



A STUDY OF ENGLISH SPEAKING IMPROVEMENT OF BACHELOR OF ARTS  
SECOND YEAR STUDENTS, FACULTY OF HUMANITIES,  
MAHACHULALONGKORNRAJAVIDHAYALAYA UNIVERSITY

Ven. Khemarnanda

A Thesis Submitted in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts  
English (International Program)

Graduate School  
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**Thesis Title** : A Study of English-Speaking Improvement of Bachelor of Arts Second Year Students, Faculty of Humanities, Mahachulalongkornrajavidyalaya University

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### **Abstract**

The purpose of this study is 1 to study English speaking improvement of Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University. 2 to find out the ways to improve English speaking for Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University. 3 to provide the suggestions for method of English-speaking improvement enhance the ability of the second-year students. Research method using in the study is qualitative and quantitative. A population for this research is 63 students. Sample of the study is 60 Bachelor of Arts second year students. The tools for collecting data in the study include both in-depth interview and questionnaire. To do an analysis of the qualitative information and the content analysis is used for the analysis of the quantitative information and the statistics including Percentage, Frequency, Mean, and Standard Deviation (S.D), use SPSS program.

After analyzing the quantitative data, the result indicates two findings which are students' English-speaking improvement and difficulties of English speaking. As regard to the results of students speaking improvement, the first highest average is the item one that states "they can speak English very well in the class." The statistical figure Mean is equal to 41.18 and standard deviation is equal to 92. Second highest average is item eight that states about the convenient of communication in English in the class room. The statistical figure Mean is equal to 4.15 and standard deviation is equal to 81. Third highest average is the item number thirteen that describes about the students' communication with international

students in the class room. The statistical figures Mean is equal to 4.06 and standard deviation is equal to 73. Four highest average is the item ten that states about confidence of speaking in speaking English. The statistical figures Mean is equal to 4.03 and standard deviation is equal to 68.

In contrast, the finding reveals that regarding the difficulty of English speaking most of the students have the problems with “item 15: they have difficulty to express their ideas in English.” The statistical figure Mean is equal to 3.53 and standard deviation is equal to 1.01. Second difficulty is “item 18: they don’t hesitate in speaking to other.” The statistical figure Mean is equal to 3.56 and standard deviation is equal to 96. Third difficulty is “item 14: they have enough vocabulary knowledge to speak with other people.” The statistical figure Mean is equal to 3.58 and standard deviation is equal to 80. Four difficulty is “item 3: they have no difficulty in speaking with native speakers in the classroom.” The statistical figure Mean is equal to 3.61 and standard deviation is equal to 95. Five difficulty is “item 11: they don’t feel shy when I speak English.” The statistical figure Mean is equal to 3.61 and standard deviation is equal to 95. Six difficulty is “item 5: Speaking English in front of the public is not difficult for me.” The statistical figures Mean is equal to 3.63 and standard deviation is 1.00.

In qualitative finding results, it is revealed that the students need to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak to improve their English speaking. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners. Moreover, physical practices should be emphasized. Speaking and listening should come together. Students also need to try to practices in speaking very often. Furthermore, listening to the English songs should be done first. To learn English grammar as well.

## Acknowledgements

Completion of this research would not have been finished without the encouragement and great deal of help from many compassionate people. First and foremost, I would like to express my great gratitude to my advisers; Assoc. Prof. Dr. Preecha Kanetnog, B.A. (Education), M.A. (Linguistics), Ph.D. (Linguistics), Lectures and Assoc. Prof. Nilratana Klinchan, B.A. (English), M.A. (Political Sciences). I also would like to express my gratitude and respect to all lecturers who taught me lessons during I studied M.A. in English, International Program, and Faculties of Humanities at Mahachulalongkornrajavidyalaya University, Thailand.

I must express my very profound gratitude to my parents, my master Ven, Dhammissara, all my Pali teachers in new Ma So Yein Monastery and all lecturers in Mandalay Buddhist University. Furthermore, I also extend my gratitude to my financial supporters and to my four requisite supporters for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. I also would like to express my gratitude to all respondents. Without their passionate participation and input, the validation survey could not have been successfully conducted. Finally, I would like to say thank to all my class-mates and room-mates in MCU, Bangkok, Thailand.

Ven. Khemarnanda

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## List of Abbreviations and Symbols

B.A.	=	Bachelor of Art
MCU	=	Mahachulalongkornrajavidyalaya University
S. D	=	Standard Deviation

# Chapter I

## Introduction

### 1.1 Background and Significance of the Problems

English language becomes the most popular language in the world in 20<sup>th</sup> and 21<sup>st</sup> centuries. It also becomes a second language in the international communication. English language is a compulsory subject in learning in the university around the world. Most of the Universities worldwide have included English as one of their major subjects or the language of instruction<sup>1</sup>. Today, language is very important for effective communication in social, political, economic, educational and religious affairs. Human being can easily understand the emotion, belief, and ideals of each other through language. Effective communication and mutual understanding of people in daily activities could not attain without language.

There are many languages in the world but only a few languages such as English, Chinese, Russia, Italian and Spanish are talked by the people as a global language in international forum. Among them, English language becomes more popular than other languages in global communication in the modern day. For, over 60 nations in the world use English as an official language, and have a dominant place in a further 20. It is also dominant in all six continents.<sup>2</sup>

Many books, newspapers, academic forum, science, airports and air-traffic control, technology, medicine, diplomacy, international competition, music and Advertisement in around the world use English language widely. Furthermore, over two-thirds of the world's scientists and three-quarter of the world's mail write in English language and all the information in the world's electronic retrieval systems 80% is stored in English.

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<sup>1</sup>Nunan.D.,**Practical English Language Teaching**,(Boston: McGraw Gill, 2003), p. 10.

<sup>2</sup>Thuy Nguyen, Nguyen. "English –a global language and its implications for students",**VNU journal of science, Foreign Language**, Vol 24, (Online), Resource: <http://www.google.th/search?q=English+globalLanguage+and+its+implications+for+students&=>>,(2008), p. 261.

It can be understanding importance of English language in the world by seeing the above scholars mentioned. For, it is truth because Facebook, international new. Furthermore, there are four skills in English language. They are speaking, listening, writing and reading. People in the world have to use these skills in communication in daily life. Among them, speaking is the most importance in daily communication such as economic, social, political, religious dialogue and education affaire. People can exchange the knowledge, idea, wisdom and belief through speaking. People cannot communicate without speaking.

As regard to the importance of speaking in daily communication, NurmalaYusniFegriyanti said “Every person needs to communication with others through speaking. Speaking plays an important role in making social interactions with other people in order to gain information. Thus, it is necessary for every person to have a good speaking skill.”<sup>3</sup>It is very helpful for the people if they can speak English very well with foreigners. Furthermore, it is more useful for educator and interpreter who can apply in daily life. English is a tool for both native and non-native speakers because it is use in education purpose, career development, economic and communication.

English has an important weapon of speakers in native and non-native speaker, is always used for academic purpose, career advancement or investments, and traveling abroad as easy. As we have known that English communication is important helping in the world today because it is widely use English as a tool of communication with other people. Leaning new language usually learn to listen first, then to speak, to read, and finally to write to be expert student should have a good speaking skill.

Moreover, students often respond to the teacher only when called upon and the learning atmosphere is individualistic. This mostly happens in the class, even in the speaking class. The students only speak English when the teacher ask them or talk to them, beyond that circumstances they speak in their mother tongue again. And the teachers often ask only to one student, so it feels like an individualistic situation and the other students will not say anything in English because they are not asked by the teachers. Furthermore, students do not get any chances either in the class room or outside to speak English. It happens even though the students are in

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<sup>3</sup>Nurmala,YusniFebriyanti, “The use of Multimedia Teaching AIDS to improve the Quality of the Speaking Teaching and Learning Process at the English Grade Class of SMP N 6 Yogyakarta in the Academic Years of 2011/2012”, **Eprints**,<http://eprints.id/9431/2> [11 Nov 2016].

English department. It is obvious that people may think that the English department students often or even always speak English all the time, inside and even outside the class. But the fact shows that they rarely speak English even in the class of material which is connected to English. It is said in the line above that the students may not have any chance to speak English because even the teachers ask something, the teachers only ask to one student. So, the other students cannot have the chance to speak English in the class. Also, the students like to speak in their mother tongue when they interest to their friends.

However, in English language learning, the learners should have more curiosity and know how to practice English speaking correctly. There are plenty numbers of students who are starting their English since they were in the secondary school, but poorly that could not help them to communicate with foreigners. In contrast, it made them have no confidence, and because hopeless instead. It might affect for their job opportunities and higher education in the future. The Ministry of Education have recognized that kind of problems, so they instituted the foreign language curriculum (English program) started from secondary school in order to open more chances to teenagers. So that they can make use of their English skill for self-development, and to pursue their further knowledge and paving the way for their future career. Apart from this, according to Ellis, Mark & Johnson, Christine "Classroom activity is one of the most effective methods to generate chances for students interacting with others, and providing them to be able to communicate efficiently and prepare for speaking in the current situation, also to generate English speaking confidence".<sup>4</sup>

Mahachulalongkornrajavidyalaya University had organizing English teaching program to develop student's abilities in English learning process and used English as a tool to communicate as well as make it beneficial and useful for learners to pursue their newer knowledge and fresh experience in modern society effectively. From researcher's experience Bachelor of Arts second year students have found many problems and obstacles that most of the students encounter with is that the communicative speaking, for instance, lacking of self-confidence in speaking English for communication, limited vocabularies, and many more. Because of that lots of students could not reached their ultimate

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<sup>4</sup>Ellis, Mark & Johnson, Christine, **Teaching Business English**, (Oxford: Oxford University Press, 1994), P.39.

goal in order to improve their speaking accent to be more accurately and perfectly.

As the problems have ever occurred as well as the research results are to indicate that an arrangement of the communicative speaking activity is one of the powerful approaches to resolve an English speaking difficult. As a result, the researcher has been interested in the communicative speaking activity by using English conversation dialogues to solve the happening problems with the 2<sup>nd</sup> year students, English major Mahachulalongkornrajavidyalaya University. The researcher firmly believes that the finding of the results would be useful and beneficial for English learners and lecturers after conducting this research.

## **1.2 Objectives of the Study**

The objectives of the study are as follows:

1.2.1 To study English speaking improvement of Bachelor of Arts second year students at Faculty of Humanities Mahachulalongkornrajavidyalaya University.

1.2.2 To find out the ways to improve English speaking for Bachelor of Arts second year students at Faculty of Humanities Mahachulalongkornrajavidyalaya University.

1.2.3 To provide the suggestions for method of English-speaking improvement enhance the ability of the second-year students.

## **1.3 Statements of the Research Questions**

This research aims to investigate English speaking problems which are hindrance for those who want to improve their English speaking in order to find the effective way as to create the confidence in several ways of the students. This study attempts to study information to answer some aspects as follows:

1.3.1 What are English speaking problems of Bachelor of Arts second year students at Faculty of Humanities of Mahachulalongkornrajavidyalaya University?

1.3.2 Which methods can improve Bachelor of Arts second year students' English speaking skill?

1.3.3 What are the suggestions for methods of English speaking improvement to enhance the ability of the second year students?

## 1.4 Scope of the Study

### 1.4.1 Scope of the Content:

This study is limited to the second-year students of Bachelor of Arts, majoring in English the Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

A) To study English speaking improvement of Bachelor of Arts second year students at Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

B) To find out the ways to improve English speaking for Bachelor of Arts second year students at Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

C) To provide the suggestions for method of English speaking improvement enhance the ability of the second year students at Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

### 1.4.2 Scope of the Area:

The study focuses on the second year students majoring in English who study in English program, Faculty of Humanities of Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya, Thailand.

### 1.4.3 Scope of Population:

The population and sample of this study are 60, quantitative research and 5 key informants for qualitative research the second year students majoring in English who study in English program, Faculty of Humanities of Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya, Thailand.

### 1.4.4 Scope of the Period of Time:

The study takes the duration of time from the month of December, 2017 to the month of February, 2019.

## 1.5 Definition of Terms used in this Research

**1.5.1 Speaking improvement:** It refers to the situation of development of the second year students' English speaking skills who are studying Bachelor of Arts majoring in English faculty of humanities, Mahachulalongkornrajavidyalaya University.

**1.5.2 Problems:** It refers to many obstacles of speaker who can't communicate or unable to speak English fluency and correctly with people through spoken English.

**1.5.3 Students:** It refers to the second-year students who are studying in Bachelor of Arts in English Programs in the academic year of 2017 at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

**1.5.4 Faculty of Humanities:** It refers to one of four Faculties of Mahachulalongkornrajavidyalaya University which runs the Bachelor of Arts in English program.

## **1.6 Expected Benefits**

1.6.1 Understanding English-speaking problems of the second-year students, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.6.2 Knowing the ways to improve English speaking for the second-year students.

1.6.3 Providing the suggestions for methods of English-speaking improvement to enhance the ability of the students.

## Chapter II

### Literature Reviews and Research Works Concerned

The study entitled “A study of English speaking improvement of Bachelor of Arts Second Year students at Faculty of Humanities Mahachulalongkornrajavidyalaya University” aims to study of English speaking improvement in learning English, to identify English speaking improvement of Bachelor of Arts second year students at Faculty of Humanities Mahachulalongkornrajavidyalaya University. This chapter will focus on literature review and research works concerned as follows:

- 2.1 Learning English language curriculum
- 2.2 Definitions of speaking
- 2.3 Types of speaking
- 2.4 Speaking problems
- 2.5 The process of improving speaking English
- 2.6 Research Works Concerned

#### 2.1 Learning English language curriculum

All students should become proficient at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand for language the study. Knowledge of languages in addition to English is important for all students. Since the early 1980s, foreign language teachers have successfully developed and implemented strategies for including all students in the study of language as well as strategies for measuring growth as students' progress from the novice learner stage to intermediate and advanced stages. Whether the primary goal of instruction is communicative proficiency, as in the case of modern languages, or reading comprehension, as in

case of classical language, students' ability to use what they have learned in meaningful ways is the primary goal of all language programs.<sup>1</sup>

Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve. Effective programs in foreign languages begin in elementary school and continue throughout high school because the benefits of learning a new language while very young are well-documented in research. Young children are able to acquire accent and intonation more easily than adolescents and adults, and uninterrupted sequences of language study lead over time to higher levels of proficiency and accuracy in speaking, reading, writing, and understanding.

