

Developing an EFL Instructional Model Focusing on Speaking Fluency

Thawascha Dechsubha
Shinawatra University
Thawascha.d@siu.ac.th

Abstract

The purposes of this study were to 1) create an English instructional model focusing on language communication fluency, 2) investigate the effects of English instructional model on English speaking fluency of NRRU students who study the subject “communication 2” in the first semester of academic year 2019, and 3) examine students’ opinion towards studying English through an English instructional model focusing on speaking fluency. Population consisted 120 students from three classrooms of Nakhon Ratchasima Rajabhat University students studying the subject “Communication 1” at the first semester of academic year 2019. Samples were 40 students selected by purposive sampling. They were taught through the process of teaching communication through reading and storytelling (TCRS). This technique could answer the purpose of research. Moreover, the characteristics of population were in accordance with research purposes. This was an experimental research design. Eight weeks were spent on this research. The instruments were (1) the questionnaire related to students’ problems about the English instruction, (2) classroom observation, (3) semi-structured interview, and (4) English speaking ability test (pre-test and post-test). The scores of English speaking ability were analyzed and interpreted statistically in terms of mean (\bar{x}), standard deviation (S.D.), and t-test (pretest and posttest) with the criterion of 60%.

The results of the study showed as follows:

The results of this research showed effectiveness of the TCRS Approach from the posttest and satisfaction of students who studied the subject “communication 1” in the first semester of academic year 2019. The results of the effects in learning English through the TCRS Approach on English speaking ability of students were concluded that students could improve their speaking skill. The English speaking ability of students after using the TCRS Approach was higher than the pretest score at the statistical significance at .05. The average score of the pretest was 9.53 and posttest was 15.33. Students had the highest posttest score in vocabulary with the mean was 3.93, but their average lowest score was 3.71 in comprehension. However, students could improve their fluency, pronunciation, comprehension, and vocabulary, their average improvement’s score was 5.81 with the improvement percentage of 17.59 after learning through the TCRS Approach. Students’ satisfaction through the use of the TCRS Approach was in high satisfaction (\bar{x} = 4.18, S.D. = 0.81).

Key words: TCRS innovation, English Instruction

Introduction

There are numerous languages spoken throughout the world, but English is the most widely spoken and used foreign language for communication among people from all over the world, as well as a tool for learning in all fields. It is also the most widely spoken language on the planet. Furthermore, it is the most widely used and communicated language internationally and globally, and it is frequently used as a means of communication between people who speak different native languages. It is also taught as a foreign language in Thai schools. (Punpurk, S. & Mahpunthong, 2012:19 Johnson, K. (2005:79-89, Jin, 2008:67).

Communication is ability of speakers to convey their ideas and information through creation of visual representations. The ability of communication consists of discussion, speeches, presentations, interpersonal communication and many other varieties. It is true that in order to make face to face communication more effective and efficient, speakers use both the body language and voice tonality to make their communication understood. Thus, it can say that both factors play a vital role for making the communication comprehensively understood by capturing the attention of the listeners and connect with them. Thus, communication is a skill or ability by which meaning is assigned and conveyed in an attempt to create shared understanding. The ability also requires a vast repertoire of skills for

comprehensive understanding of collaboration and cooperation such as interpersonal processing, listening, observing, speaking, questioning, analyzing, gesturing and evaluating leading to avoidance of barriers to successful communication including message overload and message complexity (Johnson, K. (2005:79-89, Jin,2008:67). After the implementation of the ASEAN Economic Community in 2015, some people in Thailand including undergraduate learners may encounter both crises and opportunities if they still have a problem of communicating to ASEAN members including foreigners. They would be left behind other countries rather than be able to take the advantages of the AEC over other ASEAN countries in terms of geographical features, weather, races and cost of living. Foreign languages, English in particular, are Thai people's big problem including undergraduate learners. Teachers should have a concrete move towards preparing for the AEC communication as soon as possible. The researcher was motivated to find a very effective approach to developing their speaking skills regularly in the context of their interests by the aforementioned problem of higher secondary school learners' speaking ability. This should be meaningful and applicable to their everyday communication. As a result, the researcher is eager to apply the TCRS innovation in developing learners' natural process of speaking ability in a real-world setting. This method can help students not only practice speaking in class, but also adapt the language to their everyday lives. The learners will participate in the steps of speaking training and lessons that are provided and prepared in a contextual manner to guide them in practicing speaking ability based on language development.

