AN IMPLEMENTATION OF FLIPPED CLASSROOM WITHIN ROLE-PLAY TECHNIQUE TO

DEVELOP ENGLISH SPEAKING SKILLS OF PRATHOMSUKSA 6 STUDENTS

THEERAPAT PIKULTHONG
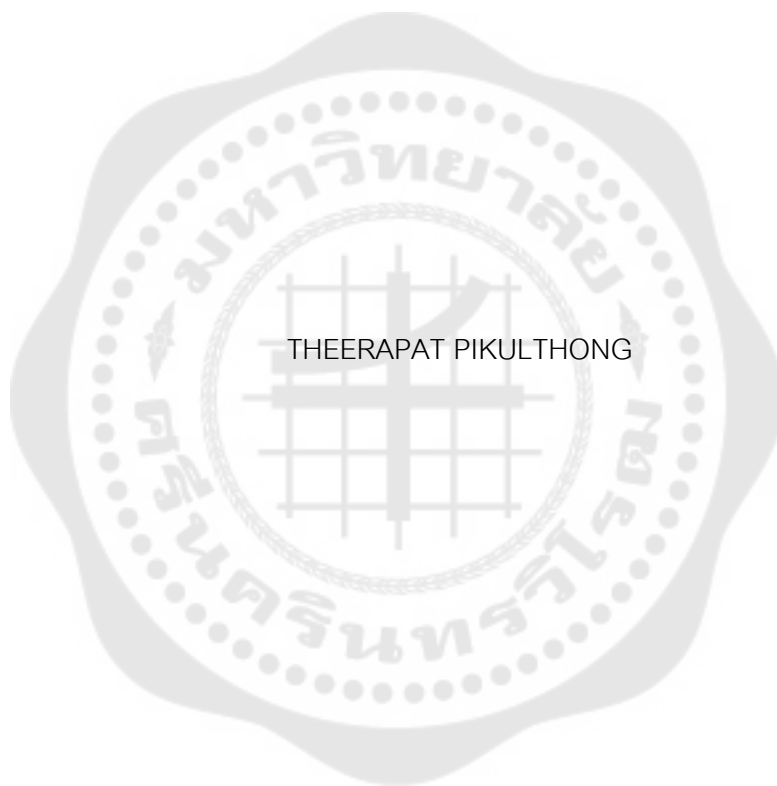
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BY

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The objectives of this research were to develop the English-speaking skills of Prathomsuksa Six students through the implementation of the Flipped Classroom and Role-Play technique, compared to the academic achievement of Prathomsuksa Six students between, before, and after learning with the implementation of the Flipped Classroom and Role-Play technique, and studied student satisfaction. The population consisted of 180 Prathomsuksa Six students at Watbansong School in Surat-Thani province. The sample was selected by a purposive procedure, with 40 students in the 2021 academic year. The research instruments were lesson plans, a speaking observation form, an online speaking pre-test and post-test, and an online questionnaire on student satisfaction. The data were collected using online platforms, suitable for the COVID-19 pandemic. The students took an online pretest, took a quiz after learning in each lesson, a speaking observation form and an online post-test on their satisfaction. The results revealed that the development of English-speaking skills had a highly significant percentage (80.20%) and high mean scores (M=4.01, S.D.=0.34). The results indicated that the students developed English-speaking, in accordance with the data, with five components: pronunciation, grammar, vocabulary, fluency and comprehension. The researcher observed their development after each lesson and the data was obtained in 12 hours. The academic achievement of the students after learning was significant at a level of .05 and 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). Furthermore, the satisfaction of the students toward the study was at a positive level (M=4.15, S.D.=0.53), the mean scores of teaching approaches was at a highly positive level (M=4.24, S.D.=0.46), and the average mean score was at a positive level (M=4.17, S.D.=0.56) regarding the benefits of the study. The findings revealed the advantages of learning and student satisfaction with the Flipped Classroom and Role-Play technique.

Keyword : Role-Play, Flipped Classroom, English-speaking skills

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Background

An international language is one that is chosen to speak everywhere in the world and has been taught as a second language to many people. English is the most widely used. A large number of English lexical units are derived from French, Latin, German, and other European languages. A large portion of word borrowing comes from the French language, demonstrating the English language's fondness for foreign words and a diverse vocabulary. (Crystal, 2003) 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.

English appears to become a very effective language, as evidenced by the large number of native and non-native speakers worldwide. "Statistics show that English is a very effective language." "Around half of the world's population is already fluent or content in English," writes (Crystal, 2003). For example, Chinese has the most native speakers of any language, but it is a more difficult language in grammatical features, verbs, meanings, and so on. However, some sociolinguists disagree about whether the achievement of a language is determined by the number of people who speak it. (Crystal, 2003) claims that "the number of people who speak a language has less to do with why it becomes a global language?" Besides that, English can be used to express a variety of meanings. It was because the English not only has several words in different meanings, but it also has many different types of syntax that help speakers be more precise and emphasize a specific statement if necessary. Another intriguing feature of the English language is its ease of writing. Even languages with hundreds of letters in their alphabets, such as Chinese, can have different meanings when pronounced differently. The Roman alphabet is thought to be much easier to learn than the Chinese writing system, which would be extremely difficult for many people to learn. Furthermore, because the Ancient English Roman alphabets are phonetic rather than character-based, it can help in describing the overall sounds of keywords and expressions.

Even though English is widely learned to speak, numerous citizens think that learning it as a second or foreign language is essential. People appear to have made the correct decision because people can now freely express themselves all over the world. Many people believe that it is the commercial language. There is no denying that English has long been used in business. (Thierry, 2018) claims that "English has risen to the top of the world's most widely spoken languages, surpassing Mandarin, Chinese, and Spanish unless proficiency is not taken into account." In comparison, Another language such as Spanish, Chinese, Arabic, and French were famous spoken. "English has grown from a small island and become the global language of commerce, diplomacy, and science. Furthermore, English is a language that is used in films, entertainment, education, broadcasting, as well as a variety of many othe innovative innovations, including the internet. A large portion of the world's population enjoys Hollywood films. The English language has grown in popularity as a result of this expansion. Besides that, English has provided a common language for people from various backgrounds. A German, for example, may not need to understand Hindi to talk with somebody from India if both people speak English. As a result, English has helped to break down some cultural barriers between nations. However, cultural differences exist among international locations. A country's willingness to know or speak a language other than its own may be influenced by its history.

In Thailand, English is regarded as a subject that serves as a critical gatekeeper in the school system. It must be taught from the time students begin there own educational careers. English is a subject that is required at any educational level, from junior to higher education institution. Thai government is committed English and has granted the Ministry of Education permission to improve the English language proficiency of students and teachers. Every government has announced policy and strategic plans to encourage students' language skills.

The Education department also believed that increasing the quality of English learning and teaching included all formative components, such as the clarification of learning languages strategy, its perception in to other processes, the development of an

education system, the quality of the educator, the way of teaching, and the available materials. The Education department published one of most current policy to modify English teaching and learning in elementary schools in 2014. Adoption of the CEFR, according to language teachers and academics, is an important element forward into elucidating language objectives and enhancing language standards amongst that huge number of Thai teenagers in the near future. The policy demonstrates the Thai government's strong willingness to improve Thais' English skills throughout training to prepare them for living in the ASEAN community. The following are the specifics of the English Language Forming Policy:

1. The Common European Framework of Reference for Languages (CEFR), an international language standard, is required for use in education as the guiding principles for implementing English language teaching and learning, developing teaching and learning, declaring academic objectives, constructing teaching - learning process, evaluating learning goals, and developing the teacher profession. The framework, which is divided into six levels from A1 to C2, would be used to evaluate communicative language competence. Students should really have achieved A1 proficiency by the end of primary school, and according to Ministry of Education's English language proficiency targets.

2. Change the approach to education from teaching grammar to Communicative Language Teaching (CLT) to incorporate educational process with natural methods of learning. It is also stated that required to listen, actually talking, having read, and writing should all be prioritized when learning English.

3. Encourage English teaching - learning process by combining CEFR benchmarks into the education system, basic instructional, and a variety of approaches based on students' perceptions and preferences, and also the school's willingness.

4. Increase English proficiency by establishing the following study programs:

4.1 Creating English Programs (EP), Mini English Programs (MEP), International Programs (IP), English Bilingual 3 Education Program (EBE), and English for Integrated Studies (EIS) at all levels of basic education in public and private schools.

4.2 Establish enrichment classes that include activities that improve English for socialization, academic literacy, and at least a weekly 2-hour discussion class to create special English learning programs. Furthermore, more curriculum initiatives and English for Careers courses should be developed with the goal of making preparations students with special needs for educational leave and employment.

