COMPETENCY OF MAHA CHULALONGKORN RAJAVIDYALAYA UNIVERSITY STUDENTS' ENGLISH COMMUNICATION THROUGH A COMPLETE PACKAGE OF SPEAKING SKILL TRAINING

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ABSTRACT

The research objectives were (1) to examine the English communication competency of students from Maha chulalongkorn rajavidyalaya University, (2) to compare English speakin of students before and after the treatment, and to (3) explore students' opinions towards the lessons created and planned according to the complete package of speaking skill training. The subject were 15 Maha chulalongkorn rajavidyalaya University students in the first semester of academic year 2021 at Maha chulalongkorn rajavidyalaya University, Nakhonratchasima campus, Nakhonratchasima Province. They were selected by the simple random sampling technique. Twelve 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, (4) teaching notes, (5) speaking criteria, and (6) teaching materials. The scores of English speaking competency 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 70%. The results of the study showed as follows: 1) after having been exposed to the complete English package of speaking skills training, most participants' scores in the posttest were higher than the pretest. The scores of students' English speaking competency on the posttest of each aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than pretest scores with statistical significance at the 0.05 level. 2) The scores of the students' English speaking competency on the overall aspect posttest were higher than pretest scores with statistical significance at the .05 level. Most samples' scores in the posttest were higher than the criterion of 70%. Moreover, the scores of the students' English communication competency posttest of each aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than the criterion of 70% with the statistical significance at the .05 level. And 3) the overall satisfaction to the complete package of English communication training was in the highest level with the mean of 4.87. In conclusion, the majority of students' communication competency and listening skills developed satisfactorily. They had a positive attitude on the complete package of speaking skill training.

KEY TERM: English communication, English competency, package of speaking skills training

I. INTRODUCTION

English is most used and communicated internationally and globally. It is also taught as a foreign language in Thailand's all educational systems such as primary, secondary, and tertiary levels as a required subject in their respective curriculum. Students must study the four language skills such as listening, speaking, reading, and writing, according to the Basic Education Core Curriculum B.E. 2551 (The Ministry of Education, 2008). This is highlighted particularly in Strand 1: Language for Communication. The ability to express data, information, concepts, and points of view on numerous topics orally and in writing is a requirement for learners. According to the curriculum expectation, students are expected to communicate effectively with native or non-native speakers. In contrast,

English instruction in Thai schools appears to be unsuccessful in enhancing English proficiency for communication. Only a few students are able to communicate in English effectively and fluently, whereas the majority of students still lack the confidence to communicate in English. Although the Ministry of Education has made efforts to support English instruction at the moment, Thailand's English teaching and learning requirements have not yet been met. Students still struggle with using English in their daily lives and jobs. Teachers continue to largely rely on textbooks, use ineffective teaching methods, and fail to create meaningful, real learning environments (Khamkhien, 2010: 184-190). This is quite true for the third year Maha chulalongkorn rajavidyalaya University students, where the researcher is teaching English to improve their English communication competency. Even though the university promotes English classes as a way of teaching innovation to enhance students' English proficiency, the ability in English communication is still at a poor level. The problems are considered serious and should be solved in effective ways.

The above- mentioned problem of students' speaking competency motivated the researcher to find a very effective approach to develop their speaking skills regularly in the context of their interests. One of the most practical and effective ways is the use of the complete package which focuses on developing learners' natural process of speaking competency in the real setting. This model will encourage students to improve their communication skills according to the real situations in their daily lives.

This study is one-group pre-test and post-test design aiming to examine the effects of Effects of Maha chulalongkorn rajavidyalaya University students' English communication competency through a complete package of English speaking skills training. The major purpose of the research is to find out why ESL/EFL learners cannot communicate in English fluently according to their educational level. This study seeks to develop students' speaking competency through the complete package of speaking skills training including constructing an English package for students to communicate effectively with the foreigners. Thus, the independent is a complete package of English communication skills training, while the dependent variable is students' English communication competency, and their opinions towards the complete package of English speaking skills training as shown in figure 1.
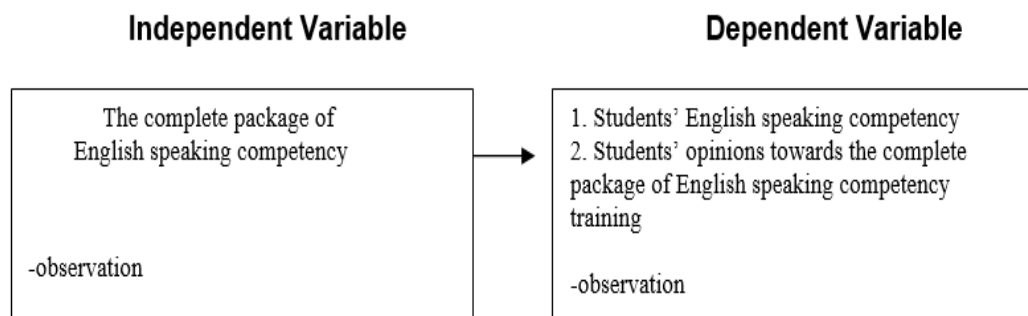
Figure 1: Conceptual framework of the study

