

An Implementation of Flipped Classroom Within Role-Play Technique to Develop English Speaking Skills of Prathomksa 6 Students

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Abstracts

The objectives of this research are to a) develop the prathomksa 6 students' English speaking skills through an implementation of Flipped Classroom within Role-Play technique, b) to compare the prathomksa 6 students' academic achievement between before and after learning through an implementation of Flipped Classroom within Role-Play technique, and c) to examine the students' satisfaction through an implementation of Flipped Classroom within Role-Play technique. The sample consists of forty students who were failed in language for communication's strand in the 2021 academic year. There are selected by a purposive procedure. The research is an experimental research in form of one group pretest and post-test design. The instruments are included lesson plans, pretest and post-test, and the students' satisfaction questionnaire. Data are collecting employed the online platforms that suitable on the pandemic of COVID-19. To analyze the data, the statistics are used mean score (M), standard deviations (S.D.), percentage (%); to describe the differences of scores, and T-test is used to apply the data of all participants. The results of the study reveals that the development of English speaking skills had high significantly percentage (80.20%) and also had high mean scores (M=4.01). Additionally, the students' academic achievement before and after learning was significant at .05 levels and had significantly higher mean scores on post-test (M=25.95, S.D. =2.10) than pretest (M=15.10, S.D. =3.37). Furthermore, the students' satisfaction toward the contents of the study was in the positive level (M=4.15), teaching approaches in the study, the mean scores was in the highly positive level (M=4.24), and the average mean scores was in the positive level (M=4.17) regarding to the benefits of the study. The findings revealed the advantages of learning through an implementation of Flipped Classroom within Role-Play technique and the students' satisfaction toward an implementation of Flipped Classroom within Role-Play technique respectively.

Keywords: Role-Play; Flipped Classroom; English speaking skills

Introduction

A global language is one that is spoken all over the world and has been taught to many people as a second language. The most widely accepted is English. A large number of lexical units in the English language are derived from German, Latin, French, and other European languages. The French language is the primary source for a large portion of word borrowing, demonstrating the English language's fondness for foreign words and a diverse vocabulary. (Crystal, 2003 : online) claims that language superiority and cultural hegemony are inextricably linked. These languages exist primarily as a result of the power of a nation, whether democratic, military, or economic. According to (Thierry, 2018 : online) claims that "English has risen to

¹Received: May 17, 2022; Revised: May 23, 2022; Accepted: May 26, 2022

the top of the world's most widely spoken languages, surpassing Mandarin, Chinese, and Spanish unless proficiency is not taken into account." In comparison, Arabic is spoken in 60 countries, French in 51 countries, Chinese in 33 countries, and Spanish in 31 countries. "English has grown from a small island and become the global language of commerce, diplomacy, and science. Furthermore, English is a language used throughout movies, entertainment, education, broadcasting, and a variety of other innovative innovations, such as the online world (internet). Hollywood films are watched by a large portion of the world's population. As a result of this expansion, the English language has grown in popularity. Furthermore, English has provided a common communication method for people from various backgrounds. For example, if both individuals speak English, a German may not need to learn Hindi to communicate with someone from India. As a result, English has aided in the reduction of some cultural barriers among nations. Cultural differences do exist between countries and nations, however. The willingness of a nation to learn or speak a foreign language other than its own may be influenced by its history.

The majority of primary schools and teachers are enthusiastic about the development of the curriculum. Teachers were involved in the development of the school curriculum in order for them to understand and recognize the role that the curriculum plays in the teaching and learning process. The Ministry of Education introduced the Basic Core Curriculum 2015, which helps teachers plan lessons by establishing learning standards, indicators, and core content for each subject area. All of these factors help to make teaching and learning a success. According to the language learning area of the Basic Education Core Curriculum 2008, English is one of the compulsory subjects from Grade 1 in primary school to Grade 12 in secondary school. Language learning aims to help students develop a positive attitude toward the language, as well as the ability to use English to communicate in a variety of situations, conduct research, earn a living, and pursue higher education. Communication, culture, connection, and community are the four strands of study that make up the main content of English. As a result, learning English can help students improve their skills. Teaching and learning processes are critical in motivating students to learn, considering the real benefits in daily life, and emphasizing the importance of students communicating correctly and accurately. Furthermore, students can use English as a tool to acquire knowledge from a variety of sources and to understand the multiculturalism of the global community. Language is essential in our lives because it is the medium through which people communicate. Speaking abilities are frequently regarded as the most important aspect of an English course. Because communication is at the foundation of English teaching and learning, the ability to speak is the most important skill. Speaking is one of the productive skills that demonstrate a student's level of proficiency in a language. Moreover, speaking is the primary mode of communication. In other words, learning a language isn't complete unless you can speak it fluently. Speaking is the most common way to communicate with others, and the ability to communicate effectively is a basic requirement in English subjects that must be taken seriously. Aside from listening, reading, and writing, speaking is one of the four basic skills in learning a foreign language. In most EFL situations, learners do not use the language in real-life situations. They lack the ability to communicate effectively and correctly. This causes learners to be insecure and avoid communicating with native English speakers (Oradee, 2012 : online). According to (Homan, 2016 : online), almost all children enjoy imaginative play or role play in any early childhood setting and across primary schools, according to research. This could include zooming a piece of paper around the room as if it were a racing car or a flying aero plane, or pretending to be a firefighter in

