A STUDY OF ENGLISH SPEAKING SKILLS OF M.A. STUDENTS IN MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Phra Naraset Kittitaro (Jungwatt)

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

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018

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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

The purposes of this research were aimed 1) to study the problems of English speaking skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus. And 2) to find out the ways to solve the problems of English speaking skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

This research is the Quantitative Research. The sampling groups were 70 M.A. students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, including monks, nuns, and lay-persons. The sample size has been set by comparing the table of Krejcie and Morgan. The research instrument was five levels scale questionnaire, which has been checked for validity by five experts. The questionnaire was divided into three parts: (1) Personal information of the respondents, (2) Information about the problems and ways to solve the problems of their English speaking skills, and (3) Comments and suggestions about the problems and ways to solve the problems of their English speaking skills. The questionnaires were distributed directly to the participants. The collection of data has been collected from the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakhon Pathom Province and the Meditation Center "Dhammamolee", Nong Nam Daeng District, Amphoe Pak Chong, Nakhon Ratchasima Province.

Data analysis has been done using a computer program (SPSS). The statistical data analysis involved frequency, percentage (%), mean ($\overline{X}$), standard deviation (S.D.), t-test, and one-way analysis of variance (One-way ANOVA)

The results of the problems and ways to solve the problems of English speaking skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, revealed as follows:

1. The problems of English speaking skills of the M.A. Students, the overall skill level was Low ($\overline{X}$=2.36, S.D.=0.94), including the pronunciation, grammar, vocabulary, fluency and confidence. The results were indicated as High level of speaking problems. In the terms of additional suggestions, the most speaking problems mentioned by the students are that they are not having much chance to speak or using English.

2. The ways to solve the problems of English speaking skills of M.A. Students, the overall level was Moderate ($\overline{X}$=2.72, S.D.=0.97). The students have moderate motivation in learning, moderate use of additional communicating methods, and moderately practice in daily life. In the terms of additional suggestions, the most solution of speaking problems mentioned by the students are learning and practicing more, and thinking that they should have more English classes or extend hours in classes. Moreover, they also mention that teachers should also teach Vipassana in English version so the students can be able to practice and discuss Vipassana with foreigners.

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Last but not least, I feel thankful to my friends and family members, especially my mother and father who have provided me with love, sympathy, encouragement, and even some transportation throughout the years of study.

Finally, I wish them all success and happiness in lives, duties, and understanding in Dhamma according to the Buddha's teachings forever.

Phra Naraset Kittitaro (Jungwatt)

23 February 2019

Table of Contents

Title	Page No.
Abstract	**i**
Acknowledgement	**iii**
Table of Contents	**v**
List of Tables	**vii**
List of Figures	**ix**
List of Abbreviations and Symbols	**x**
Chapter I: Introduction	1
1.1 Background and Significance of the Problems	1
1.2 Objectives of the Study	3
1.3 Scope of the Study	3
1.4 Definitions of the terms used in the Study	4
1.5 Conceptual Framework	5
1.6 Expected Results	6
Chapter II: Literature Review and Research Works Concerned	7
2.1 The Concept and Theory of the Speaking Skills	7
2.1.1 The Meaning and the Importance of Speaking Skills	7
2.1.2 Complexity of Speaking	9
2.1.3 Functions of Speaking	12
2.1.4 Skills of Speaking	20
2.1.5 English Speaking Problems	25
2.2 Information about Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	41
2.3 Research Works Concerned	41
Chapter III: Research Methodology	52
3.1 Research Design	52
3.2 Population and Sample	53
3.3 Research Tools	55
3.4 Data Collection	56
3.5 Data Analysis	57

Table of Contents (Continued)

Title	Page No.
Chapter IV: Results of The Data Analysis	58
4.1 General Information of Respondents	58
4.2 Analysis Results of Problems in English Speaking Skills and Ways to Solve the Problems in English Speaking Skills	63
4.2.1 Problems in English speaking skills	64
4.2.2 Ways to solve the problems in English speaking skills	66
4.2.3 Conclusion analysis of result	68
4.3 Analyzing the Differences between Personal Factors of the M.A. Students in Problems and Ways to Solve the Problems in English Speaking Skills	69
4.3.1 Analyzing the differences between personal factors in problems in English speaking skills	69
4.3.2 Analyzing the differences between personal factors in ways to solve the problems in English speaking skills	74
4.4 Suggestions Given	77
Chapter V: Conclusion, Discussion and Suggestion	80
5.1 Conclusion	80
5.2 Discussion	83
5.3 Suggestion	86
Bibliography	87
Appendix	93
Appendix A: Assessors of the research questionnaire and letters for permission of distributing questionnaires	93
Appendix B: The research questionnaire	102
Biography	108

List of Tables

Table			Page No.
Table	3.1	Table of determining sample size of a known population by Krejcie, R.V., and Morgan, D.W.	53
Table	4.1	Gender information of the respondents	58
Table	4.2	Status information of the respondents	58
Table	4.3	Age of the respondents	59
Table	4.4	Vassa of the respondents	59
Table	4.5	The speaking English skills of the respondents	60
Table	4.6	Frequency in meeting or having conversation with foreigners	61
Table	4.7	Speaking Problem Levels	61
Table	4.8	The problems in English Speaking Skills	63
Table	4.9	Ways to solve problems in English Speaking Skills	65
Table	4.10	Conclusions to total of problems of English Speaking Skills and ways to solve the problems of English Speaking Skills	67
Table	4.11	Analyzing the differences between the Gender factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	70
Table	4.12	Analyzing the differences between the Status factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	60
Table	4.13	Analyzing the differences between the Ages factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	70

List of Tables (Continued)

Table			Page No.
Table	4.14	Analyzing the differences between the Frequency of meeting with foreigners factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	72
Table	4.15	Analyzing the differences between the Gender factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	73
Table	4.16	Analyzing the differences between the Status factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	74
Table	4.17	Analyzing the differences between the Ages factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	75
Table	4.18	Analyzing the differences between the Frequency of meeting with foreigners factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province	76

List of Figures

Figure **Page No.**

1.1 Conceptual framework 6

List of Abbreviations and Symbols

MCU	=	Mahachulalongkornrajavidyalaya University
M.A.	=	Master of Arts
L2	=	Second language learning students
EFL	=	English as a Foreign Language
ESL	=	English as a Second Language
,	=	Comma
N	=	Number of the students
M	=	Mean
“ ”	=	Quotation
%	=	Percent
$\overline{X}$	=	Average
S.D.	=	Standard Deviation
i.e.	=	That is
e.g.	=	Example
Sig.	=	Significance
df	=	Degrees of freedom
f	=	*F*-distribution
t	=	*T*-distribution

Chapter I

Introduction

1.1 Background and Significance of the Problems

English is a universal language that is very important to communicate in the world. This is the era of the prosperity of scientific society and technology, both news and technology spread out widely from the original source through worldwide. To receive information and benefit from the technology, there must be a universal language that communicates across the globe and around the world. English is important in today's world. The Ministry of Education plays the role as the direct responsibility for educational management which has included the policy of human resource development for the English language excellence in the Ministry's master plan. They are encouraging Thai people to use English effectively, starting from elementary English to advanced levels and let the students to practice using simple communication language. And develop a good jargon for learning English[1].

Even though, the Ministry of Education and related people have shown the support, there are still problems in the operating level which is, there is not enough qualified teachers to teach English to learners nationwide[2]. Even the overall of the M.A. Students' English proficiency is still unsatisfied. Especially speaking capabilities, such as; the knowledge in English grammar to help in speaking and understanding properly, the amount of vocabulary known is limited, even the motivation to learning is not high. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing[3].

In this 21st century, the foreigners are having the interest in the ways of Buddhism and Buddha's teaching. The Buddha invited all to come and investigate his

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[1] Department of Education, **English Language Curriculum 1996 in the Elementary Curriculum 1996,** (Bangkok: Khrurusapha Lat Phrao, 1996), p. 11.

[2] Sumittra Angwattanakul, **How to Teach English**, (Bangkok: Chulalongkorn University Press, 1997), pp. 14-15.

[3] David Nunan, Ronald Carter, **The Cambridge Guide to Teaching English to Speakers of Other Languages**, (United Kingdom: Cambridge University Press, 2001), p. 14.

teachings. The Buddha not only found a way to the end of suffering, but he actually taught a way which we can choose to follow. He observed how all human beings sought happiness and how nearly all failed to find lasting contentment. So, out of compassion, the Buddha taught the Four Noble Truths of The way things are how we can develop the mind toward Nibbana, the highest happiness and the most perfect peace. To do this, we need to obtain instructions through teachers and books and then apply the teaching to our lives. The Buddha presented different methods of practice to suit the varied personalities of his students. The key method called Vipassana Bhavana or Insight Meditation which involve a foundation of virtuous conduct, application of mindfulness, development of concentration to focus the mind and growth of wisdom through investigation and reflection. The foreigners, who come to visit Thailand, have found that Buddhism in Thailand is the valuable culture and as religion that cannot be separated. Thai people have worshiped and supported the Buddha's teachings for more than two thousand years ago. So, there are a lot of monasteries made people come to worship, listening to sermons, advice on family matters, meditation, schooling for children and traditional medicine. Many boys and men take on robes as novices or monks for short periods in order to fully immerse themselves in the Buddha's way of life. Men who choose to spend all their lives in robes receive great respect. Thai people also welcome foreigners to come and practice the Buddha's teachings. The extremely supportive environment of a good monastery or meditation center provides inspiration and opportunity for spiritual development that's rare in the world today. However, despite the huge amount numbers of monks in Thailand, only few have English Speaking Skills to teach Dhamma effectively.

Moreover, English has significant for Buddhist monks, because English is the world’s universal language. Obviously, it will be helpful to the monks in spreading Buddha’s teachings. People spend much more time on speaking than reading and writing in their daily lives. They consider the ability to speak as crucial to learning. They need to be confident and proficient in speaking in order to communication effectively. Problems in communication may arise when speakers lack speaking skills. According to this reason, boosting in speaking skills is proved to be very important. Lacking in the ability and experiences can be result in meditation masters having an ineffective communication toward the foreigners or may not be able to communicate at all. This issue has been prevented many of the foreigners who are interested in Buddhism to understand better in Buddha’s teaching. So, the purpose

of this study will focus on new generation of monks with Vipassana knowledge who should be able to communicate and speak English in order to cope with the issue.

Mahachulalongkornrajavidyalaya University or MCU is one of two public Buddhist universities, as well as the oldest Buddhist University in Thailand. The university was founded in 1887 by King Chulalongkorn with the purpose of establishing a major higher education institute for Buddhist monks, novices, and laypeople with an emphasis on Buddhist studies as its main subject. The University is organized into several academic units: Faculty of Buddhist Studies, Faculty of Education, Faculty of Humanities, Faculty of Social Sciences, graduate school and the International Buddhist Studies College.[4] In addition to the main campus in WangNoi, Ayutthaya Province, Mahachulalongkornrajavidyalaya University has 15 extension campuses, including the Palisuksa Buddhagosa Campus, Nakornpathom Province. In Palisuksa Buddhagosa Campus, there are specialists in teaching of Advanced Pali Studies including Vipassana Meditation, which is core method of practice to achieve the ultimate goal of the Buddhism.

In this study, the researcher will have the M.A. students of Vipassana Meditation class at the MCU Palisuksa Buddhagosa Campus, Nakornpathom Province as the target group. This study will focus on study the problems for M.A. students' English speaking skills. Studying the result will lead to the solution that will assist the students to better communicate in English Speaking skills effectively and also help in spreading Buddha's teaching such as Vipassana Meditation worldwide.

1.2 Objectives of the Study

1.2.1 To study the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

1.2.2 To find out the ways to solve the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

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[4] Wikipedia, the free encyclopedia, **Mahachulalongkornrajavidyalaya University,** [Online], Source: https://en.wikipedia.org/wiki/Mahachulalongkornrajavidyalaya_University [October 3, 2017]

1.3 Scope of the Study

The study is aimed at studying the problems of English speaking skills of the M.A. Students in the Department of Vipassana Bhavana of ahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus by using questionnaires.

1.3.1 Scope of Content

This research studies the contents of the problems and the ways to solve the problems of English Speaking Skills of M.A. students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

1.3.2 Scope of Population

In this research, the population is the M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province for the amount of 76 persons.

1.3.3 Scope of Place

The collective data of questionnaires will be conducted at Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

1.3.4 Scope of Time

The thesis writing begins in April to September 2018. The duration is totally 6 months.

1.4 Definitions of the terms used in the Study

Researcher will definite only technical terms which are difficult to understand for readers or difficult words borrowed from foreign language such as Pali, Sanskrit or English etc. for instance, the word ‘vipassana’ in Pali, the word ‘skills’ in English etc.

English Speaking Skills means the ability of expressing information or ideas by word of mouth using English language which can be divided into two major categories as follows:

Accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities.

Fluency, considered being ‘the ability to keep going when speaking spontaneously’.[5]

The M.A. Students refers to Master of Arts students in Buddhism at the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

Vipassana Bhavana is a field of Buddhist Studies that the target group of this research is currently studying for further teaching which often involve in speaking and communicating in English language in order to spreading the Buddha’s teachings to the foreigners.

Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus is an Institute for Advanced Pali Studies including Vipassana Meditation, located at 108/5 Moo.2 Tambon HomKret, Amphoe SamPhran, Nakornpathom Province.

1.5 Conceptual Framework

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

Independent Variables are the M.A. students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, including status, gender, ages and frequency of meeting with the foreigners.

Dependent Variables are the problems and ways to solve problems of speaking skill which can be divided into two major categories: accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities and fluency, considered being ‘the ability to keep going when speaking spontaneously’.

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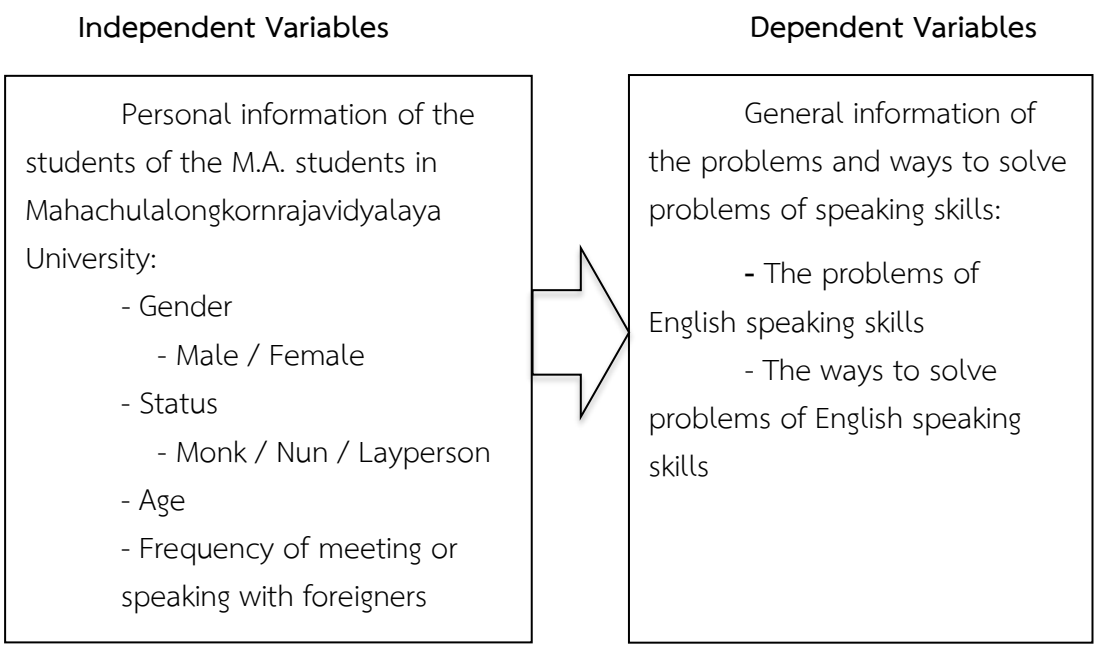
[5] Harmer J., **the Practice of English Language Teaching**. (England: Longman, 1995), pp. 99-100.

