Effects of Teaching Communication Through Reading, Roleplaying, and Storytelling (TCRS) on English Instruction of High Secondary School Learners

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Abstract—The purposes of this study were to 1) study the effects of TCRS innovation on English instruction of high secondary school learners on English communication; 2) enhance the ability of English speaking for communication of high secondary school learners; and 3) create a model of teaching English communication through reading, role-playing, and storytelling (TCRS) focusing on English communication. The population in this study consisted of 70 high secondary school learners who took the English course during the second semester of the academic year 2018. Purposive sampling was used to select 35 high secondary school students who took the English course during the 2018 academic year. This was an experimental research design for eight weeks. The research instruments were (1) the questionnaire related to students' problems with English instruction, (2) classroom observation, (3) semi-structured interview, and (4) English speaking ability test (pretest and posttest). A comparison of mean scores from both the pretest and posttest of English- speaking ability was analyzed by using mean (x), standard deviation (S.D.), and t-test for the dependent. The results of the study showed that (1) the ability of English speaking for communication of learners who had studied English through the TCRS was significantly higher than before the experiment; (2) the posttest scores of learners' speaking ability were significantly higher than the criterion of 60%; and (3) a model of teaching English communication through reading, role-playing, and storytelling (TCRS) to develop the ability of English speaking for communication of learners was created.

Index Terms—TCRS innovation, AEC, English instruction, EFL Thai students

I. INTRODUCTION

There are many different languages in the world. English is the most widely spoken and used foreign language for communication among people from all over the world, as well as a tool for seeking knowledge in all fields. Furthermore, it is commonly used and communicated internationally and globally as a means of communication between people who speak different native languages. It is also taught in Thai schools as a foreign language. It has also been taught as a foreign language in Thai schools (Lisa, 2008, p.59).

According to the curriculum expectations, students are expected to communicate effectively with native or non-native speakers. English instruction in Thai schools, on the other hand, appears to be ineffective in improving English proficiency for communication. Only a few students are able to communicate in English effectively and fluently, while the majority of students lack the confidence to do so. The lack of English communication competency appears to be due to a lack of proper English instruction, which is claimed to be essential language proficiency. There are four skills: listening, speaking, reading, and writing. However, speaking is considered the most essential skill to be mastered for communicating because it is a foundational skill for language development. The English language is a compulsory subject for every Thai citizen. However, many Thai people, no matter whether they complete a Master's degree or a Doctorate degree, cannot communicate with foreigners in English effectively in spite of spending more than ten years studying English. Communication is the ability of speakers to convey their ideas and information through the creation of visual representations. The ability of communication consists of discussion, speeches, presentations, interpersonal communication, and many other varieties. It is true that in order to make face-to-face communication more effective and efficient, speakers use both body language and voice tonality to make their communication understood. It can be said that both factors play a vital role in making communication comprehensively understood by capturing the attention of the listeners (Harmer, 2007). Thus, communication is a skill or ability by which meaning is assigned and conveyed in an attempt to create shared understanding. The ability also requires a vast repertoire of skills for a comprehensive understanding of collaboration and cooperation, such as interpersonal processing, listening, observing, speaking, questioning, analyzing, gesturing, and evaluating, leading to the avoidance of barriers to successful communication.

However, communication comprehensively in English is Thai people's a big problem, including high secondary school learners (Dechsubha, 2014, p.89; Kenneth, 2015, p. 45).

The abovementioned problem of high secondary school learners' speaking ability motivated the researcher to find a very effective approach to develop their speaking skills regularly in the context of their interests. This should be meaningful and be adapted effectively to their daily lives. The researcher is interested in applying the TCRS innovation to develop learners' natural process of speaking ability in a real setting. The TCRS innovation created by Dechsubha (2014) can help the learners not only practice speaking in class but also adapt the language to their daily life. The learners will be involved in the steps of speaking training and lessons, which are provided and prepared in a contextual way to guide them in practicing speaking based on language development. As a result of the findings from my own teaching practices, I draw on my practical and theoretical experiences to try to solve the problem of teaching conversational English to higher secondary school students at Boonluawithayanusorn higher secondary school using the TCRS approach adapted from two approaches, CLT (Communicative language teaching) and TPRS (Teaching Proficiency through Reading and Storytelling). This approach has been developed to encourage learners to improve their speaking skills according to the real situations in their daily lives.