4.3 Promote English language proficiency by developing activities and school environments that promote English learning, also including intensive English language encampments lasting 2-4 weeks (84-170 hours) and global camps for highly capable students during school breaks. Schools can set aside additional time for language learning, as well as successive durations of learning language for a half day and/or another day or more. Furthermore, the school environment should include an energized environment that promotes communicative practice among students, such as Education Day, English Area, English Corner, language competitions and contests, bulletin boards, and the promotion of reading both in and outside of classes with a wide variety of genres.

4.4 Introduce the English conversation inside the context of teaching in English classes, as well as publicize English Enhancement classes as extra or optional courses for students with a learning surroundings of interest and potential.

5. Language teaching abilities of teachers are being enhanced in accordance with the CEFR framework and the concept of communicative language teaching. When it comes to assessing and evaluating English content and skills, English teachers are put to the test. As a result, plans for teacher development, an implementation and management framework, and a coaching process can be constructed based on their abilities.

6. Encourage lecturers and learners to use Information technology media in education to enhance the learning experience. The development and selection of

normalized and qualified E-Content Acquiring knowledge application areas, language practices, and English learning tests will be discussed. According to an official announcement from the Ministry of Education, a focus will be put on acquiring English across online technology for the abilities of able to listen and trying to pronounce words or sentences (Education, 2014).

The majority of primary schools and teachers are enthusiastic about curriculum development. Teachers were involved in the curriculum development process so that they could understand and recognize the role that the syllabus performs in the teaching process. The Ministry of Education introduced the 2015 Basic Core Curriculum, which assists teachers in lesson planning by establishing learning standards, indicators, and core content for each subject area. All of these factors contribute to the success of teaching and learning. English is among the compulsory courses from 1st grade in primary school to Grade 12 in high school, according to the language learning area of the Basic Education Core Curriculum 2008 (Education, 2008). Learning languages helps the students hold a positive attitude toward the language as well as the ability to communicate in a range of situations, conduct research, earn a living, and pursue higher education using English. Communication, culture, connection, and community are the four strands of study that make up the main content of English (Standards, 2003). 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. Moreover, students can use English as a tool to obtain data from a wide variety of source information and to comprehend the global community's multiculturalism (Standards., 2003) Language is essential in life because it is the means by people interact. The ability to speak English is frequently identified as the most important aspect of an English course. Because communication is at the heart of English teaching and learning, speaking is the most valuable 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 widely accepted way to communicate with others, and the ability to communicate clearly is a basic requirement in English subjects that must be taken seriously (Azadi Somayeh, 2015). peaking is one of the four fundamental skills in learning a foreign language, along with listening, reading, and writing. In most EFL situations, students do not communication in everyday situations. They dearth the ability to effectively communicate and correctly. This causes learners to feel insecure and avoid interacting with native English speakers (Oradee, 2012).

According to (Homan, 2016), almost all children enjoy imaginative play or role play in every elementary classroom and across public education. This could include panning a bit of paper all around space as if it were a racing car or a trying to fly plane, or pretending to be a fireman, a store clerk, a parent, a doctor, or a physician's assistant in their engine. Children can use objects to demonstrate different things, or they might directly influencing to themselves and the others and act them out. While it would seem to become a simple act, by continuing to push the barriers of reality, these kids are able and continuing to develop a range of essential life skills. This role-play was allowed for a variety of viewpoints to take and for concepts and feelings 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 use of eye contact, move, and able to listen skills will benefit the child's social skills. Letting your kids to lead the way in a game will help them develop great control over their communication, so remain calm in the communication environment. As (Campbell, 2016), 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." (Bergmann, 2012) defined flipped learning as "when a teacher's lecture is delivered to students via video and other outside sources of information to facilitate learning." Active problem solving and one-on-one or small group tutoring with the teacher are reserved for class time. 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.

Watbansong School is located in Wiengsa, Surat-Thani, the largest province in the south of Thailand and one of the most popular destinations for the international tourists (Thailand, 2019). 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 obligated to take the exam, which is accredited by the National Institute of Educational Testing Service on an annual basis (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 would help students better in English speaking skills.

Objectives of the study

    The objectives of the study were as follows;

      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.

Research Questions

    This study aimed to seek answers to the following questions.

      1. Do prathomsuksa 6 students of Watbansong School develop their English speaking skills after learning toward an implementation of Flipped Classroom within Role-Play technique?

      2. Do prathomsuksa 6 students' academic achievement after learning through an implementation of Flipped Classroom within Role-Play technique is higher than before learning through an implementation of Flipped Classroom within Role-Play technique?

      3. What was the students' satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique?

Significance of the Study

    The study's findings are expected to serve as a guide for improving students' English speaking skills through the use of the Flipped Classroom in conjunction with the Role-Play technique. The results of implementing the Flipped Classroom within the Role-Play technique to improve students' English speaking skills are beneficial for English teachers, curriculum developers, educators, course developers, and administrators who are attempting to assist students with their English speaking skills learning. Furthermore,

the findings of this study can be applied in the classroom, particularly at all levels. Meanwhile, the findings have been beneficial, with students who took part in the study improving their English speaking skills through the use of the Flipped Classroom within the Role-Play technique and effectively increasing their English speaking skills in everyday life.

Scope of the Study

Population and Sample

The population of the study consisted of prathomsuksa 6 students of Watbansong School, Surat-Thani province. There are one hundred and eighty students in primary 6. The sample was selected by a purposive procedure which was forty students. This study was conducted in the 2021 academic year.

Variable

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

Definition of Terms

The following terms were defined because they were frequently and repeatedly used in this study:

English Speaking Skills

English speaking skills referred to an increasingly development speaking skills after learning through an implementation of Flipped Classroom within Role-Play technique. The development was assessed by quiz and speaking observation form that included five components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension after learning in each lesson.

Role-Playing

Role-playing is a technique that allows students to interact with other people in a controlled environment to gain experience and test new strategies. Participants might indeed play a role related to their own (one which they will probably

eventually play) or they may perform the contrary side of this story or interaction, based on the objective of the activity.

Flipped Classroom

A flipped classroom is one in which the traditional educational model is inverted. In a flipped classroom, learners are exposed to information at home and then practice continuing to work through it at school. This is the opposite of the more common practice of teaching new material in school and then planning lessons and projects for students to accomplish independently at home.

An implementation of Flipped Classroom within Role-Play technique

An implementation of Flipped Classroom within Role-Play technique referred to the blending of two approaches between Role Playing and Flipped Classroom that the researcher design to develop students' English speaking skills as follow;
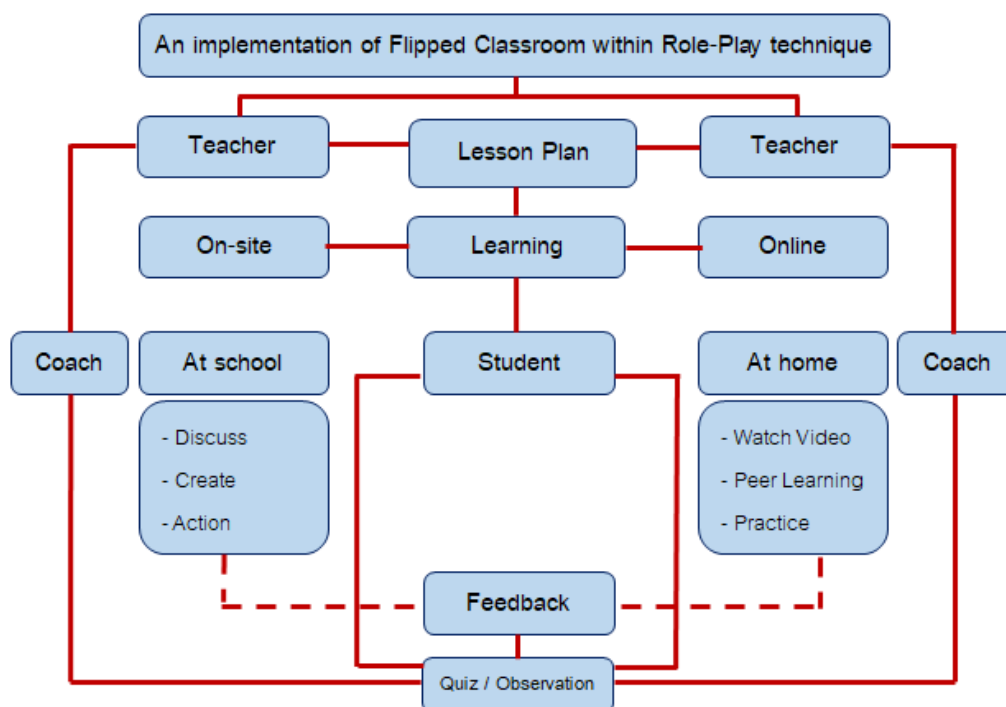
Figure 1: An implementation of Flipped Classroom within Role-Play technique

Students' academic achievement

Students' academic achievement referred to the academic achievement that the students has been test by using pretest and posttest before and after learning through an implementation of Flipped Classroom within Role-Play technique.

Satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique

Satisfaction towards the use of an implementation of Flipped Classroom within Role-Play technique referred to the students' opinions towards an implementation of Flipped Classroom within Role-Play technique used in the classroom and gathering form questionnaire.

Conceptual Framework

Independent Variable	Dependent Variable
An implementation of Flipped Classroom within Role-Play technique	English speaking skills of prathomsuksa 6 students
	Academic achievement
	Students' satisfaction
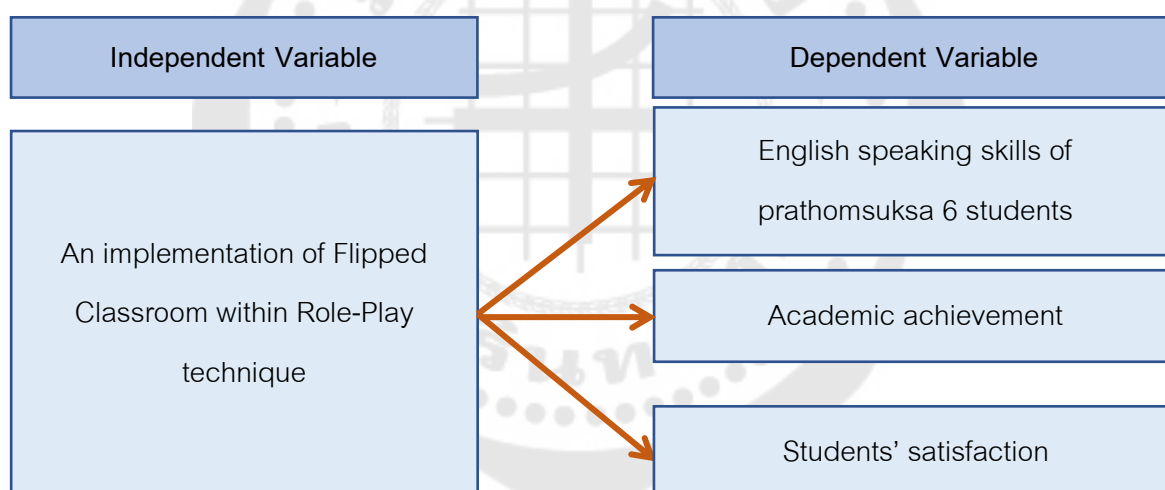
Figure 2: Conceptual Framework

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter presented a review of the related literature in relation to the research questions and the research hypotheses. It consisted of seven parts. First, it presented with English speaking ability including definitions, the components of speaking, and the stages of teaching English for communication. Second, role-play included the role-play definitions, significance of role-play in teaching speaking skills, and the advantages of using role-play. Third, a flipped classroom included definitions, key elements in flipped classroom. Fourth, an online learning and blended learning. Fifth, an implementation of Flipped Classroom within Role-Play technique. Sixth, satisfaction's in language learning. In the last, the related research was presented.

English Speaking Ability

Definitions of English Speaking

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 skills are really the skills that allow us to effectively communicate. These skills allow the speaker to convey his statement with enthusiasm, sincerity, and judgment. Speaking skills also ensure that those who are listening are not confused. According to (Richard, 2008) , when we talk, we are usually doing something, exploring ideas, figuring out some aspects of the world, or simply having a conversation. If the students had been fluent in English, it would have been easier for them to communicate and explore their ideas. Students who are fluent in English have easier access to current data in fields such as science, innovation, and health. Speaking is an important skill in the organs of speaking that can be observed directly and empirically for expressing meaning, according to (H. D. Brown, 2004), who cites (Cameron, 2001). Three key points are included in this definition of speaking abilities. To begin,

"productive skills" refer to a people's ability to actively acquire language by organizing various speech organs such as the mouth, tongue, teeth, larynx, and pharyngeal. Following that, the function of language in language is to communicate thoughts and experiences to the listener and others in order for the speaker to convey meaning to them. Finally, the ability to directly and empirically observe implies that the speaker's implementation can be heard or seen directly, and the speaker's appropriateness and effectiveness in the speaking procedure can be scientifically 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..

The Components of Speaking

Speaking is the ability to use linguistics skills in communication, which students use in their daily activities. It's not just about sending messages to other people; it's also about communicating with multi people. People construct ideas in words when they speak, expressing their perceptions, feelings, and intentions in order for interlocutors to understand what they mean. If the students lack of communication skills, do not understand the speaker's English words, do not recognize the language, and do not comprehend what the speaker is saying. According to (Syakur., 1987) speaking skills consist of at least five components: comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Pronunciation: When speaking, students use pronunciation to produce better and clear language. It means that while a student's language skills are limited, they can communicate effectively if their pronunciation and intonation are correct. Pronunciation contrasts with the traditional or common - law pronunciation of words. That statement implies that pronunciation is the procedure through which students plan identifies language when speaking (Kline, 2001). It is not the same as mastering a catalog of tones or disconnected words as it is to master English pronunciation. All that

is required is to master and practice the special English way of producing a speaker's thoughts comprehensible (Gilbert, 2008). Furthermore, all aspects of speech that contribute to clear communication flow are included in pronunciation, such as vertebral utterance, rhythm, intonation, wording, and, extra tangentially, body language, body position, and physical contact (Fraser, 2001). The preceding statement implies that pronunciation includes a wide range of factors such as utterance, rhythm, intonation, wording, and, to a lesser extent, body language, body movements, and physical contact.

2. Grammar: Grammar is required for students to write and speak correctly. Grammar is a procedure for analyzing financial statements for and predicting the language knowledge of an ideal speaker or hearer. This is achieved by utilizing a set of rules or principles capable of producing all linguistic or well-formed expressions in the language (Purpura, 2004). Furthermore, grammar is defined as a set of rules that allow us to mix words in our speech into larger groups The grammar of a language describes how words in that language can take on different forms and be combined to form sentences (Harmer, 2001). Grammar's function, according to the preceding statements, is to organize the accurate sentence contextually and to enhance understanding in each communicator. According to Wikipedia, grammar is the investigation of how words combine to form sentences (Nelson, 2001). According to the preceding statement, grammar is a rule that students must follow in combining appropriate words in written and oral conversation. The term "grammar" refers to the basic precepts and linguistic structure, such as proper and accurate grammatical structure and precise word forms (Batko, 2004).

3. Vocabulary: Because we won't be able to even use the function and structure we've understood for readily understandable purposes of communication unless we have a large vocabulary, a large vocabulary is required for successful second language use. One can also argue that one of the keys to successful communication is the power of words. Furthermore, having a large vocabulary implies that you know good phrasing, which is the most essential part of any language, especially when speaking.

Being capable of expressing our thoughts, emotions, and ideas both orally and written requires a large vocabulary. In spoken language, the vocabulary is generally acquainted and seen on a daily basis (Turk, 2003). It means that the vocabulary used in spoken language or speaking must be very acquainted and used in everyday conversation in order to understand the spoken discourse. Vocabulary is an important part of learning a language. Students must be able to understand words and their meanings, as well as how they are spelled and pronounced. As a result, when teaching vocabulary, teachers must explain the meaning as well as the spelling and pronunciation. Vocabulary refers to the ability to comprehend the meanings of words. This definition is further complicated by the fact that words can take at least 2 types: oral and written. We use our "oral vocabulary," which is a collection of words for which we know the meanings, when we understand the language intranasal (Hiebert, 2005). Moreover, vocabulary is made up of lexemes, which are made up of isolated words, combinations of words, and idioms (Richards, 2002).

4. Fluency: Fluency is defined as the skill to effectively communicate, fluently, and accurately. Fluency is defined as the ability to communicate verbally without anyone being interrupted. If a teacher wants to evaluate a student's fluency, they should be entitled to free speech and without interruption. The goal is to help students speak fluently and naturally in English. Because too much adjustment interrupts the flow of conversation, the teacher does not absolutely right away. (Pollard's, 2008).

5. Comprehension: The ability to recognize and procedure long periods of speech, as well as form explanations of the interpretation of sentences, is defined as comprehension. Because second-language comprehension cannot be measured directly, it must be inferred from nonverbal and verbal reactions, synthetic tools, or the teacher's or study's intuition. Even after the processes being complicated and risky, participants' comprehension reflects their complete understanding of the nature of the research project (Cohen, 2005).

As a result, it can be indicated that recognition refers to the speakers' understanding of what they are saying to the audiences in case of any confusion; it also helps the listeners catch the details from the communicator.