As a result of my own teaching experiences, I draw on my practical and theoretical knowledge to try to solve the problem of teaching conversational English to undergraduate students by using the TCRS approach which were adapted from two approaches, CLT (Communicative language teaching) and TPRS (Teaching Proficiency through Reading and Storytelling). This method was developed to encourage students to improve their public speaking skills by putting them to use in real-world situations.

Objectives

1. To create an English instructional model focusing on language communication fluency.
2. To investigate the effects of English instructional model on English speaking fluency of NRRU students who study the subject “communication 1” in the first semester of academic year 2019.
3. To examine students’ opinion towards studying English through an English instructional model focusing on speaking fluency.

Significance of Research

1. Students who learn English through the English instructional model focusing on speaking fluency will be skillful in language communication and have good opinion on studying English focusing on communication.
2. The finding will be a guideline and will probably be beneficial to those who are involved in finding a better way of improving students’ speaking ability in and outside the classroom.

Hypotheses

1. Post test scores on speaking fluency of students who are taught by the English

Instructional Model are higher than the pre-test scores?

2. Scores of opinion on studying English of students who are taught by the English Instructional Model (EIM) is positive.

Scope of the Study

Developing the English Instructional Model (EFLIM) focusing on English language communication fluency is designed to apply the mixed methodology, that is, qualitative and quantitative research. The scope of the study will be as follows:

1. The content of research is related to the subject entitled “communication 1”, code 001003 in the first semester of academic year 2019. The English Instructional Model (EFLIM). will be involved in (1) AEC economics, (2) AEC education, (3) AEC society focusing on the weak and strong points of AEC countries, and (4) AEC population.

2. Population, and samples

Population consists 120 students from three classrooms of Nakhon Ratchasima Rajabhat University students who study the subject “communication 1” at the first semester of academic year 2019.

Samples are 40 students selected by purposive sampling. They will be taught through the process of teaching communication through reading and storytelling (TCRS).

3. Research Variables

- 3.1 Independent variable refers to a way of teaching communication through reading and storytelling (TCRS).

- 3.2 Dependent variable refers to the fluency of English communication of students through the process of 10 speaking test items through the process of teaching communication through reading and storytelling (TCRS) focusing on language fluency

4. Three research instruments will be used to collect the data. They are (1) focus group interview, (2) speaking test, and (3) questionnaires.

The questionnaire in this study will be a type of closed-ended questions, open-ended questions, and five-point Likert weighed scales (Kumer, 1999). There are two parts. The first part contains subjects' general information. While, the second part develop learners English speaking competence.

- 4.1 Assessment of accordance and properness of teaching communication through reading and storytelling (TCRS).

- 4.2 10 items of pretest and posttest language communication with the criteria of validity.

Conceptual Framework

The research entitled “Creating an EFL Instructional Model Emphasizing Speaking Fluency (EIM) focusing on language communication” consists of one framework which is related to English instructional model based on the knowledge of ASEAN economics, community (education, society, economics, and population). This study is a one group pre-test and post-test design. It aims to investigate the effects of the TCRS approach on the third year students' fluency and examine their opinions towards speaking fluency.

Definition of Terms

1. Fluency refers to the ability to speak English automatically, smoothly,

naturally, and effortlessly at an appropriate speed, without any unnatural pauses. In other words, with comparison to native speakers' speech, they don't normally speak very fast, they speak normally with plenty of naturally accepted pauses.

2. English Instructional Model refers to "Teaching Communication through Reading, Role Playing and Storytelling" (TCRS) focusing on language communication. It consists of a five-step practice (Adapted from Kramsch, 1986, Nunan, 1991, Shumin, 1997, Savignon, & Berns, 1997, Riggensbach 1999, Murray, 2000, Harmer, 2005, David Alley and Denise Overfield, 2008) as follows:

- 1) Teacher/student-oriented communication.
- 2) A story reading and a story retelling process.
- 3) Teacher-students communication, \
- 4) Student-student communication
- 5) Complete communication

3. Development refers to the process of producing or creating something new or more advanced.

4. Students' opinion refers to thoughts or feeling of student about Teaching Communication through Reading, Role Playing and Storytelling" (TCRS)

Figure 2: Research design

O1	X	O2
----	---	----

O1 represents the pre-test samples' English speaking fluency before the treatment.

