



A STUDY OF THE PROBLEMS OF ENGLISH SPEAKING SKILLS OF  
THE FIRST YEAR STUDENTS AT  
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

PHRA BUNTHIT PANDITO (KRONGBUABAN)

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

Graduate School  
Mahachulalongkornrajavidyalaya University  
C.E. 2017



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### **Abstract**

The objectives of this research were 1) to Study the Problems of English Speaking Skills of the first year students, majoring in English (Bilingual Program). Faculty of Humanities, at Mahachulalongkornrajavidyalaya University. 2) to find out the ways to improve English speaking skills for the first year students in the academic year 2016. The study was both qualitative and quantitative method. The tool used for collecting data was questionnaires. The samplings were comprised of 63 first year students for collecting data in quantitative method. The key informant of in-depth interview was conducted with 6 lecturers of MCU were collecting data in qualitative method. The statistics used for analyzing data were Frequency, Mean ( $\bar{X}$ ), Standard Deviation (S.D.) and Percentage (%).

#### **The results of the research were as follows;**

1) The problems of speaking skills of the first year students aged 18-20 years (27%) and aged 30 years up (19%) were at a moderate high level ( $\bar{X} = 3.34$ ).

2) The ways to improve English speaking skills of the first year students, aged 21-30 years (54%) were at a high level ( $\bar{X} = 3.50$ ).

3. Students were very satisfied with the improvement of English speaking skills in daily conversation through Believe that English is an important language at the high level ( $\bar{X} = 3.81$ ).

Suggestions for the further study of the problems of English speaking skills of the first year students are: 1) students should constantly speak English through public speaking especially to learn and understand using face to face communication

as well as knowing more extensively vocabularies. 2) Enhancement in applying English sentence structures for an interaction people, so that students are able to improve their confidence in speaking English correctly and completely.

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## Table of Contents

Title	Page
Abstract (English)	I
Acknowledgements	III
Tables of Contents	IV
List of Tables and Charts	VI
Lists of Abbreviation and Symbols	VII
Table of Figures	VIII
<b>Chapter I: Introduction</b>	
1.1 Background and Significance of the Problem	1
1.2 Objective of the Research	5
1.3 Statement of the Research Questions	5
1.4 Scope of Research	6
1.5 Definitions of the Terms used in the Research	6
1.6 Expected Benefits	7
<b>Chapter II: Literature Review and Research Works Concerned</b>	
2.1 Definitions of Speaking Skills	8
2.2 Definitions of Communication skills	11
2.2.1 Interpersonal Communication	13
2.3 Characteristics of Speaking	14
2.3.1 Importance of English Language	16
2.3.2 English Speaking Problems	17
2.4 Learning Speaking English as a Foreign Language (EFL)	25
2.4.1 Using Activities to Improve Speaking English	30
2.5 Research Work Concerned	32
2.6 Conceptual Framework	37
<b>Chapter III: Research Methods</b>	
3.1 Research Design	38
3.2 Sample Design	39
3.3 Research Tools	40
3.4 Data Collection	41
3.5 Data Analysis	42

## Title of Contents (continue)

Title	Page
<b>Chapter IV: Results</b>	
4.1 General Information of the respondents	43
4.2 The Problems of English Speaking Skills	46
4.3 The Ways to Improve English Speaking Skills	48
4.3 Interviewing people	49
<b>Chapter V: Conclusions, Discussions and Suggestions</b>	
5.1 Summary of the research	56
5.2 Summary of the results	59
5.3 Conclusions	62
5.4 Discussions	63
5.5 Suggestions	66
<b>Bibliography</b>	67
<b>Appendices</b>	
A Assessors of the Research Questionnaire	74
B The Result of Index Objective Congruence (IOC)	76
C The Research Questionnaire	79
<b>Biography of Researcher</b>	85



## List of Tables and Charts

<b>Table</b>	<b>Page</b>
Table 1: General information of the respondents	44
Table 2: Age of the respondents	44
Table 3: Different understanding in speaking skills of first year students	45
Table 4: How long have you studied English	45
Table 5: English speaking subject taken in each semester	46
Table 6: Average of the problems of English speaking skills	46
Table 7: Average of the ways to improve English speaking skills	48

## List of Abbreviations and Symbols

L2	=	Second language learning students
EFL	=	English as a Foreign Language
ESL	=	English as a Second Language
'S	=	Singular
s'	=	Plural
MCU	=	Mahachulalongkornrajavidyalaya University
'	=	Comma
N	=	Number of the students
M	=	Mean
A	=	Agree
SA	=	Strongly agree
“ ”	=	Quotation
%	=	Percent
$\bar{X}$	=	Average
S.D.	=	Standard Deviation
i.e.	=	That is
e.g.	=	Example
Sig	=	Significance

## Table of Figures

Figure	Page
2.1 Figures of conceptual framework	36

## CHAPTER I

### Introduction

#### 1.1 Background and Significance of the Problems

English is very important for communication to many people our the world as being an international language. Besides, English is not native language the man who speaks is not native speaker, they must have different in attitudes and assumptions about the language.<sup>1</sup> At the present, it is generally accepted that English can lead the people from all over the world to have different cultures together.

At the same time, English language has the important role to make business and to manage an education around the world, English can support the people who can speak English very well. Then, it is the best opportunity for all levels of important working and used English in many community. However, English is to be a standard language for society of globalization. In many countries, English language is used for expanding in many multiple purposes such as economy, education, and truism.

Currently, English is very necessary for this reason which speaking skills are essential part in effectively determine the language from the speakers to use in an extensive world of social online and communicate with other people over the world. Especially, there are generally about 375 million people to speak English as the first language and approximately 750 million people to speak English as a second language.

The human is a social being that always needs company in his life. Man also needs an education because is the organized development, human resource for

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<sup>1</sup> Richard A. Via and Larry E. Smith, **Talk and Listen, English as an International Language via Drama Techniques**, (Great Britain: A., Wheaton& Co. Ltd., Exeter, 1983), p.11.

intellectual and physical by their individual and social use directed toward the union of these activities with their creator as their final end.”<sup>2</sup>

Therefore, English is the most important language and also the most demanding skills in our daily life. Every person needs it for communication with others through speaking. Speaking plays an important role in making social interactions with other people in order to gain information. Thus, it is necessary for every person to have a good speaking skill.<sup>3</sup> Besides, it has important role in conveying information through foreign language especially English’s impact on the business world has been long felt up to present days. Moreover, it provides many benefits for those who can gain from attending a qualified English school or college and the most prestigious universities, knowing English can advocate you excel in many fields of real life very well.

Otherwise, English has an important tactics of speakers in the school, organization, college. Especially in the university is always used for academic purpose, career advancement or investments and traveling abroad very easily. As we have known that English communication is important helping in the world today, because its world-wide used as a tool of transmitting information across a first and second language in English. As well as speaking skills usually learn to listen first, then to speak, then to read and eventually to write in ‘English language’ this word will be very meaningful term of nowadays and future.

On the contrary, most people can speak English effectively and students often make mistakes in the accent and pronunciation. According to the speaking problems in Thailand that emphasizes English grammar and writing skills do not focuses on speaking and listening even through the educational system of Thailand. It has have provided a model of developing countries into Thai schools and Universities. Most Thai people still speak Thai native language in classes, but they do not have many opportunities to use English communication and many students lack of confidence in speaking English skills in different situations as well.

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<sup>2</sup> Ramelan, **Introduction to Linguistic**, (Semarang: IKIP Semarang Press, Semarang State University, Indonesia, 1992), p. 9.

<sup>3</sup> Nurmala Yusni Febriyanti, “The use of Multimedia Teaching AIDS to Improve the Quality of the Speaking Teaching and Learning Process at the English Grade Class of SMP N6 Yogyakarta in the Academic Year of 2011/2012,”(2012),[Online], Resource: <http://eprints.ac.id/9431/2>, (11 Nov 2016).

Additionally, English communication's obstacle is "one of the most widespread problems among learners of foreign languages which are considerably lower speaking performance when compared to their passive knowledge."<sup>4</sup> Because lacking of the target language environment or fear of making mistakes, a fear of errors, losing face, criticism to say and social pressure as well as almost of all first year students are not disciplined in the learning process yet, it also depends on various personal factor.

Thus, speaking English is one of the most common problems which found much in Thai universities although the most foreign language seems easy. Nevertheless, its own have low impulsive students are less anxious in second language learning and English courses of Bachelor's Degree students. For this purpose, many students are avoiding enrollment in these courses due to problems such as shyness, grammar mistakes, unfamiliar situation, sense of isolation, self-consciousness and the fear of looking foolish, etc.<sup>5</sup> And also it was found in a study which had been conducted on the issue of students "low speaking performance indicated that English is highly regarded as the gateway to global marketplace and finding the way to improve English not only the students."<sup>6</sup> Particularly, the Ministry of Education has designed scopes take the English native speakers to instruct students in the university as much as possible so that to achieve the goals, they must be the master of English.

Importantly, students may not be recognized for the importance of language and they have no direction which is focused on grammar mistakes. Among these characteristics are: language proficiency level, memory, affect, age, gender, learning disabilities in L1, and background knowledge as well as aptitude, processing skills, background biases, motivation, and confidence level.<sup>7</sup> As a result, mispronunciation related issues have raised interest around the world, because of

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<sup>4</sup> Young, J., "The relationship between Anxiety and Foreign Language Oral Proficiency", **Foreign Language Annals Journal**, v.19 n.5 p. 439-45 (Oct,1986): 19

<sup>5</sup> Gslina Kavaliaukience, "Good Practice in Teaching ESP Presentaion" **Journal for Teachers**, (05.10.2006), [Online], Resource: [http://world.info/Articles\\_13article\\_Good\\_Practice\\_in\\_Teaching\\_Effective\\_Public\\_Speaking.htm](http://world.info/Articles_13article_Good_Practice_in_Teaching_Effective_Public_Speaking.htm), (11 Nov 2016).

<sup>6</sup> Bassano, S., & Chirstison, M, Developing successful conversation groups (1987), In M. Long & J, Richards (Eds), Methodology in TESOL: A book of readings, **Journal**, Vol. 13 No. 3,(Summer 1982): 201-207.

<sup>7</sup> Joan Robin, "A review of Second Language Listening Comprehension Research", **The Modern Language Journal**, Vol.78, No. 2 (1994): 199-221.

the growing period of English as a global tool of communication, as many countries have the same problems of speaking English.

According to the Mahachulalongkornrajavidyalaya University where is the main International Buddhist Study Center (IBSC) of Thailand, there are two major schools of Buddhism. They are Theravada and Mahayana sections. As previously known that Buddhism is the main. Besides, people who wish to study at MCU (Main campus), they will be comprehend the knowledge about the mindfulness of the Lord Buddha. In accordance with the university's policies have the main objectives for enhancing and developing the speaking English skills of Undergraduate level and the significant point of Mahachulalongkornrajavidyalaya University for finding the ways to improve the monks themselves and universities together.

At this point, a researcher is to emphasize that "speaking in the foreign language is often cited by students as their most anxiety-producing experiences."<sup>8</sup> Some learners have difficulty speaking because they're thinking too much about how to say, distinguished by other contexts, usually common symptom of an active stress response, and students are more likely to avoid the different languages to attain especially English subjects. In this case, when they reply a question in the foreign language may makes respondents feel stressful anxiety. Despite the fact that second language speaking anxiety is a common trouble in the teaching and learning English and first students may experience problems when performing orally.

Additionally, the goal of the first year students of MCU is to improve the students' ability to speak English. However, for the main problems of English they cannot communicate and rarely speak English in the field and the real life. As Woenraad Kuiper and W. Scott Allan had suggested that the hesitant situation is more difficult in English languages that are not physical objects like cars.<sup>9</sup> Actually, there are also some students who fail and to score well at all in English as well as their other subjects. They may perhaps be worried as not having such good potential for learning. In all these cases, one may perhaps be able to identify a significant contribution of the general proficiency of the speaking English in language learner. Hence, the policies of the Faculty of Humanities are looking forward to developing

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<sup>8</sup> Hemerka, Vacav., **Low Speaking Performance in Learners of English**, (Masaryk University Brno, Faculty of Education Department of English Language and Literature, 2009), p. 10.

<sup>9</sup> Koenraad Kuiper and W. Scott Allan, **an introduction to English Language, Sound, Word and Sentence**, (Great Britain: The Bath Press, Avon, U.K. 1996), p. 1.

abilities of students. All in all, they must have to use English speaking in daily dialogue as first native language.

In summary, lecturers are the ones who should try to adjust obstacle and improvements of speaking English skill based on suggested an effective methods, and active learning guidelines which concerned of teachers and students. In this study, the purpose is aimed to encourage students to have the confidence in speaking English with appropriate techniques especially giving the information of their speaking' problems. Then, it will be useful to produce an effective English speaker in the future.

## **1.2 Objectives of the Study**

This study is to investigate the main purpose of the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University as follows:

1.2.1 To study the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University.

1.2.2 To find out the ways to improve English speaking skills for the first year students at Mahachulalongkornrajavidyalaya University.

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

This research is aimed to investigate the problems of English speaking skills which are hindrance for those who require to improve their English speaking skills at Mahachulalongkornrajavidyalaya University in order to find the most effective way as well as making the confidence in several ways of the students. This study is attempted to study information to answer some aspects as the following;

1.3.1 What are the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University?

1.3.2 What are the ways to improve English speaking skills?

1.3.3 How can students improve their English speaking skills?

## **1.4 Scope of the Study**

This research is obviously aimed to study the problems of English speaking skills of the first year students of Bachelor of Arts in English, Bilingual Program in the Faculty of Humanities of Mahachulalongkornrajavidyalaya University (Main Campus), Wangnoi, Ayutthaya Province, who are asked to be participated by answering the



questions about the problems of English speaking skills. Therefore, this study is divided into four scopes as follows:

#### **1.4.1 The scope of the Data**

This scope of content focused on the study of the problems of English speaking skills of the students of Mahachulalongkornrajavidyalaya University.

#### **1.4.2 The scope of Respondents**

The scope of the population in this study is focused on 63 first year students which is consisted of Bachelor's Degree, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand.