Figure 1.1 Shows conceptual framework



1.6 Expected Results

1.6.1 Knowing the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

1.6.2 Knowing the ways to solve the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

Chapter II

Literature Review and Research Works Concerned

This chapter presents the review of some theories and concepts that are relevant, necessary and related to the Study of English Listening and Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University. These reviews include.

2.1 The Concept and Theory of the Speaking Skills

2.1.1 The Meaning and the Importance of Speaking Skills

2.1.2 Complexity of Speaking

2.1.3 Functions of Speaking

2.1.4 Skills of Speaking

2.1.5 English Speaking Problems

2.2 Information about Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

2.3 Research Works Concerned

2.1 The Concept and Theory of the Speaking Skills

2.1.1 The Meaning and the Importance of Speaking Skills

Speaking is one of important skills in English language learning and a fundamental part of human communication. In non-English speaking countries, learning English as foreign language is an integrated process in which the learner may not ignore one or more of the four basic skills: listening, speaking, reading and writing. However, some students still lack the necessary four basic skills, especially speaking skill. It may be because English is hard to understand, and they are too afraid of making mistakes to practice with confidence. In terms of international relations, the ability to speak English is very important as it enables nonnative speakers to participate at an international level. At this level, speaking skills are measured in terms of the ability to carry out a conversation successfully in the target language. This can lead second or foreign language learners to believe that speaking abilities can improve their levels of professional success.

Jack C Richard said the mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market.) though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, questioning strategies.) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies.[1]

McCarthy and Carter have studied advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse.[2]

Jones comments: These differences reflect the different purposes for which spoken and written language are used. In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing we may be creating a record, committing events or moments to paper.[3]

Speaking is the productive skill in oral mode. **Yule** defined speaking skills into three sections as follow: a formal system that focus on pronunciation, a medium of information transfer and a medium of interpersonal exchange. We can categorize speaking situations into three types: interactive, partially interactive and non-interactive.[4]

Firstly, an interactive speaking situation involves face-to-face communication. Communicators can alternate between listening and speaking, in

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[1] Richards, Jack C., **The Language Teaching Matrix**. (New York: Cambridge University Press, 1990), pp. 67-85.

[2] McCarthy, M. and R. Carter, **Language as Discourse: Perspectives for Language Teaching**, (London: Longman, 1997), p. 136.

[3] Jones, Pauline, "Planning an oral language program", **Talking to Learn,** ed. by Pauline Jones, (Melbourne: PETA, 1996): 12-26.

[4] Yule, G., **the Study of Language**, (New York: Cambridge University Press, 1996), p. 161.

which they have a change to exchange ideas with their partners, for example in telephone call, face-to-face conversations or discussions.

Secondly, some speaking conversations are partially interactive. This type of speech does not allow the participants to interrupt the speech even though they are in the same place at the same time. Giving a speech in front of an audience is a good example of this. The speaker can see the audience and judge from their faces or body language whether or not they are being understood.

Lastly, non-interactive speaking is without interaction with any of the participants, such as recording a speech in a tape recorder.

2.1.2 Complexity of Speaking

Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language.

Luoma for example, cites some of the following features of spoken discourse: [5]

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g. a lecture) or unplanned (e.g. a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers and hesitation markers
- Contains slips and errors reflecting on-line processing
- Involved reciprocity (i.e. interactions are jointly constructed)
- Shows variation (e.g. between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

A marked feature of 'conversational discourse' is the use of fixed expressions or "routines", which often have specific functions in conversation and which give conversational discourse the quality of naturalness.

There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting, offers of hospitality and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for

[5] Luoma, Sari, **Assessing Speaking**, (New York: Cambridge University Press, 2004), pp. 10-15.

breaking up conversations, for leaving a party, and for dissolving a gathering. It is difficult to imagine how life could be lived without some routines.

Consider the following routines. Where might they occur? What might there function be within those situations?

- This one's on me.
- I don't believe a word of it.
- I don't get the point.
- You look great today.
- As I was saying ..
- Nearly time. Got everything.
- I'll be making a move then,
- I see what you mean.
- Let me think about it.
- Just looking thanks.
- I'll be with you in a minute.
- It doesn't matter. [6]

Pawley and Syder suggest that native speakers have a repertoire of thousands of routines like these, and their use in appropriate situations creates conversational discourse that sounds natural and native-like, and that they have to be learned and used as fixed expressions.

In designing speaking activities or instructional materials for second or foreign language teaching it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.[7]

Brown and Levinson said that an important dimension of conversation is using a 'style of speaking' that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and reflect the expression of politeness. Consider the various ways in

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[6] Richards, Jack C., "Conversationally speaking: approaches to the teaching of conversation", **the Language Teaching Matrix**. (New York: Cambridge University Press, 1990): 74.

[7] Pawley, A. and Syder.F, "Two puzzles for linguistic theory: Native-like selection and native-like fluency", **Language and communication**, Jack C. Richards and Richard Schmids (eds), (Harlow: Longman, 1983): 191.

which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

- Got the time?
- I guess it must be quite late now?
- What's the time?
- Do you have the time?
- Can I bother you for the time?
- You wouldn't have the time would you?
- Lexical, phonological, and grammatical changes may be involved in producing a suitable style of speaking, as the following alternatives illustrate;
- Have you seen the boss? Have you seen the manager? (lexical)
- What you doing? / What are you doing? (phonological)
- Seen Joe lately? / Have you seen Joe lately?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to of more or less qual status, a casual speech style is appropriate that stresses affiliation and solidarity. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social.[8]

The communicators should realize that barriers to communication occur at any time in the communication process. **Sigband and Arther** point out that language itself is a barrier in communication process. There are many types of problems that arise because one's language skills are different from others.

They explain that an inadequate store of vocabulary is another problem or barrier to communication. When one's stock of vocabulary is poor, of course his or her ability to communicate will be correspondingly limited. It is important to build up one's vocabulary as far as possible so that the communicators can express their ideas or provide feedback in a clear and effective.

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[8] Brown, P., and Levinson. S., **Politeness: Some Universals in Language Use**, (Cambridge: Cambridge University Press, 1978), p. 283.

Another barrier is the perception of meaning. One communicator may interpret things differently from another. These concern the minds of people who perceive a message.

Moreover, one should make every effort to avoid errors in communication, especially in speaking and writing. Since these two skills involve verbal communication, a single error can get the attentions of the listener or reader, such as pronunciation, grammar, diction or stress. Therefore, it is as **Sigband and Arther** said: never minimize an error, regardless of how minor, make every effort to make the language choice as correct as possible.[9]

2.1.3 Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction.

Brown and Yule made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information)[10].

In **Jack C. Richard**'s workshops with teachers and in designing his own materials he uses an expanded three part version of Brown and Yule's framework: *talk as interaction*: *talk as transaction*: *talk as performance*. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.[11]

a) Talk as interaction, this refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the

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[9] Sigband, N.B., and Arther, H.B., **Communication for Management and Business,** (Glenview IL: Scott foresman, 1989), p. 447.

[10] Gillian Brown and George Yule, **Teaching the Spoken Language**, (Cambridge: Cambridge University Press, 1983), p. 10.

[11] Jack C. Richard, **Teaching Listening and Speaking from theory to practice**, (Cambridge: Cambridge University Press, 2008), p. 19.

message. Such exchanges may be either casual or more formal depending on the circumstances and their nature has been well described by **Brown and Yule**. The main features of talk as interaction can be summarized as follows:

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Uses conversational register.
- Is jointly constructed.

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse from **Thornbury and Slade**. Two women are asking a third woman about her husband and how they first met.[12]

Jessie: Right. Right, and so when did you - actually meet him?

Brenda: So we didn't actually meet until that night.

Judy: Oh, hysterical. [Laughs]

Brenda: Well, I met him that night. We were all, we all went out to dinner. So I had champagne and strawberries at the airport.

Jessie: And what was it like when you first saw him? Were you really ---- nervous?

Brenda: --- Well, I was hanging out of a window watching him in his card, and I thought 'oh God what about this!' [laughs]

Brenda: And he'd combed his hair and shaved his eyebrows -

Jessie: Had you seen a photo of him?

Brenda: Oh, yeah, I had photos of him, photos ... and I'd spoken to him on the phone.

Jessie: Did you get on well straight away?

Brenda: Uh, well sort of. I'm a sort of nervy person when I first meet people, so it was sort of ... you know... just nice to him.

Jessie: --- [laughs]

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[12] Thornbury, Scott and Diana Slade**, Conversation: From description to Pedagogy**, (New York: Cambridge University Press, 2007), pp. 132-133.

The conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback including laughter, to prompt the speaker to continue, and we see the examples of casual conversational register with “nervy” and “hanging out of the window”.

Examples of these kinds of talk are:

- Chatting to an adjacent passenger during a plane flight (polite conversation that does not seek to develop the basis for future social contact).
- Chatting to a school friend over coffee (casual conversation that serves to mark an ongoing friendship).
- A student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants).
- Telling a friend about an amusing weekend experience, and hearing her or him recount a similar experience he or she once had (sharing personal recounts).

Some of the skills involved in using talk as interaction involve knowing how to do the following things:

- Opening and closing conversations.
- Choosing topics.
- Making small-talk.
- Joking.
- Recounting personal incidents and experiences.
- Turn-taking.
- Using adjacency-pairs.
- Interrupting.
- Reacting to others.
- Using an appropriate style of speaking.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important.

Hatch emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learners may depend on familiar topics to get by. However they also need practice in introducing new topics into conversation to move beyond this stage.

He also adds: They should practice nominating topics about which they are prepared to speak. They should do lots of listening comprehension for topic nominations of native speakers. They should practice predicting questions for a large number of topics. They should be taught elicitation devices to get topic clarification. That is, they should practice saying "huh", "pardon me", "excuse me, I didn't understand" etc. and echoing parts of sentences they do not understand in order to get it recycled again. Nothing stops the opportunity to carry on a conversation quicker than silence or the use of "yes" and head nodding when the learner does not understand. [13]

b) Talk as transaction, this type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hand-on activities [e.g. in a science lesson] to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. [14]

The following example from a literature lesson illustrates this kind of talk in a classroom setting.[15]

Teacher: The other day we were talking about figures of speech. And we have already in the past talked about three kinds of figures of speech. Does anybody remember those three types? Mary?

Student: Personification, simile, and metaphor.

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[13] Hatch, E. (ed.), **Second Language Acquisition**, (Massachusetts: Newbury House, 1983), p. 434.

[14] Jones, Pauline, "Planning an oral language program", **Talking to Learn,** Pauline Jones (ed.), (Melbourne: PETA, 1996): 14.

[15] Jack C. Richards and Charles Lockhart, **Reflective Teaching in Second Language Classrooms**, (New York: Cambridge University Press, 1994), pp. 116-117.

Teacher: Good. Let me write those on the board. __ Now can anybody tell me what personification is all about again? Juan?

Student: Making a non-living thing act like a person.

Teacher: Yes. OK. Good enough. Now what about simile? .... OK. - Cecelia?

Student: Comparing two things by making use of the words “like” or “as”.

Teacher: OK. Good. I’ll write that on the board. The other one - metaphor. Paul?

Student: It’s when we make a comparison between two things, but we compare them without using the words “like” or “as”.

Teacher: All right. Good. So it’s more direct than simile. Now we had a poem a few weeks ago about personification. Do you remember? Can you recall one line from that poem where non-living things acts like a human person?

Student: “The moon walks the night”.

Teacher: Good. “The moon walks the night.” Does the moon have feet to walk?

Student: No.

Teacher: No. So this is a figure of speech, alright. Now our lesson today has something to do with metaphor. Now we’re going to see what they have in common ...

Examples of these kinds of talk are:

- Classroom group discussions and problem solving activities.
- A class activity during which students design a poster.
- Discussing needed repairs to a computer with a technician.
- Discussing sightseeing plans with a hotel clerk or tour guide.
- Making a telephone call to obtain flight information.
- Asking someone for directions on the street.
- Buying something in a shop.
- Ordering food from a menu in a restaurant.

Burns distinguishes between two different types of talk as transaction. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g. asking someone for

directions). Accuracy may not be a priority as long as information is successfully communicated or understood.

The second types are transactions which focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. For example the following exchange was observed in a café:

Waiter : Hi, what'll it be today?
Client : Just a cappuccino please. Low fat decaf if you have it.
Waiter : Sure. Nothing to eat today?
Client : No thanks.
Waiter : Not a problem.

The main features of talk as transaction are: [16]

- It has a primarily information focus.
- The main focus is the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks as in the example from the classroom lesson above.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention.
- Describing something.
- Asking questioning.
- Asking for clarification.
- Confirming information.
- Justifying an opinion.
- Making suggestions.
- Clarifying understanding.
- Making comparisons.
- Agreeing and disagreeing.

[16] Jack C. Richard, **Teaching Listening and Speaking from theory to practice**, (Cambridge: Cambridge University Press, 2008), pp. 22-23.

c) Talk as performance, As **Jack C. Richard** said, the third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. For example here is the opening of a fall welcome speech given by a university president:[17]

Good morning. It's not my intention to deliver the customary state of the university address. There's good reason for that. It would seem to me to be presumptuous for someone who has been here not quite seven weeks to tell you what he thinks the state of the university is. You would all be better prepared for that kind of address than I am. However, I would like to offer you, based on my experience - which has been pretty intensive these almost seven weeks - some impressions that I have of this institution, strengths, or some of them, and the challenges and opportunities that we face here. ... I also want to talk about how I see my role during the short time that I will be with you ...

Spoken texts of this kind according to **Jones,**[18]

...often have identifiable generic structures and the language used is more predictable. ... Because of less contextual support, the speaker must include all necessary information in the text - hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

Examples of talk as performance are:

- Giving a class report about a school trip.
- Conducting a class debate.
- Giving a speech of welcome.
- Making a sales presentation.
- Giving a lecture.

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[17] ibid, p. 23.

[18] Jones, Pauline, "Planning an oral language program", **Talking to Learn,** Pauline Jones (ed.), (Melbourne: PETA, 1996): 14.

The main features of talk as performance are:

- There is a focus on both message and audience.
- It reflects predictable organization and sequencing.
- Form and accuracy is important.
- Language is more like written language.
- It is often monologic.

Some of the skills involved in using talk as performance are:

- Using an appropriate format.
- Presenting information in an appropriate sequence.
- Maintaining audience engagement.
- Using correct pronunciation and grammar.
- Creating an effect on the audience.
- Using appropriate vocabulary.
- Using appropriate opening and closing.

Teachers sometimes describe interesting differences between how learners manage these three different kinds of talk, as the following anecdotes illustrate.

Jack C. Richard said "I sometimes find with my students at a university in Hong Kong, that they are good at talk as transaction and performance but not with talk as interaction. For example the other day one of my students did an excellent class presentation in a course for computer science majors, and described very effectively a new piece of computer software. However a few days later when I met the same student going home on the subway and tried to engage her in social chat, she was at a complete loss for words."