their engine, a shopkeeper, a parent, a dentist, or a nurse. Children can represent something else with objects, or they can assign roles to themselves and others and then act them out. Although it may appear to be a simple act, these children are learning and developing a variety of important life skills by pushing back the barriers of reality. This role play allows for a variety of viewpoints to be taken and for ideas and emotions to be expressed. Playing dress-up is a lot of fun, and it will help your child's imagination grow as they take on different roles. In fact, dressing up isn't required for role-playing. Speech and language development are aided by the majority of play-based interactions. The child's social skills will benefit from the use of eye contact, turn-taking, and listening skills. Allowing your child to take the lead in a play will help them gain confidence and a sense of control in their communication, so stay calm in the communication environment. As communication is crucial in both life and business. In each interaction, it's not so much what you say as it is how you say it that makes all the difference. The relationship between play and language usage is being investigated to see if play aids in the development of children's language skills and if play can be used as a tool to improve children's language competence. And these days, learning platforms come in a variety of formats. The Thai government has been working on developing online learning platform solutions to help with problem-solving in emergency situations. And now is an excellent time to investigate new teaching methods, particularly those that can be implemented in a "flipped classroom." defined flipped learning as "when a teacher's lecture is delivered to students via video and other outside sources of information to facilitate learning." Class time is reserved for active problem solving and one-on-one or small group tutoring with the teacher. The teaching method's effectiveness appears to be due to its support for active learning, which allows students to confidently express their opinions and communicate their intended meaning.

In Thailand, English is considered to a subject that plays the vital roles as a gate keeping device in language education system. It is learned since the students' start their school lives in the early age. English is a compulsory subject from the primary level to the higher education. Thai Government has recognized the vital roles of English its plays in the global society and allows the Ministry of Education to elevate the English language competency among the students as well as the teachers. The policies and strategic plans in promoting English Language learning and teaching have been announced in each government. The Ministry of Education also viewed that the process on elevating the effectiveness of English language learning and teaching should include in all developmental elements involved, that is to say - the clarity of language learning policy, the interpretation of policy into practices, the development of curriculum, the quality of teachers, the teaching and learning process, and the plans for materials provided. In the year 2014, the Ministry of Education announced the latest policy to reform teaching and learning English in the basic education level. Regards to the policy, there is general agreement among language teachers, and scholars that the adoption of the CEFR is a vital step towards clarifying language goals and raising English Language standards among Thai youths in the near future.

Watbansong School is located in Wiengsa, Surat-Thani, the largest province in the south of Thailand and one of the world's most popular tourist destinations (Thailand, 2019 : online). And the way of life of people in Surat-Thani is intimately connected with many tourists, so English has implicitly become a second language. For English subjects, the education system in Thailand requires that students who complete their school levels pass strands and standards based on the Basic Education Core Curriculum 2008, and the Ordinary National Education Test (O-NET) has become one of the tools to assess because every year, all students are required to take the exam, which is administered annually by the National

Institute of Educational Testing Service (Public Organization), and the results are compared. And the results of Prathomsuksa 6, students at Watbansong School from 2018 academic year to 2020 academic year are declining, particularly in the communicative strands. As mentioned above, it can be concluded that the researcher then decided to study the speaking skills learning activities and found that there is an interesting activity “Role-Playing” by blending Flipped Classroom pedagogical approach together to become an implementation of Flipped Classroom within Role-Play technique to develop English speaking skills of prathomsuksa 6 students of Watbansong School. The researcher expects that an implementation of Flipped Classroom within Role-Play technique will help students better in English speaking skills.

Research Objectives

1. To develop the prathomsuksa 6 students' English speaking skills through an implementation of Flipped Classroom within Role-Play technique of Watbansong School.
2. To compare the prathomsuksa 6 students' academic achievement of Watbansong School between before and after learning through an implementation of Flipped Classroom within Role-Play technique.
3. To study students' satisfaction through an implementation of Flipped Classroom within Role-Play technique.

Review of the Literature

Speaking can be defined as conversing in a spoken language or expressing one's feelings and thoughts. When you speak, you're usually conveying information. It could be anything from a casual statement to an academic presentation to a formal speech. Speaking abilities are the abilities that enable us to communicate effectively. These abilities enable the speaker to deliver his message with passion, thoughtfulness, and conviction. Speaking skills also help to ensure that those listening will not be misunderstood. According to (Richard, 2008 : online) , when we talk, we are usually getting something done, exploring ideas, working out some aspects of the world, or simply having a relationship . It would have been easier for the students to communicate and explore their ideas if they were fluent in English. Students who can communicate fluently in English have easier access to updated data in fields such as science, innovation, and health. Speaking is a productive skill in the organs of speech for expressing meaning that can be observed directly and empirically, according to (H. D. Brown, 2004 : online), who cites. Three key points are included in this definition of speaking abilities. To begin, "productive skills" refer to a person's ability to actively produce language by coordinating speech organs like the lips, tongue, teeth, vocal cords, larynx, and pharynx, among others. Next, the purpose of language in communication is to deliver ideas and experiences to the listener and others so that the speaker can convey meaning to them. Finally, the ability to directly and empirically observe means that the speaker's implementation can be directly heard or seen, and the speaker's correctness and effectiveness in the speaking process can be empirically analyzed. To summarize, speaking is a type of interaction that enables users to communicate with the information that has been processed. The speakers must ensure that the listeners understand the content and purpose of their speech, as well as the appropriate vocabulary and structure for the given situations. The speakers should be given the opportunity to improve their ability to speak English correctly and fluently on a step-by-step basis.