.Stages of Teaching English for Communication

In today's English classes, students' abilities in real-life situations are emphasized. Many linguists discuss the levels and fundamentals of English instruction that contribute to stronger communication (Davis, 2020) outlined the following five steps of guidelines and principles for teaching English:

Warm-up

The warm-up portion of the lesson is a way to quickly establish a learning environment and pique students' interests. Warm-up, lead-in, or reviews are the three warm-up options. A simple warm-up can be as simple as playing a game or doing a song or chant activity. The warm-up does not need to be related to the students' learning. The lead-in, unlike the warm-up, ends with a question about the students' learning. Teachers can design an activity to help students transition from one topic to the next. The final type of warm-up, the review, does exactly what its name implies.

Presentation

During the presentation, the teacher instructs the students. Students receive feedback from the teacher on the vocabulary, dialogue, sentence patterns, and grammatical structures they will be learning in the lesson. The teacher's sole responsibility at this point is to ensure that students understand the material. Students are not required to be able to recite or produce. This is usually the PPP model with the shortest duration.

Practice

Practice is when a teacher provides sufficient efficient practice for students to become familiar with the vocabulary, conversation, sentence patterns, or grammar structures they are learning in the lesson. Teachers provide hints at this point to assist students in remembering the content of the lesson. Students should focus on accuracy at this point. This is the most time-consuming aspect of the PPP framework.

Production

The production is when the teacher evaluates whether or not the students are capable of producing the learning content on their own; this is referred to as "production." Teachers typically create a CLT activity in which students engage with one another using the vocabulary, conversational patterns, sentence structures, or grammar structures that they have learned. Students should be continuing to work on fluency and evaluating after learning with online quizzes at this point.

Wrap-up

The lesson comes to a close with a wrap-up. This is usually accomplished by going over the materials covered in the lesson again quickly.

In conclusion, language teaching has five stages, the first of which is communication, so please send a new language, practice it, and interact with peers. Competence refers to a language learner's opportunity to communicate with other speakers in situations where the correct meaning is required.

Role-Play

Definitions of Role-Play

In the hands of a teacher, role play can be a very helpful instrument. Because the main objective of a communicative skill like this is to increase classroom interaction, teachers should not ignore it as a way to justify learners' conceptual linguistic competence in practice. Because there is no single specific definition of role-play and different writers see this in different ways. (Porter-Ladousse, 1987) 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 premium on a wide variety of role-playing activities. A able to speak task may be confined and supported by ready cues, such as dialogues, or it may be an opportunity for children prefer to enhance rather than rely on performed dialogue. According to (Porter-Ladousse, 1987) , the complexity of role-playing can vary, with some expressions being very structured while others are very short and simple. As a result, the activity's difficulty is decided by the language skills.

Another definition proposed by Scrivener is that in role-playing, students are typically given some data about a "role" (e.g., a person or a job title). This is typically found on "role cards." Learners prepare for a while before assembling with other classmates to act out small visuals based according to their own concepts as well as any information and ideas from the role cards. A simple role card might merely title the role, such as mom or private investigator, or would provide directions on what to do instead, such as buying a train ticket to Brighton (Scrivener, 2005).

It is explicitly stated that learners are provided different roles to play. According to Scrivener, role cards are important since they provide students with crucial data about their roles. The paper contains basic clues that assist students in communicating important information about their own plot lines to be played. It also gives the speakers a sense of security. Students actively may depend entirely on a card for their assertions, whereas weaker students may use role cards as instructions. A complementary of role cards is typically designed with contrary opinions and obvious conflicts in mind (Scrivener, 2005). This author also claims that learners need enough time to finish their assignments and that they need enough time to get ready their concepts and language prior to actually performing their roles. Moreover, he asserts that learners consider incorporating any language they recognize in addition to the concepts on the role cards.

According to (Golebiowska, 1987), Students are assigned a task and informed who they really are, what their personal views are, and what they understand that another students do not. She highlights that students are informed who they are, i.e., that they are playing a role. Casting themself as a new personality can help you beat your fear of public speaking because the personality types they play make mistakes, not the speakers. The primary advantage of role-playing is that students can supposed to be anyone they want for a short time. Their mission is to pass themselves off as another, such as a doctor, a pop star, a parent, a millionaire, and so on.

To summarize, role-playing is a learning structure that allows students to apply content right away after the teacher assigns them to the role of a political

appointee who must make a final decision about a policy, resource allocation, or another outcome. This technique is an excellent method for keeping motivation up and allowing them to socialize while clearly trying to accomplish the task given access to them in their particular role. This work can be completed in groups, or students can maintain their sensitive areas of their roles all across the class period. Students become more engaged as they attempt to react to the substance through the eyes of their characters.

Significance of Role-play in Teaching Speaking Skills

Role-playing learning methods are one way to encourage learners to talk in a wide range of contexts and assume various social roles. Because socio-culture appears to be playing such a vital purpose in the manufacturing of speech acts, a discussion and debate rating task in which students rate communication or situations on various degrees of complexity and other factors is suggested as a way to raise linguistic competence and transport this insight to manufacturing operations such as role-plays. Furthermore, the learner is required to focus more on the creation and stabilization of social relationships during the social interaction activity. Meanwhile, two things can be got to add to this description. To begin, the teacher could make the role-play the whole activity by having all classmates out such a public meeting with several speakers. Second, not every role-playing scenario is appropriate. Set the tone for the party by telling the students to enroll able to dress as themselves or a living or recently departed person of their choice (Celce-Murcia, 2001). Role-playing has been one of the activities which promote speaking. Through role-playing activities, students will learn how to use sounds and words of articulation to communicate ideas, opinions, and feelings to others. According to (Paulston, 1976), role-playing exercises are "exercises in which the student is assigned a fictitious role from which he must improvise some kind of behavior toward the other role characters in the exercise". Role-playing is also defined as "a classroom activity that allows a student to practice language, aspects of role behavior, and roles that they might encounter outside the classroom" by (Livingstone, 1986). According to (Freeman, 2000), role-playing is an important part of the speaking skill because it allows students to practice communication and interaction in a variety of social situations and

roles. Role-playing is a flexible learning ability that enables for a lot of creativity and variation. Role-playing uses a variety of investigated the interaction to enhance communicative skills, encourage classroom interaction, and increase motivation, according to (Ladousse, 1995), As a result, role-playing can help students to improve their speaking ability and interact in any situation. Role-playing can help shy students by giving a mask throughout which students struggle with dialogue can express them. It's also enjoyable, and most students will agree that having fun helps them learn better. Some of the purposes for using role-playing in the school environment to teach speaking include:

1. Role-playing can be used by teachers to train their students in speaking skills in any situation, bringing a diverse range of experiences into the classroom.

2. Role-playing places students in situations that require them to use and develop specific types of language that are critical in lubricating the wheels of social relationships but are frequently overlooked by language teaching curricula.

3. Some people learn English to prepare for particular roles in their lives. It is advantageous for those students to be tired and experimental in the classroom.

4. The most important reason for using role-playing is that it is fun.

5. Role-playing is beneficial to many shy students because it provides them with a mask to wear. Finally, role-playing can improve the students their fluency in a target language, motivate them to speak and interact with others in the classroom, and start making the teaching method more enjoyable.

Finally, role play is a technique that can improve students' language skills in a chosen language, motivate them to speak or communicate with others in the classroom, enhance motivation, and make the teaching-learning process more enjoyable.

The Advantages of Using Role-Play

Some teachers aren't aware of the advantages of role-playing. They may assume that role-playing is unsuitable for classes with disciplinary problems and that doing so would result in chaos. They also believe that students could be reluctant to take on new roles or that their communication skills are insufficient. The section that follows arguments to defend the use of role-playing activities in English classroom. Role-playing, according to (Kowalska, 1991), Fluency in speaking is improved. Apologizing profusely, greetings, and other similar language functions are used more frequently than in any other activity. Learners' attention goes to meaning communication rather than proper language application. As a result, teachers can use role-playing to help students improve their speaking skills in any setting. It means that students are put in situations where they must communicate socially using speech rather than the language taught in school (Porter-Ladousse, 1987). Role-playing, according to the author, helps students to build the language that is essential in social interactions but is frequently overlooked in classrooms. He also recognizes that many participants believed that language can only be used in language classrooms to communicate specific information.

