**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

Interpersonal communication and speaking skill

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2024

**SUPERVISOR APPROVAL**

**CERTIFY:**

I, Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: **"INTERPERSONAL COMMUNICATION AND SPEAKING SKILLS"** investigated by Miss Noroña Tapia Emily Cristina with I.D No 0503574881, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

…………………………………
Mg. Marbella Cumandá Escalante Gamazo
**C.C.18029172550**

**DECLARATION PAGE**

I declare this undergraduate dissertation entitled **"INTERPERSONAL COMMUNICATION AND SPEAKING SKILL"**, is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

……………………………….

Noroña Tapia Emily Cristina
I.D. 0503574881

**AUTHOR**

**BOARD OF THE EXAMINERS APPROVAL PAGE**

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"INTERPERSONAL COMMUNICATION AND SPEAKING SKILL"** which is held by Noroña Tapia Emily Cristina undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros academic period September 2023–February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January, 2024

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**DEDICATION**

**TO:**

God for consistently being my guiding force and providing the strength to navigate through this entire journey, realizing one of my most cherished aspirations. To my parents and brother, heartfelt thanks for your love, hard work, and sacrifices throughout these years. It is through your support that I've reached this point and evolved into the person I am today.

*Emy.*

# ACKNOWLEDGMENTS

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**THEME:** "Interpersonal communication and speaking skill"

**AUTHOR:** Emily Cristina Noroña Tapia

**TUTOR:** Lic. Mg. Marbella Cumandá Escalante Gamazo

**ABSTRACT**

The following study aimed to determine the impact that interpersonal communication has on speaking skills. The participants were a total of 62 students (32 males and 30 females). This research has a descriptive, non-experimental approach. The data was collected through a survey with 25 items on a Likert scale. Additionally, there were 3 open questions. Once the survey was completed, it was validated using Cronbach's alpha coefficient (0.973) and the validation of the experts confirmed its reliability. Additionally, this research had three research questions based on the objectives. The results revealed that the type of interpersonal communication most used by students is verbal and non-verbal communication due to its great influence and help in the ability to speak. There were many strategies that teachers use to improve interpersonal communication. Based on the students' results, teachers prefer to apply strategies such as drilling and collaborative learning while the least used is mingle activity. Furthermore, the results also revealed that students use speaking strategies to improve their communication. The strategies that students used the most were learning new vocabulary and recording voice. However, debates are infrequently considered as the main strategy for them.

***Key words:*** *Interpersonal communication, strategies, types of interpersonal communication.*

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**RESUMEN**

El siguiente estudio tuvo como objetivo determinar el impacto que tiene la comunicación interpersonal en las habilidades para hablar. Los participantes fueron un total de 62 estudiantes (32 hombres y 30 mujeres). Esta investigación tiene un enfoque descriptivo, no experimental. Los datos fueron recolectados a través de una encuesta con 25 ítems en escala Likert. Además, hubo 3 preguntas abiertas. Una vez completada la encuesta, se validó mediante el coeficiente alfa de Cronbach (0,973) y la validación de los expertos confirmaron su confiabilidad. Además, esta investigación tuvo tres preguntas de investigación basadas en los objetivos. Los resultados revelaron que el tipo de comunicación interpersonal más utilizado por los estudiantes es la comunicación verbal y no verbal debido a su gran influencia y ayuda en la capacidad de hablar. Hubo muchas estrategias que los profesores utilizan para mejorar la comunicación interpersonal. Con base en los resultados de los estudiantes, los docentes prefieren aplicar estrategias como la repetición y el aprendizaje colaborativo mientras que la menos utilizada es la actividad de mezcla. Además, los resultados también revelaron que los estudiantes utilizan estrategias orales para mejorar su comunicación. Las estrategias que más utilizaron los estudiantes fueron aprender nuevo vocabulario y grabación de voz. Sin embargo, los debates rara vez se considera la estrategia principal para ellos.

***Palabras clave:*** *Comunicación interpersonal, comunicación, estrategias, tipos de comunicación interpersonal.*

# CHAPTER 1

# THEORETICAL FRAMEWORK

## 1.1 Research Background

This research investigates the impact of employing interpersonal communication on English speaking skills. To achieve this goal, a variety of resources, encompassing academic papers, books, theses, and scientific research networks, were examined to substantiate the study.

Suhendar (2018) led an investigation whose main objective was to analyze the effects of interpersonal communication skills and vocabulary mastery on the speaking ability of students. The methodology that the investigator used in this research was a survey with a quantitative approach. The participants of this research were fourth-semester students, 40 students from two universities in Jakarta. Moreover, the information collected was about the speaking ability of the students where the researcher used observation to obtain the information and a questionnaire for the use of interpersonal communication. The results of this research mention that there are significant effects of the use of interpersonal communication on the ability to speak English. In this way, students could improve their speaking ability and increase their vocabulary.

Pratama and Zainil (2020) conducted a research study with the objective of analyzing communication strategies employed by students in their oral performance during interpersonal conversations. Additionally, the study aimed to explore potential variations in these strategies based on the students' level of oral competence. The research followed a descriptive approach with a qualitative orientation. Data collection involved the use of video recordings of oral presentations and audio, which enabled the researchers to examine communication strategies employed by students as well as identify challenges they encountered while speaking. Moreover, the participants of this study were 20 students from two fourth-year classes. Throughout the observation process, the researchers meticulously documented all aspects of student interactions,

including behaviors, gestures, and facial expressions. Finally, the findings of the research indicated that students utilized thirteen distinct communication strategies, with pause fillers and hesitation devices emerging as the most frequently employed strategies, while non-linguistic strategies and literal translation were among the less frequently used ones.

Hidayati (2020) carried out a study that aimed to see the implementation of interpersonal communication to improve students' ability to speak. This study used a qualitative method. The data collection tools were observation techniques to see the process of implementation of learning using interpersonal dialogue and interview techniques to determine the impact. The participants in this research were teachers and students of the English program at the university in Indonesia. The results were that the participation of the students was good since they obtained an increase in learning activities, the use of vocabulary, grammar, pronunciation and self-confidence. In conclusion, the implementation of interpersonal dialogue can build communicative learning, due to the interactive communication between students and teachers and increase learning process and students' ability in the use of English language.

Pambudi et al. (2022) conducted a research where the main aim was to explain how interpersonal meaning is constructed in a conversation between EFL students. This research focused on how students assume roles and how they establish relationships. This study had a qualitative approach and its tool was observation. The participants in this study were a small group of three first-year students from UNNES University in Nigeria. They participated in a conversation in an informal way. This study was based on speech functions and mood states. The results of this research indicate that the state of mind allowed the students to assume two main roles which were initiator and supporter. The initiating role was carried out with statements and interrogations, the speaking choices showed that the students established harmonious conversations. However, this did not represent a quality conversation as they tended to avoid different ideas. In conclusion, this study provides help to improve students' ability to establish conversations and relationships between students and teachers.