Role-playing can be a very effective tool in the hands of a teacher. Because the primary goal of a speaking activity like this is to increase student interaction in the classroom, educators should not overlook it as a way to reflect learners' theoretical knowledge of a language in practice. Because there is no single precise definition of role-play, various authors see it in different ways, the first three paragraphs of this chapter deal with three different explanations of this speaking exercise. writes, "Role-play activities range from highly-controlled guided conversations at one end of the scale to improvised drama activities at the other; from simple rehearsed dialogue performance to highly complex simulated scenarios". The author places a high value on a diverse range of role-playing activities. Such a speaking task may be limited and supported by prepared cues, such as dialogues; or, on the other hand, role-playing may be an activity in which students prefer to improvise rather than rely on practiced dialogue. also points out that role-playing can vary in complexity, with some utterances being very structured and others being very short and simple. As a result, the difficulty of the activity is determined by the language level. Scrivener proposes another definition: in role-playing, learners are usually given some information about a "role" (e.g., a person or a job title). These are frequently found on "role cards." Learners spend some time preparing before gathering with other students to act out small scenes based on their own ideas as well as any ideas and information from the role cards. A simple role card could simply name the role, such as mother or detective, or it could provide instructions on what to do instead of the role itself, such as purchasing a train ticket to Brighton.

It is stated explicitly that students are assigned specific roles to play. Role cards, according to Scrivener, serve an important purpose in that they provide learners with critical information about their roles. Basic clues are included on the paper, which helps students communicate important facts about their characters to be played. It also makes the speakers feel more secure. The weaker students may rely solely on a card for their statements, whereas the stronger students use role cards as prompts. A good set of role cards is frequently designed so that the participants can have opposing viewpoints and obvious conflicts.

This author also claims that students require an adequate amount of time to complete their assignments and also contends that students require adequate time to prepare their ideas and language before performing their roles. Furthermore, he claims that students not only use the ideas on the role cards, but also try to incorporate any language they know. According to, in role-playing, students are given a task to complete and are told who they are, what their opinions are, and what they know that the other students do not. She emphasizes that students are told who they are, i.e., that they are playing the part of someone else. Casting yourself as a different character can help you overcome your fear of speaking, because it's the personalities they play, not the speakers, who make mistakes. The main benefit of role-playing is that students can pretend to be anyone they want for a short period of time. Their mission is to impersonate someone else, such as a doctor, a pop star, a parent, a millionaire, etc.

In summary, role-playing is a learning structure that allows students to apply content immediately after the teacher has assigned them to the role of a decision maker who must make a decision about a policy, resource allocation, or another outcome. This technique is a great way to keep students engaged and allow them to interact with their peers while attempting to complete the task assigned to them in their specific role. This work can be done in groups, or students can keep the personal aspects of their roles throughout the class period. As they try to respond to the material through the eyes of their characters, students become more engaged.

A flipped classroom model is a type of blended learning that was created by American educators Jonathan Bergmann and Aaron Sams. The main differences between this blended

learning model and others are that, in other models, there is more or less of a trade-off between class time and online learning components. The online elements of a typical blended course take place during class time, with a portion of the class time dedicated to online learning. In the flipped classroom, on the other hand, there is no trade-off with class time because online learning elements are delivered as homework outside of class. Instructors typically assign online video lectures as homework in flipped classroom courses so that direct instructions (or knowledge delivery) are moved from the group learning space to the individual learning space. Consolidating, practicing, and extending prior knowledge are examples of traditional homework that has been moved into the classroom (Lage, 2000 : online). This is why the terms "inverted" and "flipped" have been coined. Learners can get first-hand exposure to new knowledge and get ready to apply it before they come to class with the flipping of instruction (Farah, 2014 : 7). The benefits from the students' preparation are that students get more classroom time and opportunities to apply their knowledge via a student-centered collaborative approach or individual work. Most flipped classroom research studies use group-based interactive learning activities inside the classroom, implementing constructivism-based student-centered learning theories based on the works of and referred to constructivism of (Bishop, 2013). The constructivist learning environment enables students to integrate the knowledge they learned online into practice, and engages them in the classroom learning where students construct knowledge actively by interacting with peers based on their previous knowledge. Moreover, teachers can use the face-to-face time to check each student's learning and understanding of the online lectures, or provide individualized support when students work through the activities. The flipped classroom model can be defined as a type of blended learning in which direct instruction is moved from the group learning space to the individual learning space as homework, freeing up group learning time for dynamic, interactive learning activities in which the teacher guides learners to apply, practice, or extend the instructed knowledge. It creates an innovative pedagogy that incorporates both online and face-to-face learning.

An implementation of Flipped Classroom within Role-Play technique is the blending of two approaches between Role Playing and Flipped Classroom that the researcher design to develop students' English speaking skills by using the lesson plans and creates the on-site and online learning platform for students and teacher will be coach.