#### **1.4.3 The scope of Place**

The scope of place is focused on the first year students, Department of Foreign languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Lamsai sub-district, Wangnoi District, Ayutthaya Province, Thailand.

#### **1.4.4 The scope of Time**

The scope of time is focused on the time to study, starting from October 2017 to February 2018.

### **1.5 Definitions of Terms used in the Research**

1.5.1 **English Skills** are referred to four skills that we need for complete communication or the ability to do something well with an easy way to connect people or exchange information to express attitudes, thoughts, comment or doing something through languages.

1.5.2 **Speaking Problems** are related to something which baffled or perplexed with what cannot understand clearly and applies to an utterance or behavior that is very difficult to interpret or unable to speak English fluently and correctly with people through spoken English.

1.5.3 **Speaking skills** are related to the productive skills in the oral mode that gives us the performance and potential potentiality for understanding naturally including delivering an address, discourse, information, ideas, feeling, producing and receiving and processing information etc.

1.5.4 **Students** are related to the first year students who are studying in the Bachelor of Arts in English, Bilingual Program in the academic year (2559) 2016 at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.5.5 **Faculty of Humanities** refers to one of the main Faculty; There are many courses in Bachelor's Degree (B.A.), Master's Degree (M.A.) and Doctor of Philosophy (Ph.D.) of Mahachulalongkornrajavidyalaya University.

1.5.6 **Mahachulalongkornrajavidyalaya University** refers directly to the Buddhist University for monks and all people who want to study the advanced Dhamma and modern sciences at Wangnoi District, Ayutthaya Province, Thailand.

## **1.6 Expected Benefits of the Study**

1.6.1 Making us know the problems of English speaking skills of the first year students, majoring in English (Bilingual Program), Faculty of Humanities, Mahachulalongkornrajavidyalaya University, (Main Campus).

1.6.2 Making us understand the ways to improve English speaking skills for further study of the first year students.

## CHAPTER II

### Literature Review and Research Works Concerned

This chapter is a review of related literature about English speaking skill. Subsequently, these major sources of information consist of books, research journals, dissertations, thesis, and many sources of information on the problems to be investigated which utilize the significant part in planning to do this study, before reviewing the problems of English speaking skills. [Related theories]. This research reviews the previous studies of the problems of English speaking skills that can be divided for the major points as the following:

- 2.1 Definitions of Speaking Skills
- 2.2 Definitions of Communication skills
  - 2.2.1 Interpersonal Communication
- 2.3 Characteristics of Speaking
  - 2.3.1 Importance of English Language
  - 2.3.2 English Speaking Problems
- 2.4 Learning of Speaking English as a Foreign Language (EFL)
  - 2.4.1 Using Activities to Improve English Speaking
- 2.5 Research Work Concerned
- 2.6 Conceptual Framework

#### 2.1 Definitions of Speaking Skills

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

For learners, speaking is an important tool for human being that can speak English in daily life. Despite of the fact that, English is a map for people to achieve their goals in the world of business and education, and this language emphasizes on grammar and structure of language. Bashir mentioned that, “Speaking

is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.<sup>10</sup>

Furthermore, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. As a consequence, from meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.<sup>11</sup> That is, one of the most difficult skills of language learners have to face. In spite of this, it has traditionally been forced into the background of English teachers have spent all our classroom time trying to teach our student how to write, to read or sometimes to listen in a L2 because grammar has a long written tradition. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but they still cannot speak it.<sup>12</sup> The most important competence in different language discourses and situational as well as contextual expressions as a tool of leader of language, and is a way to communicate with people in the togetherness. Most of people said that speaking potentiality is the greatest goal of studying a foreign language or second language because it is transmitting the information from one to other and is the medium of social solidarity and trading as well.

Likewise, Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.<sup>13</sup> Especially, speaking is also one of the key elements of the workplace and easy to get a good job, tasks and assignments done successfully. Now

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<sup>10</sup> Bashir, M., Azeem, M., & Dr. Dogar, Aship H, "Factor Effecting Students' English Speaking Skills", **British Journal of Arts and Social Sciences** ISSN: 2046-9578 Vol. 2 No. 1. [Online], Resource: <http://www.bjournal.co.uk/BJASS.aspx>, (November 11, 2016).

<sup>11</sup> Shaimaa Abd El Fattah Torky Name, "The Effectiveness of a Task- Based **Instruction** program in Developing the English Language Speaking Skills of Secondary Stage Students", **Ph.D. Dissertation**, (Department Name: Ain Shams University, Egypt, 2006), p. 33.

<sup>12</sup> Bueno, A, D. Madrid and N. McLaren, (eds), **TEFL in Secondary Education**, (Granada: Editorial University de Granada, Granada, 2006), p. 37.

<sup>13</sup> Ibid. Shiamaa Abd EL Fattah Torky. "The Effectiveness of a Task- Based **Instruction** program in Developing the English Language Speaking Skills of Secondary Stage Students", 2006, p. 13.

we can say that business depended on the good communication and speaking because the most effective communication is as a good partner.

People concerned with the speaker sounds like since listening to what they hear that may allow them to make some judgments about the speaker's personality, attitudes, and native/non-native [speech]. The speech can be an obvious image of speakers. Speed, pausing, variations in pitch, volume, and intonation may also create a texture for their utterance that encourages and improves what they are saying. The sound of people's speech is significant because it is used for assessing speaking, and people tend to judge whether the speaker has native and non-native status depending on his/her pronunciation.<sup>14</sup>

Barshir et al provided that "there are three kinds of speaking situations in which we find ourselves; interactive, partial, interactive, non-interactive." Face-to-face conversation and telephone calls are cases of interactive speaking where interlocutors are completely speaking. The listener can ask for clarification, repetition, or slower speech from the conversation and speaking includes producing, receiving and processing information.<sup>15</sup> "You can discover the purposes in your own and others' communication which people communicate can help you interact with others more effectively."<sup>16</sup>

According to Beck mentioned that communication is at the heart of our everyday lives. From the moment we wake in the morning. We are constantly in the process of communication, we do so either as senders of messages or receivers of messages, in some cases, such as our real morning thoughts, the communication is within and to ourselves, who we speak to, listen to and interact with other people, we do this face to face or on the telephone, we communicate in formal situations as well as in informal situations, we use written language to communicate. We read and write letters, notes, reports, essays, instructions and shopping lists; wherever we go we are the receivers of messages. Newspaper headlines, billboards, street signs, shop windows, public announcement and traffic lights all send us messages in media – saturated society they compete in and demand our attention to the point where it is

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<sup>14</sup> Luoma, S., **Motivating Students' Speaking Skill through Simulation in English for Specific Purpose**, (1<sup>st</sup> Mae Fah Luang University International Conference, Thailand, 2014), pp. 9-10.

<sup>15</sup> Ibid. Bashir, "**Factor Effecting Students' English Speaking Skills**", British Journal of Arts and Social Sciences, 2011, p. 23.

<sup>16</sup> Anita Taylor, Teresa Rogegrant, Arthur Meyer, Thomas Samples, **Communicating**, (U.S.A., 1977), pp. 4-211.

impossible to ignore them. We use the mass media as a source of messages that offers us both information and entertainment. We listen to the radio include CD or discs: we watch television and DVD and we read newspapers and magazines.<sup>17</sup> All of these are very useful tools for improving and enhancing knowledge of learners.

## 2.2 Definitions of Communication skills

Communication skills are the keys to achieve all of our goals. According to Grippo also said that communication skills are involved about 25 % of office activities, 50 % of management project level activities and 75 % of senior management level activities. Therefore, all levels of occupations have required communication skills.<sup>18</sup>

People do often make the best speech and communicate throughout specific method to express with vocal or own accents; it is giving the variety of connecting through communication with social online and also a telephone. Communication means “the process of people sharing thoughts, ideas and feelings with each other in a commonly understandable way.”<sup>19</sup> According to the Saylor Foundation, had mentioned that communication is an activity, skill, and art that incorporate lessons learned across a wide spectrum of human knowledge. Perhaps the most time-honored form of communication is storytelling. We’ve told each other stories for age to help make sense of our world, anticipate the future, and certainly to entertain ourselves. The art of storytelling draws on your understanding of yourself, your message, and how you communicate it to an audience that is simultaneously communicating back to you.<sup>20</sup>

Plangkham aimed that the main skills that consist 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 mentioned that the process of people sharing thoughts, ideas, and feeling

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<sup>17</sup> Andrew Beck, Peter Bennett, Peter Wallm, **As communication Studies: The Essential Introduction**, (New York, U.S.A., 2005), pp. 3-4.

<sup>18</sup> J.A., Grippo, **A complete guide to public speaking**, (Colorado: Outskirts Press. U.S.A., 2009), p. 56.

<sup>19</sup> C, Hamilton, & C., Parker, **Communicating for results: A guide for business & the professional**, 5<sup>th</sup> edition, Belmont, (CA: Waswoorth Publishing Company, 1996), p. 31.

<sup>20</sup> The Saylor Foundation, **Effective Business Communication**, [Online], Resource: <http://www.saylor.org/books> Saylor.org, (3 January, 2017).

with each other in a commonly understandable way.<sup>21</sup> Consequently, they preferentially connect to people around the world throughout the formal and informal form. Nevertheless, in order to understand the entire communication and behavioral context, including culture, relationship, background, knowledge, and gender is considered, and are the movements on the basis of illustrators, affect displays, regulators and adapters.. However, 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.

Nowadays, communication is the best source for communicators or reporters if they can always interact between people in the simplest way to communicate with others, it is the most essential form of communication used in daily life, both pronunciations or accent, depends on their background and factors around them because of the role it plays in an identity group and important relationship in development. Communication provided information and connection of business and it is as an educational tool. It is an enchant of knowledge for the improvement of speaking skills via theories to put into practice in every day.

According to Bovee and Thill, also explained that communication is a process of sending and receiving a message. Especially, mentioned that “communication helps to manage workflow, improves business relationships, enhances the professional image and provides a variety of others in important benefits.” Therefore, communication is linked to business, education, trade, suppliers, consumers, tourists, neighbors, community, connection, and countries.<sup>22</sup> Moreover, learners can improve 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 speakers 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.

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<sup>21</sup> 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.

<sup>22</sup> Bovee, Thill, **Business communication today**, (8<sup>th</sup> Ed), (United State, 2004), p. 6.

### 2.2.1 Interpersonal Communication

Many people are giving the content of speaking and communicate direct in their words and depend on the structures. However, Eisenberg and Gamble mentioned 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 begin with, the performers of the new play are sitting and standing in a corner going cover their lines without any sound and it can be 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.<sup>23</sup> 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.<sup>24</sup> 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.<sup>25</sup>” 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

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<sup>23</sup> A.M., Eisenberg, & T.K., Gamble, **Painless public speaking: A work/text approach**, (New York: Macmillan Publishing, U.S.A. 1982), p. 14

<sup>24</sup> D.D., Sellow, (**Confidence public speaking**), 2<sup>nd</sup> edition, (California: Thomson Wadsworth Publishing Company, 2005), p .43 .

<sup>25</sup> Trenholm, S., & Jensen, A. **Interpersonal communication**, 4<sup>th</sup> ed, (Oxford University Press, U.S.A., 2013), P. 284.



it motivates them to reach their goals 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.

### 2.3 Characteristics of Speaking

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.”<sup>26</sup> As well as Flores & Ann, 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.<sup>27</sup> Which has supposed to speak correctly and effectively in order to communicate well with one another and overcome the problems of speaking skills.

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 is to use it actively by speaking and writing. Evidence supporting this is demonstrated by current teaching methods such as communicative teaching.<sup>28</sup> “Among speaking is considered the most stressful of the four skills from the perspective of both second

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<sup>26</sup> Chaney, A.L., and Burk, T.L, **Teaching Oral Communication in Grades K-8**, (Boston: Ally & Bacon, U.S.A., 1998), p. 13.

<sup>27</sup> Florez, C. & Ann, M. **Improving Adult English Language Learners’ Speaking Skills**, (National Center for ESL Literacy Education, Washington, DC. U.S.A., 1999), p. 4.

<sup>28</sup> Nunan, D, **Understanding language classroom: A guide for teacher initiated action**, (London: Prentice Hall international, 1989), p.1.

language teachers and learners.<sup>29</sup> Furthermore, Zuraidah suggests four main processes of speech production. These are conceptualization, formulation, articulation, and self-monitoring. In addition, he also said that “speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self-esteem and enthusiasm”.<sup>30</sup> By raising the diaphragm decreases lung volume, increases air pressure in the lungs for the normal state then the air is expelled move out of the lungs to equalize pressure with the outside air of the physical position.

Anyway, all the skills are taught and presented in the foreign language class, speaking skill 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 or individually. The learners perceive that their speaking ability is not as good as their friends or native speakers. These can lead them to experience communication apprehension.<sup>31</sup> 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.

### 2.3.1 The importance of English Language.

The importance of English language, which is separated into the four kinds of English skills which are explained in this section, i.e. listening, speaking, reading, and writing skills. One of the main characteristics is an ability to express and communicate for achieving goals of speakers or presenters as well as having a better way to conquer the antagonist. Consequently, speaking is the best emotional power for making relationship included religion, philosophy, economic systems, social attitudes, languages, and social value, etc.

In addition, 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

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<sup>29</sup> Young, D.J. “Language anxiety from the foreign language specialist’s perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin”, **Foreign Language Annals Journal**, Vol. 25, No. 2: (April 1992): 157.

<sup>30</sup> Zuraidah, A. **Speaking Skills in the ELS Classroom – From Acquisition to Participation**, (March 17, 2008), P. 1. [Online], Resource: <http://ezinearticles.com/?Speaking-Skills-in-the-ESL-Classroom---From-Acquisition-to-Participation&id=1052583>, (June 23, 2017)

<sup>31</sup> Kitano K. “Anxiety in the college Japanese class-room”, **The Modern Language Journal**, Vol. 85, No. 4, (December, 2001): 549-566.

when deciding whom to hire and whom to promote. The ability to speak effectively is so most prized.<sup>32</sup>

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 & Corde, "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."<sup>33</sup> 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 which 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 skills can also enhance one's personal life.<sup>34</sup> 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 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.

