



ผลการใช้โมเดลการพูดเชิงสร้างสรรค์ที่มีต่อความสามารถด้านการพูดของนักเรียนประถมศึกษาปีที่ 6
EFFECTS OF SPEAKING INSTRUCTION USING CREATIVE SPEAKING MODEL
ON ENGLISH SPEAKING ABILITY OF SIXTH GRADE STUDENTS

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลที่เกิดขึ้นจากการสอนการพูดโดยใช้โมเดลการพูดเชิงสร้างสรรค์ที่มีต่อความสามารถด้านการพูดของนักเรียนระดับชั้นประถมศึกษาปีที่ 6 และ 2) เพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการสอนการพูดโดยใช้โมเดลการพูดเชิงสร้างสรรค์ กลุ่มตัวอย่างประกอบด้วยนักเรียนระดับชั้นประถมศึกษาปีที่ 6 ของโรงเรียนสาธิตมหาวิทยาลัยขอนแก่น ฝ่ายประถมศึกษา (ศึกษาศาสตร์) ภาคการศึกษาต้น ปีการศึกษา 2560 จำนวน 36 คน เครื่องมือที่ใช้ได้แก่ แบบทดสอบความสามารถในการพูดภาษาอังกฤษก่อนและหลังเรียน แผนการสอนการพูดโดยใช้โมเดลการพูดเชิงสร้างสรรค์และแบบสอบถาม สำหรับข้อมูลเชิงปริมาณใช้ Paired sample t-test ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานเพื่อศึกษาค่าความต่างของค่าเฉลี่ยของผลการสอบก่อนเรียนและหลังเรียน และใช้เปอร์เซ็นต์ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานเพื่อศึกษาความคิดเห็นของนักเรียนจากแบบสอบถามแบบมาตราส่วนประมาณค่า 3 ระดับ สำหรับข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหาเพื่อศึกษาความคิดเห็นของนักเรียนจากแบบสอบถามปลายเปิด

ผลการวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบความสามารถในการพูดหลังทดลองของนักเรียนสูงกว่าก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 2) ผลจากแบบสอบถามแสดงให้เห็นว่า นักเรียนมีความคิดเห็นในเชิงบวกต่อการสอนการพูดโดยใช้โมเดลการพูดอย่างสร้างสรรค์

คำสำคัญ: ความสามารถด้านการพูด / โมเดลการพูดเชิงสร้างสรรค์

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Abstract

The objectives of this study were 1) to study the effects of Speaking Instruction Using Creative Speaking Model on speaking ability of sixth grade students and 2) to investigate the student's opinions towards Speaking Instruction Using Creative Speaking Model. The sample included 36 sixth grade students of Demonstration School of Khon Kaen University Primary School Level (Suksasart Campus) in the first semester academic year 2017. The instruments employed in this study were pretest, posttest, Creative Speaking Model lessons and questionnaire. For the quantitative data, the paired sample t-test, means, and standard deviation were used to investigate the differences between the means scores from the pretest and posttest. Also, the percentage, means, and standard deviation were used to investigate the opinions of the students obtained from a 3 response rating scale questionnaire. For the qualitative data, content analysis was used to examine the opinions of the students from the open-ended questionnaire.

The findings of the study revealed that; 1) Speaking ability posttest mean scores of the students were higher than the pretest mean scores at the significant level of .05. and 2) the students had positive opinions towards Speaking Instruction Using Creative Speaking Model.

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KEYWORDS: SPEAKING ABILITY / CREATIVE SPEAKING MODEL

Introduction

In Thailand, English is considered important as it is the main language needed by Thai people to communicate with foreigners. Its status in Thailand is, therefore, a foreign language. Its importance is being recognised so it is set as a compulsory subject for every school. Regarding the Thailand Basic Education Core Curriculum A.D. 2008 (Ministry of Education, 2008), the use of foreign language in listening, speaking, reading and writing is taught at schools. Thus, when students communicate with foreigners, they are able to use English exchange and present information, express feeling and opinions, interpret, create interpersonal relationship appropriately.