II. RESEARCH METHODOLOGY

The purpose of this study was to look into the basic English-speaking abilities of 35 high secondary school students who took an English course during the 2018 academic year at Boonluawithayanusorn high secondary school. They were chosen at random using purposive sampling. The TCRS approach to speaking skills training lasted eight weeks. This study also attempted to ascertain learners' attitudes toward learning English using the TCRS approach. The following was the outline of the research methodology:

A. Population

The population in this study consisted of 70 high secondary school learners who took an English course during the second semester of the academic year 2018.

B. Sample

The samples consisted of 35 high secondary school learners who took an English course in the 2018 academic year through simple random sampling. This research used a one-group pretest and posttest design.

C. Variables

The independent variable was taught through the TCRS innovation. The dependent variables were the ability of higher secondary school students to speak English and their attitudes toward the TCRS innovation. This study aimed to examine the effects of developing learners' English- speaking ability by applying the TCRS approach to higher secondary school learners as shown in Figure1.

The process of teaching learners' speaking ability is based on TCRS (Teaching communication, reading, and roleplaying through storytelling). The TCRS approach is an integration between the approaches of CLT (Communicative Language Teaching) and TPRS (Teaching Proficiency through Reading and Storytelling) created in 2014 (Dechsubha). It is the process of teacher-students and student-students through turn-taking, giving feedback to speakers, asking for clarification, starting and ending conversations that will be provided. Through the TCRS approach, learners learn how to communicate verbally and nonverbally as their language stores and language skills develop. Consequently, the give-and-take exchanges of messages will enable them to create a discourse that conveys their intentions in real-life communication. Based on the TCRS approach, the researcher designed to apply the five-step instruction (1. teacher/student-oriented communication; 2. a story reading and a story retelling process; 3. teacher-student communication; 4. student-student communication; and 5. complete communication) through the whole process of doing the research.
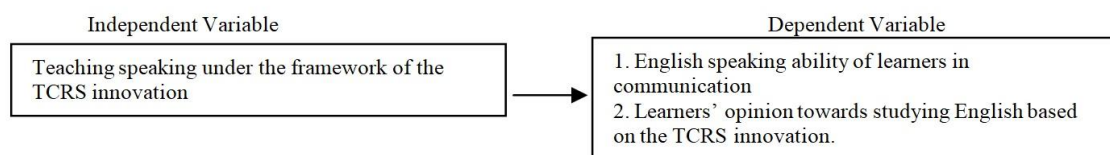

Figure 1 Conceptual Framework of the Study

D. Research Hypothesis

1. Learners who have studied English via the TCRS innovation will achieve significantly higher average scores on the speaking portion of the posttest than on the pretest.

2. The average scores of the English- speaking posttest of learners who have studied English via the TCRS innovation is significantly higher than the criterion of 60%.

3. The TCRS innovation will enable students to improve their English speaking ability.

E. Definitions of Terms

1. Learners refer to high secondary school learners who studied English in 2018 academic year.

2. Speaking ability refers to learners' ability to speak English in varieties of situations such as interviewing, narrating, presenting, summarizing, persuading, and briefing.

3. Learners' opinion refers to the score of the questionnaire for asking the opinion of the learners towards the English instruction through the TCRS approach.

