

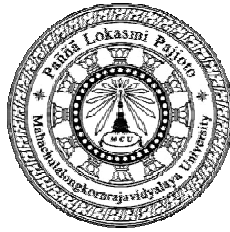


DIFFICULTIES IN ENGLISH SPEAKING SKILL OF
ENGLISH PROGRAM STUDENTS OF
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Ven. Pinnyar Thami

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

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018



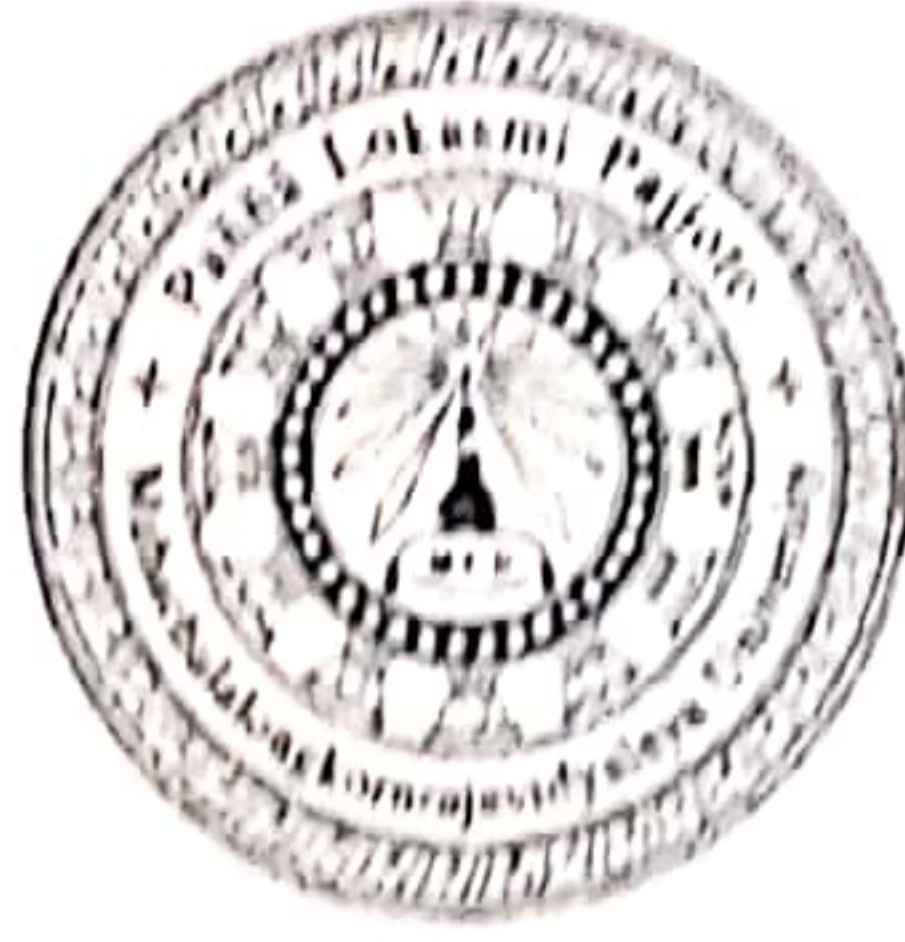
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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "Difficulties in English Speaking Skill of English Program Students of Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

This thesis entitled “Difficulties in English Speaking Skill of English Program Students of Mahachulalongkornrajavidyalaya University” has two objectives: 1) to study difficulties in English speaking skill of English program students and 2) to find out the ways to improve English speaking of English program students of Mahachulalongkornrajavidyalaya University. The study is a mixed method research between a quantitative research and qualitative research in nature. A questionnaire is used for collecting quantitative data from both Faculty of Buddhism and Humanities for 50 students and an in-depth interview is used for collecting qualitative data from 5 key informants who are teachers in the Faculty of Humanities. Statistics, Frequency, Percentage, Mean and Standard Deviation (SD) are used for analyzing quantitative data and a content analysis is used for analyzing qualitative data.

Results of the study as follows:

1) From an identification of the difficulties or problems of English speaking of English Program students at Mahachulalongkornrajavidyalaya University. It found that $\bar{x}=2.34$ means I don't know what I am speaking English. $\bar{x}= 2.98$ expressing that a long period he cannot speak English. And $\bar{x}=3.04$ expressing that he feels afraid and shy when he is speaking in class. These items of high level express overall results as $\bar{x}=2.95$; their problems or difficulties in English speaking skill.

2) The ways to improve English-speaking skill of the English program students at Mahachulalongkornrajavidyalaya University. It was found that $\bar{x}=3.90$ means Speaking to foreign students, $\bar{x}=4.14$; Practice to use English all time in the

class, $\bar{x}=4.02$ means having a confidence to speak English, $\bar{x}=4.04$ to observe a positive attitude, $\bar{x}=4.16$ means always use English as automatic, daily routine communications, These high level results and overall result $\bar{x}=3.86$; are the ways to improve English for communications.

3) With regard to suggestions of the solutions for improving the methods of English speaking for communication of English program students at Mahachulalongkornrajavidyalaya University. It revealed that there were solutions that ways for solving English-speaking for communication problems suggested by key informants included to practice speaking English more and more. Solving the problems of English speaking, it referred to students who try to learn more about themselves and the teachers show the methods only, so students needed practicing more in order to achieve their goal, to study online, web sites and International Phonetic Alphabet in order to know about how to pronounce and to speak English correctly, trying to speak English as much as possible at school, work at office or daily routine, to understand accurately about Grammar rules of English such as sentences, punctuations, structures, to imitate native speakers to practice about the right pronunciation, accent, intonation, stress by reading out like a native speaker, confidence was an essential for the learners to have it, without it one might hesitate when communicating or speaking in public, to learners needed putting more practices in their study such as speaking, listening, and writing.

Acknowledgements

“Difficulties in English Speaking of English Program Students of Mahachulalongkornrajavidyalaya University” which is my thesis title has already written, and it cannot be in a form of complete thesis without the help of whom I would like to thank.

I wish to express my profound gratitude to Asst. Prof. Dr. Phramaha Suriya Varamedhi and Assoc. Prof. Nilratana Klinchan for their advices. I dedicate this research study for all of my Dhamma friends who give me times for asking questions, motivation, support and help. I also would like to thank donors who offered me some material things during the study at university. I am very glad for receiving their kindness and assistance from a lot of generous people in Thailand. I realize that it is impossible for me to finish it without contributions, help, suggestions, and guidance from my supervisors and lecturers.

I hope that this study will be help for the students and the people who are interested in English. I share my good deeds and send loving kindness to my parents, teachers, friends and living beings to all directions in this universe. May all living beings be happy and free from all sufferings, and have peaceful life.

Ven. Pinnyar Thami

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List of Abbreviations and Symbols

e.g.	=	Example
()	=	Optional
Can't	=	Cannot
.	=	Full stop
,	=	Comma
%	=	Percentage
“ ”	=	Quotation
MCU	=	Mahachulalongkornrajavidyalaya University
/	=	Slash
:	=	Colon
;	=	Semicolon
's	=	Singular
s'	=	Plural
\bar{x}	=	Mean, Average
SD	=	Standard Deviation
SPSS	=	Statistical Package for the Social Science

Chapter I

Introduction

1.1 Backgrounds and Significance of the Problems

English might not be the most widely spoken language in the world, especially in terms of number of native speakers, but it is the world's most prominent language. According to English as a Spoken Language statistics, it has been estimated that out of the, roughly, 6 billion people throughout the world about 450 million speak English. English is the ideal language for many governments around the world, and it is also prominent in business, education, world news, and communication. There are a number of powerful tools that have allowed more people to learn English than ever, one of which is using English as medium of instruction in education.

Here in MCU, where a Buddhist University under the Education of Thailand Government has offered four Faculties, namely; Faculty of Buddhism, Faculty of Humanities, Faculty of Social sciences, and Faculty of Education in which I am now learning in the Faculty of Humanities, International Program. Students start to communicate by speaking when they meet each other and students had depended on listening and asking questions and answering to improve their speaking skills. We need a good speaking skill. Mostly, students who are studying English International program at the Mahachulalongkornrajavidyalaya University started to communicate by speaking English and Thai language. "Most significantly, human beings communicate by language, by speaking, writing, hearing, and reading."¹

There are many various kinds of language we used in the world today so English language is one of them. Besides, English language is the main language of international communication and in information technological age. It is important how we communicate with each other by speaking English. The English speaking skill

¹Penhallurick, Rob, **Studying the English language**, Palgrave Macmillan, (UK: University of Wales, 2003), p. 246.

is really important for all students to communicate with students who come from different countries in Thailand. In MCU Thailand different students from 20 countries have been coming and studying in the perspective fields of educational affairs so to be able to speak to communicate in English speaking which is more and necessary and important. However, English program students are hopefully to improve their speaking skills, practicing a lot and making presentation in front of the class, students practiced one by one so one must take time to listening, speaking, repeating according to what is saying on a projector showing that English lessons during the class hour and Outside of the class, as well.

Mahachulalongkornrajavidyalaya University had organized English teaching program to aim to develop students' 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 experiences in modern society effectively. From researcher's experience as an English language learner for such several years have found many problems and obstacles that most of the students encounter with is that 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 goal in order to improve their speaking accent to be more accurately and perfectly. English program students 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 attracts. Even they are not inhibited; we usually hear the complaining from English program students that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking. "Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speaking of that language".²

English program M.C.U students have difficulties and problems with speaking and listening. Because of these problems, it may confuse English program students from speaking English and may motivate them to lose confidence in their speech. Most English program students are not effective speakers since English is not their native language. They may not be known natural spoken English with normal speech patterns or when a speaker speaks too quickly. Therefore, English program

²Ur, Penny, *A course in Language Teaching Practice and Theory*, (UK: Cambridge University Press, 1996), p. 120.

students should be able to classify their speaking and listening problems and improve the quality of their speaking and listening skills to be more efficient English learners.

Most of English program students are not very good at speaking English language, as we all have known that in Mahachulalongkornrajavidyalaya University. English program students can pass their examination easily but they find it is difficult to use English speaking for communication. English program students improve to help their speaking skills; it is essential to find out the ways to help them overcome their problems. Additionally, the teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students improve their speaking presentation. There is no research management at Mahachulalongkornrajavidyalaya University about these zones. Accordingly, this study was designed to investigate the English speaking problems and strategies used by English program M.C.U students who are studying Bachelor of Art degree in English program at Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya, Thailand. In addition, this study experiment to discover whether or not there was a significant difference with the strategies used by English program M.C.U students to communicate with each other. Reasonably, the results from the study can be connotation for speaking or learners who need to improve their own English accuracy and proficiency.

1.2 Objectives of the Study

The ultimate purposes of this study are as follows.

1.2.1 To study difficulties in English speaking of English program students of Mahachulalongkornrajavidyalaya University.

1.2.2 To find out the ways to improve English speaking of English program students of Mahachulalongkornrajavidyalaya University.

1.3 Statements of the Research Question

This study is aimed at finding out the difficulties in English speaking skills that English program students at Mahachulalongkornrajavidyalaya University have encountered. Also it is expected to investigate the causes of those difficulties. The study is carried out with hope to be of some help to improve the effectiveness of English speaking at Mahachulalongkornrajavidyalaya University.

1.3.1 What are the main difficulties in English speaking skill of English program students of Mahachulalongkornrajavidyalaya University?

1.3.2 What are the ways to improve English speaking Language?

1.4 Scope of the Research

The study is proposed to observe the use of English speaking skill in order to improve the ability for communications of English program, students at Mahachulalongkornrajavidyalaya University, who are studying in the second semester of the academic year 2018. Below are the scopes of the study;

1.4.1 The scope of the content: the researcher will focus English speaking skill of English program students.

1.4.2 The scope of the area: students in Faculty of Humanities and Buddhism Mahachulalongkornrajavidyalaya University, Wongnoi, Phranakorn Sri Ayuttaya which is the working place for this study.

1.4.3 The scope of population: The population in this research refers to the 50 English program students of Faculty of Humanities and Buddhism, Mahachulalongkornrajavidyalaya University who are studying in the second semester in the 2018 academic year.

1.4.4 The scope of the period of time: The study will be starting on October 2018- February 2019.

1.5 Definition of Terms used in the Research

1.5.1 **Difficulties** refer to the difficulties as those that may hinder the students from reaching the correct way of speaking or expressing in communications.

1.5.2 **English speaking** means the ability to speak English interacting with teacher, partner, friends, and foreigner in any situation properly and effectively by measuring from conversation and evaluation criteria of the communicative English speaking skill created by researcher.

1.5.3 **English program of students** means the 50 English program students of Faculty of Humanities and Buddhism, Mahachulalongkornrajavidyalaya University who are studying in the second semester of 2018 academic year.

1.6 Expected Benefits

1.8.1 Making us know the difficulties in English speaking skill of English program students of Mahachulalongkornrajavidyalya University.

1.8.2 Making us understand the ways to improve English speaking skill of English program students of Mahachulalongkornrajavidyalya University.