Another teacher describes a second language user with just the opposite difficulties. He is more comfortable with talk as interaction than as performance. "One of my colleagues in my university in China is quite comfortable using talk socially. If we have lunch together with other native speakers he is quite comfortable joking and chatting in English. However recently we did a presentation together at a conference and his performance was very different. His pronunciation became much more "Chinese" and he made quite a few grammatical and other errors that I hadn't heard him make before."[19]

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[19] Jack C. Richard, **Teaching Listening and Speaking from theory to practice**, (Cambridge: Cambridge University Press, 2008), p. 24.

2.1.4 Skills of Speaking

Williams B, had said the element of competence in communication have four element such:[20]

1) Mechanical rules of language. This rule can decide the word structure correctly or grammatical mistakes.

2) Meaningful rules of language. This rule will connect with the word outside so selection the word is more importance. If don't select well the listener might not understand what one had said.

3) Appropriacy in setting and relationship between the people involved. This rule can settle problem of the speaker upon sending the message to the listener.

4) Non-linguistic communication such as: position, gesture, the gigantic eye facial expression and etc, can reflect role of the speaker.

Hymes has the opinion that the competence of communication must conclude by four elements such:

1) The competence that will know the sentence structure whether it follows grammatical rule or not.

2) The competent that will know which sentence is the correct character of language to be use follow the grammar rule or not.

3) The competence that will know which sentence is appropriate to use at such time.

4) The competence that will know the acceptable usage in society.[21]

Bachman and palmer said the competence in communication must have 3 elements such as:

1) Linguistic competence, i.e. to know about the structure, pronunciation, meaning of vocabulary etc.

2) Sociolinguistic competence, i.e. the comprehension rule in society of language usage. Both sender and receiver can use the suitable character of the language during the communication in the suitable time.

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[20] William B, "**Intercultural communication competence Thousand Oaks**", (CA, US: Sage Publications, 1993), p. 33.

[21] Dell Hymes, "LINGUISTICS: Language and Learning", **American Anthropologist**, Volume 68 Issue 5, (October, 1966): 15-17.

3) Pragmatic competence. The knowledge competence while using language such as: adaption with the situation, using manner, face, eye contact and toner conclude in the communication.[22]

Weir Cyril J said the element of competence speech for communication can summarize such: [23]

1) The fluency in language usage by exact meaning.

2) Appropriateness of using gentle word in the conversation in the suitable time or express the disagreement with suitable word.

3) Accuracy of language usage that easy to understand with correct

4) Many choice of using the language correctly with good vocabulary.

David Harris said the importance element of competence in speech communication is: pronunciation, grammar, vocabulary, fluency in language, comprehensibility.

We can summarize the skill of speaking as a communication skills. It is the ability to be used to achieve the target. Nowadays, there are many media such as radio and television, so they should practice speaking effectively and make use of the media correctly. [24]

It is a knowledge test that should be consistent with the content, guidelines for evaluating spoken English by defining the elements of speech to be evaluated.

Oller John, W said the components of speech are divided into five parts: accent, grammar, vocabulary, and the ability to understand the words of others. Called "FSI" The Foreign Service, Institute.

Categorize the capabilities as follows: [25]

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[22] Lyle F. Bachman and Adrian S. Palmer, **"**the Construct Validation of the FSI Oral Interview", **Language learning**, Volume 31 Issue 1, (June, 1981): 67.

[23] Weir Cyril J, "Identifying the language needs of overseas students in tertiary education in the united kingdom", **unpublished PhD thesis,** (Graduate School: University of London, 1983), p. 42.

[24] Harris, David, **Testing English as a Second Language**, (New York: Mc. Graw, 1974), p. 50.

[25] Oller John, W, **"Language Test at School: A Pragmatic Approach"**, (London: Longman Inc., 1979), pp. 320-326.

1) Pronunciation

Level 1: Pronounced in an incomprehensible manner.

Level 2: Very wrong pronunciation, difficult to understand.

Level 3: Sometimes misleading use out loud.

Level 4: Use some tune in voices and sometimes mispronounce but still understandable.

Level 5: There is no clear pronunciation but not native speakers

Level 6: Pronounce like a native speaker there are no signs that they are foreign.

2) Grammar

Level 1: Use grammar mistakes even for prepared expressions.

Level 2: Speaking ungrammatically, show that little grammar knowledge cannot communicate.

Level 3: Periodically speaking mistake showing very little ability to use important sentences and make the listener annoy and sometimes do not understand.

Level 4: There are some mistakes sometimes that cannot be used for some sentences.

Level 5: Wrong grammatical structure.

Level 6: No mistake more than one or two in the interview.

3) Vocabulary

Level 1: Use the wrong vocabulary even a simple dialogue.

Level 2: Use limited vocabulary in daily events.

Level 3: Sometimes the terminology is incorrect. Use limited vocabulary to talk about career and social issues.

Level 4: Learn enough vocabulary to work. In a matter of special interest, know common words, helps to talk in general, but also slow.

Level 5: Know the broad and precise vocabulary of the job and the profession can use the language in social situations.

Level 6: Use accurate and extensive vocabulary, equivalent to native speakers who have been well educated.

4) Fluency

Level 1: Stuttering and dashing until talking almost unknowingly.

Level 2: Speaking very slowly and stutter irregularly, except for short sentences that are spoken every day.

Level 3: Speak very slowly and frequently. Some sentences do not end.

Level 4: Slow talking; sometimes have to say it again. And difficult in the use of vocabulary.

Level 5: Speaking fluently, but also about the speed and smoothness.

Level 6: talking about everything, both work and stuff. To be fluent and smooth like a native speaker.

5) Comprehension

Level 1: Understand the conversation too little, even in the most ordinary situation.

Level 2: Understand when talking slowly and basically social and tourism that everyone knows. It also requires the speaker to repeat and compile short.

Level 3: Understand directly simple speaking, when speak slowly or repeatedly.

Level 4: Understand the language spoken by the educated people. Speaks rather well but the speaker also has to repeat and rewrite.

Level 5: Understand the language of the speaker in the study in every subject but speaks very quickly and the pronunciation is not clear.

Level 6: Understand the language of all speakers using formal language, idiomatic expressions like native speakers.

We can summarize evaluation of the development of English speaking communication skills as the measurements from various behaviors, i,e, fluency, pronunciation, grammar, vocabulary, understanding and measurement of interviews with foreigners.

Suphattha Uksaranukor. The criteria for evaluating speech are as follows.

1) Fluency is smooth continuity and the nature of speaking

2) Comprehensibility is the ability to speak to others

3) Amount of Communication Is the amount of information that can be spoken to the listener.

4) Quality of Communication is the accuracy of the spoken language.[26]

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[26] Suphattha Uksaranukor, "Teaching skills of language and cultural", **Master of Art thesis,** (Graduate School: Chulalongkorn University, 1989), pp. 53-54.

Penkhae Wongsuriya. Speaking Assessment Speech. The main behavioral or behavioral goal of Speaking English at a communication level. The tools used in the assessment are varied, such as questions, answers, interviews, discussions, observations, etc.[27]

Richards said that, the mastery of speaking skills in English is priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they have improved in their spoken language proficiency. Because English pronunciation very importance so he also started oral skills have nowadays been in EFL/ELS course though the best way of learning speaking skill is to focus on the methodological debate. The learners should take advantage of different of learning language by focus on characteristics of oral interaction, for example, topic management, and the questioning strategies. In addition, they have to use indirect approaches such as group work, task work, and other strategies.[28]

According to **Penny Ur** who said English speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are the speaker of that language.[29] **Bashir** said that the large numbers of language learners have to have the vision about speaking ability is the measure whether or not the speaker knows a language. Those learners explain fluency that is the ability to speak with other more than ability to read, write or understand what they hear. For them, the most important skill is speaking skills they need to have their advancement in learning a language is assessed by their accomplishments in spoken communication. He also added that speaking involves three areas of knowledge that have to be known by language such as;[30]

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[27] Penkhae Wongsuriya, "the developing the ability of listening-speaking English for communication in the real situation by the student in 1st year", **Master of Art thesis**, (Graduate School: Rajamangala University of Technology Isan, Sakonnakhon campus, 2014), p. 15.

[28] Richard, J.C., and Rodgers, T., **Approaches and Methods in Language Teaching,** (2ed.), (New York: Cambridge University Press, 2001), p. 19.

[29] Penny Ur, **A Course in Language Teaching Practice and Theory,** (Cambridge: Cambridge University Press, 1996), p. 23.

[30] Bashir, M. Azeem, M., and Dr. Dogar, Ashiq H., "Factor Effecting Students' English Speaking Skill", **British Journal of Arts and social sciences**, Vol.2 No.1 (February, 2011): 2046-9578.

1) Mechanics (pronunciation, grammar, and vocabulary): The right words, the proper order, and the correct pronunciation are what are used.

2) Functions (transaction and interaction): Language learners need to know when the message should be clear (transaction/information exchange) and when they do not need to comprehend every single word (interaction/relationship building).

3) Social and cultural rules and norms (turns, speed of speech, length of pauses between speaker, and roles of participants): Learners should pay attention to the speaker, to whom; he/she is speaking, in what context, about what, and for what reason.

Malamah stated that pair-work, group-work and informal chat are some interaction activities that would help student to be engaged in the class. He also suggested the teachers about motivate ability by using pair-work or group-work to make student interest about pronunciation or speaking maybe the teacher chat informal in chat box, or maybe giving the question that involve in the curriculum and let students answer them.[31]

2.1.5 English Speaking Problems

Speaking skill in a foreign language is a challenge for the learners, to be able to speak a foreign language such as English requires more than grammar but also the use of English in a real context. **Hayriye**, states that speaking is to select appropriate words and sentence according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires much knowledge towards the language learnt itself and its usage in the real communication. According to **Hayriye**, language problems actually serve as one of the important reasons behind speaking weakness. This weakness may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problem in speaking is that they are poor in grammar, vocabulary, and pronunciation. Those problems are belonging to linguistic problem.[32]

Paakki mentioned that, The English language possesses an important position in global communication, therefore both written and oral English skills are

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[31] Malamah, A. T, **Classroom Interaction**, (Oxford: Oxford University Press, 1987), p. 12.

[32] Hayriye, Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", **The Internet TESL Journal,** Vol. XII No. 11, (November, 2006): 15.

considered necessary around the word. However, for many speaking English language seems to be an extremely daunting and challenging task. Since the goal of English education is not only the development of knowledge of written skills and grammar but also teaching oral English skills, this issue needs to be examined properly and studied thoroughly so that this situation could be effectively remedied.[33]

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

1) Stress

J.K. Gangal said that, Stress is known as the pronunciation of a syllable or a word with a greater emphasis as compared to other words present in the same sentence or as compared to other syllables present in the same word. For instance, in the word engine, the first syllable en is stressed. 'Gine' is the rest of the word which is pronounced with lesser emphasis. Stress and intonation are considered to be important components of the English language. While stress signifies emphasis, which is laid on a particular word or syllable during pronunciation, intonation refers to the manner of applying variations in pitch in a spoken phrase or sentence.

The stress of various words in the English language changes according to their context. Usually in a normal English sentence, the words which have to be stressed are nouns (also some pronouns, mostly interrogative pronouns), demonstratives (such as those, these, this and that), adjectives, main verbs and most adverbs. The words in the English sentence which are usually not stressed are determiners, prepositions, helping verbs and conjunctions. In special cases when one wishes to contradict or stress over a particular point, these can be stressed like regular words. Loosely speaking, stress and accent can refer to more or less the same thing in the realm of linguistics. However, strictly speaking, stress as a term is used when emphasis has to be placed on a syllable or sound which has to be spoken forcefully in a phrase or word. This is also the meaning which is foregrounded in the joke regarding putting stress over the wrong syllable.[34]

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[33] Paakki, Henna, "Difficulties in Speaking English and Perceptions of Accents: a Comparative Study of Finnish and Japanese Adult Learners of English", **A Master's thesis,** (Graduate School: University of Eastern Finland, 2013), p. 120.

[34] Gangal, J.K., **A Practical Course in Effective English-Speaking Skill**, (New Delhi: Phi Learning Private Limited, 2012), p. 9.

Zhang and Pengpeng's theories stated that, English is a language that is stressed-time and therefore it has a massive deal of differences in rhythmic patterns and stress. The basis of English rhythm is put over stresses and the stressed syllable generally takes more time to pronounce. Learners tend to make a lot of mistakes in the stressing of rhythm and words in a sentence. Unlike several other languages, English is one that requires one syllable to be stressed in each word more than others. The significance of putting stress on the correct syllable in English phrases and words cannot be undermined; putting stress on the incorrect syllable is more likely to make an English word unintelligible which is mispronouncing any one of its sounds. The result can be certainly attributed to the mother tongue interference. For several students whose pronunciations are particularly difficult to understand, misplaced syllable stress continues to be one of the main problems. Changes in the stress pattern of any word will change its sounds as well. One word that is stressed differently would have different grammatical functions and different meanings.[35]

2) Intonation

Zhang and Pengpeng also suggested the Intonation which is; the rises and falls in tone that make 'tune' of an utterance, is an important aspect of pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation. Intonation patterns in English sentences primarily indicate the degree of certainty of an utterance, i.e. whether is a statement, questions, or suggestion. Most questions in rising intonation, however, Wh-questions (who, what, where, when, why, and how) end with falling intonation. It is important for students to learn these patterns not only in order to communicate meaning, but also in order to avoid unwittingly sounding rude or indecisive.[36]

Additionally, **J.K. Gangal** said that, Intonation refers to the voice's rise and fall during speaking or the variations and the significant levels in the pitch sequence variations in a spoken sentence or phrase. Intonation essentially involves speech modulation. It is the conveying of speech and emotions for instance doubtfulness, surprise, joy, appreciation, sadness and so on. In English language, intonation also tends to fulfill a grammatical function. For instance, let's consider the

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[35] Zhang, Fachun & Yin, Pengpeng, "A Study of Pronunciation Problems of English Learners in China", **Asian Social Science**, Vol.5 No.6, (June, 2009): 143.

[36] Ibid., p. 143.

statement, “She’s my sister.” When it is spoken with a high pitch, it tends to become a question. Intonation combined with unstressed and stressed syllables, provides the essential musicality in the English language. This is why it is also known as speech melody. Broadly, the intonation of English language can be classified under two distinct types - rising intonation and falling intonation.[37]

Alan Cruttenden said Problems in intonation are also encountered very often during English language speaking. The commonly intonation problems in English language include no rising pitch or using the wrong pitch. Yes and no questions usually have a rising pitch towards the ending of the sentence which most students end with a flat pitch. For this reason, these statements do not sound like questions at all. English speakers often find that they face trouble in the imitation of rising intonation as compared to the falling one. Also, the right pitch is not used when trying to convey the feelings. A single English word such as really can express several different emotions. ‘Really’ when said with a falling intonation is an expression of disbelief whereas when said with a rising pitch signifies surprise.[38]

3) Hesitation

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

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[37] Gangal, J.K., **A Practical Course in Effective English-Speaking Skill**, (New Delhi: Phi Learning Private Limited, 2012), p. 29.