4. TCRS innovation refers to a language teaching approach for communication with meaningful speech in the target language under the process of teacher-students and student-students through turn-taking, giving feedback to speakers, asking for clarification, and starting and ending conversations with a five-step practice as follows:

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

The TCRS innovation was created by Dechsubha (2014) based on the concepts of Kramsch (1986); Nunan (1991); Shumin (1997); Savignon and Berns (2007); Murray (2000); Harmer, (2007); and Deerlittle (2008).

F. Research Design

This study aimed to develop 35 high secondary school learners' speaking abilities. This study was a one- group pretest and posttest design. It aimed to investigate the effects of learning through the TCRS innovation on students' English-speaking ability and explore students' opinions towards learning English-speaking ability. The independent variable was the content of 8 lesson plans. The dependent variable was the learners' English- speaking ability. At the end of the complete process, the samples did the posttest. They also answered a questionnaire to explore their attitudes towards this approach. The researcher's design was as follows:
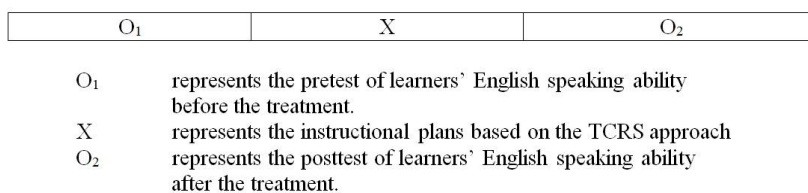
O_1	X	O_2

O_1 represents the pretest of learners' English speaking ability
            before the treatment.
X   represents the instructional plans based on the TCRS approach
O_2 represents the posttest of learners' English speaking ability
            after the treatment.

Figure 2 Research Design

G. Research Instruments

This study was pre-experimental, quantitative research that used one experimental group and treatment of eight lesson plans that were created over eight weeks. A pretest of speaking ability was administered to the samples before the treatment. In contrast, the posttest of speaking ability was administered to the samples after the treatment. A questionnaire was given to the samples at the end of 8 weeks. Moreover, the samples were interviewed one by one at the end of the treatment to check their attitudes. There were two categories of research instruments: those used in research procedures and those used in data collection.

1. Instruments used in research procedure

1.1 A lesson plan

Eight lesson plans based on the TCRS innovation, which covered eight communication competencies, were designed. Each lesson plan, lasting approximately three hours, was carried out over a period of 8 weeks. The contents of eight lesson plans were related to communication competency, as shown the Table 1.

TABLE 1
LESSON PLANS

Lesson	Topic	Tasks	Goal statements
1	English communication	Communication, discussion, reading, role play and story telling	Able to discuss and explain steps of planting lime in cement ponds
2	Spirits of Thailand	Communication, discussion, reading, role play and story telling	Able to explain and discuss given topics
3	Special Report: Thai education reform for communication	Communication, discussion, reading, role play and story telling	Able to discuss the benefits of English communication
4	Lake of merit	Communication, discussion, reading, role play and story telling	Able to communicate fluently
5	Rare focus on little-known Laos as it hosts major summit	Communication, discussion, reading, role play and story telling	Able to explain and compare Thai education system
6	The 50th anniversary of ASEAN and aspirations for the future	Communication, discussion, reading, role play and story telling	Able to demonstrate how to earn benefits from joining AEC
7	The Buddha Utthayan Forest Park	Communication, discussion, reading, role play and story telling	Able to demonstrate how to plan marrow
8	Public cloud lifting lives across Asia	Communication, discussion, reading, role play and story telling	Able to explain and demonstrate both bad and good results of joining AEC

1.2 Lesson plan construction procedure

The steps of lesson plan construction were outlined as follows:

1.2.1 The researcher constructed the lesson plans based on 8 stories related to communication competency and the TCRS approach.

1.2.2 The researcher submitted the lesson plans to three experts for having a review of validity and reliability.

1.2.3 After the lessons were proved by three experts, the researcher checked, modified, and revised for validity and reliability based on the suggestions from the experts who graduated with at least a master's degree in English or related fields to check the appropriateness of the language, accuracy of the topics, objectives, contents, procedures to use with teaching, materials, worksheets, activities, and assessments. Moreover, the index of item-objective congruence (IOC) was calculated.