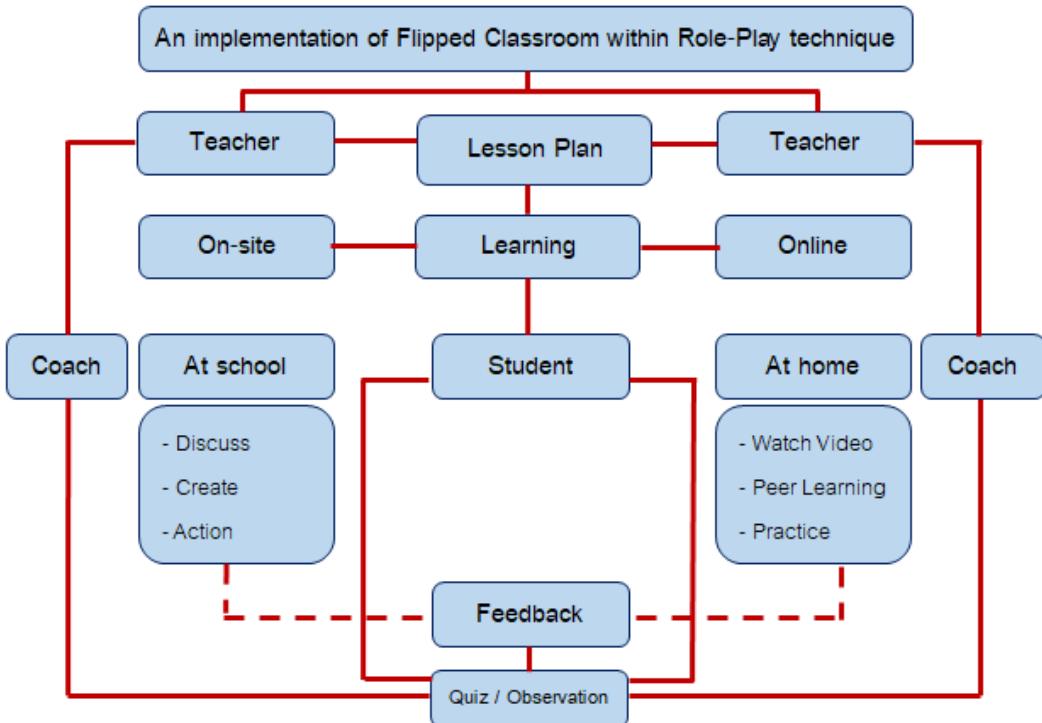


Figure 2: An implementation of Flipped Classroom within Role-Play technique

(Stern, 1983) defined satisfaction in language learning as a positive belief or attitude toward the use of language and language learning. The importance of satisfaction in supporting learning was mentioned by (Wenden, 1995) referred to (Oller, 1979) went on to say that satisfaction has three components: a cognitive component, an evaluative component, and a behavioral component. People were aware of the values, and they were able to evaluate them in either positive or negative terms. Personal feelings toward values that could be satisfied or unsatisfied make up the evaluative component. And the behavioral component indicated that people were ready to act. Furthermore, in order for students to be satisfied with their language learning, the teacher must create a positive environment that is joyful, relaxing, and enjoyable. The teacher could use an implementation of the Flipped Classroom within Role-Play technique to make the students interested, motivated, and independent in learning speaking through the implementation of the Flipped Classroom within Role-Play technique. Using various scenarios is dependent on real life. Furthermore, the Flipped Classroom within Role-Play technique implementation assisted the teacher in teaching speaking in an appropriate manner because the Flipped Classroom within Role-Play technique had its own characteristics that made students' interactions with the language more useful. Moreover, incorporating the Flipped Classroom into the Role-Play technique allowed students to learn independently while still receiving teacher guidance. However, not all Role-Play implementations of the Flipped Classroom benefited students, as it was dependent on the students' learning styles, levels, objectives, and course content. The teacher's responsibilities included planning activities, assisting students, and instilling enthusiasm.

Research Methodology

Population and sample

The populations of this study consists of prathomksa 6 students of Watbansong School, Surat-Thani province. There are one hundred and eighty students in prathomksa 6. The sample selects by a purposive procedure which is forty students who are failed in language for communication's strand. This study conducts in the 2021 academic year.

Variable

The independent variable is an implementation of Flipped Classroom within Role-Play technique. The dependent variables are the English speaking skills of prathomksa 6 students, the academic achievement, and the students' satisfaction.

Data Collection

This study was an experimental research in the form of one group pre-test and posttest design as follows;

Table 1: The experimental design of the study

Group	Pretest	Treatment	Post-test
E	O ₁	X	O ₂

Remarks; E stand for the experimental group of the study
O₁ stand for pretest before treatment
X stand for learning through an implementation of Flipped Classroom within Role-Play technique
O₂ stand for post-test after treatment

Data was collected from the scores of the online speaking pretest and online speaking post-test that comprised the test. The sample was taken from the online speaking pretest before an implementation of the Flipped Classroom within Role-Play technique was used. The online speaking pretest scores were collected. After taking the online speaking pretest, the samples were taught through an implementation of the Flipped Classroom within Role-Play technique with twelve lesson plans (online teaching), assessing the development of English speaking skills with the speaking observation form, and the online quiz scores after learning in each lesson were collected. And examine their satisfaction with learning through an implementation of the Flipped Classroom within Role-Play technique by using the online questionnaire.