[38] Crutten, Alan, **Intonation**, (Cambridge: Cambridge University Press, 1997), p. 43.

into the factors behind language hesitation and anxiety among the English language learners both in the social context and within the learning classroom, and suggested a variety of strategies that can help cope with it. The findings of the study suggested that language hesitation and anxiety can originate from the learners' own sense of 'self ', language learning difficulties, their cognitions related to self, differences in the cultures of the target and native language, differences in social status of the interlocutors and speakers, and from the stress or losing one's identity.[39]

The oral fluency of English language is influenced by grammar. If there is no proper knowledge of the automatic application of grammar rules in verbal speech, speaking fluently would be a problem. After grammar, another factor which tends to affect verbal fluency in English language learners is lock of vocabulary. Lack of proper and adequate vocabulary leads to lack of expression in English language speaking. It leads to hesitation in speaking English language fluently. Shyness and nervousness also leads to hesitation in speaking English language. Speakers feel fear in speaking English in front of others because of a lack of confidence.

4) Rhythm

According to **Sole Sabater**, Rhythm and stress are supra-segmental aspects of English language that give the overall shape to the sequence or word in English, If convenient intelligibility has to be achieved, it is necessary that words are given their correct rhythm and accentual pattern. Thus, the pronunciation of a word with the inappropriate accentual and rhythmic pattern makes the word unintelligible not only because the misplaced main tress distorts the shape of the word, but also because there is no un-stressing of the other syllables with the consequent phonetic reductions, The inappropriate pronunciation of a single word, however, is not vital for intelligibility since in most cases the right form of the word can be reconstructed from the context. This issue becomes more important at the phrase level. If an English sentence or phrase is pronounced without the appropriate and correct weakening of unaccented grammatical words and unstressed syllables, a serious loss of intelligibility results. Speech, as with all bodily movements such as breathing, walking, heart-beat, etc., is highly rhythmical; it tends to have a regular beat. But what mark the beat differs is various languages. English is a stress-timed language. In English, rhythm is usually organized into feet. The foot begins with the stressed syllable and includes all the unstressed syllables up to the next stress where a new

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[39] Hashemi, Masoud, "Language Stress and Anxiety among the English Language Learners", **Procedia - Social and Behavioral Sciences,** Vol. 30, (2011): 181.

foot begins. The problem of rhythmic tone in English language is solved when it is understood that the rhythm of English words is closely related with stress patterns in English. Once you know which word in the sentence needs stressing, you need to know which syllables to stress within each word. You then need to learn how to use the syllables and rhythm alongside intonation to convey the exact meaning of your sentence and add emotion and subtlety to your speech.[40]

5) Pronunciation and Vocabulary

It does not take long before new words enter a language, once the language arrives in a fresh location. Borrowings from indigenous language are especially noticeable. For example, the first permanent English settlement in North America was in Jamestown, Virginia, in 1607; and loan-words from Indian languages were introduced into contemporary writing virtually immediately. Captain John Smith, writing in 1608, describes a raccoon; totem is found in 1609; Caribou and opossum are mentioned in 1610. However, the long-term role of borrowings, in relation to the distinctive identity of a 'New English', is unclear. In the case of American English, relatively few of the Amerindian loan-words which are recorded in the seventeenth and eighteenth centuries became a permanent part of the standard language. Mencken refers to a list of 132 Algonquian loans in which only 36 are still in standard American English, the others having become obsolete or surviving only in local dialects (e.g. squantersquash, cockarouse, cantico). Australia would later also demonstrate a similar paucity of indigenous words. On the other hand, the amount of borrowing from an indigenous language is extremely sensitive to sociopolitical pressures, as is evident in contemporary New Zealand, where loans from Maori are increasing. The amount of borrowing is also influenced by the number of cultures which co-exist, and the status which their languages have achieved. In a highly multilingual country, such as South Africa, Malaysia or Nigeria, where issues of identity are critical, we might expect a much greater use of loan-words. There is already evidence of this in the range of words collected in the Dictionary of South African English, for example. In some sections of this book, depending on the initial letter-preferences of the contributing language, there are long sequences of loan-words - aandag, aandblom, aap, aar, aardpyp, aardvark, aardwolf, aas and aasvo' el (all from Afrikaans) are immediately followed by abadala, abafazi, abakhaya, abakwetha, abantu, abaphansi, abathagathi and abelungu (all from Nguni languages).

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[40] Sabater, Sole, "Stress and Rhythm in English", **Revistas - Revista Alicantina de Estudios Ingleses**, No.4, (1991), p. 146.

Only on the next page of the dictionary do we encounter items from British English such as administrator and advocate. The influence of local language is also apparent in the form of loan-translations, such as afterclap and after-ox (from Afrikaans agter+klap (‘flap’) and agter+os, respectively), and in hybrid forms where a foreign root is given an English affix, as in Afrikanerdom and Afrikanerism, or where two language are involved in a blend, asin Anglicans. There was already a salient loan-word presence in South African English, even before the 1994 constitution recognized eleven languages as official (including English). We might therefore expect the status of these languages to be reflected in due course by a further significant growth in the number of loan-words into South African English; but the linguistic outcome will depend on such factors as the extent to which the new found official status of these languages is supported by economic and political realities, and the extent to which their lexical character itself changes as a result of Anglicization. Some cultural domains are likely to manifest this grown sooner than other-such as restaurant menus. All the standard processes of lexical creation are encountered when analyzing the linguistic distinctiveness of New Englishes. Examples of lexical morphology have already been given. Several studies of Pakistani English, for example, have shown the important role played by the various kinds of wordformation. Compounding from English elements if found in such items as wheelcup (‘hub-cap’) and side-hero (‘supporting actor’), with some elements proving to be especially productive: lifter (cf.shop lifter) has generated many new words (e.g. car lifter, luggage lifter, book lifter), as has wallah/walla (‘one who does something’, e.g.exam-centre-walla, coach walla.) Hybrid compounds, using Urdu and English elements, in either order are also notable: khasdeposit (‘special deposit’), double roti (‘bread’). Distinctive prefixation is found, as in anti-mullah and deconfirm, and there is a wide range of distinctive suffixation, using both English and Urdu bases: compare endeavourance, ruinification, cronydom, abscondee, wheatish, scapegoatism, oftenly, upliftment, alongside begumocracy, sahibism, sifaraahee (sifarash (‘favour’)), babuize (babu (‘clerk’)). Word-class conversion is illustrated by such verbs as to aircraft, to slogan, to tantamount, and by such noun forms as the injureds, the deads. Various processes of abbreviation, clipping and blending, are in evidence: d/o (‘daughter of ’), r/o (‘resident of’), admit card, by-polls. **Baumgardner** also illustrates distinctive collocations, both English only (e.g. discuss threadbare, have a soft corner) and English/Urdu combinations (e.g. commit zina (‘adultery’), recite kalam (‘verse’)). Finally, we can illustrate the many examples in which a word or phrase from a well - established variety is adopted by a New English and given a

new meaning or use, without undergoing any structural change. In Jamaican English, for example, we find such meaning changes as cockpit ('type of valley') and beverage in the restricted sense of 'lemonade'. In Ghana, we find heavy in the sense of 'gorgeous' and brutal in the sense of 'very nice', and a number of semantic shifts, including maiden name meaning ‘given name’ (applied to males) and linguist meaning 'spokesman for the chief'. In parts of South Africa, lounge has come to be applied to certain types of restaurant and places of entertainment- one might see the name of an Indian restaurant such as Bhagat's Vegetarian Lounge, or a phrase such as beer lounge. There are also many words which keep the same meaning, but display a different frequency of use compared with British or American English, such as the greater frequency of Jamaican bawl ('shout', 'weep'). Lists of lexical examples of this kind, which can be found in many sources, all suffer from similar problems. Because the investigator has focused on an individual country, it is often unclear, as in the discussion of grammar, whether a particular word is restricted to that country or whether it is also used in nearby countries. This is a special problem in South Asia and West Africa, where the linguistic identity of several adjacent countries is in question, but it is a problem which can be encountered anywhere. It is also unclear, especially in historical studies with limited source material, just how much of the lexicon proposed as regionally distinctive is in fact personally idiosyncratic - a nonce usage, perhaps, or a piece of lexical play-or no longer in use. Authors sometimes express their doubts in the description: for example, Cassidy and Le Page add, after their inclusion of corner meaning 'variation’ (as in 'It no have no more corner', said of a song), 'perhaps an individualism'. To say that Pakistani, Indian, Nigerian and other lexical norms are emerging is probably true, but we need to be very careful about the items used to substantiate such clams. When local vocabulary from all sources is collected, a regional dictionary can quickly grow to several thousand items. There are over 3,000 items recorded in the first edition of the Dictionary of South African English, and later editions and collections show the number to be steadily growing (there are a further 2,500 entries already added in a 1996 edition). South African Indian English alone has 1,400. The Dictionary of New Zealand English has 6,000 entries. The Concise Australian national dictionary has 10,000. There are over 15,000 entries in the Dictionary of Jamaican English and 20,000 in the Dictionary of Caribbean English usage. Trinidad and Tobago alone produced some 8,000.38 It should be noted that totals of this kind tend to be of individual lexical items only. The lists may contain a fair sprinkling of idioms; but collocational distinctiveness is on the whole not represented. Collocations, however, are likely to prove one of the

most distinctive domains of varietal differentiation. A selection of collocational variation, along with some examples of distinctive idioms, is given in Table 5. Even in countries where the number of localized words is relatively small, their effect on the character of the local English can be great, for two reasons. The new words are likely to be frequently used within the local community, precisely because they relate to distinctive notions there. And these words tend not to occur in isolation: if a conversation is about, say, local politics, then the names of several political parties, slogans and other allusions are likely to come into the same discourse, making it increasingly impenetrable. "Blairite MP in New Labor Sleaze Trap, say Tories' might be a British newspaper example - six words with British political meanings or overtones used in quick succession. Exactly the same kind of piling up of foreign expressions can be heard, and often read, in areas where New English is emerging. In this example from the South African Sunday Times, all the local words are Afrikaans in origin. It is interesting to recall that some verkrampte Nationalists, who pose now as super Afrikaners, were once bittereinder loedsappe' (verkramp ('bigoted"), bittereinder.[41]

Getting the grips of pronunciation can be a difficult task whatever language you're learning. They are even more present within northern European languages and the prevalent sounds can vary quite dramatically. The following issues are some of the main aspects of English pronunciation that make it even harder for those learning it as a foreign language. Different nationalities have problems with different aspects of English pronunciation, and there isn't a great deal they can do about it other than practice repeatedly until they start to form the ability to create the right sounds. Many EFL learners find the "th" sound hard to pronounce, because it's comparatively uncommon in other languages. A close observation of students at (SUST) disclosed that students confuse the pronunciation of some set of words e.g. most of the English words that have sounds, which do not exist in Sudanese Spoken Arabic e.g. /p/ in "experience" / θ / in "thank" and / ð / in "this". It was also observed that students do not differentiate between some vowel sounds which have more than one way of pronunciation e.g. the vowel in "mat" and "mate". The researcher spent many days at (SUST) observing the pronunciation of English words by the students at (SUST) and the result of this observation at the university is twofold; first, it was noticed that the students have problems in the pronunciation of some English

[41] Crystal, David, **English as a Global Language,** Second Edition, (Cambridge: Cambridge University Press, 1997), pp. 158-162.

sounds for instance they confuse the contrast sounds e.g. here are some words and how the students pronounce them next to each word (service /servais/, document /dɔcument/, 'women' /wumen/, 'obstacle' /ɔbsteikl/, 'performance' /pə:fɔ:mans/ so in the first word they used the long form instead of short form, in the second word they used /u/ instead of/ju/, in the word women they used /u/ instead of /i/ in the word performance' they pronounced it with long vowel /ə:/ instead of short one /ə/. So we find that they confuse different pronunciations of each vowel as if there is only one pronunciation for each sound according to their knowledge.

Second, is that they have some errors with some consonants that do not exist in Sudanese Spoken Arabic e.g. / θ ð p v/ so they replace them with /s z b f/. During the listening of the SSEs pronunciation of English words the researcher found that they pronounce some words with mistakes e.g. they don't differentiate between (s-sound and θ-sound) so they usually use /s/ instead of / θ / if we ask them to pronounce words like (bath, math, theatre) to pronounce them, they replace the dental/ θ /with the alveolar /s/ so they pronounce them as (bas, mas, seatre). They also have some mistakes with other fricatives (z and ð) they replace the dental ð with the alveolar z, so words like (the, weather, then) are pronounce with /z/ instead of / ð /. They pronounce them as (za, weazer, zen).[42]

6) Fear of Making Mistake

Fear of Making Mistake is one of the problems that most of students encounter during their study. Learners usually fear of making mistakes in the construction of sentence and articulation of words. [43]

The majority of English speakers have to admit that the fear of making mistakes when constructing English sentences and articulating words is one of the main factors which inhibit our spoken English fluency. We all can definitely remember situations when we've made a mistake when speaking or attempting to speak, and that has made us feel insecure, embarrassed and ashamed of our level of spoken English. The more similar situations we encounter, the more conscious we become, and fear of making mistakes constantly feeds on itself. So what initially shows up only as moments of slight embarrassment can grow into a proper speech

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[42] Hassan, Elkhair, "Pronunciation Problems – A Case Study of English Language Student at Sudan University of Science and Technology", **English Language and Literature Studies**, Vol. 4, No. 4, (August, 2014): 33.

[43] Ibid., p. 33.

anxiety, and you can start avoiding contacting other English speaking people to avoid those embarrassing situations. And this is where it gets serious. While being a bit confused and making an odd mistake here and there is absolutely normal, those foreign English speakers who are constantly worried about making mistakes have their English improvement seriously impeded; in other words -they find it hard to enjoy themselves when speaking English. Personality type is also one of the main reasons because of which English speakers might fear speaking English. If one is not much confident and one is on the shy side, speaking English may pose as an intimidating task and the speaker might make frequent mistakes.

7) The Problems of Asian in Speaking English

Of the many problems which the Asian English language speakers encounter in speaking English, one is the natural inhibition in speaking which comes from the absence of real-time exposure. Unlike reading, writing, and listening skills, which can be learned and practiced in class from teachers and books, speaking is different because for one to become proficient in it, it is necessary that the speaker internalizes the language structures and syntax. After that, the speaker becomes capable of speaking English spontaneously. What generally happens that most of the Asian students learn English in school, mostly under language-translation method, which barely focuses on speaking skills? That is why they fail to articulate English naturally like their mother tongue.

Miyawaki and team were able to show that, while native English speakers perceive the distinction between /r/ and /l/ easily, native English- Japanese speakers cannot distinguish between these two different phonemes. This fact shows that the Asian students because of their mother-tongue phonology system cannot articulate some of English phonemes accurately.[44]

In the same manner, **Hakuta** shows the obstructions on the morphological level for Asian students. **Hakuta** gives the example of a five-year-old Japanese girl who could not understand English Articles. Apart from that, the fear of not pronouncing English accurately inhibits Asian speakers from fluent speech because they dread they might attract undue attention or their fellows might mock their awkwardly accented English. That is why most often students in Asian schools

[44] Kuniko Miyawaki, James J. Jenkins, Winifred Strange, Alvin M. Liberman, Robert Verbrugge, Osamu Fujimura, “An Effect of Linguistic Experience: The Discrimination of [r] and [@] by Native Speakers of Japanese and English”, **Perception and Psychophysics**, Volume 18 Issue 5, (September, 1975): 18, 331, 340.

prefer to use their native tongue in class to save themselves from undue embarrassment. Over years, they manage to learn how to write English grammatically true, but they fail to speak in it spontaneously.[45]

Additionally, **Lee and Choi** consider that in Asian countries English Language education "starts at first third, fourth, sixth, or seventh grade". Considering the statistics, Lee and Choi considers that the Asian students need more exposure to English for them to become proficient in it. **Ellis** argues that "the longer the exposures to the L2, the more native-like L2 proficiency become" or "as far as success in pronunciation is concerned, younger learners do better".[46]

Since English is a foreign language in Asia, most students' especially senior high school students are not familiar with it. **Kavin Hetrakul** also emphasizes that they use English more regularly only inside the class and less frequent outside the class. Because of which students have very limited time to converse in English. The second reason that renders speaking for Asian students difficult is that the social environment does not encourage the students to speak English frequently. The social environment here implies the people outside the class, such as parents, siblings, friends, and acquaintances. There are social stereotypes, such as those students who try to speak English tend to look down upon their own culture and language and incline towards linguistic arrogance. These conditions restrain Asian students mostly from trying to speak English out of their class environment.