1.2.4 Tried out the lesson plans. Two lesson plans were applied to another class of Boonluawithayanusorn high secondary school learners who were not the samples.

1.2.5 After the try out, the researcher made some adjustments to the lesson plans and the worksheets. The time for each lesson plan, time allocation for each stage of each lesson plan, and worksheets correction were also checked and adjusted.

2. Instruments for data collection

The scores from both the pretest and posttest of speaking ability, the questionnaire and the interview based on learners' attitudes towards 8 lesson plans of communication competency and the TCRS approach were collected.

2.1 English speaking ability test (pretest and posttest).

The English-speaking ability test was used as a pretest and was constructed by the researcher to evaluate learners' speaking ability before and after the treatment through the process of the TCRS approach. The following was how the English-speaking ability test was built:

2.1.1 The researcher studied the related research and documents about constructing the English- speaking ability test.

2.1.2 The researcher constructed an English-speaking ability test and submitted it to three research experts who graduated with at least a master's degree in English, TEFL, or related fields to check the appropriateness of the language, accuracy of the topics, objectives, contents, and procedures to use with teaching materials, worksheets, activities, and assessments.

2.1.3 The researcher checked, and revised the English-speaking ability test for validity and reliability based on the suggestions from three experts. Then, the index of item-objective congruence (IOC) was calculated. The item-objective congruence index was as follows:

+1   the test is valid in relation to the content (congruent)
O   the test validity is not ensured in relation to the content (questionable)
-1   the test is invalid in relation to the content (incongruent)

The IOC index ranges from -1 to 1. The item of an index lower than 0.5 was unacceptable (Wongsothorn, 2001, p.59). The item score from 0.6 to 1.0 or higher 0.5 of IOC was acceptable.

2.1.4 The researcher tried out the English-speaking ability test with another class of Boonluawithayanusorn higher secondary school learners who were not samples.

2.2 English speaking ability rubric

TABLE 2
ENGLISH SPEAKING RUBIRC

Rating	Criteria
	Clarity
5	Use of thought expression is virtually that of a native speaker.
4	Sometimes uses inappropriate words
3	Answer is clear and comprehensible.
2	Answer is awkward at times but always understandable.
1	Answer is awkward and incomprehensible to understand at times.
	Comprehension
5	Understand everything without difficulty.
4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
3	Understood the questions asked and answered correctly.
2	Understood most of what is asked.
1	Showed little comprehension of the question. Questions had to be repeated
0	No any sign of comprehension
	Grammar
5	Makes few (if any) noticeable errors of grammar or work order.
4	Occasionally makes grammatical and / or work- order errors which do not, however, obscure meaning.
3	Responded to the question with good grammar.
2	Answered the question with limited answers and responses limited grammar.
1	Answered the question with limited answers.
0	No response to the question.

2.3 Questionnaire

The questionnaire was an instrument for the collection of data, usually in a written form, consisting of open and/or closed questions requiring a response from students. The satisfaction questionnaire in this study aimed to explore students' satisfaction with their speaking ability through the TCRS approach. The students were asked questions relating to their satisfaction. The satisfactions were divided into two parts as bellows:

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

Part 2: Rating scale questions to explore students' satisfaction towards the English speaking training. The Likert was used for evaluation. The rating scales of the satisfactions' questionnaire were interpreted as follows:

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

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

The criteria for interpretation of the mean were defined as follows:

4.51-50   means most agree
3.51-4.50 means very agree
2.51-3.50 means neutrally agree
1.51-2.50 means a little agree
1.00-1.50 means the least agree

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

TABLE 3
RATING SCORES OF QUESTIONNAIRE

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

The questionnaire items were created and submitted to three experts to check for their validity and reliability. Each item was analyzed separately or item responses were summed up to create a score for a group of items. The total scores of the questionnaire were calculated statistically and then interpreted as follows:

TABLE 4
AVERAGE SCORE

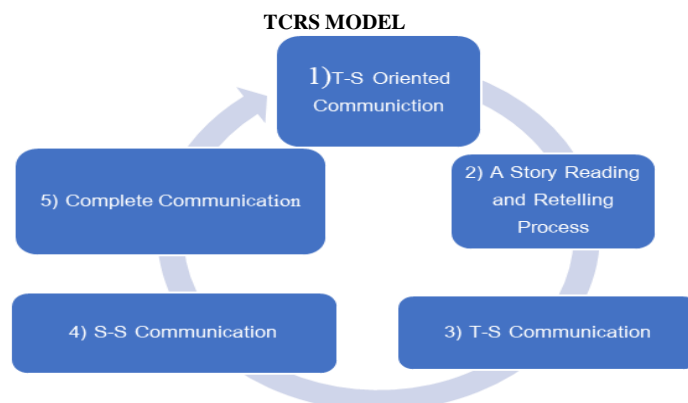| Average score	Degree of agreement
1.50	Strongly disagree
2.50	Disagree
3.50	Neither agree nor disagree
4.50	Agree
5.00	Strongly agree

H. Data Collection

Figure 3 Showed the Process of the TCRS Innovation
Source: Based on CLT and TPRS (Dechsubha, 2014)

The TCRS Model consisted of 5 steps of teaching students to be fluent in English speaking.

1. Teacher/student-oriented communication. Students are oriented in English one by one and by groups. They are also encouraged to practice the target language with their teacher as a conversational partner.

2. A story reading and a story retelling process. Students are assigned to brief the story. A group of students with the same number of people characters as in the story is formed.

3. Teacher-student communication. Learners practice the target language with their teacher as a conversational partner. The story from the text is retold by the teacher, and students in each group.

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

5. Complete communication. Opportunities to initiate oral communication are given to students. Small groups of two or three students are formed to create a new story and practice telling it in the small group. Each student from the group takes turns retelling the story to the other group members (adapted from Nunan, 1991; Savignon & Berns, 2007; Murray, 2000; Harmer, 2007; Alley & Denise, 2008).

The TCRS model was evaluated by experts as a very effective structure ($\bar{x}$ =4.83, S.D=0.53), and as a positive model to improve students' speaking ability, resulting in English fluency ($\bar{x}$ =4.77, S.D=0.49). The speaking test was evaluated by three experts. It was evaluated as 3.78, 3.84, and 3.89, respectively. The overall score from the three experts was 3.84, which considered the speaking test excellent. The interview questions were also evaluated by three experts. The IOC score from three experts was 1, which meant that the interview questions were acceptable. The data were collected in two phases: before and after the treatment. The English- speaking ability pretest was administered to the samples before the treatment. In contrast, the English- speaking ability posttest was conducted after the eight-week lessons had been taught. The learners' English- speaking ability was scored by two assessors. The experiment was conducted for over eight weeks starting from March 3, 2018, to May 10, 2018. After the treatment, the learners were surveyed with a questionnaire and an interview to gather their opinions on the contents and study the process of the TCRS innovation. At the end of the process, the posttest of English-speaking ability was tested and scored.

I. Data Analysis

1. Assessing the English-speaking ability test

A comparison of mean scores from both the pretest and posttest of English-speaking ability was analyzed by using mean ($\bar{x}$), standard deviation (S.D.) and t-test for dependent.

2. Assessing the questionnaire

The questionnaire data was analyzed using mean (x) and standard deviation (S.D.). The results from the data were descriptively analyzed to indicate learners' opinions about learning English through the TCRS approach.