Collier et al. (2023) carried out a study that evaluated whether interpersonal communication and anxiety about public speaking had an impact on 3 indicators of

student well-being, which are loneliness, belonging, and flourishing. In addition, it also evaluated the most popular types of introductory public speaking and hybrid communication courses. The participants in this study were 1378 enrolled students and the tool used was the survey. Every student who registered for these classes was requested to fill out a survey before the course began within the initial two weeks and another survey after the course concluded during the final two weeks of the semester. The results showed that interpersonal relationships and interpersonal communication competence were the strongest predictors of the three outcome variables. Furthermore, talkativeness predicted some additional variation in loneliness and relevance.

The research conducted by Rasyid (2016) delved into uncovering English learners' perceptions regarding the utilization of verbal and non-verbal interpersonal communication. The primary focus was on understanding how this mode of communication could contribute to cultivating positive attitudes and enhancing motivation for learning English as a foreign language. The study engaged a sample of 152 fifth-semester students enrolled in the undergraduate program at the University of Makassar in Indonesia. Furthermore, to provide a comprehensive overview, a descriptive approach was adopted, and a survey served as the primary research instrument. The participants' responses shed light on intriguing findings. Notably, the evaluation of interpersonal communication by the respondents was significantly shaped by their individual behaviors and beliefs as students. This suggests a close link between personal attitudes, communication styles, and the motivation to learn English, underscoring the intricate interplay between these factors in the language learning process. Further exploration of these dynamics could yield valuable insights for educators and curriculum developers seeking to optimize language learning experiences for students in similar contexts.

Yimam (2019) conducted a research study with the primary aim of delving into the diverse factors influencing interpersonal communication when using the English language as the primary mode of interaction. The study also focused on analyzing how these factors may impede students' communication processes. Employing a descriptive research design, the researcher utilized a combination of questionnaire surveys, interviews, and observations as tools for data collection. The findings of the research revealed several key factors significantly impacting students' interpersonal

communication. Gender, language differences, and environmental noise emerged as prominent elements influencing the efficacy of interpersonal communication among the student participants. These insights contribute to a nuanced understanding of the complexities inherent in language-based communication, particularly within an educational setting. In conclusion, this research not only expands our understanding of the factors affecting interpersonal communication in an English language context. However, emphasizes the importance of considering these variables in educational environments to enhance effective communication strategies among students.

Sankar et al. (2020) managed research focused on exploring effective means and methods for imparting interpersonal skills through the teaching of English as a foreign language. The study employed a qualitative descriptive approach to provide a comprehensive understanding of the subject. The research utilized a survey as its primary tool, targeting three distinct groups: students, university students, and professionals, with a total of 50 participants in each category. The findings revealed a satisfactory level of oral skill among students in managing interpersonal communication. However, the other categories demonstrated a deficiency in utilizing interpersonal communication to express themselves effectively in English. The study sheds light on the varying levels of success in imparting interpersonal skills within different groups, contributing valuable insights to English language teaching methodologies.

Tadesse (2021) conducted a study that investigated the factors affecting the interpersonal communication skills of English language learners at Kabridahar University. The researcher collected data through the use of tools such as questionnaires, interviews, and observation to obtain the desired results. Furthermore, he used a qualitative and quantitative descriptive approach for its analysis. The population of this study was 10 students from the English language and literature department from the first and third years. Finally, the results showed that students have sufficient interest when communicating and interacting with other people. However, there were some barriers such as the mother tongue and the variety of languages, which affected their interpersonal communication and relationships as well as the lack of practice.

Sarwari et al. (2023) developed a study that focused on evaluating the factors that influence the use of interpersonal communication between local and foreign students at a public school in Malaysia. The method used was mixed with a quantitative approach. The tool used in this study was the survey through the direct distribution of questionnaires to collect the data, interviews were also used to provide more information to the data. This study included 220 high school participants, both local and foreign. Additionally, 12 participants were interviewed to strengthen the survey data. The results of this study were that the students did use the English language as their main means of communication and their daily interactions with their peers of different nationalities and different levels of English language proficiency; however, according to the results, 80 percent of The students had some interactions with students of other nationalities, this gave way for the students to improve their level of English and also obtain social and cultural information from different people.

The information obtained from several previous studies revealed that there is a significant connection and a positive impact between interpersonal communication and speaking skill. Furthermore, the use of interpersonal communication is adaptable to different ages of students, from schoolchildren, adolescents, and university students to adults. In addition, these studies were conducted differently, with most aiming to improve speaking skills while others reinforced the use of interpersonal communication strategies such as collaborative learning, drilling and cooperative learning. Finally, interpersonal communication is a fundamental piece not only to develop speaking skills but also assertiveness and confidence when communicating and interacting with other colleagues in the classroom. These findings suggest that improving interpersonal communication skills may be essential for overcoming barriers in oral expression and optimizing the quality of interaction in English language learning. Interpersonal communication skills can significantly enhance the overall language acquisition process and effective communication is not only about articulating words but also about understanding and responding appropriately to others.

**Theoretical foundation of variables**

**Independent Variable**

**Communication**

According to Jones (2013), communication is the act of creating significance through the exchange of verbal and non-verbal symbols and signals, a process shaped by various surroundings. Additionally, communication takes diverse forms concerning the individuals involved, the channels employed, and the settings. These primary forms of communication encompass intrapersonal, interpersonal, group, public, and mass communication. Moreover, communication serves as the bridge connecting people, enabling the transmission of knowledge, the building of relationships, conflict resolution, and the formation of individual and collective identities. In this sense, communication is not limited to face-to-face interactions but extends through technological means, art, music, and other creative channels that serve as rich and multifaceted expressions of the human condition.

According to Sharma (2018), communication can be defined as the conveyance of information from one individual to another. It serves as a method for connecting with others by conveying concepts, emotions, thoughts, factual information, and values. There are two fundamental types of communication: internal and external. Internal communication occurs within the confines of organizations and involves interactions among individuals within the organization. Conversely, external communication is directed toward individuals who exist outside of the organization.

Communication takes place when one individual, a sender, displays, transmits or otherwise directs a set of symbols to another individual, a receiver. Furthermore, the process of communication allows us to interact with others, is the act of transmitting verbal and non-verbal communication between sender and receiver (Johnson, 2015).

**Types of interpersonal communication**

There are different types of communication.  Jones (2013) stated that there are three types of interpersonal communication, verbal, non-verbal and written communication.

**Verbal communication**

Sutiyatno (2018) indicated that verbal communication involves the utilization of words to convey the desired message. It pertains to the employment of sounds and language to transmit information. This form of communication functions as a means for articulating wishes, thoughts, and concepts, playing a crucial role in the realms of education, information exchange, and idea sharing. On the other hand, verbal communication comprises two primary modes: written and oral communication. When combined with nonverbal communication, verbal communication serves as the primary means of expression in interactions involving two or more individuals. In everyday life, verbal communication happens in various forms, from casual chats to more formal conversations. However, is a crucial tool for building connections, understanding each other, and navigating different social situations. The way we express ourselves verbally means conveying information and creating meaning, considering cultural aspects and the context in which we communicate. In conclusion, verbal communication is the spoken aspect of human interaction, allowing us to connect, share, and understand each other through the use of language.