However, concerning speaking skills, it is one of the difficulty situations faced by Thai education. Thai students, particularly grade six students, have a problem in speaking English. When the Ordinary National Educational Test (O-NET) result in academic year 2015 was examined, it is found that grade six students have a low score in English test (40.31 out of 100), and English for communication is found to be their weakest skill (National Institute of Educational Testing Service (NIETS), 2015). In addition, the students are afraid and shy to speak in English, and have difficulties in using English to communicate especially in speaking (Khamkhien, 2010; Swan & Smith, 2001).

The previous research suggests that the speaking problems of Thai students are from several of possible causes. One major cause is the practice time for speaking is limited. Since the national test in Thailand is a paper-based test, the language focus lies on reading and writing skills. Speaking practice, hence, is less concerned (Dhanasobhon, 2007; Foley, 2005). Although there are speaking classes in the school, speaking lessons are set to practice speaking

in unrealistic situations, and the lessons are mainly based on drilling and explaining grammar, and provide less opportunities for students to productively perform speaking (Weerawong, 2006). Another possible cause is exposure time to English speaking is insufficient. In Thai context, opportunities for hearing and using English are available mostly in a classroom. The lessons, however, are delivered and taught in Thai. As a result, students have less exposure to English speaking input.

To help students develop their English speaking skills, creating opportunities for them to expose to the language use and use the target language productively is necessary. Teaching speaking should not only emphasise on language form, but also how language is functioned and used in realistic situations (Ellis, 2005; Willis, 1996). This helps students be more familiar with authentic language and see when and how the target language is used in a real life. In addition, according to Nunan (1999), teachers should provide tasks that motivate and encourage students to create their own utterances so they can explore the new language, and recombine familiar language elements in new and unfamiliar ways. By doing this, it will help them to enhance their speaking competence.

In order to enhance students' speaking skills, many approaches had been introduced. However, they still cannot address the current problems of speaking instruction as they might not fully succeed in encouraging students to creatively and independently experiment with the language and go beyond the fixed expressions given by teacher (Nunan, 1999; Thornbury 2005a; Thornbury, 2005b). Such approach of teaching speaking might help students achieve in English speaking performance. Creative Speaking Model which was proposed by Becker and Roos (2016) was therefore purposively selected to use as the framework for the current study. It is one of the speaking model which was designed to give sufficient opportunities for students to discover and experiment with the target language. As the students go through each stage of the speaking model, the role of teacher will be reduced and that allows the students to practice the language more on their own.

Therefore, the present study, Speaking Instruction Using Creative Speaking Model, was conducted to investigate how the speaking instruction could enhance the English speaking ability of the sixth grade students.

Research Objectives

1. To study the effects of using Creative Speaking Model on speaking ability.
2. To investigate the students' opinions towards Speaking Instruction Using Creative Speaking Model.

Methodology

Population and Participants

The population in this study were sixth grade students of Demonstration School of Khon Kaen University Primary School Level (Suksasart Campus), Khon Kaen. The participants of this study were 36 sixth grade students.

Research Design

This research used one-group pretest-posttest design.

Research Instruments

Three instruments were employed in this study.

1) The Creative Speaking Model lessons

The Creative Speaking Model lessons comprised lessons were designed based on Speaking Instruction Using Creative Speaking Model. Each lesson plan consisted of three teaching stages based on the stages of the Creative Speaking Model that were: 1) reproductive language use, where the students reproduce fixed expressions provided by the teacher to communicate through the use of fully scripted activity, 2) creative language use, where the students partially create their own story by integrating the new knowledge into their existing knowledge through the use of partly scripted activity, and 3) creative and productive language use, where the students independently create the story through the use of non-scripted activity. In this study, four lesson plans were constructed to teach 12 weeks. However, since the class time was constraint, in one lesson, the three teaching stages were divided into three periods. That is, teaching stage one, two and three were taught in the first, second and third period respectively. Each week had 1 period and each period had 50 minutes, which mean each lesson took 150 minutes.