Chapter II

Literature Review and Research Works Concerned

This chapter is a review of related literature concerned with English speaking skill for communications. These main sources of information consist of books, research journals, and journal articles that are written in English and use English as a tool for scholarly discussion in classrooms or in conferences. More importantly, the English learners, in general, need to develop their capabilities in speaking English language and communicating orally with others. English program students want to improve their speaking skill and academic oral presentations abilities, but they are encountering many difficulties. This research reviews the previous studies of difficulties of English for communications that can be divided for main points as the following.

- 2.1 Definitions of Speaking Skills
- 2.2 Definitions of Communication skills
- 2.3 Interpersonal Communication
- 2.4 Characteristics of Speaking
- 2.5 English Speaking Problems
 - 2.5.1 Stress
 - 2.5.2 Intonation
 - 2.5.3 Hesitation
 - 2.5.4 Rhythm
 - 2.5.5 Pronunciation and Vocabulary Power
 - 2.5.6 Fear of Making Mistake
- 2.6 The Importance of English as communication Language
- 2.7 The process of English Speaking Skills

2.1 Definitions of Speaking Skills

Speaking skills are explained in many sources to provide the communications, which are related to speak easily and smoothly, learners try to Communicate and express in the perfect ways. Most people believe that speaking foreign language is harder than learning it to read and write. We can read and write at

any time and if we make a mistake we can change it later on. People who are trying to speak English usually get frustrated because they cannot speak out their thinking; mostly happen to be a second language learner.

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, political, education, world news and this language emphasizes on grammar and structure of language. Bashir says that, “In stage two inputs are comprehensible if the learner is already the nonlinguistic content what he or she is hearing or if the communication situation is very predictable. There are more genuine two-way conversations with speakers of the language, although it takes a very result of getting through stage two well is quite a bit of “fluency” in comprehending language, which uses a variety of structures in connected discourse, with an ever growing vocabulary. Speaking we can say that business depended on the good communication and speaking because the most effective communication is as good partner”.¹ Proficiency based schedule speaking is one of the four basic proficiency that the students should gain well. It has an important role in communication. In carrying out speaking students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even thought they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

In speaking, learners are required to show skills and competencies like linguistic competence, discourse competence and fluency. Linguistic competence is one which knows specific point of pronunciation, grammatical rules and relevant and correct vocabulary. Discourse conversation effectively and cohesively. Finally, fluency is a skill in which a learner speaks confidently and in a flow without stopping and at a reasonable rate of speech. Speech has its own skills and structures that are different from written language.²

Speaking is very important as for learner's in every language whether it first or second language. The fact that speaking is the most significant skill for

¹ Bashir, “Factor Effecting Student's English Speaking Skills”, **British Journal of Arts and Social Sciences**, (UK: British Journal of Publishing, 2011), p. 26.

² Fattah Torky, Shiamaa Abd, **The Effectiveness of a Task- Based Instruction program in Developing the English language Speaking Skills**, (Turkey: Ain Shams University, 2005), pp. 21-22.

communication, business, technology and other different works, but it was forget by many people in the past. Most of first year Myanmar student only focus on their grammar and language structure therefore they face difficulties of English speaking for communications. Bueno, Madrid and McLaren mentioned that “speaking is one of the most difficult skills, language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometime even to listen in a L2 because grammar has a long-written tradition.”³

So students should not focus on grammar in teaching and classroom. Speaking had developed so fast and it become as a branch of teaching as well therefore students are concerned with English speaking more and more.

2.2 Definitions of Communication skills

When asked to explain communication, how would you respond? Most of people will relate to the forms of communication talking or listening. But communication goes beyond that. Communication involves getting information from one person to the other person. Yet even this is not a complete definition because communicating effectively involves having that information relayed while retaining the same in content and context. If I tell you one thing and you hear another, have I communicated? Communication is the art and process of creating and sharing ideas. Effectives communication depends on the richness of those ideas.

So if we look at communication from another angle, it involves the perception of the information as much as the delivery of that information. In other words, we can explain communication as the art and process of creating and sharing ideas.

English language is a powerful tool for communication. It is a global language that people of different language use to communicate and engage in business, social, relationship, political and other fields. It is also provides access to much of the world’s knowledge. Thus, having a good command of the language is likely to bring many advantages because it allows to communicate with people around the world and have first-hand access to the latest knowledge. Many countries have brought educational reforms in recent years by lowering the age of first

³ Bueno, A, D. Madrid and N. McLaren, (eds)., **TEFL in Secondary Education** (Granada: Editorial Universidad de Granada, 2006), p. 282.

exposure to English language. “Kenneth Neal says that it is a powerful tool for records and information professionals. Using this tool they can more easily clarify the strategic value of their departments and programs, increase motivation and the efficiency of their teams and ultimately help sharpen their company’s competitiveness.”⁴

Accordance to Plangkham the main skills that consists of listening, speaking, reading, and writing, they spend most of their time on speaking and listening, it occurs when used to contact with other people not only between two people as Plangkham says that the process of people sharing thought, ideas, and feeling with each other in a commonly understandable way.”⁵ Consequently, they preferentially connect to people around the world throughout the formal and informal form. However in order to understand the entire communication and behavioral context, including relationship, culture, knowledge, background, and gender is considered, and are the movements on the basis of illustrators, affect displays, regulators and adapters. Even though, if those who can communicate in the language, especially in English they can get a good job or benefits and an opportunity more than those who cannot use them as all.

Oral or Verbal communication uses spoken words to communicate a message. When most people think of oral communication, they think of speaking, but listening is an equally important skill for this of communication to be successful. Oral communication is applicable to a wide range of situations, ranging from informal office discussions to public speech made to thousands of people. Ms. Thitibhanda sukitkanaporn says that in their first study, 354 lower-, middle-, and upper-level managers assessed 16 competencies. The findings revealed that oral communications was ranked as the most important competency. It was ranked in the top five by 231 respondents (number 1 by 65 and in the top 3 by 163) and received the largest weighted score (ws=2237).⁶ Improving your oral communication skills can help you to

⁴ Neal, Kenneth, **Six Key Communication Skills for Records and Information Managers**, (UK: The Boulevard, Langford Lance, Kidlington, Oxford OXS, 2014), p. 6.

⁵ MS. Benjawan Plangkham, “Anxiety in English Public Speaking classes among Thai EFL undergraduate Students”, **M.A. Thesis**, (Department of Career Languages Institute: Thammasat University, Thailand, 2011), p. 6.

⁶ Ms. Thitibhada Sukitkanaporn, “A Comparison Between The English Presentation Skills of Graduate Students Who Studied Effective Presentations And Those Who Did Not”, **M.A. Thesis**, (Department of Career Languages Institute: Thammasat University, Thailand, 2013), p. 7.

foster better relationships with your coworkers and maintain a large network of contacts that you can call on when necessary.

Non-verbal communication includes body language, actions, gestures, facial expressions, and even attitude. “You also may send nonverbal messages to others that are not deliberate or even intended by you. For example, you naturally communicate your biological sex to others via a series of static nonverbal cues that include your body shape and facial features, and you can burst into tears when sad. You have sent a powerful nonverbal message to others in each case, even though your goal was not necessarily to do so.”⁷ Non-verbal communication sets the tone of a conversation, and can seriously undermine the message contained in your words if you are not careful to control it. Slouching and shrinking back in your chair during a business meeting can make you seem under-confident, which may lead people to doubt the strength of your verbal contributions. In contrast, leaning over an employee desk and invading his or her personal space can turn a friendly chat into an aggressive confrontation that leaves the employee feeling victimized and undervalued.

According to Bovee and Thill, also explained that communication is a process of sending and receiving a message. Especially, mentioned “communication helps to manage workflow, improves business relationships, enhances the professional image and provides a variety of other in important benefits.” Therefore, communication is linked to business, education, trade, suppliers, consumers, tourists, neighbors, community, connection and countries.⁸ Moreover, learner can develop and support their communication and speaking skills to make connections among different fields, subjects, topics, issues, and events and hence help them have the correct communication, it is useful to students and speaker for the text or communicating in the appropriate situation with polite words and also for giving speeches or presentation and express discussion of the wide communication, then there are many various kinds of communication that people have to know and apply in their society as well as talent proficiency to be adjusted their skills into professional communicators.

⁷ Mark L. Knapp, Terrence G. Horgan, **Nonverbal Communication in Human Interaction**, (Boston, USA: Monica Eckman, Cengage Learning, 2013), p. 4.

⁸ Bovee, Thill, **Business communication today**, 8th ed., (USA: Business Communication Books Center, 2004), p. 6.

2.3 Interpersonal Communication

Everybody is giving the content of speaking and communicate direct in their words and depend on the arrangements. But, Eisenberg and Gamble explained interpersonal communication occurs when individual communicates within oneself. It can be categorized into three levels, which are verbal, non-verbal and vocal. They illustrate the operation by imagining the scene. To being with, the performers of the new play are sitting and standing in a corner going cover their lines without any sound and it can assumed that they feel anxious. They are speaking within themselves; this is called “inner speech”, which is the form of verbal communication. For non-verbal interpersonal communication, the performers who are pacing back and forth by writing their hands to alleviate anxiety. Moreover, before the curtain goes up, the performers might communicate within themselves by making some sounds such as a sigh or clearing their throats.⁹ It was carried to communicate to accept and include environmental stimulation from senders to receivers as well as how speakers can interact in an easy way to effectively. Furthermore, Sellnow suggests that vocal “interpersonal communication might occur in a public speaking context”, for instance, when a speaker notices the audience’s confused facial expression, the speaker decides to repeat an explanation to the audience.¹⁰ At the present time, communication not only giving the process and methods for learning and speaking English, but they also distribute the role in daily life to encouraging and developing students’ ability as well as an the main tools of speaker.

As Jensen stated that three aspects of interpersonal communication are self-concept, perception and expectation. Self-concept is the basis for interpersonal communication, because it determines how a person sees him/herself and is oriented toward others. Self-concept, however the defining trait of self-talk, that is a conversation in the mind. A simple definition is “talking to oneself”. Involved three factors: beliefs, values and attitudes.¹¹ On the other hand, having a desire to learn a second or a foreign language, it is very important that is conducive to enhancing as

⁹ M.A, Eisenberg, & T.K., Gamble, **Painless public speaking: A work text approach**, (New York, USA: Macmillan Publishing, 1982), p. 14.

¹⁰ D.D., Sellow, **Confidence public speaking**, 2nd ed., (California: Thomson Wadsworth Publishing Company, 2005), p. 43.

¹¹ Trenholm, S., & Jensen, **Interpersonal communication**, 4th ed., (UK: Oxford University Press, 2013), p. 284.

it motivates them to reach their both inside and outside the classroom is crucial for learners who want to improve their English skills.

Concluding thoughts, most people tend to be accomplished and effective in their experiences and skills to express their ability in English speaking and attempt to create work in the fields. It habitually helps them to get focused in the stages.

2.4 Characteristics of Speaking

Public speaking does not come easy to many people. First they have to overcome stage fright and their anxieties. Even for those who have on problem facing up a group of people, there is need for knowing how to through the delivery to make the communication effective. Speaking skills are very essential to communicate and solve the problem of everything in its and is also “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”¹² Which has supposed to speak correctly in order to communicate well with one another and overcome the problems of speaking skills. Flores & Ann express that the form and the meaning of speech are dependent on the context in which it occurs, including the respondents themselves, their collective experiences, the physical environment, and the purposes of speaking.”¹³

Nunan suggested that the ability to function in another language is generally characterized in term of being able to speak that language. In order to speak in another language, learner’s adequate vocabulary and master of syntax which both add up to linguistic competence, to communicate completely in another language, linguistics competence only is not sufficient mission for build a successful surely that it is also need some technical term to making a plan by reading and guessing the pronunciation of words in learning new languages. Nevertheless, the notion of communicative competence was proposed. Communicative competence includes linguistic competence and a range of other social, linguistic and conversational skills that enable the speaker to know how to say what to whom, and when. It is generally agreed that an effective way to learn a foreign/second language

¹² Chaney, A.L., and Burk, T.L, **Teaching Oral Communication in Grades K-8**, (Boston, USA: Published by Allyn & Bacon, 1998), p. 13.