**Non-verbal communication**

Hall et al. (2019) defined non-verbal communication as the actions involving the face, body, or voice, excluding the linguistic content, essentially encompassing all aspects of communication except for the spoken or written words. Moreover, the examination of non-verbal communication in human interactions spans various domains, including its evolutionary origins, developmental processes, physiological and neurological underpinnings, as well as its applications, associations, precursors, and outcomes in both individual and interpersonal contexts. Additionally, it extends to group differences, such as those influenced by culture and gender. Conversely, non-verbal elements permeate nearly every form of communication. In face-to-face interactions, all these non-verbal channels come into play, encompassing appearance,

touch, personal space, timing, and the physical environment. For instance, a friend's gestures, facial expressions, posture, and eye contact can convey their level of interest.

**Written communication**

As stated by Benali and Lopez (2018), written communication involves the exchange of information or messages through symbols. In this process, the sender communicates with the receiver through written words via chat or personally, allowing the recipient to understand and interpret the message. This method of communication is typically employed when there is physical separation between the sender and receiver, or when there's a need to maintain a written record of the exchange for future reference. Examples of written communication encompass various forms such as letters, research papers, and reports. Furthermore, effective written communication necessitates the use of clear and concise language, the logical organization of information, and careful consideration of the audience's requirements

**Interpersonal communication**

Berger (2014) provided a definition of interpersonal communication as the procedure through which individuals exchange information, emotions, and significance using both spoken and unspoken messages. This type of communication typically occurs in face-to-face interactions. Moreover, interpersonal communication encompasses a broad array of components, including the communicators themselves, the message being conveyed, the communication channel employed, the receiver, external disturbances or noise, feedback, and the contextual environment. Furthermore, the initial substantial viewpoint on the nature of interpersonal communication likely emerged in the late 1960s and remained the predominant perspective on interpersonal communication until at least the mid-1970s. The primary purpose of interpersonal communication messages is to initiate, define, sustain, or advance a relationship. Essentially, it is the mechanism by which individuals establish and manage their relationships, with both parties sharing the responsibility for creating meaning in their interactions.

Manning (2020) mentioned that interpersonal communication is a two-way street that involves both sending and receiving messages. It is a vital aspect of human

interaction, contributing to the development and maintenance of relationships. Effective interpersonal communication requires not only the ability to articulate thoughts and ideas coherently but also active and empathetic listening to understand others. Moreover, the complexity of interpersonal communication extends beyond the transmission of information. It involves navigating social cues, adapting communication styles to different contexts, and being attuned to cultural nuances. Successful interpersonal communication fosters connection, mutual understanding, and the establishment of rapport between individuals.

**Strategies of Interpersonal Communication**

According to Pratama (2020), there are some communicative strategies that teachers can apply on interpersonal communication.

**Role-Playing**

Nikmah et al. (2019) argued that role play is an educational and interactive technique that involves participants taking on specific roles or characters within a simulated scenario, thereby allowing them to engage in realistic and dynamic interpersonal interactions. This method transcends the traditional classroom setting, immersing participants in experiential learning that mirrors real-life situations. It is particularly prevalent in educational contexts, such as language learning, communication skills training, and professional development. Moreover, in a role play scenario, individuals are assigned distinct roles with predetermined characteristics, behaviors, or objectives. This prompts participants to adopt a person and engage in spontaneous, unscripted dialogues or actions with others playing different roles. The emphasis is on creating an authentic and immersive experience, fostering active participation, critical thinking, and the application of theoretical knowledge in practical situations.

The benefits of role play extend beyond mere theoretical understanding, encompassing the development of crucial skills such as communication, problem-solving, empathy, and adaptability. Participants are encouraged to think on their feet, respond to unexpected challenges, and gain a deeper insight into diverse perspectives,

making role play a valuable tool for enhancing both cognitive and affective aspects of learning.

**Cooperative learning**

According to Johnson (2015), cooperative means working together to accomplish shared goals. Likewise, it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. It includes positive Independence. Moreover, cooperative learning encompasses various structures, such as group projects, peer tutoring, and collaborative discussions. These structures provide opportunities for students to actively participate in their learning, enhancing their academic understanding and their social and interpersonal skills. Beyond the acquisition of subject matter knowledge, cooperative learning nurtures critical thinking, communication, and teamwork essential competencies in both academic and real-world contexts.

**Collaborative learning**

As stated by Pujiati (2016), collaborative learning involves students working in groups to solve problems, discuss ideas, and learn from one another. This improves students' critical thinking skills and social adaptation. Furthermore, collaborative learning can take many forms, such as group projects, discussions, and debates. The main benefit of collaborative learning is to improve students' critical thinking skills and social adaptation. Additionally, this method values the idea that the collective effort of a group can lead to a deeper and more comprehensive understanding of the subject matter. It goes beyond individual accomplishments, emphasizing the idea that learning is more meaningful and effective when students actively engage with each other to create a collaborative and supportive learning community.

**Turn taking**

According to Ghilzai (2015), turn taking refers to the process by which people in conversation decide who will to speak next. Moreover, is an essential concept in the field of communication, particularly in verbal interactions. It describes the practice of alternating opportunities to speak between participants in an orderly and respectful

manner. It goes beyond a simple division of time, implying an intuitive synchronization between interlocutors. This process reflects the ability to recognize and respect the limits of the other's speech, creating a harmonious and effective conversational flow. In essence, turn-taking is a key component in maintaining a fluid and enriching communicative interaction. Through this practice, participants construct and sustain a coherent dialogue, where the alternation of turns becomes a symbolic dance of mutual understanding and respect, contributing to the very fabric of human communication.

**Drilling**

Maro (2018) mentioned that drilling is the acquisition of fluency in the language. Additionally, regular, structured repetition of patterns and phrases helps students develop correct pronunciation and intonation. Furthermore, Drilling" in the context of language learning and teaching refers to a pedagogical technique involving the systematic and structured repetition of linguistic exercises with the aim of strengthening and consolidating mastery of a specific skill, be it grammatical, lexical, phonetic, or otherwise. This approach entails intensive and repetitive practice of linguistic patterns, phrases, or vocabulary to achieve the automatization of the learner's response and enhance fluency in the application of the targeted skill. This method is commonly employed in language teaching to reinforce long-term memory and enhance students' interpersonal communication skills.

**Making conversations**

Gorjian and Habibi (2015) suggested that making conversations is beneficial for revealing students' inquiries. Moreover, teachers can establish chances for learners to actively investigate and respond to these questions. Initiating dialogues offers a distinct platform for students to articulate their comprehension, express their thoughts openly. Through participation in conversations, students can identify areas where their knowledge is lacking, challenge their preconceptions, and reinforce their understanding with the assistance of their classmates.

**Mingle activity**

Rahman (2017) pointed out that mingle activity is a strategy to teach communication that is developed by Darmayenti. Moreover, mingle activity enhance accuracy and fluency as well as the motivation of the students in order to provide a better English communication. During this strategy, students mix and socialize with each other informally. In this way, they can engage in conversations and encourage interaction and the exchange of ideas.

**Dependent Variable**

**English Language skills**

Possessing strong English communication skills is vital, particularly in a professional and educational context. When an individual has proficient English communication abilities, they will find it effortless to engage in discussions with coworkers and perform well in job interviews (Preetika, 2023). Language Skill helps in professional growth and personal growth. It is a way to clarify your ideas in a clear and precise way.