2) English Speaking Pretest and posttest

The English speaking pretest and posttest were aimed at assessing the students' speaking ability in the aspect of vocabulary, syntax, cohesion, pronunciation, ideational function and fluency (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015). The test consisted of two parts. For Part 1, the students were asked short questions about the pictures. For Part 2, the students were asked to talk about the picture. The tests were employed after and before the treatment. The participants were individually tested their speaking ability by using a speaking test provided by the researcher. During the pretest and posttest, the students were video recorded. After that the videos were used to analyse and score the speaking ability by using Speaking scoring rubric (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015).

3) Questionnaire

After implementing the treatment, the participants were assigned to do the questionnaire. The questionnaire was used to seek information on how the students thought

about the speaking instruction used in this study. The questionnaire consisted of two parts: 1) 15 items of close-ended questions using 3 response rating scale, and 2) 3 items of open-ended questions.

These instruments were validated by using the index of item-objective congruence (IOC). These instruments were validated by three experts who were experienced teachers of EFL speaking. The IOC results were as follows: 1) Lesson plan = 0.64; 2) English Speaking Pretest = 0.97 and English Speaking Posttest = 0.97; and 3) Questionnaire Part 1: Close-ended questions = 1 and Questionnaire Part 2: Open-ended questions = 1. Based on the formula used in the calculation of the IOC value: the IOC value higher than 0.50 means that these three research instruments are accepted. These instruments were revised according to the experts' comments and were piloted before the main data collection phase began. After piloting, the instruments were revised again as some exercises could be shortened due to time limit.

Data Analysis

The data analysis involved both quantitative and qualitative data analysis. The speaking scores collected from pretest and posttest were analysed by using mean score, standard derivation (S.D.) and pair sample t-test to investigate the student's speaking improvement after receiving the treatment. On the other hand, for the questionnaire which was used to explore the students' opinions towards the instruction, consisted of two parts including close- and open-ended questions. The results from the part with close-ended questions were analysed by using percentage, means and S.D. whereas the results from the open-ended question part were analysed by using content analysis.

Findings

This part presents the research findings from the study of the effect of Speaking Instruction Using Creative Speaking Model on speaking ability of sixth grade students and opinions towards the instruction. The findings are presented into two parts based on the two research questions: 1). to what extent does Speaking Instruction Using Creative Speaking Model improve speaking ability of sixth grade students?; and 2) What are the students' opinions towards Speaking Instruction using Creative Speaking Model?

To respond to the research question 1, the results obtained from the speaking pretest and posttest scores using English speaking scoring rubric were analysed by using the statistical analysis of paired-sample t-test. (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015). The total score for the scoring rubric was 24.

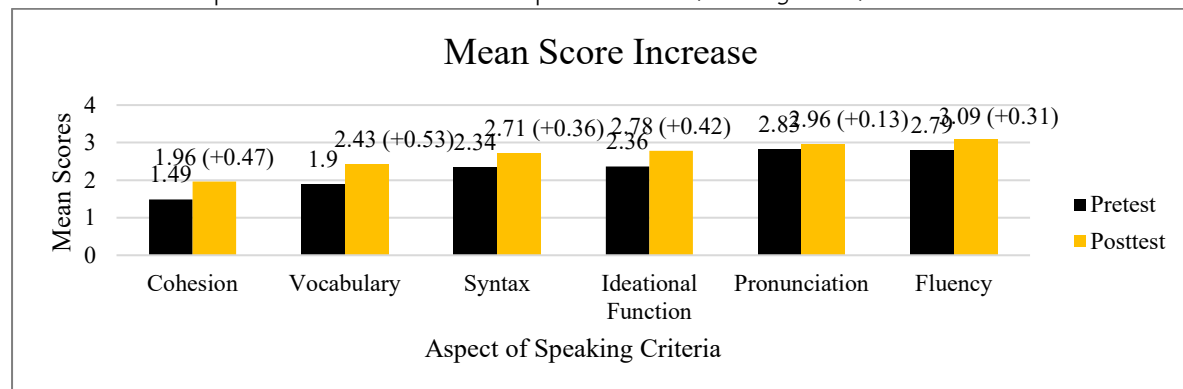
As shown in Table 1, the result indicated that the instruction could significantly improve the speaking ability of the participants at the level of 0.05 ($t = 9.57$), indicated by the comparison between the total of the pretest and posttest mean scores which were 13.69 and 15.90 respectively.