Language learners must internalize a language's components such as its sound system, basic lexicon, and grammatical structure, all of which takes time and practice. Students of modern languages need abundant opportunities to speak, listen, read and written in order to develop communicative fluency, understanding of how the language is constructed, and understanding of culturally-appropriate interactions.

Students of classical languages need opportunities to increase reading comprehension and heighten the ability to interpret texts in their cultural contexts. Districts should offer both sequences in foreign language for all students and opportunities to begin the study of new languages in the upper grades, at the middle and high school levels, students should have opportunity to study several modern and/or classical languages in addition to English.

Effective foreign language programs integrate to study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines. Culture is a manifestation of a people's beliefs and values, perceptions and behaviors, and intellectual and artistic achievements. Becoming proficient in a second language is enhanced by an understanding of the ways in which a people expresses its values and conducts its relationships with others. As students study the daily life and history of another culture, read its literature and respond to its art form, they develop a

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<sup>1</sup>Claire Jackson et al, "These Stages are based on the Language Learning Continuum presented Articulation and Achievement: Connecting Standards, Performance", **Assessment in Foreign Language**, (New York: The College Board, 1996), pp. 15-28.

deeper awareness of the characteristics of that bind us together as human beings even as they learn about the ways in which we are all different.

Studying the products (what people create, both tangible and intangible), practices (what people do), and perspectives (how people perceive reality) of a particular culture brings the learner closer to understanding how the people of that culture think, what motivates them, and what colors their perceptions of the larger world. The study of culture also deepens our understanding of the connecting threads of the human story over time and will help students in their other courses. Whether we study the American Revolution or World War II, Goya or Gauguin, the industrial Revolution or the history of computer technology, Mozart or John Philip Sousa, Virgil or Dante, Blake, Milton or Balzac, algebra or geometry, we are enriched when we trace the history of ideas to other times and places.

Effective foreign language programs, therefore, teach students about the heritage and contemporary contributions of great writers, thinkers, mathematicians, scientists, inventors, statesmen, and performing and visual artists. By emphasizing cultural content, foreign language programs keep the connective thread to the past ever present, and help students recognize connections to the world beyond themselves<sup>2</sup>. Study of classical languages takes students back to the roots of western civilization and allow them to understand the continuous influences of ancient languages, literature, art and architecture, scientific and mathematical thought, and values on the peoples of Europe and the Americas over the ages.

Assessment of student learning is an integral component of effective foreign language instruction. As the Commonwealth of Massachusetts establishes new standards for student achievement in foreign languages, it is essential to plan and implement assessment strategies designed to help teachers improve instruction and students to focus their efforts toward achieving the standards. This framework promotes balanced instructional programs that develop speaking, listening, reading, and writing skills in modern languages and reading comprehension in classical languages. Programs in both modern and classical languages should also allow students to develop knowledge literature, history,

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<sup>2</sup>Dorothy Chun and Jan L. Plass, "Effects of multimedia Annotations on Vocabulary Acquisition", *Modern language journal*, Vol. 80, No. 2, (Summer 1996): 183-198.

and culture. Ongoing classroom-based assessment methods should reflect the Strands and Learning Standards in this framework<sup>3</sup>.

## 2.2 Definitions of speaking

By the kind of speaking skills are defined in many sources to provide the communication, which are related to speaking easily and smoothly, learners try to communicate and express in the correct ways. However, learners have to know the language in the following;

For learners, speaking is an important tool for human being that can speak English in daily life, despite of the fact that, English is a map for people to achieve their goals in the world of business and education, and this language emphasizes on grammar and structure of language. Bashir mentioned that, “Speaking is productive skill in the oral mode. It is like the other skills, is more complicated then it seems at first and involves more than just pronouncing words.”<sup>4</sup>

Furthermore, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. As a consequence, from meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking<sup>5</sup> That is, one of the most difficult skills of language learners have to face, in spite of this, it has traditionally been forced into the background of English teachers have spent all our classroom time trying to teach our student how to write, to read or sometimes to listen in a L2 because grammar has a long written tradition. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but they still cannot speak it.<sup>6</sup> The most important competence in different language discourses and situational as well as contextual

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<sup>3</sup>National Standards Foreign Language Education Project., “The National Standards in Foreign Language Education Project is collaborative effort of the (ACTFL)”, **Association of Teachers of French**, (American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese, 1996), pp.1-10.

<sup>4</sup>Bashir, M., Azeem, M.,& Dr. Dogar, Aship H, “Factor Effecting Students’ English Speaking Skills”, **Gritish journal of Arts and Social Sciences**, ISSN: 2046-9578 Vol. 2 No. 1. [Online], Resource: <http://www.bjournals.Co.uk/BJASS.aspx>, [November 11, 2016]

<sup>5</sup>ShaimaaAbd EL Fattah Torky Name, “The Effectiveness of a Task- Based instruction program in Developing the English language speaking Skills of Secondary Stage Students”, **Ph.D. Dissertation**, (Egyptk: Ain Shams University, 2006),p. 33.

<sup>6</sup>Bueno, A, D. Madrid and N. McLaren, (eds), **TEFL in Secondary Education**, (Granada: Editorial University de Granada, 2006), p. 37.

expressions as a tool of leader of language, and is a way to communicate with people in the togetherness. Most of people said that speaking potentiality is the greatest goal of studying a foreign language or second language because it is as transmitting the information from one to other and is the medium of social solidarity and trading as well.

Likewise, Speaking is one of the four language skills (reading, writing, listening and speaking) it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints, In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.<sup>7</sup> Especially, speaking is also one of the key elements of the workplace and easy to get a good job, tasks and assignments done successfully. Now we can say that business depended on the good communication and speaking because the most effective communication is as a good partner. People concerned with the speaker sounds like since listening to what they hear that may allow them to make some judgments about the speaker’s personality, attitudes, and native/non-native [speech]. The speech can be an obvious image of speakers. Speed, pausing, variations in pitch, volume, and intonation may also create a texture for their utterance that encourages and improves what they are saying. The sound of people’s speech is significant because it is used for assessing speaking, and people tend to judge whether the speaker has native and non-native status depending on his/her pronunciation.<sup>8</sup>

Bashir at provided that “there are three kinds of speaking situations in which we find ourselves; interactive, non-interactive” face-to-face conversation and telephone calls are cases of interactive speaking where interlocutors are completely speaking. The listener can ask for clarification, repetition, or slower speech from the conversation and speaking includes producing, receiving and processing information.<sup>9</sup>“You can discover the purposes in your own and others’

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<sup>7</sup>Ibid. Shiamaa Abd EL. Fattah Torky, “The Effectiveness of a Task- Based instruction program in Developing the English language Speaking Skills of Secondary Stage Students”, **Ph.D. Degree**, (Women’s College: Ain Shams University, 2006), p. 13.

<sup>8</sup>Luoma, S., “Motivating Students’ Speaking Skill through Simulation in English for Specific Purpose”, **1<sup>st</sup> Mae Fah Luang University Interactional Conference**, (Chiang Rai: Mae Fah Luang University, 2014), pp. 9-10.

<sup>9</sup>Ibid. Bashir, “Factor Effecting Students ‘English Speaking Skills”. **British Journal of Arts and Social Sciences**, 2011, p. 23.

communication which people communicate can help you interact with others more effectively.<sup>10</sup>

According to Beck mentioned that communication is at the heart of our everyday lives. From the moment we wake in the morning. We are constantly in the process of communication, we do so either as senders of messages or receivers of messages, in some cases, such as our real morning thoughts, the communication is within and to ourselves, who we speak to, listen to and interact with other people, we do this face to face or on the telephone, we communicate in formal situations as well as in informal situations, we use written language to communicate. We read and write letters, notes, reports, essays, instructions and shopping lists; wherever we go we are the receivers of messages. Newspaper headlines, billboards, street signs, shop windows, public announcement and traffic lights all send us messages in media-saturated society they compete in and demand our attention to the point where it is impossible to ignore them. We use the mass media as a source of messages that offers us both information and entertainment. We listen to the radio include CD or discs: we watch television and DVD and we read newspapers and magazines.<sup>11</sup> All of these are very useful tools for improving and enhancing knowledge of learners.

Speak is to produce sounds or audible sequences of individual or concatenated sounds of a language, especially through phonation, amplification, and resonance, and through any of a variety of articulator processes. Speak means to make vocal sounds, usually for purposes of communication, to speak often implies conveying information and may apply to anything from an informal remark to a scholarly presentation to a formal address: to speak sharply; to speak before Congress. Skill means android or to have general knowledge which consists of practice of oral speech, verbal sound, and body posture, necessary enough experience and professional fluently in English speaking skill. Tarigan; defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint Construction of Text stage. In carrying out speaking,

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<sup>10</sup>Anita Taylor, Teresa Roge grant, Arthur Meyer, Thomas Samples, **Communicating**, Subsequent edition, (USA: Pearson College Div, 1977), pp. 4-211.

<sup>11</sup>Andrew Beck, Peter Bennett, Peter Wallm, **As communication Studies: The Essential introduction**, (New York, U.S.A, 2005), pp. 3-4.

students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well, the problems are afraid for students to make mistakes<sup>12</sup>.

Speaking is the productive skill. This could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer; writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) introducing new language
- 2) practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation ad variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark said that speaking is fundamentally an instrument act. Speaking in order to have some effect on their listener. It is the result of teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. Ladouse; speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah-cara untuk berkomunikasi yang berpengaruh terhadap kehidupan sehari-hari” it means that speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides<sup>13</sup>.

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<sup>12</sup>Tarigan, H. Guntur., **Berbicara: Sebagai Suatu Keterampilan Berbahasa**, (Bandung: Angkasa, 2008), p.12.

<sup>13</sup>Nunan, David., David., **Research methods in language learning**, (Cambridge: Cambridge University Press, 1991), pp. 23-39.

When someone speaks to other person, there will be a relationship. The relationship itself is communication, Furthermore, Wilson; defines speaking as development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological a physical rule should be applied in a given communicate situation it means that the main objective of speaking is for communicating. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/listener, he/she has to understand any principle that based his speaking either in general or in individual<sup>14</sup>.Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to wat speakers says.

Stern, said watches a small child's speech development, First he listens, then he speaks, understanding always produces speaking, Therefore this must be the right order of presenting the skills in a foreign language, in this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus, the learning of speaking cannot be separated from language. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Wallace; stated that oral practice speaking becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Speaking ability is the students' ability in expressing their ideas orally which is represented the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, freeman<sup>15</sup>, Stern stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers.

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<sup>14</sup> Wilson, S, **Livening English Structure**, (London: Longman, 1983), p.4.

<sup>15</sup> Risnadedi., "Developing Students' Speaking Ability", **Journal of SMP Negeri**, Vol. 17, No. 7, (July,2001): 56-58.

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. Assessing speaking is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students. Brown; states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

**A. Imitative**, at one of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

**B. Intensive**, a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship such as prosodic element-intonation, stress, rhythm, juncture. Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

**C. Responsive**, assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simpler request and comments and the like.<sup>16</sup>

As regard to the definition of speaking, many researchers and scholars define different meaning. Some scholars said that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. After reading much different definition, all are right. For,

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<sup>16</sup>Brown H. Douglas., *Language Assessment Principle and Classroom Practice*, (New York: Longman, 2001), p. 141.

naturally, the child cannot speak at the beginning but he can speak through listening by imitating his or her mom.

## 2.3 Types of Speaking

As Researcher studies this session, there are different types of speaking and these are should be learnt. They are as following;

2.3.1. Informative speaking

2.3.2. Invitational speaking

2.3.3. Dispositional speaking

2.3.4. Actuation speaking

2.3.1. Informative speaking

Informative speaking seeks to inform. Its goal is that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding. Informative speaking uses facts, data, logic, evidence and other solid information and structured presentation to help the listener and remember the information presented. It may well ask question, such as “Who, When, How and Where and then answer with the relevant information. Three types of informative speaking are as following:

- a) Description speeches: That describes objects or events.
- b) Exploration speeches: That clarifies ideas.
- c) Demonstration speeches: That teaches a process.

Once the hurdles of interest and attention have been surmounted, the biggest question that many informative speakers face is the cognitive ability of their audience to grasp what can be difficult concepts. This is a problem that academic speakers (and writers) face every day.

### 2.3.2. Invitational speaking

Invitational speaking is often similar to informative speaking, but adds judgment into the mix. The invitational element is hence an invitation to listeners in agreement or evaluation of some sort. This evaluation may be of an idea, another person, an event, and an object of some kind, an event or anything else that which judgment may be applied. Invitational speaking uses evaluative and judgmental language and rational logic to present the case. As with informative speaking, it may well appear cool and factual and use classical argumentation principles. Invitational speaking is more difficult than informational speaking as you are asking your listeners

to accept particular evaluation criteria and processes of assessment with which they may not agree. Academics perform invitational speaking when they criticize others 'research.

### **2.3.3 Dispositional speaking**

Dispositional speaking is more persuasive in intent than invitational speaking in that it seeks to gain agreement on an attitude, value or belief. This can be a very difficult thing to do as to change such deep drivers can often be, in effect, to change the person and who they are, recreating their identity. It is not surprising, then, that many will resist such attempts, even if clear and logical reason is used. Whilst academic speakers should not really use dispositional speaking, it can be argued that everything is a belief and that there are unquestioned canons and paradigms that many academics accept without question, and to challenge these can be particularly perilous.