The fact that other people learn for particular roles in life is another reason and including role-playing in EFL classes. They may desire to work or travel in a globalized world. It is extremely advantageous for these students to have utilized with the language they will most likely use in the safe and enjoyable environment of a classroom. Role-playing is an effective rehearsal for these students because it allows us to learn not only phrases but also how to communicate in a variety of situations (Porter-Ladousse, 1987). According to (Kowalska, 1991), role-playing helps students to develop their imaginations. Because the dependent upon a number to students may require creative thinking, players' imaginations are in high demand. Additionally, the capacity to think creatively may prove useful in the future. Reading books and role-playing are both outstanding ways to practice creative thinking skills, which are considered necessary for some jobs. Another advantage of role-playing is that students can pretend to be somebody else. This technique could aid shy students in overcoming their problem

speaking. Shy students have difficulty talking about themselves or their experiences. They believe that because they are someone else, their own personality is unaffected (Porter-Ladousse, 1987). Finally, the element of fun strongly supports the use of role-playing in foreign language classes (Budden, 2004). The players have a wonderful time to appreciate themselves in addition to being implicated in language production. On the other side, role-playing may have disadvantages. According to (Thornbury, 2005), "Learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, must be given care in choosing and setting up such activities so as not to make even more demands on them than speaking in another language normally requires," To put it differently, the author understands that giving a public performance can be difficult for some students. He continues by stating that the planning process can assist you in overcoming your fear of public speaking. Teachers must be careful not to confuse any students uncomfortable while role-playing.

Role-playing proves to be an essential tool in teaching language ability, despite the lack of a universal definition. The activity helps students develop the language on the rare occasions when they are revealed to it, such as when ordering food in a restaurant.

Flipped Classroom

The flipped classroom is a new teaching method that has a lot of potential. The flipped classroom, according to (Kaufman, 2014), has the possibility to be the educational future. A flipped classroom is a hybrid learning method that incorporates online and face-to-face instruction. As a result, the hyponyms of flipped classroom, online learning, and blended learning are discussed in this section to provide context for the flipped classroom model. The benefits and drawbacks of the flipped classroom model are then reviewed and discussed, as well as the description of the flipped classroom model and key elements in a typical flipped classroom.

Definitions of Flipped Classroom

A flipped classroom model is a type of blended learning that was created by American educators Jonathan Bergmann and Aaron Sams. (Bergmann, 2012). 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 (Allen, 2007). In the flipped classroom, on the other hand, there is no trade-off with class time (Willis, 2014), 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). 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).

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 (Piaget, 1973), (Vygotsky, 1978), 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 (G. Brown, & Yule, G. , 1995). 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 (Hamdan, 2013).

The flipped classroom model is a type of blended learning in which direct instruction is moved from group learning to individual learning 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 develops an innovative pedagogy that combines online and in-person learning.

Key Elements in Flipped Classroom

In the flipped classroom model, homework and direct instruction of knowledge are inverted, whereas in research practices, the flipped classroom model requires a careful redesign of the elements on both flipped sides. Although there is no exact prescription of how to apply the flipped classroom, different researchers espouse different instructional strategies which are accepted by many researchers accept (Willis, 2014), (Brame, 2013) list of the four critical elements that are common to most of the flipped classroom practices. In the following paragraphs, these elements will be presented with a rationale of how these elements or techniques are used in the flipped classroom.

To begin with 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. Instead of simply videotaping classroom instruction and then uploading and assigning the videos to students as homework, flipped classroom instructors typically use video lectures. According to (Slavin, 2012), "visual representations appeal to different senses and are thus kept in the long-term memory more readily than information that is only heard." Instead of long lectures, the content in the video lessons is presented in short and precise segments, which is better suited to students' attention spans (Koller, 2011). Learners benefit from the use of videos in instruction because it allows for time and location flexibility, promotes self-directed and self-paced learning, and provides unlimited access to electronic learning materials (Kumar, 2001).

Second, some incentives for students to prepare for class should be included in a flipped classroom model. This mechanism, according to (Brame, 2013), is the second component of the flipped classroom model, with the primary goal of motivating students to prepare for class, specifically to participate in online instruction.

Motivation is critical in driving students' learning behaviors in this regard. There are several theories to explain motivation, the most well-known and widely accepted of which is the theory of intrinsic (internal) and extrinsic (external) motivation. Intrinsic motivation, according to (Deci, 2000), stems from students' internal self-desire to learn something for pleasure, self-efficacy goals (i.e., learning is valued), or self-development goals (i.e. learning is viewed as significant). In the present study, online videos are used for online learning, which possibly increase students' intrinsic motivation since, as (Williams, 2011) claim, students love the Internet, so they should be given examples and videos from Internet sites that are interesting to them. Moreover, the video lessons are related to what students have to learn in the classroom which, according to (Chen, 2010), give students a sense of self-efficacy and self-development that increases their intrinsic motivation. Extrinsic motivation occurs when a student is obligated to do something due to external factors such as grades. Intrinsic motivation has the potential to be long-term and self-sustaining. In flipped classroom practice, the grade is commonly used to motivate students to prepare for class for extrinsic motivation. Fortunately, advances in web technology have enabled some exciting video lecture add-ons that can be used to monitor and motivate students to work on the online video lessons. The learning management system is one of the most important add-ons. A learning management system is a type of software that is used to manage and deliver online learning courses as well as track students' behavior (Watson, 2007). With the help of the learning management system, students' performance can be traced such as whether they watch the online video or not, or what scores they obtain on the quizzes so that their online learning performance can be assessed with some points or percentage toward their final course grade, which increases their motivation in class.

Third, in the flipped classroom model, a mechanism to assess students' understanding is usually required. In video quizzes, which make video lectures more interactive and traceable, are becoming increasingly popular for this purpose. It usually appears after a key concept has been explained in a lecture video to assess learners' understanding of the lecture or to guide students' knowledge construction. As a result, it

keeps track of and evaluates students' progress in online classes. According to research, if a teacher simply asks students to prepare for class, only about 30% of them will do so (H. D. Brown, 2004). Surprisingly, if several short, online quizzes based on what they need to prepare are required for them to accomplish, 80% to 85% of them will do it (Bruff, 2010). The in-video quizzes serve as evidence of their preparation as well as a tool for both the instructor and the students to assess their comprehension (Bruce, 2014). The instructor can develop just-in-time teaching by identifying the elements with which students are having difficulty, allowing the instructor to fine-tune the classroom activities to best meet the needs of the students (Novak, 1999). Just-in-time teaching entails the instructor tailoring class activities to focus on the elements with which students are having difficulty, which can boost student motivation and encourage them to prepare for class. In addition, video quizzes make lecture videos more interactive, dynamic, and personal. These quizzes aid retrieval-based learning by allowing students to test their knowledge on the spot. According to research, interactivity is crucial to the effectiveness of videos in e-learning environments (Zhang, 2006).

Finally, and most importantly, the flipped classroom model must include some in-class activities that focus on higher-level cognitive activities because the most significant benefit of any flipped classroom is the additional in-class time that allows students to work on higher-level cognitive activities (Bergmann, 2012). Cognitive domains are classified in Bloom's revised hierarchical taxonomy of cognitive levels, ranging from concrete to abstract and simple to complex. Remembering, understanding, applying, analyzing, evaluating, and creating are the six levels, as shown in Figure 1.2, with the last three levels being higher-order thinking skills (Krathwohl, 2002).
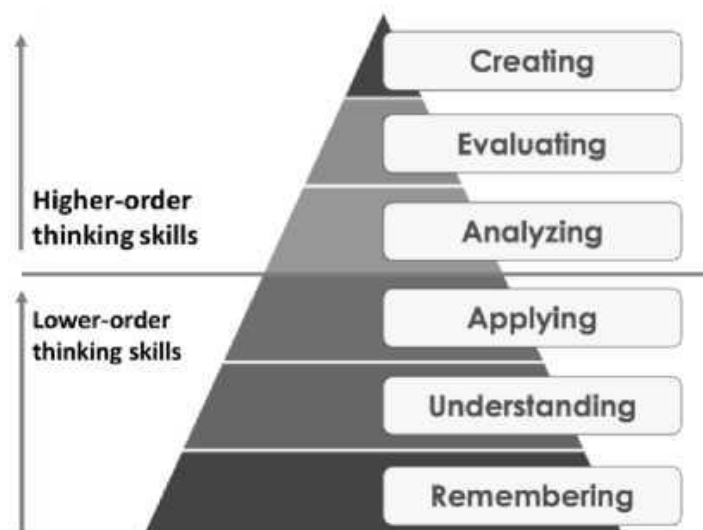
Figure 3: Bloom's Hierarchical Taxonomy of Cognitive Levels

The flipped classroom model requires students to complete lower amount of intellectual work (remembering, understanding, and applying) outside of class, while higher levels of process of thinking (analyzing, evaluating, and creating) are done in class with the help of peers and the instructor. On the other hand, in the traditional teaching model, "first exposure" occurs in class through lectures, with classmates integrating knowledge through homework with limited assistance. As a result, it's possible that the flipped classroom model's instruction order is optimized to aid students' cognitive processes.