X represents a treatment which was an English instruction based on TCRS

O2 represents the post-test of samples' speaking fluency and their opinion after the treatment

Research Instruments

This study was a pre-experimental research by using one experimental group. The research aimed to 1) create an English instructional model focusing on language communication, 2) improve speaking fluency of students who were taught by the TCRS Approach, 3) investigate the effects of TCRS approach on English speaking fluency of NRRU samples who studied the subject "communication 1" in the first semester of academic year 2019 and, 4) examine samples' opinion towards studying English through the TCRS Approach focusing on speaking fluency. The instruments used for this study were TCRS Approach, eight lesson plans, semi-structured interview, focus group discussion about the TCRS Approach, and observation for samples' speaking fluency.

There were two categories of research instruments: the instruments used in the research procedure and the instruments used in data collection.

1. Instruments used in the research procedure

There were two steps of research procedures.

1.1 Studied concepts, instructional English approaches, documents, and research related to speaking fluency.

1.2 Studied theories and research related to speaking fluency, assessment, and evaluation to assure the validity of the research.

1.3 Created the lesson plan. The treatment instruments used in this study consisted of 8 lesson plans of 6 topics (two hours per a time). Each lesson plan was taught for two periods in a week. The 16 hours of lesson plan were taught in 8 weeks. The lesson plan consisted of 5 steps of teaching.

1.3.1 Teacher/student-oriented communication. Teacher greets learners and the learners practice the target language with their teacher as a conversational partner

1.3.2 A story reading and a story retelling process. Form groups of students with the same number of people characters as in the story.

1.3.3 Teacher-students communication. The story will be retold by the teacher, and students in each group act it out. Learners practice the target language with their teacher as a conversational partner.

1.3.4 Student-student communication. Some of the better students take the teacher's role as narrator, and the acting process is repeated. Learners learn to negotiate meaning with their partners in the classroom as well as how to generate meaning. They also practice ways to communicate with their peers resulting in coming across natural conversations.

1.3.5 Complete communication. Opportunities to initiate oral communication are given to students. Small groups of two or three students are formed to create, describe a new story and practice telling it in the small group. Individual students take turns retelling the story to the other group members (Adapted from Kramsch, 1986, Nunan, 1991, Shumin, 1997, Savignon, & Berns, 1997, Riggenbach 1999, Murray, 2000, Harmer, 2005, David Alley and Denise Overfield, 2008).

1.3.6 8 lesson plans based on AEC topics were presented to 3 experts of English to check the accuracy of the contents, and steps of instructional process. Then, the 6 lesson plans were revised and fixed based on 3 experts' recommendations. The rating scale index ranged from 1 to 4. Next was the item-objective congruence index as follows:

- 4 = Excellent
- 3 = Good
- 2 = Average
- 1 = Revise

The criteria of the evaluation form were as follows:

- 1.00-1.49 means that the lesson plan needed revision
- 1.50-2.49 means that the lesson plan was average
- 2.50-3.49 means that the lesson plan was good
- 3.50-4.0 means that the lesson plan was excellent

1.4 Set up a focus group by inviting 8 experts who were skillful in English Instruction, especially language communication in order to discuss the best approach focusing on speaking fluency.

1.5 The questionnaire contained 10- closed questions with the desired one-directional rating scale (Kumar. 2005: 147-108). The content of the questions was adapted from the questionnaire used by Lu Trong Tuan (2011:50-55). The questionnaire was presented to three experts to check the accuracy of language and appropriateness of questions. The experts were asked to rate each item for the content validity using the Likert scale. The questionnaire was modified and revised according to the suggestions of the experts, before using it with the samples. The tryout questionnaire was conducted with the students who were not samples. The results of the questionnaire in the tryout were analyzed. Then, the questionnaire was adjusted and made a complete questionnaire before giving to the samples.

The five rating scales of the questionnaire regarding students' attitude was as follows:

- | | | |
|---|-------|----------------|
| 5 | means | Strongly Agree |
| 4 | means | Agree |
| 3 | means | Uncertain |
| 2 | means | Disagree |

1 means Strongly Disagree
The criteria for interpretation of level by midpoint were as follows:

4.50-5.00 means	Strong Agree
3.50-4.49 means	Agree
2.50-3.49 means	Uncertain
1.50-2.49 means	Disagree
1.00-1.49 means	Strongly Disagree

1.6. Evaluated the validity of the TCRS Approach focusing on speaking fluency by 3 experts. After this process, the TCRS Approach focusing on speaking fluency was fixed and developed in order to be taught in the classroom.