III. RESULTS

This study was done with 35 samples. This was a pre-experimental, quantitative study with one experimental group and treatment of eight contents related to 1) English and AEC, 2) Thai Spirits, 3) AEC Special Report: Thai Education Reform, 4) The Lake of Merit, 5) A rare focus on little-known Laos as it hosts a major summit, 6) ASEAN's 50th anniversary and future ambitions, 7) The Buddha Utthayan Forest Park, and 8) Public cloud lifting lives across Asia. A pretest of speaking ability was administered to the samples before the treatment. In contrast, the posttest of speaking ability was administered to the samples after the treatment. The English-speaking ability scores of 35 learners in the samples before the treatment were approximately lower than the posttest scores. They could give basic information and be able to express their opinions. However, the majority of them were able to speak long sentences. Their vocabulary was also problematic because they had long pauses with a limited vocabulary for giving expressions of ideas. Their pronunciation was also unclear when they spoke very quickly. At the end of treatment for over eight weeks, the majority of learners' posttest scores were higher than their pretest scores. These results suggested that the data supported the hypothesis that "Learners who have studied English via the TCRS innovation will achieve significantly higher average scores on the speaking in the posttest than in the pretest." They were able to answer questions, express ideas, and give basic questions more fluently than before the treatment. The mean scores of the pretest and posttest were 22.6286 and 36.1714, respectively, as shown in Table 5.

TABLE 5
THE PRETEST AND POSTTEST

English speaking ability	N	Mean	Mean Difference	S.D	T
Pretest	35	22.6286	29.40000	3.07825	31.034
Posttest	35	36.1714		4.85971	

The English-speaking ability of 35 learners was tested and scored both in the pretest and posttest. There was a comparison between the results of the pretest and posttest, including the mean score, standard deviations, and mean difference. As illustrated in table 5, it was found that learners' English- speaking test scores were higher than their pre-test scores. The learners' mean scores (36.17) and standard deviation scores (4.86) were higher than the mean scores and standard deviation scores of the pre-test scores (22.63 and 3.08). Next, Table 6 showed the reliability of learners' scores by the alpha coefficients.

TABLE 6
LEARNERS' OPINIONS TOWARDS LEARNING ENGLISH THROUGH THE PROCESS OF TCRS

Item	$\bar{x}$	S.D	Interpretation	Rank
1.Learning to speak English through the TCRS process makes me speak English easier than in the past	4.59	0.67	Strongly agree	1
2.I like to practice speaking English through the process of the TCRS	4.45	0.60	agree	2
3.The TCRS process helps me improve my speaking skill	4.45	0.60	agree	2
4. I feel that my English speaking ability has improved after studying English through the process of the TCRS	4.41	0.59	agree	3
5.The teacher encourages students to speak freely.	4.41	0.59	agree	3
6.The TCRS process makes me want to learn more English	4.41	0.59	agree	3
7.Teaching 8 occupations through the process of TCRS interests me the learning activities a lot.	4.36	0.56	agree	4
8.The TCRS process encourages me to speak English all the time	4.36	0.58	Agree	4
9.I feel more confident to speak English after learning about the occupations through the TCRS process	4.23	0.61	agree	5
10.I enjoy participating in this course.	4.23	0.63	agree	5
11.I want to have longer time to study	4.14	0.71	agree	6
12.Be confident in speaking English	4.14	0.71	agree	6
Table 7 showed learners' opinions towards learning English through the process of the TCRS				
13. I have more confidence to speak English with native speakers.	4.14	0.71	agree	6
14. Studying English related to the linguistic competence encourages to speak English.	4.00	0.62	agree	7
15. Studying English enables my life to be better because of communicative competence.	4.00	0.62	agree	7
16. I feel happy every time I speak English.	4.00	0.62	agree	7
17. Practicing English through the TCRS process encourages me to speak more and more.	4.00	0.62	agree	7
18. Studying English through the TCRS process creates my idea.	4.00	0.62	agree	7
19. English speaking ability enables to have a good job in the future.	4.00	0.62	agree	7
20. I want to study English more and more through the TCRS process.	4.00	0.62	agree	7
Total	4.00	.18	agree	

From the results of a questionnaire to examine learners' opinions towards studying English through the TCRS innovation, it was found that all learners strongly agreed with item 1. Learners agreed with items 2, 3, 4, 5, 6,7, 8,9,10,11,12,13,14,15,16,17,18,19, and 20. The results of the total of 20 items showed learners' agreement with a statistical rating of x = 4.00 and S.D. = 0.61. It could be concluded that the majority of learners had a positive attitude towards studying English speaking through the TCRS innovation.