¹³ Florez, C. & Ann, M, **Improving Adult English Language Learners Speaking Skills**, (Washington DC, USA: National Center for ESL Literacy Education DC, 1999), p. 4.

is to use it actively by speaking and writing. Evidence supporting this is demonstrated by current teaching methods such as communicative teaching.¹⁴ The students should actually talk a lot. As much time as possible during the activity should be used for talk by the students themselves. This may seem obvious, but often a lot of the time is taken up with teacher talk, pauses or classroom management. Penny Ur suggested that off all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speaker’ of that language, as if speaking included all other kinds of knowing. And many, if not most, language learners are mainly interested in learning to communicate orally. Classroom activities that develop students’ ability to express them through speech would therefore seem an important component of a language course. Some courses are explicitly designed to promote oral fluency; others include specific lessons that are labeled ‘conversation classes’. Occasionally students many need to develop the ability to produce formal, extended speech in the form of oral presentations. But in most case, the primary aim is to improve students’ fluency in informal conversational interaction. It is very difficult to design and administer procedures that actually get students to talk: more so, in many ways, than to get them to listen, read or write. So let’s start by defining the main goals of such procedures, and the accompanying problems.¹⁵

All the skills are taught and presented in the foreign language class anyway, speaking skills is usually the first thing that learners compare with that of peers, teachers, and native speakers. The comparison does not occur formally. Rather, it is done informally of individually. The leaders perceive that their speaking ability is not as good as their friends or native speakers. These can lead them to experience communication apprehension.¹⁶ Therefore, knowing characteristics are opportunities for those who can get it, in their bachelors’ class from the university, all of these are really helpful for teachers and students at all levels.

¹⁴ Nunan, D, **Understanding Language Classroom: A guide for teacher initiated action**, (London: Prentice Hall international, 1989), p. 1.

¹⁵ Ur, Penny, **A course in Language Teaching Practice and Theory**, (UK: Cambridge University Press, 1996), p. 117.

¹⁶ Kitano K, “Anxiety in the college Japanese class-room”, **The Modern Language journal**, Vol. 85 No. 4 (December, 2001): 549-566.

2.5 English Speaking Problems

Speaking skills in a foreign language is a challenge for the learners, to be able to speak a foreign language such as English requires more than grammar but also the use of English in a real context. Hayriyes express about that speaking is to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Being a fluent speaker require man knowledge towards the language learnt itself and its usage in the real communication. 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 problem in speaking is that they are poor in grammar, vocabulary, and pronunciation. Those problems are belonging to linguistic problem.¹⁷

The English language possesses an important position in global communication, therefore both written and oral English skills are considered necessary around the world. However, for many, speaking English language seems to be an extremely daunting and challenging task. Since the goal of English education is not only the development of knowledge of written skills and grammar but also teaching oral English skills, this issue needs to be examined properly and studied thoroughly so that this situation could be cold be effectively remedied.¹⁸

The following are the problems that most students face as second language learners.

2.5.1 Stress

Stress is known as the pronunciation of a syllable or a word with a greater emphasis as compared to other words present in the same sentence or as compared to other syllable present in the same word. For instance, in the word engine, the first syllable en is stressed. 'Gine' is the real of the word that is pronounced with lesser emphasis. Stress and intonation are considered to be

¹⁷ Hayriye, Kayi. **Teaching Speaking: Activities to Promote Speaking in a Second Language**, (Nevada, USA: University of Nevada, 2006), p. 15.

¹⁸ Paakki, Henna, **Difficulties in Speaking English and Perceptions of Accents a Comparative Study of Finnish and Japanese Adult Learners of English**, (Finland: University of Eastern, 2013), p. 120.

important components of the English language. While stress signifies emphasis, which is laid on a particular word or syllable during pronunciation, intonation refers to the manner of applying variations in pitch in a spoken phrase or sentence. The stress of various words in the English language changes according to their context. Usually in a normal English sentence, the words, which have to be stressed, are nouns (also some pronouns, mostly interrogative pronouns), demonstratives (such as those, these, this and that), adjectives, main verbs and most adverbs. The words in the English sentence, which are usually not stressed, are determiners, prepositions, helping verbs and conjunctions. In special cases when one wishes to contradict to stress over a particular point, these can be stressed like regular words. Loosely speaking, stress and accent can refer to more or less the same thing in the realm of linguistics. However, strictly speaking, stress as a term is used when emphasis has to be placed on a syllable or sound that has to be spoken forcefully in a phrase or word. This is also the meaning, which is foregrounded in the joke regarding putting stress over the wrong syllable.¹⁹

English is a language that is stressed-time and therefore it has a massive deal of differences in rhythmic patterns and stress. The basis of English rhythm is put over stresses and the stressed syllable generally takes more time to pronounce. Learners tend to make a lot of mistakes in the stressing of rhythm and words in a sentence. Unlike several other languages, English is one that requires one syllable to be stressed in each word more than others. The significance of putting stress on the correct syllable in English phrases and words cannot be undermined; putting stress on the incorrect syllable is more likely to make an English word unintelligible which is mispronouncing any one of its sounds. The result can be certainly attributed to the mother tongue interference. For several students whose pronunciations are particularly difficult to understand, misplaced syllable stress continues to be one of the main problems. Changes in the stress pattern of any word will change its sounds as well. One word that is stressed differently would have different grammatical functions and different meanings.²⁰

¹⁹ Gangal, J.K. **A Practical Course in Effective English-Speaking Skills**, (New Delhi: PHI Learning Private Limited, 2012), p. 29.

²⁰ Zhang, Fachun & Yin. Pengpeng. **A Study of Pronunciation Problems of English Learners in China**, (Ludong University: Foreign Languages School, 2009), p. 143.

2.5.2 Intonation

Intonation, the rises and falls in tone that make the ‘tune’ of an utterance, is an important aspect of pronunciation of English, often making a difference to meaning or implication (Chen, 1983). Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation. Intonation patterns in English sentences primarily indicate the degree of certainty of an utterance, i.e. whether it is a statement, question, or suggestion. Most questions in English use rising intonation, however, *Why* questions (who, what, where, when, why, and how) end with falling intonation. It is important for students to learn these patterns not only in order to communicate meaning, but also in order to avoid unwittingly sounding rude or indecisive.²¹

Intonation refers to the voice’s rise and fall during speaking or the variations and the significant levels in the pitch sequence variations in spoken sentence or phrase. Intonation essentially involves speech modulation. It is the conveying of speech and emotions for instance doubtfulness, surprise, joy, appreciation, sadness and so on. In English language, intonation also tends to fulfill a grammatical function. For instance, let’s consider the statement, “She’s my sister”. When it is spoken with a high pitch, it tends to become a question. Intonation combined with unstressed and stressed syllables, provides the essential musicality in the English language. This is why it is also known as speech melody. Broadly, the intonation of English language can be classified under two distinct types – rising intonation and falling intonation.²²

Problems in intonation are also encountered very often during English language speaking. The common intonation problems in English language include no rising pitch or using the wrong pitch. Yes and no questions usually have a rising pitch towards the ending of the sentence which most students end with a flat pitch. For this reason, these statements do not sound like questions at all. English speakers often find that they face trouble in the imitation of rising intonation as compared to the falling one. Also, the right pitch is not used when trying to convey the feelings. A single English word such as *really* can express several different emotions. ‘Really’

²¹ Zhang, Fachun & Yin. Pengpeng. **A Study of Pronunciation Problems of English Learners in China**, (Ludong University: Foreign Languages School, 2009), p. 143.

²² Gangal, J.K. **A Practical Course in Effective English-Speaking Skills**, (New Delhi: PHI Learning Private Limited, 2012), p. 29.

when said with a falling intonation is an expression of disbelief whereas when said with a rising pitch signifies surprise.²³

2.5.3 Hesitation

Language learners of English usually tend to express anxiety, hesitation, apprehension and nervousness learning of the language. Language anxiety and hesitation can originate from learner's own sense of 'self', their learning difficulties, cognitions related to self, differences in target language and the learners' native language, differences in speakers' social status and interlocutors, and the stress of losing one's identity. Consideration of an English language learner's hesitation and anxiety reactions by a teacher of the same language is considered highly essential in order to support them in achieving the required performance goals in the target language. Language hesitation and anxiety may also be a consequence as well as a reason of insufficient command over the target language it may also be faced due to linguistic difficulties which learners face in using and learning of the target language. Within social contexts, hesitation in speaking a language may be experienced as a result of extrinsic motivators in the environment such as different cultural and social environments, especially the environments where language learning takes place. Using a focus-group discussion technique and a semi-structured qualitative interview, a research study tried to look into the factors behind language hesitation and anxiety among the English language learners both in the social context and within the learning classroom, and suggested a variety of strategies that can help cope with it. The findings of the study suggested that language hesitation and anxiety can originate from the learner's own sense of 'self', language learning difficulties, their cognitions related to self, differences in the cultures of the target and native language, differences in social status of the interlocutors and speakers, and from the stress of losing one's identity.²⁴

Grammar and structures are pressuring for the oral fluency of English language. When speaking fluently would be a problem there is no proper observation of the automatic application of grammar and structures rules in oral speech. After studying grammar and structures, weakness of vocabulary is one another a grate cause that tends to affect oral fluency in English language learners.

²³ Cruttenden, Alan, **Intonation**, (UK: Cambridge University Press, 1997), p. 43.

²⁴ Hashem, Masoud, **Language Stress and Anxiety Among the English Language Learners**, (Toyserkan, Iran: Islamic Azad University, 2011), p. 1811.

Weakness of proper and adequate vocabulary leads to a lack of expression in English language speakers. It leads to hesitation in verbal speaking English language fluently. Shyness and nervousness also leads to hesitation in verbal speaking English language. Speakers feel fear in public speaking English in front of others because of a weakness of confidence.

2.5.4 Rhythm

Rhythm and stress are supra-segmental aspects of English language that give the overall shape to the sequence or word in English. If convenient intelligibility has to be achieved, it is necessary that words be given their correct rhythm and accentual pattern.

Thus, the pronunciation of a word with the inappropriate accentual and rhythmic pattern makes the word unintelligible not only because the misplaced main stress distorts the shape of the word, but also because there is no un-stressing of the other syllables with the consequent phonetic reductions.

The inappropriate pronunciation of a single word, however, is not vital for intelligibility since in most case the right form of the word can be reconstructed from the context. This issue because more important at the phrase level. If an English sentence or phrase is pronounced without the appropriate and correct weakening of unaccented grammatical words and unstressed syllables, a serious loss of intelligibility results. Speech, as with all bodily movements such as breathing, walking, heart-beat, etc., is highly rhythmical; it tends to have a regular beat. But what mark the beat differs is various languages. English is a stress-timed language, rhythm is usually organized into feet. The foot begins with the stressed syllable and includes all the unstressed syllables up to the next stress where a new foot begins.

The problem of rhythmic tone in English language is solved when it is understood that the rhythm of English words is closely related with stress patterns in English.

Once you know which word in the sentence needs stressing, you need to know which syllables to stress within each word. You then need to learn how to use the syllable and rhythm alongside intonation to convey the exact meaning of your sentence and add emotion and subtlety to your speech.²⁵

²⁵ Sabater, Sole. **Stress and Rhythm in English**, (Barcelona: Autonomous University of Barcelona, 1991), p. 146.

2.5.5 Pronunciation and Vocabulary Power

It does not take long before new words enter a language, once the language arrives in a fresh location. Borrowings from indigenous language are especially noticeable. For example, the first permanent English settlement in North America was in Jamestown, Virginia, in 1607; and loan-words from Indian language were introduced into contemporary writing virtually immediately. Captain John Smith, writing in 1608, describes a raccoon; totem is found in 1609; caribou and opossum are mentioned in 1610.²⁹ However, the long-term role of borrowings, in relation to the distinctive identity of a 'New English', is unclear. In the case of American English, relatively few of the Amerindian loan-words which are recorded in the seventeenth and eighteenth centuries became a permanent part of the standard language. Mencken refers to a list of 132 Algonquian loans in which only 36 are still in standard American English, the others having become obsolete or surviving only in local dialects (e.g. squantersquash, cockarouse, cantico). Australia would later also demonstrate a similar paucity of indigenous words. On the other hand, the amount of borrowing from an indigenous language is extremely sensitive to sociopolitical pressures, as is evident in contemporary New Zealand, where loans from Maori are increasing.³⁰ The amount of borrowing is also influenced by the number of cultures which co-exist, and the status which their languages have achieved. In a highly multilingual country, such as South Africa, Malaysia or Nigeria, where issues of identity are critical, we might expect a much greater use of loan-words. There is already evidence of this in the range of words collected in the Dictionary of South African English, for example.³¹ In some sections of this book, depending on the initial letter-preferences of the contributing languages, there are long sequences of loan-words – aandag, aandblom, aap, aar, aardpyp, aardvark, aardwolf, aas and aasvoel (all from Afrikaans) are immediately followed by abadala, abafazi, abakhaya, abakwetha, abantu, abaphansi, abathagathi and abelungu (all from Nguni languages). Only on the next page of the dictionary do we encounter items from British English such as administrator and advocate. The influence of local languages is also apparent in the form of loan-translations, such as afterclap and after-ox (from Afrikaans *agter + klap* ('flap') and *agter + os*, respectively), and in hybrid forms where a foreign root is given as English affix, as in *Afrikanerdom* and *Afrikanerism*, or where two languages are involved in a blend, as in *Anglikaans*. There was already a salient loan-word presence in South African English, even before the 1994 constitution recognized eleven languages as official (including English). We might therefore expect