### **2.3.2 English Speaking Problems Encountered by Learners as a Foreign Language**

In the terms of English speaking problems, speakers or learners are often found this obstacle in their field; it might come from their attitudes, circumstances, situations, experiences, motivation, confidence, and also English speaking skills. In

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<sup>32</sup> Stephania Armour, "Failure to Communicate Costly for Companies", (USA Today: Los Angeles, U.S.A.,1998), pp. 43-44.

<sup>33</sup> Allen, J. & Corder, S., **Paper in Applied Linguistics**, (Oxford University Press, U.K. 1975), p. 26.

<sup>34</sup> Ishrat Aamer Quresh, **The Importance of Speaking Skills for EFL Learners**, (Department of English, Alama Iqbal Open University, Pakistan, 2010), pp. 2-3.

addition, fear of negative attitudes both pronunciations, vocabulary and grammar will make students rarely speak 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 speaker 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 skills 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) Sentence 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.<sup>35</sup> Likewise, Supatra has suggested guidelines to scoring speech of students, Using rating scale 6 levels as follows:

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<sup>35</sup> Wong Sothon Archara, **The experiment and evaluation of teaching English**, (Chulalongkorn University, Bangkok, Thailand, 1995), p.1.

## 1. Fluency

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

1.2 Speak 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.<sup>36</sup>

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.<sup>37</sup> A study of Mokkarawut supports this idea in the finding that students succeeded in speaking English because they need to use English for studying and working in both Thailand and foreign countries.<sup>38</sup> According to the four skills, speaking skill was the most serious problem. This was concerned with the study of "Teo et al, mentioned that the students at tertiary level in southern Thailand lacked speaking ability the most. Therefore, there was a strong need to practice speaking and listening while the practice of reading, writing, and translation were needed at a

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<sup>36</sup> Asksranukhro Supatra, **Teaching English skills**, Chulalongkorn University, Bangkok, Thailand, 1989), p. 1.

<sup>37</sup> 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.

<sup>38</sup> Mokkarawut, S, **An investigation of Factors affecting English speaking**, (King Mongkut's institute of technology North Bangkok, Bangkok, Thailand, 2006), p. 8.

lesser degree.<sup>39</sup> Similarly, 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.<sup>40</sup>

Furthermore, if learners aim at on grammar and language's structure, they can endlessly be better in their challenging or struggling the problems. This is the biggest problem of speaking competence to comprehend in communication importantly to find out the way to develop it 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.<sup>41</sup>

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 student 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).<sup>42</sup> As Horwitz noted that anxious students feared they would not be able to understand all languages input as was also related to perfectionism. Besides perfectionism, other inappropriate types of beliefs are also connected with language anxiety.<sup>43</sup> Nevertheless, Horwitz, E.K., notes that anxious learners simply have difficulty displaying the language competence they have attained, and if this is the case, language anxiety research may be a useful tool in explaining differential success in language learning and understanding frustration and discomfort in SLA. However, it is debatable whether language anxiety might affect speech production as such, or if

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<sup>39</sup> Teo, A. et al, "Profile of Foreign Language Education at Tertiary Level in Southern Thailand", **Unpublished Research**, (Hat Yai: Thailand, 2004), p. 1.

<sup>40</sup> 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**, (Srinakharinwirot University, Bangkok: Thailand, 1985), p.1

<sup>41</sup> Koenraad Kuiper and W. Scott Allan, **an Introduction to English Language, Sound, Word and Sentence**, (Great Britain : The Bath Press, Avon, 1996), p. 1.

<sup>42</sup> Gardner, R. C., Tremblay, P. F., & Masgoret, "Towards a full model of second language learning: an empirical investigation", **Modern Language Journal**, Vol. 81, Issue 3 Autumn, (September 1997): 344-362.

<sup>43</sup> Horwitz, E.K. **Language anxiety and achievement**, **Annual Review of Applied Linguistics**, (U.S.A., 2001), p. 112.

it might be rather a symptom than the cause of the 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.<sup>44</sup>

Ohata provided an example that “if beginning learners believe that pronunciation is the single most important aspect of L2 learning, they would naturally get frustrated to find the reality of their imperfect speech, even after a lot of practice.”<sup>45</sup> 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.<sup>46</sup>

Obstacle of speaking, according to low speaking skills in a foreign language is a problem for learners, and lessons are not interested in them, while they are studying they feel uncomfortable and less exposed to the target language. Therefore, they try to keep on being influenced by using their mother tongue than using English. Moreover, knowing the structure of grammar can help them get more confidence and grammar carries people to speak out as much as possible. According to Hayriye, language problems actually serve as one of the important reasons behind speaking weakness. This weakness may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems with their speaking are their poor in grammar, vocabulary, and pronunciation. Those problems belong to the linguistic problem.<sup>47</sup>

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<sup>44</sup> Horwitz, E.K., Horwitz, M.B. & Cope, J. “Foreign language classroom anxiety”, *The Modern Language Journal*, Vol. 70, No. 2 (summer, 1986): 125-132.

<sup>45</sup> Ohata, K, **Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the U.S.** International Christian University Tokyo, Japan. (TESLEJ, Vol. 9, No.3 (December, 2005)

<sup>46</sup> Ibid. Horwitz, E. K., **Language anxiety and achievement**, *Annual Review of Applied Linguistics*, p. 112.

<sup>47</sup> Hayriye, Kayi. **Teaching Speaking: Activities to Promote Speaking in a Second Language**, (Nevada: University of Nevada, 2006), p. 15.

Nevertheless, the fear of being unable to speak English and understand 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, lecturers' usage, easy content and personal introduction, but they can tell a little story and have missed several important points. Poor speakers stop speaking when the going gets detail and difficult to understand both strategies and methods.

Linguistics is also a scientific study of language which learners are always faced when they have to talk English such as poor in English, words, and phonology, especially in vocabulary and pronunciation, linguistics problems that affect students become poor in speaking skills. As Richards claims there are some typical learners' problems in speaking. Those problems are as the following:

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

Vocabulary is an essential word that people should have to know in their daily communication, it is very important when talking with people. Not only interact with foreigners and also connect to foreign students, if they can speak very well, and be able to take speaking skill to advance in English communication. As Huyen confirms that in order to communicate well in a foreign language like English, student should acquire an adequate number of words and should also know how to use them accurately.<sup>48</sup> 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.<sup>49</sup>

#### **B. Poor in Grammar**

Grammar is the system of a language structure in the process of learning English to be complete both theory and practice in classroom. If learners are low in communication as negative thinking, some may often face the same problems, lack of confident, rather than as a performance they cannot accomplish in real life. According to Celce-Murcia said that grammar become difficult because learners do not learn structures one at a time. Even the learners appear to have mastered a

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<sup>48</sup> Huyen, Nguyen Thithanh, "Learning Vocabulary through Games; The Effectiveness of Learning Vocabulary Through Game", *EFL Asian Journal*, Vol. 5, No. 7-10, Issue 4: (Dec. 2003).

<sup>49</sup> 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.



particular structure; it is not uncommon to find backsliding occurrence with the introduction to the learners' inter-language. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to the newly emerge modal verb, thus producing errors such as "she can speak English".<sup>50</sup> 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 begin 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)

Wanchid demonstrated that an attitude of 30 Thai students towards speaking English at work. This study also examined the problems faced by the Thai students in three situations: in meetings, in face to face conversations, and while making presentation. A questionnaire was used as instrument to collect data. The result indicated that Thai students seems to have positive attitudes towards the importance of speaking English in order to communicate effectively in their workplace, as they were motivated by the prospect of advancement or future employment opportunities. In conclusion, it could be argued that instrumental motivation was more influential than integrative motivation. The problems that Thai students reported with their speech 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

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<sup>50</sup> Celce-murcia, *Teaching English as a Second or Foreign Language*, (United State of America: Heinle % Heinle, 2001), p. 9.

considered to be only moderate problems, and lack excitement was indicated as the least significant problem.<sup>51</sup>

Amornrattanasak shown 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 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 lacking of background knowledge when they are writing about. Regarding the needs for students' language skills practice, it can be concluded that the students preferred the four basic language skills that will be useful in their daily life such as how to make a conversation, how to write notes or filling in forms, or reading news.<sup>52</sup>

For instance, the speaker might say that he believes as believed. This is similarly sound that makes speaker can confuse in pronouncing, it might be a cause of stress or inaccurate sounds 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. On the other hand, Krashen explains 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.<sup>53</sup>

Pronunciation is also important in speaking English because a good and correct pronunciation makes the message in a conversation to understand. In many cases, 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

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<sup>51</sup> Wanchai, R, **Attitudes towards speaking English at work, A case study of the employees of OMG Metal (Thailand), Col. Ltd**, (unpublished case study, King Mongkut's Institute of Technology North Bangkok, Bangkok, Thailand, 2003), p.1

<sup>52</sup> Amornrattanasak, P. "Problems and obstacles of learning and teaching English in Ramkhamhaeng University", **Unpublished research**, (Ramkhamhaeng University, Bangkok: Thailand, 1999), p. 1

<sup>53</sup> Krashen, S, "School libraries, public libraries, and the NAEP reading scores, (School Library Media Quarterly)", **SLMQ Journal**, Vol. 23, No. 4, (Summer 1995): 76.

they make errors in other areas, whereas learners whose pronunciation is difficult to understand that will not be understood, even their grammar is perfect.<sup>54</sup>

All in all, the result of the study indicated that the incorrect pronunciation will make students weak and lack of confidence, these problems are an obstacle to achieve the goal of learning. Therefore, learners must do everything and always practicing with better in English speaking skills.

## 2.4 Learning Speaking English as a Foreign Language (EFL)

In language teaching, teachers and learners are most played more English speaking skills to use in the classroom, and are an essential part of language course both school and college includes universities.

Indeed, Harper stated that “beginners have the most difficulty in learning a new sound system.<sup>55</sup>” Because accent and pronunciation help students in direct way for improving English speaking ability, more confidence and more experiences of learners will take advantage in all parts of grammatical spelling, punctuation, accuracy, coherence and they will be able to speak effectively.

Cayer, Green and Baker focused on the relationship between learning of speaking and learning other language skills. They discovered that speaking can improve reading and writing skills. However, it is obvious that teaching, speaking are ignored. It is claimed that “speaking is the heart of second language learning, despite its importance; speaking was until largely ignored in schools and universities.”<sup>56</sup>

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internal some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way<sup>57</sup> Apparently, EFL students towards

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<sup>54</sup> AMEP Research Center, **Pronunciation 1**, 2002, [Online], Resource: [www.nceltr.mq.edu.au/pdamep](http://www.nceltr.mq.edu.au/pdamep), (November 28, 2016).

<sup>55</sup> Harper Alan G, (**Call based pronunciation exercises and their Effectives for Beginning ESL learners**, [Online], Resource: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.136.9612&rep=rep1&type=pdf>, (August 26, 2017).

<sup>56</sup> Cayer, R. Green. J. & Baker. E, **Listening and Speaking in the classroom: A Collection of Reading**, (New York: The Macmillan Company. U.S.A., 1971), p. 12.

<sup>57</sup> Ibid. Bashir, “**Factor Effecting Students’ English Speaking Skills**”, *British Journal of Arts and Social Sciences*, 2011,p. 36.

intellectual development rather than as first language as he/she has known already, then, learners should make a plan and lesson from L1 to L2 within their limited command to achieve the target language (L2).

Richards indicated that “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learner often evaluates their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they improved in their spoken language proficiency. He also stated that oral skills have nowadays been in the EFL / ESL course, though the best way of learning speaking skill is to focus on the methodological debate. Students should take advantage of different approaches of learning a language by focusing on characteristics of oral interaction, including turn-taking, topic management, and questioning strategies. In addition, they have to use indirect approaches such as group work, and other strategies.<sup>58</sup> Otherwise, something the learners should know that is the difficulty to learn to speak English, It concludes as the following steps;

1. Hard to pronounce words because it is new vocabulary and confusing on pronunciation.
2. Lack of using when students speak to foreigners or foreign teachers.
3. The lessons are not interesting.
4. People are too shy to speak out and cannot interact with people.
5. Lack of motivation to improve and enhance their English speaking skills.
6. Unable to understand and catch English conversations.
7. Unable to speak English with correct grammar.

Ur also explained that speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are the speakers of that language.<sup>59</sup> Therefore, speaker can produce their accent or the correct pronunciation to use in foreign countries are often talking with native English speakers, due to showing that English is the best language for us, in the same way learners can be practiced from English course or many foreign friends in English class, and teachers are also given the suggests for us to improve in daily life. In order to be able to communicate as well as the effectiveness in their proficiency.

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<sup>58</sup> Richards, J.C, & Rodgers, T, **Approaches and Methods in Language Teaching (2<sup>nd</sup> ed**, (New York: Cambridge University Press, U.S.A., 2001), p. 19.

<sup>59</sup> Penny Ur, **A Course in Language Teaching Practice and theory**, (Cambridge University Press, U.K., 1996), p. 23.

According to Bashir, presented that et al claim that large numbers of language learners agreed that speaking ability is the measure whether or not the speaker knows a language. Those learners explain fluency that it is the ability to speak with others more than the ability to read, write, or understand what they hear. For them, speaking is the most important skill that they need to have, and their advancement in learning a language is assessed by their accomplishments in spoken communication.<sup>60</sup> On the contrary, speaking involved that almost all cultures have an equivalence from the speaking English, it also increased extensively in the university up to today, and has provided and specific basic of the methods and strategies for learners not only in teaching or learning but it also offers an opportunities to make different to change something as we decide very much.

Malamha stated that pair-work, group-work, and informal chat are some interactive activities that would help students to be engaged in the classes. In addition, he also suggested that the teacher has the ability to stimulate the learners by using the pair work which makes the students free and enjoy asking questions and giving answers on certain task that is involved in the curriculum.<sup>61</sup> Besides, Evans and John stated, “in communication practice, it is better {that} the students are divided into pair and group for the big size of the class, and then making some questions and responding is obtained from the other groups” they also indicated, “Based on the some experts, oral communication practice will be better if the interaction is involved in pair and group work. The students will be free to express their own ideas and build the sentences.”<sup>62</sup> However, the stress on specific parts of utterances, the ability to express emotion and shared their mind through greeting or disagreeing, expressing surprise, stories telling, shock or approval.

