grade students from the Secondary Demonstration School of Suansunadha Rajabhat University in the second semester of the academic year 2023. There are 120 students in total.

The sample of this study consisted of 21 students in class 6/5 of twelfth graders of the Secondary Demonstration School of Suansunadha Rajabhat University in the second semester of the academic year 2023

C. Measurement Construction

This study used two instruments; first, the Thai lesson plan covered Using role-playing activities of Speech Act Theory for teaching activities for 16 hours, the second, the researcher constructed the pre and post-testing achievement speaking test; it had thirty items for testing both before and after instruction.

A pilot study was out with the population group (N=30) taking evening courses in the context of the study in order to determine the time necessary for the students to complete. While doing the research, the reliability analysis of the instrument was completed which showed that Cronbach's alpha reliability coefficient was 0.88, indicating that the instrument can be considered as a reliable tool to be used for the purposes of this study.

D. Data Analysis

The descriptive statistics was used to analyze the data collected for the study. In this step, simple descriptive statistics were attained to identify the group by means and standard deviation for analysis of Thai lesson plans, and the pre and post-testing achievement. The average score difference (D) was used to determine whether the posttest higher pretest level; the statistically significant difference was at ($\alpha = 0.05$). Therefore, it was successfully covered using role-playing activities of Speech Act Theory could promote the development of twelfth graders in achievement speaking.

E. The Research Planning

The program consisted of three sections with the following procedures: the first was a pretest achievement of speaking skills of a sample size of 21 twelfth graders from the second semester of the academic year 2023 of the Secondary Demonstration School of Suan Sunandha Rajabhat University, the second step was the experiment by Thai lesson plan instruction using role-playing activities of Speech Act Theory (October, 30 to November 24, 2023), and third was the posttest achievement of speaking skill after experiment.

F. The Results Data Analysis

The result deals with a description of the statistical treatments used in data analysis as percent, means, and average score difference (D) to compare pre and post-testing achievement speaking skills. The study the following:

The expert in education analysis of Thai lesson plans content validity. Table 1 presents the results of the descriptive statistics.

Table 1 Thai Lesson Plans Content Validity

Topic assessment.	Points.	
	Mean	Results
1. The activities learning were Speech Act Theory	1.00	Agree.
2. The activities are appropriate for students.	1.00	Agree.
3. The content appropriated for instruction.	1.00	Agree.
4. Teaching activities create achievement of skills in speaking.	1.00	Agree.
5. Using role-playing activities of Speech Act Theory creates achievement speaking skills.	1.00	Agree.
6. Role-playing cloud develops the achievement of skills in speaking.	.95	Agree.
7. Speech Act Theory could develop twelfth graders for achievement of skills in speaking	1.00	Agree.

Topic assessment.	Points.	
	Mean	Results
8. Students are happy to learn by using role-playing activities of Speech Act Theory	1.00	Agree.
9. All students like to study by using role-playing activities of Speech Act Theory	1.00	Agree.
10. An assessment and evaluation were appropriate.	1.00	Agree.

The analysis revealed that lesson plans had high content validity were high levels (Mean: 0.95 and 1.00) The comparison's average score difference (pre and post-testing achievement of skills of speaking) in using role-playing activities based on Speech Act Theory in teaching students.

Table 2 presents the results of the descriptive statistics.

No	students	Pre-test (30 points)	Post-test (30 points)	average score difference (D)
1	Student-1	13	28	7
2	Student-2	10	25	6
3	Student-3	15	26	8
4	Student-4	13	19	7
5	Student-5	13	22	11
6	Student-6	10	21	11
7	Student-7	10	19	9
8	Student-8	12	28	16
9	Student-9	15	25	10
10	Student-10	18	24	6
11	Student-11	17	26	9
12	Student-12	18	22	4
13	Student-13	18	28	10
14	Student-14	19	25	6
15	Student-15	18	26	8
16	Student-16	11	19	7
17	Student-17	13	22	11
18	Student-18	10	21	11
19	Student-19	15	25	10
20	Student-20	17	26	9
21	Student-21	15	19	4
	Total	312	539	169
	Percentage	52.14	86.32	28.24
	Mean (\bar{x})	15.33	28.5	8.17

The analysis revealed that the students have higher post-achievement skills in speaking than before studying by learning through role-playing activities based on Speech Act Theory. This approach promoted students to have higher skills of speaking achievement.

CONCLUSION

The objective of this study consisted of two objectives. The first objective showed results in Thai lesson plans containing content validity of high levels. The experts presented scores of 0.95 and 1.00, higher than the standard (0.5), and the second objective showed higher post-achievement of speaking skills than before studying by using role-playing activities based on Speech Act Theory. Role-playing has proven to be a dynamic and transformative teaching tool in modern education. It promotes active learning, empathy, communication skills, problem-solving, critical thinking, and real-world application. Furthermore, it empowers students by building their confidence and preparing them for the challenges of the future. Educators should continue to incorporate role-playing activities into their teaching strategies, ensuring that students not only gain knowledge but also develop the practical speaking skills and empathy needed to thrive in an ever-changing world. Therefore, the students liked and enjoyed learning by using role-playing activities based on Speech Act Theory.

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