II. RESEARCH METHODOLOGY

A. Research Hypothesis

1. Students who have studied English via the complete package of English communication training will achieve significantly higher average scores on the speaking post-test than the pre-test at the .05 level.

2. The average scores of English speaking post-test of students who have studied English via the complete package of English communication training is significantly higher than the criterion of 70% at the .05 level.

B. Methods

The scope of the study covers population and samples. The population in this study are 30 Maha chulalongkorn rajavidyalaya University students taking English course in the third semester of the 2021 academic year at Maha chulalongkorn rajavidyalaya University, Nakhonratchasima campus. Samples consist of 15 Maha chulalongkorn rajavidyalaya University students taking the English course in the third semester of the 2021 academic year through the purposive sampling random. There are two variables. They are independent and dependent variables. Independent variable is a complete package of English communication training. Dependent variables are students' English speaking competency, and students' opinions towards the complete package of English speaking training. The population and samples were included in the study's scope. Thirty students from Maha chulalongkorn Rajavidyalaya University who enrolled in an English course during the third semester of the 2021 academic year at the university's Nakhonratchasima campus made up the study's population. The samples were composed of 15 students from the Maha chulalongkorn Rajavidyalaya University who enrolled in the English course during the third semester of the 2021 academic year. An extensive program of English language instruction was the independent variable. Students' English-speaking abilities and attitudes toward the entire English-speaking training program were dependent variables.

This study used a one-group pretest and posttest design with the goal of examining the impact of comprehensive English speaking skills training on students at Maha chulalongkorn Rajavidyalaya University. Finding out why ESL/EFL students were unable to speak English fluently at their educational level was the main goal of the study. Through a comprehensive program of speaking skills training, including the creation of an English package to enable students to converse effectively with foreigners, this study improved students' speaking ability. Thus, a comprehensive program for improving English-speaking abilities served as the independent variable, while the dependent variables were students' English-speaking proficiency and their attitudes regarding the comprehensive program, as depicted in the figure 1.
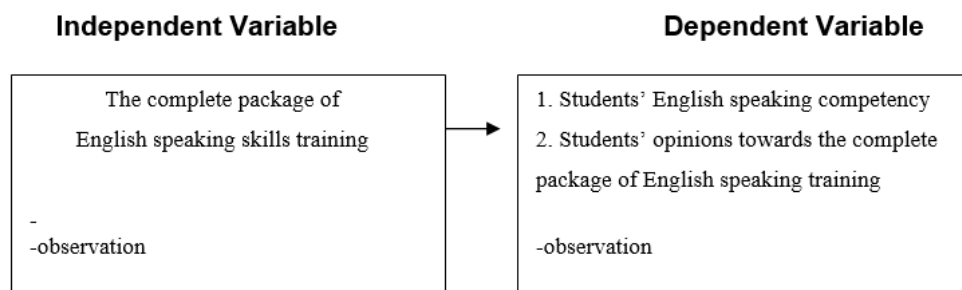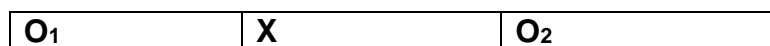

Figure 2: Conceptual framework of the study

The research design is in Figure 2 as follows:

O$_1$	X	O$_2$

O$_1$ represents the pretest given to test students' English speaking competency before the treatment.

X   represents the instructional plans focusing on the complete package

O$_2$ represents the posttest given to test students' English speaking competency after the treatment.