Data analysis

The data of this study was analyzed to satisfy the three objectives as follow;

1. The first objective was to examine the use of an implementation of Flipped Classroom within Role-Play technique to develop the prathomksa 6 students' English speaking skills. It was analyzed based on the online quiz scores after learning in each lesson. The scores were calculated using mean, standard deviations, and percentage.

2. The second objective was to compare the prathomksa 6 students' academic achievement between before and after learning through an implementation of Flipped Classroom within Role-Play technique. The scores of the online speaking pre-test and online speaking post-test were statistically analyzed by mean and standard deviations and T-test was used to examine whether the samples learning from the online speaking pre-test and online speaking post-test showed the significant differences before and after study.

3. The Third objective was to examine students' satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique. To analyze the satisfaction, the online questionnaire designs to explore the students' satisfaction were adapted based on Likert rating scale and was interpreted from (Best, 2006 : 66) as follows;

Satisfaction	Level
Highly positive	= 4.21 – 5.00
Positive	= 4.20 – 3.41
Average	= 3.40 – 2.61
Negative	= 2.60 – 1.81
Highly negative	= 1.80 – 1.00

Moreover, the rating scores of students' satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique were tested in term of mean scores, standard deviations, and each factor was explained.

Research Conceptual framework

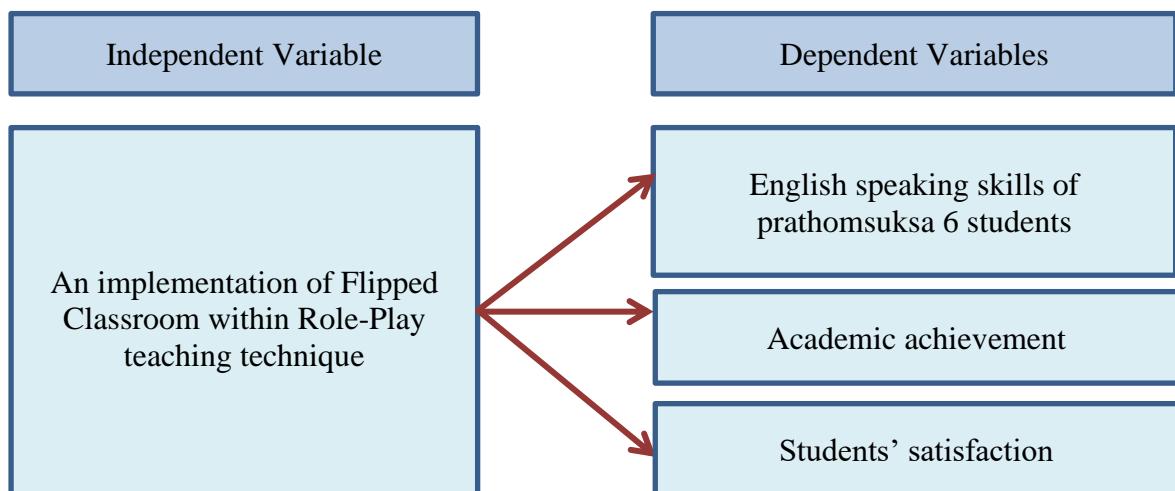


Figure 1: Conceptual framework

Results

Table 2: The analyzed data after learning in each lesson through an implementation of Flipped Classroom within Role-Play technique to develop the primary 6 students' English speaking skills

Group	N	Mean	S.D.	Percentage%
Experimental Group	40	4.01	0.34	80.20%

According to table 2, the analyzed data of the experimental group after learning through an implementation of Flipped Classroom within Role-Play technique to develop the primary 6 students' English speaking skills was a repeated measure. The experimental group had significantly percentage on learning through an implementation of Flipped Classroom within Role-Play technique (80.20%) higher than the researcher has been specified (60%), the standard deviations was ($S.D.=0.34$), and the mean scores was ($M=4.01$) also higher than the researcher specified ($M=3$). The result indicated that the prathomsuksa 6 students at Watbansong School developed their English speaking skills after learning toward an implementation of the Flipped Classroom within Role-Play technique, which is in accordance with the data collected by the researcher using the speaking observation forms that consist of five components; pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher observed and assessed the development after learning in each lesson. The data obtained from the 12 hours of learning through the implementation of the Flipped Classroom within the Role-Play technique revealed the following improvements in the experimental group's speaking skills:

1. Pronunciation : When the experimental group speaks, they are able to use pronunciation to produce a clearer language, pronounce correctly, and *impart the language to others with understanding. It means that they can communicate effectively if their pronunciation and intonation are correct.*

2. Grammar : Grammar is necessary for students to construct correct sentences in both written and oral communication. According to the observation, the experimental group is able to accomplish a set of rules or principles that can be used to generate all grammatical or well-formed utterances in the language and in order to combine correct sentences in oral conversation.

3. Vocabulary : The experimental group showed that they are able to know words, their meanings, how words are spelled and how they are pronounced. And the ability to understand and use the vocabulary in the proper context.

4. Fluency : According to the experimental groups, they showed that they can speak communicatively, fluently, accurately, and naturally after learning for 12 hours, and they can speak freely without interruption.

5. Comprehension : The experimental group showed they can perceive and process long stretches of speech, as well as formulate interpretations of the meaning of sentences. It can be concluded that the experimental group understanding of what they are saying to the listeners in order to avoid misunderstanding information; additionally, it serves to make it easier for the listeners to catch the information from the speaker.