Richmond et al. discussed that in order to makes the student keeps talking, asking questions and responses it the best way to achieve that. But, instructors do not need to make answering the questions as a threatening experience. Students who are suffering from a high level of communication apprehension will probably answer, “I don’t know” to avoid any embarrassment. Any students will be embarrassed if he/she was asked some question he/she cannot

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<sup>60</sup> Ibid. Bashir, “**Factor Effecting Students’ English Speaking Skills**”, British Journal of Arts and Social Sciences, 2011, p. 39.

<sup>61</sup> Malamah, A.T **Classroom Interaction**, (Oxford University Press, U.K., 1987), p. 12.

<sup>62</sup> Evans, T.D. & John, “Developments in English for Specific Purpose”, **M.A., Thesis**, (Cambridge University Press, 1998), p. 199.

answer.<sup>63</sup> So, they have to learn people's cultures and can be able to interact formal/informal technical tones, as Muangmood suggested that attitudes are internal factors that affect spoken language. An attitude or a set of attitude can be described as a feeling about somebody or something based on individual experience. A student with positive experiences tends to have a more positive attitude. On the other hand, he had studied with a negative attitude seems unlikely to study English, which can be related to a failure of learning. Besides, students with positive attitudes can achieve higher scores than those who have negative attitudes.<sup>64</sup>

Moreover, Mokkarawut also proposed that a bad attitude towards learning could create a cycle of motivation in which the learner experiences difficulty in applying their skills for the purpose of communication. A negative attitude could lead a student who does not want to practice speaking English. As a result, they become afraid of speaking English, and their ability to communicate in English in real-life situations was limited.<sup>65</sup> And it was found in Wanthanasut's study that students were found to be afraid to consult with their teachers. They complained that they had too much homework and had not enough time to practice English in class.<sup>66</sup> In addition, it would be better than theory, if student looks forward to improve speaking English skills with good attitudes and willingness to communicate with their target. According to Mokkarawut, supports that this idea in both Thailand and foreign countries.<sup>67</sup>

Furthermore, making the best situation for class in learning English is at our home when speaking out and expressing with feel comfortable in vigorous emotion, so that they will be able to accumulate skills due to having an inspiration or idol dedicated to your English work will keep you organized and motivated adroitness. As Ur, he added that "there are four main problems encountered by

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<sup>63</sup> Richmond, V.P, Wrench, J.S & Gorham, J., **Communication, Affect, and Learning in the Classroom 3<sup>rd</sup> ed.**, (United State of America, 2009), pp. 32-34.

<sup>64</sup> Muangmood, Y, **Factor effecting entering student's ability to speak English**, (Suvanabhumi, Phranakhon Si Ayuthaya Wasukri campus, Ayuthaya, Thailand, 2005), p. 14.

<sup>65</sup> Ibid. Mokkarawut, S, **An investigation of Factors affecting English speaking**, 2006, p. 24.

<sup>66</sup> Wanthanasut, L, "The problems of English speaking of MattayomSuxsa 1 students at Phosai Pittayakarn School, **"unpublished Master's thesis"**, (Ubonrachathani Educational service Area 2 UbonrachathaniRajabhat University, Ubonrachathani, Thailand, 2008), P. 8.

<sup>67</sup> Ibid. Mokkarawut, S, **An investigation of Factors affecting English speaking**, 2006, p. 8.

students, which is a barrier to improve English speaking. They are as each explanation the following.<sup>68</sup>”

#### 1. Inhibition

It involved that learning in classes it can go directly which they reveals factors and tools include experience’s ability of a learner on trying to be better than they actually are as Littlewood argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.<sup>69</sup>” They face many obstacles both worried and pronunciation while they have no guides for adjustments and solving, and also negative emotional reaction when learning or using a second language. In other words, Ur states that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism of losing face, or simply shy of the attention attaches their speech.<sup>70</sup>”

#### 2. Without confidence

When they say something that they are only saying “Hello, How are you today, and I am fine thank you and you?” like this it might because they have a lot confused and face the same situation such as foreigners or tourists are asked them. However, Rivers says that “The teacher may have chosen a topic which is uncongenial to him [the teacher] or about which he knows very little, and as a result, he has nothing to express, whether in the native language or the foreign languages.<sup>71</sup>” As Robin J, has suggested that A learner’s attitude can also be defined as how they feel about other aspects of the target language, such the culture and people associated with it.<sup>72</sup> Moreover, teachers and students struggle purposes of affiliation will leads to efficacy with applying into English room and learners must have confident inclination to have attainment is to immerse yourself in English as much as possible.

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<sup>68</sup> Ibid. Penny Ur, **A course in language Teaching: Practice and theory**, p. 6.

<sup>69</sup> Littlewood, W, **Communicate Language Teaching**, (Cambridge University Press, 1999), [Online], Resource: <https://koreatesol.org/sites/default/files/pdf/Littlewood%20%20Teaching%20English%20PDF.pdf>. (August 17, 2016 )

<sup>70</sup> Ibid. Penny Ur, **A course in language Teaching: Practice and theory**. 111.

<sup>71</sup> Rivers, W., **Teaching Foreign Language Skills University Of Chicago Press**, Chicago, 1968, p. 192. Refer in The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skills and Their Speaking Anxiety, Mohammed Zaki Aljadili, Master Degree , 2014.

<sup>72</sup> Robin, J, & Thomson, I, “How to be more successful Language learners”, **USA: Heinle, Journal**, TESL-EJ Vol. 1. No. 3 R- 14 (March, 1995): 6.

### 2.4.1 Using Activities to Improve Speaking English

Harmer proposed that speaking activities enable students to practice discussions which take place outside the classrooms in the form of free discussions. He maintains that speaking activities provide feedback for both teachers and students in the sense that the teacher can assess the strengths and problems of the students in speaking English, while the students can realize what a particular kind of speaking activity is, and what they might need to do to improve their speaking competence.<sup>73</sup>

Stephen noticed that speaking activities can be divided into three important types: (a) controlled activities, (b) guided activities and (c) free activities. Controlled and guided activities are important with regard to improve accuracy. In contrast, free activities are an essential for enhancing fluency, repetition drills are examples of controlled activities, guided conversation is an example of guided activities, and storytelling is a type of free activity.<sup>74</sup>

Budden suggested that some activities for teaching EFL speaking. These activities includes interesting and motivating topics, such as press conferences, discussions, fashion statements, talking about the past, one word stories, conversational English, consequences, role play, shopping role plays, telephone role plays, shopping service role plays, storytelling grid, in storytelling.<sup>75</sup>

Kayi provided that “ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful task that promote oral language. These classroom activities which can be used for teaching and speaking include role – plays, simulations, information gaps, storytelling, interview, story completion, reporting, playing cards, picture narrating, and picture description. However, speaking activities should be suitable and useful for the learners. In designing these activities, the teacher should bear in mind the level of the student and the purpose of the activities.<sup>76</sup> Apart from that, Lim presented the

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<sup>73</sup> Harmer, J, **The practice of English Language teaching, (3<sup>rd</sup> impression, 1992), English**, (Longman Pub, 1991), New York: U.S.A., 1991), p. 4.

<sup>74</sup> Stephen, J., **Speaking activities**, [Online], Resource: <http://www.go4english.com/tp/read.php?united=1245&pageid=2375>, (February 6, 2017).

<sup>75</sup> Budden, J, **Speaking Activities**, [Online], Resource: <http://www.teachingenglish.org.uk/article/role-play>, (August 26, 2017).

<sup>76</sup> Kayi, H, **Teaching Speaking: Activities to promote speaking in a second language**,2006, [Online], Resource: [http://www.paccall.org/2004/2004proceedings\\_papers/harper.pdf](http://www.paccall.org/2004/2004proceedings_papers/harper.pdf), (November 3, 2016).



following ideas that should be kept in mind when planning speaking activities:<sup>77</sup>” Furthermore, Lunpraphan studied problems in speaking English found that students requested activities that motivated them to use English with all four skills. The teacher should encourage students with interesting activities and make them practice their speaking English.<sup>78</sup>

As Rathnayke Dulani, noted that the main purpose of watching English movies on their own but not in a class room is to provide more exposure as the participants can watch the same movie again and again. If lack of time is a limitation to achieve the purposes the participants are encouraged to watch the films parts by parts.<sup>79</sup> More specifically, in order to implore students an explicitly increased their requirement and building motivation of learners as well as leads students have participates in the group of camp. Afterward, speaking thought English movies or DVD player, it will help people learn to pronounce English rhythm in a more natural way. Music is one of the best tools for learning English pronunciation. Watching with subtitles and then, when you feel more comfortable make a good impression on your audience, especially will gain more opportunities to learn language usage in real life such as pronunciations, vocabulary and knowledge of colloquial expressions can help learners for developing oral and listening skills. Otherwise, use of English language movies in ESL classrooms will give a refreshing learning experience for students in English both first native tongue and others languages. Thus, English movie activities will give widespread communication fluently with the confident experiences and students can be able to enhance how they should use English language movies with their ubiquitous expect.

The students will be confident if his/her pronunciation or accent is excellent, an increased exploring to English which gives student benefits to use their English speaking skills by using an opportunity to practice and use English both inside and outside the classroom. Both students and teachers are all joined activities

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<sup>77</sup> Lim, K. **Teaching Speaking**, 1993,[Online], Resource : <http://writing.colostate.edu/guides/teaching/esl/speaking.cfm>, (Nov 13, 2016).

<sup>78</sup> Lunpraphan S, “A study on problems in learning English of diploma in vocational.” education students at ST. Joan of ARC’s Technology School, **Unpublished Master’s Thesis**, (Srinakharinwirot University, Bangkok, Thailand, 2004), p.1

<sup>79</sup> Dulani Rathnayke, “Using English–language movies to develop speaking and listening skills of ESL learners”, **Research Paper**, (Pasdunrata National College of Education, Western Province, Sri Lanka, 2016), p. 11.

together. According to Gary James stated that one of the most important skill needed in school is that ability to understand what the teacher is saying.<sup>80</sup>

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

## 2.5 Research work concerned

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.<sup>81</sup>

The Ulster University Staff aimed that communication strategies are the keys to cross the culture and achievement target object or action to open the door of the problems as “Every day of our lives, we use questions. Much of our day to day conversation involves either asking or answering questions. However, we do not use the skills of questioning to our full advantage.”<sup>82</sup>

Nittima Kositchart mentioned that the Thai AFS exchange students' problems and needs in English listening and speaking proficiency in the United States of American that in terms of the 9 problematic English listening areas, the respondents often had difficulties comprehending jokers or puns (2.93), and nearly half of the respondents were unable to catch to understand English idiom (2.72) and

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<sup>80</sup> Gary James, **Interactive Listening on Campus, Authentic Academic Mini-Lectures**, (U.S.A: Heinle & Heinle Publishers, 1992), p. 12.

<sup>81</sup> Marriam Bashir, Muhammad Azeem and Dr. Ashiq Hussain Dogar, “Factor Effecting Students' English Speaking Skills”, **British Journal of Arts and Social Sciences** ISSN: 2046-9578, Vol. 2 No. 1, Inc. 2011, [Online], Resource: <http://www.bjournal.co.uk/BJASS.aspx>, (March 3, 2017)

<sup>82</sup> Tara Dixon, **Staff from the University of Ulster, Communication skills**, [Online], Resource: <http://www.practicebasedlearning.orgproject>, (December 12, 2016).

the third chosen statement was being unable to catch the words when the speakers speak too fast (2.63).<sup>83</sup>

Whether communicating in professional tools, people can make relationship and discover as the social interaction which is the process of sharing information by carrying on the specific information of the sender or encoder to a receiver or decoder in the several objectives to apply in direct and indirect ways. However, communication strategies will make the symbolic activity, communication process, important messages via language as well as make up of variety: elements: senders to receivers, channels, information, noises, media, feedback, attitude, and the environment.

Communication strategies furnished the methods used both teachers and students to enhance success and also can be able to speak English. Especially, they need to develop their English ability, by using the process and the procedure and how to use strategies to practice effectively. Besides, every strategy can solve the problems of English learners and help student have confidence in their class included real-life. Students must prepare before they express or explain the detail of speech as well as they also aim at the listeners, it is obvious that speaking plays an important role in language learning because if they begin very well, they will be accomplished to be a successful speaker. Additionally, Devito describes that the theories and principle of human communication.”<sup>84</sup> It is strategically techniques a necessary for affiliation in the domain of transportation or accommodation and convey to the world of business conferences, academic paper, and other official gatherings. Thus, they gain a lot of knowledge and experience that have appeared in the newspapers, news, internet, and also TV, it is a new way to improve English communication skills.

Nillaphaaimed that the strategies most frequently used by Mattayomsuksa 6 of students in the Phraharuthai Nonthaburi School, the cognitive strategies such as the key word technique and semantic mapping were the less

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<sup>83</sup> Nittima Kositchart, “A study of Thai AFS Exchange Students’ Problems and Needs in English Listening and Speaking Proficiency in the United States of America”, **Research Paper**, (English for Careers, Language Institute, Thammasat University, Bangkok, Thailand, 2001), pp. 32-33.

<sup>84</sup> Joseph A. Devito, **Human Communication**, (the Hunter College of the City University of New York, U.S.A., 2000), P.2.

commonly used strategies.<sup>85</sup> Thus, for ensuring accurate communication, both sender and receiver they must be operating in the same point of view.

Yothasamutr stated that some of the most preferable discovery strategies are using bilingual dictionaries and consulting classmates and the teacher for the meaning of the new word. In addition, the finding has shown that high achievers use more learning strategies than the low achievers.<sup>86</sup> Absolutely, using language learning strategies is great help for the learners to enhance their speaking skills. Especially, using the strategies such as the videotape or CD and DVD, to help the learners to develop speaking skill.

On the other hand, it can be referred that everywhere around the world. People have to use languages and provided connecting in many countries for tourism and hospitality courses can help learners to be able to unconsciously apply their knowledge from hotel, food, and beverage service, travel agencies, and tour operations. Learner can develop and lead to success in the fields of effective communicators and also look like a tools or techniques as Clark said that computers are communicating with each other when software from one computer sends electrical energy in a particular form to another and causes software in other computer to perform operations.<sup>87</sup> On the contrary, they can use unique technique to control their speaking to carry on contact mentioned to increase their plan, and making conversation strategies to encourage learner's fluency and accuracy.