Figure 2: Research design

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

1. Instruments used in research procedure

1.1 A complete package

A complete package with nine topics in this study focusing on steps of teaching students' speaking competency based on communicative theory was adapted from the book

"Strategies of Speaking English As Native Speakers do" (Thawascha Dechssubha, 2010) as shown in the figure 3.
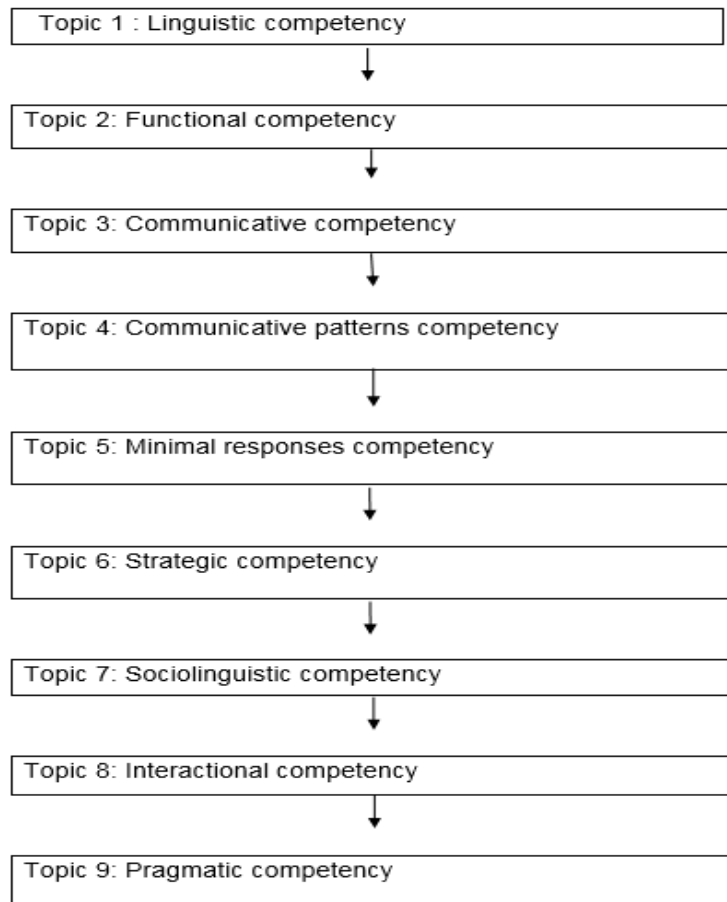

Figure 3: Nine topics as the steps of the complete package

1.2 The researcher studied the related research and documents about constructing the complete package of speaking skill training by studying the English curriculum, standards and classroom behavior of students, stages of teaching speaking and related information. Besides, the complete package of speaking skill training was presented to the research experts who graduated with at least a master's degree in English, TEFL or related fields to check the appropriateness of the language, accuracy of the topics, objectives, contents, and procedures to use with teaching, materials, worksheets, activities and assessments. Then, the complete package was revised as suggested. The complete package of speaking skill training evaluation form was comprised and ranked using a four point Likert-type scales (Adapted from Jarintip Worakitsawat. 2007: 157) as follows:

4 = Excellent

3 = Good

2 = Average

1 = Need improvement

The experts were asked to rate each topic using this scale as it reflected their agreement with each criteria. They were as follows:

3.50-4.00 means that the lesson plan was excellent.

2.50-3.49 means that the lesson plan was good.

1.50-2.49 means that the lesson plan was average.

1.00-1.49 means that the lesson plan needed improvement.

Table 1: Validation of the complete package of speaking skill training

Assessment issues	Expert	Expert	Expert	Expert	Expert	Total	Meaning
1. Opinion	3.10	3.40	4.00	3.80	4.00	3.66	Excellent
2. Contents	3.05	3.80	3.50	3.50	4.00	3.57	Excellent
3. Instructional process	3.40	3.60	3.70	3.60	3.80	3.62	Excellent
4. Activities	3.30	3.40	3.50	3.70	3.90	3.56	Excellent
5.Materials	2.90	3.00	3.30	3.50	3.10	3.16	Good
6. Time	3.00	2.90	3.00	3.50	3.40	3.16	Good
7. Assessment	3.40	3.80	3.70	4.00	3.60	3.70	Excellent
Overall	3.16	3.41	3.53	3.66	3.69	3.49	Good

The average score of each item is shown in Table 1. The results indicated that the average scores were between 3.16 and 3.70 and the overall average score was 3.49. They implied that the topic contained the necessary and unique characteristics of the complete package of speaking skill training and that the overall topics were good. The instruments used in data collection are pretest, and posttest of English speaking competency test, semi-interview, oral presentation, observation, and opinion questionnaire. In this study, English speaking competency test is used for pretest and posttest speaking ability assessment. Students are given the same topics for both of test. Post speaking test is used for measure students' English speaking competency after learning through the complete package. The speaking test constructed by the researcher. Students are interviewed by the teacher. Only 25 questions out of 40 questions are in English speaking test. The raw score is 100 points divided by 25 items. The time for interviewing each student is 10-15 minutes aiming to test the students' speaking competency, answering the questions and also examining the effects of speaking through the research. The test is used in both pretest and posttest. The steps of constructing the English speaking' competency test are as follows:

The researcher studies the related documents about English speaking assessment.