### **2.3.4. Actuation speaking**

Actuation speaking seeks get people to act, to perform in some way. In practice this can be easy for simple actions and hardest of all for actions that the person may not normally undertake. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking, in its more difficult form, actuation may well be preceded by other forms of speaking, as you may need people to understand, agree with a judgment and even change what they believe before they will take the actions you propose. To conclude our example, academics engage in actuation speaking when they persuade those holding the purse strings to provide the precious cash that is needed to pursue their research.

## **2.4 Speaking Problems**

Munjayanah; states that "there are many experts that suggest about problems. One of them says that problems will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solutions, problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty. The learners have their own difficulties in

learning the language. Particularly in improving speaking skill is not easy for the students. Different students may have different problems so; the following are the problems of speaking skill for better communication. The following factors are the cause of problem in speaking;

#### 2.4.1 Inhibition

#### 2.4.2 Nothing to say

#### 2.4.3 Low or uneven participation

#### 2.4.4 Mother tongue use

#### 2.4.5 What to do when we have these kinds of problems.

#### **2.4.1 Inhibition**

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

#### **2.4.2 Nothing to say**

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

#### **2.4.3 Low or uneven participation**

Only one participant can talk at a time if he or she is to be heard; and in large group this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

#### **2.4.4 Mother tongue use**

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

#### **2.4.5 What to do when we have these kinds of problems.**

Try to use English every day in our class, and or outside the classroom. This can stimulate our behavior to always use English as habitual even daily conversation. Keep in touch with someone who likes English too, because they have much more attention than to those who don't. Create a small group to train our English, whether in class or outside the class. Learning by doing is really important in

learning to speak English. We can share information through the group, make small conversation, and check other error. This also can give extra additional vocabulary to the persons. While we have problems in our dialect, the solution is training our pronunciation to be better. Find some videos, music, or authentic conversations in English. See or hear, then practice the sounds that we've heard in the source.<sup>17</sup> In the terms of English speaking problems, speakers or learners are often found this obstacle in their field; it might come from their attitudes, circumstances, situations, experience, motivation, confidence, and also English speaking skills. In addition, fear of negative attitudes both pronunciations, vocabulary and grammar will make students rarely speak English.<sup>18</sup>

A lack of inability in speaking is spread into learner's different levels of English speaking; students were trying to conduce and adapt their skills, but someone weak and cannot approach an accomplishment when they speak English. The fear of speaking to a group is ranked above fear of snakes, and even fear of death.<sup>19</sup> A study of Mokkarawut supports this idea in the finding that students succeeded in speaking English because they need to use English for studying and working in both Thailand and foreign countries.<sup>20</sup> According to the four skills, speaking skill was the most serious problem. This was concerned with the study of "Teo et al, mentioned that the students at tertiary level in southern Thailand lacked speaking ability the most. Therefore, there was a strong need to practice speaking and listening while the practice of reading, writing, and translation were needed at a lesser degree."<sup>21</sup> Similarly as Khanlaew who found that the students in northeast physical education Colleges needed to to practice listening, speaking, reading, and

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<sup>17</sup>Dhammasara, Venarable "A study of improvement of English-speaking skill of the second year Bachelor of Arts myanmar students at Mahachulalongkorarajavidyalaya university" **M.A. thesis**, English (International Program),(Graduated School: Mahachulalongkorarajavidyalaya University. 2017), pp.22-23.

<sup>18</sup>Pandito, PhraBunthit, "A study of the problems of English-speaking skill of the first-year students at Mahachulalongkorarajavidyalaya university", **M.A thesis**,English (International Program),(Graduated School: Mahachulalongkorarajavidyalaya University, 2017), pp. 16-17.

<sup>19</sup> Geoffrey Brewer, "Snakes Top List of Americans; (Fear, Gallup News Service, and February 20001); Alex Blyth", **how to get the Most out of Public speaking Training**, (Training Magazine, (June 14, 2006): 7.

<sup>20</sup>Mokkarawut, S, "An investigation of Factors affecting English speaking",**M.A. Thesis**, (King Mongkut's institute of technology North Bangkok, Thailand, 2006), p. 8.

<sup>21</sup>Teo, A. et al, "Profile of Foreign Language Education at Tertiary Level in Southern Thailand", Unpublished Research, (Hat Yal: Thailand ,2014), p.1.

writing only at a moderate level while the need to practice translation was ta a highest level.<sup>22</sup>

Furthermore, if learners aim at on grammar and language's structure, they can endlessly be better in their challenging or struggling the problems. This is the biggest problem of speaking competence to comprehend in communication importantly to find out the way to develop it inn this research study. In this place, Koenraad Kuiper and W. Scott Allan attempted that the case of language in the situation is more difficult in languages that are not physical objects like cars.<sup>23</sup>

Obstacle of speaking, according to low speaking skills in a foreign language is a problem for learners, and lessons are not interested in them, while they are studying, they feel uncomfortable and less exposed to the target language. Therefore, they try to keep on being influenced by using their mother tongue than using English. Moreover, knowing the structure of grammar can help them get more confidence and grammar carries people to speak out as much as possible. According to Hayriye, language problems actually serve as one of the important reasons behind speaking weakness. This weakness may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems with their speaking are their poor in grammar vocabulary, and pronunciation. Those problems belong to the linguistic problem.<sup>24</sup>

Actually, students usually relish a lecturer's housekeeping and sharing experiences, and you may be focusing on the irrelevant. In fact, lecturer 's usage, easy content and personal introduction, but they can tell a little story and have missed several important points. Poor speakers stop speaking when the going gets detail and difficult to understand both strategies and methods. Linguistics is also a scientific study of language which learners are always faced when they have to talk English such as poor in English, words, and phonology, especially in vocabulary and pronunciation, linguistics problems that affect students become

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<sup>22</sup>Khanlaew, s, "A study of the English language learning and teaching and the English language skill needs of students in the northeast Physical Education Colleges", **Unpublished master's dissertation**, (Graduate School: Srinakharinwirot University, 1985), p.1.

<sup>23</sup>Koenraad Kuiper and W. Scott Allan, **An introduction to English language, Sound, Word and Sentence**, (Great Britain: The Bath Press, Avon, 1996), p. 1.

<sup>24</sup>Hayriye, Kaye. **Teaching Speaking: Activities to Promote Speaking in a Second Language**, (Nevaca: University of Nevada, 2006), p.15

poor in speaking skills. As Richards claims there are some typical learners' problems in speaking. Those problems are as the following:

#### **A. lack of vocabulary needed to talk**

Vocabulary is an essential word that people should have to know in their daily communication, it is very important when talking with people. Not only interact with foreigners and also connect to foreign students, if they can speak very well, and be able to take speaking skill to advance in English communication. As Huyen confirms that in order to communicate well in a foreign language like English, student should acquire an adequate number of words and should also know how to use them accurately.<sup>25</sup> Therefore, these mistakes are concerned with the weakness or mispronounce words, making grammatical mistakes in the textbook. As an attention to correct grammatical expression, but emphasizes the content and how to reply.<sup>26</sup>

#### **B. poor in Grammar**

Grammar is the system of a language structure in the process of learning English to be complete both theory and practice in classroom. If learners are low in communication as negative thinking, some may often face the same problems, lack of confident, rather than as a performance they cannot accomplish in real life. According to Celce-Murcia said that grammar become difficult because learners do not learn structures one at a time. Even the learners appear to have mastered a particular structure; it is not uncommon to find backsliding occurrence with the introduction to the learners' inter-language. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to the newly emerge modal verb, thus producing errors such as "she can speak English"<sup>27</sup> These problems are usually appeared when they speak English which involved uneasiness, frustration, self-doubt or worry during communicating to people.

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<sup>25</sup>Huyen, Nguyen Thithanh, "Learning Vocabulary through Games; the Effectiveness of Learning Vocabulary Through Game", *EFL Asian journal*, Vol. 5, No. 7-10, Issue 4:(Dec.2003).

<sup>26</sup>Harbi, f, "The English Spoken by Saudis at KF.S. Hospital in Buraydah", Master' thesis, (Girl'College of Education, Arabia. Unpublished, Saudi Saud Arabia, 2005), p.7

<sup>27</sup>Celce-murcia, *Teaching English as a Second or Foreign Language*, (United State of America: Heinle% Heinle, 2001, p.9.

### C. Poor in Pronunciation

It played the important role in learning and speaking of communication, at the point to begin with incorrect pronunciation is often faced by learners who are lead students to be poorly perceived and failure in pronunciation, However, Hinkel indicates that a second language learner needs to master the individual characteristics of the second of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

In addition, it is very important that the English speaker can achieve:

1. Intelligibility (the speaker produces the sound pattern. That are recognizable as English)
2. Comprehensibility (the listener is able to understand the meaning of what is said)
3. Interpretability (the listener is able to understand the purpose of what is said)

**Wenchid** demonstrated that an attitude of 30 Thai students towards speaking English at work. This study also examined the problems faced by the Thai students in three situations: in meetings, in face to face conversations, and while making presentation. A questionnaire was used as instrument to collect data. The result indicated that Thai students seems to have positive attitudes towards the importance of speaking English in order to communicate effectively in their workplace, as they were motivated by the prospect of advancement or future employment opportunities. In conclusion, it could be argued that instrumental motivation was more influential than integrative motivation. The problems that Thai students reported with their speech in concluded limited vocabulary, grammar error, embarrassment, self-confidence fear of making mistakes. Students considered these to be their problems, while poor pronunciation and a poor accent were considered to be only moderate problems, and lack excitement was indicated as the least significant problem.<sup>28</sup>

All in all, the result of the study indicated that the incorrect pronunciation will make students weak and lack of confidence, these problems are an obstacle to

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<sup>28</sup>Wanchai, "Attitudes towards speaking English at work, A case study of the employees of OMG Metal (Thailand). Col. Ltd", **Unpublished case study**, (King Mongkut's institute of Technology North Bangkok, 2003), p.1.

achieve the goal of learning. Therefore, learners must do everything and always practicing with better in English speaking skills.

## 2.5 The process of improving speaking English

Students acquiring a new language pass through different stages of language proficiency as they improve their ability to use language for purposeful communication. These stages of proficiency describe what students are able to do with the language using the skills of speaking, listening, reading, writing, and understanding. Students' progress through the stages of proficiency is not linear and not the same for all students. The Developmental Stages of language Proficiency described below can help teachers to define proficiency goals within foreign language, to devise activities that develop proficiency, and to design assessment expectations. Stages of proficiency for modern languages and reading comprehension in classical languages are listed below.<sup>29</sup>

- 2.5.1. First stage process of speaking
- 2.5.2. Second stage process of speaking
- 2.5.3. Third stage process of speaking
- 2.5.4. Fourth stage process of speaking
- 2.5.5. Using Activities to improve speaking English
- 2.5.6. Speaking Genres
- 2.5.7 Strategies of improving Speaking English
- 2.5.1. First stage process of speaking

In modern languages, students use selected words, phrases, and expressions with no major repeated patterns of errors. Students perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks such as saying "good morning" and stating their name, age, and where they live.

In classical languages, students recognize selected words, phrases, and expressions with no major gaps on comprehension. Students perform simple communicative tasks using single words in naming articles in the classroom or in rooms of a house. They also use common phrases and expressions and comprehend

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<sup>29</sup> Edward Sapir., "The Status of Linguistics as a Science," In David Mandelbaum, ed., Selected Writings of Edward Sapir in Language, **Culture, and Personality**, (Berkeley: University of California, 1958), pp. 160-161.

simple sentences and short paragraphs composed for instructional purposes at this level because stage one communicative tasks are not complex, there should be no major repeated patterns of error in modern languages such as consistently misnaming an article of clothing or misusing a weather expression. In classical languages, there should be no major gaps in comprehension such as consistently misnaming an article of clothing or a location in a house.

### **2.5.2. Second stage process of speaking**

In modern languages, students use sentences, strings of sentences, and recombination's learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. As they enter Stage 2, students begin to create new combinations of the language they have learned in Stage 1. Messages are understandable, but some patterns of error may interfere with full comprehension.

In classical language, students read sentences, strings of sentence, and paragraph-length texts, including some authentic material and recombination's learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. As they enter Stage 2. Students begin to recognize new combinations of the language they have learned in Stage 1. The learner reaches beyond known patterns to understand new meanings and communications. Messages are understandable, but some lapses may interfere with full comprehension.

It is natural for learners to move back and for between Stages, at one moment showing confidence and accuracy, at another moment losing both, when the complexity of the message interferes with the learner's ability to produce it accurately (in modern languages) or comprehend it accurately (in classical language).

### **2.5.3. Third stage process of speaking**

In modern language, students use sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task. Students are able to produce and comprehend fluid sentence-length and paragraph-length messages, but as the complexity of the task or message increases, errors and hesitation become more frequent. For example, a Stage 3 learner might be able to describe another person in class with accuracy, but if he or she described a viewpoint on a current social issue, there would be a higher frequency of error.

In classical languages, with appropriate assistance, students read and comprehend sentences and story-length texts of predominantly authentic material with lapses of understanding proportionate to the complexity of the text being read. Students are able to comprehend paragraphs and story-length texts and to interpret those texts in their cultural context. As the complexity of the text increases, gaps in comprehension become more frequent. The teacher's role is to help students achieve a greater degree of understanding in the reading and interpretation of complex texts.

#### **2.5.4. Fourth stage process of speaking**

In modern language, students use sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning. Students convey messages with some patterns of grammatical errors that do not interfere with meaning. As the task becomes more complex (for example, providing a rationale or hypothesis) errors and pauses to find appropriate words become more frequent. A learner's awareness of culturally appropriate language, behavior, and gesture is evident in interpersonal communication. In classical language, students read selections of varying length exclusively from authentic material with some gaps in understanding that do not interfere with comprehension. With appropriate assistance, students read increasingly complex texts with cultural understanding and literary appreciation.