Brooks (2015) described language skills as "the abilities of listening, speaking, reading, and writing in a foreign language." English language skills can be categorized into two main groups: productive skills and receptive skills. Productive skills include writing and speaking, as they provide tangible evidence of language acquisition. When a speaker or writer consistently produces appropriate and coherent language, it serves as clear evidence of progress in the learner's linguistic abilities while, receptive skills encompass listening and reading, as they primarily involve receiving information from the language. Additionally, all four English language skills are of significant importance as they collectively contribute to the overall advancement of the English language learning process.

**Productive skills**

Linguistic skills are divided into two groups: productive and receptive. Receptive skills are listening and reading while productive skills are speaking and writing. Productive skills as "the skills of speaking and writing, both of which involve the use of language to express meaning (Harmer, 1987). These productive skills are

essential for effective communication in English and for expressing thoughts and opinions clearly and coherently.

The learners who possess efficient productive skills are able to produce something. They are also known as active skills. Learners need to generate language to communicate their ideas either in speech or text. Writing and speaking are productive skills because we produce written symbols and spoken language to communicate.

**Speaking skill**

Speaking refers to the process of articulating and transmitting concepts, emotions, or data through verbal interaction, using specific language. According to Richards (2008), speaking ability is "the ability to use spoken language to convey messages, thoughts, and ideas to others." Furthermore, the objective of speaking is to develop students' ability to communicate their needs, opinions, and experiences in English in an understandable and appropriate way (Vinuesa, 2001).

Speaking necessitates that learners possess not only the knowledge of producing specific language elements like grammar, pronunciation, or vocabulary, which pertains to linguistic competence. Moreover, they comprehend the timing, rationale, and manner in which language should be used. Hasibuan (2012) indicated that Speaking also demands learners to be proficient in language functions or patterns that tend to recur in certain discourse situations such as declining an invitation or requesting time off from work can be identified and charted.

Speaking encompasses far more than merely using grammar and vocabulary correctly when conversing. Moreover, speaking encompasses variations in conversational styles, which she explores in her research on sociolinguistics and discourse analysis. Tannen also highlights how individuals use language differently based on various factors, including their cultural backgrounds, gender, social roles, and contextual cues.

**Stages of teaching speaking**

According to Spratt et al. (2011), there are some activities in a speaking lesson which follow this pattern:

Lead-in: This initial phase serves as an introduction to the lesson's topic and includes activities designed to focus on introducing new language. It sets the stage for what learners will be working on during the lesson. In addition, Practice activities involves a series of activities or tasks where learners actively use and practice the new language they have been introduced to. Finally, Post-task Activities encourage free speaking on the lesson's topic and further work on the language used during the tasks. These activities often provide opportunities for learners to express themselves more independently and extend their understanding of the language in a more authentic context.

The combination of these three stages lead-in, practice activities, and post-task activities, provides a comprehensive approach to language teaching, ensuring that learners are introduced to new language, practice it in structured exercises, and then apply it in real-life speaking situations.

**Components of speaking**

**Subskills**

Speaking is communicating information through the spoken word. To have good speaking development, subskills are required. Spratt et al. (2011) identified that there are several speaking subskills.

*Grammar, Vocabulary, and Functions:* Effective speaking requires the appropriate use of grammar rules, a rich vocabulary, and language functions to convey ideas accurately.

*Register:* Speakers can adapt their language register to suit different social and situational contexts, ensuring appropriate communication in various settings.

*Body Language:* Non-verbal communication, including gestures, facial expressions, and body language, plays a crucial role in effective spoken communication, enhancing the message's clarity and impact.

***Producing Different Text Types:*** Speakers can create and deliver various types of spoken texts, including narratives, descriptions and explanations, depending on the communication purpose and context.

***Oral Fluency:*** Fluency involves speaking smoothly and without undue hesitation, which contributes to natural and effective communication.

***Interactive Strategies:*** Skilled speakers employ interactive strategies such as turn-taking, questioning, and active listening to engage in effective conversations and maintain meaningful interactions.

These subskills collectively contribute to a speaker's ability to communicate effectively, express ideas clearly, and engage in productive conversations across various contexts and situations.

**Strategies to develop speaking skill**

**Debates**

Ahmed (2020) explained that debates are considered one of the most effective strategies to help learners develop their speaking skills. This is because it involves participating actively in class. Additionally, Debates are structured discussions where individuals or groups express and defend their perspectives on a particular topic. They are more than just arguments, debates provide a platform for participants to present their views, listen to opposing ideas, and engage in a thoughtful exchange of opinions. Moreover, debates are a dynamic and participatory form of dialogue, contributing to individual intellectual growth and the collective pursuit of knowledge within a given community or educational setting.

**Feedback**

Aini (2020) defined that feedback is one of the most powerful strategies in student learning and academic performance. Feedback is a support for students since through this strategy they can correct their errors and improve their clarity in conversations. In addition, it increases students' confidence, this can be a benefit for them to be able to express themselves freely in classes. Finally, it involves both giving

and receiving information. It goes beyond merely acknowledging results, offering constructive comments on strengths, weaknesses, and areas for growth. Effective feedback is an ongoing conversation that contributes to a responsive and adaptable learning or working environment.

**Oral fluency**

De Wolf et al. (2017) commented that oral fluency means being able to communicate without constant pauses or stumbling over words. It's not just about memorizing phrases but having an intuitive understanding of language nuances and using idiomatic expressions appropriately. Oral fluency also involves an awareness of cultural differences in language use and an understanding of how to navigate various social contexts. In educational settings, developing oral fluency involves creating an environment that encourages genuine and spontaneous communication. It means providing opportunities for learners to engage in meaningful conversations.

**Learning new vocabulary**

According to Afna (2018), learning vocabulary to improve speaking skills refers to the process of acquiring and becoming familiar with new words in the English language to enhance one's lexicon. This process involves memorizing, understanding, and applying words in appropriate contexts during oral communication. Learning vocabulary is not limited to the memorization of isolated terms but also includes grasping their meanings, pronunciation, grammar, and proper use in various situations. Additionally, a rich vocabulary promotes adaptability in communication, enabling individuals to navigate diverse social and professional environments successfully. This not only enhances self-expression but also aids in understanding others, fostering effective communication through mutual comprehension. In summary, the acquisition of new vocabulary is a beneficial strategy that refines communication skills, promoting precision, clarity, and versatility.

**Voice recording**

Aoki (2014) stated that voice recording to develop speaking skills is a personalized self-assessment and improvement process in which a person records their

own oral expressions with the purpose of analyzing and perfecting their intonation, clarity and fluency. This exercise involves listening carefully to the recordings, identifying areas for improvement and constantly working on them to achieve more effective and convincing verbal communication. Furthermore, by listening to recorded segments, individuals can identify areas of weakness, work on specific linguistic elements, and track their progress over time. Overall, voice recording serves as a practical and constructive method for honing one's speaking abilities and fostering continuous improvement in oral communication skills.

**Group Discussion**

According to Crisianita (2022), group discussions are interactive and collaborative meetings between people who want to perfect their oral communication skills in English. In these meetings, participants explore diverse topics and participate in dynamic conversations with the aim of practicing using the language naturally and effectively. Furthermore, through these discussions, participants improve their fluency and develop skills in listening, understanding and responding to different points of view, which enriches their ability to communicate more persuasively and accurately.