The researcher constructs 25 questions for English speaking test by following the structure of English curriculum. The 25 questions of English speaking test are presented to three experts who graduated at least the master degree in English or TEFL to check the objectives, accuracy of contents, and language. Then, the English speaking test is revised following the recommendations of the experts. The experts are asked to rate each item whether it is congruent with the objectives using assessment constructed by the researcher. Then, the Item-Objective Congruence (IOC) index is calculated by assigning scores to the answers as follows:

Congruent	=	1
Questionable	=	0
Incongruent	=	-1

The IOC index ranges from -1 to 1. The item of an index lower than 0.5 is unacceptable (Tirakanant, 2003: 140). The item score from 0.6 to 1.0 or higher 0.5 of IOC is acceptable.

The English speaking test was revised and edited following the suggestions and recommendations of the experts.

The English speaking test was checked for the accuracy of language by the native speaker. Then, the researcher revised according to the native speaker's suggestion. Then, only 25 items were selected to put in the English speaking test.

The test was tried out in the third semester academic year 2021 with 30 Maha chulalongkorn rajavidyalaya University students, Nakhonratchasima campus.

The English speaking test paper was revised and adjusted before using with the participants.

The English speaking scoring rubric was adapted from the Rubric Assessment System (2011). The English speaking scoring rubric was checked by three experts. The English speaking scoring rubric is as follows:

Table 2: English speaking rubrics

Rating	Criteria
	Clarity
3	Answer is clear and comprehensible.
2	Answer is awkward at times but always understandable.
1	Answer is awkward and incomprehensible to understand at times.
O	ZAnswer is awkward and incomprehensible.
Rating	Criteria
	Pronunciation
3	Pronunciation is like a native speaker.
2	Pronunciation is understandable with some error.
1	Pronunciation made understanding difficult.
0	Pronunciation is incomprehensible.

	Fluency
3	Very much confidence and able to communicate clearly with no difficulty.
2	Much confidence and able to answer the question with little difficulty.
1	Little confidence and take a long time to answer the questions.
0	No confidence and unable to answer the question.
	Comprehension
3	Understood the questions asked and answered correctly.
2	Understood most of what is asked.
1	Showed little comprehension of the question. Questions had to be repeated
0	No any sign of comprehension.
	Grammar
3	Responded to the question with good grammar.
2	Answered the question with limited answers and responses limited grammar. Grammar.
1	Answered the question with limited answers.
0	No response to the question.

The oral presentation aims to evaluate students' oral presentations speaking ability during the research. Each student has to participate in oral presentations. The research measures students' speaking competency on five aspects adapted from Harris (1994). There are a five level score and the total score is twenty-five. The criterion for evaluation is comprehension, pronunciation, grammar, clarity, and fluency as in the table 3:

Table 3: Criteria of English speaking (adapted from Harris, 1994)

Rating	Criteria	Comprehension
5	Understand everything without difficulty.	
4	Understand nearly everything at normal speed, although occasional repetition May be necessary.	
3	Understand most of what is said at slower-than normal speed with repetition.	
2	Has great difficulty following what is said. Can comprehend only "social Conversation" spoken slowly and with frequent repetitions.	
1	Cannot be said to understand even simple conversational English.	
	Pronunciation	
5	Has few traces of foreign accent.	
4	Always intelligible, though one is conscious of a definite accent.	
3	Pronunciation problem necessitate concentrated listening and occasionally Lead to misunderstanding.	
2	Very hard to understand problem because of pronunciation problems. Must Be asked frequently to repeat.	
1	Pronunciation problems so severe as to make speech virtually unintelligible.	

The questionnaire is an instrument for the collection of data, usually in written form, consisting of open and/ or closed questions requiring a response from students. The satisfactions questionnaire in this study aims to explore students' satisfactions toward speaking ability through the complete package. The students are asked questions relating to their satisfaction. The satisfactions are divided into two parts as bellows:

Part 1: General information about the students; first name, family name, gender, age, program of study, etc.

Part 2: Rating scale questions to explore students' satisfaction towards the complete package of English speaking training. The Likert is used for evaluation.