Table 1*Comparison of speaking pretest and posttest scores of the students (Total Score of 24)*

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig. (2 tailed)</i>
Pretest	36	8	19	13.694	2.8990	9.563	35	.000*
Posttest	36	9	21.5	15.903	3.2685			

* $p > .05$

In addition, the investigation into each aspect of the speaking criteria, including vocabulary, syntax, cohesion, pronunciation, fluency and ideational function, revealed the increase of the posttest scores over the pretest one (See Figure 1).

Figure 1 *Differences of pretest and posttest mean scores regarding six aspects of speaking*

As shown in Figure 1, the pretest mean scores of vocabulary, syntax, cohesion, pronunciation, fluency and ideational function were 1.90, 2.34, 1.49, 2.83, 2.79 and 2.36 respectively. The posttest mean score of vocabulary, syntax, cohesion, pronunciation, fluency and ideational function were 2.43, 2.71, 1.96, 2.96, 3.09 and 2.78 subsequently. From the results, it is apparent that the students gained higher scores in all aspects especially in vocabulary (+0.53). The students, however, could make the least progress in pronunciation (+0.13).

In order to answer research question 2, the questionnaire was employed to explore the students' opinions towards Speaking Instruction Using Creative Speaking Model. The questionnaire consisted of two parts: 1) rating scale and 2) open-ended questions. Both of the parts were employed to inquire about the students' opinions towards the instruction. The results from the students' responses were examined and provided in detail in the following sections.

1. Results from rating scale

The questionnaire was clustered into two groups. The first group (as shown in Table 2) reported the students' opinions towards the speaking instructional activity and content aspect while the second group (as shown in Table 3) reflected on the students' opinions towards the Speaking Instruction Using Creative Speaking Model.

For the first group, it reported the students' opinions towards the speaking instructional activity and content aspect, which included question item 1, 2, 3, 13, 14 and 15. It was found that the overall mean score of the students' opinions towards the speaking instructional activity and content aspect was 2.79 indicating highly positive opinions (see Table 2). The vast

majority of the students agreed that the instruction helped them improve their speaking skills (91.7%) as well as gain more confidence in speaking English (86.1%). In addition, the students also agreed that the instruction was suitable and useful for their level (83.3%), the instruction kept them motivated to participate from the start until the end of lesson (72.2%), and the instruction helped them understand English language better (80.6%).

Table 2

Percentage, means, standard deviations and meaning of the questionnaire for students' opinions towards the speaking instructional activity and content aspect (N = 36)

Note. The scales of 1.00 – 1.66, 1.67 – 2.33 and 2.34 – 3.00 were grouped as disagree, neutral and agree

Statements	Rating Scale			Means	S.D.	Meaning
	Agree(3)	Neutral(2)	Disagree(1)			
Q1. The instruction is suitable and useful for my level.	83.3%	16.7%	0%	2.83	.38	Agree
Q2. The instruction keeps me motivated to participate from the start until the end of lesson.	72.2%	27.8%	0%	2.72	.45	Agree
Q3. The instruction helps me understand English language better.	80.6%	16.7%	2.8%	2.78	.48	Agree
Q13. The instruction helps me to overcome shyness when speaking English.	63.9%	33.3%	2.8%	2.61	.55	Agree
Q14. The instruction helps me gain more confident in speaking English.	86.1%	13.9%	0%	2.86	.35	Agree
Q15. The instruction helps me improve my English speaking skills.	91.7%	8.3%	0%	2.92	.28	Agree
Total				2.79	.41	Agree