the status of these languages to be reflected in due course by a further significant growth in the number of loan-words into South African English; but the linguistic outcome will depend on such factors as the extent to which the newfound official status of these languages is supported by economic and political realities, and the extent to which their lexical character itself changes as a result of Anglicization. Some cultural domains are likely to manifest this growth sooner than others – such as restaurant menus.³² All the standard processes of lexical creation are encountered when analyzing the linguistic distinctiveness of New Englishes.³³ Examples of lexical morphology have already been given (see Table 4). Several studies of Pakistani English, for example, have shown the important role played by the various kinds of word-formation.³⁴ Compounding from English elements is found in such items as wheelcup ('hub-cap') and side-hero ('supporting actor'), with some elements proving to be especially productive: lifter (cf. shoplifter) has generated many new words (e.g. car lifter, luggage lifter, book lifter), as has wallah/walla ('one who does something', e.g. exam-centre-walla, coachwalla). Hybrid compounds, using Urdu and English elements, in either order, are also notable: khas deposit ('special deposit'), double roti ('bread'). Distinctive prefixation is found, as in anti-mullah and deconfirm, and there is a wide range of distinctive suffixation, using both English and Urdu bases: compare endeavourance, ruinification, cronydom, abscondee, wheatish, scapegoatism, oftenly, upliftment, alongside begumocracy, sahibism, sifarashee (sifarash ('favour')), babuize (babu ('vlerk')). Word-class conversion is illustrated by such verbs as to aircraft, to slogan, to tantamount, and by such noun forms as the injureds, the deads. Various processes of abbreviation, clipping and blending, are in evidence: d/o ('daughter of'), r/o ('resident of'), admit card, by-polls. Baumgardner (1998) also illustrates distinctive collocations, both English only (e.g. discussthreadbare, have a soft corner) and English/Urdu combinations (e.g. commit zina ('adultery') recite kalam ('verse')). Finally, we can illustrate the many examples in which a word or phrase from a well-established variety is adopted by a New English and given a new meaning or use, without undergoing any structural change. In Jamaican English, for example, we find such meaning changes as cockpit ('type of valley') and beverage in the restricted sense of 'lemonade',³⁵ In Ghana, we find heavy in the sense of 'gorgeous' and brutal in the sense of 'very nice', and a number of semantic shifts, including maiden name meaning 'given name' (applied to males) and linguist meaning 'spokesman for the chief'.³⁶ In parts of South Africa, lounge has come to be applied to certain types of restaurant and places of

entertainment one might see the name of an India restaurant such as Bhagat's Vegetarian Lounge, or a phrase such as beer lounge.³⁷ There are also many words which keep the same meaning, but display a different frequency of use compared with British or American English, such as the greater frequency of Jamaican bawl ('shout', weep'). Lists of lexical examples of this kind, which can be found in many sources, all suffer from similar problems. Because the investigator has focused on an individual country, it is often unclear, as in the discussion of grammar, whether a particular word is restricted to that country or whether it is also used in nearby countries. This is a special problem in South Asia and West Africa, where the linguistic identity of several adjacent countries is in question, but it is a problem that can be encountered anywhere. It is also unclear, especially in historical studies with limited source material, just how much of the lexicon proposed as regionally distinctive is in fact personally idiosyncratic – a nonce usage, perhaps, or a piece of lexical play – or no longer in use. Authors sometimes express their doubts in the description: for example, Cassidy and Le Page add, after their inclusion of corner meaning 'variation' (as in 'It no have no more corner', said of a song), 'perhaps an individualism'. To say that Pakistani, Indian, Nigerian and other lexical norms are emerging is probably true, but we need to be very careful about the items used to substantiate such claims. When local vocabulary from all sources is collected, a regional dictionary can quickly grow to several thousand items. There are over 3,000 items recorded in the first edition of the Dictionary of South African English, and later editions and collections show the number to be steadily growing (there are a further 2,500 entries already added in a 1996 edition). South African Indian English alone has 1,400. The Dictionary of New Zealand English has 10,000. There are over 15,000 entries in the Dictionary of Jamaican English and 20,000 in the Dictionary of Caribbean English usage. Trinidad and Tobago alone produced some 8,000.³⁸ It should be noted that totals of this kind tend to be of individual lexical items only. The lists many contain a fair sprinkling of idioms; but collocational distinctiveness is on the whole not represented. Collocations, however, are likely to prove one of the most distinctive domains of varietal differentiation. A selection of collocational variation, along with some examples of distinctive idioms, is given in Table 5. Even in countries where the number of localized words is relatively small, their effect on the character of the local English can be great, for two reasons. The new words are likely to be frequently used within the local community, precisely because they relate to distinctive notions there. And these words tend not to occur in isolation; if a conversation is about, say,

local politics, then the name of several political parties, slogans and other allusions are likely to come into the same discourse, making it increasingly impenetrable. ‘Blairite MP in New Labour Sleaze Trap, say Torises’ might be a British newspaper example – six words with British political meanings or overtones used in quick succession. Exactly the same kind of piling up of foreign expressions can be heard, and often read, in areas where New Englishes is emerging. In this example from the South African Sunday Times, all the local words are Afrikaans in origin: 39 ‘It is interesting to recall that some verkrampste Nationalists, who pose now as super Afrikaners, were once bittereinder bloedsappe’ (verkramp (‘bigoted’); bittereinder.²⁶

2.5.6 Fear of making mistake

Finally, the problem is most of students encounter during their study. The majority of English speakers have to admit that the fear of making mistakes when constructing English sentence and articulating words is one of them main factors which inhibits our spoken English fluency. We all can definitely remember situations when we’ve made a mistake when speaking or attempting to speak, and that has made us feel insecure, embarrassed and ashamed of our level of spoken English. The more similar situations we encounter, the more conscious we become, and fear making mistakes constantly feeds on itself. So what initially shows up only as moments of slight embarrassment can grow into a proper speech anxiety, and you can start avoiding contacting other English speaking people to avoid those embarrassing situations. And this is where it gets serious. While being a bit confused and making an odd mistake here and there is absolutely normal, those foreign English speakers who are constantly worried about making mistakes have their English improvement seriously impeded; in other words – they find it hard to enjoy themselves when speaking English. Personality type is also one of the main reasons because of which English speakers might fear speaking English. If one is not much confident and one is on the shy, speaking English may pose as intimidating task and the speaker might make frequent mistakes.²⁷

²⁶ Crystal, David, **English as a Global Language Second Edition**, (New York, USA: Cambridge University Press, 1997), pp. 158-162.

²⁷ Hassan, Elkhair. **Pronunciation Problems – A Case Study of English Language Students at Sudan University of Science and Technology**, (English Language Department, Al-Farabi Private College, Riyadh, KSA, 2014), p. 33.

In the language of English speaking problems, speakers or learners are often found this obstacle in their field. It might come from their attitudes, circumstances, situations, experiences, motivation, confidence and also English speaking skills. In addition, fear of negative attitudes both pronunciations, vocabulary and grammar will make students rarely speaking English.

Measurement and evaluation of English speaking skills

According to Wongsothon summarized from measurement and evaluation speaking skills that were congruent of three types in the following;

1) A single speaking only one as to says reports, the describes, narrative, providing advice on how to do either, a speaking feel comfortable and intend to present and gives a story or topics by enunciation or pronunciation with correctness and enthusiastic to express manner through casual emotion until finished all of these will keep us to succeed as well.

2) Interview or conversation which is often speaking between two people by one party is teacher or who carries the communication continue to the end of making a interview then interviewee should be always smile and smooth and smart in the characteristics as well as he/she truly does with the test to allow the fear and failure always for them.

3) Discussion or debate, which has been submitted as a group with director scoring is scoring to individually students to present and show how good he/she has an expert in the duties as the committee will observe and may suggest some ideas for a further test.

Evaluation criteria speaking skill are also considered in the following:

- 1) The pronunciation was clear or not, the accentuation to using volume.
- 2) Expression, pause and poise, eye contact with the audience that is appropriate to the expression of speech.
- 3) Words and expression used are appropriate and have meaning or not.
- 4) Sentences structure using correct or not.
- 5) The importance of speech
- 6) Details support or argue with reasoning.
- 7) The summary of the speech
- 8) Maintaining relationships with people who speak with using the interaction the appropriate language such as strategies incorporating the words of

others, imported into their speech smoothly.²⁸ Likewise, Supatra has suggested guidelines to scoring speech of students, Using rating scale 6 levels as follows:

1. Fluency

1.1 Stammering and disjointed and unable to converse to each other.

1.2 Speaking very slowly and not consistent, except for a brief sentence or sentences used are regularly.

1.3 There are often reluctant and stammer some sentences not perfect.

1.4 There are hesitations in speaking sometimes. Sometimes, there are irregular because speak new sentences and must arrange words.

1.5 Speak all easily and smoothly but also that non-native, considering the speed and consistency of speech.

1.6 Speak all titles easily and smoothly, like a native.

2. The ability to speak to others to understand.

3. The amount of text in the communication.

4. Quality of the text brings to communication.

5. Accent.

6. Effort to communicate.²⁹

A lack of inability in speaking is spread into learners' 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.³⁰ 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.³¹ According to the four skills, speaking skill was the most serious problem. This was concerned with the study of "Teo et al, explains that the students at tertiary level in southern Thailand lacked speaking

²⁸ Wong, Sothon Archara, **The experiment and evaluation of teaching English**, (Graduate School: Chulalongkorn University, 1995), p. 1.

²⁹ Asksranukhro, Supatra, **Teaching English Skills**, (Graduate School: Chulalongkorn University, 1989), p. 1.

³⁰ Geoffrey, Brewer. **Snakes Top List of Americans**; (fear, Gallup News Service, February 2001); Alex Blyth, **How to get the Most out of Public speaking Training**, (Training Magazine, June 14, 2006), p. 7.

³¹ Mokkarawut, S. **An investigation of Factors affecting English speaking**, (Graduate School: King Mongkut's institute of technology North Bangkok, 2006), p. 8.

ability the most. Therefore, there was a strong needed to practice speaking and listening while the practice of reading, writhing and translation were needed at a lesser degree.³² Similarlyas Khankaew who found that the students in northeast physical education Colleges needed to practice listening, speaking, reading and writing only at a moderate level while the need to practice translation was at a highest level.³³

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 in 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.³⁴□

Gardner, Tremblay & Masgorat proved that confident learners reported a lower level of anxiety and a highness can do rating of proficiency, while less confidence learners reported a higher level of anxiety and a lower can do rating of proficiency, as was supported by MacIntyre, Noels & clement who found that anxious students tended to underestimate their competence. However, low self-confidence has been discovered to be one of the two components of the scale FLCAS (Matsuda & Gobel).³⁴ As Horwitz says that anxious students feared they would not be able to understand all input as was also related to perfectionism. Besides perfectionism, other inappropriate types of beliefs are also connected with language anxiety.³⁵ Nevertheless, Horwitz, E.K., notes that anxious learners simply have difficulty displaying the language competence they have arraigned, and if this is the case, language anxiety research may be useful tool in explaining differential success in language learning and understanding frustration and discomfort in SLA. However, it is

³² Teo, A. et al., "Profile of Foreign Language Education at Tertiary Level in Southern Thailand", **Unpublished Research**, (Hat Yai: Thailand, 2004), p. 1.

³³ Khankaew, 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.

³⁴ Gardner, R. C., Tremblay, P. F. & Masgoret. "A towards a full model of second language learning: an empirical investigation", **Modern Language Journal**, Vol. 81 Issue 3 Autummn, (September 1997): 344-365.

³⁵ Horwitz, E.K., "Annual Review of Applied Linguistics", **Language anxiety and achievement**, Vol. 70 No. 2 (2001): 112.

debatable whether language anxiety might affect speech production as such, or if it might be rather a symptom than the cause of problems, because it is closely connected with, for example, social factors like fear of disrespect that might cause speech difficulties. The challenge is to determine the extent to which anxiety is a cause rather than a result of poor language learning or learning environments.

Horwitz also found that many students insisted that the second language did not be spoken by one could speak it correctly and that it was unacceptable to guess about unknown words. They proposed that such types of beliefs can result in anxiety since students have to use the second language in communication before they can speak it fluently and that guessing about unknown words are unavoidable even for excellent learners. The relationship between anxiety and beliefs implies the possibility of restructuring one's beliefs as a remedy for the problem of language anxiety.³⁶ 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.³⁷ Nevertheless, the fear of being unable to speaking English and understanding the meaning, and avoid message, channel, listener, situation and content.

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

³⁶ Horwitz, E.K., Horwitz, M.B. & Cope, J., "Foreign language classroom anxiety", *The Modern Language Journal*, Vol. 70 No. 2 (1986): 125-132.

³⁷ Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada: University of Nevada, 2006), p. 15.

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 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 skills to advance in English communication. As Huyen confirms that in order to communicate well in foreign language like English, student should acquire an adequate number of words and should also know how to use them accurately.³⁸ Therefore, these mistakes are concerned with the weakness or mispronounce words, making grammatical mistakes in the textbook. As a consequence, Harbi, also stated that in the real communication, nobody paid much attention to correct grammatical expression, but emphasized the content and how to reply.³⁹

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

³⁸ Huyen, Nguyen Thithanh, "Learning Vocabulary though Games; The Effectiveness of Learning Vocabulary Through Game", *EFL Asian Journal*, Vol. 5 No. 7-10 (December, 2003): 115.