Finally, the flipped classroom requires instructors to shift their roles, giving up their front-of-the-class position in favor of a more collaborative and cooperative approach to teaching. There is a corresponding shift in the role of students, many of whom are accustomed to being treated as passive participants in the educational process, where they are served instruction. The flipped classroom model places more responsibility for learning on students' shoulders while also encouraging them to try new things. Student-led activities are possible, and communication among students can become the defining dynamic of a session devoted to hands-on learning. The flip is particularly good at causing a noticeable shift in priorities.

Online Learning and Blended Learning

Recent technological and pedagogical advancements have opened up entirely new avenues for education. The widespread availability of broadband Internet, wireless networks, video streaming websites, and smartphones, for example, has facilitated learners' access to vast amounts of online resources, resulting in the rapid growth of online learning. Foreign language learners benefit from more exposure to the target language thanks to online education (Warschauer, 2000). Meanwhile, as online learning becomes more popular, it will have a greater impact on English teaching methodologies. More and more language teachers are using online resources or converting a portion of their courses into online lessons, and they are reporting positive results in terms of learner achievement as (Al-Ammary, 2012) referred to (Barbour, 2009)

The use of the Internet to access learning materials and interact with the content, instructors, and other learners is known as online learning (Anderson, 2008). Online learning can be supplementary or a substitute for the traditional complete face-to-face learning depending on the delivery modes and proportion of the content delivered online. In this concept, online learning is classified into three types, namely, complete online learning, blended learning, and web-enhanced learning (Sloman, 2002). The majority of the content in an online learning course is delivered online, with no or few face-to-face meetings required. A typical example of a complete online learning course is the Massive Open Online Course, which uses online tools like video lessons, virtual classrooms, instant messaging, and a learning management system to conduct all of the instructions, assessments, and interactions among participants. In the case of the web-enhanced course, the instruction takes place primarily in the physical classroom, but with some web-based technology to aid instruction or learning management. The syllabus, handouts, and assignments are posted on a learning management system or a webpage so that students can access the course content whenever they want (Monsakul, 2008). Finally, a blended learning course combines online and face-to-face learning activities, with the latter delivering a significant portion of the content. Blended learning, as opposed to a fully online course, combines online learning elements

powered by information technology with traditional face-to-face interaction with the teacher or classmates, which is now viewed by many teachers as a better way to combine online and face-to-face instruction and, hopefully, benefits the teaching of EFL speaking. Blended learning's goal is to achieve a harmonious balance between online learning and face-to-face human interaction (Osguthorpe, 2003). Blended learning can represent a variety of practices depending on how the harmony is balanced. The flipped classroom is an example of a blended learning course that has gained popularity in recent years (Yestrebsky, 2015) referred to (Berrett, 2012).An implementation of Flipped Classroom within Role-Play technique.

An implementation of Flipped Classroom within Role-Play technique

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.
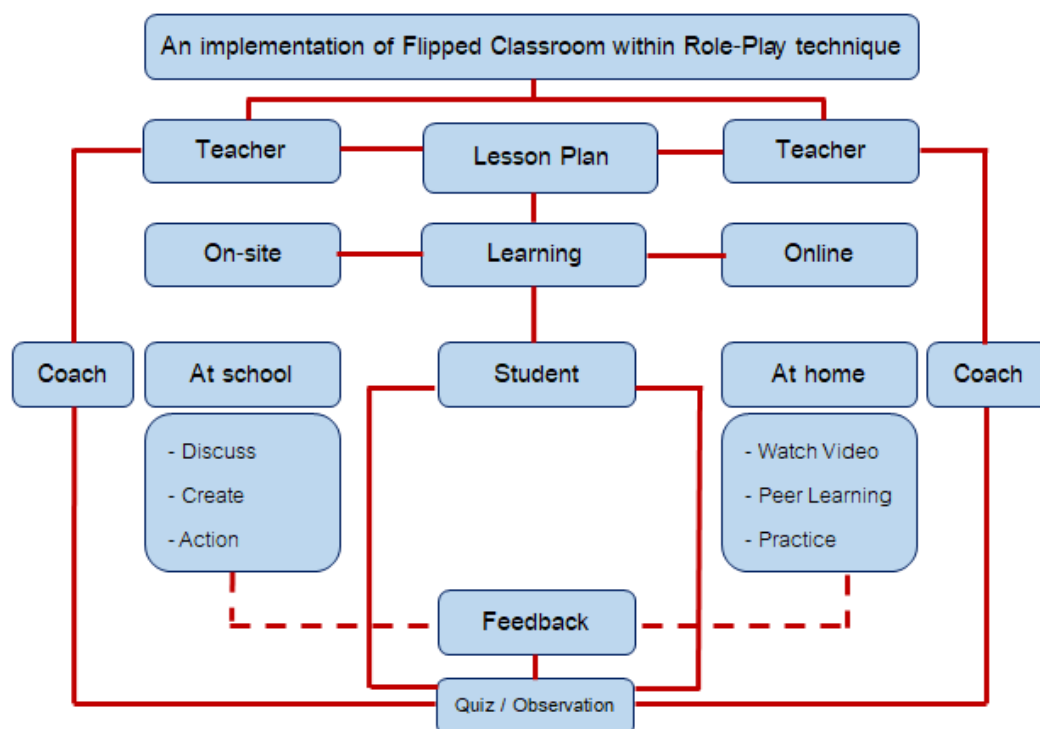
Figure 4: An implementation of Flipped Classroom within Role-Play technique

Satisfaction in Language Learning

(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.

Related Research

This section summarizes previous research on the flipped classroom model. Despite the fact that the flipped classroom model has been implemented as pedagogy in many faculties, there are still very few published studies on its effects. Several representative studies using the flipped classroom model in language teaching are

reviewed in this section. (Klawichan, 2017) states that, after using the role-play activity, grade 6 students' English speaking skills were higher than before using the activity. According to the assumptions, this is statistically significant at the level. This is because role-playing activities allow students to engage in enjoyable learning. It can be described as a playful teaching method. Learners benefit from effective learning management. It is a lesson that is extremely accurate. It has been demonstrated that organizing learning activities to improve speaking skills can help learners feel, develop learners' understanding of others' thoughts and feelings, and change learners' attitudes and behaviors for the reasons stated above. Students had the highest level of learning satisfaction, and effective role-playing English efficiency and effectiveness that can develop students to have higher speaking ability. According to (Bupphachat, 2018) showed the result of prathomsuksa 4 students at Joseph Upatham School in Sampran District, Nakhon Pathom Province, were taught English through role-playing activities. It is a pre-experimental study with a single-group experimental design, with testing taking place before and after school. The objectives of the One-Group-Pretest-Posttest Design were to 1) compare grade 4 students' achievement of English-speaking skills for communication before and after teaching using role-playing activities; and 2) study grade 4 students' satisfaction with the lessons using role-playing activities. The sample group included 30 people. According to the findings of a significant research study, English-speaking skills for communication among Grade 4 students after school were higher than before instruction. Using role-playing games to inquire about their satisfaction with the lesson using role-playing activities, which consisted of 5 aspects, including 5 areas, the students' satisfaction was at the highest level (Mean = 4.75, S.D = 0.41) due to the role-playing activities organized as activities. It is interesting and appropriate for the learners' age. Students can use it in their daily lives, which help them understand the subject better. Because the students practiced, resulting in the development of speaking skills for improved communication among students It also increases students' confidence in using the language and increases their motivation to learn. The use of communicative activities to improve matthayomsuksa 3 students' At the