1.7 Tried out the lesson plans with groups of students who were studying the communication 2 from another classroom. After the tried out process, the lesson plans were fixed and developed to suit the contents and times.

2. Instruments used in data collection

The instruments used in data collection were as follows:

2.1. Semi-structured interview form about English instructional model focusing on English fluency. The items of interview were checked for validity by 3 experts.

2.2 Focus group discussion about English instructional model focusing on English fluency. Eight experts on English language teaching were invited to discuss for the best pattern of English instructional model.

2. 3. 6 lesson plans about English instructional model focusing on English fluency which were checked for validity by 3 experts.

2. 4. Observation for development of samples' speaking fluency.

2. 5. 10 items of language communication ability test

2. 6 Questionnaire aims to explore students' opinions towards the TCRS Approach focusing on speaking fluency after learning. The questionnaire had a total of 20 questions with a Likert rating scale from 1-5 was assigned to the response that indicated the most favorable attitude or strongly agree. and 1 to the response which indicated the least favorable attitude or strongly disagree (Monsit Sittisomboon. 2007 : 101-102 ; Kumar. 2005 : 145-151). Students took approximately 30 minutes to complete the questionnaire. They were asked to answer questions relating to their opinion towards the TCRS Approach. The questions had no right or wrong answer.

Data Collection

The data were collected with samples who studied the subject "communication 1" in the first semester of academic year 2019 to investigate the effects of English instructional model focusing on speaking fluency and the students' opinion towards learning English through the TCRS Approach. The study was conducted 16 periods/ 8 weeks with the sample of 40 students. The learning stages were as follows:

At the beginning of the instruction, the samples were given the pre-test in order to examine their pre-existing knowledge relating to English speaking fluency. This was useful to help the researcher know their Basic English speaking ability and stimulated them to understand the objectives of learning English through the TCRS Approach. While learning they had done the activities following the TCRS Approach. The TCRS Approach lessons were divided to 8 topics based on AEC topics. The lesson plan, which included five steps of the TCRS Approach matched with three stages of speaking instruction; pre-speaking, while-speaking and post- speaking.

At the end of teaching process, the samples had taken the post-test to examine the effect of TCRS Approach on English speaking fluency again and completed the

questionnaires to explore their opinion towards learning English through the TCRS Approach with a five-step process to improve the fluency.

1) Teacher/student-oriented communication. Teacher greets learners and the learners practice the target language with their teacher as a conversational partner.

2) A story reading and a story retelling process. Form groups of students with the same number of people characters as in the story.

3) Teacher-student's communication. The story will be retold by the teacher, and students in each group act it out. Learners practice the target language with their teacher as a conversational partner.

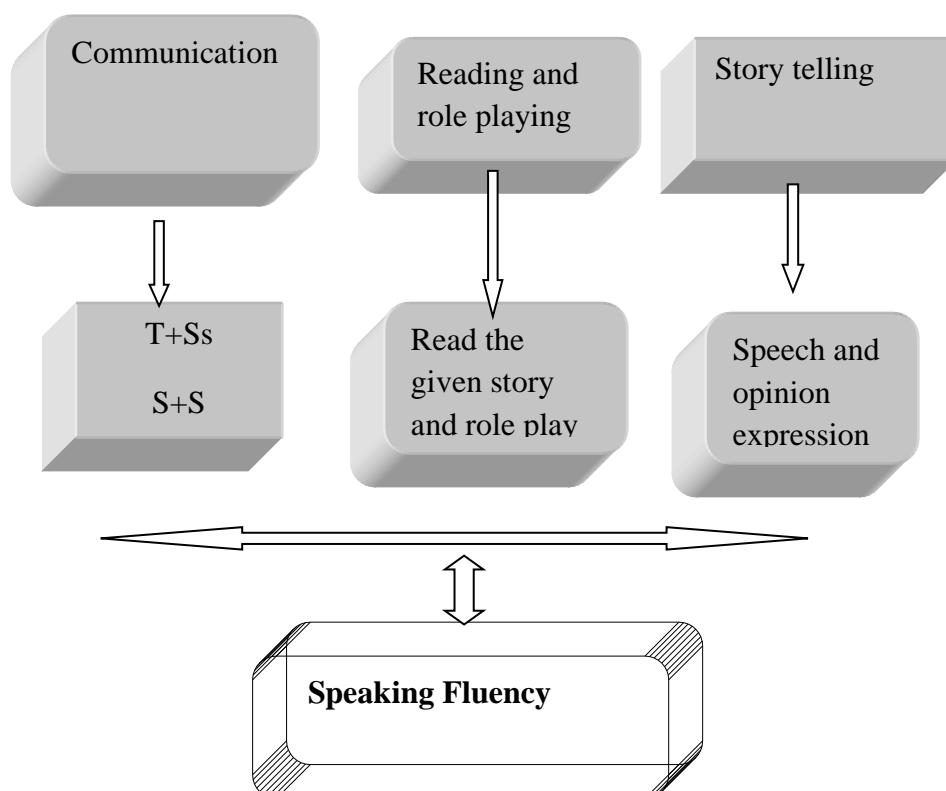
4) Student-student communication. Some of the better students take the teacher's role as narrator, and the acting process is repeated. Learners learn to negotiate meaning with their partners in the classroom as well as how to generate meaning. They also practice ways to communicate with their peers resulting in coming across natural conversations

