The Development of Task-based Speaking and Communication Strategies Instructional Model to Enhance Speaking Competence of 1st Year EIC Students

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Abstract

The research objectives were 1) to develop task-based speaking and communication strategies instructional model to enhance speaking competence (PMIRE Model) 2) to investigate the effectiveness of the PMIRE Model 3) to compare students' speaking competence after using the PMIRE Model 4) to investigate the relationship among students' speaking with various competence and the frequency use of communication strategies (CS.) 5) to explore students' satisfaction toward the PMIRE Model. The sample comprised 33 first-year EIC students at Rajamangala University of Technology Isan, Nakhon Ratchasima. Research instruments consisted of task-based speaking and CS. instructional model, a handbook for the model, lesson plans, exercises, a speaking test, CS. used checklist and questionnaire. The data were analyzed by mean, standard deviation, t-test dependent, Pearson Correlation and content analysis. The results were as follows: 1). task-based speaking and CS. instructional model to enhance speaking competence called "PMIRE Model" consisted of principle, objective, condition, and learning processes. The Model included (1) Priming and Preparation: P, (2) Modeling: M, (3) Implementing: I, (4) Reflecting: R, and (5) Evaluating: E. 2). The effectiveness of the PMIRE Model met the criterion of 80.84/84.35 that was higher than the required criterion of 80/80. 3). The students' speaking competence was significantly higher than before the instruction at .05 level. 4). The relationship between speaking competence and the frequency used of CS. was found negative correlated. 5). The students' satisfaction toward the task-based speaking and CS. instructional model, PMIRE Model were at the high level.

Keywords: Task-based Speaking Instructional Model, Communication Strategies (CS.), Speaking Competence

1. Introduction

Nowadays, English speaking skill showed the crucial roles in English language classroom in Thailand. Thus, the Thai government has promoted the policy on education that attempts to prepare Thai people to improve their abilities to communicate with other people in ASEAN member countries. One of the English language policies of the Thai government focused on the communicative language teaching and learning in order to improve their English speaking skill. Furthermore, there are many causes influencing successful language learners particularly for speaking skill. The difficulties in English language teaching and learning are not only from teachers of English but also from

students. Biyaem (1997) stated that for teachers, the major cause of problem is the heavy teaching loads with a large class of 40-60 students. Also, teachers have insufficient English language skills and teaching knowledge. As for students, they lack opportunities using English in their daily life. Being passive learners and being shy to speak English with classmates are basically Thai students' problems in learning the language.

With an emphasis on communication, their classroom environment of learning English language should be authentic and meaningful. The competent English teacher should propose the interactional, real, and meaningful context to support students' needs for communicative practices. Although Communicative Language Teaching (CLT) in the English language classroom has been promoted in Thailand since 2000, many Thai teachers cannot focus exactly on the CLT practices. Richards and Rogers (1986) and Brown (1994) pointed out that CLT aims to enhance the communicative competence components of language learners in practicing their speaking skill by using authentic and meaningful communication activities.

In addition, there are four main purposes of communicative activities (Littlewood, 1995): 1) providing whole-task practice, 2) improving motivation, 3) allowing natural learning, and 4) creating a context supporting their learning. Therefore, CLT focuses on using the target language in order to interact with the interlocutor in the classroom activities. In brief, one of the advantages of CLT is an emphasis on communicative competence rather than grammatical correctness and that communicative competence includes the development of 3 competence dimensions: sociolinguistics, discourse, and strategic competence (Canale and Swain, 2003).

Students have their own learning styles, so teachers should use different kinds of teaching methods in order to help students fruitfully achieve the goal. All kinds of teaching approaches have their own benefits for the improvement of the students. The various teaching strategies, student levels, and implementation of the strategies are best for particular students can assist teachers in finding out which teaching methods will be most effective for their classes. Also, classroom activities should be comparable the "real world".

Task-based language teaching (TBLT) came from communicative approaches (Willis and Willis, 2007). A task-based approach has been affirmed to be a valuable and influential approach to language teaching for many years (Willis, 1996). Task-based learning and teaching serves numerous benefits by helping students build up cognitive processes, creative thinking and problem-solving skills. Moreover, Ellis (2003) points out that the task-based teaching method is to construct language learning opportunities and skill-development through collaborative knowledge-building. Integration of all the four skills is the primary purpose of TBLT that focuses on fluency and accuracy.

