

Persuasive speaking skill development for 11th grade students of Demonstration School of Suan Sunandha Rajabhat University

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Abstract— The research aimed 1) to develop learning activity management plans on fluent and persuasive speaking by means of role playing teaching technique for Matthayomsuksa 5 students (senior secondary students), 2) to compare fluent and persuasive speaking skills of Matthayom-suksa 5 students by means of role playing teaching technique between post-study and pre-study, 3) to study effectiveness index of learning activity management on fluent and persuasive speaking of Matthayomsuksa 5 students. The participants in the study were obtained from a cluster sampling technique, consisting of 25 students in the 2nd semester of the 2020 academic year. The research instruments were learning management plan, fluent and persuasive speaking skill as-assessment test, and questionnaire about students' opinions towards learning management by means of role-playing teaching technique on fluent and persuasive speaking. Data were analyzed using mean, standard deviation and statistics (*t*-test dependent)

Keywords—Persuasive Speaking, Persuasive Messages, Speaking skill, Communication

I. INTRODUCTION

Thai language is a language skill subject in which all 4 skills need to be practiced; listening, speaking, reading and writing to gain proficiency for communication useful for learners (Paitoon Sinlarat, 2002:1). According to the 2008 Basic Education Core Curriculum, Thai language subject requires students to learn 5 strands, namely, reading, writing, listening, viewing and speaking, principles of Thai language, and literature (Ministry of Education, 2008:2-3). The necessary skill being a basic of life from preschool age throughout the whole life is communication through speaking. (Asst. Prof. Burin Rujjanapan, 2016)

Communication is derived from Latin word "communicate" which means activities informing something through an exchange of thought, feeling, attention, attitude, expectation, perception or command. It is probable in the form of talking, expression, writing, behaviors through any other devices between 2 persons or more. Communication components include sender, message, channel of medium and recipients. Communication is associated with 3 major procedures, i.e. 1) thought among senders, 2) encoding messages to designated channels, 3) decoding messages to understanding (Asst. Prof. Burin Rujjanapan, 2016).

Speaking is communication behavior between people using words, tones of voice, languages, gestures, facial expressions, eye contact to pass feelings, thoughts and requirements of speakers to listeners for having understanding and response (Atcharawadee Sawasdisuk, 1999:86).

Therefore, speaking is the most necessary communication associated with everyday life because speaking is a fast tool used to communicate thoughts. Other than speaking in daily life, some opportunities require formal speaking. According to the road map to improve Thai language skills of Demonstration School of Suan Sunandha Rajabhat University, all skills are enhanced which include listening, speaking,

reading and writing as in general all 4 skills are used together for daily life communication.

Matthayomsuksa 5 students are adolescents who are entering adulthood and prepare themselves ready for studying further in a higher education level. Persuasive speaking is a necessary skill helping students communicate their thoughts and requirements. Furthermore, the skill will be useful for their academic presentation, self-introduction in an interview and personality improvement.

From the previous teaching and learning, it was found that Matthayomsuksa 5 students have been facing problems about the development of persuasive speaking skills, namely, students lack persuasive speaking skills and are unable to present holistic thinking to meet the interest of both senders and recipients. Though students possess thinking skill, they lack persuasive speaking skills. Other problems related to their speaking abilities are they are afraid of expressing their opinions, not confident, nervous, excited, speak so softly, pronounce the sound of รor (ร) and ลor (ล) not clearly, a speaking laboratory is not available, students are not active to search for further information, making them lack information for their speaking, students do not adequately have an opportunity to practice speaking since teaching is most likely based on lecture.

Consequently, the language skill development by means of role playing teaching technique will be a teaching method that helps students practice their expression skills including improving their personality, making them self-confident and teachers save teaching time. Instruments and how to practice skills are procedurally determined, enabling teachers to learn about problems including student's satisfaction towards learning and the development of fluent and persuasive speaking skills.

The research on the development of fluent and persuasive skills for Matthayomsuksa 5 students of Demonstration School of Suan Sunandha Rajabhat University, will be able to

fulfill students' speaking skills. Moreover, it will help solve problems related to speaking agility, fluency, comprehensibility, and quality of communication that will lead students to have self-confidence and be able to develop the skills to have proficiency that can be applied to other sciences in an efficient manner accordingly.

II. THEORETICAL BACKGROUND

In order to conduct the research on "the development of fluent and persuasive speaking skills for Matthayomsuksa 5 students of Demonstration School of Suan Sunandha Rajabhat University", the researcher employed the theory of communication as the conceptual framework of the study. The concept is about communication process related to message senders, media and messages. According to Jurgen Ruesch and Gregory Bateson, "communication" does not mean only to transfer messages by means of clear speaking and writing to show intention, but also includes various processes that humans have influence on each other, consistent with Assoc. Prof. Dr. Parama Satawatin who concluded that "communication is the process of transferring message from a person called a sender (source) to another person called a receiver through a medium (channel)" (Parama Satawatin, 1998:5-6).

Describing the process of communication using a model will help make a better understanding of the process of communication. A communication model related to the study is Lasswell's model of communication (The Lasswell model 1948). It offers a communication model that simply describes the process of communication, namely answering the following questions: who said it, what was said, in what channel it was said, to whom it was said, and with what effect it was said (Rajitlak Sangurai, 2005: 9-10).