Apart from that, even if school environment encourages them to speak English, the general social setting does not allow them to speak English. At home and with friends, Asian students use their native language. Because of that their mind thinks, analyses, and feels in the native language. Even if they try to utter their thoughts and feelings in English, they have firstly to translate them from their native language to English and then, utter it. Often, they find an obstacle in this mind translation because they do not have the syntactic structures properly internalized; they have to remain conscious of tense translation too. In such cases, it becomes quite difficult for them to speak English fluently and flawlessly.

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[45] Kenji Hakuta, "A Case Study of Japanese Child Learning English", **Language Learning**, Vol.26 Issue 2, (December, 1976): 26, 321, 351.

[46] Ellis R, **Understanding Second Language Acquisition**, (Oxford: Oxford University Press, 1985), pp. 105-106.

In class, even the students often do not move beyond the guilty feeling of not being capable of speaking English because they find their minds empty and have nothing to articulate in English. **Horwitz** has studied the anxiety pertaining to language learning among the new speakers. Anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". **Horwitz** contends that it is intuitive to many people that anxiety impacts language learning and that it is logical because it interferes with many kinds of learning processes".[47] **Horwitz, and Cope** anticipated that a situation-specific anxiety, Foreign Language Anxiety, was the cause of students' negative reactions to language learning and that this anxiety's basis is intrinsic inauthenticity linked with undeveloped second language communicative skills. Most of these troubles in speaking skills come from the employment of language-translation method.[48]

The convenience of mother tongue also inhibits Asian students from speaking English. In such situations, language transfer, that means the interference of the mother tongue in second language learning, also comes into play. In this phenomenon, Learners employ knowledge from their native language to grasp the structures and syntax of a second language (Second Language Learning Difficulties, n.d.). Besides, the Asian students do not need mostly English speaking for the academic or social purpose; they switch to their native tongue conveniently without any regret. Apart from that, teachers also often fail to encourage students and discipline them in speaking English because they also lack proficiency in English speaking skills. According to Maleki and Zangani, one of the most serious and prevalent problems that Iranian EFL students confront in their study "'is their inability to communicate and handle English after graduating from university".[49] In their research, they show the lack of relationship and contingency between English proficiency in Iranian students and their academic performance.

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[47] Horwitz, E.K., "Language Anxiety and Achievement", **Annual Review of Applied Linguistic**, Vol. 21 (January, 2001): 21, 112, 126.

[48] Horwitz, E.K., Horwitz, M.B. & Cope j., "Foreign Language Classroom Anxiety", **The Modern Language Journal**, Volume 70, Issue 2 (1986): 70, 125, 132.

[49] Maleki, A., Zangani, "A Survey on the Relationship between English Language Proficiency and the Academic of Iranian EFI Students", **The Asian EFL Journal Quarterly March**, Vol.9 Issue 1, (28 Mar, 2007): 86.

Learners' culture can be an obstacle to second or foreign language learning as happens in the case of Asian students. Generally, Cultural differences may cause misperception and cultural misconceptions. Asian speakers may have trouble communicating with target native speakers because of cultural diversity.[50]

Learning a second language implies learning to speak and understand it. But learners can't achieve a high level of proficiency unless they are capable of employing the English language appropriately and accurately in the atmosphere of the English culture. To achieve a pragmatic and sociolinguistic competence, speakers of English from Asian countries should be able to make appropriate assumptions about what the speakers are saying.

In terms of the speaking problems related to anxiety, studies have found that anxiety about speaking English has been identified in many other countries. **Xiuqin** interviewed Chinese students and identified and summarized the causes of their anxiety about speaking as follows. The first problem 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 risks, then a low tolerance of ambiguity, and finally the competitive nature of the classroom.[51]

A lack of proficiency in English inhibits effective language learning. It is sometimes difficult for students to understand the teacher; and as a result, they are unable to effectively answer questions. Some students want to ask the teacher to repeat themselves, but they fear that other students would think that their English is poor. This type of student remains silent and avoids eye contact with teacher to indicate that they do not understand and allow the teacher to make the assumption that they are not ready to answer questions.

The second main cause of anxiety is the fear of making mistakes and being subject to the derision of their peers if they lack confidence in their ability to speak English. In the classroom, students may be frightened when they speak English in front of the class. They may be afraid of making mistakes or receiving negative evaluations from their peers and teacher. The fear of making mistakes and being

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[50] My English Pages, **Second Language Learning Difficulties**, [Online], Source: http://www.myenglishpage.com/blog/second-language-learning-difficulties [February 3, 2017].

[51] Xiuqin, Z, "Speaking Skills and Anxiety", **CELEA Journal Bimonthly,** Vol.29 No.1, (February, 2006): 34-39.

laughed at by their peers prevents students from allowing themselves to practice speaking in the classroom.

The third cause of anxiety is large class sizes. The size of a class affects the learning environment of a classroom. A large class size can also make nervous students more anxious, especially if they have to address the entire class. For some students, losing face in front of a class is unbearable. In a large class, some students may avoid speaking activities in order to not speak in front of such a large group. However, this problem cannot be easily solved in schools and universities at the present time. Student anxiety can be decreased by making the class atmosphere more relaxed and the content more enjoyable.

The fourth cause is concerned with students who are unwilling to take risks and limit their own opportunities to speak English. An unwillingness to take risks blocks a student's opportunities to explore English. If students are willing to take risks when speaking, they gain greater exposure to the target language and increase their language production. However, if they are not willing to take this risk, they may undermine their ability to effectively deal with their problems with speaking. These students fear that they will make fools of themselves by taking risks and think that the best way to avoid seeming foolish is to keep silent and to not join discussions.

The fifth cause is a low tolerance of ambiguity, which is problematic for some students and may lead to misunderstanding the language. Students require clear explanations of the rules in order to effectively engage in classroom activities. If there is any vagueness in the teacher's instructions, the students may experience anxiety and discomfort.

The final cause is related to the competitive nature of the classroom, which leads students to unfavorably compare themselves to others. Some students, consciously or unconsciously, compete with each other and this can also increase their level of anxiety and frustration. If students are not sure that they can answer correctly, they will keep silent to avoid losing face. Their self-consciousness prevents them from actively participating in classroom activities.

Additionally, there are some causes for anxiety in the oral English classroom found in a study by **Lui** which include the following. [52] First, a lack of

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[52] Lui, M., "Anxiety in English Classroom: A Case Study in China, Department of Foreign Language, Tsinghua University, Beijing, China", **Indonesian Journal of English Language Teaching**, Vol. 3 No. 1, (May, 2007): 119-137.

vocabulary, second, low English proficiency, third, a lack of preparation, followed by a lack of practice, then the fear of making mistakes and being laughed at, next, the fear of losing face, then the fear of being the focus of attention, followed by the fear of being unable to follow and understand others, then, the inability to express ideas and finally, memory disassociation. In terms of the skill levels of students, a lack of vocabulary was identified as the main cause of student anxiety in the oral English classroom. It was found from the interviews that a limited vocabulary is a common cause of student anxiety. A low English proficiency also makes students nervous and contributes to their lack of confidence in speaking English. The students revealed in their reflective journals that they thought their English was poor; and for that reason, they were afraid of speaking English. A lack of preparation reduces student self-confidence in speaking English. It was also found in their reflective journals that a few of students did not feel nervous when speaking English without any preparation. These students said that they could practice speaking English and improve their self-confidence when speaking English without preparation, while the rest of students said that they were nervous and did not want to speak English without preparation. A lack of practice is very significant problem for English learners. Although the students had been enrolled in an English course for years, they did not have much time to practice speaking English in the classroom due to factors such as limited class time and large class sizes. Many students reported that they were nervous when talking to others in English as they rarely had the opportunities to practice English conversation.

One of the main causes of problems with learning English was the fear of making mistakes and being laughed at, which also made students anxious when speaking to others in class. Students said that they were still nervous and worried about making mistakes, even when they were prepared. The fear of losing face makes students feel nervous and shy. They may forget all the words they had prepared when speaking in front of the class. The fear of being focus of attention occurred when students were singled out to speak in class. The fear of being unable to follow and understand spoken English caused many students to become anxious in the oral English classroom. Students reported that they felt anxious when the teacher asked questions because they could not understand the question and were afraid that the teacher would ask them to answer it. The inability to express ideas was another cause for student anxiety in the oral English classroom. The inability to translate their ideas from their own language to English made them anxious and caused them to not want to speak English. Additionally, memory dissociation leads

to memory loss. Some students became so nervous that they temporarily forgot what they had prepared or they forgot the necessary words to express their thoughts or ideas.

Apart from all these major obstacles, which Asian speakers face in learning to speak English proficiently, there are few minor obstacles that thwart their struggle with English. First, there are many silent sounds in English words, which make it difficult for second language learners, especially Asians to articulate those words correctly (4 Difficulties English Poses for EFL, 2014). An easy example is words that begin with a silent "k", such as "knock" and "knife". There are other words like "psychology" with silent "p" and "honor" with silent "h". Moreover, pronunciation in English cannot be always guessed from the spellings of the word and how they appear in the text. The different variations in dialects of English, such as British dialect, American dialect, and Australian dialect also make it difficult for Asian speakers to pronounce English. Accordingly, idiom and slang of the above-mentioned dialects differ and pose new complexities and subtleties to Asian speakers.[53]

2.2 Information about Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus is an Institute for Advanced Pali Studies and Advanced Pali Scriptures including Vipassana Meditation, the campus is located at 108/5 Wat MahasawatNakPhuttharam Moo.2 Tambon HomKret, Amphoe SamPhran, Nakornpathom Province.

2.3 Research Works Concerned

The study of English usage by in this research had collected the research concerned in the useful of the study of the following.

Research Works Concerned and the related studies to problems with speaking skills have been identified in Thailand as well as a number of other countries. These studies have been conducted in order to investigate the factors which affect English speaking skills and identified several factors which have a negative impact on students' speaking skills.

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[53] Oxford Royale Academy, **4 Difficulties English Poses for EFL**, [Online], Source: https://www.oxford-royale.co.uk/articles/efl-difficulties.html [February 4, 2017].

Wanchid investigated the attitudes of 30 Thai staff toward speaking English at work. This study also examined the problems faced by the staff in three situations: in meetings, in face to face conversations, and while making presentations. A questionnaire was used as instrument to collect data. The results indicated that the staff seemed to have positive attitudes toward the importance of speaking English in order to communication 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 the staff reported with their speech included limited vocabulary, grammar errors, embarrassment, low self-confidence and fear of making mistakes. The staff considered these to be their main problems, while poor pronunciation and a poor accent were considered to be only moderate problems, and lack of excitement was indicated as the least significant problem.[54]

Muangmood conducted a study entitled, "Factors Effecting Entering Students' Ability to Speak English at Rajamangala University of Technology Suvarnabhumi Phranakhon Si Ayuthaya." Fifty students participated in this study. The instruments used in this study were questionnaire, the interview, and the recording. The findings showed that only 2% of them had an excellent speaking ability. The results of the study indicated that most of the students had a weakness in spoken English, despite the fact that they had received good grades in English from their previous schools. Moreover, the results also revealed that they lacked any sufficient learning activities outside class to develop their English language ability.[55]

Xiuqin conducted a study to investigate anxiety regarding the English speaking skills of 38 students at Yashan University in China, and questionnaire was used to collect data. The findings showed that students were suffering from anxiety in the classroom. The students reported that the main impediment to their progress in speaking English was anxiety.[56]

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[54] Wanchid, R., "Attitudes towards Speaking English at Work. A case study of the Employees of OMG Metal (Thailand) Col, Ltd", **A Master of Arts Thesis,** (Graduate School: King Mongkut's Institute of Technology North Bangkok, 2003), p. i.

[55] Muangmood, Y., "Factors Effecting Entering Students' Ability to Speak English", **A Master of Arts Thesis**, (Graduate School: Rajamangalar University of Technology Suvanabhumi, Phranakhon Si Ayuthaya Wasukri Campus, 2005), p. i.

[56] Xiuqin, Z, "Speaking Skills and Anxiety", **CELEA Journal Bimonthly,** Vol.29 No.1, (February, 2006): 34-39.

Tanveer investigated the factors that cause language anxiety for ESL and EFL learners. [57] The participants were 20 students and qualitative semi-structured interviews, focus group discussion techniques, and a questionnaire were used to investigate the issue. The findings indicated that students felt anxious while speaking English in front of others. They even expressed that they felt 'stupid' if they could not speak English well and found by other that they try to skip the situation. The factors that created high levels of anxiety in the classroom included evaluation by the teachers, peers, and the learner's level of self-esteem regarding their second language skills. The students also reported that they became more anxious when as a result of error correction. The students expressed difficulties with aspects of English including grammar, pronunciation, the word class system and modal verbs.

Furthermore, a lack of sufficient input and opportunities to practice speaking in a social context were the major causes of their problems with spoken English.

Thanakorn conducted a study entitled, "English Speaking Problems of Staff Members at SME Bank." The participants of this study were 100 employees of SME Bank. The questionnaire was used as instrument to collect data. The findings showed that the most frequent English speaking problems among the staff was a lack of opportunity to practice speaking English. These employees had problems with producing grammatically correct English sentences. They also had a limited vocabulary, so they had to pause to think about the meaning of unknown words while speaking. A lack of knowledge of technical terms was another problem as well as difficulty with using the correct tenses.[58]

Tilahun conducted a study to explore the factors that contribute to the problems encountered in EFL listening comprehension. The subjects of the study were 149 first-year English major students of Bahir Da University in Ethiopia, and questionnaire was used to collect data. The findings from questionnaire reported that the most difficulties in listening were due to a speaker's pronunciation and fast

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[57] Tanveer, M., "Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learning in Speaking Skills and the Influence it cast on Communication in the Target Language", **A Master of Arts Thesis**, (Graduate School: University of Glasgow, Scotland, 2007), p. i.

[58] Thanakorn, P., "English Speaking Problems of Staff Members at SME Bank", **A Master of Arts Thesis**, (Graduate School: Naresuan University, 2007), p. i.

delivery speed. Furthermore, the poor quality material used in the classroom had a negative impact on the learners.[59]

Wanthanasut conducted a study to investigate the problems with English experienced by Mattayom Suksa 1 students at Phosai Pittayakarn School, Ubonrachthani. The study was also a survey of the level of severity of the problems that students had with spoken English. The subjects of the study were 267 Mattahom Suksa 1 students, and a questionnaire was used as instrument in this study. The findings showed that overall, the problems that the students had were judged to be at a moderate level. The most serious problems that students reported were a lack of confidence and a fear of making mistakes while speaking English. Another significant problem was the inability of students to form correct sentences.[60]

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 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 they needed in their daily lives. They reported that they were exposed to English only when they 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 needed in their daily lives. This course, with a focus on practical English, may help them to improve their spoken English.[61]

Thesis entitled, "Motivation toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University" researched by

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[59] Tilahun, T., "Factors that Contribute to the Problems EFL Learners face in the Listening Skills Classroom", **A Master of Arts Thesis**, (Graduate School: Addis Ababa University, Ethiopia, 2008), p. i.