³⁹ Harbi, F., "The English Spoken by Saudis at K.F.S. Hospital in Buraydah", *Master's thesis*, (Girl' College of Education, Arabia: Unpublished, Riyadh, Saudi Saud Arabia, 2005), p. 7.

errors such as “she can speak English”⁴⁰ These problems are usually appeared when they speak English which involved uneasiness, frustration, self-doubt or worry during communicating to people.

C. Poor in Pronunciation

It played the important role in learning and speaking of communication, at the point to being with incorrect pronunciation is often faced by learners which 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)

Amornrattanasak express weakness English that the lack of opportunities to utilize English outside class was a more serious problem in learning and teaching English at Ramkhamhaeng University. As for the reading skill, the more serious problem was that the students did not know the meaning of words. When students had problems in reading because they possessed no knowledge of word meanings, it is logical to assume was that they had insufficient background knowledge. In writing, the very serious problem was that the students had no ideas of what to write. This can be assumed that they are weakness of background knowledge when they are writing about. Reading the needs for students’ language skills practice, it can be concluded that the students preferred the four basic language skills that will beuseful in their daily life such as how to make a conversation, how to write notes

⁴⁰ Celce,-murcia, **Teaching English as a Second or Foreign Language**, (United State of America: Heinle % Heinle, 2001), p. 9.

or filling in forms, or reading news.⁴¹ On the other hand, Krashen suggests about that the students will pronounce that learned when passing learning that language by getting input meaningful can be understood and learners must learn the language without force.⁴² For instance, the speaker must be talk that he believes as believed. This is similarly voice that makes speaker can confuse in pronouncing, it may be a cause of stress or inaccurate voices and structure. As a result, it will make a listener may not be able to listen carefully and correctly, because the meaning is not available for them. Pronunciation is also important in speaking English because a good and correct pronunciation makes the message in a conversation to understand. In many case, especially in EFL's learners, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. In addition, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand that will not be understood, even their grammar is perfect.⁴³

Student's study examined the problems faced by the 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 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 students reported with their speech included limited vocabulary, grammar error, embarrassment, self-confidence and 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.

⁴¹ Amornrattanasak, P., "Problems and obstacles of learning and teaching English in Ramkhamhaeng University", **Unpublished research**, (Bangkok: Ramkhamhaeng University, 1999), p. 1.

⁴² Krashen, S., "School libraries, public libraries, and the NAEP reading scores, (School Library Media Quarterly", **SLMQ Journal**, Vol. 4 (1995): 76.

⁴³ AMEP Research Center, **Pronunciation 1**, [Online], Resource: www.Nceltr.mq.edu.au/pdamep, [(November 28, 2016)].

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

2.6 Importance of English as communication Language

It is undeniable that English is an important means of communication, especially in the era of globalization. The quality of higher education was one of the major issues raised in the World Conference on Higher Education organized by UNESCO in 1988 in Paris.⁴⁴ In terms of English proficiency, EOEFL scores are one of the indicators to inform learners whether they are ready to study at graduate level. Most graduate schools in the West accept foreign students who have obtained a

TOEFL score of at least 550.⁴⁵ Graddol express that there are three kinds of English speaker: those who speak it as a first language, those for whom it is a second or additional language and those who learn it as a foreign language. Native speakers may feel the language ‘belongs’ to them, but it will be those who speak English as a second or foreign language who will determine its future.⁴⁶

For that reason we recognize here the terminology of first-language, second-language and speaker of English as a foreign language. Figure I provides an alternative way of observe these three communities. English language is second language acquisition for non-native English speakers. Second language acquisition is the process by which people learn a second language in addition to their native language due to certain requirements or because of sheer interest. Learning a second language, especially in the formal classroom situation, is a hard task that requires a lot of effort, motivation, aptitude, and inter personal skills.

The importance of English language, which is separated into the four kinds of English skills that are explained in this section, i.e. listening, speaking, reading and writing skills. One of the main characteristics is an ability to express and

⁴⁴ Wang, Y. & Kim, C-H, “Quality assurance”, **Bangkok**, (10 November 2000): A 2.

⁴⁵ Wantana, Sa-Adpan., A Study of Affecting The English Proficiency of Non-Native English Speaking Students At The Asian Institute of Technology, **M.A. Thesis**, (English For Careers Language Institute, Thammasat University, Bangkok, Thailand, 2008), p. 6.

⁴⁶ Graddol, D., **The Future of English?**, (The British Council: The English Company UK Ltd, 2000), p. 10.

communicate for achieving goals of speaking of presenters as well as having a better way to conquer the antagonist. Consequently, speaking is the best sensational power for making relationships included religion, philosophy, economic systems, social attitudes, language and social value.

Moreover, the importance of English language skill is true across the board for accountants and architects, teachers and technicians, scientists and stockbroker. Even in highly specialized fields such as civil and mechanical engineering employers consistently rank the ability to communicate above technical knowledge when deciding whom to hire and whom to promote. The ability to speaking effectively is so most prized.

However, active speaking is very important in daily communication that can be used to solve the communication problems. They have given the important tools such as courtesy is all-important, telephones, meeting, connecting across the cultures and also when discussing. According to Allen & Corder “Speech is the primary medium in that it is ordered and more widespread the writing, and children always learn to speak before they learn to write.”⁴⁷ Moreover, language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. It is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skill can also enhance one’s personal life.⁴⁸ As strategies which are necessary for the spoken production of connected speech: a speaker of English needs to be able to complete their mission through the English

⁴⁷ Allen, J. & Corder, S., **Paper in Applied Linguistics**, (UK: Oxford University Press, 1975), p. 26.

⁴⁸ Ishrat Aamer, Quresh., **The Importance of Speaking Skills for EFL Learners**, (Pakistan: Department of English, Alama Iqbal Open University, 2010), pp. 2-3.

language, not only produce the individual unique skill but also to use fluently connected speech. Thus, the enhancement of speaking skills gives confidence to the learners.

The most pervasive and widely practiced and understood skill is speaking in of all the ways of communication. According to all methods to be a well-rounded communicator in major skills of English language listening, speaking, reading, and writing. It is mandatory for one to be proficient in all of the above-mentioned skills.

However, the process of learning in language proficiency starts with speaking skills and improvement in it. Although all language skills are interconnected and proficiency in each of them enables one to communicate in different ways, speaking is a skill, which comes with its own distinct advantages. The capability to bring words together in a meaningful manner to echo thoughts, ideas, opinions and personal feeling affords any speaker with several significant advantages. The most important advantage of speaking skills is the ability to direct, persuade and inform. People from all walks of daily activities, as well as business managers, military and political leaders, educator, lawyers, among others, goal to develop their communication and speaking skills more effectively to such a grade that they are changed into master communicate, who have the capability to direct and persuade.

Speaking visibly and self-confidently can help one gain the consideration of an audience, which thus provides the speaker with the valuable opportunity to express his/her message and make it known the audience. Efficient speaker do not just throw words and sentences around without any cohesion and coherence but hook the attention of the listeners with appropriately chosen words, and delivered with emphatic tones in order to make their message informative and persuasive. Speaking skills do not benefit one only in ordinary conversations but can privilege one to stand out. All of the great leaders and politicians of the past centuries have been great public speaker and that has been the sole reason of their fame. Speaking is not limited just to the plain use of language for communicating certain meanings but include many possible avenues for improvement in it. Repute for brilliance in speaking can grow over time, thereby conveying certain integrity to the speaker. The skill of rhetoric and tricks of the argument are the aspects, which make one speaker better than another. The skills can be utilized in business deals as they involve negotiation. Apart from that, in the modern world, speaking skills is one of the most prominent tools in career development. Employers have consistently valued the capability to speak and articulate one's ideas and discoveries well. Especially, in

corporate organizations, an expertise in speaking skills is inevitable for any kind of success. 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 hidup kita 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.⁴⁹

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 rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he /she has to understand any principle that based his speaking either in general or in individual.⁵⁰

Without speaking, a language is condensed to a mere script. The usage of language is an activity that brings place within the borderline of our organization. We employ language in diverse situations with various kinds of people. Any loophole in communication leads to misunderstandings and conflicts, which can only be resolved through effective communication.

2.7 The process of English Speaking Skill

According to Harmer guide 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, which the students can realize what a particular kind of speaking activity is, and what they might need to do to improve their

⁴⁹ Nunan, David, **Research Methods in Language Learning**, (Cambridge: Cambridge University Press, 1991), pp. 23-39.

⁵⁰ Wilson, S., **Living English Structure**, (London: Longman, 1983), p. 4.

speaking competence.⁵¹ The number of speakers having a functional command over this European language has amplified exponentially due to several economic and social reasons. In this essay, researcher will explore first English speaking skills. After all, illustrate the importance of speaking skills on a social level and the techniques through with speaking skills could be improved in class. Finally, researcher will explore specifically the problems and inhibitions, which the Asian English program students confront in their vocation.

Communication and the aim of speaking is the purpose of any language and speech a language in particular atmosphere and context is to promote communicative efficiency. Speaking is the one of in of the four major English skills. It is directly follows the listening skills. It is the vocalized form of language, which usually requires as least one listener for effective communication to happen effectively. When two or more people engage in the activity of speaking, the phenomenon is called dialogue. Speaking and speech happen almost spontaneously in ordinary settings; however, in the case of tensed situations and class presentations, the speakers could rehearse and learn by rot whatever speech they are going to deliver. When an individual talk to him alone or t a mirror for the practice of learning speaking also happens. Generally, it points to verbal communication that contains two or more persons to make meaningful utterances and receive them in order that communication arises. Speaking is direct and the most simple form of communication of meaning. It is possible that two or more people might talk and still, no communication would arise. When people speaking different languages this arises in the case. Generally, in real-life settings, speaking can be formal and informal on the basis of the context and interactional level of the communications. Typically, informal speaking is practiced with friends and family members. On the contrary, formal speaking is limited to official institutions, such as business, academia, and also with people to one who meets for the first or second time.

Here, few of the important speaking skills are explored. Bygate quotes from level (1989, edited by Carter and Nunan, 2001, 16) that speaking includes four major processes: conceptualization, formulation, articulation, and self-monitoring. The first important thing in Articulation is to produce meaningful sounds with correct pronunciation. In the linguistic jargon, these meaningful sounds are called

⁵¹ Harmer, J., **The practice of English Language teaching**, 3rd impression, 1992, (New York, USA: Longman Pub, 1991), p. 4.

morphemes and words. These are the building blocks of any speech-language as all elaborate conversations and communication are possible only when one knows how to make these meaningful sounds in allegiance with the context. However, one does not learn to speak effectively because one could say meaningful words in fragmented form as producing meaningful sounds in chunks are the important step in Formulation. Chunking refers to the grouping together of words into compounds, phrases, clauses, and sentences. These manifestations of chunking happen after following certain traditional rules of syntax, which enable one to make meaningful messages spontaneously after one have immersed oneself in these rules and patterns and internalized them. Syntactic patterning is essential to all skills of English language as these patterns also can help two people understand each other's speech.

The next important skills in speaking include stress, rhythm, and intonation. Stress refers to the emphasis on particular syllables within any word or a chunk in order to convey a particular meaning. Rhythm and intonation also convey the attitude of the speaker and the context of the speech-act. However, it is possible that a person can make syntactically correct speech-acts but still fail to communicate. It is necessary that whatever is said, it fulfills the semantic and pragmatic aspect of the communication. Therefore, it is necessary that whatever the speaker say, it must convey some information. Apart from that, it is mandatory for a speaker to make appropriate responses in return to whatever he/she listens. The preceding two skills come under the category of self-monitoring. Besides these essential skills, conceptualization involves how one conveys one's opinions while using the appropriate jargon, expresses one's feelings, and narrates one's experiences. When it comes to foreign English language speaker, such as Asian, speaking English is generally taught through direct method, Audio-lingual method or Communicative language teaching approach. There are three major areas, which are emphasized in ESL classes for speaking skills. These three areas are pronunciation, and fluency.

Chapter III

Research Methodology

The study entitled “The Difficulties in English Speaking Skill of English Program Students of Mahachulalongkornrajavidyalaya University” aims to identify the difficulties in English speaking that English program students have at Mahachulalongkornrajavidyalaya University and to find out the ways to improving English speaking quality and also to suggest solutions which can improve the methods of English speaking to the student at Mahachulalongkornrajavidyalaya University. A research methodology is necessary for conducting a reliable study. This chapter will focus on the following main points.

This chapter can be divided into five main parts as the following steps:

- 3.1 Research Design
- 3.2 Population and Key informants
- 3.3 Research Tool
- 3.4 Data Collection
- 3.5 Data Analysis

3.1 Research Design

This study is a mixed method between a qualitative research and quantitative research in nature to study methods of the problems of English speaking of those English program students encountered at Mahachulalongkornrajavidyalaya University.