**Body language**

Johnson (2015) argued that body language refers to the non-verbal signals and gestures that individuals use to convey information, emotions, and attitudes. It includes facial expressions, postures, and movements. Unlike spoken language, body language operates on an instinctive and universal level, allowing people to express themselves even when words are not spoken. The study of body language involves decoding these non-verbal cues, considering both common gestures and the individual nuances that shape their meaning. Each person has a unique body language, influenced by factors such as personality, cultural background, and personal experiences.

### 1.2 Objectives

**GENERAL OBJECTIVE**

To determine the impact of interpersonal communication on students' speaking skills in English classes.

**SPECIFIC OBJECTIVES**

1. To analyze the types of interpersonal communication that students use to enhance their speaking skills.
2. To determine the types of strategies of interpersonal communication do teachers promote in English classes.
3. To explain the different strategies that learners use to enhance speaking skills.

**Fulfillment of objectives**

**All objectives were successfully completed by collecting survey data based on the three research questions.**

To achieve the first specific objective, the researcher used several reliable sources about the types of interpersonal communication and their examples. This involved familiarizing students with the concept and different types of interpersonal communication through slides and interactive questions.

For the second specific objective, the survey helped with the analysis of the interpersonal communication strategies that teachers use in classes according to the student's responses. In particular, the use of collaborative learning and repetition. Through this, the information was organized where it was analyzed as the strategies most used by teachers for students.

For the last specific objective, obtaining student opinions was an important part, particularly regarding the speaking skill strategies, which proved to be challenging for the students. This information collected was important to identify areas that need improvement and reinforcement.

## CHAPTER II

## METHODOLOGY

### 2.1 Materials

In order to conduct this study, it was necessary to use a wide range of resources, including institutions, individuals, and various physical and financial resources. Initially, the human resources essential for the execution of this research encompassed the guidance of the tutor, the investigator, and the cooperation of the students who were subjects of the research project. Furthermore, institutional resources played a crucial role, as they included the students from class A1 of the Centro de Idiomas de la Universidad Técnica de Ambato. Finally, the study required access to physical resources such as cell-phones and computers.

### 2.2 Methods

### Research approach

This research was based on a quantitative approach since the numerical results were obtained through a validated survey. Moreover, the data collected was analyzed by creating tables and percentages with the number of people who participated in the survey, A quantitative approach is characterized by a research methodology that is based on the obtaining and analysis of numerical and statistical data with the purpose of offering a description and explanation in relation to the phenomenon (Neuman, 2014). The previous survey is applied to A1 level students of the Centro de Idiomas de la Universidad Tècnica de Ambato to measure their knowledge of what interpersonal communication is, its strategies and types.

### Modality

### Field research

Creswell (2017) stated that field is the collection of data through observations, surveys or other methods in real-word settings to address research questions. In addition, field research is a methodology that focuses on studying phenomena in their natural environment, involving participant observation and the collection of context-

rich data. Furthermore, is particularly valuable for gaining a thorough understanding of people's context, experiences, perceptions and beliefs in their natural settings. This research is aimed to examine the research topic and use quantitative methods for example, survey. These are commonly used to follow field research.

**Bibliographic research**

Sabino (2007) suggested that bibliographic research means looking for, checking, and summarizing information in books, scientific magazines, journals, theses, online documents and similar sources. Furthermore, the goal is to get a better understanding of a specific topic and is used to support, contextualize, and enhance the research process in various disciplines and fields of study. For this research it was necessary to use resources such as magazines, theses, books. And scientific articles in order to obtain reliable information about the topic.

**Type of research**

**Descriptive Research**

Siedlecki (2020), mentioned that descriptive research is characterized by its exhaustive focus on the detailed representation and explanation of specific phenomena, events, groups, or situations, through the systematic collection, organization, and presentation of relevant data and information. This approach seeks to capture the essence and complexity of a particular object of study, without necessarily seeking to explain causal relationships or infer conclusions beyond what can be objectively observed and documented. Therefore, this research was descriptive since it gathers quantifiable information that can be used to make statistical inferences about your target audience through data analysis.

**Techniques/tools**

**Survey**

According to Jessen (1978), the survey refers to a systematic method of data collection, which seeks to obtain detailed and structured information about a specific group or population through carefully designed questions. In addition, it allows researchers to obtain a broad and deep perspective of the opinions, attitudes, behaviors,

and characteristics of the participants. Therefore, to know how interpersonal communication helps to develop speaking skills, a validated survey of 25 questions was used to know the reasons why students use interpersonal communication. The survey had a Likert scale with 5 options that were always, often, sometimes, rarely, and never. Finally, to validate the survey it was necessary to use alpha the Cronbach.

**Table 1**

**Population**

*Population*

| Population | Frequency | Percentage |
|---|---|---|
| **Male** | 32 | 51,61 % |
| **Female** | 30 | 48,39 % |
| **Total** | 62 | 100 % |

*Note:* The data was taken from the students of the A1 level of Centro de Idiomas.

The participants in this study were A1-level students from the Centro de idiomas of the Universidad Técnica de Ambato. The total number of participants was 62. There were 30 women and 32 men, all of them mestizo except for 6 people who were indigenous. The age of the students varied between 18 and 26 years. Finally, the students who participated in this survey used various technological devices such as computers and cell phones.

**Procedure:**

This study was carried out progressively, following a meticulous process to obtain an exhaustive investigation of the topic. Firstly, the bibliographic research was important because it required to have confidential information from sources such as books, theses, and articles. Additionally, online platforms and bookstores such as Research Gate, E-book, and Google Scholar were used to collect information about this study.

The next crucial step for this study was the creation of the survey, which was based on investigating the impact that interpersonal communication has on speaking skill. For the creation of the survey, the specific objectives were based on three research questions. Therefore, this process involved a comprehensive search for information on theories and methodologies. Additionally, a total of 3 open questions were create and students were able to share their knowledge and opinions based on their experiences.

Once the survey was well structured, it had a validation process to evaluate its validity and reliability. To achieve this, a pilot test was carried out. The participants were 10 undergraduate students who answered the survey honestly and according to their experiences. Each response obtained from the pilot test was reviewed and according to this, some changes were made to improve the effectiveness of the survey. In addition, the data obtained were entered into the program IMB (SPSS) statistics which helped to obtain statistics about Cronbach's alpha coefficient which was validated by faculty professors with a score of .973.

On the other hand, with the survey validated, the research moved on to the data collection phase. The survey was applied to A1 level students at the Centro de Idiomas of the Universidad Técnica de Ambato. For this, before the students completed the survey, it was necessary to put them in context with the topic, thus giving them a brief introduction to what interpersonal communication is and how it works. To make the process easier, the survey link was shared with the course presidents. Furthermore, the survey was structured by sections in relation to the objectives and research questions of the study.

Finally, once the survey data was collected, it was necessary to use the program (SPSS) statistics, where quantitative data were analyzed using statistical tools such as calculating means and generating data tables, while the answers obtained from the 3 open questions were analyzed manually. Furthermore, based on the information obtained, important and significant conclusions were drawn and recommendations were made. These findings contributed to obtaining information about how interpersonal communication is related to and affects speaking ability.