Similarly, Marsen defined that the behavioral approach to communication is generally associated with examines statistical trends, psychological processes and measurable methods of analysis. As an academic discipline, mostly in response to the aim of investigating the effects of political campaigns and the changes in public opinion.<sup>88</sup> The communication activity always confirms that being able to communicate, that will help individual to succeed in a wide array of different speakers and learners both in careers and types of businesses.

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<sup>85</sup> Napasinee Nillaphan, "A study of using English vocabulary learning strategies of M.6 students in Phraharuthai Nonthaburi School in the first semester of the academic year 2006", **Unpublished master's research**, (Language Institute: Thammasat University, Bangkok, Thailand, 2006), p. 22.

<sup>86</sup> Husna Yothasamutr, "A survey study of English vocabulary learning strategies used by M6 students at Bangkokvittiya School", **unpublished master's research**, (Language Institute: Thammasat University, Bangkok, Thailand, 2006), p. 22.

<sup>87</sup> Billy Clark, **Relevance Theory**, (Cambridge University Press, USA, 2013), p. 97.

<sup>88</sup> Sky Marsen, **Communication Studies**, (Palgrave Macmillan, British, 2006), p. 3.

Tsui stated from her study that the key to encourage students to communicate to create a low-anxiety classroom atmosphere. She also formulated 2 strategies for overcoming anxiety and reluctance to speak, used by the teachers in her study. The first strategy is lengthening the waiting, for extended to allow students to think about the question and to come up with an answer. The second strategy to improve questioning technique. This strategy deals with incomprehensible input or vague.<sup>89</sup> Thus, the learners can use foreign language to communicate with others, support and increase their higher skills and quality, include helping them to find the goal of speaking skills.

Ketwaew conducted a study of cabin attendants' needs of English. The study investigated the needs for English, the important functions of the language, the problems in using the language and the needs to improve the English skills of cable attendants. The results revealed that English was highly important to air stewardesses, air pursers and flight managers in Thai Airways International. Listening and speaking skills were the most needed. Problems of using the four skills were moderate for all of them. Air stewards and air stewardesses needed to improve their listening and speaking skills most, while air pursers and flight managers needed to improve all four skills from moderate to high levels.<sup>90</sup>

In addition, an important study points out that motivation and attitudes pay an important role for identify speaking problems. Skold explored student's attitudes towards spoken English, and how these attitudes appear to be related to their oral communication in the classroom. The result of this study revealed that "motivation and anxiety are psychological factors that play a significant role in the learning process, affect pupils' willingness to communicate, and consequently their oral production in different tasks."<sup>91</sup> Likewise, Onkao conducted a study to survey the factors that had a negative impact on the spoken English of employees at Stars Microelectronics Company. A questionnaire was used as instrument in this study. This study was conducted with 102 employees, and it was found that factors such as

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<sup>89</sup> Tsui, A.B. M., **Reticence and anxiety in second language learning**, In K. M., Bailey and D. Nunan (eds.), **Voice from the Language classroom: Qualitative research in second language education**, (Cambridge: Cambridge University Press, U.K., 1996), pp. 145-167.

<sup>90</sup> Ketwaew, M.A., "Survey of Cabin Attendants' Needs of English", **Master's Thesis**, (Teaching, Bangkok: Graduate School, Kasetsart University, Bangkok, Thailand, 1997), p. 41.

<sup>91</sup> Skold, **Spoken English in the EFL classroom: A study of Swedish pupils' attitudes towards spoken English**, p. 1, [Online], Resource: <http://www.diva.portal.org/smash/get/diva2:5726/fulltext01>, (26 August, 2017).

learning conditions, motivations, attitudes and the quality of the English teacher did not cause problems for them. On the other hand, English exposure was a problem for employees when it did not focus on the English their need in their daily lives. They reported that they were exposed to English only when were at work and they only listened to English songs. As a result, they had less exposure to English and always had problems with their spoken English. In order to solve this problem, the students suggested that the company should provide them with the type of English they need in their lives. This course, with a focus on practical English, may help them to improve their spoken English.<sup>92</sup>

According to the study of Yan, teacher should be aware of the fact that anxiety is innate and commonly exist, but that they could help students to reduce their anxiety and improve the class atmosphere. It was a teacher's duty and responsibility to create a comfortable atmosphere for their students. Otherwise, it can make students relaxed and confident to speaking inside and also outside the classroom. Therefore, the mood of the students has a significant impact on successful language learning. For this reason, teacher should provide students with a classroom environment that has a variety of visually and mentally stimulating materials.<sup>93</sup>

Actually, they will improve students towards speaking English in class and outside, which they should set a goal, identify problems and find appropriate solution. Especially, building positive opinions toward language processes that can solve problems as step by steps and lead to success in communication effectively in their life.

In summary, as mentioned above communication are very significant and necessary for all people, communication strategies are techniques, plans, model, pattern are attempts which used to solving the problems of students when they confronted with difficulty in communicating. Thus, the goals of communication strategies are greatly helped for the learners to improve their speaking skill, not only for connecting to people around the world with the easiest way to inform or announce, trade and educational systems, but also giving the opportunities to create

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<sup>92</sup> Onkao, J, "A survey study of the factors affecting learning to speak English to employees at Star Microelectronic"(Public) Co., Ltd, **M.A. Thesis**, (Language Institute, Thammasat University, Bangkok, Thailand, 2009), p. 55.

<sup>93</sup> Yan, **Effects of anxiety on speaking performance and suggestion for improving speaking teaching**,(Shandong University of Science and Technology, China, 2005), pp. 11-17.

the new world of communication with speaking skills lead to attract people to be successful learner.

## 2.6 Conceptual Framework

This research has been studied from other research theories and concerned research studies which is defined by conceptual framework as follow:

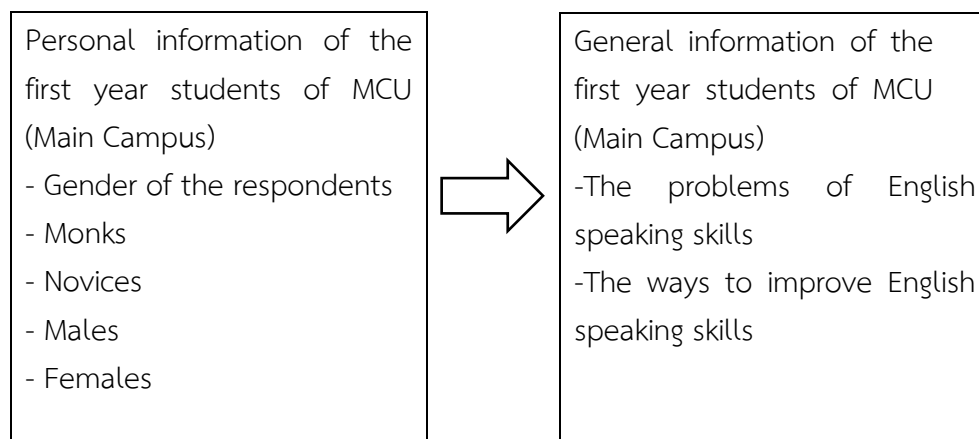
**Independent Variables** which refer to personal information, gender of respondents, monks, novices, male and female.

**Dependent Variables** are the problems of the first year students at Mahachulalongkornrajavidyalaya University, at the two different parts of English speaking skills.

Figure 2.1 Shows conceptual framework

(Independent Variables)

(Dependent Variables)





## CHAPTER III

### Research Methods

This chapter is aimed to describe the methods of the research which identify the type and scope of the problems. Researcher studies the previous problems based on English speaking problems from academic books, documentary survey, research works, thesis books, journals with solving the problems, after that researcher will analyze it.

With regard to research methods, they are focused on in-depth interview and questionnaires. Therefore, this present research is mainly on the problems of English speaking skills of the first year students of Bachelor's Degree, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

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

3.1 Research Design

3.2 Sample Design

3.3 Research Tools

3.4 Data Collection

3.5 Data Analysis

#### 3.1 Research Design

This study is a mixed methods research including qualitative and quantitative methods in nature.

3.1.1 To collect data from English articles, thesis, journal, internet, textbooks, documents, and academic books of English language, which are very important resources in previous institutes, i.e. Ramkhamheang University Center Library, Mahidol University Library, Kasetsart University Library, Thammasat University Library, Chulalongkorn University Library.

3.1.2 To choose 63 undergraduate students of the first year class who are studying in English, Bilingual program, Mahachulalongkornrajavidyalaya University (Main Campus), Wangnoi District, Ayutthaya province.

3.1.3 To study about the problems of English speaking skills by using questionnaires for testing students which are classified definitely in the method.

#### **Key informant**

In this study, it is qualitative and quantitative methods, aiming to study English speaking techniques and analyzing the data, including the usage of the tools that are questionnaires and interview. Questionnaires are used for testing 63 first year students. All interviewees are five English teachers and one an English native speaker who are currently teaching English subjects at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

### **3.2 Sample Design**

#### **3.2.1 The Respondents and Sample methods**

The respondents of the study are consisted of 63 first year undergraduate students, who are now studying English, Bilingual program, Faculty of Humanities, at Mahachulalongkornrajavidyalaya University. (Main campus), Lamsai Sub-District, Wangnoi District, Phra Nakhon Si Ayutthaya Province, in the second semester of the academic year 2016. Therefore, it is possible that the first year undergraduate students are from many English speaking levels. Thus, they should know the problems and the ways to improve English speaking skills.

#### **3.2.2 Information of respondents**

The information of the respondents involved with gender, age, English subject and academic year. All of these are measured in a nominal scale that can be described in the following;

**Gender** is clearly showed the number of the monks, novices, male and female who are now studying at Mahachulalongkornrajavidyalaya University, which can be classified into 4 groups, namely monk, novice, male and female.

**Age** is the obvious studying of the first year students, which shows the different age of students, who come to study at Mahachulalongkornrajavidyalaya University that has been divided into three groups;

18 - 20 years old

21 - 30 years old

30 years up

**English subject** is an international subject which refers to English major, bilingual program, as an important tool for learners to improve speaking skills of English language.

**Academic year** is current studying of training and instructions, especially of monks, novices and young people, including students in schools, colleges, university, etc. Then, designing to develop the knowledge and the ability in using English speaking skills of the first year students.

In addition, the respondents are eligible students who are always studying in daily communication classes and repeat endlessly the lesson both in the university and outside. Thus, the students would have been comprehended and be able to approach English speaking skills extensively.

### **3.3 Research Tools**

#### **3.3.1 The Qualitative Method**

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

##### In-depth Interview

Researcher points out to interview people who are skillful teachers at English language, especially in speaking skills, related to five English teachers and one English native speaker.

#### **3.3.2 The Quantitative method**

The format of the questionnaires is making to develop English speaking skills by using questions; to survey of the first year students

Part one: Personal information of the participants

This questionnaire involved the background about personal information of participants. Demographic detail includes monks, novices, male, female, gender, age, English subject and academic year of the first year students.

Part two: The problems of English speaking skills.

In this section, it is especially aimed to answer research questions of this research, designed by using 63 questionnaires about the problems of English speaking skills by using a Five-Point Likert Scale to measure the 63 first year students consisting of five choices: strongly agree, agree, moderately, disagree, and strongly disagree.

The criteria is provided as the following;

**Table1: Rating for the five-point Likert scale**

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

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

This section is to find out the ways to improve English speaking skill for the first year students about English speaking skills through authentic material that they have encountered. Therefore, this section is specially aimed to use the questionnaire, by using a Five-Point Likert Scale to measure the 63 first year students, consisting of five choices of the criteria provided as the following;

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

Part Four: Opinions & Suggestions about the improvement of English speaking skills.

### 3.4 Data Collection

Collecting data of the research study is consisted of two methods that are primary data and secondary data.

#### 3.4.1 Primary Data

Primary data is collecting information from the target group of the previous research study, consisting of the 63 first year students, by answering the questionnaires, the researcher makes up the questions and suggestions, opinions about the problems of English speaking skills and the ways to improve English speaking skills. Especially, in-depth interview, the researcher has emphasized those lecturers who are the professional teachers in English subjects.

### 3.4.2 Secondary Data

Secondary data is collecting information from documentary survey such as academic books, theses, journals; these things are used for supporting information in this study. The documentary survey is provided as guidelines to amplify the research to be completed from the previous study.

## 3.5 Data Analysis

Data analysis of the research study is to analyze the data of the problems of English speaking skills, divided into 5 parts as the followings:

3.5.1 To analyze the data obtained from questionnaire on the problems of English speaking skills of the first year students, and to find out the ways to improve English speaking skills for the first year students.

3.5.2 To analyze the data obtained from in-depth interview about the problems of English speaking skills and the ways to improve English speaking skills of the first year students of Department of Foreign Languages, Faculty of Humanities, at Mahachulalongkornrajavidyalaya University (Main Campus).

3.5.3 For statistic method, the researcher has used descriptive analysis percentage, mean and standard deviation (S.D.), to analyze, calculate, the data in summary up.

3.5.4 After getting the questionnaires that are collected from students in the Bachelor of Arts program in English, Bilingual program, the data obtained from the questionnaires will be analyzed by the Statistical Package for Social Science (SPSS), descriptive statistics of frequency and percent.

3.5.5. To analyze the data, the problems of English speaking skills and the ways to improve English speaking.

## CHAPTER IV

### Results of the Data Analysis

As mentioned in the previous chapter, the objectives of the study are aimed to present the results of data analysis from the study of the problems of English speaking skills of 63 first year students, majoring in English, Bilingual Program, Faculty of Humanities at 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 obtain information of the various data from the first year students in the academic year 2016.