3.2 Population and Key Informants

3.2.1 Population and Sample of Study

Due to the population of the study are more than 500 in number English programs; hence, the researcher selects 50 English program students of Faculty of Humanities and Buddhism Mahachulalongkornrajavidyalaya University.

3.2.2 Key Informants

The researcher selects 5 teachers who are currently teaching English at Mahachulalongkornrajavidyalaya University as key informants of the study.

3.3 Research Tools

3.3.1 The Quantitative Method

The format of the questionnaires is making to develop English-speaking skills by using questions; to survey of the English program students. For collecting quantitative data, a questionnaire is constructed. Questions in the questionnaire contain 3 main statements as follows:

- 1) General information of respondents;
- 2) Identification of the problems of English Speaking of English program Students at Mahachulalongkornrajavidyalaya University;
- 3) Difficulties in English speaking skills;
- 4) The ways to improve English speaking skills;

The criteria are provided as the following;

Rating Score	Interpretation of the Score
5	Strongly agree
4	Agree
3	Moderately
2	Disagree
1	Strongly agree

3.3.2 The Qualitative Method

This section is specially used in-depth interview that is the most appropriate tool for coaction data as the main tool for this research study as the following:

In-depth Interview

For collecting qualitative data, the tool of in-depth interview will be used for collecting information from key informants as follows;

1. Dr. PhramahaWichianParichano
2. Dr. Kham-langKongsin
3. Dr. SamornKetsom

4. Assoc. Prof. Dr. Preecha Kanetnog

5. Dr. Sakchai Posai

Questions in the in-depth interview consist of 2 main parts as follows;

1. What are the difficulties in English speaking for communications?
Please elaborate clearly.

2. What are the ways to solve the problems in speaking English? Please elaborate clearly.

3.4 Data Collection

A questionnaire is administered to 50 of English program students who are studying at Mahachulalongkornrajavidyalaya University by the researcher. After the 30 questionnaires have been filled in completely, the researcher has collected from them.

The researcher has done an in-depth interview from 5 key informants by recording and observing. After interview, researcher has processed all information in recording and observing.

3.5 Data Analysis

3.5.1 The Analysis of Quantitative Data

The questionnaires have been processed by a computer program. Statistics including percentage, mean, and standard deviation (SD) has been used for analyzing data.

Accordingly, the mean value of data derived from each statement will be investigated as the following;

Very high = 4.50 – 5.00

High = 3.50 – 4.49

Moderately high = 2.50 – 3.49

Low = 1.50 – 2.49

Very low = 1.00 – 1.49

3.5.2 The Analysis of Qualitative Data

A content analysis is used for analyzing qualitative data collected from 5 key informants.

This chapter describes the methodology that was used in this research. And also, this chapter explains the population, the sample, the tools, data collection and data analysis, in short, it shows the main tools that were used in this research regarding of all information used in this research.

Chapter IV

Results of the Data Analysis

As stated in the previous chapter, the objectives of the study are aimed to present the results of data analysis from the study of the difficulties in English speaking skills of 50 English program students Faculty of Humanities and Buddhism, Mahachulalongkornrajavidyalaya University. Quantitative method is to use with questionnaire as research tool, all research data are analyzed through a statistics sciences program. Especially, qualitative method used the research interview as the research tool as the following:

The results of the data analysis are presented by collecting data from questionnaires to take information of the various data from English program students in the academic year 2018.

The salient points of presenting mainly to explain in this study can be divided into

4.1 General Information of Respondents

4.1.1 Faculties of students

4.1.2 Age of Students

4.1.3 How long have you studied English?

4.2 Identification of difficulties in English Speaking of English Program students at Mahachulalongkornrajavidyalaya University.

4.3 The difficulties in English speaking skills

4.4 The ways to improve English-speaking skills

4.5 Interviewing who is English lecturer

4.6 Summary

Table 4.1.1: Faculties of students

Faculty	Frequency	Percentage (%)
Humanities	25	50.0%
Buddhism	25	50.0%
Total	50	100%

As shown in the table 1, about 50 participants were randomly selected from each faculty. 25 students from Faculty of Humanities with a percent of 50.0% and 25 students from Faculty of Buddhism with 50.0%. The totals of 50 students who are participated this study.

The following table shows the result from pre-test about their education background and the year they used to learn English language. According to the collected data, the bellow table shows the result of the different amount of the time that English program students had spent for their education to learn English language.

Table 4.1.2: Age of Students

Age	Frequency	Percentage (%)
20-25	33	66.0%
26-30	16	32.0%
Over 31	1	2.0%
Total	50	100%

According the result show above, majority of the participants' age rank from 20 to 25 about 66.0% and from 26 to 30 ranks at the second place with 32.0% and the last one is with 1.0%.

Table 4.1.3: How long have you studied English?

Years of study	Frequency	Percentage (%)
Studying English 1 to 3 years	37	74.0%
Studying English 1 to 5 years	13	26.0%
Total	50	100%

Table 4.1.4 shows above about 74.0% have studied English about one year and three years. In theory, the time it takes us to actively study something should be no more than that first second wherein we commit to the act of studying. However, while the distance between thinking about doing something and actually doing it is very short, that gap is in fact an almost bottomless chasm. It's a fathomless space in which all the fears, doubts, insecurities, distractions, procrastinators, and other shapeless monsters that grab at our ankles as we try to move forward reside. Whether we are thinking of undertaking the study of what is arguably one of the toughest languages to learn or contemplating the possibility of teaching ourselves to play the violin, the greatest investment will be in getting ourselves from the point of consideration to the moment of true and irreversible commitment.

One to three years is a lot of time for some people but for these learners the time that they spent for learning English one to three years same like nothing but a basic of English speaking because of the environment they live in and the person they are speaking to and the most importantly they people who they learn from. Not judging the teacher who teaches them but if the students who learn from native speaking, their improvement of English speaking skill might improve faster than learning locally. Although, the majority of the English program students had practiced in English speaking for about one to three years they still not gain confidence when it comes to communication to public speaking and this is a majority problem when it come to Education background and the time they took to learn English.

Another good point to mention here is that they did not learn English language when they were young. All of the participants from the collection of this study, they learn English language when they all are grownup which would cause their tongue unable to twist as the way they want, this can be said as their disadvantages when compare to the one who learn English when they were young.

4.2 Identification of difficulties in English Speaking of English Program students at Mahachulalongkornrajavidyalaya University

Table 4.2.1 What do you think the main cause of difficulty in English speaking with communications?

No.	Item	Frequency	Percentage (%)
1	Listening	15	30.0%
2	Grammar	14	28.0%
3	Pronunciation	13	26.0%
4	Vocabulary	8	16.0%
	Total	50	100%

Table 4.2.1 expresses that we can see significance notes because all of the result that are answered by English program students, are almost equal in the percentage and it shows that learners have different issue when it comes to the problem of English speaking. The result also indicates that 30.0%, the students faced up with difficulties listening when speaking English and 28.0%, students faced difficulty with pronunciation. And about 26.0%, students had more difficulty with vocabularies when speaking or communicating with other. And lastly about 16.0%, students have difficulty with their English grammar when speaking. We can strongly know that each learner has their own issues about the difficulties of English speaking problem but the most common that the percentage of the answers from each student has no significant difference but we can take a look at the chart and it has equality in percentage more than other questions. If we come to solution it will be easy to discuss it in the same sequence. Researcher wanted to suggest some method of solution each issue that English program students had. Firstly, for pronunciation and listening, students should listen to an English speech will improve pronunciation skills. Some English channel is very helpful due to pace of speaking in them. Different characters speak very slowly and most of learners can understand every word they speak and it makes easy for learners to correct your pronunciation. Second students should read English language Newspaper to improve vocabulary. Reading art will improve not only your vocabulary but also the sense of making sentences. Finally, grammar is not essential to learn a language but it is very basic to correct your language. Therefore, a grammar book will be very helpful during the learning program.

Table 4.2.2: How many times do you speak English as daily routine?

No.	Item	Frequency	Percentage (%)
1	Very often	17	34.0%
2	Sometime	16	32.0%
3	All the time	6	12.0%
4	Often	5	10.0%
5	Rarely	5	10.0%
6	Never	1	2.0%
	Total	50	100.0

About 34.0%, of participants it is the result from the table above still speaking English as daily routine, as often, based on this percentage it can be a good note of development of English speaking for English program students. Some students 32.0% of participants speak English as daily routine only sometime. Even though, it is not the highest percentage but it still makes it to the second highest ranking. This can be problem as to why the English program students have English speaking issue. English program students about 32% have English speaking only sometime as daily routine this can describe as a major problem as well because the students who study English language without using English as often as they should, they will forget soon about how I can speak in English language. If English program students did not leave this method as long as they cannot improve English-speaking skills. About 12.1%, of participants who speak English as daily routine all the time. This percentage may not have it much but still a little is better than nothing. For those who use English all the time as daily routine, they might have English-speaking problem now but if they keep doing the ways they do, soon they will not have English-speaking problem anymore. The result expresses about 10.0% of the participants who use English speaking often, with can be a positive for the improvement of English speaking. Rarely speak English as daily routine is about (10.0%) of participants. This participant is a small number but when we are counting with a hundred, it can be a big number as well. When it comes to communication or normal conversation rarely using English speaking can be a problem too, because practice makes perfect when the students have experience in English speaking, they might have a hard time when speaking English. Never use English speaking, as daily routine is about 2.0%. Finally, we can find why students have difficult of English speaking because some students do not use English speaking as much as they

should. So teacher should do for student's suitable ways to use English as daily routine as well as assignment reading, and listening and group discussion.

Table 4.2.3: Do you always speak English as a tool to communicate with friends or other?

No.	Item	Frequency	Percentage (%)
1	Sometime	21	42.0%
2	Often	15	30.0%
3	Always	10	20.0%
4	Rarely	4	8.0%
	Total	50	100.0

This table shows that we can see the number of students who use English language as a tool to communicate with friends or other as sometime is about 42.0% that is the highest percentage of this type. A lot of students don't have a strong to learn the English speaking. This is one to the weakness to a lack of love for what they do a mechanical approach. Students who think learning English in terms of external motivation don't usually don't enjoy learning English. They get bored and tired easily and are often not very dedicated. Using English speaking when talking is a way to improve English-speaking skill but now very dedicated. When speech is a method to development English speaking skill using English speaking but not about 42.0% of the participants who use English speaking only sometime which it can be a big lack for English speaking. English program student only talk local language when using to friends, they always do not use English language as primary language when it comes to their communication. The second accounted is 30.0% which defines as often as about using English language as a tool to communicate with friends and other. It shows an increasing effect of development with their English speaking skill in this percentage. About 20.0% of the participants who use English speaking as a tool to communicate with friends and other. When English program students have motivation to speak English. It is not a problem. It shows that they have attention for what they are doing. Finally, about 8.0% of the participant who never speak English as a tool to communicate with friends and other. According to table, we can observe as to why English program students have problems when speaking English because some of them never talk English speaking when it comes to their communication. Therefore those students will have less hesitation when communicating with

classmates or presenting their assignment works in their daily routine. English program students should speak for those who do not speak English as much as they will have no confidence and eventually they will have more hesitation when communicating with friends or other as well. As the result it expresses that majority of the participants use English to communicate with friends and other. Therefore, sometime we can accept that their English speaking skill will not be skillful for upcoming year of their speech. Lecturer should encourage their students after knowing in this above table.

Table 4.2.4: Is having ‘confidence’ a good method to improve listening and speaking skills?

No.	Item	Frequency	Percentage (%)
1	Yes	40	80.0%
2	No	5	10.0%
3	Sometime	3	6.0%
4	Not really	1	2.0%
5	Usually	1	2.0%
	Total	50	100.0

According to above table, it shows that about 80.0% of the participants accept that having “confidence” is a good method to improve listening and speaking skills. Second result is to show that about 10.0% accept that having confidence is always a great method when it comes to improve listening and speaking skills. Third result is to show that about 6.0% is who think that sometime it does help to improve listening and speaking skills. Learners consider that having confidence doesn’t help at all for the about 2.0%. The least learners about 2.0% are too. The most number of the answer if this question is all about having confidence so research will target on this point and give it some thought to it for next study. We distinguish that language learners are often too embarrassed or afraid to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. This result from lack of speaking practice, but students, especially English program students tend to be reluctant to speaking English in class as well after class. It is important for teachers are to encourage and motivate them to speak English, especially in class. Teachers should be tried to build a language-speaking environment, adopt many ways and encourage

students to open their mouths to speak and they made a lot of progress in speaking English. As they develop skill of various clarification methods, students will gain confidence in their ability to manage the various communication situations that they may encounter out of classroom. If the teacher tries to encourage them to speak by using as many ways as possible and creating a good language-speaking environment, students will speak actively, willingly and naturally. Speaking as one of the four skills can be mastered only through practice. Practice makes perfect. If the teachers keep doing this process, surely that there students will have a good confidence when it comes to listening or speaking English.

Table 4.2.5: What method would you most suggest to improve speaking and communications?