In addition, Canale and Swain (1980) state that task-based teaching can develop students' communicative competence that it can be classified as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In this paper, the researcher focuses on strategic competence dimension that refers to a speaker's ability to adapt their language use both verbal and nonverbal to amend for communication breakdowns caused by the speaker's lack of understanding of appropriate grammar use. Tarone (1980) argued that strategic competence seems to have some widespread aspects in use of all languages, which agrees with Bachman (1990) who divided communicative language ability into 3 components, language competence, strategic competence, and

psycho physiological mechanisms, and he defined strategic competence as an important tool to achieve their communicative goals with their real world knowledge and language knowledge.

Communication Strategies can facilitate learners to overcome the communication problems. Communicative strategies (CS) play a major role in second language acquisition (SLA). Tarone (1980), however, expresses a different notion, namely that any kinds of communicative strategies can contribute to successful SLA. Canale (1983) states that strategic competence is as a composition of the ability to acquire verbal or non-verbal communicative strategies to compensate for communication breakdowns caused by certain kinds of limitation and also to enhance the effectiveness of communication. They point out that strategic competence is often used when communication problems arise. Learners try to use what they know to communicate with others by using the target language. That is to say, CS are used to compensate for some deficiency in the linguistic system and focus on exploring alternate ways of what one does know for the communication of a message.

Thus, this study emphasizes developing task-based speaking and communication strategies instructional model to enhance speaking competency of 1st year English for International Communication (EIC) students. This study examines the commonly used of task-based and communication categories. The main purpose of the present study is to see if the participants can develop English speaking competency in terms of the kind of language use in their oral communication effectively.

2. Background of the study
2.1 Task-based language learning and teaching

Task-based learning has gone through numerous modifications in recent years and has been recommended as a way forward in communicative language teaching. Prabhu (1987) defines a "task" as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process. Similarly, Lee (2000) defines a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. Moreover, a task refers to a language learning endeavor that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Richards, 1986).

Nunan (2004) uses the word 'task' instead of 'activity.' He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right. Ellis (2003) defines "tasks" as activities that are primarily focused on meaning. In contrast, exercises are activities that are primarily focused on form. According to Bygate, Skehan and Swain (2001), a "task" is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasize the fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

2.2 Components of the task-based learning framework

The components of the task-based learning framework lead teachers to follow teaching steps effectively because task-based learning employs sequences that differ from other teaching methods. There are 3 main components of task-based learning framework as follows; firstly, pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

Secondly, task cycle refers to the 'methodological options' or 'task performance options' available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones.

The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

Lastly, language focus in the post-task stage affords a number of options. Language focus has three major pedagogic goals: (1) to provide an opportunity for repeated performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task. Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage.

Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that

were recently studied in analysis activities. In this section, the teacher conducts practice after analysis to build confidence. The learners practice words, phrases and patterns from the analysis activities, review features occurring in the task text or report stage and enter useful language items in their language notebooks.

2.3 Communication strategies

As cited in Debao (2004), the first attempts to provide a systematic definition for the communication strategies concept were made by Tarone, Frauenfelder and Selinker (1976), and Tarone, Cohen and Dumas (1976). Tarone, Cohen and Dumas (1976) defined Communication Strategies as "a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed". This definition makes reference to two features that Tarone considers are the two basic definition characteristics of communication strategies: language use and function. Communication strategies are seen as directly related to language use and not as part of the speaker's linguistic knowledge.

On the basis of this description of the speech production process, Faerch and Kasper (1983) propose the following definition for the communication concept that " Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p. 212). We can see in this definition that Faerch and Kasper (1983) consider the criteria of problematicity and consciousness as the two basic features to be taken into account in a description of communication strategies. Communication strategies are problem-oriented because they are employed when the speaker does not have the resources required to express the intended meaning. The criterion of consciousness is secondary because it is derived from the first definition. In order to experience a problem, one should be aware that some kind of difficulty exists.

On the basis of this model and also from the results of an empirical investigation carried out on learners' use of compensatory strategies, Poulisse et al. (1990) developed a final version of their original working definition of compensatory strategies, which is compensatory strategies are processes, operating on conceptual and Linguistic knowledge representations, which are adopted by language users in the creation of alternative means of expression when linguistic shortcomings make it impossible for them to communicate their intended meanings in the preferred manner.