[60] Wanthanasut, L., "The Problems of English Speaking of Mattayom Suksa 1 Students at Phosai Pittayakarn School, Ubonrachathani Educational Service Area 2", **A Master of Arts Thesis**, (Graduate School: Ubonrachathani Rajabhat University, 2008), p. i.

[61] Onkao, J., "A Survey Study of the Factors Affecting Learning to Speak English of the Employees at Star Microelectronic (Public) Co., Ltd.", **A Master of Arts Thesis**, (Graduate School: Thammasat University, 2009),p. i.

Nakhon Kitjaroonchai and Tantip Kitjaroonchai.[62] This study attempted to investigate the types of motivation that Thai students in English majors at Asia-Pacific International University (AIU) had toward the learning of the English language, and the correlation between the students' learning motivation and their academic achievement (GPA). The statistical analyses revealed that these students had high motivation to learn English. These findings could be attributed to the fact that students realized the importance of English language as a means for career opportunity and that language competency would help them find an ideal job in the future.

According to the thesis entitled, "The Problems with the English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok, Thailand" written by **Nualsri Khamprated**. The study is revealed that, the English speaking problem which the students rated as the most difficult was speaking with correct intonation. The second most difficult speaking problem was speaking as fluently as a native speaker, and the third was frustration with practicing with students whose English ability below theirs. The fourth and fifth most difficult problems were avoiding speaking English in front of friends for fear of making mistake, and forgetting to say the final sound of words. The sixth and seventh most difficult problems were limited understanding of grammar and getting nervous or worried when speaking with foreigners. The final speaking problem experienced by these students was fear of people laughing at them because of the speaking mistake they may make while speaking, with indicates a low level of confidence among these students regarding their English ability. This result is interesting and can be a good example of researcher.[63]

Naruemol Peansiri investigated the speech problems between Thais (salespersons in duty-free section) and English speaking customers. The study is designed to investigate the English speaking anxiety of the salespersons in Bangkok International Airport. The population of the study consisted of one hundred and seventy tax-free salespersons who currently work at the King Power tax-free shops

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[62] Nakhon Kitjaroonchai and Tantip Kitjaroonchai, "Motivation toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University", **APIU Institute Press,** ISSN: 0905-6931, Volume 7, No. 1, (2012): 32-33.

[63] Nualsri Khamprated, "The Problems with the English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok, Thailand", **A Master of Arts Thesis,** (Graduate School: Srinakarinwirot University, 2012), p. 67.

on both day and night shift. The accidental random sampling was used to select the sample. A questionnaire was constructed for collecting the data. The results of the data analysis found that the level of English used on the job affected the salespersons' English speaking anxiety; that is, the more they used English, the more anxiety they had. [64]

Srikorakoch Tothabthim investigated the perceived ability of bank staff in speaking English with foreigners, and the motivation they have for learning English. It also seeks to identify factors that affect motivation for learning to speak English and how to improve their English speaking ability. The subjects for this study were one hundred and six staff of Bangkok Bank Public Co., Ltd. from Charoenpol, Ratchada-Lardprao, and Sapanluang branches. The results showed that although the majority of bank staff has rather English speaking ability, they obviously have high motivation to learn to improve their spoken English. Need to be able to communicate with foreigners confidently, and to have more motivation.[65]

Luo Miao investigated the communication problems between Thai students and foreign English teachers in Suwanplubplapittayakom School. The sample in this study is 40 respondents of English program Thai students. The data was collected by questionnaire aimed at the communication problems, the communication behavior and ended with the open-ended questions for suggestions from the participants of how they solved the communication problems.

According the findings, 92.3% of the participants still sometimes had communication problems with their foreign English teachers. The major problem that always causes communication problems is Thai students' ways of study. The participants are collectivist so that they always say things indirectly; whereas their foreign English teachers are individualist so that they always express their thoughts and feelings directly. When there was a communication problem, the foreign English

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[64] Naruemol Peansiri, "A Study of English Speaking Anxiety among Salespersons in the Duty Free Section at Bangkok International Airport", **A Master of Arts Thesis,** (Graduate School: Ramkhamheang University, 1999), p. i.

[65] Srikorakoch Tothabthim, "The Awareness of Bank Staff in English Speaking Ability at Bangkok Bank Public Co., Ltd", **A Master of Arts Thesis,** (Graduate School: Ramkhamheang University, 1999), p. i.

teachers tried to explain more but Thai students always kept quiet, and foreign English teachers just assumed that they understood.[66]

Chidchanok Jiraworakitbancha investigated the proficiency with which the staff members at Samitivej Sriraicha Hospital use their English and speaking skills in communication with foreign patients. The researcher also inquiries into the nature of the communication problems encountered in conversations between hospital staff members and foreign patients. Finally, the researcher endeavors to indicate solutions to the communication problems of the hospital staff members in communicating with foreign patients. With regard to both speaking and listening skills, the staff members perceive that a lack of familiarity with foreign accents is the main factor affecting their English proficiency. In order to solve their communication problems, the three most frequently used strategies adopted are as follows: choosing to talk with the Thai relatives or friends of foreign patients, if any; using non-verbal means of communication, such as hand gestures or body language; and seeking help from international officials when faced with communication problems.[67]

Phra Thavisack Dhirapuññо (Sayasack), Thesis title "A Study of English Usage by Tourist Guides at The Tourist Sites in Luang Prabang City." Degree of Master of Arts Program in English (International Program). [68]

The result of the research is found that most of the tourist guides have been taught the skills Most of the tourists guide get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides the high level of the 86.67%. Get knowledge from speaking skills at high level for 76.67%. Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%. The suitable time to developing skills at the highest level by 66.67% and confidence in describing about the tourist sites at the highest level by 63.33%.

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[66] Luo Miao, "A Study of English Communication Problems between Thai Students and Foreign English Teachers in Suwanplubplapittayakom School", **A Master of Arts Thesis,** (Graduate School: Thammasat University, 2011), p. i.

[67] Chidchanok Jiraworakitbancha, "A Study of the English Speaking and Listening Skill Proficiency of the Staff Members at Samitivej Sriracha Hospital", **A Master of Arts Thesis,** (Graduate School: Ramkhamheang University, 2009), p. i.

[68] Phra Thavisack Dhirapuññо (Sayasack), "A Study of English Usage by Tourist Guides at the Tourist Sites in Luang Prabang City", **A Master of Arts Thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2018), p. i.

The appreciation with developing skills and suggestion for all the ways of developing skills at the highest level by 96.67%. All satisfied with the proposed acquisition which reaches 94 percent of the expectation.

After the acquisition of the development of skills in English communication of the tourist guides, this research has shown the achievement for the statistical record at the first time before learning tactics at 67.13 percent and 88.37 percent after learning tactics. The statistical significance of dissatisfaction at .001 percent has been recorded.

Phra Sarith Iddhisaro (Sun) had the thesis titled "A study of English pronunciation problems: a case study of the third and fourth year students, majoring in English of Mahachulalongkornrajavidyalaya university". The results from the correct teaching of pronunciation must especially be done in the early classes because when once the habits of wrong pronunciation are formed it will be very difficult for the students to get rid of them later and to begin new ones. Teaching difficulty or sound problems for the student are those that do not occur in his mother tongue. Such vowel, diphthong and consonant sounds have been listed at the beginning of the answer. Using audio-visual aids such as linguaphones, tape-recorders, radio, television and language laboratory can also be used profitably for teaching pronunciation.[69]

Phra Thaweesak Thanawaro (Chanpradith), a study of reading headlines of English newspapers to improve reading skills of foreign monk at Wat Nakprok. The findings of the research based on questionnaire were found as follows:[70]

The skill of reading English newspaper is before group discussion, foreign monks were very good at English newspaper comprehension skill, with a total of mean at 3.40 for pre-test, and the mean of their reading English newspaper skill went up to 4.45 for post-test after group discussion. The Skill of reading specific news

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[69] Phra Sarith Iddhisaro (Sun), "English pronunciation problems: a case study of the third and fourth year students, majoring in English of Mahachulalongkornrajavidyalaya University", **Master of Arts Thesis (Linguistics),** (Graduate School: Mahachulalongkornrajavidyalaya University, 2010), p. i.

[70] Phra Thaweesak Thanawaro (Chanpradith), "Reading headlines of English newspapers to improve reading skills of foreign monk at Wat Nakprok", **Master of Arts Thesis (international program),** (Graduate School: Mahachulalongkornrajavidyalaya University, 2014), p. i.

headlines through English newspaper before group discussion, foreign monks were very good at specific news reading skill, with a total of the mean at 3.45 for pre-test, and the mean of their reading specific news skill went up to 4.45 for post-test after group discussion. About the outcomes of reading news headlines through English newspaper before group discussion, foreign monk were very good at it, with a total of the mean at 3.38 for pre-test, and the mean of their outcomes of reading news headlines through English newspaper went up to 4.44 after group discussion.

Nongsamon Phongphanith studied the problems of speaking English in communication with the students of Faculty of Management, Kasetsart University. Sriracha Campus the 20-21 year-olds speak about formal English in front of the classroom in a manner that prepares them for rehearsals ahead of time. And no preparation beforehand found that when preparing in advance the sample thought that speech was the most important problem. The second most important issue was the lack of vocabulary and the difficulty in using the tense in speech. In the case where the sample does not prepare beforehand the vocabulary is not very problematic. The second is jamming. The problem of formal English speaking in the community from the open-ended questionnaire revealed that the jargon was not terminated and do not know which tense to use in the hundreds of sentences. For the cause of the problem the sample thought that the main problem was the Basic English knowledge is not good and not practice, the second is the lack of confidence and anxiety, and anxiety to speak in front of the community for such occasion. Most of the samples agreed that they should be trained frequently in terms of vocabulary, listening, speaking.[71]

Arisara Sampaophorkar had studied analyze the ability of English listening and speaking skills students of Rangsit University students.[72] The 3rd year major of 25 English students and 25 students in the 4th year were interviewed. The results of the study revealed out of 10 questions most students were able to answer only 5 questions. Year 3 and Year 4 majors in English have the ability to speak badly.

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[71] Nongsamon Phongphanith, "The problems of speaking English in communication with the students of Faculty of Management", **A Master of Arts Thesis**, (Graduate School: Kasetsart Universityn, Sriracha Campus, 2011), p. i.

[72] Arisara Sumphauphorkar, "An analysis of English major students' listening & speaking skills ability at Rangsit University", **Master of Arts Thesis**, (English Language Department: Rangsit University, 2008), p. i.

Although, many students have high GPA but that does not mean that they can speak English well.

Suwannee Phunphruek and Group had studied ability of a problems and needs in using English at the masters and doctoral level at the King Mongkut's University of Technology North Bangkok showed that the students could not explain and answer the questions in the presentation and cannot talk in various situations with foreigners.[73]

Thiraphone Kitchaluk. A study of factors influencing English speaking of second year students in English, Faculty of Education, Rajabhat University, Bangkok, found that most students had moderate level of English speaking. Only a minority can speak English at high levels. Students with low English proficiency are at an 8.07 percent level. Factors that affect English language proficiency are student factors, learning strategies and the habit of using the language. Moreover, the basic information factor is grade level affects English speaking.[74]

Phonphimon Riyai and Group had a research on the development of listening and speaking skills of first-year students using multimedia computer program. It is showed that the scores of post-instructional tests using multimedia computer programs were lower than the pre-test scores, because before the course, students can read the dialogue from the document. But when using computer programs, students do not care and do not give importance.[75]

Bunya Patipak studied communication strategy employed by Thai tourist officers in the process of interviewing foreign.[76] The results indicated that 68% of the

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[73] Suwannee Phunphruek and Group, "Ability of a problems and needs in using English at the masters and doctoral level at the king Mongkut's university of technology north Bangkok", **Master of Arts Thesis** (Graduate School: Kingmakut's University of Technology North Bangkok, 2017), p. i.

[74] Thiraphone Kitchaluk, "A study of factors influencing English speaking of second year students in English, Faculty of Education, Rajabhat University, Bangkok", **Master of Arts Thesis**, (Graduate School: Suansunantha Rajabhat, 2010), p. i.

[75] Phonphimon Riyai and Group, "The development of listening and speaking skills of first-year students using multimedia computer program", **Master of Arts Thesis**, (Graduate School: North-Chiang Mai University, 2010), p. i.

[76] Bunya Patipak, "Communication strategy employed by Thai tourist officers in the process of interviewing foreigner", **A Master of Arts Thesis**, (Graduate School: Ramkhamhaeng University, 2000), p. i.

respondents cannot communicate in English. However, for those who can communicate in English, they responded that Their English proficiency in speaking and listening were at a moderate level ($\overline{X}$ =2.81 and $\overline{X}$ = 2.57). Inversely, their proficiency in reading and writing were at a low Level ($\overline{X}$ = 2.10 and $\overline{X}$ = 1.85). In terms of their opportunities to communicate in English in community-based tourism context, the results showed that their total Opportunities to communicate in English were at a low level ($\overline{X}$ = 2.22). In addition, the respondents pointed out that their problems of English usage for communication were at a high level ($\overline{X}$ = 3.88). In sum, the findings revealed that community leaders and members have limitation of both English proficiency and communication opportunities.

Phra Bunthit Pandito (Krongbuaban). A Study of The Problems of English Speaking Skills of the First Year Students at Mahachulalongkornrajavidyalaya University, 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 ($\overline{X}$ = 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 ($\overline{X}$ = 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 ($\overline{X}$ = 3.81). [77]

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.

[77] Phra Bunthit Pandito (Krongbuaban), "A Study of The Problems of English Speaking Skills of the First Year Students at Mahachulalongkornrajavidyalaya University", **A Master of Arts Thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2018), p. i.

Chapter III

Research Methodology

This chapter describes the research methodology of the study. The description covers research design, participants and research instruments for each stage of the study together with methods of data collection and data analysis. The main objectives of the present study are finding the problems and find out the ways to solve the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

This chapter can be divided into five parts:

3.1 Research Design

3.2 Population and Sample

3.3 Research Tools

3.4 Data Collection

3.5 Data Analysis

3.1 Research Design

This research is quantitative research. In order to achieve the purpose of the research, statistical theory will be introduced. A survey of questionnaire was designed to collect data for the study

3.1.1 Research preparation

In the first step, researcher prepares and analyzes documents, books, academic paper and journals along with the data collected from the internet and theses in both Thai and English languages which related to the contents of English Speaking Skills of M.A. students of Mahachulalongkornrajavidyalaya University. After that, theoretically formulate the conceptual framework, set plan for research tool, submit thesis proposal, then corrected and revamped by the committee's suggestion. Finally, ask the Graduated School for an approval to precede the research.

3.1.2 Proceeding the research

In this step, researcher searches and collects the information about speaking English skills through documents, thesis books, academic paper, and online media. After that, researcher designs the questionnaires and receives quality check by research advisors and additional five specialties. Then, researcher distributes and collects back the questionnaires and calculates the result by using a computer program.

3.1.3 Writing the result

This step is the result from data collection by the questionnaires and the open-form suggestions. It will determine the problems and the ways to solve the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province.