Comparisons of Standard Students benefit from language learning by discovering patterns both familiar and distinctive among language systems and cultures. They learn about the nature of language, linguistic and grammatical concepts, the communicative functions of language, and the interaction between language and culture. When students begin the study of another language, they often assume any new language will be like their own, except it will have different words, soon they notice that elements that they often ignored in their own language may be very important in the second language.

This awareness of linguistic differences not only enhances students' ability to use the target language, but also provides insights into the use of English. As students learn ways of predicting how language is likely to work in an unfamiliar setting, they make fewer naive assumptions about other languages based solely upon limited knowledge of their own language. The long-term study of another language also leads students to discover different cultural perspectives. As students begin to hypothesize about cultural, some students may make comparisons on their

own, others learn to do so over time. Good language programs help foster this reflective process in students from the earliest levels of language learning.

Language is the vehicle by which we acquire and share information and ideas. In order to help students, make linguistic and conceptual connections, teachers of modern and classical languages use three important approaches to curriculum development. Teachers of modern languages become knowledgeable about the content of other subject areas, examine the kinds of vocabulary and language functions required to teach and learn this content, and shape their language teaching accordingly. Teachers of modern and classical languages collaborate with teachers of other subjects in the design and teaching of units in which knowledge of language and culture plays a key role.

Teachers of modern and classical languages help students and other teachers locate and use foreign language resources for cultural knowledge and information not readily available in English. The teaching of second language skills can take place through the interweaving of discipline-specific content into the modern languages curriculum. In this way, students not only gain knowledge of the target language but further their content knowledge as well. For example, the classic Kindergarten, First Grade science experiment, “Does it float, or does it sink?” is easily discussed in another language, since it is based upon observation. Learning how to describe objects as, “light, lighter, heavy, or heavier” and “large, larger, small, or smaller” in a foreign language helps students acquire and remember vocabulary while reinforcing science concepts.<sup>30</sup>

Similarly, specific language structures and vocabulary are required of middle or high school students when they predict what will happen next in story’s, analyze aspects of the European medieval feudal system in physical education class. The teacher of modern languages can help students converse, interpret, write about, or make oral presentations on all these subjects in a language other than English. Some projects are designed from the outset to integrate content from a number or disciplines.<sup>31</sup> For example, during September’s monarch butterfly migration from the

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<sup>30</sup>“The use of such a program, interchange (developed and distributed by the Deedless Group, Inc, Austin, TX) id described by den in), Restructuring Classroom Interaction with Networked Computers: Effects on Quantity and Characteristics of Language Production”, **Modern Language Journal**, Vol. 79, No. 4, (Winter 1995): 457-475.

<sup>31</sup>Portes, Pedro R, ed., “A Cultural-Historical Approach to Learning and Teaching: New Perspectives on Advancing Development”, **Accelerative Learning and Teaching**, (New York: Cambridge University Press, 1993), pp. 1-2.

United States to Mexico, elementary school students could begin a study of the life cycle of butterflies in science, discussing the concepts in English and Spanish. They could map the routes followed by the butterflies (geography); track and graph monarch butterfly sightings, and calculate the distance of their flights (mathematics); study and draw the symmetry of their body and wing patterns (math and art); and write short notes in Spanish (foreign languages and language arts) about the monarchs to be sent to Mexican students who are their “learning partners” in the project.

At the middle and high school levels, teachers of modern and classical languages could collaborate with teachers of history, English, and the arts to explore thematic units such as the immigrant experience, ancient and modern models of democracy, or classical and world mythology and theatre. High school electives such as the Model Organization of American Stages or Model United Nations also help students of modern languages use their language skills in the context of history and social science.

Knowledge of a foreign language, literature, and culture can give students insights they could have in no other way. The student of classical languages who has read the myth of Pyramus and This be and who later studies Shakespeare’s plays will have a greater appreciation of how Shakespeare used the myth in both *Midsummer Night’s Dream* and *Romeo and Juliet* and may even recognize a survival of the ancient lover’s tale when watching performance of Leonard Bernstein’s *West Side Story*. Students of civics and government who have also studied Latin will have a deeper understanding of concepts such as *habeas corpus*, *ex post facto*, and *de jure*. A student of a modern language will observe in mathematics the differences in the use of periods and commas in numbers in the English and metric systems and will also notice that rules of spelling, order, and capitalization for days, weeks, and months differ from one language system to another.

Finally, despite the widespread use of English as an international language, there are still connections to knowledge of the past and present that are only available to the person who can read, interpret, and understand another language. That student has direct access to historical primary source documents, contemporary fiction and nonfiction, magazine articles, television broadcasts, and multimedia materials from other cultures and countries.<sup>32</sup>

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<sup>32</sup>Sadow, Stephen A., **Experiential Techniques that Promote Cross-cultural Understanding**, (Foreign Language Annals: Scholastic, Inc, 1987), pp. 25-30.

### 2.5.5. Using Activities to improve speaking English

Harmer proposed that speaking activities enable students to practice discussions which take place outside the classrooms in the form of free discussions. He maintains that speaking activities provide feedback for both teachers and students in the sense that the teacher can assess the strengths and problems of the students in speaking English, while the students can realize what a particular kind of speaking activity is, and what they might need to do to improve their speaking competence.<sup>33</sup>

Stephen noticed that speaking activities can be divided into three important types: (a) controlled activities, (b) guided activities and (c) free activities. Controlled and guided activities are important with regard to improve accuracy. In contrast, free activities are an essential for enhancing fluency, repetition drills are examples of controlled activities, guided conversation is an example of guided activities, and storytelling is a type of free activity.<sup>34</sup>

**Budden** suggested that some activities for teaching EFL speaking. These activities include interesting and motivating topics, such as press conferences, discussions, fashion statements, talking about the past, one-word stories, conversational English, consequences, role play, shopping role plays, telephone role plays, shopping service role plays, storytelling grid, in storytelling.<sup>35</sup>

**Kayi** provided that “ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful task that promote oral language. These classroom activities which can be used for teaching and speaking include role-plays, simulations, information gaps, storytelling, interview, story completion, reporting, playing cards, picture narrating, and picture description. However, speaking activities should be suitable and useful for the learners. In designing these activities, the teacher should bear in mind the level of

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<sup>33</sup> Harmer, J, **The practice of English Language teaching**, 3<sup>rd</sup> impression, (English, 1992, Longman Pub, 1991, New York: U.S.A, 1991), p.4.

<sup>34</sup> Stephen, J, **Speaking activities**, [Online], Resource: <http://www.go4English.com/tp/read.php?united=1245&pageid=2357>, [February 6, 2017].

<sup>35</sup> Budden, J, **Speaking Activities**, [Online], Resource:<http://www.teachingenglish.org.uk/article/role-play>, [August 26, 2017].

the student and the purpose of the activities.<sup>36</sup> Apart from that, Lim presented the following ideas that should be kept in mind when planning speaking activities:<sup>37</sup> Furthermore, Lunpraphan studied problems in speaking English found that students requested activities that that motivated them to use English with all four skills. The teacher should encourage students with interesting activities and make them practice their speaking English.<sup>38</sup>

As RathnaykeDulani, stated that the main purpose of watching English movies on their own but not in a class room is to provide more exposure as the participants can watch the same movie again and again. If lack of time is a limitation to achieve the purposes the participants are encouraged to watch the films parts by parts.<sup>39</sup> More specifically, in order to implore students an explicitly increased their requirement and building motivation of learners as well as leads students have participated in the group of camp. Afterward, speaking thought English movies or DVD player, it will help people learn to pronounce English rhythm in a more natural way. Music is one of the best tools for learning English pronunciation. Watching with subtitles and then, when you feel more comfortable make a good impression on your audience, especially will gain more opportunities to learn language usage in real life such as pronunciations, vocabulary and knowledge of colloquial expressions can help learners for developing oral and listening skills. Otherwise, use of English language movies in ESL classrooms will give a refreshing learning experience for students in English both first native tongue and other language. Thus, English movie activities will give widespread communication fluently with the confident experiences and students can be able to enhance how they should use English language movies with their ubiquitous expect.

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<sup>36</sup>Kayi, H, **Teaching Speaking: Activities to promote speaking in a second language**, 2006, [Online], Resource: [http://www.paccall.org/2004/2004proceedings\\_papers/harper.pdf](http://www.paccall.org/2004/2004proceedings_papers/harper.pdf), [November 3, 2006].

<sup>37</sup>Lim, K, **Teaching Speaking**, 1993, [Online], Resourcde:<http://writing.colostate.edu/guides/teaching/esl/speaking.cfm>, [Nov 13, 2016].

<sup>38</sup>Lunpraphan S, “A study on problems in learning English of diploma in vocational” education students at ST. Joan of ARC’s Technology School, **Unpublished Master’s Thesis**, (Graduate School: Srinakharinwirot University, 2004), p.1.

<sup>39</sup>Dulani, Rathnayke, “Using English-Language movies to develop speaking and listening skills of ESL Learners”, **Research Paper**, (Sri Lanka:Pasdunrata National College of Education, Westem Province, 2016), p.11.

The students will be confident if his/her pronunciation or accent is excellent, an increased exploring to English which gives students benefits to use their English-speaking skills by using an opportunity to practice and use English both inside and outside the classroom. Both students and teachers are all joined activities together. According to Gary James stated that one of the most important skill needed in school is that ability to understand what the teacher is saying.<sup>40</sup>

With the explanation above, it said that students were ready to get what they want in English speaking skills through activities and also teacher and learners are enjoyed in the classroom and the real-life of speaking daily life, because activities are playing the important and essential tools to improve English speaking ability. As a result, teachers will be able to gain the better ways or opportunities to help students to improve their speaking skills while students find techniques to find out the problems and have knowledge and expertise in their field.

### 2.5.6. Speaking Genres

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them.<sup>41</sup> Carter and McCarthy<sup>42</sup> classify speaking extracts in terms of genres as follow:

Narrative: A series of everyday anecdotes told with active listener participation.

Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.

Language in action: Data recorded while people are doing things such as cooking, packing, moving furniture...etc.

Comment elaboration: People give casual opinions and commenting on things, other people, events and so on.

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<sup>40</sup> Gary, James, "Interactive Listening on Campus", **Authentic Academic Mini-Lectures**, (U.S.A; Heinle& Publishers, 1992), p. 12.

<sup>41</sup> Hughes, R, Teaching and Researching Speaking, (New York: Taylor et Francis Group, 2002), p. 83.

<sup>42</sup> Carter & McCarthy, **Exploring Spoken English**, (Cambridge: Cambridge University Press, 1997), p. 72.

Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.

Decision making and negotiating outcomes: Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions.

### 2.5.7 Strategies of improving Speaking English

Porto and Omar, indicated that developing oral skills is a real challenge for many ESL teachers since the students do not live in an English-speaking environment. In order to enhance the speaking competence of our students in the oral communication classroom, language learning strategies must be linked to meaningful communicative activities in the classroom. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or play a role.<sup>43</sup> English language learners' benefit when more opportunities are given for practicing English language skills. Vogt and Shor, say learning is more effective when students have an opportunity to participate fully, actively discussing ideas and information rather than teachers talking and students listening. A learning environment should be constructed in a way that allows students to interact freely. This paper focuses on using strategies in the communicative activities such that the students may be trained in participating effectively to accomplish the task. Hence, in this paper the researcher identifies seven strategies that can be employed in the classroom.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One

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<sup>43</sup> RL, "Language Learning Strategies: What Every Teacher Should Know", **Englewood Cliffs**, (NJ: Newbury House, 1990), p. 69.

way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.<sup>44</sup>

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

## 2.6 Research Works Concerned

### 2.6.1 Research Works Concerned Problems of English Speaking

### 2.6.2 Research Works Concerned the Suggestions of Solutions to improve English Speaking

1) A research paper entitled "using Video Clips to improve the Speaking Skills of the Students of the Fourth Grade of Sengon Elementary School 3 (SES 3) in the Academic Year of 2011/2012" aimed at improving the students' speaking skills through the use of video clips in the teaching learning process. The research shows that the use of video clips in the teaching of speaking improves the students' confidence, motivation, involvement, and aspects of speaking skills.<sup>45</sup> The finding about the classroom, activities in

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<sup>44</sup>Nemser, W., "Approximately systems of foreign language learners", **International Review of Applied Linguistics**, Vol. 9, No, 2, (October, 1971), p. 115, 123.

<sup>45</sup>Esti, Ermawati, "Using Video Clips to improve the Speaking Skills of the Students of the Fourth Grade of Sengon Elementary School 3 (SES 3) in the Academic Year of 2011/2012", **Master's Degree Thesis**, (English Education: Languages and Arts, Yogyakarta State University, 2013), p. 6.

accordance with research of BenterOsenoGudu<sup>46</sup> what shows that the classroom activities used by teachers to promote learners' active participation in speaking skills lesson.

2) Furthermore, a research paper entitled "The importance of Teaching Listening and Speaking Skills" aimed to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. The research shows out speaking is an important part of the curriculum in language teaching and an important object of assessment as well.<sup>47</sup> Besides, the finding of English speaking tests can be missing in teaching with research paper entitled "Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective". This research aimed to evaluate how the learners express their improvement and success in pronunciation and communication, several aspects, especially speaking test formats and pronunciation and communication several aspects, especially speaking test formats and pronunciation need to be considered".<sup>48</sup>

3) Some researchers have conducted studies about the communicative activities to improve the ability in English speaking. PraneeNanthaboo<sup>49</sup> investigates the effect of communicative activities to develop English speaking ability of students. And Chau Tuyet Ngan<sup>50</sup> with the research paper entitled "The Application of Communicative Activities in English Speaking Classes of Grade 11<sup>th</sup> Students at Cao Lanh City High School" aimed to

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<sup>46</sup>Benter, OsenoGudu, "Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret, Municipality, Kenya", **Journal of Education and Practice**, Vol.6. No.35. (September 2015): 10.