The above definition thus accounts for problems which occur not only in the planning phrase but also at later stages in the speech production process. It does not only define compensatory strategies as processes, but it also specifies the outcome of these processed. Like the first definition proposed, it can include both L1 and L2 communication. It provides an explanation for cases in which the adjustment of the message is due not only to speakers' linguistic problems, but also to an anticipation of the hearers' processing difficulties. At the same time, it is specific enough to be used in the field of interlanguage studies, since the presence of a linguistic problem may be one of the conditions for the use of a communication strategy. This definition, like that of Faerch and Kasper (1983), is based on a model of speech production and not on a model of communication, so it can only account for communication strategies as cognitive production processes and it does not consider the role of these strategies in interaction.

2.4 Types of communication strategies

The linguistic (interactional) and the cognitive approaches to the analysis of communication strategies can be used to develop typologies for the identified CS. Tarone (1977, 1980) and Bialystock (1990) provide the most widely cited taxonomy of communication strategies, which are further discussed below.

Tarone (1980, 429) summarizes types of communication strategies under five main categories, along with their subcategories. First, paraphrase includes three subcategories which are (a) Approximation: the use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker, (b) Word coinage: the learner's making up a new word in order to communicate a desired concept, and (c) Circumlocution: the learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure.

Next, transfer has two elements in it. They are (a) Literal translation: the learner's translating word for word from the native language, and (b) Language switch: the learner's using the NL (native language) term without bothering to translate. Then, Appeal for Assistance refers to the learner's asking for the correct term or structure (e. g. "What is this?"). Mime refers to the learner's using non-verbal strategies in place of a meaning structure. Finally, avoidance consists of two subcategories. There are (a) Topic avoidance: the learner's by passing concepts for which the vocabulary or other meaning structures are not known to them, and (b) Message abandonment: the learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

Færch and Kasper (1983), who suggest communicative strategies as a psychological process, believe CS is the solution to the individual's problems of processing rather than the speaker's and the hearer's mutual problems. Færch and Kasper categorize the communicative strategies into two main aspects: achievement communicative strategies and reduction communicative strategies. According to Færch and Kasper's viewpoint, the achievement communicative strategies involve hypothesis and the communicator's practical statement and it can promote language acquisition. On the other hand, when using reduction communicative strategies, the original purpose is changed and it may result in less language acquisition.

Færch and Kasper (1983) subcategorized the achievement CSs into: code-switching, inter-lingual strategies, L1-based strategies, cooperative strategies and nonverbal strategies. Most of the following strategies are connected with problems in the planning phase and some others with problems in the execution phase. On the other hand, in order to prevent producing non-fluent or incorrect utterances by using insufficiently acquired rules, learners may make up their mind to communicate by "reduced" systems which concentrate on old rules. When a second language learner interacts with a native speaker, the native speaker may use some simplified version of their L1 system to match the learner's receptive level. Therefore, reduction strategies play an important role in learners' process of second language acquisition.

In Færch and Kasper's reduction strategies, there are two main aspects. Firstly, it is the formal reduction strategies. The formal reduction strategies refer to the reduction by which parts of linguistic system are avoided. Learners tend to adopt formal reduction

strategies mainly for the following two reasons. First of all, learners want to avoid making mistakes. Error avoidance, to some extent, may be psychologically determined. Some second language learners may feel terribly about communicating in a foreign language. They have forbidden doing this unless they can do so without exhibiting linguistic handicaps. Some second language learners believe that linguistic correctness is a prerequisite for the success of communication. Secondly, second language learners want to increase their fluency. Lastly, Færch and Kasper (1983) point out that functional reduction may affect the following three main types of elements of the communicative goal: actionable communicative goal, modal communicative goal and propositional communicative goal.

3. Research objectives

The objective of this research were: (1) to develop the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students, (2) to investigate the effectiveness of the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students based on the assigned criteria 80/80, (3) to compare students' speaking competence between pre-test and post-test after using task-based speaking and communication strategies instructional model, (4) to investigate the relationships among students' speaking with high, average, and low competence and the frequency use of communication strategies, and (5) to explore student's satisfaction towards task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students.