5) Complete communication. Opportunities to initiate oral communication are given to students. Small groups of two or three students are formed to create, describe a new story and practice telling it in the small group. Individual students take turns retelling the story to the other group members (Adapted from Kramsch, 1986, Nunan, 1991, Shumin, 1997, Savignon, & Berns, 1997, Riggenbach 1999, Murray, 2000, Harmer, 2005, David Alley and Denise Overfield, 2008).

Data Analysis

The research entitled "Creating an EFL Instructional Model Emphasizing Speaking Fluency" aimed to investigate the effects of English Instructional Model on English speaking fluency of NRRU students who studied the subject "communication 1" in the first semester of academic year 2019 and examine students' opinion towards studying English through the CRS Approach focusing on speaking fluency. Therefore, the results of this study were presented in two parts below.

Part 1 : Students' English speaking ability before and after the application of the TCRS Approach.



Created by Thawascha Dechsubha based on CLT and TPRS, 2015

Fig.1 showed the process of the CRS Approach

According to the TCRS Approach, there was an interaction of teachers and students from the first diagram. This meant that the teacher used English as the target language to communicate with students. The second diagram (R) referred to reading and role-play . Students role-played based on the given story. The third diagram referred to students' ability to express their speaking skill by retelling the story and acted based the story.

Table 1 showed the results of students' speaking ability before and after the application of the TCRS Approach.

Test	N	Total scores	\bar{X}	S.D.	t	df	p
Posttest	40	20	15.33	1.93	9.86	32	.000
Pretest	40	20	9.53	4.12			

* $p < .05$

Table 1 showed a significant differences in the scores for posttest ($\bar{X} = 15.33$, $SD = 1.93$) and pretest ($\bar{X} = 9.53$, $SD = 4.12$) conditions ; $t(32) = 9.86$, $p = .000$ ". These results showed that students' speaking ability on the posttest was higher than the pretest with statistical significance at .05.

Table 2 showed students' English speaking ability in four aspects on the pretest and posttest after the application of the CRS Approach.

Aspects of English speaking ability	Test	N	Total scores	\bar{X}	S.D.	t	df	p
Fluency	Posttest	40	5	3.81	0.53	8.32	32	.000
	Pretest	40	5	2.47	1.12			
English speaking ability	Test	N	Total scores	\bar{X}	S.D.	t	df	Aspects of p
Pronunciation	Posttest	40	5	3.88	0.60	7.77	32	.000
	Pretest	40	5	2.46	1.11			
Comprehension	Posttest	40	5	3.71	0.59	10.33	32	.000
	Pretest	40	5	2.19	0.96			
Vocabulary	Posttest	40	5	3.93	0.51	10.21	32	.000
	Pretest	40	5	2.41	1.04			

* $p < .05$

The results of table 2 showed that students' speaking ability in four aspects: comprehension, pronunciation, fluency, and vocabulary, posttest were higher than the pretest with the statistical significance at .05.

Table 3 showed the average scores in four aspects of students' English speaking ability on the pretest and posttest after the application of CRS Approach.