<sup>47</sup>Segura, Alonso, "The importance of Teaching Listening and Speaking Skills" **Bachelor of Art Research Paper**, (Didactics of Language and Literature: Education, Complutense University of Madrid, 2012), p. 24.

<sup>48</sup>Attapol, Khamkhien, "Teaching English Speaking and English-Speaking Tests in the Thai Context: A Reflection from Thai Perspective", Master's Degree Thesis, (Liberal Arts: Liberal Arts and Science, Kasetsart University, 2010), p. 184.

<sup>49</sup>Pranee, Nanthaboo, "Using communicative Activities to Develop English Speaking Ability of Matthayomsu, kasa Three Students", **Master' Degree Thesis**, (Graduated School: Teaching English as a Foreign Language, Srinakhariwiroth University, 2012), p. 20.

<sup>50</sup>Chau, Tuyet Ngan, "The Application of Communicative Activities in English Speaking Classes of Grade 11<sup>th</sup> Students at Cao Lanh City High School", **Bachelor of Art Research Paper**, Ministry of Education and Training: Foreign Language, Dong Thap University, 2013), p. 56.

improve the effectiveness of applying communicative activities in English speaking to students.

4) A research paper was conducted by KadekAyuNopini<sup>51</sup> with the target to answer and find out to what extent speaking skill can be improved through role play. Role play can help student play with personal problems.

5) Speaking is a key to communication. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. For many years, people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audio-lingual repetition drills were designed to familiarize to student with the sounds and structural patterns of the target language. People supposedly learned to speak by practicing grammatical structures and then later using them in conversation.<sup>52</sup>

6) Storytelling is one of the techniques commonly used in language learning. The following are definitions of storytelling from several sources. According to Cameron, “story telling is an oral activity, and stories have the shape they do because they are designed to be listened to and in many situations, participated in”<sup>53</sup>In addition, a journal article title Definition of Storytelling defines, “the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’ imagination.”<sup>54</sup> The storyteller may use gestures, mime and pictures while telling a story to help the listeners understand the story more easily and clearly.

7) Educators define the meaning of communicative speaking in various ways: Paulston<sup>55</sup> states that speakers have to interact while they are

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<sup>51</sup>Kadek, AyuNopiani, “Teaching Speaking Skill Through Pole Play to the Seventh Grade Students of SMP Negeri 1 Payangan in Academic Year 2013/2014”, **Master’ Degree Thesis**, (English Education Teacher Training and Education, Mahasaraswati Denpasar University, 2014), p.10.

<sup>52</sup>Brown, D, **Teaching by Principles: An Interactive Approach to Language Pedagogy**, (California: White Plains, 2001), p.50.

<sup>53</sup>Lynne, Cameron, **Teaching Languages to Young Learners**, (Cambridge: Cambridge University press, 2011), p.160.

<sup>54</sup> Mariam, Williams, “The Definition of Storytelling”, **Research Works**, Vol.3, No. 8, (April 2011): 13.

<sup>55</sup> Pattison, P., **Developing Communication Skills**, (Cambridge: Cambridge University Press, 1995), p. 92.

talking, sharing information, and following social rules. Littlewood<sup>56</sup> suggests that the speakers should choose and use content appropriate to their listeners. Valette<sup>57</sup> considers speaking as a social skill. With communication being the goal of second language acquisition, emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language.

According to Bygate<sup>58</sup> interactive skills involve making decisions about communication while maintaining desired relations with others. Cohen<sup>59</sup> insists that speakers should have fluency in the language and use vocabulary and structure in suitable situation. In addition, Krashen<sup>60</sup> says that competent speaking is integrated with listening. Speaking fluently in a second language occurs after speakers have been given effective and comprehensible input.

In summary, competent speaking come from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate election and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider components of speaking as well.

### 2.6.1 Research Works Concerned Problems of English Speaking

Mohamed Eltayeb Abdalla<sup>61</sup> investigated the problems and challenges of teaching spoken English in Sudan and its importance in the professional life and academic promotion of teachers. it also tackles the problems of learning spoken English on the part of students. The writer uses a questionnaire addressed to 30 English language teachers from the African Council Basic and Secondary schools in

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<sup>56</sup> Littlewood, W., **Communicative Language Teaching**, (Cambridge: Cambridge University Press, 1995), p. 4.

<sup>57</sup> Valette, M., **Modern Language Testing**, (New York: Harcourt Brace Jovanovich, 1977), p. 10.

<sup>58</sup> Bygate, M., **Oral communication in TESOL: Integrating Speaking, Listening and Pronunciation**, (Oxford University Press, 1987), p. 15.

<sup>59</sup> Chhen, D., **Assessing Speaking Skill: Assessing Language Ability in the Classroom**, (Boston: Heinle Publishers, 1994), p. 9.

<sup>60</sup> Krashen, D. & Terrell, T., **Principle and Practice in Secondary Language Acquisition**, (New Jersey: Prentice Hall, 1983), p. 7.

<sup>61</sup> Mohamed, Eltayeb, Abdalla, "Problems of Teaching and Learning Spoken English in Sudan", **SUST Journal of Humanities**, Vol.16 No. 4 (September 2015): 43.

Khartoum North. The data was statistically analyzed by the SPSS program. The findings of this paper indicate that there are major problems that hinder Sudanese students from speaking English. Among these are low income of most learners; lack of the target language environment; under-qualified teachers; inappropriate teaching materials; improper teaching methods; and some psychological factors that hinder students when they speak such as lack of motivation. The study provides some recommendations to tackle these problems and enhance the processes of teaching and learning spoken English in Sudan. These are concerned with developing materials, teachers and learners through steps taken by the educational authorities.

Ahmed Maher Mahmoud AL Nakhlad<sup>62</sup> explored the speaking difficulties encountered by English language students at Al Quds Open University. The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. The researcher adopted some recommendations the most important one is to establish an environment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.

Samira Al Hosni<sup>63</sup> speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL

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<sup>62</sup>Ahmed Maher, Mahmoud AL Nakhlad, "Problems and Difficulties of Speaking That Encounter English Language Students at AL Quds Open University", **International Journal of Humanities and Social Science invention**, Vol.5 No.12 (December 2016): 96.

<sup>63</sup>Samira AL Hosni, "Speaking Difficulties Encountered by Young EFL Learners", **International Journal on studies in English Language and Literature (IJSELL)**, Vol. 2 No. 6 (June 2014): 22.

context, researchers first need to know the real nature of those problems and the circumstances in which ‘problems’ are constructed.

Dina A. Al-jarnal&Ghadeer A. Al-Jarnal<sup>64</sup> paper aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews we reconstructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students’ speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a ‘sow’ speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses’ level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.

### **2.6.2 Research Works Concerned the Suggestions of Solutions to improve English Speaking**

Le Thi Anh Phuong<sup>65</sup> suggested that adaptation of textbooks could be an effective answer to some issues of motivation, as to problems with bilingual textbooks, workbooks with answer keys, and the difficult or irrelevant items found in text-book. More communicative presentation of new language in context is advisable in the initial stages of a lesson. This means that teachers need to focus more on the meaning and usages of language, and not just give forms and rules. The use of pair and group work can help teachers in dealing not only with large classes, but also with mixed ability classes. It is highly recommended that teachers in non-penalized classes limit L.1 use to a minimum and increase the use of English to a maximum. Ongoing assessment and more communicative tests are also necessary for effective teaching and learning of English in non-specialized classes.

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<sup>64</sup>Al-Jarnal, Dina A. & AL-Jarnal, Ghadeer, “An investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills”, **English Language Teaching Journal**, Vol.7 No. 1 (August 2014): 98.

<sup>65</sup>Le Thi Anh, Phuong, “Problems and Solutions for General English Classes at Junior Colleges”, **Task-Based Syllabus Design and Public Speaking Journal**, Vol. 7 No. 4 (November 2001): 19-21.

Sabrin Farooqui<sup>66</sup> paper suggested that the teachers should provide students with easy topics to help them getting started with speaking. To try to help them getting started with speaking and to help students overcome their shyness, teachers of these universities' male it mandatory for all students to speak in English. In classes where students of mixed levels sit together, "I don't talk much to those students who are with advanced level of English. I rather use them as facilitators. They are to talk to weak students and help them" students can also practice language in language clubs. Debates and various games are arranged in these clubs.

The above research works concerns are about problem of English speaking, methods of improvement of English speaking and suggestion for English speaking. These research work concerns are conducted by many researchers in various universities. But, although some tiles of their research are almost similar with each other, their scope of area, population, contents and time are different each other. In this current research topic is also similar with another research titles but scope of place, population, time and contents are different with former research that mentioned in the research work concern.

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<sup>66</sup>Sabrin, Farooqui, "Developing Speaking Skills of Adult Learners in Private University in Bangladesh: Problems and Solutions", **Australian Journal of Adult Learning**, Vol. 47 No. 1 (April 2007): 95.

## Chapter III

### Research Methodology

The study entitled “A study of English-Speaking Improvement of Bachelor of Arts second year students, Mahachulalongkornrajavidyalaya University” aims to study the nature of English-speaking problems in learning English, to identify English speaking problems of Bachelor of Arts student at Mahachulalongkornrajavidyalaya University and to study the ways to solve the problems of speaking skills of Bachelor of Arts students at Mahachulalongkornrajavidyalaya University. A research methodology is necessary for conducting a reliable study. This chapter will focus on the following main points:

- 3.1 Research Design
- 3.2 Population and key informants
- 3.3 Research Tools
- 3.4 Data collection
- 3.5 Data Analysis

#### 3.1 Research Design

This research is a mixed method including a qualitative research and quantitative in nature aiming to study English speaking problems of Bachelor of Arts second year students, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

#### 3.2 Population and key informants

1) 5 key informants who are teachers at the Department of Foreign Languages, Faculty of Humanities of Mahachulalongkornrajavidyalaya University are in-depth interviewed for a qualitative research.

2) Population of the study is 63 Bachelor of Arts second year students majoring in English who are studying in English Programs in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Sample of the study is 60 Bachelor of Arts second year students majoring in English who study in English Programs at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

### 3.3 Research Tools

The tools for collecting data in the study include both in-depth interview and questionnaire as follows.

#### For a qualitative research

5 key informants who are English teachers in the Faculty of Humanities of Mahachulalongkornrajavidyalaya University are selected as the key informants. The following three questions are interview questions for the five key informants. They are;

1. Which method should second year students need to practice for the improvement of English speaking?
2. What materials should students use to develop their English speaking?
3. Could you please give some suggestions for the development of English-speaking skill?

#### For a quantitative research

The questionnaire is used to collect information which contains the following.

**Part 1: Personal information of the respondents including gender, age, countries, English speaking.**

#### Part 2: General English Background information

**Part 3: It contains the questions of English-speaking improvement and their additional comments as regard to situation of English-speaking problems.**

The questionnaire items consist of situations of English-speaking improvement. Each range of mean scores represents the degree of the responses as the follows:

Level of opinion	Interpretation of the scale
5. Strongly agree	5. Very high
4. Agree	4. High
3. Neutral	3. Moderate
2. Disagree	2. Low
1. Strongly Disagree	1. Very low

#### Part 4: Additional comments

### 3.4 Data collection

The steps to collect data are as follows:

1. The researcher will make questionnaires to survey on the problems of English speaking to collect data manually to ask the respondents. A total of 60 respondents who are the second-year students are distributed questionnaires systematically.

2. After having the questionnaires of the problems that concerned with English speaking skills, the researcher takes questionnaires acquired to measure instrument rating for analysis to present the results of the study.

3. There are totals of 5 English teachers as key informants interviewed to get data for a qualitative method.

### 3.5 Data Analysis

1) To analyze the qualitative information the content analysis is used.

2) For the analysis of the quantitative information the statistics including Percentage, Frequency, Mean, and Standard Deviation (S.D) is used via SPSS program version 12.0.

The results of average means are classified into five levels:

5. The average	4.50-5.00 means	Very high
4. The average	3.50-4.49 means	High
3. The average	2.50-3.49 means	Moderate
2. The average	1.50-2.49 means	Low
1. The average	1.00-1.49 means	Very low

## Chapter IV

### Results

After describing the literature review, research works concern and research methodology in the previous chapter two and chapter three, this chapter four presents results of finding. Having analyzed the collected data from student's questionnaires about English speaking improvement of Bachelor of Arts second year students, opened-ended interview and additional comments, the result of finding state respectively as the following:

- 4.1 Background information of the respondents
- 4.2. General English Background information of the respondents
- 4.3. Finding results of English-speaking improvement
- 4.4. Finding results of solution to improve English speaking

#### 4.1 Background information of the respondents

This section is mentioned about the background information of the respondents. It includes gender, age and countries of the students.

**Table 4.1.1** Gender of the respondents

Gender	Frequency	Percent%
Female	2	3.3
Male	58	96.7
Total	60	100.0

The table 4.1.1 states that there are only two (3.3%) of female students in this current research. The rest of fifty-eight (96.7%) respondents are male students. Totally, there are sixty respondents in this research.

**Table 4.1.2** Age of the respondents

Age	Frequency	Percent%
Under 25	22	36.7
Between 26 - 35	33	55.0
over 36	5	8.3
Total	60	100.0

The above 4.1.2 table is about the age of respondents in this research. This table indicate that twenty-two (36.7%) of the respondents are under 25 years old. Thirty-three (55.0%) of students are between 26 to 35 years old. The remaining of five students are over 36 years old. Most of the respondents' age in this research field are between 26 to 35 years old.