4. Research Methodology

This section will present the subject and research instruments as follows:

4.1 The subjects

The subjects were 33 of the first year English for International Communication students at Rajamangala University of Technology Isan (RMUTI), Nakhonratchasima main campus who were chosen by using simple random sampling technique. They voluntarily participated in 8 sessions of speaking training course using the task-based speaking and communication strategies instructional model or PMIRE's model. The researcher classified all students into high (H), average (A) or low (L) groups on the basis of their scores of Speaking English Test. The score criterion described students' speaking competence evaluated by three English teachers who were two Thai English teachers and a native teacher.

4.2 Research instruments

There were five research instruments in this study.

4.2.1 Task-based speaking and communication strategies instructional model lesson plans were divided into 6 units and teacher's manual both written by the researcher. The content specifications were verified and validated by 3 experts.

4.2.2 English speaking test pre-test and post-test consisted of 10 interview questions, which they were verified and validated by the experts.

4.2.3 Communication strategies use checklist was adapted from observation checklist developed by Wilkinson and Birmingham (2001), and the three experts were asked to validate its content validity.

4.2.4 Audio-recordings were used to find out how they communicated during their interaction and what communication strategies they used to communicate with the others. The data gaining from the audio recordings were transcribed by the researcher in order to use for the qualitative method.

4.2.5 Questionnaire on satisfaction toward task-based speaking and communication strategies instructional model was verified the content specification by the advisor and they were validated by 3 experts.

5. Data collection
The processes of data collection were shown as follows:

Phase 1: Research 1: R1 (Analysis) Explore needs and background information for constructing and developing task-based speaking and communication strategies instructional model to enhance speaking competence of the first year EIC' students at RMUTI.

Phase 2: Develop 1: D1 (Design and Development) Design and develop task-based speaking and communication strategies instructional model to enhance speaking competence of the first year EIC' students at RMUTI.

Phase 3: Research 2: R2 (Implementation) Conduct the research on task-based speaking and communication strategies instructional model to enhance speaking competence of the first year EIC' students at RMUTI.

Phase 4: Develop 2: D2 (Evaluation) Analyze and interpret data after using task-based speaking and communication strategies instructional model to enhance speaking competence of the first year EIC' students at RMUTI.

Phase 5: Accredit the task-based speaking and communication strategies instructional model.

6. Data analysis
The data in this study were analyzed both quantitatively and qualitatively in order to identify the results from task-based speaking and communication strategies instructional model. The linguistic features were examined for the quantitative analysis. The written discourse from the transcripts of interactions was analyzed based on the types of communication strategies and speaking competence features. The numbers of words, phrases, sentences and messages per each participant were counted. The data were collected by video-tape recorder, questionnaire, and communication strategies used checklist.

The objective of qualitative analysis was discovered the conversational interactions based on the overall communication strategies. The transcribed sample data were extracted and presented as an excerpt to show how the communication strategies used by the interlocutors.

7. Results and discussions
This section will report the results of the study in response to five research objectives as follows:

7.1 Result of the development of the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students.

The steps in developing the teaching procedures of task-based speaking and communication strategies instructional model were based on the theoretical framework of task-based and communication strategies as reviewed in the literature. The result was found that the procedures of task-based speaking and communication strategies instructional model were designed in 5 steps as follows:

Step 1: Priming and preparation step, the objective of this step is to build their understanding and prepare basic knowledge for doing the tasks. In this step, the pictures, games, teaching materials, and multimedia were used to help students acquiring their knowledge. It's included with giving the examples of how to do the tasks and what the outcomes the tasks together with giving the communication strategies by using multimedia resources.

Step 2: Modeling step, the purpose of this step is to help students understand about task-based speaking and communication strategies activities by providing them examples. In this step, teacher models each strategy to students, and then students practice speaking by using in the classroom.

Step 3: Implementing step, this step provides students to do tasks individual, pairs, or group on task-based speaking and communication strategies activities. It's emphasized that students can achieve tasks following the steps, and teacher will only be facilitator.

Step 4: Reflecting step, the objective of this step is to reflect, share, and summarize knowledge and idea on task-based speaking and communication strategies activities by reflecting their understanding in class. Teacher will support and help to achieve the tasks effectively.

Step 5: Evaluating step, this step focuses on how students and teacher evaluate the tasks both themselves and friends. Students will be checked their communication strategies used by teacher.