.05 level, there was a significant difference between the pretest and post-test mean scores in English speaking ability. Learners usually improve their English language skill from lesson plan 1 to lesson plan 5, according to observation results. As a result, they have been working on improving their English skills. The students' speaking abilities enhanced after learning communicative activities, according to the results of the pretest and post-test. The students' English speaking abilities enhanced significantly as a result of communicative activities that provided them with speaking skills (Nanthaboot, 2012). In a quasi-experimental study, (Adas, 2013) studied two groups of Arab students enrolled in an English Language Program in Palestine. Students' performance was evaluated after they used a blended learning approach, which is similar to the flipped classroom model. Moodle was used to assign online instruction to students. The study's findings show that in the experimental group using online material, the number of students who failed decreased, and that exposure to the online material led to more effective language use in terms of writing ability. The flipped classroom model appears to have the potential to assist the low proficiency students in this study and reduce their chances of failing. (Farah, 2014) The flipped classroom model was used to investigate IELTS writing accomplishment and attitudes toward it among English as foreign language students. The fifteen-week teaching program included video tutorials and differentiated class tasks to cover the main IELTS Tasks 1 and 2 for writing objectives. The study also included a control group that learned in a similar learner-centered classroom setting without the flipped component. The study used a mixed-method design to collect data, which included both qualitative and quantitative data collection techniques (questionnaires and writing tests). The experimental and control groups' mean scores differ statistically significantly in favor of the experimental group, according to the study. Furthermore, the findings show that the flipped instruction method of teaching is largely responsible for the students' improved writing performance. The students' reactions to the flipped instruction were positive as well. (Moran, 2013) conducted a mixed-method study in two 7th grade English Language Arts classrooms to assess student engagement and teacher pedagogical practice using the flipped model

of instruction. During the treatment phase, a pretest and posttest using the Motivational Strategies Learning Questionnaire were used to assess students' engagement, as well as field observations to collect qualitative data. Overall student motivation decreased in the flipped unit, according the mixed methods data analysis, and students' responses to the flipped teaching method were mixed. When compared to the traditional classroom, "intrinsically and extrinsically," as well as "institution" and "effort," decreased during the flipped unit. The results also revealed that the teacher had mixed feelings about using a flipped classroom. The findings could also suggest that the flipped classroom model is inappropriate for young students because it necessitates a level of self-regulation that young students may lack. The use of qualitative studies in the implementation of the flipped classroom model in English as a Foreign Language teaching has been the subject of several studies. For example, in a study (Evseeva, 2015), At a technical university, students' preconceptions of flipped classroom technology in the teaching and learning process English were investigated. Both in the school and in the e-learning environment, the students' work was organized. The researchers know about the participants' points of view on flipped classroom technology through questionnaires and group interviews. They found that 85 percent of students agreed that incorporating flipped classroom integral part of the learning process was a good idea. According to the findings of this study, incorporating the flipped classroom into the learning process can boost students' motivation and interest in learning foreign languages. It also improves students' self-discipline and self-directedness. (Basal, 2015) conducted a study on teachers' perceptions towards implementing the flipped classroom into an English language classroom. He collected the data from 47 prospective English teachers from a prominent state university in Istanbul through asking open-ended research questions. According to the findings, English teachers have positive attitudes toward using the flipped classroom as an integral part of face-to-face classes. Based on a content analysis of the responses, it can be concluded that the flipped classroom was beneficial in four categories: learning at one's own pace, advancing student preparation, overcoming class time constraints, and increasing classroom participation.

Many qualitative and quantitative studies have been conducted to demonstrate the effectiveness of role-playing in language learning and teaching. (Ramos, 2002) used observations, questionnaires, and interviews to look into the perceptions of English as a Foreign Language students about role-playing activities. The participants believe that role-play activities help them improve oral proficiency, acquire vocabulary, and practice for real-life communication, according to the findings. Students did, however, admit to some limitations, such as feeling frustrated due to a lack of vocabulary and ideas. (Song, 2007) investigated Senior Middle School teachers' perceptions on utilizing their role in English courses. He proposed that the middle school teachers believe that role-play activities help students apply knowledge which they have learnt from classes into real-life situations. In addition, students were motivated to speak more in speaking classes. These beliefs of teachers and students are generally in accord with the expected results of the present study. Despite the qualitative studies, several mixed methods studies on role-plays that had more similarities on the design of the present study are worth reviewing. For example, (Shen, 2011) conducted a quasi-experimental study to see how implementing constructive role-plays via e-learning affected the speaking skills of Chinese English as a Foreign Language students at the tertiary level. The study included 260 students who were randomly assigned to one of two equal groups: the control group or the experimental group. Students in the control group participated in behavioristic role-playing, whereas those in the experimental group participated in constructive role-playing. According to the study's findings, the experimental group significantly outperformed the control group in terms of speaking performance. Furthermore, students expressed support for the use of constructive role-playing exercises. Research shows that role-playing is an effective strategy for improving speaking skills in English as a foreign language. (Sirisrimangkorn, 2013) conducted a mixed-method study that looked at the effects of role-plays not only on speaking achievement but also on students' motivation and self-esteem. To teach Thai tertiary-level English courses, the study combined drama-based role-playing and the Student Teams Achievement Division. A 16-week experiment with 80 undergraduate

students was conducted to examine the effects of integration on students' speaking achievement, motivation, and self-esteem. They were split into two groups: an experimental group (40 students) working on integrating drama-based role-plays and STAD; and a control group (40 students) working on simple role-playing and group work activities. According to the findings, students in the experimental group had significantly better speaking abilities than students in the control group. Furthermore, the experimental group's motivation and self-esteem were significantly higher than the control group. As a result, role activities can be beneficial in increasing students' motivation and self-esteem while learning to speak. (Huff, 2012) used role-playing activities to help low-level English as Second Language students improve their communicative competence. The researcher first taught an English as a Second Language level one class the skills needed to do a role-play activity, and then the students were required to prepare and present their role-plays on a given topic on the last day of the three-week experiment. Field notes, audio recordings of role-play presentations, and student questionnaires were used to collect data. According to the findings, teaching a communicative task in a low-level classroom can be accomplished by progressing from simple, more guided activities to more advanced, less supported activities. This research suggests that the difficulty of learning tasks should be gradually increased to avoid frustration among students. (Islam, 2013) described a study in a large tertiary-level classroom that focused on improving students' speaking skills through role-playing in groups. A total of 120 students from the English department took part in the research. Questionnaires, group interviews, classroom observation, and the results of student performance evaluations were used to collect qualitative data for the study. The findings show that students embraced role-playing because it challenged their creativity and ability to think critically, allowing them to speak more logically and confidently in the classroom. It also aids students in overcoming their fears of speaking in front of others. By recording students' performances, the classroom observation demonstrates their fluency and accuracy in using language. According to the research, role-playing in a large classroom, which is similar to the situation in the current study, is

beneficial. The research indicates that it is beneficial to perform role-play in a large classroom, which is similar to the situation of the present study.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter's purpose is to describe the research methodology used in this study. It is divided into four sections. The research design included populations and samples, for starters. Second, the research instruments included twelve lesson plans, an online speaking pretest and post-test, and an online student satisfaction questionnaire based on an implementation of the Flipped Classroom within the Role-Play technique. The third step is to collect data. The data analysis was finally completed.

Research Design

The research included a one-group pretest and post-test design, as well as quantitative and qualitative data analysis. The experiment with an implementation of Flipped Classroom within Role-Play technique lasts 12 hours (online teaching). The study included forty students (experimental group). At the beginning, prior to the experiment the students were measured in their speaking ability by using online pretest then they were done quiz after teaching in each lesson and also measured by online post-test after all of them use an implementation of Flipped Classroom within Role-Play technique lasts 12 hours (online teaching). At the same time, the speaking observation form was used to assess the experimental group's development. In addition, the students expressed their opinions concerning improving their speaking skills by using with an implementation of Flipped Classroom within Role-Play technique through an online questionnaire.

Populations and Sample

The populations of this study consisted of prathomsuksa 6 students of Watbansong School, Surat-Thani province. There were one hundred and eighty students in prathomsuksa 6. The sample was selected by a purposive procedure which was forty students who were failed in language for communication's strand. This study was conducted in the 2021 academic year.

Research Instruments

In order to find out whether the impact of the treatment for the experimental group were different from the traditional teaching of speaking treatment, several research instruments were used in this study included lesson plans that based on an implementation of Flipped Classroom within Role-Play technique (online teaching), Speaking observation form, an online speaking pretest and online speaking post-test, and the online students' satisfaction questionnaire. The details were explained as follow;

Lesson Plans (online teaching)

To put an implementation of Flipped Classroom within Role-Play technique in the classroom, the lesson plans were designed to fit the teaching methods based on the Basic Core Curriculum 2008 and investigated the Index Objectives Congruence (IOC) by three experts to improving the difficulty of contents and the activities. The IOC points revealed that the lesson plans were congruent with clear understanding. The contents were adapted from the textbook. There were consisted of five situations as follows;

Lesson 1: My Home

Lesson 2: At School

Lesson 3: At the Restaurant

Lesson 4: In Town

Lesson 5: On Holidays

English lessons were provided for twelve periods with sixty minutes in a period for two weeks as follows;

Table 1: The research procedures in the study.

Time/period	Lessons	Activities	Learning Platforms
Hour 1	Pretest		Online (Google Form)
Hour 2	At School 1	Watch Video/Practice	Online (Google Classroom)
Hour 3	At School 2	Discuss/Action/Quiz	On-site (Google Meet)
Hour 4	At the Restaurant 1	Watch Video/Practice	Online (Google Classroom)

Time/period	Lessons	Activities	Learning Platforms
Hour 5	At the Restaurant 1	Discuss/Action/Quiz	On-site (Google Meet)
Hour 6	It's Shopping Time 1	Watch Video/Practice	Online (Google Classroom)
Hour 7	It's Shopping Time 2	Discuss/Action/Quiz	On-site (Google Meet)
Hour 8	In Town 1	Watch Video/Practice	Online (Google Classroom)
Hour 9	In Town 2	Discuss/Action/Quiz	On-site (Google Meet)
Hour 10	On Holidays 1	Watch Video/Practice	Online (Google Classroom)
Hour 11	On Holidays 2	Discuss/Action/Quiz	On-site (Google Meet)
Hour 12	Post-test		Online (Google Form)

There were seven lesson plans involving an implementation of Flipped Classroom within Role-Play technique. And flip a learning activity by using online platform and all participants were done quiz after teaching in each lesson. There were five stages of teaching and learning procedure; warm-up, presentation, practice, production, and wrap-up using for created lesson plans.