English speaking Ability	Total Aspects of scores	Mean		Improvement
		Pretest	Posttest	
Fluency	5	2.47	3.81	1.34
Pronunciation	5	2.46	3.88	1.42
Comprehension	5	2.19	3.71	1.52
Vocabulary	5	2.41	3.93	1.52
Average		2.38	3.83	1.45

The group average of pretest and posttest were 2.38 and 3.83. Students' speaking ability had improved for all aspects such as fluency, pronunciation, comprehension, and vocabulary. Students had the best score in fluency, and their average score was 2.47 for the pretest. In contrast, they had the lowest average score in comprehension 2.19. The researcher considered the mean scores of the posttest, students could do the highest score was 3.93 in vocabulary. The lowest mean score that students got for the posttest was 3.71 in comprehension

Conclusion

The results of this research showed effectiveness of the TCRS Approach from the posttest and satisfaction of students who studied the subject "communication 2" in the first semester of academic year 2015. The results of the effects in learning English through the TCRS Approach on English speaking ability of students were concluded that students could improve their speaking skill. The English speaking ability of students after using the TCRS Approach was higher than the pretest score at the statistical significance at .05. The average score of the pretest was 9.53 and posttest was 15.33. Students had the highest posttest score in vocabulary with the mean was 3.93, but their average lowest score was 3.71 in comprehension. However, students could improve their fluency, pronunciation, comprehension, and vocabulary, they had the average improvement's score was 5.81 with the improvement percentage of 17.59 after learning through the TCRS Approach.

Students' satisfaction through the use of the TCRS Approach was in high satisfaction ($t = 4.18$, $S.D. = 0.81$). The researcher analyzed each item and their satisfaction was at the highest level for the item number 17, "I think I have an opportunity to practice speaking

English in class" (= 4.42, S.D. = 0.79). The second high satisfaction was item number 4, 7, and 12 which were similar in satisfaction. Students satisfied with three items at = 4.36, S.D. = 0.70. The descriptions of item number 4 showed that "I know how to retell the stories when I study English through the TCRS approach". Item number 7 explained that stories "events" encourage me to study English and I want to know more about stories". Item number 12 showed that "I have creative thinking when doing the role play activity". While the lowest level was item number 18, "I love to learn English through the TCRS Approach" (= 3.82, S.D. = 0.95).

According to the open-ended of this questionnaire, all of 33 students responded to the questionnaire. The results were explained in four categories. 1) The contents of lessons were suitable, useful, and diverse for students. 2) Students preferred learning retelling story from various techniques. Some students gave recommendations at the end of the questionnaire that they enjoyed learning and getting more knowledge. Others wrote that they had creative thinking when learning to retell the stories. 3) Students were interested and excited in activities in the classroom to practice before retelling. They were involved in doing brainstorming, role play, discussion about the stories, and retelling stories. 4) Students satisfied that a teacher used the CRS Approach in the class, and they preferred learning English more in the class. They also requested the teachers to use the CRS Approach in teaching English classes because it was helpful in learning.

Discussion

The study could be discussed based on the thesis's results as follows: The average scores of students' speaking ability of students after learning toward the TCRS Approach were higher than before learning in the classroom. the TCRS Approach was an effective supporting instruction promoting students' speaking ability in this case. These could be explained that the TCRS Approach could encourage students to learn and communicate more effectively in the classroom. The results corresponded to Koskinen, et al. (1988: 892) who explained that retelling was a useful teaching technique to encourage students in communication and improve their oral language comprehension. In addition, several activities also helped students were interested in learning. The learning process of story retelling techniques helped to support students who participated all activities for lesson plans. This could be explained that the classrooms speaking activities were necessary for teachers to use the various activities to practice students in English speaking. Therefore, using classroom activities was consistent with the concept of Harmer (2001 : 271-276), who argued that teachers could use the various activities in teaching. Teaching students in English speaking towards story retelling techniques by providing them more participation in the classroom activities helped to develop students' English speaking ability. However, the result of the research from table 7 and 8 showed that students could do the best posttest's score in vocabulary with the mean of 3.93. The students understood vocabulary well, and they could retell the plot, setting, character, the point of view, and the ending of the story with the correct words. In contrast, students had the average lowest posttest's score in comprehension 3.71 and the average lowest pretest score was 2.19 in comprehension. Students got the lowest score in comprehension because it was difficult and students forgot the verb form. They made some error in comprehension, but they could communicate in retelling the story with the fluency in this study. This study could be clarified that students had the most skillful in vocabulary. They had high skillful in communication by using vocabulary as a foreign language. The curriculum mentioned that students needed to communicate about themselves, families, schools, the environment, foods, beverages, free time and recreation, health and