3.2 Population and Sample

3.2.1 Population

To understand the problems and the ways to solve the problems of English speaking skills, the researcher will collect information from three classes of M.A. Students in the Department of Vipassana Bhavana at MCU, Palisuksa Buddhagosa Campus, Nakornpathom Province, that currently study in the campus. The population can be divided by the years of the study as follows:

The academic year of 2018: 20 of monks/nuns/and lay-persons,
The academic year of 2017: 23 of monks/nuns/and lay-persons,
The academic year of 2016: 33 of monks/nuns/and lay-persons,
Overall: 76 of monks/nuns/and lay-persons, in total.

3.2.2 Sample size

For any research, the sample size of any study must be determined during the designing stage of the study. However, before determining the size of the sample that needed to be drawn from the population, a few factors must be taken into consideration. According to Salant and Dillman, [1] the size of the sample is determined by four factors: (1) how much sampling error can be tolerated; (2) population size;

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[1] Salant, P., & Dillman, D. A., **How to conduct your own survey**, (New York: John Wiley & Sons, Inc., 1994), pp. 53-58.

(3) how varied the population is with respect to the characteristics of interest; and (4) the smallest subgroup within the sample for which estimates are needed.

Estimation of sample size in this research is using Krejcie and Morgan method, which is a well-known and commonly employed method.

Table 3.1 Table of Determining Sample Size of a Known Population By Krejcie, R.V., and Morgan, D.W.

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	69	380	191	2800	338
75	58	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	103	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Table 3.1 is determining Sample Size of a Known Population By Krejcie, R.V., and Morgan, D.W. The Overall population of this research is 76 of students of M.A. Students in the Department of Vipassana Bhavana at MCU, Palisuksa Buddhagosa Campus, Nakornpathom Province, that currently study in the campus.

Estimation of sample size in research using Krejcie and Morgan is a commonly employed method. Krejcie and Morgan used the following formula to determine sampling size: [2]

$S = X^2NP(1-P) / d^2(N-1) + X^2P(1-P)$

S = required sample size

X^2 = the table value of chi-square for one degree of freedom at the desired confidence level

N = the population size

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

Based on Krejcie and Morgan's table for determining sample size, for a given population of 76 M.A. students, a sample size of around 60 students would be needed to represent for this research.

3.3 Research tools

There are two types of data that will be collected in this study.

3.3.1 Primary Data

Primary data is directly collected from the target group of research which is M.A. Students in the Department of Vipassana Bhavana at MCU, Palisuksa Buddhagosa Campus, Nakornpathom Province by using 5-level scale questionnaires.

3.3.2 Secondary Data

Secondary data is collected from English texts, documents, thesis books, academic books, academic articles and journals which are related to the contents of English and Speaking Skills of M.A. students of MCU.

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[2] Krejcie, R. V., & Morgan, D. W., "Determining sample size for research activities", **Educational and Psychological Measurement**, Vol.30 Issue 3, (1970): 607-610.

The data is directly collected from the target group of research which is M.A. Students in the Department of Vipassana Bhavana at MCU, Palisuksa Buddhagosa Campus, Nakornpathom Province by using 5-level scale questionnaires and open-form questions.

The questionnaires have three parts;

The first part is the personal information of the participants.

The second part is the five-scaled questions which split in to two minor sections, as follows:

1) The problems of speaking English: 15 questions.

2) The ways to solve problems of speaking English: 15 questions.

Responders have to rate their agreement to the statement given, which divided into five scale level, detail as follow:

5 mean: You are 'strongly agree' with the statement.

4 mean: You are 'agree' with the statement.

3 mean: You are 'uncertain' with the statement.

2 mean: You are 'disagree' with the statement.

1 mean: You are 'strongly disagree' with the statement.

The third part is the open-form questions that let the responders freely suggests what they think of their speaking problems and how to effectively solve and cope with the problems of English speaking skills.

3.4 Data Collection

The researcher carries on the data collection as follows:

3.4.1 The researcher asks for authorization letter from the Faculty of Humanities to Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province and Dhammamolee meditation center, Amphor Pakchong, NakornRajasrima Province, for asking permission in order to collect the data from the sample group.

3.4.2 The researcher brings the letter and the questionnaires asking for permission from the chairperson of the campus/meditation center to distribute the questionnaires to the sample group.

3.4.3 The researcher distributes the questionnaires to the sample group by himself. 78 sets of questionnaires have been distributed, therefore, 72 sets of them have returned, which is 92.3 percent.

The researcher checks the questionnaire that was returned for accuracy and completeness for analyze data using a computer program.

3.5 Data Analysis

The researcher carries on the data analysis as follows:

3.5.1 The researcher checks the questionnaire that was returned for accuracy and completeness, hence, 2 (out of 72) sets of questionnaires are incomplete and have been removed from the collection.

3.5.2 Analyzing the data of personal information of the participants by find out the percentage and frequency in each question.

3.5.3 Analyzing the problems of English speaking skills and the ways to solve the problems of English speaking skills of the participants by using a computer program (SPSS). Statistics used in data analysis are percentage, frequency, means ($\overline{X}$), and standard deviation (S.D.).

The results of average mean are classified in to five levels:[3]

1) The average 4.51 - 5.00 means 'Very High'
2) The average 3.51 - 4.50 means 'High'
3) The average 2.51 - 3.50 means 'Moderate'
4) The average 1.51 - 2.50 means 'Low'
5) The average 1.00 - 1.50 means 'Very Low'

3.5.4 The analysis of t-test, and f-test of one-way analysis of variance (one-way ANOVA).

[3] Boonchom Srisaard, **The basic of research**, The 8th edition, (Bangkok: Suriyasart, 2010), p. 102.

Chapter IV

Results of the Data Analysis

A thesis of “A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University”, This chapter aims to identify the problems and ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province. This chapter is presenting the results of the data analysis by collecting data from questionnaires to obtain information from M.A. Students of Vipassana Bhavana Department of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

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 Respondents

4.2 Analyzing Results of Problems in English Speaking Skills and Ways to Solve the Problems in English Speaking Skills

4.3 Analyzing the Differences between Personal Factors of the M.A. Students in English Speaking Skills and Ways to Solve the Problems in English Speaking Skills

4.4 Suggestions Given

All of the notable point can be describe as follows:

4.1 General Information of Respondents

This part indicates the general background information of the respondents. Especially including Genders, Status, Age, Vassa, Skills Level, Frequency in meeting or having conversation with foreigners, and speaking problems levels of respondents of students in the department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University. The results from the questionnaire were shown in tables of information and data were analyzed as follows:

Table 4.1 Gender information of the respondents

Demographic Variable	Frequency	Percentage
Gender	(N = 70)	(%)
Male	55	78.6
Female	15	21.4
Total	**70**	**100.0**

According to Table 4.1, as indicated in this study, focusing Total 70 students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus have been participating in the study. 55 of the students are men which is 78.6%, and 15 of the students are women which is 21.4%. The 70 total students are the participants in the study.

Table 4.2 Status information of the respondents

Demographic Variable	Frequency	Percentage
Status	(N = 70)	(%)
Monk	51	72.9
Nun	10	14.3
Lay-people	9	12.9
Total	**70**	**100.0**

According to Table 4.2, the majority of the participants are monks with the frequency of 51, which is 72.9%. There are also 10 nuns and 9 lay-people which is 14.3% and 12.9%, in order.

Table 4.3 Age of the respondents

Demographic Variable	Frequency	Percentage
Age	(N = 70)	(%)
21 - 30 years	7	10.0
31 - 40 years	17	24.3
41 - 50 years	18	25.7
Above 50 years	28	40.0
Total	**70**	**100.0**

According to Table 4.3, it shows the ages of the participants. First, 28 participants are more than 51 years old, which is the majority of 40%. The second and the third are quite close in proximity, 18 participants are in between 41-50 years old, which is 25.7%. 17 participants are in between 31-40 years old, which is 24.3%. Lastly, 7 participants are in between 31-40 years old, which is 10% of the sample group.

Table 4.4 Vassa of the respondents

Demographic Variable	Frequency	Percentage
Vassa	(N = 70)	(%)
0 - 4	7	11.7
5 - 9	17	28.3
10 - 19	21	35.0
Above 19	15	25.0
Total	**60**	**100.0**

Vassa is the three-month annual retreat observed by Theravada practitioners. Taking place during the raining season, Vassa lasts for three lunar months, usually from July to October. Commonly, Vassa is the number of years a monk has spent in monastic life is expressed by counting the number of 'vassas' since ordination.[1]

[1] Wikipedia, the free encyclopedia, **Vassa,** [Online], Source: https://en.wikipedia.org/wiki/Vassa [September 16, 2018].

Table 4.4, According to this, there are the total frequencies of 60 monks in the table, instead of 70 participants that including lay-people. There are 7 monks that are in between 0 to 4 vassa, accounted for 11.7%. Next, 17 monks are in between 5 to 9 vassa, accounted for 28.3%. Next, 21 monks are in between 10 to 19 vassa, accounted for 35.0%. And 15 monks are more than Above 19, accounted for 25.0%.

Table 4.5 The speaking English skills of the respondents

How well would you rate yourself of the speaking English skills	**Frequency**	**Percentage**
Skills Levels	(N = 70)	(%)
Very Low	18	25.7
Low	26	37.1
Moderate	22	31.4
High	4	5.7
Very High	0	0.0
Total	**70**	**100.0**

According to Table 4.5, it shows speaking English skills of the participants; indicated by what they are thinking of their skills level. 18 participants rated their speaking skills level as 'Very low' with 25.7%, 26 participants rated their speaking skills level as 'Low' with 37.1%, 22 participants rated their speaking skills level as 'Moderate' with 31.4%, 4 participants rated their speaking skills level as 'High' with 5.7%, and none of the participants rated their speaking skills level as 'Very high' (0%).

Table 4.6 Frequency in meeting or having conversation with foreigners

In the past year, how often did you meet with the foreigners	Frequency	Percentage
Levels	(N = 70)	(%)
Never	27	38.6
Rarely	29	41.4
Sometime	9	12.9
Often	4	5.7
Always	1	1.4
Total	**70**	**100.0**

According to Table 4.6, it shows the frequency rate in meeting or having conversation with foreigners, with the questions that ask 'In the past year, how often did you meet with the foreigners?' 27 participants have 'never' met or having conversation with foreigners in the past year which is 38.6%. 29 participants have 'rarely' met or having conversation with foreigners in the past year which is 41.4%. 9 participants have 'sometime' met or having conversation with foreigners in the past year which is 12.9%. 4 participants have 'often' met or having conversation with foreigners in the past year which is 5.7%. 1 participant has 'always' met or having conversation with foreigners in the past year which is 1.4%.

Table 4.7 Speaking Problems Levels

Do you have problems in speaking English	Frequency	Percentage
Levels	(N = 70)	(%)
Very Low	1	1.4
Low	6	8.6
Moderate	16	22.9
High	29	41.4
Very High	18	25.7
Total	**70**	**100.0**

According to Table 4.7, it shows the speaking problems levels of the participants. Out of 70 participants, only 1 participant rates their speaking problems as "Very low" that is 1.4%. 6 participants rate their speaking problems as "Low" that is 8.6%. 16 participants rate their speaking problems as "Moderate" that is 22.9%.

29 participants rate their speaking problems as “High” that is 41.4%, and 18 participants rate their speaking problems as “Very High” that is 25.7%.

4.2 Analysis Results of Problems in English Speaking Skills and Ways to Solve the Problems in English Speaking Skills

Analysis results of problems in English speaking skills and ways to solve problems in English speaking skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

4.2.1 Problems in English speaking skills

This section is the result of the second part of the questionnaires, which indicates the problems of English Speaking Skills of the M.A. students.

Table 4.8 The Problems in English Speaking Skills

No.	Problems of English Speaking Skills	(n = 70)		Skill Levels
		$\overline{X}$	S.D.	
	Confidence and Fluency			
1	You think that speaking English is not difficult.	2.70	0.87	Moderate
2	You have confidence when speaking English.	2.51	0.97	Moderate
3	You are fluently speaking English.	2.23	0.92	Low
4	You are able to speak English without being afraid of miscommunication.	2.41	1.07	Low
5	You are able to listen to English very well and able to communicate.	2.16	0.99	Low
	Total	**2.40**	**0.96**	**Low**
	Vocabulary			
6	You are able to use English vocabulary to speak in daily life.	2.57	1.03	Moderate
7	You have knowledge in Buddhist vocabulary in English, and use them fluently.	2.10	0.75	Low
8	You are able to think of English vocabulary on time when speaking simultaneously.	2.39	0.98	Low
	Total	**2.35**	**0.92**	**Low**
	Pronunciation			
9	You are able to correctly pronounce English words.	2.36	0.95	Low
10	You are able to pronounce English accents the same as native speakers.	2.11	0.91	Low
11	You are able to correctly pronounce the ending sound in each word. Ex. Words that have; -s, -es, or -ed	2.36	0.95	Low
12	You are able to correctly pronounce some hard-pronounce words in English. Ex. Words that have; sh-, ch-, thr-, cr-, cl-	2.31	0.96	Low
13	You are able to understand and speak English using word stress.	2.24	0.92	Low
14	You are able to understand and speak English using word intonation.	2.37	0.95	Low
	Total	**2.29**	**0.94**	**Low**
	Grammar			
15	You have knowledge in English grammar, and able to compile to sentence before speaking.	2.29	0.87	Low
	Overall Total	**2.36**	**0.94**	**Low**

Table 4.8, the results of the problems in English speaking skills. There were 15 items in total; ($\overline{X}$ = 2.36, S.D. = 0.94), and divided into 4 categories. The overall skills level is low, detailed as follows:

1) You think that speaking English is not difficult ($\overline{X}$ = 2.70, S.D. = 0.87), moderate level.

2) You have confident when speaking English. ($\overline{X}$ = 2.51, S.D. = 0.97), moderate level.

3) You are fluently speaking English. ($\overline{X}$ = 2.23, S.D. = 0.92), low level.

4) You are able to speak English without being afraid of miscommunication. ($\overline{X}$ = 2.41, S.D. = 1.07), level.

5) You are able to listen to English very well and able to communicate. ($\overline{X}$ = 2.16, S.D. = 0.99), low level.

6) You are able to use English vocabulary to speak in daily life. ($\overline{X}$ = 2.57, S.D. = 0.57), moderate level.

7) You have knowledge in Buddhist vocabulary in English, and use them fluently. ($\overline{X}$ = 2.10, S.D. = 0.75), low level.

8) You are able to think of English vocabulary on time when speaking simultaneously. ($\overline{X}$ = 2.39, S.D. = 0.98), low level.

9) You are able to correctly pronounce English words. ($\overline{X}$ = 2.36, S.D. = 0.95), low level.

10) You are able to pronounce English accents as same to native speakers. ($\overline{X}$ = 2.11, S.D. = 0.91), low level.

11) You are able to correctly pronounce the ending sound in each word. Ex. Words that have; -s, -es, or -ed ($\overline{X}$ = 2.36, S.D. = 0.95), low level.

12) You are able to correctly pronounce some hard-pronounce words in English. Ex. Words that have; sh-, ch-, thr-, cr-, cl- ($\overline{X}$ = 2.31, S.D. = 0.96), low level.

13) You are able to understand and speak English using word stress ($\overline{X}$ = 2.24, S.D. = 0.92), low level.

14) You are able to understand and speak English using word intonation. ($\overline{X}$ = 2.37, S.D. = 0.95), low level.

15) You have knowledge in English grammar, and able to compile to sentence before speaking. ($\overline{X}$ = 2.29, S.D. = 0.87), low level.