IV. Discussion

The findings of the analyzed data were discussed in each research question. The results showed that the learners improved their English-speaking ability after being taught by the TCRS process.

Hypothesis 1: Students who have studied English via the TCRS innovation of English- speaking training will achieve significantly higher average scores on the speaking posttest than on the pretest. According to the experimental group, the results in table 5 showed that the mean scores of the posttest were higher than the mean scores of the pretest. Based on the results of the pretest, the learners had difficulty speaking English in front of the class. Most of them were shy and lacked self-confidence and fluency. When they created the dialogue, most of them used simple vocabulary and short sentences. After completing the posttest, the majority of them improved their English-speaking ability. They were skillful and spoke more fluently without worrying about mistakes. They also felt more comfortable expressing their ideas and interacting with their friends in English.

Hypothesis 2 The TCRS approach will enable students to improve their English-speaking ability.

The posttest score of higher secondary school learners improved English-speaking ability by studying eight topics in English through the TCRS process. Moreover, based on the score of alpha coefficients, 0.83 was closer to number 1 and the item discrimination was between 0.302 and 0.803, which was accepted because higher secondary school learners' post-test scores had reliability. According to the score of alpha coefficients, 0.83, which was closer to 1. It was approved that learners' post-test scores had reliability. The item discrimination was between 0.302 and 0.803, which was accepted.

The results of the study in Table 6 indicated that the samples improved their English-speaking ability from learning English through the TCRS process activities. The posttest of the samples showed that the majority of learners spoke English with more confidence and fluency. Additionally, they could use longer sentences with more new words and more fluency. Even though they made some grammatical mistakes, they could communicate their ideas fluently. Furthermore, the scores of the posttest showed that a few learners had low or similar scores. This might be because they were very shy and did not like to speak. The result of this study was in accordance with Abe (1994), who said that the communicative activities would enable learners to practice speaking and also help speakers and listeners become productive partners in EFL or ESL classrooms. It meant that learners had an opportunity to share ideas and information before beginning the communicative activities. Furthermore, Johnson (1995, p.89) found that the communicative activities not only help learners improve their speaking and pronunciation ability but also enable them to develop the pronunciation skills in the activities. Since, according to the TCRS process, the pronunciation skills were taught in their English class. Learners enjoyed expressing their concepts in English by ignoring pronunciation errors. Additionally, the CLT activities helped promote learners' careful planning and thinking of the speech patterns. Based on the data results, it supported the first objective (study the effects of TCRS innovation on English instruction of high secondary school learners on English communication), which studied basic English- speaking ability for communication purposes of higher secondary school learners. The English-speaking ability scores of 35 learners from the samples before the treatment were approximately lower than the posttest scores, which meant that they could not give basic information and were not able to express their opinions. In contrast, the second objective of the study (enhancing the ability of English speaking for communication of high secondary school learners in English communication) was met. Based on the data from the end of eight lessons, the majority of learners' posttest scores were higher than their pretest scores. They were able to answer questions, express ideas and, give basic questions fluently. It happened because a step of teaching English speaking through the TCRS process consisted of a five-step practice as follows:

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

In addition, the activity of the TCRS process in each stage also provided a chance for learners to develop not only their speaking ability but also fluency and accuracy. The classroom activities encouraged learners to speak or express their ideas all the time because the classroom atmosphere related to the interaction between the teacher and learners, and between learners and learners resulting in improvement of English- speaking ability. The findings from the questionnaire also supported the atmosphere of improving English-speaking skills because the majority of them agreed by checking "agree" for nearly every item. To sum up, the results of this study emphasized the beneficial effects of studying English through the process of the TCRS innovation because their English-speaking ability was improved. Thus, it may be very useful for teachers of English to apply the TCRS approach to encourage learners from every level of education to improve their speaking ability (Dechsubha, 2020).