From the steps mentioned above, communication strategies will be integrated in each step by both teacher and students. First, in the priming and preparation step, teacher uses video presentations as the tools to gain students' knowledge. Second, the modeling step, teacher models communication strategies and let some of them practice speaking English to show how they understand and use the language with communication strategies correctly. In the third step, implementing step, students do the speaking activities and try to use communication strategies when they face the communication problems. Fourth, students discuss what they have learned and reflect both English language contents and communication strategies used in their activities. Lastly, both teacher and students evaluate speaking competency. Teacher checks students' communication strategies used in the communication strategies checklist form.

The PMIRE model was developed to enhance students speaking competence within the theoretical framework of task-based language learning and teaching and communication strategies. The objective of this model was to help students with the

authentic materials and English language activities integrated with communication strategies to show them when they face the communication breakdown.

The figure 1 was shown the development of the PMIRE Model which was included with the social system, principle of reaction, and support system together with the category of communication strategies. The category of communication strategies was divided into three main strategies that they are (1) reduction strategies; 1.1 message abandonment, and 1.2 topic avoidance, (2) achievement strategies; 2.1 approximation, 2.2 word coinage, 2.3 description, 2.4 circumlocution,2.5 exemplification, 2.6 self-repair, 2.7 appeal for assistance, and 2.8 code switching (3) nonlinguistic strategies; 3.1 mime, 3.2 gesture, and 3.3 use of pause fillers and hesitation devices.
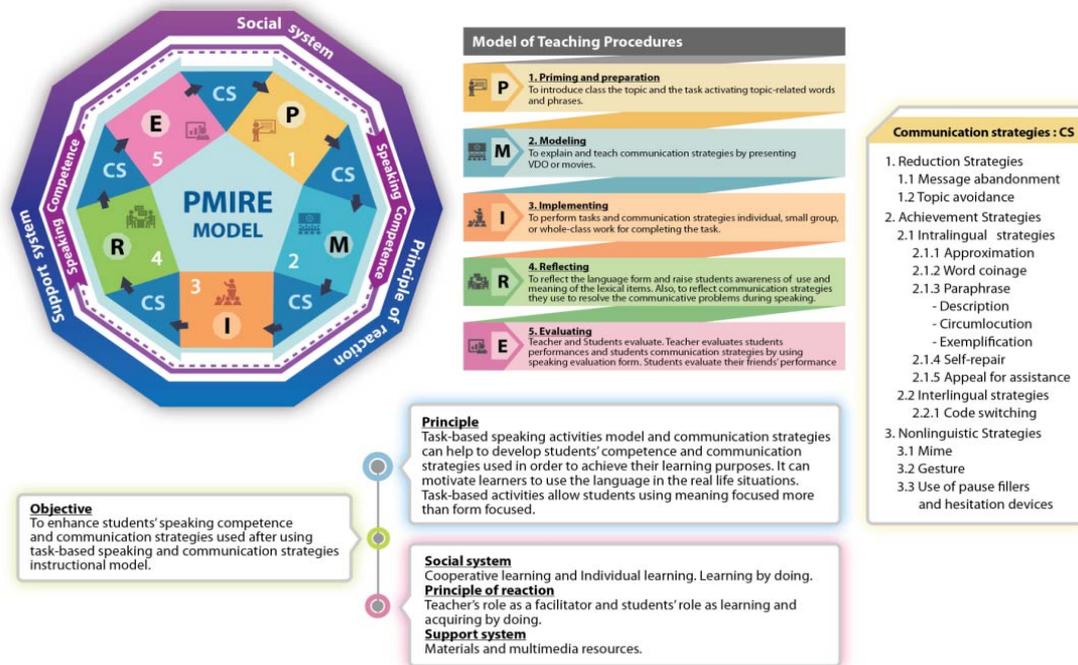
7.2 The effectiveness of the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students based on the assigned criteria 80/80.

As shown in Table 1, it can be seen that the efficiency of the process for Task-based speaking and communication strategies model (E1) was 80.84 and the efficiency of the product (E2) was 84.35. The results of the experiment,the task-based speaking and communication strategies instructional model had efficiency at 80.84/84.35 that met the assigned criteria 80/80.