respectively

For the second part of the questionnaire which reported the students' opinions towards the Speaking Instruction Using Creative Speaking Model, it consisted of question item 4 to 12. The finding indicated that the overall mean score of the students' opinions towards the Speaking Instruction Using Creative Speaking Model was 2.81, indicating highly positive opinions as well (see *Table 3*). Eighty-eight point nine percent of the students agreed that the instruction helped them improve their English pronunciation. Likewise, 83.3% and 80.6% of the students agreed that the instruction helped them see how some English language was used in the contexts and helped them use some English vocabulary accurately and appropriately respectively. Moreover, 86.1% of the students agreed that the instruction helped them to develop creativity in English language use. Eighty point six per cent of the students agreed that the instruction allowed them to apply their own knowledge of language when speaking English. Besides, 83.3% of the students agreed that the instruction help them practice speaking in real time situations. Eighty point six per cent of the students agreed that the instruction allowed them to speak English in their own ways.

Table 3

Percentage, means, standard deviations and meaning of the questionnaire for opinions towards the Speaking Instruction using Creative Speaking Model aspect (N = 36)

Note. The scales of 1.00 – 1.66, 1.67 – 2.33 and 2.34 – 3.00 were grouped as disagree, neutral and agree

Statements	Rating Scale			Means	S.D.	Meaning
	Agree (3)	Neutral (2)	Disagree (1)			
Q4. The instruction helps me see how English language is used in the contexts.	83.3%	16.7%	0%	2.83	.38	Agree
Q5. The instruction helps me improve my English pronunciation.	88.9%	11.1%	0%	2.89	.32	Agree
Q6. The instruction helps me use some English vocabulary accurately and appropriately.	80.6%	16.7%	2.8%	2.78	.48	Agree
Q7. The instruction allows me to apply my own knowledge of language when speaking English.	80.6%	19.4%	0%	2.81	.40	Agree
Q8. The instruction helps me to produce language independently.	80.6%	19.4%	0%	2.81	.40	Agree
Q9. The instruction helps me to develop creativity in English language use.	86.1%	13.9%	0%	2.86	.35	Agree
Q10. The instruction helps me to speak English more fluently.	69.4%	30.6%	0%	2.69	.47	Agree
Q11. The instruction allows me to speak English in my own ways.	80.6%	19.4%	0%	2.81	.40	Agree
Q12. The instruction helps me speak in real situations.	83.3%	16.7%	0%	2.83	.38	Agree
Total				2.81	.39	Agree

respectively

2. Results from open-ended questions

This section presents the findings from open-ended questions of the questionnaire using the content analysis. The findings are presented into two parts: 1) the students' opinions towards the teaching activity employed in the course, and 2) the students' opinions and feeling after taking the instruction. The data were analysed using frequency and percentage of the answer content. The results from the students' responses were examined and provided in detail in the following sections.

The first part of the findings, the students' opinions towards the teaching activity employed in the course (see Table 6), indicated that the students had positive opinions towards the teaching activity. That is, all three activities were reported enjoyable. However, the most enjoyable activity was "partly scripted activity" (f = 13). This was followed by "fully scripted activity" (f = 10) and "non-scripted activity" (f = 3) subsequently. Not only "partly scripted activity" was reported the most enjoyable activity, it was also reported to create challenging (f = 4), help gain more language knowledge (f = 1), and provide opportunities to practice speaking (f = 4) and opportunities to create language on one's own and with help from others (f = 2). "Non-scripted activity", on the other hand, was reported the least favourable activity.

Table 6

Students' Opinions towards the teaching activity employed in the course

Open-ended question 1: Which activity in this course do you like the most? Why?

Teaching stage	Activity	Students' opinions	Frequencies of keywords/ key phrases in the answers
Stage 1 Reproductive Language Use	1. Fully guided activity	Providing enjoyable activity	10
Stage 2 Creative Language Use	2. Partly scripted activity	Providing enjoyable activity	13
		Providing challenging activity	4
		Providing opportunities for practicing speaking skills	4
		Providing opportunities to create language on one's own/ with from others	2
		Gaining language knowledge	1
Stage 3 Creative and Productive Language Use	3. Non-scripted activity	Providing opportunities for practicing speaking skills	3
		Providing enjoyable activity	2
		Providing opportunities to create language on one's own/ with from others	2
		Gaining language knowledge	1
Every stage	4. Every activity	Providing enjoyable activity	2
Total			44

For the second part of the findings obtained from open-ended questions, the student's opinions and feelings after taking the instruction could be grouped into four including advantages of the instruction, improvement on language knowledge, improvement on speaking ability, and suggestions to the course (as shown in Table 7).