The rating scales of the satisfactions' questionnaire are interpreted as follows:

Table 4: Rating scores of questionnaire

Rating score	Degree of agreement
1	*Strongly disagree*
2	*Disagree*
3	*Neither agree nor disagree*
4	*Agree*
5	Strongly agree

After the questionnaire is completed, each item may be analyzed separately or in some cases item responses may be summed to create a score for a group of items. The total scores of the questionnaire are calculated statistically and then interpreted as follows:

Table 5: Total scores obtained from questionnaire

Average score	Degree of agreement
1.0- 1.50	Strongly disagree
1.51- 2.50	Disagree
2.51- 3.50	Neither agree nor disagree
3.51- 4.50	Agree
4.51- 5.00	Strongly agree

C. Data Collection

The data were collected by the researcher during the third semester of academic year 2021. The participants of this study are 15 third year students. All of them are monks and studying at Maha chulalongkorn Rajavidyalaya University majoring in English in the third semester of academic year 2021. They were selected by purposive random sampling. The instruments used in data collection are English speaking competency test, oral presentation, semi-interview, observation, teaching notes, pretest, posttest, and opinion questionnaire. In this study, English speaking competency test was used for pretest and posttest speaking ability assessment. Students were given the same topics for both of test. Post speaking test was used for measuring students' achievement or improvement of their speaking ability after learning through the complete package. The speaking test constructed by the researcher. Students were interviewed by the teacher. Only 10 questions out of 20 questions to be in English speaking test. The raw score is 100 points divided by 10 items. The time for interviewing each student is 10-15 minutes aiming to test the students' speaking ability, answering the questions and also examining the effects

of speaking through the research. The test was used in both pretest and posttest. The steps of constructing the English speaking' ability test are as follows:

The researcher studies the related documents about English speaking assessment.

The researcher constructs 20 questions for English speaking test by following the structure of English curriculum.

The 20 questions of English speaking test are presented to three experts who graduated at least the master degree in English or TEFL to check the objectives, accuracy of contents, and language. Then, the English speaking test is revised following the recommendations of the experts.

The 20 questions of English speaking test were present to three experts who graduated at least the master degree in English or TEFL to check the language and content correctness. The experts atr asked to rate each item whether it is congruent with the objectives using assessment constructed by the researcher. Then, the Item-Objective Congruence (IOC) index is calculated by assigning scores to the answers as follows:

Congruent	=	1
Questionable	=	0
Incongruent	=	-1

The IOC index ranges from -1 to 1. The item of an index lower than 0.5 is unacceptable (Tirakanant, 2003: 140). The item score from 0.6 to 1.0 or higher 0.5 of IOC is acceptable. The English speaking test is revised and edited following the suggestions and recommendations of the experts. It is also checked for the accuracy of language by the native speaker. Then, the researcher revises according to the native speaker's suggestion. Then, only 10 items is selected to put in the English speaking test.

The test is tried out in the third semester academic year 2012 with 30 Maha chulalongkorn rajavidyalaya University students, Nakhonratchasima campus.

The English speaking scoring rubric is adapted from the Rubric Assessment System (2011). The English speaking scoring rubric is checked by three experts. The questionnaire is an instrument for the collection of data, usually in written form, consisting of open and/ or closed questions requiring a response from students.

The satisfactions questionnaire in this study aimes to explore students' satisfactions toward speaking ability through the complete package. The students are asked questions relating to their satisfaction. The satisfactions are divided into two parts as bellows:

Part 1: General information about the students; first name, family name, gender, age, program of study, etc.

Part 2: Rating scale questions to explore students' satisfaction towards project work. The Likert is used for evaluation. Research instruments in this study are a questionnaire

providing 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 measure the degree of opinions of students about Thai students' speaking English problems.

The five-point Likert-scale is credited as follows:

Strong agree	= 5 points
Agree	= 4 points
Undecided	= 3 points
Disagree	= 2 points
Strongly disagree	= 1 points

The open-ended questions in the second part are the opinion of any other problems which are not mentioned in the questionnaires and suggestions for improving students' English speaking skills.

The criteria for interpretation of the mean will be defined as follows:

4.51-50   means most agree

3.51-4.50 means very agree

2.51-3.50 means neutrally agree

1.51-2.50 means a little agree

1.00-1.50 means the least agree

The questionnaires are given to the three experts both before and after the test. Then, they are distributed and collected on the same day. Data are checked and analysed by the computer process.

D. Data Analysis

The data both from the pretest and posttest were analyzed by using mean ($\overline{X}$), standard deviation (S.D.) and t-test. The average scores from the English speaking competency post-tests were compared with the criterion of 70% by using percentage, mean ($\overline{X}$), standard deviation (S.D.) and t-test. The researcher analyzes the data as follows:

1. Analyze percentage, means and standard deviation (S.D) of the scores both from pretest and posttest for English learning achievement test.

2. Compare pre-test and post-test scores by using t-test for dependent.

3. Data from opinion questionnaire are rated by rating scale calculated in percentage. The data reflect the learners' opinion towards the use of the complete package of English speaking skill training.