# CHAPTER III

## RESULTS AND DISCUSSION

### Analysis and discussion of the results

The next chapter shows the information collected and the results obtained in the survey about interpersonal communication and speaking skill based on three main research questions and the open questions of each section. The chapter covers different aspects such as the types of interpersonal communication and their strategies. In addition, speaking skill strategies were also analyzed. Finally, we are breaking down the information we obtained to provide a comprehensive view of the interpersonal communication and speaking skills among the participants surveyed.

**Table 2**

*Types of Interpersonal communication.*

| Item | Mean |
|---|---|
| **When I want to communicate with somebody. I do it through symbols. For example; emojis, graphic symbols or simple words.** | **3.37** |
| I prefer to send notes or messages via chat, rather than speaking in class. | 3.11 |
| I use social networks (Facebook, Instagram, WhatsApp) or messaging applications to communicate with my classmates during classes. | 2.90 |
| **I use verbal communication (words) to ask questions or give answers during classes.** | **4.02** |
| I feel comfortable when I communicate with other people | 3.95 |
| I feel comfortable asking questions or expressing my ideas out loud in the classroom. | 3.44 |
| I use gestures or facial expressions, body language to express my thoughts during classes. | 3.45 |
| **I can easily recognize non-verbal cues (gestures, facial expressions, posture) of people I interact with.** | **3.65** |

**Note:** The following scales were used to derive the measures of the survey 1. Never, 2. Often, 3. Sometimes, 4. Rarely, and 5. Always.

**Analysis and Interpretation**

Research Question: What are the types of interpersonal communication students use the most?

According to the analysis of the results, it was revealed that students consistently employ verbal communication, with a mean of 4.02. This preference can be linked to the effectiveness and interactivity associated with this form of communication. Additionally, non-verbal communication is commonly utilized by students through gestures, facial expressions, and body language, with a mean of 3.65. In contrast, there is a lower average in the case of written communication, with a mean of 3.37. This suggests that students tend to use written communication less frequently. Expanding on this, it is noteworthy to mention that the preference for verbal and non-verbal communication may be influenced by the dynamic nature of interpersonal interactions in academic settings.

The findings reveal that students predominantly rely on verbal communication as their primary means of expression. Verbal communication stands out for its effectiveness and meaningful interaction, enabling students to convey desires and articulate concepts seamlessly. Moreover, non-verbal communication emerges as a frequent mode employed by students, utilizing gestures and facial expressions to express thoughts and facilitate conversations. Conversely, written communication appears to be less utilized, possibly stemming from a limited vocabulary or insufficient practice in this form. Despite its underuse, written communication holds significance for students, offering a valuable avenue for message clarification and effective conveyance of ideas. Emphasizing the multifaceted nature of communication skills among students, these results underscore the importance of fostering proficiency across verbal, non-verbal, and written communication for comprehensive and effective interpersonal communication.

**Table 3**

*Strategies teachers use for interpersonal communication.*

| Item | Mean |
|---|---|
| I think that the best way to practice English is to listen conversations in that language. | 3.89 |
| **Teachers allow students to work in pairs or groups to discuss different topics.** | **4.39** |
| **When I repeat words or sentences I improve my pronunciation and grammar in English** | **4.39** |
| **I believe that cooperative learning is effective in improving my English communication skills.** | **4.05** |
| In English classes, teachers incorporate real-life situations and scenarios to practice interpersonal communication in English. | 4.00 |
| I believe that taking turns when speaking (One person listens while the other speaks) improves my ability to create conversations in English and speak fluently. | 4.19 |
| **When I need to meet someone new in the classroom. The teacher prepared an activity where I had to walk around the classroom and ask questions to my classmates** | **3.76** |

**Note:** The following scales were used to derive the measures of the survey 1. Never, 2. Often, 3. Sometimes, 4. Rarely, and 5. Always.

## Analysis and Interpretation

Research Question: What are the strategies of interpersonal communication do teachers promote in English classes?

The results of the study revealed that teachers use various strategies in class. Firstly, teachers always use collaborative learning with a mean of 4.39. In this strategy teachers allow students to work in pairs or groups to do different tasks or discuss a specific topic. Secondly, another strategy frequently used by teachers is drilling with a mean of 4.39. Furthermore, the strategy called cooperative learning obtained a mean of 4.05. Finally, the strategy least used by teachers is mingle activity with a mean of 3.76. This strategy is important because students can ask questions and practice their fluency and oral expression.

The results clearly indicated that the strategy most commonly employed by teachers in interpersonal communication is collaborative learning, along with the use of drilling exercises. Drilling allows teachers to articulate words or sentences, allowing students to repeat them and improve their pronunciation. On the other hand, collaborative learning allows students to engage in dialogue and share their experiences or opinions. Additionally, another frequently used strategy is cooperative learning, which revolves around dividing tasks among students. In contrast, teachers rarely use the mingle strategy, possibly due to students' lack of confidence in interacting and communicating with their peers.

This preference may be associated with students' reluctance to communicate with others. To address this challenge, it could be beneficial to implement activities that progressively increase student confidence and foster a supportive learning environment. Encouraging and providing opportunities for students to practice interaction in a controlled and structured manner could be one way to overcome this barrier and improve interpersonal communication strategies in the classroom.

**Table 4**

*Strategies of speaking skill.*

| Item | Mean |
|---|---|
| **I participate in debates to expand my vocabulary and improve my ability to speak in English** | **3.45** |
| Group discussions have increased my confidence in speaking with other people in the classroom | 3.77 |
| I ask for feedback from my classmates or teachers to improve the English language | 3.76 |
| **Listening and repeating recording is an effective strategy for my speaking practice** | **4.00** |
| **I use gestures and facial expressions to reinforce my oral communication in English** | **3.84** |
| I actively practice oral fluency exercises to enhance my speaking abilities | 3.61 |
| **I believe that learning vocabulary helps me improve my speaking skills. (Learn Vocabulary).** | **4.11** |

**Note:** The following scales were used to derive the measures of the survey 1. Never, 2. Often, 3. Sometimes, 4. Rarely, and 5. Always

**Analysis and Interpretation**

Research question: What are the strategies students use the most in speaking skill?

The analysis of the results indicated that the majority of students always learn new vocabulary as their main strategy. This helps them achieve better oral production with a mean of 4.11. In addition, they also showed interest in recording their voice since they do it frequently, and it is effective in correcting their errors with a mean of 4.00. Additionally, sometimes students use body language such as gestures or movements since this allows them to communicate better and engage in appropriate conversations with a mean of 3.84. In contrast, debates are a strategy that students rarely use with a mean of 3.61, which seems to be a challenge for students.

Surprisingly, students learn new vocabulary to improve their speaking skills; this helps them create conversations suitable for various situations. In addition, voice recording turned out to be a strategy also used by students to develop their confidence in speaking and self-assess themselves. On the other hand, body language such as making gestures or movements helps students' express emotions and reinforces the verbal message. Interestingly, students indicated that they rarely use the debates. However, this strategy is important because it practices and reinforces speaking skills.