Table 7

Students' Opinions towards Speaking Instruction Using Creative Speaking Model

Open-ended question 2: What do you think you learn from taking this course?

Open-ended question 3: How do feel after taking this course

Students' answers	Frequencies of keywords/ key phrases in the answers
1. Advantages of the course	
■ Creating enjoyment	33
■ Gaining opportunities for practicing speaking	13
■ Gaining more understanding of the lessons	2
2. Improvement on language knowledge	
■ Gaining new vocabulary	12
■ Gaining grammar knowledge	11
3. Improvement on speaking ability	
■ Gaining confidence in speaking	9
■ Increasing accuracy in speaking	8

Students' answers	Frequencies of keywords/ key phrases in the answers
■ Increasing fluency in speaking	7
■ Gaining creativity in language use	3
4. Suggestions on the instruction	
■ Providing more games and exercises	3
■ Providing more speaking in group activities	2
Total	103

As can be seen from table 7, the students' opinions and feelings after taking the instruction were grouped into four main categories including advantages of the instruction, improvement on language knowledge, improvement on speaking ability and suggestions on the instruction. Among the four groups of the opinions, the "Advantages of the instruction" category was mentioned the most ($f = 48$) by the students. These advantages included creating enjoyment ($f = 33$), gaining more opportunities for practicing speaking ($f = 13$) and gaining more understanding of the lessons ($f = 2$). The second most mentioned category was "Improvement on speaking ability", followed by "Improvement on language knowledge" and "Suggestions on the instruction" with the frequencies of 27, 23 and 5 respectively. Improvement on speaking ability category mentioned in this study comprised gaining confidence in speaking ($f = 9$), increasing accuracy ($f = 8$) and fluency ($f = 7$) in speaking and gaining creativity in language use ($f = 3$). Besides, improvement on language knowledge category included gaining new vocabulary ($f = 12$) and grammar knowledge ($f = 11$). Suggestions on the instruction were mentioned five times including suggested on providing more games and exercise ($f = 3$) and speaking in group activities ($f = 2$).

Discussion

The discussion was based on the findings which showed that the Speaking Instruction Using Creative Speaking Model significantly enhanced students' speaking ability and the students had positive opinions towards the instruction.

English speaking ability

It could be claimed that Speaking Instruction Using Creative Speaking Model improved students' speaking ability. That is, the statistic results showed that through the instruction the students' speaking ability increased significantly. Moreover, when comparing pretest and posttest mean score differences, the mean scores were increased in all six aspects (cohesion, vocabulary, syntax, ideational function, pronunciation, fluency). However, the level of improvement varied among the six aspects. That is, the students could make the biggest progress in terms of vocabulary, followed by cohesion, ideational function, syntax, fluency and pronunciation respectively. The result revealed that the pronunciation aspect appeared to be the most challenging to enhance whereas the vocabulary aspects found to be the most prominent to increase through the instruction.

When comparing the pretest and posttest mean scores of the pronunciation aspect with the ones of the other five aspects, pronunciation showed the smallest different number of mean score which could be indicated that the students made the least progress in pronunciation aspect. The finding supported the one conducted by Makeh (2013). Makeh (2013) reported in his study on using scripted role-play to improve oral English performance of Thai sixth grade students that the students who appeared to do well already in terms of pronunciation skills could gained little progress after the treatment. The finding allied with the one of the current study that pronunciation was a challenging aspect to enhance. Pronunciation requires practice and therefore long-term duration appears to be the needs and necessity for the students to achieve the improvement (Fraser, 2000).