The salient points of presenting mainly to explain in this study can be divided into four notable points as the following;

- 4.1 General information of the respondents
- 4.2 The problems of English speaking skills
- 4.3 The ways to improve English speaking skills
- 4.4 Interviewing people

All of the notable point can be describe as follows:

#### **4.1 General information of the Respondents**

This part indicates the general background information of the respondents. Especially including status, age, how long have you studied English, English speaking subject, concerning the demographic data of the first year students. The results were shown on the questionnaire and interview data as follows:

**Table 4.1** General information of the respondents

Status of respondents	Frequency	Percentage
Monks	31	49%
Novices	22	35%
Male	5	8%
Female	5	8%
<b>Total</b>	<b>63</b>	<b>100</b>

As show in Table 4.1, As indicated in this study focusing at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus), Ayutthaya Province, Thailand. As shown in Table 2 shows, the majority of the participants are 31 monks with 49%, while 22 novices with 35%, 5 males with 8%, and 5 females with 8%. Thus, the researcher uses frequency and percentage to analyze the data in the following.

**Table 4.2** Age of the respondents

Age	Frequency	Percentage
18-20 years	20	27%
21-30 years	40	54%
30 years up	3	19%
<b>Total</b>	<b>63</b>	<b>100</b>

According to Table 4.2, it shows the average age of the respondents who are studying at Mahachulalongkornrajavidyalaya University (Main Campus), Ayutthaya Province, Thailand. About the age of respondents, there are all 63 first year students. Most of them are 21-30 years old with 54%, while period between 18-20 years old with 27%. Preferably, students are more than 30 years up for 19%.

**Table 4.3** Different understanding in speaking skills of first year students

Age	Different understanding in speaking skills	Number of students	Percentage
18-20 years	Speaking skills understanding	20	27%
21-30 years	Speaking skills understanding	40	54%
30 years up	Speaking skills understanding	3	19%
	<b>Total</b>	<b>63</b>	<b>100</b>

According to Table 4.3, it shows that understanding in speaking skills from the first year students aged 21-30 years can understand speaking very well, consisting of 40 students or 54% because some first year students have experienced in using English before studying in university and some first year students usually speak English from the internet. For some first year students aged 18-20 years understand speaking skills less, about 20 students or 27% because they seldom speak in daily conversation, generally speak in Thai language. Furthermore, 3 students or 19% cannot understand about speaking English because they have never learnt English for practice before entrance to the university. Particularly, this is different understanding in English speaking skills of the first year students, majoring in English, Bilingual Program, Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus).

**Table 4.4** How long have you studied English

How long have you studied English	Frequency	Percentage
Less than 5 years	37	58.7%
10 years	5	7.9%
More than 10 years	21	33.3%
<b>Total</b>	<b>63</b>	<b>100</b>

According to Table 4.4, which reveals that the number of that respondents who have been studying English, which consists of less than 5 years; 37 students with 58.7%, while some group of students more than 10 years; 21 students with 33.3%, and only 5 students who have studied English for 10 years with 7.9%.



**Table 4.5** English speaking subject has taken in each semester

English speaking subjects	Frequency	Percentage
Three subjects up	0	0.00
Two subjects	63	100%
One subject	0	0.00
<b>Total</b>	<b>63</b>	<b>100</b>

According to Table 4.5, it can clearly present that the number of English speaking subjects that the respondents have taken in each semester majoring in English found that all 63 first year students have been studying 2 subjects in each semester with 100% of the respondents.

#### 4.2 The problems of English speaking skills

As indicated in the questionnaire for this study, it mainly leads to understand the problems and to find out the ways to improve English speaking skills for the first year students, majoring in English, Bilingual Program. Therefore, the second part of the student's questionnaire contained 15 items for the problems of English speaking skills, and comprises of 17 questions. Every item has five choices: (5) strongly agree, (4) agree, (3) moderately, (2) disagree, (1) strongly disagree. These items are divided into five sections: the problems of English speaking skills.

**Table 4.6** the problems of English speaking skills

No.	The Problems of English Speaking Skills	$\bar{X}$	S.D.	Interpretation
1	Feeling too shy to speak English.	3.56	0.876	High
2	Having a limited vocabulary.	3.22	0.706	Moderately
3	Felling nervous and worried when I speak English.	3.06	0.821	Moderately
4	English pronunciation is rather poor.	3.32	0.800	Moderately
5	Feeling pressure in giving a speech.	3.44	0.876	Moderately
6	Not know what I am speaking	3.51	0.669	High
7	Cannot speak English for a long period.	3.52	0.948	High
8	Being nervous while I am speaking English	3.33	0.696	Moderately
9	Being afraid of talking English with foreign students	3.14	0.913	Moderately

**Table 4.6** the problems of English speaking skills (continued)

No.	The Problems of English Speaking Skills	$\bar{X}$	S.D.	Interpretation
10	Difficult to speak English.	3.32	0.895	Moderately
11	English grammar seems rather difficult to do it correctly.	3.25	0.842	Moderately
12	Unable to discuss in English.	3.32	0.877	Moderately
13	Not having confidence when I made a mistake	3.40	0.773	Moderately
14	Unable to clearly express my ideas in English.	3.40	0.814	Moderately
15	English words seem difficult to pronounce.	3.30	0.775	Moderately
	<b>Total</b>	<b>3.34</b>	<b>0.819</b>	Moderately

Table 4.6, it is particularly shows the result from the problems of English speaking skills. It is found that the mean rate of overall English speaking problems of the first year students at 3.34% as the moderately level of all students.

It specially shows that the level of the problems of English speaking skills, it obviously shows that 3.56% strongly agree that feeling too shy to speak English, 3.22% agree that having a limited vocabulary, 3.06% agree that feeling nervous and worried when spoken English, with 3.32% agree that my pronunciation is rather poor, 3.44% strongly agree that is feeling pressure in giving a speech. However, it refers to 3.51% strongly agree that do not know what I am speaking, 3.52% also agree that cannot speak English for a long period, 3.33 agree that having nervous when speak English, while 3.14% be afraid of talking English with foreign students, with 3.32% find that it's difficult for me to speak English, with 3.25% express that English grammar seems rather difficult to do correctly, with 3.32% Unable to discuss in English, with 3.40% I lose my confidence when I made a mistake. At the same time, according to 3.40% shows that cannot clearly express my ideas in English. Finally, with 3.30% reveals that English words seem difficult to pronounce.

It can be concluded, starting from question 1 with 3.56, question 2 with 3.22, question 3 with 3.06, question 4 with 3.32, question 5 with 3.44, question 6 with 3.51, question 7 with 3.52, question 8 with 3.33, question 9 with 3.14 question 10 with 3.32, question 11 with 3.25, question 12 with 3.32, question 13 with 3.40, question 14

with 3.40, question 15 with 3.30. The overall mean score for the problems of English speaking skills of respondents with the amount of ( $\bar{X} = 3.34$ ), it can be interpreted as the moderately high level of the problems.

### 4.3 The ways to improve English speaking skills

**Table 4.7** the ways to improve English speaking skills

No	The Ways to Improve English Speaking Skills	$\bar{X}$	S.D.	Interpretation
1	Motivation to speak English	3.51	0.801	High
2	Using English grammar in conversation	3.56	0.713	High
3	Try to use English every day in the class	3.46	0.820	Moderately
4	Thinking in English while speaking	3.56	0.713	High
5	Speaking to foreign teachers.	3.22	0.888	Moderately
6	Create a small group to train our English	3.44	0.799	Moderately
7	Having a confidence to speak	3.54	0.799	High
8	Keep a positive attitude	3.51	0.759	High
9	Watching English movies	3.41	0.754	Moderately
10	Talking in English every day	3.29	0.974	Moderately
11	Always use English as habitually, even daily conversation	3.49	0.878	Moderately
12	Practice English speaking skills from BBC, CNN news.	3.57	0.837	High
13	Taking a pronunciation course	3.46	0.858	Moderately
14	Speaking English with native speakers	3.41	0.909	Moderately
15	English is an important language	3.81	0.780	High
16	Speaking English from English lesson	3.46	0.839	Moderately
17	Self-confidence can help in speaking better	3.57	0.979	High
	<b>Total</b>	<b>3.50</b>	<b>0.847</b>	<b>High</b>

**Table 4.7:** shows that the level of the ways to improve English speaking skills. The study results reveal that most of participants at 3.51% strongly agree that having motivation to speak English is a very important technique, with 3.56% strongly agree, in using English grammar in conversation, with 3.46% agree that trying to use English every day in the class. Moreover, 3.56% strongly agree that thinking in English

language while speaking can improve speaking skills, with 3.22% also agree that speaking to foreign teachers, with 3.44% create a small group to train our English, with 3.54% having a confidence to speak English including 3.51% keeping a positive attitude, 3.41% watching an English movie, 3.29% improve by talking English every day. However, about 3.49% using English as habitually, even daily conversation. Especially, concerning 3.46% taking a pronunciation course, while 3.41% speaking English with native speakers. At this point, 3.46% training English from English lesson. Finally, self-confidence can help in speaking better and practice English speaking skills from BBC, CNN news are the high score at 3.57%. Importantly, 3.81% are the highest score believe that English is an important language.

It can be concluded, starting from question 1 with 3.51, question 2 with 3.56, question 3 with 3.46, question 4 with 3.56, question 5 with 3.22, question 6 with 3.44, question 7 with 3.54, question 8 with 3.51, question 9 with 3.41, question 10 with 3.29, question 11 with 3.49, question 12 with 3.57, question 13 with 3.46, question 14 with 3.41, question 15 to 3.81, question 16 with 3.46, question 17 with 3.57. The overall mean score of the ways to improve English speaking skills of respondents in this study with the amount of ( $\bar{X} = 3.50$  %), it can be interpreted as the high level of the ways to improve English speaking skills.

#### **4.4 Result of interviewing people concerning the problems of English speaking skills and the ways to improve English speaking skills and other points that are related.**

The results from interviewing people that they pointed about the problems of English speaking skills and the ways to improve English speaking skills of 63 first year students at English major (Bilingual Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus), Lamsai Sub-district, Wangnoi District, Ayutthaya Province. As a result, the interview with five English scholars and one English native speaker is as the following:

The results from interviewing people about the problems and the ways to improve English speaking skills of the first year students in the following topics;

1. What are English speaking problems encountered by your students while teaching English in your class?

Dr. Kham-lang Kongsin who is a scholar in English subject of Mahachulalongkornrajavidyalaya University mentioned that the problems we confronted when we are learning and speaking English in dissimilarity, they have an

inadequate vocabulary enough in speaking English. Either they aren't to trace the lecturers in foreign language or envisage the problems with English communication in all four skills. Afterwards, their efficiency was also affected by feedback during speaking participation. Especially, difficulty in speaking may be additionally aggravated by excessive use of self-remonstrance versus procedure and an inclination to formulate utterances in the native language first. They are afraid of using English in real life, including they do not use English in daily conversation, they face the problems with affiliation information all four skills, which are listening, speaking, reading and writing, as students implicate in class about his experience that learners intentionally speak and make a note in Thai more than English language. Besides, difficulties they meet while learning English, described in various literary sources are not interested in learning. As the learner's attitudes are quite difficult to speak English with foreigners. Further, they have a few experiences in using English at college and they mostly spoke the Thai language in English class. Finally, the problems can be resolved if they can identify their needs about the problems.<sup>84</sup>

2. What are the main problems when you taught your students in English class?

According to Dr. Phra Wichian Parichano provided that the main problem I had often found when I taught English, that is difficult for them to make good pronunciation because Thai students like speaking English mixing with a Thai tonal level, such as -s, z, not appear in Thai, it is difficult for Thai tongue. It is more difficult. In fact, English language has a different accent (American and British English), misunderstanding of speaking skill is a big problem of learner who doesn't exercise in English dialogue. Otherwise, that is very important for learners usually to misunderstand. Furthermore, there are students who are not interested in English and bewildered in the challenging of various language, some subjects taught by only Thai native teachers, they seldom repeat the lecture after class continuously, most of the students are now quite bored to speak English because they have less motivation in learning English, that was affected Thai students looked very nervous when they spoke in front of the class. Sometimes, they were fearful of criticism or

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<sup>84</sup> Interview with Dr. Kham-lang Kongsin, who is a scholar of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).

losing face of exhibited hesitations and pauses. As a result, students commonly stop participating in the speaking activity.<sup>85</sup>”

3. What is the best way to improve English speaking skills of your students?

Asst. Prof. Dr. Phramaha Suriya Voramedhi his stated that a good way to practice is to get an audio sample with transcript or movie speeches listen and speak to one or two sentences in your English pronunciation is to keep your practicing speaking, the more you speak to English the closer you can get to native speaker then using the audio and try to repeat the sentences precisely as the people said to them. Likewise, don't worry too much about grammar, Just do your best to communicate with different speaking skill levels and you'll often be successful even if you often do make a mistake. Second, think of yourself in English especially must keep a positive attitude, watching a movie in the English subtitle, follow the speaking from YouTube video, listen to BBC radio or CCN news, listen and speaking in English in almost of their time. If we need to be a good speaker, first of all, we have to develop listening skill intensively, and then study speaking, reading and writing more and more. However, you have to read many books, by using, Oxford Dictionary of English, Longman Dictionary of Contemporary English Online, reading English books Even try to use an English to English dictionary. Whenever you speak English, take a few minutes out of your day to stand in front of the mirror and speak alone. Furthermore, if you struggle to find out and will be forced into speaking the English language. At least spend time with English speakers obviously, as nobody will hold it against you if you speak more slowly and clearly you'll be gained more message in learning, not only studying in class, Especially, using English activities as much as possible and having new vocabularies. As a result, the best thing to do is to talk with a native speaker. “Practice will make you perfect.”<sup>86</sup>

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<sup>85</sup> Interview with Dr. Phra Wichian Parichano, who is a lecturer of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).

<sup>86</sup> Interview with Asst. Prof. Dr. Phramaha Suriya Varamedhi, who is a lecturer of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).