welfare, buying and selling, climate, education and occupational travel for tourism, services, place, language and science and technology with a vocabulary of around 2,100-2,250 words (Office of the Basic Education Commission. 2008 : 257). Students' satisfaction toward the use of the CRS Approach from table 11 showed high satisfaction ($\bar{x} = 4.18$, S.D. = 0.81). The researcher analyzed each item separately and their satisfaction was at high satisfaction level for all items. Students satisfied in learning English through the TCRS Approach. The open-ended of this questionnaire has revealed as four categories. 1) The contents of lessons were suitable, useful, and diverse for students. 2) Students prefer learning retelling story from various techniques. Some students gave recommendations at the end of the questionnaire that they enjoyed learning and getting more knowledge. Others wrote that they had creative thinking when learning to retell the stories. 3) Students were interested and excited doing activities in the classroom to practice before retelling. They were involved in brainstorming, role play, discussions about the stories, and retelling stories. 4) Students satisfied that a teacher used the TCRS Approach in the class, and they appreciated learning more English in class. They also requested that the teachers should use the TCRS Approach when teaching English in all classes because it was helpful in learning. Therefore, these results could support that the TCRS Approach of this study had a positive effect for students. Moreover, the effectiveness results of the study in using retelling techniques to develop English speaking skill were similar to a number of studies that have been carried out.

Recommendation

1. Recommendations for this Study

The results of this research respond to the research hypothesis and reach the research objectives. These results can offer to pedagogical recommendations for students, teachers, and learning the program.

1.1 Recommendation for students, according to the outcomes of this study, students can learn to retell the stories in their own words without copying from the original text. Students learn from the TCRS Approach step by step until they can retell the stories. This approach helps them to have the basic in reconstruct the stories. Students reveal that they get the meaning and understanding text stories from the interlink events. These techniques also help them to practice in creative thinking. Moreover, students are encouraged to learn English and pay attention in the class. Mostly students can eliminate their shy and they speak English more.

1.2 Recommendation for teachers, accordingly, teachers who are searching the techniques to improve students' speaking ability can use these beneficial results to help students in the classroom. Teachers may select the adventure or mysterious stories beside life and social stories and adding more feedback to develop students' speaking for brainstorming activity. Also, teachers can review grammar every time for students before learning the stories, and students practice to make their own sentences and discussion in the class. Students need their own grammar notebook to record and review their grammar knowledge. Even though the TCRS Approach are rare in the teaching English classes in Thailand, the results of this research should apply in practical reality with students.

1.3 Educational recommendation for learning program, due to the findings of TCRS Approach increasing students speaking ability and students satisfy in learning, this approach can be applied in the any learning program. It is challenge for teachers and students, and these results are useful to show how the retelling techniques can be adopted into teaching English to improve students spoken English. Thus, integration story retelling techniques in the learning will help students to understand the stories easier.

2. Recommendations for Further Studies

Recommendations suggested for further studies are as follows:

2.1 Conducting studies based on using the TCRS Approach to develop speaking ability by digital storytelling.

2.2 Conducting studies based on the TCRS Approach in more classes and different levels of students to explore their speaking focusing on fluency.