Therefore, the quantitative and qualitative data obtained from the data collection by using quiz and speaking observational forms showed the increasing development in English speaking skills among the experimental group who learned through an implementation of the Flipped Classroom within Role-Play technique.

Table 3: The comparison of the prathomsuksa 6 students' academic achievement of Watbansong School between before and after learning through an implementation of Flipped Classroom within Role-Play technique

English Speaking Ability	N	Mean	S.D.	df	T-test	Sig
Pretest	40	15.10	3.37			
Post-test	40	25.95	2.10	39.00	-35.82	0.00**

Note * = $p < .05$

According to table 3, the comparison of the prathomsuksa 6 students' academic achievement of Watbansong School between before and after learning through an implementation of Flipped Classroom within Role-Play technique it was found that the mean scores of the experimental group after learning through an implementation of Flipped Classroom within Role-Play technique was significantly higher than before learning with statistic significant at .05 level. The experimental group had significantly higher mean scores on the post-test ($M=25.95$, $S.D.=2.10$) than the pretest ($M=15.10$, $S.D.=3.37$)

Table 4: The students' satisfaction through an implementation of Flipped Classroom within Role-Play technique of the experimental group

Statements	Mean	S.D.	Level
Part 1 Contents of the study			
1. The contents are various.	4.05	0.60	Positive
2. The topics are up to date and interesting.	4.15	0.58	Positive
3. The contents are easy to understand.	4.20	0.52	Positive
4. The contents are suitable with my level.	4.20	0.41	Positive
Average	4.15	0.53	Positive
Statements	Mean	S.D.	Level
Part 2 Teaching approaches in the study			
5. The Role-Play techniques are is suitable with me.	4.48	0.51	Highly positive
6. The Flipped Classroom model is suitable with me.	4.00	0.60	Positive
Average	4.24	0.46	Highly positive

Part 3 Benefits of studying through an implementation of Flipped Classroom within Role-Play technique

7. Learning activities help me to practice my English speaking skills.	4.18	0.50	Positive
8. The Flipped Classroom and Role-Play are helping me to be better in English speaking skills.	4.15	0.48	Positive
9. The Flipped Classroom and Role-Play encourage me to participate with my classmate.	4.10	0.44	Positive
Statements	Mean	S.D.	Level
10. I have a good attitude in English language learning.	4.23	0.42	Highly positive
Average	4.17	0.56	Positive

According to table 7, shows the mean scores of three parts on students' satisfaction through an implementation of Flipped Classroom within Role-Play technique. Firstly, it was contents of the study that all participants satisfied with learning through an implementation of Flipped Classroom within Role-Play technique were various, up to date, easy to understand, and suitable for their level. The mean scores of this survey was in the positive level ($M=4.15$, $S.D.=0.53$). Secondly, it was about teaching approaches in the study that all participants satisfied with both blended learning were suitable. The mean scores was in the highly positive level ($M=4.24$, $S.D.=0.46$). Thirdly, it was about the benefits of studying through an implementation of Flipped Classroom within Role-Play technique and all participants satisfied that learning activities help them to practice their English speaking skills, the Flipped Classroom and Role-Play were helping them to be better in English speaking skills and encourage them to participated with their classmates, and they had a good attitude in English language learning. The average mean scores was in the positive level ($M=4.17$, $S.D.=0.56$). The survey insisted of ten statements, it found that the mean scores obtained from all statements were divided into three parts.

Consequently, the results of the study indicated that prathomsuksa 6 students of Watbansong School improved their English speaking skills through an implementation of Flipped Classroom within Role-Play technique. There was a repeated measure significantly percentage at 80.20% and there was a significant different at the .05 level after learning through an implementation of Flipped Classroom within Role-Play technique. Regarding the students' satisfaction through an implementation of Flipped Classroom within Role-Play technique was divided into three parts; first part was in positive level ($M=4.15$, $S.D.=0.53$), second part was in highly positive level ($M=4.24$, $S.D.=0.46$), and third part was in positive level ($M=4.17$, $S.D.=0.56$) respectively.

Conclusion

The study was investigated to 1) develop the prathomsuksa 6 students' English speaking skills through an implementation of Flipped Classroom within Role-Play technique, 2) compare the prathomsuksa 6 students' academic achievement of Watbansong School between before and after learning through an implementation of Flipped Classroom within Role-Play technique, 3) examine students' satisfaction through an implementation of Flipped Classroom within Role-Play technique. The populations of this study consisted one hundred and eighty students in prathomsuksa 6 of Watbansong School, Surat-Thanai province. The sample was forty students selected by a purposive procedure and the study was conducted in the 2021 academic year. The research instruments were used in this study included 1) lesson plans that based on an implementation of Flipped Classroom within Role-Play technique (online teaching), 2) an online speaking pretest and online speaking post-test, and 3) the online students' satisfaction questionnaire. To analyze the data of this study the statistics were used mean score (M), standard deviations ($S.D.$), percentage (%); to describe the differences of scores, and T-test was used to apply the data of all participants. According to the COVID-19 pandemic, students were unable to attend school. To maintain students learning, most process of the study has adapted to online platform. Google form, Google classroom, Google meets. The study can be concluded as follows; The students were asked to take an online pretest by used Google form. Then, they were taught through an implementation of Flipped Classroom within Role-Play technique followed the lesson plans by used Google Classroom, Google meet, and take quiz after learning in each lesson on Google form. Later, they were asked to take an online post-test on Google form. Finally, all participants were done the students' satisfaction to examine their satisfaction toward an implementation of Flipped Classroom within Role-Play technique on Google form.