**Table 4.1.3** Country of the respondents

Countries	Frequency	Percent%
Myanmar	49	81.7
Thailand	4	6.7
Lao	2	3.3
Cambodia	3	5.0
Vietnam	1	1.7
India	1	1.7
Total	60	100.0

The table 4.1.3 indicates the countries of the students. According to this table sixty respondents come from six countries as mentioned above. Most of the respondents are from Myanmar. Forty-nine (81.7%) of the respondents are Burmese students. Four (6.7%) of the students are Thais. Three (5.0%) of the students are from Cambodia. The respondent from Vietnam are only one (1.7%) student. The rest of one student is from India.

## 4.2. General English background information of the respondents

**Table 4.2.1** How do you think your English proficiency?

Level of English	Frequency	Percent%
Very poor	1	1.7
Poor	11	18.3
Good	37	61.7
Very good	7	11.7
Excellent	4	6.7
Total	60	100.0

The table 4.2.1 states about the level of respondents' English proficiency. Most of the respondents think their English "Good" in this statement. Thirty-seven

(61.7%) of the students believe that their English are good. Only one respondent agree that his English is very poor. Eleven students think that their English is poor. Seven students think that their English are very good. Only four (6.7%) of the respondents state that their English are excellent.

**Table 4.2.2** Speak English;

Time	Frequency	Percent
5 minutes a day	5	8.3
15 minutes a day	9	15.0
30 minutes a day	27	45.0
40 minutes a day	15	25.0
1 hour a day	4	6.7
Total	60	100.0

The table 4.2.2 results show that twenty-seven (46.0%) of the respondents speak English thirty minutes a day. Fifteen students speak English forty minutes a day. Nine respondents speak English fifteen minutes a day. Only five students speak English five minutes a day. According to this table only a half of the respondent speak English thirty minutes a day.

### 4.3. Finding results of English-speaking improvement

**Item 1:** I can speak English very well in the class.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	4.18	.92
Disagree	1	1.7		
Neutral	12	20.0		
Agree	18	30.0		
Strongly Agree	28	46.7		
Total	60	100.0	Level: High	

The item one indicates the information on “I can speak English very well in the class.” This item indicates that one student strongly disagrees, accounting for 1.7%; one respondent disagrees, accounting for 1.7%, twelve students are neutral, accounting for 20.0%, eighteen students agree, accounting for 30.0% and twenty-eight respondents strongly agree, accounting for 46.7%. The statistical figures Mean is

equal to 4.18 and standard deviation is equal to 92. The level of student's opinion is high in this item. According to this question, most of the respondents strongly agree with this statement.

**Item 2:** I can answer the question very well when my teacher asks me the questions.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.83	.86
Disagree	2	3.3		
Neutral	16	26.7		
Agree	28	46.7		
Strongly Agree	13	21.7		
Total	60	100.0	Level: High	

The item two mention about how the students can respond to their teacher when they were asked. The result finding indicates that one student strongly disagrees, accounting for 1.7%; two students disagree, accounting for 3.3%, sixteen respondents are neutral, accounting for 26.7%, twenty-eight students agree, accounting for 46.7% and thirteen students strongly agree, accounting for 21.7%. The statistical figures Mean is equal to 3.83 and standard deviation is equal to 86. The level of student's opinion is high in this item. According to this question, most of the respondents agree with this statement.

**Item 3:** I have no difficulty in speaking with native speakers in the classroom.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.61	.95
Disagree	5	8.3		
Neutral	22	36.7		
Agree	20	33.3		
Strongly Agree	12	20.0		
Total	60	100.0	Level: High	

The item three mentions about the difficulty of speaking English with the native speakers in the class room. Only one respondent strongly disagrees, accounting for 1.7%; five respondents disagree, accounting for 8.3, twenty-two respondents are neutral, accounting for 36.7%, twenty students agree, accounting for 33.3. and only twelve students strongly disagree, accounting for 20.0%. The statistical figures Mean is equal to 3.61. and standard deviation is equal to 95. The level of student's opinion is high in this item. According to this question, most of the respondents are neutral in this statement.

**Item 4:** I can present presentation without difficulty in the class.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	3	5.0	3.65	1.07
Disagree	5	8.3		
Neutral	15	25.0		
Agree	24	40.0		
Strongly Agree	13	21.7		
Total	60	100.0	Level: High	

The item four states about the presentation in the class without difficulty. The result finding shows that three respondents strongly disagree, accounting for 5.0%; five respondents disagree, accounting for 8.3%, fifteen students are neutral, accounting for 25.0%, twenty-four agree, accounting for 40.0%, and thirteen students strongly agree, accounting for 21.7. The statistical figures Mean is equal to 3.65. and standard deviation is equal to 1.07. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 5:** Speaking English in front of the public is not difficult for me.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	4	6.7	3.63	1.00
Disagree	1	1.7		
Neutral	18	30.0		
Agree	27	45.0		
Strongly Agree	10	16.7		
Total	60	100.0	Level: High	

Item five is about the speaking English in front of the class is not difficult for me. In this statement, four respondents strongly disagree, accounting for 6.7%; only one respondent disagrees, accounting for 1.7%, eighteen respondents are neutral, accounting for 30.0%, twenty-seven agree, accounting for 45.0% and ten respondents agree, accounting for 16.7%. The statistical figures Mean is equal to 3.63. and standard deviation is equal to 1.00. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 6:** I am not afraid of speaking English.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	3	5.0	3.6500	1.05485
Disagree	4	6.7		
Neutral	17	28.3		
Agree	23	38.3		
Strongly Agree	13	21.7		
Total	60	100.0	Level: High	

The item number six mentions how the students dare to speak English. In this statement three students strongly disagree, accounting for 5.0%; four respondents disagree, accounting for 6.7%, seventeen students are neutral, accounting for 28.3%, twenty-three respondents agree, accounting for 38.3 and thirteen students strongly agree, accounting for 21.7%. The statistical figures Mean is equal to 3.65 and standard deviation is equal to 1.05. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 7:** I normally speak English in the class.

Level of opinion	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	1	1.7	3.80	.85
Disagree	2	3.3		
Neutral	17	28.3		
Agree	28	46.7		
Strongly Agree	12	20.0		
Total	60	100.0	Level: High	

The item number seven describes daily English speaking in the class. Only one respondent strongly disagrees with this statement, accounting for 1.7%; two respondents disagree, accounting for 3.3%, seventeen are neutral, accounting for

(28.3%), twenty-eight agree, accounting for 46.7%; and twelve students strongly agree, accounting for 20.0%. The statistical figures Mean is equal to 3.80. and standard deviation is equal to 85. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 8:** My class-mates understand my English pronunciation when I make conversation with them.

Level of opinion	Frequency	Valid Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	4.15	.81
Disagree	1	1.7		
Neutral	7	11.7		
Agree	30	50.0		
Strongly Agree	21	35.0		
Total	60	100.0	Level: High	

The item eight states about the convenient of communication in English in the class room. The result finding reveals that one respondent strongly disagree, accounting for 1.7%; one respondent disagrees, accounting for 1.7%, seven respondents are neutral, accounting for 11.7%, thirty students agree, accounting for 50.0% and twenty-one respondents strongly agree, accounting for 35.0. The statistical figures Mean is equal to 4.15. and standard deviation is equal to 81. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 9:** I practice my English with my friends whenever I have free time.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.75	.79
Disagree	1	1.7		
Neutral	19	31.7		
Agree	30	50.0		
Strongly Agree	9	15.0		
Total	60	100.0	Level: High	

The item number nine mentions about practicing their English whenever they have time. Only one respondent strongly disagrees with this statement,

accounting for 1.7%; one respondent disagrees, accounting for 1.7%, nineteen students are neutral, accounting for 31.7%, thirty respondents agree and nine students strongly agree, accounting for 15.0. The statistical figures Mean is equal to 3.75 and standard deviation is equal to 79. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item10:** I have confidence when I speak English.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	4.03	.68
Neutral	7	11.7		
Agree	40	66.7		
Strongly Agree	12	20.0		
Total	60	100.0	Level: High	

The item ten states about confidence of speaking in speaking English. The result show that one respondent strongly agrees, accounting for, 1.7%, seven students are neutral, account for 11.7%, forty students agree, accounting for 66.7%, and twelve students strongly agree, accounting for 20.0%. The statistical figures Mean is equal to 4.03 and standard deviation is equal to 68. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 11:** I don't feel shy when I speak English.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	3	5.0	3.61	.95
Disagree	4	6.7		
Neutral	13	21.7		
Agree	33	55.0		
Strongly Agree	7	11.7		
Total	60	100.0	Level: High	

Item eleven mentions about the shyness of speaking English. Result show that three students strongly disagree, accounting for 5.0%; four respondents disagree, accounting for 6.7%, thirteen students are neutral, accounting for 21.7%, thirty-three agree, accounting for 55.0% and seven students strongly agree, accounting for 11.7%. The statistical figures Mean is equal to 3.61 and standard deviation is equal to 95.

The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 12:** Group discussion activities in the classroom are easy for me.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	2	3.3	3.78	.95
Disagree	4	6.7		
Neutral	11	18.3		
Agree	31	51.7		
Strongly Agree	12	20.0		
Total	60	100.0	Level: High	

Item twelve states about group discussion activities in the classroom. In this item, two students strongly disagree, accounting for 3.3%; four students disagree, accounting for 6.7%, eleven students are neutral, accounting for 18.3%, thirty-one students agree, accounting for 51.7% and twelve students strongly agree, accounting for 20.0%. The statistical figures Mean is equal to 3.78 and standard deviation is equal to 95. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 13:** I can communicate with students from various countries in the classroom without difficulty.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	4.06	.73
Neutral	8	13.3		
Agree	36	60.0		
Strongly Agree	15	25.0		
Total	60	100.0	Level: High	

The item number thirteen describes about the students' communication with international students in the class room. The result reveal that only one respondent strongly disagrees with this statement, accounting for 1.7%; eight students are neutral, accounting for 13.3%, thirty-six students agree, accounting for 36.0% and fifteen students strongly agree, accounting for 25.0%. The statistical figures Mean is equal to 4.06 and standard deviation is equal to 73. The level of student's

opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 14:** I have enough vocabulary knowledge to speak with other people.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.58	.80
Disagree	4	6.7		
Neutral	19	31.7		
Agree	31	51.7		
Strongly Agree	5	8.3		
Total	60	100.0	Level: High	

The item fourteen describes about importance of vocabulary knowledge in communication. Only one respondent strongly disagrees, accounting for 1.7%; four students disagree, accounting for 6.7%, nineteen students are neutral, accounting for 31.7%, thirty-one students agree, accounting for 51.7% and five students strongly agree, accounting for 8.3%. The statistical figures Mean is equal to 3.58 and standard deviation is equal to 80. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 15:** I have difficulty to express my ideas in English.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	2	3.3	3.53	1.01
Disagree	6	10.0		
Neutral	21	35.0		
Agree	20	33.3		
Strongly Agree	11	18.3		
Total	60	100.0	Level: High	

The item number fifteen mentions about difficulty of expression one's own ideas in speaking to other. Two respondents strongly disagree, accounting for (3.3%); six respondents disagree, accounting for 10.0, twenty-one students are neutral, accounting for 35.0%, twenty students agree, accounting for 33.3% and twelve students strongly agree, accounting for 18.3%. The statistical figures Mean is

equal to 3.53 and standard deviation is equal to 1.01. The level of student's opinion is high in this item. According to this question, most of the respondents are neutral in this statement.

**Item 16:** I am motivated to speak English in the classroom.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.93	.95
Disagree	4	6.7		
Neutral	11	18.3		
Agree	26	43.3		
Strongly Agree	18	30.0		
Total	60	100.0	Level: High	

The item sixteen mentions about motivation to speak English in the classroom. In this statement only a student strongly disagrees, accounting for 1.7%; four respondents disagree, accounting for 6.7%, eleven students are neutral, accounting for 18.3%, twenty-six agree, accounting for 43.3% and eighteen strongly agree, accounting for 30.0%. The statistical figures Mean is equal to 3.93 and standard deviation is equal to 95. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 17:** I think in English while I speak to other.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.83	.80
Disagree	1	1.7		
Neutral	16	26.7		
Agree	31	51.7		
Strongly Agree	11	18.3		
Total	60	100.0	Level: High	

The item number seventeen states about the thinking as native speakers while talking to other. One student strongly disagrees with this statement, accounting for (1.7%); one student disagrees, accounting for 1.7%, sixteen students are neutral, accounting for 26.7%, thirty-one respondents agree, accounting for 51.7% and eleven students strongly agree, accounting for 18.3%. The statistical figures Mean is equal to 3.83 and standard deviation is equal to 80. The level of student's opinion is high in

this item. According to this question, most of the respondents agree in this statement.

**Item 18:** I don't hesitate in speaking to other.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	2	3.3	3.56	.96
Disagree	5	8.3		
Neutral	19	31.7		
Agree	25	41.7		
Strongly Agree	9	15.0		
Total	60	100.0	Level: High	

The item eighteen mentions about hesitation in speaking English to other. The finding reveals that two students strongly disagree, accounting for 3.3%; five respondents disagree, accounting for 8.3%, nineteen respondents are neutral, accounting for 31.7%, twenty-five respondents agree, accounting for 41.7% and nine students strongly agree, accounting for 15.0%. The statistical figures Mean is equal to 3.56 and standard deviation is equal to 96. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 19:** I notice my mouth formation when I talk to other.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.81	.79
Neutral	19	31.7		
Agree	29	48.3		
Strongly Agree	11	18.3		
Total	60	100.0	Level: High	

The item number nineteen describes about the mouth formation when talking to other. Only one respondent strongly disagrees, accounting for 1.7%; nineteen respondents are neutral, accounting for 31.7%, twenty-nine respondents agree, accounting for 48.3% and eleven respondents strongly agree, accounting for 18.3%. The statistical figures Mean is equal to 3.81 and standard deviation is equal to

79. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

**Item 20:** I can utter English words as soon as the ideas come out form my mind.

Level of opinion	Frequency	Percent	Mean	Std Deviation
Strongly Disagree	1	1.7	3.76	.88
Disagree	3	5.0		
Neutral	17	28.3		
Agree	27	45.0		
Strongly Agree	12	20.0		
Total	60	100.0	Level: High	

The item twenty states about the influence of English speaking. One student strongly disagrees, accounting for 1.7%; three respondents disagree, accounting for 5.0%, seventeen respondents are neutral, accounting for 28.3%, twenty-seven agree, accounting for 45.0% and twelve students strongly agree, accounting for 20.0%. The statistical figures Mean is equal to 3.76, and standard deviation is equal to 88. The level of student's opinion is high in this item. According to this question, most of the respondents agree in this statement.