Lasswell's Communication Model

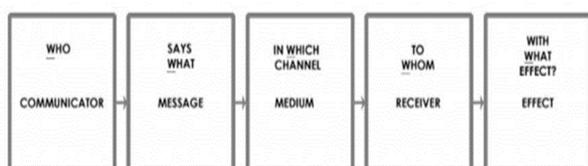


Figure 1 – Lasswell's model of communication.

The Lasswell's model was used as the conceptual framework of the study. The communication process in this study had 5 components; senders are Matthayomsuksa 5 students according to the project of learning path development.

III. METHODOLOGY

A. The research design

The experiment was carried out according to pretest-posttest control group design and static group comparison design by testing with 25 Matthayomsuksa 5 students in the 2nd semester of the 2020 academic year.

B. The study sample

Participants in the study were 25 Matthayomsuksa 5 students from 5/1 class and 5/2 class of Demonstration School of Suan Sunandha Rajabhat University (Matthayom Department).

C. Measurement construction

The instruments in the study comprised learning management plan, fluent and persuasive speaking skill assessment test, and questionnaire about students' opinions towards learning management on fluent and persuasive speaking skills by means of role playing teaching technique.

D. Data analysis

Data were analyzed using preliminary statistics, i.e. mean, standard deviation (S.D), homogeneity of variance of language skill scores of the sample was tested, t-test independent, i.e. One-way ANOVA, was used to test differences of pre-study scores and post-study scores and Spearman's rank correlation coefficient was calculated.

E. The research planning

The research was conducted with 3 procedures, i.e. (1) a pre-study test was conducted among 25 students in the 2nd semester of the 2020 academic year from Demonstration School of Suan Sunandha Rajabhat University, (2) learning activity management according to the determined learning management plan and (3) a summary of learning outcomes and a post-study test were conducted.

F. The results data analysis

The analysis was conducted to find efficiency of fluent and persuasive speaking skills using role playing teaching technique in Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University based on the 80/80 criteria. The sample of 25 students were tested their abilities in fluent and persuasive speaking before they studied. Next, activities according to the role playing teaching technique for Thai language subject of Matthayomsuksa 5 students were organized. When they finished the lesson, the students were assigned to make a test. Their speaking skills were assessed using the fluent and persuasive speaking skill assessment test after they finished the study. The scores obtained from the fluent and persuasive speaking skill assessment test were examined efficiency.

1. Analysis to find efficiency of process (E1) of the development of fluent and persuasive speaking skills by means of role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University found the pre-study test mean score was 136 out of the full score of 250 points, standard deviation was 0.86, the mean percentage score was 56.67%. The post-study test mean score was 198 out of the full score of 250 points, standard deviation was 0.60, the mean percentage score was 82.50%.

Table 1 – Efficiency of process (E1) of learning management plan on the development of fluent and persuasive speaking skills by means for role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University.

Items	Full score	\bar{x}	Average percentage score
1. Making tests	10	5.6	82.50
2. Teamwork behavior in class assessment	50	40.20	80.41
3. Speaking in class assessment	50	41.01	82.17
Total			245.08
Mean			81.69

From the Table 1, the mean score from making the tests, from assessment of teamwork behavior in class and assessment of speaking in class, efficiency of process (E1) of the learning activity management plan on the development of fluent and persuasive speaking skills by means of role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University was 81.69.

2. Analysis to find efficiency of outcomes (E2) of the learning activity management plan on the development of fluent and persuasive speaking skills by means of role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University found the 25 students had the mean score from making the fluent and persuasive speaking skill assessment test using role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University equal to 25.16 out of the full score of 40 points, accounted for 62.92%. The students had the mean score from making the pre-study test of fluent and persuasive speaking skills equal to 34.62 out of the full score of 40 points, accounted for 86.56%. That means E2 was equal to 77.92.

Score in class was accounted for 81.69% out of the full score. Learning achievement test outcome based on the fluent and persuasive speaking skill assessment test by means of role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan Sunandha Rajabhat University was accounted for 86.56% of the full score. Therefore, the efficiency of the development of fluent and persuasive speaking skills was 81.69/86.56 higher than the 80/80 criteria.

The effectiveness index of fluent and persuasive speaking skills using role playing teaching technique for Thai language subject of Matthayomsuksa 5 Demonstration School of Suan

Sunandha Rajabhat University was 0.5870. It means that students gained more knowledge after the study equal to 0.5870, accounted for 58.70%.

IV. CONCLUSION

The comparison result showed that students had fluent and persuasive speaking skills in the post-study stage more than in the pre-study stage, which is consistent with the determined hypothesis. After the test, students who received the learning activity management had more fluent and persuasive speaking skills than before because the role playing teaching technique is learning processes that allow students to contribute in the learning method. Effectiveness index was 0.8169, it means that students who received the learning activity management on fluent and persuasive speaking skills by means of role playing teaching technique for Matthayomsuksa 5 had an increase in learning progress by 0.8169, accounted for 81.68%. The learning activities based on role playing technique enable students to practice speaking in a situation close to reality. It helps students how to use language correctly and appropriately, making students have profound knowledge and understanding of what they studied.

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