4. What are suggestions to enhance English speaking for the first year students?

Dr. Samorn Ketsom suggested that how to enhance to speak English is not much more difficult than we think. First of all, the teacher teaches students to practice every day such as listening, speaking, reading and writing, besides, let them use English with native speaker also. Some good resources for words are the news, songs and TV shows, English movies are also helping tools and practice from an interesting radio show and all magazines, that they can improve to both at home or college depending on their daily routine such as listening to music, pay attention to the lyrics which each songs often contain a lot of useful vocabulary, phrases and expressions. Wherewith, they are great for increase English. Whenever you read a piece of poetry, listen to a melodic song or watch a hilarious sitcom, playing a game in English version and learn the natural tactic of English. For example: I + am = I'm, she + will = she'll, do + not = don't they, + have = they've, practice is a great way to practice listening and repeating, having enough new word and learn phrases, Likewise, even if they have nobody to talk with in English, they can still build confidence and master fluency on their own time like a telling a story in English. In this case, using online dictionaries often have audio examples for checking your pronunciation and there are lots of great dictionary pages that can take everywhere. All in all, you might be focused on what you are saying it's correct or not, trying to respond to what people say to you, if you listen and speak in class it help you some point, but if they always practice whether they communicate with Thai or foreign friends, knowing English situations will also help first year students speak English as well as their native language.<sup>87</sup>

5. How can your students improve their speaking skills?

Asst. Prof. Kovit Pankaew mentioned that when practicing with a native speaker; try to balance your listening, speaking, and reading newspaper, journals in English, especially from newspapers, magazines and novels for 10 minutes a day. Wherewith, the English news is just one excellent source of spoken English and even broadcasts programs for learners. He intentionally instructed that reading by speaking by heart 25 minutes within a day and speaks with friends and teachers are the proper in speaking. Additionally, whenever you meet English speakers, it's good to

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<sup>87</sup> Interview with Dr. Samorn Ketsom who is a scholar of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).

have an opportunity that you can learn continuously. It is a great way to communicate and specify purpose words before speaking out. Attempting to think in English, such as thinking first in the native language before translating into English, learners must frequently cultivate how to produce the specific points of language in order to tell other people exactly what they need such as grammar, pronunciation, vocabulary when they speak properly, including some available resources for words are the news, songs and TV shows, depending on your daily habits. Due to focuses on a particular area of communication in English: writing emails, participate in role-play, speaking at meetings or interviews in the field of study and describe picture in English and networking online as well as in your hobbies or career. This will definitely help students find out new procedure learning ability whenever they have trouble with.<sup>88</sup>

6. Dr. William Yaryan, an English native speaker at the Faculty of Humanities of Mahachulalongkornrajavidyalaya University. He specially suggests that learners can improve their English speaking skills from the many resources can be a very effective way to practice spoken English. The Next, they have to use English and always practice all the time, learning from course not enough. Otherwise, approaching to watching video or going aboard in the English native country and endeavor to speak clearly, especially pronunciation, however, the students have to study hard or speaking with your partner to show of speaking English, before you speak and train yourself then pleasure in learning novel or books etc. However, you should have confidence in yourself and try to talk with your friends, because you learned English a little and come from different background of skills, reading a newspapers use more complex language than others, so choose the right one for you. Remember new headlines and then progress to reading the articles as much you gain confidence and find articles to read that are interesting story; don't worry about making mistakes when you speak English, focus on what you do more than what you think. In comparison, if thinking in English which is very important way, being active to understand and speak English by yourself with your pronunciation, eventually observing and imitation of how native speaker speech as well as step by step, that help you to improve several aspects of your pronunciation, your grammar, your sentence structure, build your confidence, vocabulary and learning potentiality

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<sup>88</sup> Interview with Asst. Prof. Kovit Pankaew, who is a scholar of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).



to communicate with others in the foreign language. Thus, the only way to develop fluency in speaking is by huge amounts of listening and then practicing.<sup>89</sup>

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<sup>89</sup> Interview with Dr. William Yaryan who is a lecturer of Mahachulalongkornrajavidyalaya University, Interview on (January 6, 2017).

## CHAPTER V

### Conclusions, Discussions and Suggestions

A study of the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University (Main Campus). The conclusion relates directly to the research objectives (1) to study of the problems of English speaking skills of first year students (2) to find out the ways to improve English speaking skills of the first year students, majoring in English, Bilingual Program. Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Additionally a total respondents of this research study are comprised of 63 first year students, to present the answering of the study, by using a questionnaire of the quantitative method, to 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. Thus, the answer to the problems mentioned in chapter 1 and 2. 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 63 questionnaires of all participants carefully. Then, the suggestion was preceded with the scope and procedure of the research.

The chapter has divided into 5 categories as the following:

- 5.1) Summary of the research
- 5.2) Summary of the results
- 5.3) Conclusions
- 5.4) Discussions
- 5.5) Suggestions

#### 5.1) Summary of the research

The objective of the study is to survey the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University (Main Campus). The first year students who are currently studying in the Faculty of Humanities were selected to study to investigate English speaking skills in order to find out the ways to improve English speaking skills through the materials that deserved for them. As a consequence of the study related with the questionnaires

and interviewing people will improve their English speaking skills. At the end of this chapter, an overall mean of discussion and suggestion for the further study.

### 5.1.1 Objective of the Study

The results of the key objectives of the project can be divided into two main categories as;

1) To study of the problems of English speaking skills of first year students.

The problems will lead to adept English speaking skills, the majority of students who are speaking the foreign language in English classes. So, students have to practice with the actual speaking activity or foreign friends to communicate fluently and correctly, to achieve a goal. Therefore, expression in the second language is the problems for them. The purpose of this study is to help learners to have more confidence and speaking skills. That can really help them to have proficiency and fluently to speak English with foreigners and gain better opportunities in their purposes.

2) To purpose the ways to improve English speaking skills of the first year students will be useful for educators and learners are ameliorated those who demand to improve English speaking skills, they should know the result of their English speaking levels regain and towards in speaking as much as active learning techniques for them to learn quickly or creating exercises, envisage the problems in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. In the same way, it was a means for increasing students' motivation to improve and practice their English speaking skill. In this research, encouraging students to learn was defined as persuading students to participate in the activities, English club, English debate contest that concerned with foreign language by making activities interesting for them, making them believe that they will be able to improve their speaking through 'practice makes perfect.'

Likewise, an interesting instruction and activities in the classroom also can attract students to participate in teaching and learning in the classroom and world-wide of internet can helps them succeed such as watching YouTube, BBC, TNN news in English version and also reading the English newspapers or English magazine especially trying to use English in every conversation and remembering new words and developing your vocabulary as much as possible.

### **5.1.2 Participants, Material, Procedures**

This study is a mixed research methods with qualitative methods and quantitative methods research used for research design.

To collect data from English articles, thesis, journal, internet, textbooks, documents, and academic books of English language, which are very important resources in previous institutes, i.e. Ramkhamheang University Center Library, Mahidol University Library, Kasetsart University Library, Thammasat University Library, Chulalongkorn University Library.

To choose 63 undergraduate students of the first year class who are studying in English major, Bilingual Program, Mahachulalongkornrajavidyalaya University (Main Campus), Wangnoi District, Ayutthaya province, Thailand.

To study about the problems of English speaking skills by using questionnaires for testing students, which are classified definitely in the method.

#### **Key informant**

In this study, it is qualitative and quantitative methods, aiming to study English speaking techniques and analyzing the data, including the usage of the tools that are questionnaires and interview. Questionnaires are used for testing 63 first year students. All interviewees are five English teachers and one an English native speaker who are currently teaching English subjects at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

#### **The Qualitative Method**

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

##### **In-depth Interview**

Researcher points out to interview people who are skillful teachers at English language, especially in speaking skills, related to five English teachers and one English native speaker.

#### **The Quantitative method**

The format of the questionnaires is making to develop English speaking skills by using questions; to survey of the first year students.

The respondent of this study consists of 63 first year students of the Faculty of Humanities of Mahachulalongkornrajavidyalaya University;

Part One: is General information, consisting of 63 first year students, the most of them are monks, they are between 21-30 years old, the majority of students have experienced of speaking English more than two subjects in each semester.

Part Two: The results of the problems of English speaking skills of the

questionnaires. The respondents were instructed to choose only one of those five choices of the questionnaire that specify their problems in English class in academic year 2016, at Mahachulalongkornrajavidyalaya University.

Part Three: the ways to improve English speaking skills to understand and apply in the field, by a selected one of five choices given in order to measure the frequency of the ways to improve English speaking skills.

### **Criteria Analysis**

Analyzing the data, the problems of English speaking skills and the ways to improve English speaking skills, that were created five levels in the following;

The average 4.50 – 5.0 means the highest level of problems

The average 3.50 – 4.49 means the high level of problems

The average 2.50 – 3.49 means moderately high level of problems

The average 1.50 – 2.49 means low level of problems

The average 1.00 – 1.49 means very low level of problems

Analyzing the data obtained from questionnaire on the problems of English speaking skills of the first year students, and to find out the ways to improve English speaking skills for the first year students.

Analyzing the data obtained from in-depth interview about the problems of English speaking skills and the ways to improve English speaking skills of the first year students of Department of Foreign Languages, Faculty of Humanities, at Mahachulalongkornrajavidyalaya University (Main Campus).

For statistic method, the researcher has used descriptive analysis percentage, mean and standard deviation (S.D.), to analyze, calculate, the data in summary up.

After getting the questionnaires that are collected from students in the Bachelor of Arts program in English, Bilingual Program, the data obtained from the questionnaires will be analyzed by the Statistical Package for Social Science (SPSS), descriptive statistics of frequency and percent.

Analyzing the data, the problems of English speaking skills and the ways to improve English speaking skills.

## **5.2) Summary of the results**

The results of study of the problems of English speaking skills and finding out the ways to improve English speaking skills for 63 first year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main campus) revealed that the learners need to improve their English speaking skills from the questionnaires

and interviewing people especially from 32 items of the two objectives in this research study. Then, it showed the problems of first year students 'toward their attitude in speaking English continually.

### **5.2.1 The general information of the first year students.**

The general results of a Bachelor's Degree, majoring in English, Bilingual Program, which consists of 63 first year students, the majority of the respondents are 31 monks with 49%, while 22 novices with 35%, 5 males with 8%, and 5 females with 8%.

### **5.2.2 Age of the respondents**

It shown the average age of the respondents who are studying at Faculties of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus). Ayutthaya Province, Thailand. About the age of respondents, there are all 63 first year students. Most of them are 21-30 years old with 54%, while period between 18-20 years old with 27%. Preferably, students are more than 30 years up for 19%.

### **5.2.3 Different understanding in speaking skills of the first year students**

It shown that understanding in speaking skills from the first year students aged 21-30 years can understand speaking very well, consisting of 40 students or 54% because some first year students have experienced in using English before studying in university and some first year students usually speak English learning from the internet. For some first year students aged 18-20 years can understand speaking skills less, about 20 students or 27% because they seldom speak in daily conversation, generally speak in Thai language. Furthermore, 3 students or 19% cannot understand about speaking English because they have never learned English for practice before to entrance the university. Particularly, this is different understanding in English speaking skills of the first year students majoring in English, Bilingual Program, Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus).

### **5.2.4 How long have you studied English**

It reveals that the number of respondents who have been studying English, consisting of less than 5 years; 37 students with 58.7% while some group of students are more than 10 years; 21 students with 33.3%, and only 5 students who have studied English for 10 years with 7.9%.

### 5.2.5 English speaking subject has taken in each semester

clearly present that the number of English speaking subjects that the respondents have taken in each semester majoring in English found that all 63 first year students have been studying 2 subjects in each semester with 100% of the respondents.

### 5.2.6 Results of the problems of English speaking skills of the first year students at the Faculty of Humanities at MCU (Main campus).

The results of the problems of English speaking skills, it is obviously shown that 3.56% strongly agree that feeling too shy to speak English, 3.22% agree that having a limited vocabulary, 3.06% agree that feeling nervous and worried when speaking English, with 3.32% agree that the pronunciation is rather poor, 3.44% strongly agree that is feeling pressure in giving a speech. However, it refers to 3.51% strongly agree that they do not know of speaking, 3.52% strongly agree that they cannot speak English for a long period, 3.33 agree that feeling nervous when speaking English, while 3.14% agree that being afraid of talking English with foreign students, 3.32% agree that it's difficult to speak English, 3.25% agree that English grammar seems rather difficult to do correctly, 3.32% agree that being unable to discuss in English, with 3.40% agree that losing confidence when making a mistake. At the same time, for 3.40% agree that being unable to clearly express ideas in English. Finally, with 3.30% agree that English words seem difficult to pronounce.

The results showed that the problems of English speaking skills were taken by a great number of the respondents from questionnaires including the speaking skills to understand the structure of speaking and vocabularies of the respondent is at moderate level. Besides, after they have taken questionnaire and it was found that feeling too shy to speak English with an amount of 3.56% is the highest score of the overall problems. This can indicate that the respondents knew little about speaking skills in English. Besides, students were afraid of making mistakes while speaking English and not often dare to speak with people and some of them are not an English speakers and unable to speak English with normal pronunciation natural, preferably with a native speaker. As a result, most of the first year students still have a problem with English speaking of ( $\bar{X}$  = 3.34% from 63 respondents).

### 5.2.7 Results of the ways to improve English speaking skills of the first year students at the Faculty of Humanities at MCU (Main campus).

It can be concluded, starting from question 1 with 3.51, question 2 with 3.56, question 3 with 3.46, question 4 with 3.56, question 5 with 3.22, question 6 with 3.44, question 7 with 3.54, question 8 with 3.51, question 9 with 3.41, question 10 with 3.29, question 11 with 3.49, question 12 with 3.57, question 13 with 3.46, question 14 with 3.41, question 15 to 3.81, question 16 with 3.46, question 17 with 3.57. Therefore, English is an important language with 3.81 which is the highest score of all questions; the overall mean score of respondents in this study can be interpreted as the high level of the ways to improve English speaking skills. Most of the first year students are at high level with ( $\bar{X} = 3.50\%$ ) from 63 respondents.

### 5.2.8 Results of interviewing people

The results are shown from the objectives Number 1, Dr. Kham-lang Kongsin, Dr. Phra Wichian Parichano and Phramaha Suriya Varamedhi were pointed out the same problems that the first year students hesitate in speaking English because of they are from different backgrounds in using English naturally in the Faculty of Humanities and they have mentioned that most of students and lecturers usually speak and write Thai language in English subject all semester, especially they stress with Thai accent and pronunciation very much while speaking English. Another point, learners always think in Thai then translate into foreign language.