V. CONCLUSION

The objectives of this study were to (1) study the effects of TCRS innovation on the English instruction of high secondary school learners in English communication, (2) enhance ability of English speaking for communication of high secondary school learners on English communication, and (3) create a model of teaching English communication through reading, role- playing and story-telling (TCRS model) focusing on English communication. The samples consisted of 35 high secondary school learners who took English course in the academic year 2018 through the simple random sampling. The research instruments used in this study were an English- speaking ability test and a questionnaire. It was a one group pretest and posttest design. There were three steps of the study: before, during, and after. Before the treatment, 35 samples were given a pretest to assess their prior English-speaking ability. Next, they were treated how to speak English by studying eight topics in English through the TCRS process for over eight weeks. Afterwards, they were treated by the posttest related to eight topics. They were tested one by one about the eight topics. They also had to answer a questionnaire to explore their concepts about studying eight topics through the TCRS process. The data were statistically analyzed using the mean ($\bar{x}$), standardization (S.D), and t- test. The results of this study revealed that the post-test mean score of English-speaking ability of high secondary school learners who studied eight topics through the TCRS process was significantly higher than the pretest mean score. More importantly, they had a positive attitude towards studying eight topics in English through the TCRS process. The conclusion from the data can say that studying English speaking through the TCRS process will enhance learners to speak English easily. The results of the study can be concluded that (1) high secondary school learners' English-peaking ability was significantly improved after studying eight topics through the TCRS process, and (2) learners had a positive attitude towards studying eight topics in English over eight weeks through the TCRS process.

VI. LIMITATIONS OF THE STUDY

There were some limitations in this study as follows:

1. The TCRS approach was very new to both teachers of English and learners. Thus, there was no enough evidence to approve learners' English -speaking skill ability.

2. Based on the TCRS approach, teachers had to be skillful in speaking in English so that they were able to set up the classroom atmosphere by encouraging the teacher and learners and between learners and learners to communicate in English. Thus, the teachers had to devote their time setting up the class activities and lessons.

3. A basic English-speaking skill of learners was quite unsatisfied. More time should be spent to improve their English- speaking ability.

4. The allotted time for collecting data was limited because of limitation of the research project. Thus, longer time for training the learners was required so that that they could practice speaking more.

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- Advisor of SMEs Provincial Champion Project in collaboration with the Office of Small and Medium Enterprises and KMITL, 2017

- Advisor to the NIA Entrepreneur Project with the Thai SMEs Confederation, 2017

- Advisor of the NIA Entrepreneur Project with the Thai SMEs Confederation, 2018

- Entrepreneur Capacity Development Program In order to drive the business to be a Smart SMEs by the Nonthaburi Provincial Industry Office on 12-13 Feb - 2019 at The Rich Hotel, Nonthaburi Province

- Business Administration Course using Business and Financial Accounting Models in the 4.0 Era, by the Industrial Promotion Center sector 8, Mar 2019, at the Nonthaburi City Hall

Consultant for SME entrepreneurs to fact finding in-depth together with DIProm.on 4 April, 22

- Instructors training to educate SMEs about Business Model Canvas together with Government Savings Bank in accessing capital sources on 21-22 March,25-26 Jul,22-23 Aug 2022.

He also got many awards such as

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- Individuals with outstanding benefits For Rajamangala Institute of Technology Suvarnabhumi 2018

- Angel Fund for Startup 2018, receiving 1st prize in product: industrial wastewater treatment system with electric field: Cmart