Speaking observation form

The speaking observation form was used to observe after learning in each lesson to assess the development of English speaking skills through the implementation of the Flipped Classroom within the Role-Play technique. Pronunciation, grammar, vocabulary, fluency, and comprehension were among the five components of speaking assessed. The speaking observation form was investigated the Index Objectives Congruence (IOC) by three experts to improving the difficulty of speaking observation form. The IOC of the expert shows that the speaking observation form was congruent with clear understanding and the results were explained.

Online Speaking Pretest and Post-test

Every participant taken an individual speaking pretest to identify their speaking ability before using an implementation of Flipped Classroom within Role-Play technique lasts 12 hours; all participants were given an individual speaking post-test. The pretest and post-test were created in the online platform as Google form. The tests

were divided into 30 items multiple choices that based on the contents of all participants have learned. The tests were investigated the Index Objectives Congruence (IOC) by three experts to improving the difficulty of testing. The IOC of the expert shows that the tests were congruent with clear understanding and the results of the online pre-test and online post-test were compared.

Online Students' Satisfaction Questionnaire

To elicit students' satisfaction about learning through an implementation of Flipped Classroom within Role-Play technique, the online questionnaire was conducted final the last post-test. Forty students were selected. Then they were done an online questionnaire in order to find out about their satisfaction on learning through an implementation of Flipped Classroom within Role-Play technique teaching technique. The questionnaire was adapted based on the rating scale of Likert and were prepared into ten items in three parts as follows;

Table 2: The framework of items in each part of the satisfaction questionnaire.

Parts of Satisfaction Questionnaire	Items
Contents of the study	1,2,3,4
Teaching approach in the study	5,6
Benefit of studying through an implementation of Flipped Classroom within Role-Play technique	7,8,9,10

Data Collection

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

Table 3: 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

               O_1 stand for pretest before treatment

               X   stand for learning through an implementation of
                                  Flipped Classroom within Role-Play technique

               O_2 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 follows;

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

2. The second objective was to compare the prathomsuksa 6 students' academic achievement between before and after learning through an implementation of Flipped Classroom within Role-Play technique. The mean and standard deviations of the online speaking pretest and online speaking post-test scores were analyzed statistically, and a T score was used to see if the samples learned from the online speaking pre-test and post-test showed 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) 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

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

CHAPTER 4

FINDINGS

The results of the data analysis and findings of this study on the development scores of English speaking skills toward the use of an implementation of Flipped Classroom within the Role-Play technique of the experimental group versus the control group, and the comparison of the experimental group's academic achievement before and after learning through a Flipped Classroom within the Role-Play technique are presented in this chapter. Furthermore, the experimental group's satisfaction with the use of an implementation of Flipped Classroom within the Role-Play technique was high. The researcher's findings were presented according to three main objectives after statistical analysis, interpretation, and explanation of the data;

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 examine students' satisfaction through an implementation of Flipped Classroom within Role-Play technique.

The first research objective was to develop the prathomsuksa 6 students' English speaking skills through an implementation of Flipped Classroom within Role-Play technique of Watbansong School by using the lesson plans and collects scores from the quiz after learning through it in each lesson. The scores were calculated using mean, standard deviations and percentage. The qualitative data of the development of English speaking skills was collects from the speaking observation form. The results of the study presented in table 4, figure 5, and table 5.

Table 4: The summarized mean scores of each lesson after learning through an implementation of Flipped Classroom within Role-Play technique to develop the primary 6 students' English speaking skills.

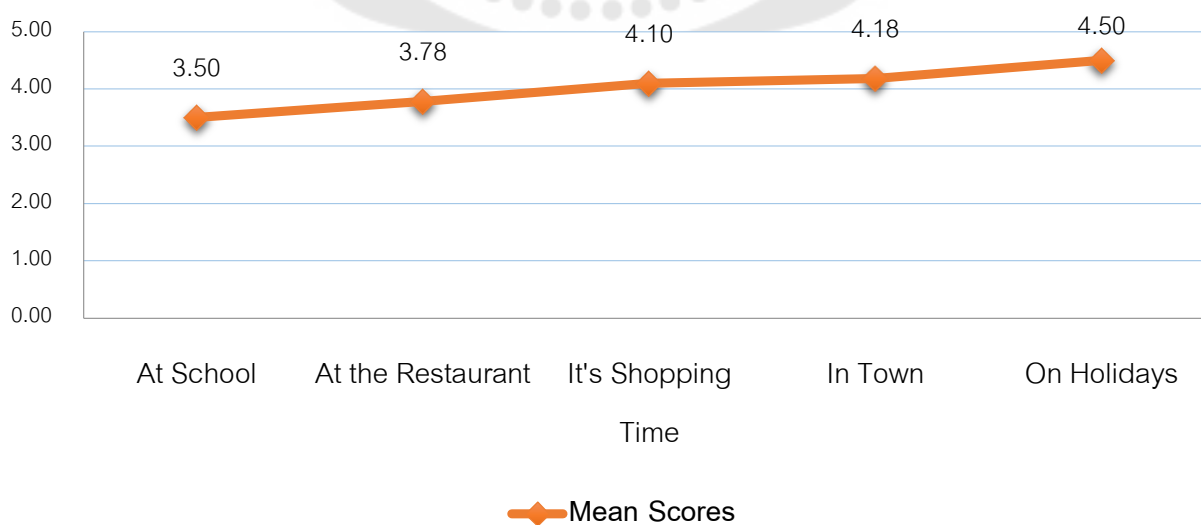| N	lessons	Mean
	At School	3.50
	At the Restaurant	3.78
40	It's Shopping Time	4.10
	In Town	4.18
	On Holidays	4.50

Figure 5: The summarized mean scores of all participants in five lessons after learning through an implementation of Flipped Classroom within Role-Play technique.

Table 5: 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 5, 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.

The second research objective was 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. The scores of the online speaking pre-test and online speaking post-test were statistically analyzed by mean and standard deviations and T score 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. The result of the study presented in table 6.

Table 6: 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	p-value
Pretest	40	15.10	3.37	39.00	-35.82	<0.00**
Post-test	40	25.95	2.10			

Note * = p-value <.05

According to table 6, 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)

The third research objective was to examine students' satisfaction through an implementation of Flipped Classroom within Role-Play technique. To analyze the satisfaction, the online questionnaire designs to explore the students' satisfaction were accommodated through Likert rating scale. Moreover, the rating scores were tested in term of mean scores, standard deviations, and each factor was explained. The results of the study presented in table 7.

Table 7: 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
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
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.

CHAPTER 5
CONCLUSION AND DISSCUSSION

This chapter presented the conclusion of the study, and discussion as the impact of English speaking skills development through an implementation of Flipped Classroom within Role-Play technique. Then the implications, the limitations, of this study, and the further suggestion of this study were discussed.

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-Thani 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.

Discussions

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, *a*nd 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) , 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), who cites (Cameron, 2001). 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) 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 score was found that the mean was significantly higher than before learning. The results of this study are accordance with (Livingstone, 1986) 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." (Freeman, 2000) 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, (Ladousse, 1995) 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 (Kowalska, 1991) 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, (Thornbury, 2005) "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) 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 (Slavin, 2012), "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, (Livingstone, 1986) "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. (Freeman, 2000) 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. Meanwhile, the students
were unfamiliar with the flipped classroom; the process was complicated and time-
consuming. According to (Kaufman, 2014) 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). 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). 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.

Implications

An implementation of Flipped Classroom within Role-Play technique should be applied to Basic English classes in any level. Because, the procedure can help students to have an opportunity to practice English speaking skills. They will be able to speak more correctly and fluently after participating and have courage and confident in real life speaking.

Limitations of the study

There were some limitations in this study as follows;

1. According to the COVID-19 pandemic, all students were unable to attend school. To maintain students learning, most process of the study has adapted to online platform and the researcher could not selected the sample of the study by the other procedures.

2. There was only one group of students. But there should be at least two groups each semester so that the result could be compared and to be fair for the other students, the researcher would teach through an implementation of Flipped Classroom within Role-Play technique later.

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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