**Table 5**

*Open-ended questions*

| Question 1 | Answer | Total |
|---|---|---|
| **What are the types of interpersonal communication that you use most frequently in your classes?** | Verbal communication | 51 |
| | Non-verbal communication | 8 |
| | Written communication | 3 |
| | **Total** | 62 |

| Question 2 | Answer | Total |
|---|---|---|
| **What types of interpersonal communication strategies do teachers use in class?** | Collaborative learning | 22 |
| | Drilling | 21 |
| | Cooperative learning | 13 |
| | Mingle activity | 2 |
| | Other answers | 4 |
| | Total | 62 |
| Question 3 | Answer | Total |

| What types of strategies do you use to improve your speaking skills? | Learn new vocabulary | 33 |
|---|---|---|
| | Record voice | 14 |
| | Body language | 7 |
| | Debates | 6 |
| | Other answers | 2 |
| | **Total** | 62 |

**Note:** Findings from the open-ended questions of the survey.

**Analysis and Interpretation**

**Table 5 represents the results of the three open- ended questions.**

The first question, "What are the types of interpersonal communication that you use most frequently in your classes?". In this question it was found that students use verbal communication more frequently, which also received the majority number of responses. Verbal communication involves the use of words to convey a desired message to students in a specific context. On the other hand, the results showed that students also tend to communicate through non-verbal communication. In this way, students can use gestures and facial expressions to express ideas and messages. Additionally, a smaller number of students use written communication.

The second open question, "What types of interpersonal communication strategies do teachers use in class?". As indicated by the results of this question, the majority of students pointed out that teachers mainly employ the collaborative learning strategy, meaning the creation of groups to solve problems, discuss ideas, and learn from each other. Additionally, 21 participants mentioned another strategy, which is drilling, focusing repetition. Moreover, students also emphasized the importance of cooperative learning and the least strategy used by students is the mingle activity. Finally, 4 students indicated other strategies that teachers use in classes, such as mixed activities.

Ultimately, the last question, "What are the strategies do students use the most in speaking skill?". The results showed that students prefer to learn vocabulary to improve their speaking ability. This encourages students to have an exchange of ideas that promotes the development of communication and interaction skills. Additionally, 6 students mentioned having difficulties in debates, this may be because they need to expand their vocabulary and improve their oral expression skills. The students also

pointed out that body language helps them understand certain messages through gestures and facial expressions with a total of 7 students. Additionally, 14 students reported that recording their voice is a good strategy since improves their oral fluency. Finally, 2 students mentioned other responses such as tutorial videos and listening to music.

**Discussion**

The three-research question were designed to examine the impact of interpersonal communication on speaking skill.

**Question 1:** What are the types of interpersonal communication students use the most?

The findings of the study reveal a positive impact on verbal communication, aligning with the perspective presented by Sutiyatno (2018), who emphasized the crucial role of verbal communication in shaping students' social behavior. This research underscores students' recognition of verbal communication as the predominant mode, emphasizing its significance in enabling self-expression and fostering interactions among classmates. Moreover, the current study delves into students' preference for nonverbal communication. This aligns with the insights shared by Hall et al. (2019), who assert the importance of non-verbal communication due to the incorporation of facial expressions and body language. Students in this research recognize the value of nonverbal cues, acknowledging that actions with body language and facial expressions to conveying clear message.

Benali and Lopez (2018) mentioned that written communication is the process in which the sender communicates with the receiver through written words, which allows the message to be understood and interpreted. Additionally, this method helps students develop written skills and argumentation skills. However, in this study, the students' results indicated that they use written communication less frequently despite having several advantages.

**Question 2:** What are the interpersonal communication strategies that teachers promote in English classes?

The study's findings reveal that the primary strategies employed by the majority of teachers in students' interpersonal communication are collaborative learning and drilling. As emphasized by Maro (2018), the utilization of drilling serves to enhance communication skills and aids in the acquisition of challenging vocabulary for students. The research indicates a noteworthy preference among students for drilling, recognizing its role in refining pronunciation and intonation.

Additionally, the study underscores the presence of collaborative learning as a strategy employed by teachers, aligning with the observations of Pujiati (2016), who contends that collaborative learning enhances critical thinking and social adaptation skills among students. This strategy, encompassing various forms such as discussions, group projects, and debates, was acknowledged by students for its role in promoting interaction and collaboration within the classroom. The combined use of drilling and collaborative learning strategies reflects a balanced approach that caters to both the linguistic and social dimensions of students' communication development.

**Question 3:** What are the strategies do students use the most in speaking skill?

Previous findings indicate that one of the most commonly employed strategies by students to enhance their English-speaking skills is learning new vocabulary. As highlighted by Afna (2018), acquiring new vocabulary is crucial for the development of spontaneous speaking among students, contributing to enhanced confidence and precision in communication. Within the context of this research, students identified the adoption of new vocabulary as a predominant strategy, emphasizing its role in fostering social skills and preventing misunderstandings.

Interestingly, students also expressed curiosity about the strategy of recording their voices, a method that proved valuable in self-correction. Aoki (2014) supports this approach, noting that voice recording allows students to capture their own spoken expressions, enabling them to analyze and refine aspects such as intonation and fluency. This dual focus on vocabulary acquisition and self-assessment through voice recording underscores the students' multifaceted approach to improving their English oral communication skills.

# CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

After applying the survey to the A1 level students of the Language Center of the "Universidad Técnica de Ambato," the survey results were analyzed and processed, leading to the following conclusions:

It can be concluded that students mainly use verbal communication as a means to communicate clearly and concisely in class. However, a certain part of the students does not utilize non-verbal communication, which could be attributed to their lack of expressions or body language. Furthermore, a small group of participants makes frequent use of written communication; this may be because students have a lack of grammar and vocabulary when interacting and communicating with their classmates. In contrast, some students expressed that they do not engage in communication due to their lack of confidence and shyness in the classroom. In general, understanding the type of communication that students use could provide valuable information for developing effective teaching in the classroom.

Furthermore, it was analyzed that the main interpersonal strategies that teachers apply to students in class are collaborative learning and drilling. These strategies turned out to be effective for teachers because, in this way, students could achieve effective and fluid communication according to the students' results. In addition, cooperative learning also turned out to be a beneficial strategy for students. The use of role plays is another important strategy for students since this way they can incorporate real-life scenarios to practice their communication skills. However, it is important to note that only a few students reported that teachers applied strategies such as mingling activities and creating conversations. Teachers should consider incorporating these strategies to improve their teaching practices and adapt them depending on the needs of their students.

Finally, it was also possible to identify the types of strategies students use to improve their spoken English. According to the results, it was revealed that the majority of students learn new vocabulary, and record their voice as a means of enhancing their speaking abilities. Along with these strategies, body language is also essential for effective and beneficial learning. However, it is important to note that only a few students reported applying debates as a main strategy. Teachers should consider these strategies because students can be more active when participating and thus achieve effective and clear communication in the classroom.

## 4.2 Recommendations

Teachers can promote the use of interpersonal communication more in the field of writing, due to students do not have much practice in it. Written communication will help students develop their expressive skills, as well as allow them to hone their ability to articulate thoughts and arguments coherently. In addition, verbal and non-verbal communication are also important for students, as they both contribute to the understanding and interaction of the educational process. It is highly recommended that teachers use written communication because this helps students obtain good language development and organize their thoughts.