No.	Item	Frequency	Percentage (%)
1	Listen and speak	18	36.0%
2	Practice	14	28.0%
3	Confidence	10	20.0%
4	Repeating	6	12.0%
5	Memorize Vocabulary	2	4.0%
	Total	50	100.0

According to this table expressing that about 36.0% of the participants accept that ‘listen and speak’ are a good method to improve speaking and communications. Next result about 28.0% accept that ‘practice’ and according to this survey it means that if the learners who consider that practicing individual or group or communicate with each other as daily routine that we have learned a method to improve English speaking skills. Practicing more on their lesson such as listening and speaking, surely the learners will improve their English speaking skills. And about 20.0% decided that having confidence is usually a good thing when it comes to improve English speaking skills. Next results about 12.0% are for some learners who decided that repeating the words or sentence that we have learned a way to improve English-speaking skills. The least a bout 4.0% accept that memorizing the news vocabulary or sentence that we gain from learning or conversation is a good method for improving English speaking skills and communications. The most number of the answer if this question is all listening and speaking or practicing so research will have target on this point and give it some thought to it for next study.

Learners who are trying to improve language skills from various kinds of method. It will take time and practice. Practice is also important not only to improve, but also to maintain existing skills. There are various kinds of method that students can practice, so learners should analyze some ways to find what works for them. The following tools are suggested by most of the scholars, therefore learners should try them out and see what works best.

1. Try to speak English with your partner daily routine.
2. Do not refrain from practicing oral basic communication in English in the fear of making mistakes and getting embarrassed.
3. Frame in words what you think that a person faces during oral communications is incapability to put the words in frame and express what he/ she thinks.
4. Hesitation and thinking about how people perceive you if you commit mistakes while speaking is the greatest fear that almost everyone, especially non-native English speakers experience.
5. Practice will make you perfect. Practice is the basic learning process.
6. Watch English language movies.
7. Read as much as you can read regularly reading is considered to be the best practice that can enhance basic oral communication skills.
8. Check out the dictionaries. Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms.
9. Find Internet sites that have vocabulary, grammar and speaking resources.
10. Listen to learn. Listening is another practice that will help you to train yourself for oral communication. You will be diverted from the listening as most of the words will appear to be unfamiliar and you might not be able to comprehend everything in on go.
11. Sing along to some favorite songs on music radio,
12. Read out loud. Especially from newspapers, magazines and novels for 10 minute a day. Reading is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags.
13. Arrange to share accommodation with local students or with an English speaking family.

14. Ask your guide or teacher. The communication issues or errors can be corrected at the bud if you approach your teacher or guide who holds expertise in English.

15. Use communication technology in English, Try chatting with a friend in English via skype or messaging them in English.

16. Attend English-activities going around you.

17. Engaging in debates and discussions.

18. Find out helping materials from the market. There are some really inspiration English learning books available in the market that will empower your oral communication skills. These are also few best books to improve English communication skills.

19. Ask a native speaker friends to tell you when you get a word wrong, or when they do not understand you. If they use a word or phrase that you don't understand, ask them to explain.

20. Communication made in friendly tone always gets an upper hand compared to communication done in a formal manner. Engage your listeners as much as possible through your words.

21. Apply gestures while speaking. While you speak, try making your point clear by including some gestures with the help of your hands and face. Gestures often create a positive impact on the audiences as well as on the speaker by enhancing his/ her understanding.

4.3 The difficulties in English speaking skills

The table will express in the questionnaire for this study and fundamental show to understand the difficulties and problems to discover out of the ways to improve English-speaking skills for communications of English program students of Mahachulalongkornrajavidyalaya University. This questionnaire will consist 15 items for the difficulties and problems of English speaking skills, and comprises of 15 questions. Items are divided into five sections. All items have five choices (5) strongly agree, (4) agree, (3) moderately (2) disagree, (1) strongly disagree.

Table 4.3.1 the difficulties in English speaking skills

No.	The difficulties of English speaking skills	\bar{x}	S.D.	Interpretation
1	I don't know what I am speaking English.	2.34	1.188	Low
2	A long period I cannot speak English.	2.98	1.133	Moderately
3	I fee afraid and shy when I speak English in	3.04	1.261	Moderately

	class.			
4	My English accent is rather poor.	2.94	1.038	Moderately
5	Feeling pressure in giving a speech.	3.30	.931	Moderately
6	I feel too fearful to speak English.	2.92	1.084	Moderately
7	Have a limited vocabulary.	3.36	1.005	Moderately
8	I fail my confidence when I made a mistake.	3.20	1.106	Moderately
9	I am afraid of talking English with foreign students.	2.56	1.145	Moderately
10	It's difficult for me to speak English.	2.50	1.092	Moderately
11	Vocabularies seem difficult to pronounce.	3.12	1.081	Moderately
12	Weakness to discuss in English.	2.84	1.166	Moderately
13	I am afraid while I am speaking English in public.	2.80	1.340	Moderately
14	I cannot clearly express my ideas in English.	3.16	1.075	Moderately
15	English grammar seems rather difficult to do fluently.	3.28	1.229	Moderately
	Total	2.95	16.201	Moderately

According to table 4.3.1, express the result of difficulties and problems English speaking skills. It is found that the mean rate of generally English speaking problems of the English program students at $\bar{x}=2.95$; as the moderately level of all students. It specially shows that the level of the problems of English speaking skills. It clearly shows $\bar{x}=2.34$; that I don't know what I am speaking English, $\bar{x} = 2.98$; agree that A long period I cannot speak English, $\bar{x} = 3.04$; agree that I fee afraid and shy when I speak English in class, $\bar{x}=2.94$; my English accent is rather poor, $\bar{x} = 3.30$; agree that is feeling pressure in giving a speech, $\bar{x} = 2.92$; agree that I feel too fearful to speak English, $\bar{x} = 3.36$; agree that have a limited vocabulary, $\bar{x}=3.20$; show that I fail my confidence when I made a mistake, $\bar{x}=2.56$; agree that I am afraid of talking English with foreign students, $\bar{x}=2.50$; agree that It's difficult for me to speak English, $\bar{x} = 3.12$; agree that Vocabularies seem difficult to pronounce, $\bar{x}=2.84$; agree that weakness to discuss in English, $\bar{x}=2.80$; agree that I am afraid while I am speaking English in public, $\bar{x} = 3.16$; agree that I cannot clearly express my ideas in English, $\bar{x} = 3.28$; express that English grammar seems rather difficult to do fluently. These numbers are expressing their lack or weakness in English speaking English program

students. The overall mean amount for the problems of English speaking skills of respondents with the amount of $\bar{x}=2.95$ it can be interpreted as the moderately high level of the problems.

4.4 The ways to improve English-speaking skills

Table 4.4.1 the ways to improve English speaking skills

No.	The ways to improve English speaking skills	\bar{x}	S.D.	Interpretation
1	Speaking to foreign students.	3.90	1.249	Very high
2	Training speaking skills from English lesson.	3.68	1.077	High
3	Practice to use English all time in the class.	4.14	.989	High
4	Watching English movies, news and repeat music.	3.86	1.125	High
5	Encouraging for speak English.	3.72	.948	High
6	Create a group to practice English.	3.84	.955	High
7	Having a confidence to speak English.	4.02	1.020	High
8	Practicing English speaking with native speaker.	3.86	1.160	High
9	Idea in English while speaking.	3.56	1.109	High
10	Training in English all time.	3.90	1.073	High
11	Self-confidence can help in speaking better.	3.84	1.075	High
12	Using English grammar in communication.	3.92	.876	High
13	Taking a pronunciation program.	3.56	1.072	High
14	Observe a positive attitude.	4.04	1.068	High
15	Always use English as automatic, daily routine communications.	4.16	.841	High
	Total	3.86	14.984	High

The table 4.4.1 express that the level of the ways to improve English speaking skills. The English program student's results reveal that most of participants at $\bar{x} = 3.90$; very high level strongly agree that speaking to foreign students, $\bar{x} = 3.6$; high level strongly agree that training speaking skills from English lesson, next number

also strongly agree, $\bar{x} = 4.14$; practice to use English all time in the class, $\bar{x} = 3.86$; strongly agree that watching English movies, news and repeat music, $\bar{x} = 3.72$; strongly agree that encouraging for speaking English, $\bar{x} = 3.84$; strongly agree create a group to practice English, $\bar{x} = 4.02$; strongly agree having a confidence to speak English, $\bar{x} = 3.86$; strongly agree practicing English speaking with native speaker, about $\bar{x} = 3.56$; strongly agree that idea in English while speaking, $\bar{x} = 3.90$; accept that question training in English all time, $\bar{x} = 3.84$; students strongly agree that self-confidence can help in speaking better, about $\bar{x} = 3.92$; also strongly agree to improve English speaking that using English grammar in communication, $\bar{x} = 3.56$; strongly agree that taking a pronunciation program, about $\bar{x} = 4.04$; students strongly agree to development English speaking that Observe a positive attitude, $\bar{x} = 4.16$; students agree that always use English as automatic, daily routine communications. These numbers are very important information to improve their English speaking skills. The overall mean amount of the ways to improve English speaking skills of respondents in this study with the mount of $\bar{x} = 3.86$; it can be interpreted as the high level of the ways to improve English speaking skills.

4.5 Interviewing English lecturer

Dr. Phra Wichien Parichano was interviewed by researcher on 22, Jan, 2019, he gives the statements of English speaking and also elaborated some point on how to improve English speaking skill as the follow;

1. Preparing the information to speak we could select suitable for them.
 2. The pronunciation is also very important the speaker has to speak clearly.
 3. We have to know the background of listeners.
 4. The experience of speaker is also very importance.
 5. The words, the vocabulary, the sentences speaker could understand to use while they can communications each other.
1. First of all, they have to learn the English speaking from the book and listening from native speaker.
 2. They have to use the knowledge in daily life.
 3. They must try to speak and don't be shy.
 4. They have to spent time to listen for many multimedia every day.

5. The most important they must love the English language and train themselves to speak more and more for speaking skill.¹

Asst. Prof. (Adj.) Dr. Kham-lang Kongsin was interviewed by researcher on 22, Jan, 2019, he gives the statements of English speaking and also elaborated some point on how to improve English speaking skill as the follow;

1. Most of the learners had to think in their language first in order to express the ideas to the receivers, because of this reason it makes them slowdown in the process of English.

2. Most of second language learners have difficulties understanding grammar therefore they face the problem when specifying tense during conversation or public speaking.

3. Pronunciation is also a major problem in English speaking, one, which cannot pronounce the words properly; it will not be a good conversation for him or her.

1. Speaking, listening, reading and writing, everyday students will not have problem in English speaking.

2. To solve English speaking problem, students must get rid of fear and be more confident when speaking.

3. Students should learn more vocabulary and try to memorize the words and use each new word more often so that learners will not forget them in short time.²

Dr. Samorn Ketsom was interviewed by researcher on 24, Jan, 2019, he gives the statements of English speaking and also elaborated some point on how to improve English speaking skill as the follow;

1. Most students have difficulties in usage, structure, and pronunciation, consonant, vowels, intonation, and stress.

2. Most students have difficulties in usage vocabulary, language.

1. Students have practice in usage, structure, and pronunciation, consonant, vowels, intonation, and stress.

¹ Interview with Ven. Dr. Phra Wichien Parichano, Lecture at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 22 Jan 2019.

² Interview with Asst. Prof. (Adj.) Dr. Kham-lang Kongsin, Lecturer, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 32 Jan 2019.

2. Students have practice in usage, vocabulary, and language.³

Dr. Sakchai Posai was interviewed by researcher on 24, Jan, 2019, he gives the statements of English speaking and also elaborated some point on how to improve English speaking skill as the follow;

1. Problems on how to Pronounce for the correct English language.
2. Problems on how to use English vocabulary correctly.
3. Problems on how to write an English for specific purpose.
4. Problems on listening in differences of English variety.
5. Problems on how to create new ideas and more details.

1. More practices and pay attention for communication.
2. Use it and observe the correct or error one fluently.
3. Improve on how to write in various situations and purpose.
4. Always listen to practice and communicate with foreigners in pronunciation.

5. Get the new ideas and share them with friends.⁴

Assoc. Prof. Dr. Preecha Kanetnog was interviewed by researcher on 24, Jan, 2019, he gives the statements of English speaking and also elaborated some point on how to improve English speaking skill as the follow;

1. The problems depend on tow main parts; Grammar knowledge of the principles of using the language speaking and the skills of applying such language derived from training.

1. Let the learners be aware of the principles of using language and let the learners practice in using language very often.

2. Confidence is an essential for the learners to have it, without it one may hesitate when communicating or speaking in public or someone.⁵

The result of interviewing people concerning the difficulties of English speaking skills and the ways to improve English speaking skills and other points that

³Interview with Dr. Kham-lang Kongsin, Lecturer, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 24 Jan 2019.

⁴Interview with Dr. Sakchai Posai, lecturer, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 29Jan 2019.