Table 1: The results of the efficiency of task-based speaking and communication strategies instructional model

Pilot Study	Task-based speaking and communication strategies instructional model		The assigned criteria 80/80
	The efficiency of the process (E1)	The efficiency of the product (E2)	
During Tasks Test	80.84		80.00
Post-test		84.35	80.00

Figure 1: Task-based speaking and communication strategies instructional model or PMIRE   model

THE DEVELOPMENT OF TASK-BASED SPEAKING AND COMMUNICATION STRATEGIES INSTRUCTIONAL MODEL TO ENHANCE SPEAKING COMPETENCE OF 1ST YEAR ENGLISH FOR INTERNATIONAL COMMUNICATION STUDENTS AT RAJAMANGALA UNIVERSITY OF TECHNOLOGY ISAN, NAKHONRATCHASIMA

7.3 The comparison of students' speaking competence between pre-test and post-test after using task-based speaking and communication strategies instructional model.

To answer this question, the 33 students were asked to practice and do the tasks through the PMIRE Model, the researcher was the teacher who taught following 5 procedures of the PMIRE model. Participants were pre-tested and post-tested for their speaking ability in term of speaking competence. The three raters were English teachers who gave twenty marks following the evaluation criteria form. The criteria of the speaking competence was divided into 4 main components which were Performance, Grammartical Accuracy, Vocabulary, and Fluency. The results were presented in the Table 2.

Table 2: The comparison of the pre-tested and post-tested on speaking competence

Speaking Test	N	Total Score	$\bar{x}$	S.D.	t-test	P-value
Pre-test	33	20	12.11	3.39	13.37*	0.00
Post-test	33	20	15.67	6.91		

*P<.05

From Table 5, the mean score of the speaking pre-test was 12.11 and that of the post-test was 15.67. The standard deviations of the pre-test and post-test were 3.39 and 6.91 respectively. The results indicated that participants in the study had higher scores in their speaking competency post-test. Thus, the t-test analysis showed that there was a statistically significant difference between the speaking pre-test and post-test at the level of .05.

The overall communication strategies employed by the students were presented in term of frequency, percentage, mean, and standard deviation (S.D.) in Table 3.

Table 3: Communication Strategies used by students

Type of Strategies	Strategies	Frequency	N=33	Percentage	Rank
1. Reduction Strategies	1.1 Topic avoidance	5	2	0.54	13
	1.2 Message abandonment	14	5	1.51	12
2. Achievement Strategies	2.1 Approximation	54	25	5.81	6
	2.2 Word coinage	29	16	3.12	9
	2.3 Description	77	33	8.29	5
	2.4 Circumlocution	52	21	5.60	7
	2.5 Exemplification	81	33	8.72	3
	2.6 Self-repair	34	15	3.66	8
	2.7 Appeal for assistance	22	10	2.37	11
	2.8 Code switching	26	17	2.80	10
3. Nonlinguistic Strategies	3.1 Mime	80	33	8.61	4
	3.2 Gesture	187	33	20.13	2
	3.3 Use of pause fillers and	268	33	28.85	1

	hesitation devices				
	Total	929	-	100.00	-

7.4 The relationships among students' speaking with high, average, and low competence and the frequency use of communication strategies.

The results from table 4 showed the relationship between the frequency use of each communication strategy and English speaking competence. The frequency uses of communication strategy in low English speaking competence were different from the middle and high English speaking competence groups. In contrast, there was only one communication strategy that there was not different in each group (CS. 7: 2.231a, 2.571a, and 2.615a, respectively).

The results from the table 5 were shown that the relationship between English speaking competence scores and the frequency use of communication strategy were highly correlation (r = -0.849, P = 0.000).

Table 4: The relationship between the use of communication strategies by the High, Average, and Low English speaking competence

The frequency use of Communication strategy	English speaking competence			P-value	Meaning
	High	Average	Low		
CS. 1	0.000[b]	0.000[b]	0.713[a]	0.020	Significant
CS. 2	0.000[b]	0.000[b]	2.000[a]	0.000	Highly significant
CS. 3	0.539[b]	2.154[a]	2.714[a]	0.000	Highly significant
CS. 4	0.000[c]	0.923[b]	2.429[a]	0.000	Highly significant
CS. 5	1.692[b]	2.538[a]	3.149[a]	0.001	Highly significant
CS. 6	2.857[b]	2.154[a]	0.307[a]	0.000	Highly significant

CS. 7	2.231[a]	2.571[a]	2.615[a]	0.247	Non-significant
CS. 8	0.462[b]	0.923[b]	2.286[a]	0.006	Significant
CS. 9	0.769[b]	0.539[b]	2.000[a]	0.002	Significant
CS. 10	0.154[c]	0.923[b]	1.714[a]	0.000	Highly significant
CS. 11	1.923[b]	2.461[ab]	3.286[a]	0.018	Significant
CS. 12	3.231[b]	4.539[b]	12.286a	0.000	Highly significant
CS. 13	5.231[b]	9.000[b]	11.857[a]	0.000	Highly significant

$P < 0.05$

Table 5: The relationship between English speaking competence and the frequency use of communication strategy.