Discussion

The results of the data analysis of an implementation of Flipped Classroom within Role-Play technique to develop English speaking skills of prathomsuksa 6 students had several interesting points that should be discussed as follows;

1. The development of English speaking skills of prathomsuksa 6 students after through an implementation of Flipped Classroom within Role-Play technique.

This study was to develop the prathomsuksa 6 students' English speaking skills learning through an implementation of Flipped Classroom within Role-Play technique in varied situations such as at school, at the restaurant, it's shopping time, in town, and on holidays in order to inform the students that English speaking skills was very important in their real life.

The experimental group had significantly percentage on learning through an implementation of Flipped Classroom within Role-Play technique was 80.20% higher than the researcher has been specified (60%) and the mean scores was ($M=4.01$, $S.D.=0.34$) also higher than the researcher specified ($M=3$). The result indicated that the prathomsuksa 6 students at Watbansong School developed their English speaking skills after learning toward an implementation of the Flipped Classroom within Role-Play technique, which is in accordance with the data collected by the researcher using the speaking observation forms that consist of five components; pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher observed and assessed the development after learning in each lesson. The data obtained from the 12 hours of learning through the implementation of the Flipped Classroom within the Role-Play technique revealed the following improvements in the experimental group's speaking skills:

1. Pronunciation : When the experimental group speaks, they are able to use pronunciation to produce a clearer language, pronounce correctly, and *impart the language to others with understanding. It means that they can communicate effectively if their pronunciation and intonation are correct.*

2. Grammar : Grammar is necessary for students to construct correct sentences in both written and oral communication. According to the observation, the experimental group is able to accomplish a set of rules or principles that can be used to generate all grammatical or well-formed utterances in the language and in order to combine correct sentences in oral conversation.

3. Vocabulary : The experimental group showed that they are able to know words, their meanings, how words are spelled and how they are pronounced. And the ability to understand and use the vocabulary in the proper context.

4. Fluency : According to the experimental groups, they showed that they can speak communicatively, fluently, accurately, and naturally after learning for 12 hours, and they can speak freely without interruption.

5. Comprehension : The experimental group showed they can perceive and process long stretches of speech, as well as formulate interpretations of the meaning of sentences. It can be concluded that the experimental group understanding of what they are saying to the listeners in order to avoid misunderstanding information; additionally, it serves to make it easier for the listeners to catch the information from the speaker.

Therefore, the quantitative and qualitative data obtained from the data collection by using quiz and speaking observational forms showed the increasing development in English speaking skills among the experimental group who learned through an implementation of the Flipped Classroom within Role-Play technique. Despite COVID-19 pandemic, the experimental group was also developed individually and in conformity with the learners' learning lifestyle.

As the results, it could be indicated that the prathomsuksa 6 students at Watbansong School developed their English speaking skills after learning toward an implementation of Flipped Classroom within Role-Play technique because the students were expected that they could communicate in English without shy. According to (Richard, 2008 : online), when we talk, we are usually getting something done, exploring ideas, working out some aspects of the world, or simply having a relationship . It would have been easier for the students to communicate and explore their ideas if they were fluent in English. Students who can

communicate fluently in English have easier access to updated data in fields such as science, innovation, and health. Speaking is a productive skill in the organs of speech for expressing meaning that can be observed directly and empirically, according to (H. D. Brown, 2004 : online), who cites. Three key points are included in this definition of speaking abilities. To begin, "productive skills" refer to a person's ability to actively produce language by coordinating speech organs like the lips, tongue, teeth, vocal cords, larynx, and pharynx, among others. Next, the purpose of language in communication is to deliver ideas and experiences to the listener and others so that the speaker can convey meaning to them. Finally, the ability to directly and empirically observe means that the speaker's implementation can be directly heard or seen, and the speaker's correctness and effectiveness in the speaking process can be empirically analyzed. Similarly, (Hedge, 2000 : 9) It claims that the communicative approach's success is determined by how well teachers can get their students to use language in meaningful contexts. This study confirms that using the Flipped Classroom in conjunction with the Role-Play technique can help students improve their English speaking skills. The percentage of development is shown in the analyzed data after learning.

2. The prathomsuksa 6 students' academic achievement before and after learning through an implementation of Flipped Classroom within Role-Play technique.

The result of students' academic achievement before and after learning through an implementation of Flipped Classroom within Role-Play technique was compared. The experimental group was assigned to do pretest before learning and at the end of the course with post-test. The scores were statistically analyzed by mean and standard deviations and T-test was used to examine. And it was found that the mean scores after learning through an implementation of Flipped Classroom within Role-Play technique was significantly higher than before learning with statistic significant at .05 levels. The experimental group had significantly higher mean scores on the post-test ($M=25.95$, $S.D.=2.10$) than the pretest ($M=15.10$, $S.D.=3.37$).