⁵ Interview with Assoc. Prof. Dr. Preecha Kanetnog, Director of Doctor philosophy program in Linguistic, 29 Jan 2019.

are related. The result from interviewing people that they point about the problems of English speaking skills and the ways to improve English speaking skills of 50 English program students faculty of Buddhism and humanities Mahachulalongkornrajavidyalaya University, Lamsai Sub-district, Wangnoi District, Ayutthaya Province. As a result, the interview with five English scholars and lecturer. The result from interviewing people about the problems and the ways to improve English-speaking skills of the English program students in the following topics;

4.6 Summary

The result presented in this chapter suggested that majority of English program students of Mahachulalongkornrajavidyalaya University, have a positive attitude about English speaking of communications. English program students face various kind of speaking problems their situation and environment from each students. This study also suggested that are many factors, which can cause the problems for the one who are learning English speaking.

Chapter V

Conclusion, Discussion and Suggestion

This research entitled “The Difficulties in English speaking of English program students of Mahachulalongkornrajavidyalaya University. The conclusion relates directly to the research objectives (1) to study difficulties in English skill of English program students of Mahachulalongkornrajavidyalaya University (2) to find out the ways to improve English skill of English program students of Mahachulalongkornrajavidyalaya University. Additionally a total respondents of this research study are comprised of 50 students from Buddhism and Humanity, to present the answering of the study, by using a questionnaire of the quantitative method, obtained data through a statistic sciences program is used for analyzing frequency, percentage, mean (\bar{x}) and standard deviation (S.D.), and In-depth interview of the qualitative method, used as research instruments in the collecting data. Regarding to the discussion, it refers to the objectives of the study, and research questions. As well as the meaning of results was evaluated and interpreted with 50 students of all participants carefully. Then, the suggestion was preceded with the scope and procedure of the research. The procedures in this chapter have divided into three parts as follows:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

The objective of research is to study difficulties in English speaking skill and to find out the ways to improve English speaking skill of the English program students of Mahachulalongkornrajavidyalaya University. The participants of the study consist of 25 students from Buddhism English program and 25 students from Humanities English program. Difficulties in English speaking skill of the English program students of Mahachulalongkornrajavidyalaya University it revealed that there were the following problems including:

5.1.1 more than a half of the participants reply that they had difficult with an unfamiliar word because of being nervous and feeling very fearful to speaking English.

5.1.2 the participants cannot speak English too much and difficult to think as native idea of English.

5.1.3 participants cannot understand what they are speaking and talking English with foreign students.

5.1.4 although participants learn as English speaking but difficult to understand clearly because difference tones from each other.

5.1.5 participants hesitated while speaking English for communication with in classroom or outside class.

5.1.6 participants feel too fearful to speak English in class.

5.1.7 participants could not speak English accuracy and fluency.

5.1.8 participants did not use English language as common tool for communicate with their relationship.

To find out the ways to improve English speaking for communications skill of the English program students of Mahachulalongkornrajavidyalaya University. With regard to suggestions of the solutions for improving the ways of English speaking it revealed that could be concluded in the following:

5.1.9 To study on online or web sites and International Phonetic Alphabet in order to know how to pronounce.

5.1.10 To speak English correctly and practice word by word to make a correct spelling and some words in a dictionary and writing down in a note book till having got skillful.

5.1.11 Totry to speak English as much as possible in class, school, work office or friends.

5.1.12 Topractice more English speaking and trying to communicate more with native speaker and also learning from each conversation whether it made mistake or new words.

5.1.13 To make understand accurately about Grammar rules of English such as sentences, structures, and punctuations.

5.1.14 To Believe that English is an important language especially motivation speaking English.

5.1.15 To train English speaking skills from Internet website as well as English language movies and other channel while having a confidence to speak to create a small group to train our English.

5.1.16 To use English as automatic everyday, even daily conversation and using English grammar in conversation and self-confidence can help in speaking better.

The results to this study will be effective and appropriate for students and persons to communicate as English speaking, make conversation, and demonstrate their speaking abilities in reality. Then learners were satisfied reaction and pupil attempted to speak English confidently as well as they note on possible points and weak points for self-improvement.

5.2 Discussion

5.2.1 General Information

According to the 4.1.4 table the majority of the English program students had practiced in English speaking for about one to two years they still not gain confidence when it comes to communication to public speaking and this is a majority problem when it comes to Education background and the time they took to learn English. They can be difficult to study and speaking for communications and not enough to one to two years it is also second language for them.

5.2.2 Attitude toward English speaking

Most of the participants express their good towards English speaking that they like to speak English and also most of the participants believed that English speaking is the most difficult in four skills.

5.2.3 Cause of English speaking problems

The results of this research express that there are many problems the participants meet as using sentence with the wrong grammar, poor of vocabulary, don't have confidence, hesitation and stress. All of these are the problem that is same like they are facing the most. Then, There were many causes as to why English program students have difficulties when speaking English. To point out is that mostly they are not too confident to speak in classroom or public or forging students they do not have much vocabulary to be spoken when needed to. Most of the participants stated that they feel nervous when teachers asked or speaking with classmate. According to table 4.2.1 express this result because all of answer that are answered by English program students, are almost equal in terms of percentages and it shows that learners have different problems when it comes to the problem of

English speaking. The result also indicates that (30.0%) the students faced up with difficulties in listening when speaking English (26.0%) students difficulty with pronunciation. Then, about 16.0% of students had more difficulty with vocabularies when speaking or communications with people.

In respect of a study of English speaking problems of the English program students it revealed that all of students According to this 4.3.1 table, it expresses the result difficulties and problems English speaking skills. It is found that the mean rate of generally English speaking problems of the English program students at $\bar{x} = 2.95$; as the moderately level of all students. It specially shows that the level of the problems of English speaking skills. It clearly shows that $\bar{x} = 2.34$ low level strongly agree that I don't know what I am speaking English, $\bar{x} = 2.98$ agree that A long time I cannot speak English, $\bar{x} = 3.04$ agree that I fee afraid and shy when I speak English in class, $\bar{x} = 2.94$ my English accent is rather poor, $\bar{x} = 3.30$ agree that is feeling pressure in giving a speech, $\bar{x} = 2.92$ agree that I feel too fearful to speak English.

The result of the above data analysis is related to research works Juhana¹ who investigated the students' fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Most of students are afraid to be laughed and do not want to be criticized or even look shy in front of their peers; the students are afraid to speak due to the feeling of incapable in English. English program students feel uncomfortable or even being confused and panicky every so often when they are faced in training oral language production. As the consequence, they get difficulty to catch the smoothness in speaking. The method and strategy play the important roles on how extent the students exploring and applying the target language as well. As we know that native speakers have more places in oral communication teaching in some countries because the local English teachers have inadequately creativity to make a deal with.

5.3 Suggestion

The following are suggestions for further studies.

1. Further research is needed to explore the effectiveness of other task-based programs in developing students' speaking skills as well as their fluency.

¹Juhana, "Psychological Factors That Hinder Students from Speaking in English Class", *Journal of Education and Practice*, Vol.3 No.12 (2012): 10-15.

2. Further study should purpose the technique of speaking English that interested students in using English vocabulary and using daily routine English language.

3. Some suggestions for those who are willing to do the research about English speaking problem, the research suggests them to make a research about how to develop their English speaking skills or overcome the problems and find a better technique for effectiveness of English speaking.

4. Further study should focus on students at learning class to encourage teachers and learner who have the same goals and speak English only when teaching students.

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(5) Interviews:

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Interview with SamornKetsom, a lecturer Faculty of Humanities, Mahachulalongkornrajavidyalaya University, (24 January 2019)

Interview with Kham-langKongsin, a lecturer Faculty of Mahachulalongkornrajavidyalaya University, (23 January 2019).

Interview with Preecha Kanetnog, a lecturer Faculty of Mahachulalongkornrajavidyalaya University, (22 January 2019).

Interview with Sakchai Posai, a lecturer Faculty of Humanities Mahachulalongkornrajavidyalaya University, (22 January 2019).

APPENDIX

APPENDIX A

ASSESSORS OF THE RESEARCH QUESTIONNAIRE

1. Asst. Prof. PraphonKulavinichai, instructor of English subject and linguistic subject. Department of Foreign Languages, Faculty of Humanities, MCU.
2. Dr. SamornKetsom. who is a lecturer of Mahachulalongkornrajavidyalaya University.
3. Dr. Kham-langKongsin. who is a lecturer of Mahachulalongkornrajavidyalaya University
4. Dr. PreechaKanetnog. who is a lecturer of Mahachulalongkornrajavidyalaya University.
5. Dr. SakchaiPosai. who is a lecturer of Mahachulalongkornrajavidyalaya University.

APPENDIX B

Questionnaire for the Study

Thesis Title: “The Difficulties in English Speaking of English Program Students of Mahachulalongkornrajavidyalaya University”

Questionnaire description:

This questionnaire is a part of research study submitted in partial fulfillment of the requirement for the degree of Master of Art in English (International Program) at Graduate School of Mahachulalongkornrajavidyalaya University. All of the information provided will be kept in the strictest confidence and will only be used for the purpose of this research study. I would like to thank you and your cooperation in completing this questionnaire is highly appreciated.

These questionnaires are divided into (5) parts as the following:

1. General education background information
2. Opened up question about English speaking problems, which participants answer according to their opinions?
3. The difficulties in English speaking skills
4. The ways to improve English-speaking skills.
5. Opinions & Suggestions about the improvement of English speaking skill.

All of the information will be used for the purposes of this research. Your information is very useful in this study. I would like to thank for your kind cooperation in answering this questionnaire.

Ven. PinnyarThami

Questionnaire

The Difficulties in English Speaking Skill of English Program Students of Mahachulalongkornrajavidyalaya University

Part 1: General Education Background Information

Instruction: Please read and write your answer and put a check (✓) mark or cycle the letter according to your opinion.

Name (Optional).....

Age (.....)

Nationality (Ethnicity) (Optional).....

Faculty.....

No.	Question	Answer	
1	How long have you been studying English?	1 to 3 years	1 to 5 years

Part 2: Opened up question about English speaking, which participants answer according to their opinions.

Opened up questions

1. What do you think is the main cause of difficulty in English speaking?

A: Listening

B: Grammar

C: Pronunciation

D: Vocabulary

2. How many times do you speak English as daily routine?

A: Very often

B: Often

C: All the time

D: Sometime

E: Rarely

F: Never

3. Do you always speak English as a tool to communicate with friends or other?

A: Sometime

B: Often

C: Always

D: Rarely

4. Is having 'confidence' a good method to improve listening and speaking skills?

A: yes

B: No

C: Sometime

D: Not really

E: Usually

5. What method would you most suggest to improve speaking skills?

A: Listen and speak

B: Repeating

C: Confidence

D: Memorize Vocabulary

E: Practice

Part 3: Please answer the following questions as honestly which are true for your answer is very useful in this study. By filling the mark (√) in the blank below;

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No.	Difficulties in English Speaking Skills	Levels of the difficulties of English speaking skills.				
		5	4	3	2	1
1	I don't know what I am speaking English.					
2	A long period I cannot speak English.					
3	I feel afraid and shy when I speak English in class.					
4	My English accent is rather poor.					
5	Feeling pressure in giving a speech.					
6	I feel too fearful to speak English.					
7	Have a limited vocabulary.					
8	I fail my confidence when I made a mistake.					
9	I am afraid of talking English with foreign students.					
10	It's difficult for me to speak English.					
11	Vocabularies seem difficult to pronounce.					
12	Weakness to discuss in English.					
13	I am afraid while I am speaking English in public.					
14	I cannot clearly express my ideas in English.					
15	English grammar seems rather difficult to do fluently.					

Part 4: According to the questions used for asking students about the ways to improve English speaking skills.

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No.	The Ways to Improve English Speaking Skills	Levels of the difficulties of English speaking skills.				
		5	4	3	2	1
1	Speaking to foreign students.					
2	Training English speaking skills from international news.					
3	Practice to use English all time in the class.					
4	Watching English movies, news and repeat music.					
5	Encouraging for speak English.					
6	Create a group to practice English.					
7	Having a confidence to speak English.					
8	Practicing English speaking with native speaker.					
9	Idea in English while speaking.					
10	Training in English all time.					
11	Self-confidence can help in speaking better.					
12	Using English grammar in communication.					
13	Taking a pronunciation program.					
14	Observe a positive attitude.					
15	Always use English as automatic, daily routine communications.					

Part 5: Opinions & Suggestions about the improvement of English speaking skill.

APPENDIX C

In-Depth Interview

The following questions were used to interview (5) lecturers from Faculty of Humanities.

1/ What are the difficulties in English speaking for communications? Please elaborate clearly.

2/ What are the ways to solve the problems in English speaking for communications? Please elaborate clearly.

Thank you for your kindness

Biography of Researcher

Name	: Ven. PinnyarThami
Date of Birth	: 9 Dec 1982
Date of Ordained as Novice	: 10 April 1999
Date of Ordained as Monk	: 28 June 2003
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2017	: At the present, studying in Master of Arts Program in English (Inter program), Mahachulalongkornrajavidyalya University, Wang Noi, Ayutthaya.
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