The rating scale is interpreted as follows:

The scales are adopted in rating the level of their opinions as the following:

> 1 = strongly disagree
>
> 2 = Disagree
>
> 3 = Neutral
>
> 4 = Agree
>
> 5 = strongly agree

(Rating scales are adapted from Likert scale).

III. RESULTS and DISCUSSION

The findings of the study were presented in this chapter according to the objectives of the study focusing on examining the effects of the complete package of English speaking training on Maha chulalongkorn rajavidyalaya University students' English speaking competency, comparing Maha chulalongkorn rajavidyalaya University students' English speaking competency scores before and after the treatment with the criterion of 70%, and exploring Maha chulalongkorn rajavidyalaya University students' opinions towards the lessons created and planned according to the complete package of speaking skill training.

The results of the study were presented in Table 6.

Table 6; Pre/post scores of students' English speaking competency

No.	Pretest (25 points)						Posttest (25 points)					
	Grammar (5)	Comprehension (5)	Clarity (5)	Pronunciation(5)	Fluency (5)	Total 25	Grammar (5)	Comprehension (5)	Clarity (5)	Pronunciation(5)	Fluency (5)	Total 25
1	3	2	3	3	2	13	4	3	4	4	3	18
2	3	3	3	2	2	13	4	4	5	3	4	20
3	3	2	2	3	3	13	4	3	4	3	5	19
4	3	3	2	2	2	12	4	4	3	3	4	18
5	2	2	3	3	2	12	3	3	5	4	3	18
6	3	3	2	3	3	14	4	4	3	4	5	20
7	3	3	2	2	2	12	4	4	4	4	5	21
8	2	3	3	2	2	12	4	3	3	3	3	16
9	3	2	2	2	2	11	4	3	3	4	3	17
10	3	2	2	3	3	13	4	3	3	5	4	19
11	3	3	3	3	3	15	4	4	5	4	5	22
12	3	2	3	3	3	14	4	4	5	5	4	22
13	2	3	3	2	2	12	3	4	5	3	4	19
14	2	2	2	2	3	11	3	3	3	3	4	16
15	3	3	2	2	3	13	4	4	3	3	5	19
AV.	2.733	2.533	2.467	2.467	2.467	12.667	3.800	3.533	3.867	3.667	4.067	18.933

The results from Table 6 showed that before learning English via the complete package of English speaking training, the highest score of the English speaking competency pretest of students consisted of 14 points, and the lowest score of English speaking ability pretest of students appeared 11 points. After studying English via the complete package of English speaking training, the highest score of the English speaking competency posttest of students remained 22 points. The lowest scores from the posttest increased from 11 to 16 in the posttest. Most participants' scores in the posttest are higher than the pretest in accordance with Pongmakkawan (2001) who studied English speaking skills of students and found that more than 50 percent of students could pass the setting criterion in seven lesson plans. Moreover, this evidence supported the research of Wongkaew (2006) who said that the score of the effectiveness of the activity package was 75/75 indicating that the English speaking ability of Pratom Suksa 5 students was improved.

The score of each aspect and overall aspects were compared by using the t-test to find out whether there was a significant difference between the pretest and posttest mean scores. This evidence supported the work of Ringgaow (2001) who used the video to promote English speaking skill of Muthayomsuksa 4 had a higher score than the posttest criterion of 60 per cent in their English speaking criterion. The students' pretest and posttest mean scores; mean difference, standard deviations, t-values, and statistical significance were presented in Table 7.

Table 7: Comparison of students' English speaking competency in five aspects

Aspects of English speaking competency	Total score	Pre-test $\bar{x}$	S.D.	Post-test $\bar{x}$	M.D.	t	Sig
Grammar	5	2.733	0.458	3.800	0.414	16.000	.000
Comprehension	5	2.533	0.516	3.533	0.516	10.247	.000
Clarity	5	2.467	0.516	3.867	0.915	8.573	.000
Pronunciation	5	2.467	0.516	3.667	0.724	8.290	.000
Fluency	5	2.467	0.516	4.067	0.799	9.798	.000
Total	25	12.667	2.523	18.933	3.368	19.823	.000

*P< .05

The results from Table 7 showed that the scores of students' English speaking competency on the posttest of each aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than pretest scores with statistical significance at the 0.05 level. In addition, the scores of the students' English speaking competency on the overall aspect posttest were higher than pretest scores with statistical significance at the .05 level. Therefore, hypothesis 1 was proven valid. In other words, students' English speaking competency was significantly improved after learning English via the complete package of English speaking training. In order to address Objective 2, to compare students' English speaking score after learning English via the complete package of English speaking competency with the criterion of 70%, and to test hypothesis 2, which stated that the average scores of English speaking post-test of students who have studied English via the complete package of

English speaking training is significantly higher than the criterion of 70% at the .05 level. The results of the study were presented in Table 8 Scores and percentage mean scores of the students' English speaking competency before and after studying English via the complete package of English speaking training.