After students learning through an implementation of Flipped Classroom within Role-Play technique the result of the pre-test and post-test scores of the were statistically analyzed by mean and standard deviations and T-test it was found that the mean was significantly higher than before learning. The results of this study are accordance with defines role-play as "a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior and the roles he may actually meet outside the classroom." explained that role-playing is important in the communicative approach because it allows students to practice communicating in a variety of social contexts and roles. Role-playing is a versatile learning activity that allows for a lot of creativity and variation. By the same, states that role-playing uses a variety of communicative techniques to help students improve their language skills, increase classroom interaction, and increase motivation. As a result, role play can help learners improve their speaking skills and interact in any situation. For shy students, role play provides a mask through which students who have difficulty conversing are liberated. It's also enjoyable, and most students will agree that having fun helps them learn better. And supported by believes that role-playing helps students improve their speaking fluency. Language functions such as apologizing, greetings and other similar functions are used more than in any other activity. Learners are more concerned with communicating meaning than with using language correctly. Similarly, "Learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, and care must be exercised in choosing and setting up such activities so as not to put even more demands on them than speaking in another language

normally requires," according to the study. And (Kaufman, 2014 : 7) states that the flipped classroom, according to the author, has the potential to be the future of education. A flipped classroom is essentially a hybrid learning environment that combines online and face-to-face learning. As a result, in this section, the hyponyms of flipped classroom, online learning and blended learning, are discussed to provide background information for the flipped classroom model. Furthermore, a flipped classroom model should allow students to gain their first exposure to new information prior to class. The method for obtaining the initial exposure can range from reading textbooks or online reading materials to watching online video lectures. In flipped classroom studies, the video lecture is the most commonly used instructional technique, rather than reading or listening materials. According to "Visual representations appeal to a variety of senses, and thus are more easily retained in long-term memory than information that is only heard." As a result, it can be concluded that using the Flipped Classroom in conjunction with the Role-Play technique improved the students' English speaking skills significantly and clearly.

3. The students' satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique. The survey on students' satisfaction through an implementation of Flipped Classroom within Role-Play technique was found that the first part; contents of the study was in the positive level ($M=4.15$, $S.D.=0.53$). Second parts; teaching approaches in the study, the mean scores was in the highly positive level ($M=4.24$ $S.D.=0.46$). And third part; benefits of studying through an implementation of Flipped Classroom within Role-Play technique The average mean scores was in the positive level ($M=4.17$ $S.D.=0.56$) respectively. All participants satisfied that learning through an implementation of Flipped Classroom within Role-Play technique improved their English speaking skills and stated that they had developed in many ways. More importantly, it could be concluded that learning through an implementation of Flipped Classroom within Role-Play technique provided students better speaking and it also satisfied them.

4. The assumptions and other factors emerged influencing the research.

According to the results of the study, there was an interesting part and importance factor as follows;

4.1 The difference of the mean scores on second part of the students' satisfaction; teaching approaches in the study between both teaching approaches that obtained the highest and lowest mean scores. The mean score of Role-Play technique was the highest ($M=4.48$, $S.D.=0.51$) and the mean score of the Flipped Classroom was the lowest ($M=4.00$, $S.D.=0.60$) from all statements in the students' satisfaction. The researcher assumed that the Role-Play technique was familiar and suitable for students more than the Flipped Classroom because the Role-Play was very fun and challenged and all processes were easy. As (Paulston, 1976) Role-plays are "exercises in which the student is given a fictitious role from which he must improvise some kind of behavior toward the other role characters in the exercise." Similarly, "A classroom activity that gives the student the opportunity to practice the language, aspects of role behavior, and the roles he may actually encounter outside the classroom," according to the definition. that role-playing is important in the communicative approach because it allows students to practice communicating in a variety of social contexts and roles. Role-playing is a versatile learning activity that allows for a lot of creativity and variation. Meanwhile, the students were unfamiliar with the flipped classroom; the process was complicated and time-consuming. According to (Kaufman, 2014 : 7) states that the flipped classroom, according to the author, has the potential to be the future of education. A flipped classroom is essentially a hybrid learning environment that combines online and face-to-face learning. Instructors typically

assign online video lectures as homework in flipped classroom courses so that direct instructions (or knowledge delivery) are moved from the group learning space to the individual learning space. Traditional homework is moved into the classroom, including consolidating, practicing, and extending prior knowledge. (Lage,2000 : online). This is why the terms "inverted" and "flipped" have been coined. Learners can get their first exposure to new knowledge and prepare to apply it before they come to class by flipping instruction (Farah, 2014 : 7). Students gain more classroom time and opportunities to apply their knowledge through a student-centered collaborative approach or individual work as a result of their preparation.

Suggestions for further study

The following suggestions might be beneficial to English teacher who were interested in an implementation of Flipped Classroom within Role-Play technique to develop English speaking skills.

1. This study only develops prathomsuksa 6 students' English speaking skills. There should be a study of others students in different level.
2. The researcher might conduct research outside the classroom because it is going to be better to take students to communicate with the real situations and the people outside the classroom and then investigate how their English speaking skills develops.
3. The researcher should compare the students' satisfaction both before and after the experiment. This is to provide sufficient evidence of how an implementation of Flipped Classroom within Role-Play technique can change students' satisfactions at two points of time.
4. This study should be teaching in real on-site and online if the situation were getting better because it is going to be efficiency more than this way and it would increase the students competency in English speaking skills.

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