References

- Achara Wongsothorn (2001). *English Language Testing and Evaluation*, Bangkok: Chulalongkorn University.
- Adams , G. and Peck, T. (1995). *202 Useful Exercises for IELTS*. Sydney : Adams and Austen Press.
- ASEAN Economic Community (2012). *ASEAN Economic Community is coming in 2015*. Retrieved August 2, 2012, from <http://www://cal.org/resources/digest/gallow01.html>.
- Barker, J. L. (2001). *On The Mortality of Language Learning Methods*. Retrieved December 30, 2008, from <http://www.didascaliala.be/mortality.htm> 2008.
- Brown. H.D. (1994). *Principles of Language Learning and Teaching*. NJ: Prentice Hall. Inc.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- Canale M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics Journal*, 1 (1), 1-47.
- Dechsubha, Th.(2011). *Strategies of Speaking English as Native Speakers Do*. Nakhon Ratchasima, Faculty of Humanities and Social Sciences.
- Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Blackwell._____
- Hughes, Claire (2011). *Learning through observation*: New York, Ny: Psychology Press.
- Jepson, K. (2005). Conversation and negotiated interaction in text and voice chat rooms. *Language Teaching & Technology Journal*, 9, 79-98.
- Johnson, K. (2005). Conversations and negotiated interaction-in text and voice chat rooms. *Language Teaching & Technology*, 9, 79-98.
- Jin, H. P..(2008). English speaking. *American Journal of Economics and Sociology*, Vol. 58, No. 1 (Jan., 1999), pp. 43-56. Retrieved August 2, 2015, from http://www://.wikipedia.org/wiki/English_language.
- Johnson, K. (1995) *Understanding communication in second language classrooms*. Cambridge : Cambridge University Press.
- Kember D. (2000). *Action Learning and Action Research: Improving the Quality of Teaching and Learning*. Kogan Page: London.
- Kenneth, B. (2008) *English speaking*. Retrieved September 20, 2015, from http://www://esl.about.com/od/speakingenglish/a/speaking_hub.htm.
- Kilgore, D. (1999). *The Importance of Language*. Edmonton Southeast Secretary of State : Southern Alberta Heritage Language Association.
- Kramsch, C. (1986). From language proficiency to international competence. *The Modern Language Journal*, 70,366-372.
- Lisa, Q. (2008). *Practice Speaking in English Strategies*. Retrieved January 21, 2015, from <http://www.associatedcontent.com/article/283321/practice-speaking-in-english-strategies.html>.
- Manivannan, G. (20012). *Technical Writing and Communication*. Retrieved January 24, 2011, from <http://www://usingenglish.com/articles/technical-writing.html>.

- McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.
- Middleton, B. & Murray, R. (1999). The impact of instructional technology on student academic achievement in reading and mathematics. *International Journal of Instructional Media*, 26(1), 109-116. Retrieved June 15, 2015, from <http://www.ebsco.com>.
- Ministry of Education. (2012). *Basic Education Curriculum 2001*. Bangkok: Kurusapa Ladprao Publishing.
- Muhammad, T. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Master's thesis, Faculty of Education, University of Glasgow.
- Murray, D. (2000). Communication. The language of computer mediated communication. *TESOL Quarterly Journal*, 34(3), 397-421.
- Nakamura, Y. (1994). *An Examination of English Speaking Tests and Research on English Speaking Ability*. Ph.D. Dissertation Abstracts International. Retrieved December 15, 2015, from <http://www.eric.ed.gov/ERICWeb/record/detailmini.jsp>.
- Nattanan Lengluan. (2008). *An Analysis of Conversational Exchanges between Grade 12 Thai Students and Native English Speakers via a Chat Program: Strategies of Negotiating for Meanings*. Master's thesis, Teaching English as a Foreign Language, Graduate School, Srinakharinwirot University.
- Nobuyoshi, J., & Ellis, R. (1993). Focused communication talks and second language acquisition. *ELT Journal*, 47(3), 203-210.
- Nunan, D. (1991) *Communicative language teaching*. Making it work. *ELT Journal* 41(2), 136-145.
- Office of the Education Council. (2004). *Strategic Recommendations for Education Reform*. Bangkok: Century Co. Ltd.
- Punpurk, S. (2010). *Ordinary National Educational Test*. Retrieved August 15, 2015, from <http://www.eric.ed.gov://education.kapook.com/view/24954.html>.
- Punpruek, S. & Mahapunthong, Ch. (2007). A Study of English Language Proficiency, Language Usage Problems and Language Needs among Graduate and Post Graduate Students at King Mongkut's Institute of Technology North Bangkok. *Journal of KMTNB*. Vol.17 No.3 Sept-Dec 2007..
- Savignon, S., & Berns, M. S. (Eds.). (1997). *Initiatives in communicative language teaching*. Reading, PA: Addison-Wesley.
- Vallette, R. M. (1977). *Modern Language Testing*. 3rd ed. New York: Harcourt Brace.
- Wannaruk, A. (2003). Communication strategies employed by EST students. *SLLT: Studies of Language and Language Teaching Journal*. 12, 1-18.