Table 8: Total pre/post scores of students' English speaking competency

No.	Pre-test		Post-test	
	Total (25 points)	Percentage	Total (25 points)	Percentage
1	13	52.00	18	72.00
2	13	52.00	20	80.00
3	13	52.00	19	76.00
4	12	48.00	18	72.00
5	12	48.00	18	72.00
6	14	56.00	20	80.00
7	12	48.00	21	84.00
8	12	48.00	16	64.00
9	11	44.00	17	68.00
10	13	52.00	19	76.00
11	15	60.00	22	88.00
12	14	56.00	22	88.00
13	12	48.00	19	76.00
14	11	44.00	16	64.00
15	13	52.00	19	76.00
Average	12.667	50.67	18.933	75.73

The results from Table 8 showed that the highest score of English peaking ability posttest consisted of 22 points, and the percentage mean score was 80.00%. The lowest score of English speaking ability posttest remained 16 points, and the percentage mean score was 64%. As a result, the total mean score of English speaking ability posttest was 18.933, and percentage mean score was 75.73%. So, the results indicated that students passed the test which was set at 70%. Most participants obtained scores in the posttest higher than the criterion of 70%.

=The score for each aspect and the overall aspects were compared by using t-test to find out whether there was significantly higher than the criterion of 70%. The students' posttest mean scores, standard deviations, t-values, and statistical significance were presented in Table 9.

Table 9: Comparison of students' English speaking competency in five aspects

Aspects of English speaking competency	Criteria 70%	Total score	Post-test $\bar{x}$	S.D.	t	Sig
Grammar		5	3.800	0.414	2.806	0.007
Comprehension		5	3.533	0.516	0.250	0.403
Clarity		5	3.867	0.915	1.551	0.072
Pronunciation		5	3.667	0.724	0.892	0.194
Fluency		5	4.067	0.799	2.747	0.008
Total		25	18.933	3.368	3.531	0.0005

*P< .05

The results from Table 9 showed that the scores of the students' English speaking competency posttest of each aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than the criterion of 70% with the statistical significance at the .05 level. In addition, the scores of the students' English speaking ability posttest of overall aspects were higher than the criterion of 70% with the statistical significance at the 0.05 level. Therefore, hypothesis 2 was validated. In order to address the Objective 3, to explore the opinions of students from Maha chulalongkorn rajavidyalay University

Towards the lessons created and planned according to the complete package of speaking skill training. The questionnaire was used to assess students' opinions about the complete package of English speaking training. The results of the study were presented in Table 10.

Table 10: Students' opinions on package of English speaking training

Students' opinions	Mean	Percentage	Satisfaction level
1. Lecturer lectures with politeness and friendliness.	4.87	97.33	Strongly agree
2. Lecturer is knowledgeable.	4.73	94.67	Strongly agree
3. Lecturer suggests and answers the questions clearly.	4.60	92.00	Strongly agree
4. Giving knowledge and training are very useful.	4.80	96.00	Strongly agree
5. Time of training is appropriate.	4.40	88.00	Strongly agree
6. The content and curriculum suit students' needs.	4.67	93.33	Strongly agree
7. Lecturer's capacity is professional.	4.73	94.67	Strongly agree
8. The training atmosphere suits learning.	4.40	88.00	Strongly agree
9. There is a training assessment.	4.73	94.67	Strongly agree
10. The knowledge from the training suits their needs.	4.53	90.67	Strongly agree
11. The knowledge can be applied.	4.73	94.67	Strongly agree
12. The overall satisfaction to the lecturer.	4.80	96.00	Strongly agree
13. The overall satisfaction to the steps of English training.	4.60	92.00	Strongly agree
14. The overall satisfaction to the capacity of English speaking.	4.87	97.33	Strongly agree
15. The overall satisfaction to the capacity development of English speaking.	4.67	93.33	Strongly agree
Overall	**4.68**	**93.51**	Strongly agree

The Table 10 showed that the majority of samples thought that the lecturer gave knowledge with politeness and friendliness. The overall satisfaction of English capacity development was in the highest level with the mean of 4.87. While giving knowledge and training came second, and were considered very useful. The overall satisfaction to the complete package of English speaking training was in the highest level with the mean of 4.87. According to the table 9, the mean score of 4.21 – 5.00 referred to the highest

satisfaction of students about the complete package of English speaking training. Moreover, the majority of questionnaire answerers claimed that the service of English listening was most needed with the percentage of 35.71 as presented in Table 11.