It is recommended to use strategies such as debates and creating conversations and encourage students to use them as complementary tools to improve their communication. This helps students have longer and more solid conversations. Additionally, it is recommended that teachers use authentic materials in the classroom; this way, students can experience a total English environment and feel more comfortable.

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# ANNEXES

**Annex 1:**

Carta de Compromiso

## CARTA COMPROMISO

Doctor
Marcelo Núñez
Presidente
**UNIDAD DE TITULACIÓN**
Facultad de Ciencias Humanas y de la Educación

Yo, Miryan del Consuelo Salazar Tobar, en mi Calidad del Centro de Idiomas de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "INTERPERSONAL COMMUNICATION AND SPEAKING SKILL", ´propuesto por la estudiante Noroña Tapia Emily Cristina, portadora de la cédula de ciudadanía 0503574881, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico para los fines pertinentes.

Atentamente

Mg. Miryan Salazar Tobar
**DIRECTORA DEL CENTRO DE IDIOMAS**

**Annex 2:**

**CRONBACH'S ALPHA VALIDATION**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 5 | 100,0 |
| | Excluded[a] | 0 | ,0 |
| | Total | 5 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,973 | 22 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| When I want to communicate with somebody, I do it through symbols. For example; emojis, graphic symbols or simple words (Written communication). | 42,00 | 1026,000 | ,756 | ,972 |
| I prefer to send notes or messages via chat, rather than speaking in class (Written communication). | 41,80 | 1059,700 | ,714 | ,972 |
| I use social networks (Facebook, Instagram, WhatsApp) or messaging applications to communicate with my classmates during classes (Written communication). | 41,80 | 1031,200 | ,841 | ,971 |
| I use verbal communication (Words) to ask question or give answer during classes (Verbal communication): | 41,80 | 1026,700 | ,880 | ,971 |
| I feel comfortable when I communicate with other | 41,80 | 1033,200 | ,984 | ,970 |

| | | | | |
|---|---|---|---|---|
| people (Verbal communication). | | | 39 | |
| I feel comfortable asking questions or expressing my ideas out loud in the classroom (Verbal communication). | 41,80 | 1017,200 | ,755 | ,972 |
| I use gestures or facial expressions, body language to express my thoughts during classes (Non-verbal communication). | 41,80 | 1016,700 | ,968 | ,970 |
| I can easily recognize non-verbal cues (gestures, facial expressions, posture) of people I interact with (Non-verbal communication) | 41,80 | 1052,200 | ,790 | ,971 |
| I think that the best way to practice English is to listen to conversations in that language (Making conversations). | 41,80 | 999,700 | ,803 | ,972 |
| Teachers allow students to work in pairs or groups to discuss different topics (Collaborative learning). | 41,80 | 994,700 | ,874 | ,971 |
| When I repeat words or sentences I improve my pronunciation and grammar in English (Drilling). | 41,80 | 1020,200 | ,873 | ,971 |
| I believe that cooperative learning is effective in improving my English communication skills (Cooperative learning). | 41,80 | 1026,700 | ,880 | ,971 |
| In English classes, teachers incorporate real-life situations and scenarios to practice interpersonal | 41,80 | 1026,700 | ,880 | ,971 |

| | | | | |
|---|---|---|---|---|
| communication (Role-play) | | | | |
| I believe that taking turns when speaking (One person listens while the other speaks) improves my ability to create conversations and speak fluently (Turn-taking). | 41,80 | 1007,700 | ,917 | ,970 |
| When I need to meet someone new in the classroom. The teacher prepared an activity where I had to walk around the classroom and ask questions to my classmates (Mingle activity). | 41,80 | 1074,700 | ,636 | ,973 |
| I participate in debates to expand my vocabulary and improve my ability to speak (Debates). | 41,80 | 1007,700 | ,917 | ,970 |
| Group discussions have increased my confidence in speaking with other people in the classroom (Group discussion). | 41,80 | 1104,700 | ,271 | ,975 |
| I ask for feedback from my classmates or teachers to improve the English language (Feedback). | 41,80 | 1031,200 | ,841 | ,971 |
| Listen and repeat recordings is an effective strategy for my speaking practice (Record voice). | 41,80 | 1068,700 | ,818 | ,972 |
| I use gestures and facial expressions to reinforce my oral communication (Body language). | 41,80 | 1069,200 | ,478 | ,974 |
| I actively practice oral fluency exercises to enhance my speaking abilities (Oral fluency). | 41,80 | 1092,700 | ,387 | ,974 |

| | | | | |
|---|---|---|---|---|
| I believe that learning vocabulary helps me improve my speaking skills. (Learn Vocabulary). | 41,80 | 1007,700 | ,917 | ,970 |

**Annex 3**

Variables Categorization
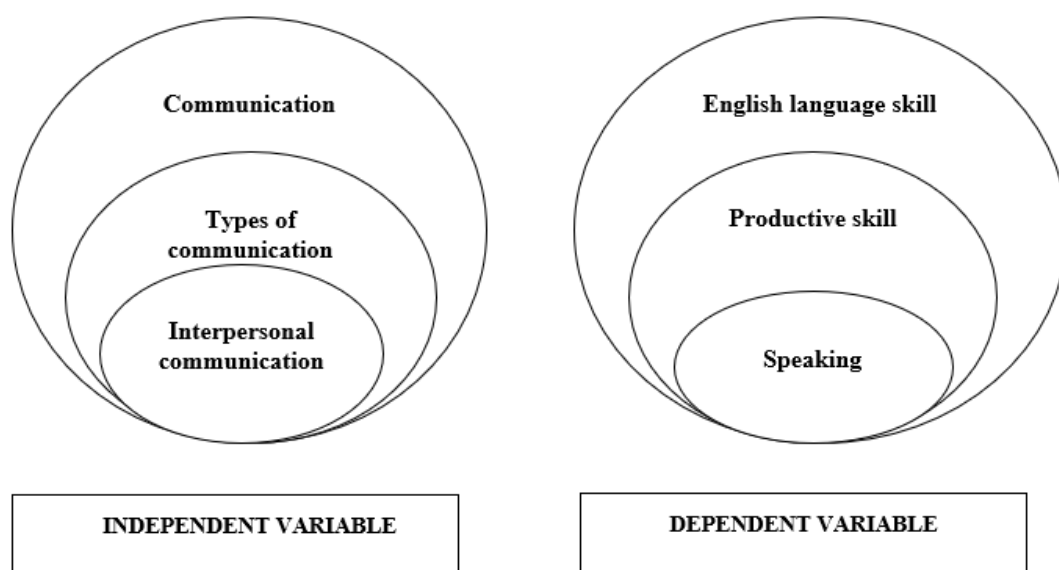


Elaborated by: Noroña, E. (2024)

**Annex 4:**

Survey upon request

Link:

**https://docs.google.com/forms/d/1n6Kj4COULY2xY6UuaKqWPt08K0Yxql_BVkN_7Ii K6sA/edit**

**Annex 5:**

Turnitin Report

# INFORME FINAL OCT23MAR24