Vocabulary, on the other hand, showed the biggest progress in the current study. This might be possible to explain that the designed instruction of the current study allowed the students to expose to the vocabulary presented in the contexts throughout every lesson of the instruction. Also, the students were given lots of opportunities to make use of the learned vocabulary repeatedly in the various assigned tasks during the lesson. The students were also prompted to dig out the related vocabulary from their background knowledge to accomplish the task, which could help them learn the meaning and functions of such vocabulary at the same time. In line with Makeh's study (2013) which indicated that through orally scripted repeated practice of the conversations, the students could easily remember the vocabulary taught and gained more vocabulary. Similarly, Becker and Roos (2016) also suggested that through an imitative speaking, students could notice and memorise vocabulary.

Students' opinions towards the instruction

Based on the finding from the questionnaire, the students had positive opinions towards the Speaking Instruction Using Creative Speaking Model. That is, the students reflected that the instruction could help them improve their English speaking ability. They said they could gain more new vocabulary and grammar knowledge which were helpful when creating their own sentences. Interestingly, one student explained that gaining more vocabulary made him have more confidence to speak English. Also, the instruction found suitable and useful for the students' level. The students expressed that it was easy, fun, exciting and challenging. Therefore, the majority of the students reflected that they were willing to participate from the start until the end of the lessons. This is in line with the research study of Wu (2003) on the impact of intrinsic motivation on EFL young learner which reported that enjoyment while learning could keep learners motivated to continue studying the second language. Besides, the instruction could also help the students develop confidence in speaking. They reflected that they had more confidence to speak and express themselves in English after taking this course.

However, through the instruction, several students still found it challenging to overcome shyness when speaking in front of the class. They, on the other hand, found it more comfortable to speak in a small group. According to the study on students' perspective on speaking anxiety of Hadziosmanovic (2012), it was revealed that speaking in front of the class could cause anxiety, which mainly came from the fear of losing face and of negative evaluation by others. Therefore, to help overcome this anxiety, teacher should provide more chance for speaking practice before the final speaking performance. As a result, it can be suggested that before the individual final speaking task, teacher could let students practice speaking a group of four to five for several times. By doing this, they might gain more confidence to speak in front of a large audience.

When considering the Speaking Instruction Using Creative Speaking Model, it involved creativity in language use. In the instruction, creativity in language use was developed through the partly scripted activity and non-scripted activity of teaching stage two (Creative Language Use) and three (Creative and Productive Language Use) respectively. Teaching stage one (Reproductive Language Use), however, was not developed creativity in language use yet. Indeed, stage one only helped prepare students for the language use in teaching stage two, through the use of partly scripted activity, and stage three, through the use of non-scripted activity. In the current study, it was found from the questionnaire that the students preferred the partly scripted activity in teaching stage two than fully scripted activity and non-scripted activity in teaching stage one and three. The possible reason for this finding might be that the difficulty level of the partly scripted activity was not too challenging for the students to achieve when compared to the non-scripted activity of the teaching stage three. That is, during the activity, the first half of the speech was provided to help students when speaking. As a result, the students might feel more confident and comfortable to speak, along with the enjoyment to compare their finished parts with the ones from their peers. On the other hand, for non-scripted activity, the students had to totally rely on themselves with no supportive from others when speaking. So, they might find it too challenging for them. Moreover, in their daily life, they did not get much opportunities to speak a lot of English. Consequently, they might not feel comfortable and ready to speak a lot of English on their own. For the fully scripted activity in the teaching stage one, the students might enjoy the contexts raised in the lessons and feel comfortable to be presented with the speaking stories, but with lack of excitement in challenging tasks when doing sentence or situation completion.

Recommendations for further research

The recommendations for the further research are as follows:

1. Since the current study has already investigated the effects of Speaking Instruction Using Creative Speaking Model on students' speaking ability, it would be interesting to investigate the effects of this instruction on students' creative speaking ability.
2. Students logs and focus group interview could be used as qualitative instruments to investigate in more profound aspects of how the instruction effects students' performance and learning motivation in speaking English.

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