The results are shown from the objectives Number 2, Dr. William Yaryan, Dr. Samorn Ketsom and Asst. Prof. Kovit Pankaew indicated together that thinking in English when speaking English with friends or foreigners as a first language in daily life, watching from video from imitation of native speakers and going aboard in the English native country and do not worried about grammar or pronunciation and making mistakes then feel comfortable while using English. Furthermore, they pointed out that building your skills through reading newspapers or English texts for increasing new vocabulary and feeling confidence with as a native speaker.

## 5.3 Conclusion

The objective of research is to study the problems of English speaking skills and to find out the ways to improve English speaking skills of the first year students, majoring in English (Bilingual Program) Faculties of Humanities, Mahachulalongkornrajavidyalaya University.



The participants of the study consist of one class of Bachelor's degree, majoring in English (Bilingual Program) 63 students in number; 31 monks, 22 novices, 5 male, and 5 female according to table 4 in chapter four.

According to questionnaires, both problems of English speaking skills and the ways to improve English speaking skills that mostly occur with the first year students which can be concluded briefly in the following;

5.3.1 More than a half of the participants reply that they had trouble with an unfamiliar word because of being nervous and feeling too shy to speak English.

5.3.2 Cannot speak English for a long period and worried when they speak English.

5.3.3 Unable to comprehend what they are speaking and talking English with foreign students.

5.3.4 Believe that English is an important language especially motivation to speak English.

5.3.5 Practice English speaking skills from BBC, CNN news while having a confidence to speaking can create a small group to train our English.

5.3.6 Always use English as habitually; even daily conversation and using English grammar in conversation and self-confidence can help in speaking better.

To sum up, the results of this study will be useful and appropriate for students and people to talk, make conversation, and demonstrate their speaking abilities in reality. Besides, another finding, 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. In the majoring in English, Faculty of Humanities of Mahachulalongkornrajavidyalaya University and society.

## 5.4 Discussions

The finding of this research study represents the notable points in the results of the analysis of the study in the following areas: the problems of English speaking skills, finding out the ways to improve English speaking skills.

5.4.1 The problems of English speaking skills of the first year students at Faculties of Humanities, Mahachulalongkornrajavidyalaya University.

The results illustrated that English speaking skills are concerned with the theories in this research study, it is indicated that the results found that almost all of the books, thesis, literature review, articles, journal and etc., that are related to the topics about the problems of speaking skills as well.

It is particularly pointed that the mean rate of overall students at 3.34% as the high level of 63 first year students. As previously shown from descending order as feeling too shy to speak English of 3.56%. Next cannot speak English for a long period of 3.52%. And do not know what I am speaking of 3.51%. All of these are high items.

Regarding to the participants' problems of speaking English skills in their life, most of them encounter with lots of general and big barrier in the same places. i.e. an inadequate vocabularies and short sentences when speaking foreign language more than mother tongue language, low confident and active learning techniques especially from different English background due to the fact that Thai students have been learning English for years and they usually speak Thai as their native language both inside and outside the classroom. Meanwhile, their English speaking problems were at moderate high level, although their English fluency is so poor when speaking second language. Thus, first year student may not have interactive opportunities to make English their own and learn it in an individualized way.

Regarding to the respondents' English speaking skills of the first year students and according to researcher found that almost all of them have the basic English grammar and using English in speaking more than other skills, but lacking confidence in using vocabulary and pronunciation in the speaking they often makes mistakes, because the first year class, including 63 students in single sizeable room. Similarly to Xinqin states that interviewing Chinese students and identifying and summarizing the cause of their anxiety about speaking. The first problems was related to a lack of proficiency in English, the second was the fear of making mistakes and being subject to ridicule, and the third was related to large class sizes, followed by an unwillingness to take risk.<sup>100</sup>

Regarding to the results of the participants' problems in speaking skills, they are highly to apply English language. In contrate to the questionnaire tests, they were willing to speak and learn by themselves because they were really like English. In fact, they have no faith in learning English as low motivation to speak English in all of their classes due to several reasons. For instance, fear of exam and lack of self-confidence in accordance with Krashen's theory (1995) explained that the students

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<sup>100</sup> Xinqin, Z, "Speaking skills and anxiety", *CELEA Journal Bimonthly*, Yanshan University, 29 (1) 34-39, [Online], Resource: <http://www.celea.org.calteic/65/65-34pdf>. (June 15, 2016)

will pronounce that learned when passing learning that language by getting input meaningful can be understood and learner must learn language without force.<sup>101</sup>

Lack of preparation before speaking English with foreign teachers or in front of the class and also learning outside the classroom. As well as consistent with research of Brown (1994) had classified anxiety into two different types as following: 1) The anxiety of this type will lead to better academic results such as afraid will study not good, afraid failure is pushing the students to work hard, which lead to academic results. 2) Anxiety makes us forget what we know for a while, make upheavals, think not carefully, this type of anxiety called “Debilitating Anxiety”.<sup>102</sup> Furthermore, it’s beneficial to all students in speaking skills and more experience with the improving process as active learning and teaching techniques to encourage students in speaking skills.

5.4.2 To find out the ways of English speaking skills of the first year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

The results demonstrated that 63 first year undergraduate students have a positive attitude towards in English speaking skills of the ways to improve English speaking skills as the high level of all students with the amount of 3.50% of the overall mean score. From descending order as English is an important language of 3.81%. Then, self-confidence can help in speaking better of 3.57%. Practice English speaking skills from BBC, CNN news of 3.57%. All of them are high items.

As indicated by the data in Table 4.7, English is an important language and motivation is the greatest content to improve English language in speaking skills. Then this research uses questionnaires and interviewing people that are appropriate tools due to the contents about the objective Number 2 of English speaking skills, if the participant usually applies the techniques from questionnaires through practicing continuously then they will be able to communicate and speak English more fluently.

In terms of the nature of English language learning focusing on speaking skills, this result was concerned with Littlewood (1984).

Littlewood has shown that some learners also lack the motivation to speak English, they can't approach a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task

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<sup>101</sup> Ibid. Krashen, S, “School libraries, public libraries, and the NAEP reading scores, (School Library Media Quarterly”, (Summer 1995): 76.

<sup>102</sup> Brown, H Douglas, **Teaching by principles**, (USA: Prentice Hall Regents,1994), p. 76.

at all, how much energy he devotes to it, and how long he preserves.<sup>103</sup> Anyway, focus on the process of learning English to give assistance by organizing training sessions, seminars, and conferences for teachers to have the ability and skillful learning techniques.

In summary the discussion, the majorities of 63 first year undergraduate students have highly motivated and positive attitude in regard to speaking skills, for this reason, they also have active learning techniques from this research, they will have confidence with speaking English inside and outside the classroom especially in English camps or speaking English contests. Hence, some of the first year students feel embarrassed with some situations such nervousness, or shyness well as inadequate vocabularies, grammar rules, mispronunciation. In brief, they are still weak in speaking English naturally.

## 5.5 Suggestions

As this study has been conducted at Faculty of Humanities, Mahachulalongkornrajavidyalaya University (Main Campus). From the objectives of the study, finding the results and conclusion can be shown as the further study in the following areas:

5.5.1 Further study should be conducted to identify the students 'need, motivation and direction of teaching and learning English skills among Bachelor of Art in English (Bilingual Program) at Mahachulalongkornrajavidyalaya University.

5.5.2 Further study should purpose the strategies of speaking English, that interested students in using English vocabulary and using in daily spoken language.

5.5.3 Further study should focus on students at learning center to encourages teachers and learners who have the same goals and speak English only when teaching students, i.e. using English camps, speech contest and debate contest for overcoming their shy was or low confidence in using English speaking directly.

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<sup>103</sup> Littlewood, W, **Foreign and second language learning**, (Cambridge: Cambridge University Press, 1984), p.53.

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- Dr. Phra Wichian Parichano. who is a lecturer of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).
- Dr. Kham-lang Kongsin. who is a scholar of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).
- Asst. Prof. Dr. Phramaha Suriya Vamedhi. who is a lecturer of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).
- Asst. Prof. Kovit Pankaew. who is a scholar of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).
- Dr. Samorn Ketsom. who is a scholar of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).
- Dr. William Yaryan. who is a lecturer of Mahachulalongkornrajavidyalaya University. Interview on (January 6, 2017).

Appendix A  
Assessors of the Research Questionnaire

### ASSESSORS OF THE RESEARCH QUESTIONNAIRE

1) Asst. Prof. Dr. Phramaha Suriya Voramedhi, instructor of English language and linguistic subject, Department of Foreign Languages, Faculty of Humanities, MCU.

2) Assoc. Prof. Nilratana Klinchan, instructor of English structure and English languages, Department of Foreign Languages, Faculty of Humanities, MCU.

3) Dr. Kham-lang Kongsin, instructor of English subject and linguistic subject. Department of Foreign Languages, Faculty of Humanities, MCU.

APPENDIX B  
The Result of Index Objective Congruence (IOC)

### Results of the Index of Item Objective Congruence (IOC)

No.	The Problems of English Speaking Skills	The Committees of Research Tool Evaluation			Note (if any)
		1	2	3	
1	I feel too shy to speak English.	+1	1	1	usable
2	Have a limited vocabulary.	1	+1	1	usable
3	I feel nervous and worried when I speak English.	1	1	+1	usable
4	My English pronunciation is rather poor.	+1	1	1	usable
5	Feeling pressure in giving a speech.	1	1	1	usable
6	I do not know what I am speaking	1	+1	1	usable
7	I cannot speak English for a long period.	1	1	1	usable
8	I am nervous while I am speaking English	+1	-1	1	usable
9	I am afraid of talking English with foreign students	1	1	1	usable
10	It's difficult for me to speak English	+1	+1	+1	usable
11	English grammar seems rather difficult to do correctly	1	1	1	usable
12	Unable to discuss in English.	1	+1	1	usable
13	I lose my confidence when I made a mistake.	1	1	1	usable
14	I cannot clearly express my ideas in English.	+1	1	1	usable
15	English words seem difficult to pronounce.	1	+1	1	usable

No.	The Ways to Improve English Speaking Skills	The committees of Research Tool Evaluation			Note (if any)
		1	2	3	
1	Motivation to speak English	1	1	1	usable
2	Using English grammar in conversation	1	+1	1	usable
3	Try to use English every day in the class	1	-1	1	usable
4	Thinking in English while speaking	+1	1	1	usable
5	Speaking to foreign teachers.	1	1	1	usable
6	Create a small group to train our English	+1	+1	+1	usable
7	Having a confidence to speak	1	1	1	usable
8	Keep a positive attitude	1	+1	1	usable
9	Watching English movies	1	1	1	usable
10	Talking in English every day	+1	1	1	usable
11	Always use English as habitually, even daily conversation	+1	1	+1	usable
12	Practice English speaking skills from BBC, CNN news.	+1	+1	1	usable
13	Taking a pronunciation course	+1	+1	1	usable
14	Speaking English with native speakers	+1	1-	1	usable
15	English is an important language	+1	1	1	usable
16	Speaking English from English lesson	+1	1	1	usable
17	Self-confidence can help in speaking better	+1	+1	1	usable



## APPENDIX C

### The Research Questionnaire

## Questionnaire for the Study

Thesis title: A Study of The Problems of English Speaking Skills of The First Year Students at Mahachulalongkornrajavidyalaya University

### Instructions:

This questionnaire is designed to survey the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University. The answers will be analyzed in order to find out the ways to improve English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University (Main Campus). The questionnaire is a part of a research study in partial fulfillment of the requirement for a Master of Arts in English (International Program), at Mahachulalongkornrajavidyalaya University. Therefore, the questionnaire has divided into four parts as the following;

Part 1: Personal information of the respondents.

Part 2: The problems of English speaking skills.

Part 3: The ways to improve English speaking skills.

Part 4: Opinions & Suggestions about the improvement of English speaking skills.

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.

**Phra Bunthit Paṇḍito Researcher**

**Master's degree students, Major in English**

**Mahachulalongkornrajavidyalaya University**

## Questionnaire

### A Study of The Problems of English Speaking Skills of The Students at Mahachulalongkornrajavidyalaya University

#### Part 1: personal information

**Instructions:** Please give the mark (✓) in the blank provided according to your opinions.

1. **Gender:** Buddhist monk ( )    Novice ( )    Male ( )    Female ( )

2. **Age:** 18 - 20 years old ( )    21 - 30 years old ( )    30 up ( )

3. **How long have you studied English?**

Less than 5 years ( )    10 years ( )    More than 10 years ( )

4. **English Speaking Subjects**

Three subjects up ( )    Two subjects ( )    One subject ( )

**Part 2:** 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.	Problems of English Speaking Skills	Levels of the problems of English speaking skills.				
		5	4	3	2	1
1	I feel too shy to speak English.					
2	Have a limited vocabulary.					
3	I feel nervous and worried when I speak English.					
4	My English pronunciation is rather poor.					
5	Feeling pressure in giving a speech.					
6	I do not know what I am speaking					
7	I cannot speak English for a long period.					
8	I am nervous while I am speaking English					
9	I am afraid of talking English with foreign students					
10	It's difficult for me to speak English					
11	English grammar seems rather difficult to do correctly					
12	Unable to discuss in English.					
13	I lose my confidence when I made a mistake.					
14	I cannot clearly express my ideas in English.					
15	English words seem difficult to pronounce.					

**Part 3:** 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 problems of English speaking skills.				
		5	4	3	2	1
1	Motivation to speak English					
2	Using English grammar in conversation					
3	Try to use English every day in the class					
4	Thinking in English while speaking					
5	Speaking to foreign teachers.					
6	Create a small group to train our English					
7	Having a confidence to speak					
8	Keep a positive attitude					
9	Watching English movies					
10	Talking in English every day					
11	Always use English as habitually, even daily conversation					
12	Practice English speaking skills from BBC, CNN news.					
13	Taking a pronunciation course					
14	Speaking English with native speakers					
15	English is an important language					
16	Speaking English from English lesson					
17	Self-confidence can help in speaking better					

**Part 4:** Opinions & Suggestions of the ways to improvement of English speaking skills.

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Thank you for your kindness

## Biography of Researcher

<b>Name</b>	:	PhraBunthit Pantito (Krongbuaban)
<b>Date of Birth</b>	:	13 October, B.E. 2537 (1994)
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<b>Background</b>	:	Finished high school level, in Bangkok
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