In summary, after analyzing the questionnaire data, the result indicates two finding which are students' English-speaking improvement and difficulties of English speaking. As regard the results of students speaking improvement the first highest average is the item one that states "I can speak English very well in the class." The statistical figures Mean is equal to 4.18 and standard deviation is equal to 92. Second highest average is item eight that states about the convenient of communication in English in the class room. The statistical figures Mean is equal to 4.15 and standard deviation is equal to 81. Third highest average is the item number thirteen that describes about the students' communication with international students in the class room. The statistical figures Mean is equal to 4.06 and standard deviation is equal to 73. Four highest average is the item ten that states about confidence of speaking in speaking English. The statistical figures

Mean is equal to 4.03 and standard deviation is equal to 68. In brief, in finding results of the English-speaking improvement of the participants, the results reveal that students can speak English and they can communicate with their class-mates. In addition, they can communicate with international students and have confidence in communication.

In contrast, the finding reveals that regarding the difficulty of English speaking most of the students have the problems with “item 15: I have difficulty to express my ideas in English.” The statistical figures Mean is equal to 3.53 and standard deviation is equal to 1.01. Second difficulty is “item 18: I don’t hesitate in speaking to other.” The statistical figures Mean is equal to 3.56 and standard deviation is equal to 96. Third difficulty is “item 14: I have enough vocabulary knowledge to speak with other people.” The statistical figures Mean is equal to 3.58 and standard deviation is equal to 80. Four difficulty is “item 3: I have no difficulty in speaking with native speakers in the classroom.” The statistical figures Mean is equal to 3.61 and standard deviation is equal to 95. Five difficulty is “item 11: I don’t feel shy when I speak English.” The statistical figures Mean is equal to 3.61 and standard deviation is equal to 95. Six difficulty is “item 5: Speaking English in front of the public is not difficult for me.” The statistical figures Mean is equal to 3.63 and standard deviation is equal to 1.00. In short, as regard to the difficulty of English-speaking students have many difficulties such as expressing their ideas in English, hesitating to speak others, poor vocabulary, inconvenient communication with native speakers, feeling shy to speak and afraid of speaking in front of the public and so forth.

#### 4.4 Results of additional comments

Theravamsa<sup>1</sup> comments general English speaking is not difficult for me but he has face difficult when talking about Dhamma and some Buddhist terms such as manasikara, karma and cetana. Ven. Vimala<sup>2</sup> gave a comment as regard to communication in the class room he can speak English with my

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<sup>1</sup>Interview with Theravamsa, second year student from Faculty of Humanities, Mahachularongkornrajavi-dyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

<sup>2</sup>Interview with Ven. Vimala, second year student from Faculty of Humanities, Mahachularongkornrajavi-dyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

friends. But, when he study other subjects such as Pali, philosophy and religion, he doesn't know its terms. he cannot talk about it very well. Ven. Visuddha<sup>3</sup> comments the most difficulty for me in speaking is how to make attraction to the audience. When he is on the stage to deliver my speech, I lost my confidence. I tries it many times but I don't success till now. Ashin Adicca<sup>4</sup> comments that I can speak to my class mate but sometime my friends did not understand what I am talking. They don't understand my accent very well. Lack of vocabulary is also a problem for me. I think I have to build up my English vocabulary. Carinda<sup>5</sup> comments that in my opinions, listening and speaking should be balance. Some students are good enough listening skill but weak in speaking. We need to practice with foreigners to get more experience and pronunciation from them. And they may give us some ideas to improve our English speaking. Then we will get self-confidence and knowledge from them.

To conclude the additional comments, although many students can speak English, they can only use every day English expression. They have problem in academic terms. So, they can't talk when discussion about academic English such as religious terms, philosophical terms, medical terms and technical terms and so on. Moreover, they also have vocabulary problem. And some students have accent and pronunciation problems.

#### **4.5. Finding results of solution to improve English speaking**

##### **4.5.1 Which method should second year students need to practice for the improvement of English speaking?**

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<sup>3</sup>Interview with Ven. Visuddha, second year student from Faculty of Humanities, Mahachularongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

<sup>4</sup>Interview with Ashin Adicca, second year student from Faculty of Humanities, Mahachularongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

<sup>5</sup>Interview with Carinda, second year student from Faculty of Humanities, Mahachularongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

Phra Wichian Parichano, Dr.<sup>6</sup> said “first of all they should listen from the native speakers after that they imitate the sound and accent to follow them. Second, they should speak English with their friends and learn to use English in daily life. Third they are should try to accumulate the information that they interesting. The fourth they should try and try to speak English more and more. Asst. Prof. Dr. Veerakarn Kanokkamalade<sup>7</sup> said the easiest way is to pay much attention to study of all subjects that are taught in English. Students have to use four skills such as listening, speaking, reading and writing in their daily life. There four skills can help a lot in improvement of their English language. Besides, students should find the way to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak, etc. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners.

Assoc. Prof. Dr. Preecha Khanetnok<sup>8</sup> said physical practices should be emphasized. Speaking and listening should come together. To try practices in speaking very often. Assoc. Prof. Nilratana Klinchan<sup>9</sup> said the teacher need to speak English in the class room. All of students need to talk with their friends in the class. The students should imitate the native speaker when he or she is watching the English movies. Assist. Prof. Dr. Kham-lang Kongsin<sup>10</sup> said listening to the English songs should be done first. he means you should practice very often in order to your listening skill will be improved more and more. And hehimself can be accustomed to listen to English pronunciation. To learn English grammar as well as English vocabulary is also important. They should also practice side by side. If you are good at grammar but they are poor at vocabulary, that their English-speaking skill will

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<sup>6</sup>Interview with Phra Wichian Parichano, Dr (Thailand), a lecturer at Faculty of Humanities, MCU on November 16, 2018.

<sup>7</sup>Interview Asst. Prof. Dr. Veerakarn Kanokkamalade (Thailand), a lecturer at Faculty of Humanities, MCU on November 15, 2018.

<sup>8</sup>Interview with Assoc. Prof. Dr. Preecha Khanetnok, (Thailand), a lecturer at Faculty of Humanities, MCU on November 14, 2018.

<sup>9</sup>Interview with Assoc. Prof. Nilratana Klinchan (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

<sup>10</sup>Interview with Assist. Prof. Dr. Kham-lang Kongsin, (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

make they failed undoubtedly. Second point you have to speak it every day, read it and write it when they have opportunity to get conversation with foreigners. They should remember words, phrases, idioms from them also. It will be good way to limit from your friends very nicely.

#### 4.5.2 What materials should students use to develop their English speaking?

Phra Wichian Parichano, Dr<sup>11</sup> said the material from multimedia are internet such as YouTube, Facebook and so on. The second they can find out from CD and DVD. The third they can find out from the books such as the novels, the comic, the fairy tales and so on. The fourth is from the text books. Assoc. Prof. Dr. Preecha Khanetnok<sup>12</sup> said all modern materials supporting English speaking practice should be used sufficiently. Asst. Prof. Dr. Veerakarn Kanokkamalade<sup>13</sup> said the materials which are necessary for developing English speaking consist of TV such as students should listen to (1) TV program like BBC, CNN, Aljazeera, NHK etc, (2), YouTube like conversation program because there are many interesting programs for students to improve English speaking skill (3), English pronunciation Dictionary, it helps well the correct pronunciation to be the same as native speaker. Assist. Prof. Dr. Kham-lang Kongsin<sup>14</sup> said materials or information tools students should use in order to develop their English speaking. To speak English by way of scientific method, students should use audiovisual aids to help in learning and teaching, for example, television, tapes, record, film etc. Assoc. Prof. Nilratana Klinchan<sup>15</sup> said materials that can improve student's English proficiency are TV, Internet, YouTube, International news such as BBC world news, VOA English and so on. Furthermore, students should make

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<sup>11</sup>Interview with Phra Wichian Parichama, Dr., (Thailand), a lecturer at Faculty of Humanities, MCU on November 16, 2018.

<sup>12</sup>Interview with Assoc. Prof. Dr. Preecha Khanetnok, (Thailand), a lecturer at Faculty of Humanities, MCU on November 14, 2018.

<sup>13</sup>Interview with Asst. Prof. Dr. Veerakarn Kanokkamalade (Thailand), a Faculty of Humanities, MCU on November 15, 2018.

<sup>14</sup>Interview with Assist. Prof. Dr. Kham-lang Kongsin, (Thailand), a lecturer Faculty of Humanities, MCU on November 13, 2018.

<sup>15</sup>Interview with Assoc. Prof. Nilratana Klinchan (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

conversation with their friends in English. Listening the songs also a kind of materials to develop students English speaking skills.

#### **4.5.3 Could you please give some suggestion for the development of English-speaking skill?**

Asst. Prof. Dr. Veerakarn Kanokkamalade<sup>16</sup> said the way to develop English speaking skill is to work hard by speaking with friends and foreigners, classmates, etc. Reading a lot about English books, trying to read aloud, following the correct way of accent and pronunciation, speaking every minute in thinking and speaking English even speaking with oneself, finding an atmosphere and environment full of English language so it can help develop speaking skill. Assist.Prof. Dr. Kham-lang Kongsin<sup>17</sup> said students should watch English TV programme to develop their English-speaking skill. That program may help students to improve their English speaking. Phra Wichian Parichano, Dr<sup>18</sup> said the students need to understand grammatical rules so that he will know how to communicate with other. Furthermore, understanding phonetics, phonic, accent, tone is also in speaking. It is also important to speak English in the daily life.

To sum up, after collecting data about methods of English-speaking improvement for students from key informants, they gave some suggestions as the following. To improve English speaking, the students need to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak, etc. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners. Moreover, physical practices should be emphasized. Speaking and listening should come together. They also need to try to practices in speaking very often. In addition, listening to the English songs should be done first. It means students should practice very often in order to improve their listening skill more and more. To learn English grammar as well as English vocabulary is

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<sup>16</sup>Interview with Asst. Prof. Dr. Veerakarn Kanokkamalade (Thailand), a lecturer at Faculty of Humanities, MCU on November 15, 2018.

<sup>17</sup>Interview with Assist.Prof. Dr. Kham-lang Kongsin, (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

<sup>18</sup>Interview with Phra Wichian Parichano, Dr (Thailand), a lecturer at Faculty of Humanities, MCU on November 16, 2018.

also important. Furthermore, students have to speak it every day, read it and write it when they have opportunity to get conversation with foreigners. Students should remember words, phrases, idioms from them also. It will be good way to improve English speaking.

To summaries the interview ideas, the students need to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak so that students English speaking will improve. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners need to practice very often. Making conversation with class mates is also necessary to improve English speaking. In addition, students need to listen the songs to improve their speaking skill. It means students should practice very often in order to improve their listening skill more and more. To learn English grammar as well as English vocabulary is also important. Moreover, students have to speak it every day, read it and write it when they have opportunity to get conversation with foreigners. Studying the idioms, phrasal verb, words is important as the students.

## Chapter V

### Conclusion, Discussion and Suggestion

This chapter presents the conclusion of research, discussion and suggestion for further study. The title of this study is 1) to study English speaking improvement of Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University. 2) to find out the ways to improve English speaking for Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University. 3) to provide the suggestions for method of English-speaking improvement enhance the ability of the second-year students. The method applying for this research is mix-method which are qualitative and quantitative, open-ended interview and additional comments. Therefore, this chapter is presented the following three main points as the following:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion for further study

#### 5.1 Conclusion

5.1.1 The purpose of this study is to study English speaking improvement of Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University. Research method using in the study is qualitative and quantitative. A population for this research is 63 students. Sample of the study is 60 Bachelor of Arts second year students. Five lecturers from Faculty of Humanities are selected as the key informants in this study. The tools for collecting data in the study include both in-depth interview and questionnaire. To analysis of the qualitative information the content analysis is used for the analysis of the quantitative information the statistics including Percentage, Frequency, Mean, and Standard Deviation (S.D) is use SPSS program.

5.1.2 After analyzing the background information of the respondents, the results show that there are only two 3.3% of female students in this current research. The rest of fifty-eight 96.7% respondents are male students. Totally, there are sixty respondents in this research. As regard to the age of respondents in this

research, the finding indicates that twenty-two 36.7% of the respondents are under 25 years old. Thirty-three 55.0% of students are between 26 to 35 years old. The remaining of five students are over 36 years old. Most of the respondents' age in this research field are between 26 to 35 years old. According to finding sixty respondents come from six countries as mentioned in chapter four. Most of the respondents are from Myanmar. Forty-nine 81.7% of the respondents are Burmese students. Four 6.7% of the students are Thais. Three 5.0% of the students are from Cambodia. The respondent from Vietnam are only one 1.7% student. The rest of one student is from India.

5.1.3 In finding results of level of respondents' English proficiency. Most of the respondents think their English "Good" in the statement. Thirty-seven 61.7% of the students believe that their English are good. Four 18.3% of the students think that their English is poor. Seven students think that their English are very good. Only four 6.7% of the respondents state that their English are excellent. In practical time the results show that twenty-seven 46.0% of the respondents speak English thirty minutes a day. Fifteen students speak English forty minutes a day. Nine respondents speak English fifteen minutes a day. Only five students speak English five minutes a day. According to this table only a half of the respondent speak English thirty minutes a day.