	N	r	P-value	Interpretation
English speaking competence				
The frequency use of communication strategy	33	-0.849	0.000	Highly (Inverse Variation)

7.5 Student's satisfaction towards task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students.

From the result, it was found that the students' satisfactions toward the PMIRE Model were at the high level of satisfaction ($\bar{x}$ = 4.02, S.D. = 0.46). Considering each item, the students satisfied that the students had the highest satisfaction toward the PMIRE Model with the highest mean average 4.15 by the activities in task-based speaking and communication strategies instructional model ($\bar{x}$ = 4.15, S.D. = 0.44). They also satisfied that the desire to use the PMIRE Model again and the cooperation and discussion during the activities was at high level with mean average 4.12 and 4.10 (S.D. = 0.42 and 0.46, respectively).

Table 6: The satisfaction towards PMIRE Model

No.	Satisfaction towards task-based speaking and communication strategies instructional model	$\bar{x}$	S.D	Interpretation	Rank
1.	I can review my background knowledge before learning the new knowledge.	3.96	0.39	High satisfaction	7
2.	I can exchange my ideas with teacher and friends.	3.94	0.43	High satisfaction	8
3.	When I face the problems, I have the opportunities to ask for solving my problems.	4.06	0.35	High satisfaction	4
4.	I can cooperate and discuss with others about the conclusion of the main point and learning transformation.	4.10	0.46	High satisfaction	3
5.	I can clearly understand through the activities in task-based speaking and communication strategies instructional model.	3.91	0.46	High satisfaction	9
6.	The activities in task-based speaking and communication strategies instructional model are enough for me to practice speaking English.	4.15	0.44	High satisfaction	1
7.	The difficulties of activities in task-based speaking and communication strategies instructional model are suitable for me to practice speaking English.	4.03	0.59	High satisfaction	5
8.	I can practice speaking English through task-based speaking and communication strategies instructional model with friends and myself.	3.94	0.50	High satisfaction	8
9.	I can improve my speaking ability after using task-based speaking and communication strategies instructional model.	4.00	0.50	High satisfaction	6
10.	I will use the task-based speaking and communication strategies instructional model again.	4.12	0.42	High satisfaction	2
	Total	4.02	0.46	High satisfaction	

8. Conclusion

As shown in this research, the researcher demonstrated the development of the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students. The PMIRE Model based on the principle, theories, and related research menteioned above was highly suitable for constructing the PMIRE Model to enhance students' English speaking competence. Next, the investigation of the effectiveness of the task-based speaking and communication strategies instructional model that enhances speaking competence of the first year English for International Communication (EIC) students met the assigned criteria 80/80.

Then, the results from pre-test and post-test after using PMIRE model were shown that the development of the PMIRE Model was designed to suit with the students because the procedures, materials, and activities were emphasized on meaning in their daily life. Furthermore, the usefulness of teaching strategies is being widely examined today, the lecture still remains an important way to communicate information. After that, the results from students' English speaking competence scores were divided into 3 groups which were high, average, and low speaking competence groups. The researcher observed and checked the frequency use of communication strategies to investigate the relationship between their English speaking competence and communication strategy use. It can be shown that the students with low English speaking competence group were often used communication strategies more than the students in middle and high English speaking competence groups.

All the results confirmed that the PMIRE Model was a suitable model to teach students because this instructional model provided students with opportunities to practice their English speaking skills in the real life activities. It was also preparing them with their background knowledge before using the language in communication. Furthermore, the training of communication strategies to the students can force them speaking when they faced the difficulties in their communication breakdown. In conclusion, the results from the students' satisfaction towards task-based speaking and communication strategies instructional model (PMIRE Model) were shown that the procedures, activities, and materials developed for this model were highly satisfied, so that they can improve their English speaking competence.

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