IV. CONCLUSION

The final finding of the study indicated that students' English speaking competency improved significantly after the complete package process. However, in order to make the finding clearer, the conclusion was divided into nine categories as follows:

1. The posttest mean score of English speaking competency of students

Who studied through the complete package of English speaking training was significantly higher than the pre-test mean score at the .05 level. The results from Table 5 showed that before learning English via the complete package of English speaking training, the highest score of the English speaking competency pretest of students consisted of 14 points, and the lowest score of English speaking ability pretest of students appeared 11 points. After studying English via the complete package of English speaking training, the highest score of the English speaking competency posttest of students remained 22 points. The lowest scores from the posttest increased from 11 to 16 in the posttest. Most participants' scores in the posttest are higher than the pretest.

2. The posttest mean score of English speaking competency of students who

Studied through the complete package of English speaking training was higher than the criterion of 70% with the statistical significance at the .05 level. The results from Table 7 showed that the highest score of English peaking ability posttest consisted of 22 points, and the percentage mean score was 80.00%. The lowest score of English speaking ability posttest remained 16 points, and the percentage mean score was 64%. As a result, the total mean score of English speaking ability posttest was 18.933, and percentage mean score was 75.73%. So, the results indicated that students passed the test which was set at 70%. Most participants obtained scores in the posttest higher than the criterion of 70%.

3. Students' opinion about studying English through the complete package of

English speaking training was positive. The results of their English speaking competency improved. The overall satisfaction to the lecturer was in the highest level with the mean of 4.87. According to the table 9, the mean score of 4.21 – 5.00 referred to the highest satisfaction of students about the complete package of English speaking training.

4. The scores of students' English speaking competency on the posttest of each

Aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than pretest scores with statistical significance at the 0.05 level. The results from Table 8 showed that the scores of the students' English speaking competency posttest of each aspect: grammar, comprehension, clarity, pronunciation, and fluency, were higher than the criterion of 70% with the statistical significance at the .05 level. In addition, the scores

of the students' English speaking ability posttest of overall aspects were higher than the criterion of 70% with the statistical significance at the 0.05 level. Therefore, hypothesis 2 was validated.

5. The Table 9 showed that the majority of trainees thought that the lecturer gave

Knowledge with politeness and friendliness. The overall satisfaction of English capacity development was in the highest level with the mean of 4.87. While giving knowledge and training came second, and were considered very useful.

6. Data from the interview indicated that students admitted that their English

Speaking competency improved significantly after joining this project. Moreover, the overall satisfaction to the lecturer was in the highest level with the mean of 4.87 as in "1 improve my speaking when the teacher allows me to answer the questions. I have a chance to practice my listening and speaking ability while being interviewed."

7. The majority of questionnaire answerers claimed that the service of English listening was most needed with the percentage of 35.71 as presented in Table 10.

8. Students had a positive thinking on studying English through the complete package of English speaking training. Moreover, 37.93 % of them indicated that joining this project assisted their English speaking competency.

9. The data from the researcher's observation while doing this research showed that students thought that their English speaking competency with the complete package improved significantly as the evidence in chapter 4 (Most participants' scores in the posttest were higher than the criterion of 70%).

In conclusion, most students achieved significantly higher scores on the English speaking competency posttest than the English speaking competency posttest. The overall scores of English speaking competency posttest of students were significantly higher than the criterion of 70% at the .05 level. Thus, it can be concluded that the complete package of English speaking training can improve students' English speaking competency.

V. RECOMMENDATIONS

Two kinds of recommendations will be explained as follows:

1. Recommendation for instruction

1.1 For creating the complete package of English speaking competency, the teacher should prepare to build up the complete package English speaking competency by reading theories or research related to the complete package.

1.2 The teacher should encourage students to acquire speaking experience both inside and outside the classroom.

1.3   The contents used in the learning activities should be relevant to students' interests or needs.

1.4 The teacher should conduct a need analysis study prior to the research.

2. Recommendations for further study

2.1 Further studies should investigate the instructional materials promoting the integration of English speaking competency.

2.2 Further studies should be related to the design of the complete package accompanied by sound, animation and video.

2.3 Researchers should continue to study a variety of methods to improve English capacity by using the complete package of English speaking competency.

2.4 Further studies should be conducted using samples with different levels of learning achievement to find out the real results of the complete package of English competency.

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