5.1.4 After analyzing the quantitative data, the result indicates two finding which are students' English-speaking improvement and difficulties of English speaking. As regard the results of students speaking improvement the first highest average is the item one that states "I can speak English very well in the class." The statistical figures Mean is equal to 41.18 and standard deviation is equal to 92. Second highest average is item eight that states about the convenient of communication in English in the class room. The statistical figures Mean is equal to 4.15 and standard deviation is equal to 81. Third highest average is the item number thirteen that describes about the students' communication with international students in the class room. The statistical figures Mean is equal to 4.06 and standard deviation is equal to 73. Four highest average is the item ten that states about confidence of speaking in speaking English. The statistical figures Mean is equal to 4.03 and standard deviation is equal to 68.

In contrast, the finding reveals that regarding the difficulty of English speaking most of the students have the problems with "item 15: I have difficulty to express my ideas in English." The statistical figures Mean is equal to 3.53 and

standard deviation is equal to 1.01. Second difficulty is “item 18: I don’t hesitate in speaking to other.” The statistical figures Mean is equal to 3.56 and standard deviation is equal to 96. Third difficulty is “item 14: I have enough vocabulary knowledge to speak with other people.” The statistical figures Mean is equal to 3.58 and standard deviation is equal to 80. Four difficulty is “item 3: I have no difficulty in speaking with native speakers in the classroom.” The statistical figures Mean is equal to 3.61 and standard deviation is equal to 95. Five difficulty is “item 11: I don’t feel shy when I speak English.” The statistical figures Mean is equal to 3.61 and standard deviation is equal to 95. Six difficulty is “item 5: Speaking English in front of the public is not difficult for me.” The statistical figures Mean is equal to 3.63 and standard deviation is equal to 1.00.

5.1.5 After collecting data about methods of English-speaking improvement for students from key informants, they gave some suggestions as the following. To improve English speaking, the students need to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak, etc. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners. Moreover, physical practices should be emphasized. Speaking and listening should come together. They also need to try to practices in speaking very often. Furthermore, listening to the English songs should be done first. It means students should practice very often in order to improve their listening skill more and more. To learn English grammar as well as English vocabulary is also important. Furthermore, students have to speak it every day, read it and write it when they have opportunity to get conversation with foreigners. Students should remember words, phrases, idioms from them also. It will be good way to improve English speaking skill.

## 5.2 Discussion

After presenting the conclusion, this section is related to the discussion of the finding results and present how these findings are consistent with other previous studies, the review of the literature in the chapter two, advantage and disadvantages of this research. Research method using in the study is qualitative and quantitative. Populations for this research is 63 students. Sample of the study is 60 Bachelor of Arts second year students. Five lecturers from faculty of humanities are selected as the key informants in this study. The tools for collecting data in the study include

both in-depth interview and questionnaire. To analysis of the qualitative information the content analysis is used for the analysis of the quantitative information the statistics including Percentage, Frequency, Mean, and Standard Deviation (S.D) is use SPSS program.

After investigation the situation of students' English-speaking improvement, the finding indicates that most of the students generally can speak English in the class very well. However, according to the additional comment finding some students have problems with academic term. It means some respondents can speak general English. But, they cannot use academic English such religious terms, Buddhist terms, philosophical term and logic terms and so on. Expression one's own idea in English and hesitation to speak are also difficult for them.

Moreover, they also don't have enough vocabulary to speak. The above findings are similar with Munjayanah states that mentions in the literature review. Munjaranah said unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract. Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. Only one participant can talk at a time if he or she is to be heard; and in large group this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall. It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process. Moreover, Hayriye also said that language problems actually serve as one of the important reasons behind speaking weakness. This weakness may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems with their speaking are their poor in grammar vocabulary, and pronunciation. Those problems belong to the linguistic problem.

Concerning the method of solution for improvement of English speaking five key informants give various idea. PhraWichianParichama, Dr said "first of all they should listen from the native speakers after that they imitate the sound and accent follow them. Second, they should speak English with their friends and learn to use English in daily life. Third they should try to accumulate the information that they

interesting. The fourth they should try and try to speak English more and more. Asst. Prof. Dr. VeerakarnKanokkamalade said the easiest way is to pay much attention to study of all subjects that are taught in English. Students have to use four skills such as listening, speaking, reading and writing in their daily life. These four skills can help a lot in improvement their English language.

The above idea suggested by key informants is consistent with Stern's opinions. He said watches a small child's speech development, First he listens, then he speaks, understanding always produces speaking, Therefore this must be the right order of presenting the skills in a foreign language, in this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus, the learning of speaking cannot be separated from language. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Wallace; stated that oral practice speaking becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Speaking ability is the students' ability in expressing their ideas orally which is represented the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, freeman.

Besides, Prof. Dr. VeerakarnKanokkamaladesaid students should find the way to listen to foreign news, foreign songs, Dhamma talk in English, participating in foreign ceremony or conference such as international research and international day of Vesak, etc. Using audio visual aids that can be helped for improving listening skills and many other ways as required by learners. Budden also suggested that some activities for teaching EFL speaking. These activities include interesting and motivating topics, such as press conferences, discussions, fashion statements, talking about the past, one-word stories, conversational English, consequences, role play, shopping role plays, telephone role plays, shopping service role plays, storytelling grid, in storytelling. Assoc. Prof. Dr. PreechaKhanetnokalso suggest that physical practices should be emphasized. Speaking and listening should come together. Try to practices in speaking very often. Assoc. Prof. NilratanaKlinchan said the teacher need

to speak English in the class room. All of students need to talk with their friends in the class. The students should imitate the native speaker when he or she is watching the English movies.

These suggestion results are similar with Ven. Dhammasara's Thesis that the researcher had already mentioned in literature view. In this current literature review, it is state that "Try to use English every day in our class, and or outside the classroom. This can stimulate our behavior to always use English as habitual even daily conversation. Keep in touch with someone who likes English too, because they have much more attention than to those who don't. Create a small group to train our English, whether in class or outside the class. Learning by doing is really important in learning to speak English. We can share information through the group, make small conversation, and check other error. This also can give extra additional vocabulary to the persons. While we have problems in our dialect, the solution is training our pronunciation to be better. Find some videos, music, or authentic conversations in English. See or hear, then practice the sounds that we've heard in the source."

The above finding and theories for development of speaking skills are consistent with Assist. Prof. Dr. Kham-Lang Kongsin's suggestion he said listening to the English songs should be done first. I mean you should practice very often in order to your listening skill will be improved more and more. And you yourselves can be accustomed to listen to English pronunciation. To learn English grammar as well as English vocabulary is also important. You should also practice side by side. If you are good at grammar but you are poor at vocabulary, that your English-speaking skill will make you failed undoubtedly. Second point you have to speak it every day, read it and write it when you have opportunity to get conversation with foreigners. You should remember words, phrases, idioms from them also. It will be good way to limit from your friends very nicely.

Moreover, PhraWichianParichama, Dr suggest that the students should apply multimedia to improve their English such as YouTube, Facebook and so on. The second they can find out from CD and DVD. The third they can find out from the books such as the novels, the comic, the fairy tales and so on. The fourth is from the text books. Assoc. Prof. Dr. PreechaKhanetnok as well said all modern materials supporting English speaking practice should be used sufficiently. Asst. Prof. Dr. In addition, Asst. Prof. Dr. VeerakarnKanokkamalade suggest the materials which are necessary for developing English speaking consist of TV such as students should

listen to (1) TV program like BBC, CNN, Aljazeera, NHK etc, (2), YouTube like conversation program because there are many interesting programs for students to improve English speaking skill (3), English pronunciation Dictionary, it helps well the correct pronunciation to be the same as native speaker. Assist. Prof. Dr. KhamlangKongsin said materials or information tools students should use in order to develop their English speaking. To speak English by way of scientific method, students should use audiovisual aids to help in learning and teaching, for example, television, tapes, record, film etc. Assoc. Prof. NilratanaKlinchan give the suggestion that materials that can improve student's English proficiency are TV, internet, YouTube, international news such as BBC world news, VOA English and so on. Furthermore, students should make conversation with their friends in English. Listening the songs also a kind of materials to develop students English speaking skills.

Basically, most of the key informants' suggestion for the development are not too different. They have similar opinion with each other. As RathnaykeDulani, stated that the main purpose of watching English movies on their own but not in a class room is to provide more exposure as the participants can watch the same movie again and again. If lack of time is a limitation to achieve the purposes the participants are encouraged to watch the films parts by parts. More specifically, in order to implore students an explicitly increased their requirement and building motivation of learners as well as leads students have participated in the group of camp. Afterward, speaking thought English movies or DVD player, it will help people learn to pronounce English rhythm in a more natural way. Music is one of the best tools for learning English pronunciation. Watching with subtitles and then, when you feel more comfortable make a good impression on your audience, especially will gain more opportunities to learn language usage in real life such as pronunciations, vocabulary and knowledge of colloquial expressions can help learners for developing oral and listening skills.

### **5.3 Suggestion for further study**

This section describes about the suggestion for further study. After presenting the discussion section, the researcher gives the suggestion for further study. After conducting this research about English speaking improvement of Bachelor of Arts second year students at Mahachulalongkornrajavidyalaya University, the researcher had found many problems concerning English speaking and listening

of the students. So it is necessary to conduct more research about English speaking and listening difficulty of the students. That is why, to solve these difficulties, the following topic should be conducted.

1. "Investigation of using Meditation term of Bachelor of Arts second year English major students, Faculty of Humanities, Mahachulalongkornrajavidyalaya University"
2. "A study of listening comprehension of Bachelor of Arts third year English major students in Faculty of Humanities, Mahachulalongkornrajavidyalaya University"

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Interview with Asst. Prof. Dr. Veerakarn Kanokkamalade (Thailand), a lecturer at Faculty of Humanities, MCU on November 15, 2018.

Interview with Assoc. Prof. Dr. Preecha Khanetnok, (Thailand), a lecturer at Faculty of Humanities, MCU on November 14, 2018.

Interview with Assoc. Prof. Nilratana Klinchan (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

Interview with Assist. Dr. Kham-lang Kongsin, (Thailand), a lecturer at Faculty of Humanities, MCU on November 13, 2018.

Interview with Theravamsa, second year student from Faculty of Humanities, Mahachularlongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

Interview with Ven. Vimala, second year student from Faculty of Humanities, Mahachularlongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

Interview with Ven. Visuddha, second year student from Faculty of Humanities, Mahachularlongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

Interview with Ashin Adicca, second year student from Faculty of Humanities, Mahachularlongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

Interview with Carinda, second year student from Faculty of Humanities, Mahachularlongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand on November 10, 2018.

## Appendix

## Appendix (A)

### Questionnaires

A Study of English-Speaking Improvement of Bachelor of Arts Second Year Students, Faculty of Humanities, Mahachulalongkornrajavidhayalaya University

#### Instruction

The aim of this questionnaire is to study **English Speaking Improvement of Bachelor of Arts Second Year Students, Faculty of Humanities, Mahachulalongkornrajavidhayalaya University**. It is also a part of Thesis submitted in Partial Fulfillment of Master of Arts in English (international Program) graduate school Mahachulalongkornrajavidyalaya University Ayutthaya, Thailand. Your cooperation will be very helpful for this Thesis. So, please indicate simply your opinion and tick the boxes below as seriously as possible.

The questionnaires are divided into four parts which are:

Part 1: General Information of the participants

Part 2: General English Background information

Part 3: the items of English-speaking improvement of Bachelor of Arts second year Student, Faculty of Humanities, Mahachulalongkornrajavidyalaya University Ayutthaya, Thailand.

Part 4: Additional comments

Part 1: General Information of the participants

1. Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2. Age	under 25	<input type="checkbox"/>	26-35	<input type="checkbox"/>
	36-45	<input type="checkbox"/>	over 45	<input type="checkbox"/>

3. Countries -----

## Part 2: General English Background information

### 1. How do you think your English proficiency?

- Excellent
- Very good
- Good
- Poor
- Very poor

### 2. I speak English;

- 5 minutes a day
- 15 minutes a day
- 30 minutes a day
- 40 minutes a day
- 1 hour a day

## Part 3: the items of English-Speaking Improvement of Bachelor of Arts Second Year Students

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I can speak English very well in the class.					
2. I can answer the question very well when my teacher ask we the questions in the class.					
3. I have no difficulty in speaking with native speaker in the classroom.					
4. I can present presentation without difficulty in the class.					
5. Speaking English in front of the public is not difficult for me.					
6. I am not afraid of speaking English.					
7. I normally speak English in the class.					

8. My class-mates understand my English pronunciation when I make conversation with them.					
9. I practice my English with my friends whenever I have free time.					
10. I have confidence when I speak English.					
11. I don't feel shy when I speak English.					
12. Group discussion activities in the classroom are easy for me.					
13. I can communicate with students from various countries in the classroom without difficulty.					
14. I have enough vocabulary knowledge to speak with other people.					
15. I have difficulty to express my ideas in English.					
16. I have motivation to speak English in the classroom.					
17. I think in English while I speak to other.					
18. I don't hesitate in speaking to other.					
19. I notice my mouth formation when I talk to other.					
20. I can utter English words as soon as the ideas come out from my mind.					



Appendix (B)  
Photos during the resarch



Photos during the research



Photos during the research



Photos during the research

## Biography of Researcher

**Name** : AshinKhemarnanda  
**Date of Birth** : 12. 7.1976  
**Place of Birth** : WomdwinTownchip, Mandalay Division,  
 Myanmar  
**Nationality** : Myanmar  
**Educational Qualification** : SasanadhajaDhammacariya  
**2011-2012** : Graduated B.A. (Buddhist Indoryan),  
 Buddhist University,Mandalay, Myanmar.  
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