4.2.2 Ways to solve problems in English speaking skills

This section is the result of the second part of the questionnaires, which indicates the ways to solve the problems of English Speaking Skills of the M.A. students.

Table 4.9 Ways to solve problems in English Speaking Skills

No.	Ways to solve problems in English Speaking	(n = 70)		Levels of usage
		$\overline{X}$	S.D.	
	Good motivation in learning			
1	You try to talk to foreigners when you have the chance.	2.59	1.00	Moderate
2	You learn from the specialties that help you in communicating with foreigners.	2.31	1.02	Low
3	You often ask for new vocabulary from your friends.	2.14	0.86	Low
4	You encourage yourself to speak English even when feeling unconfident.	2.96	1.03	Moderate
5	You feel grateful when you are commented when speaking English wrong.	3.44	0.99	Moderate
	Total	**2.69**	**0.98**	**Moderate**
	Use of additional methods			
6	You are able to spell the words if the listener doesn't understand in what you are saying.	2.34	0.96	Low
7	You use gesture language to help in communicating.	2.84	1.03	Moderate
8	You use dictionary to help in communicating.	2.80	1.12	Moderate
9	You write or draw to help in communicating.	2.07	0.94	Low
10	You speak only specific words to be able to communicate without using correct grammar.	3.10	1.05	Moderate
	Total	**2.63**	**1.02**	**Moderate**
	Practice in daily life			
11	You practice English pronunciation from online dictionary.	2.61	1.08	Moderate
12	You learn speaking English more from online media such as YouTube or Facebook.	2.83	1.06	Moderate
13	You try to pronounce the words or sentences when you are reading books or texts.	2.94	1.09	Moderate
14	You try to speak aloud after hearing some sentence in movies or songs.	2.87	1.09	Moderate
15	You practice speaking by yourself.	2.93	1.00	Moderate
	Total	**2.84**	**1.06**	**Moderate**
	Overall Total	**2.72**	**1.02**	**Moderate**

Table 4.9, this table shows the results of ways to solve the problems in English speaking .There were 15 items in total: ($\overline{X}$ = 2.72, S.D. = 1.02), and divided into 3 categories. The overall usage level is at moderate level, detailed as follows:

1) You try to talk to foreigners when you have the chance. ($\overline{X}$ = 2.59, S.D. = 1.00), equal to moderate level.

2) You learn from the specialties that help you in communicating with foreigners. ($\overline{X}$ = 2.31, S.D. = 1.02), equal to low level.

3) You often ask for new vocabulary from your friends. ($\overline{X}$ = 2.14, S.D. = 0.86), equal to low level.

4) You encourage yourself to speak English even when feeling unconfident. ($\overline{X}$ = 2.96, S.D. = 1.03), equal to moderate level.

5) You practice English pronunciation from online dictionary. ($\overline{X}$ = 2.61, S.D. = 1.08), equal to moderate level.

6) You are able to spell the words if the listener doesn't understand in what you are saying. ($\overline{X}$ = 2.34, S.D. = 0.96), equal to low level.

7) You use gesture language to help in communicating. ($\overline{X}$ = 2.84, S.D. = 1.03), equal to moderate level.

8) You use dictionary to help in communicating. ($\overline{X}$ = 2.80, S.D. = 1.12), equal to moderate level.

9) You write or draw to help in communicating. ($\overline{X}$ = 2.07, S.D. = 0.94), equal to low level.

10) You speak only specific words to be able to communicate without using correct grammar. ($\overline{X}$ = 3.10, S.D. = 1.05), equal to moderate level.

11) You feel grateful when you are commented when speaking English wrong. ($\overline{X}$ = 3.44, S.D. = 0.99), equal to moderate level.

12) You learn speaking English more from online media such as YouTube or Facebook. ($\overline{X}$ = 2.83, S.D. = 1.06), equal to moderate level.

13) You try to pronounce the words or sentences when you are reading books or texts. ($\overline{X}$ = 2.94, S.D. = 1.09), equal to moderate level.

14) You try to speak aloud after hearing some sentence in movies or songs. ($\overline{X}$ = 2.87, S.D. = 1.09), equal to moderate level.

15) You practice speaking by yourself. ($\overline{X}$ = 2.93, S.D. = 1.00), equal to moderate level.

4.2.3 Conclusion of analysis results

Conclusion of analysis result of problems in English Speaking Skills and Ways to Solve Problems in English Speaking Skills to overall total of this section is the result of the second part of the questionnaires, which indicates as follows:

Table 4.10 Conclusions of Total of Problems of English Speaking Skills and Ways to Solve the Problems of English Speaking Skills

The result of Problems and Ways to solve problems in English Speaking Skills				
Conclusion	**N**	$\overline{X}$	**S.D.**	**Skill Levels**
1. Problems of English Speaking Skills				
1.1 Confidence and Fluency	70	2.40	0.96	Low
1.2 Vocabulary	70	2.35	0.92	Low
1.3 Pronunciation	70	2.29	0.94	Low
1.4 Grammar	70	2.29	0.87	Low
Total	**70**	**2.36**	**0.94**	**Low**
2. Ways to Solve Problems in English Speaking Skills				
2.1 Good motivation in learning	70	2.69	0.98	Moderate
2.2 Use of additional methods	70	2.63	1.02	Moderate
2.3 Practice in daily life	70	2.84	1.06	Moderate
Total	**70**	**2.72**	**1.02**	**Moderate**

Table 4.10 The Student's overall English Speaking Skills levels are Low ($\overline{X}$=2.36, S.D.= 0.94). In additional, researcher has divided Problems of English Speaking Skills into four minor categories, which are: 1). Confidence and Fluency, the skill level in this area is Low ($\overline{X}$=2.40, S.D.= 0.96), 2). Vocabulary, the skill level in this area is Low ($\overline{X}$=2.35, S.D.= 0.92), 3). Pronunciation, the skill level in this area is Low ($\overline{X}$=2.29, S.D.= 0.94), and 4). Grammar, the skill level in this area is Low ($\overline{X}$=2.29, S.D.= 0.87)

The Student's overall Ways to Solve the Problems of English Speaking Skills are Moderate ($\overline{X}$=2.72, S.D.=0.97). In additional, researcher has divided Ways to Solve the Problems of English Speaking Skills into three minor categories, which all of them have usage level of Moderate, detail as follows: 1). Good motivation in learning ($\overline{X}$=2.69, S.D.= 0.98), 2). Use of additional methods ($\overline{X}$=2.63, S.D.= 1.02), and 3). Practice in daily life ($\overline{X}$=2.84, S.D.= 1.06).

4.3 Analyzing the Differences between Personal Factors of the M.A. Students in Problems and Ways to Solve the Problems in English Speaking Skills

The analysis of the results of the research "A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University" is the results of between the problems in English speaking skills and ways to solve problems in English speaking skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province. Multiple range tests of means were done on significant ANOVA, using t-test and f-test (One Way Analysis Of Variance).

4.3.1 Analyzing the differences between personal factors in problems in English speaking skills of the M.A. Students in the Department of Vipassana Bhavana Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

This section is the result of the Problems in English Speaking Skills which are divided into: Confident and fluency, Vocabulary, Pronunciation, and Grammar. The results were analyzing the different between personal factors of the M.A. Students, which is, Gender, Status, Age, and Frequency in meeting with foreigners. The analyses of the results are summarized as follows:

Table 4.11 Analyzing the differences between the Gender factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Problems of English Speaking Skills, analyzing differences between the Gender	**Gender**	**N**	$\overline{X}$	**S.D.**	***t***	**Sig.**
1. Confidence and Fluency	Male	55	2.26	0.93	-1.71	.022*
	Female	15	2.91	0.93		
2. Vocabulary	Male	55	2.22	0.89	-2.36	.033*
	Female	15	2.84	0.87		
3. Pronunciation	Male	55	2.16	0.91	-2.34	.041*
	Female	15	2.78	0.91		
4. Grammar	Male	55	2.13	0.80	-3.09	.003*
	Female	15	2.87	0.92		
Total	**Male**	**55**	**2.20**	**0.91**	**-2.38**	**.025***
	Female	**15**	**2.85**	**0.91**		

* The mean difference is significant at the 0.05 level.

From table 4.11, the results of analyzing the differences between the gender factors in Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between male and female respondents are having different results in all four skills, that is statistically significant difference at 0.05.

There are 55 male respondents ($\overline{X}$ = 2.20, S.D. = 0.91), indicated as having low speaking skill level, while the 15 of female respondents ($\overline{X}$ = 2.85, S.D. = 0.91), indicated as having moderate speaking skill level.

Table 4.12 Analyzing the differences between the Status factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Problems of English Speaking Skills, analyzing differences between the Status	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Confidence and Fluency	Between Groups	12.362	2	6.181	7.884	.012*
	Within Groups	52.195	67	0.779		
2. Vocabulary	Between Groups	7.731	2	3.866	4.753	.025*
	Within Groups	51.612	67	0.770		
3. Pronunciation	Between Groups	6.767	2	3.383	4.220	.032*
	Within Groups	54.155	67	0.809		
4. Grammar	Between Groups	11.507	2	5.753	9.453	.000*
	Within Groups	40.779	67	0.609		
Total	**Between Groups**	**9.529**	**2**	**4.796**	**6.578**	**.017***
	Within Groups	**49.685**	**67**	**0.742**		

* The mean difference is significant at the 0.05 level.

From table 4.12, the results of analyzing the differences between the status factors in Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between status factors (monk, nun, lay-person) of the respondents are having different results in all four skills, that is statistically significant difference at 0.05.

Table 4.13 Analyzing the differences between the Ages factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Problems of English Speaking Skills, analyzing differences between the Ages	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Confidence and Fluency	Between Groups	1.778	3	0.593	0.692	.648
	Within Groups	62.779	66	0.951		
2. Vocabulary	Between Groups	5.258	3	1.753	1.952	.335
	Within Groups	54.085	66	0.820		
3. Pronunciation	Between Groups	2.343	3	0.781	0.891	.541
	Within Groups	58.579	66	0.888		
4. Grammar	Between Groups	0.383	3	0.128	0.162	.921
	Within Groups	51.903	66	0.786		
Total	**Between Groups**	**2.441**	**3**	**0.814**	**0.924**	**.611**
	Within Groups	**56.837**	**66**	**0.861**		

* The mean difference is significant at the 0.05 level.

From table 4.13, the results of analyzing the differences between the ages factors in Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between the Ages of the respondents are not having different results in all four skills, that is not statistically significant difference at 0.05.

Table 4.14 Analyzing the differences between the Frequency of meeting with foreigners factors of the problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Problems of English Speaking Skills, analyzing differences between the Frequency of meeting with foreigners	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Confidence and Fluency	Between Groups	15.020	4	3.755	4.927	.046*
	Within Groups	49.538	65	0.762		
2. Vocabulary	Between Groups	15.448	4	3.862	5.882	.001*
	Within Groups	43.895	65	0.675		
3. Pronunciation	Between Groups	13.564	4	3.391	4.789	.014*
	Within Groups	47.358	65	0.728		
4. Grammar	Between Groups	13.495	4	3.374	5.653	.001*
	Within Groups	38.791	65	0.597		
Total	**Between Groups**	**14.382**	**4**	**3.596**	**5.313**	**.016***
	Within Groups	**44.896**	**65**	**0.691**		

* The mean difference is significant at the 0.05 level.

From table 4.14, the results of analyzing the differences between the frequency of meeting with foreigners in Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between the frequency of meeting with foreigners of the respondents are having different results in all four skills, that is statistically significant difference at 0.05.

4.3.2 Analyzing the differences between personal factors in ways to solve problems in English speaking skills of the M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

This section is the results of Ways to Solve Problems in English Speaking Skills which divided into: Good motivation in learning, Use of additional methods, and Practice in daily life. The results of analyzing the different between personal factors of the M.A. Students, which is, Gender, Status, Age, and Frequency in communicating with foreigners. The analyses of the results are summarized as follows:

Table 4.15 Analyzing the differences between the Gender factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Ways to Solve Problems of English Speaking Skills, analyzing differences between the Gender	Gender	N	$\overline{X}$	S.D.	*t*	Sig.
1. Good motivation in learning	Male	55	2.61	0.99	-1.34	.192
	Female	15	2.99	0.89		
2. Use of additional methods	Male	55	2.53	1.03	-1.67	.063
	Female	15	3.01	0.88		
3. Practice in daily life	Male	55	2.71	1.06	-1.91	.074
	Female	15	3.29	0.96		
Total	**Male**	**55**	**2.62**	**1.03**	**-1.64**	**.110**
	Female	**15**	**3.10**	**0.91**		

* The mean difference is significant at the 0.05 level.

From table 4.15, the results of analyzing the differences between the gender factors in Ways to Solve Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between male and female respondents are not having different results in all three methods, that is not statistically significant difference at 0.05.

There are 55 male respondents ($\overline{X}$ = 2.62, S.D. = 1.03), indicated as having moderate level of usage, the 15 of female respondents ($\overline{X}$ = 3.10, S.D. = 0.91), also indicated as having moderate level of usage.

Table 4.16 Analyzing the differences between the Status factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Ways to Solve Problems of English Speaking Skills, analyzing differences between the Status	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Good motivation in learning	Between Groups	3.123	2	1.562	1.628	.232
	Within Groups	63.034	67	0.941		
2. Use of additional methods	Between Groups	3.063	2	1.532	1.512	.291
	Within Groups	69.174	67	1.033		
3. Practice in daily life	Between Groups	5.524	2	2.762	2.569	.098
	Within Groups	72.633	67	1.084		
Total	**Between Groups**	**3.903**	**2**	**1.952**	**1.903**	**.207**
	Within Groups	**68.280**	**67**	**1.019**		

***** The mean difference is significant at the 0.05 level.

From table 4.16, the results of analyzing the differences between the status factors in Ways to Solve Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between status factors (monk, nun, lay-person) of the respondents are not having different results in all three methods, that is not statistically significant difference at 0.05.

Table 4.17 Analyzing the differences between the Ages factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Ways to Solve Problems of English Speaking Skills, analyzing differences between the Ages	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Good motivation in learning	Between Groups	2.573	3	0.858	0.913	.504
	Within Groups	63.584	66	0.963		
2. Use of additional methods	Between Groups	3.593	3	1.198	1.171	.385
	Within Groups	68.644	66	1.040		
3. Practice in daily life	Between Groups	5.691	3	1.897	1.730	.225
	Within Groups	72.466	66	1.098		
Total	**Between Groups**	**3.952**	**3**	**1.318**	**1.271**	**.371**
	Within Groups	**68.231**	**66**	**1.034**		

***** The mean difference is significant at the 0.05 level.

From table 4.17, the results of analyzing the differences between the ages factors in Ways to Solve Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between the different Ages of the respondents are not having different results in all three methods, that is not statistically significant difference at 0.05.

Table 4.18 Analyzing the differences between the Frequency of communicating with foreigners factors of the ways to solve problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province

Ways to Solve Problems of English Speaking Skills, analyzing differences between the Frequency of communicating with foreigners	**One-Way ANOVA**	**Sum of Squares**	**df**	**Mean Square**	***f***	**Sig.**
1. Good motivation in learning	Between Groups	10.625	4	2.656	3.170	.084
	Within Groups	55.533	65	0.854		
2. Use of additional methods	Between Groups	8.062	4	2.015	2.420	.345
	Within Groups	64.175	65	0.987		
3. Practice in daily life	Between Groups	9.312	4	2.328	2.229	.101
	Within Groups	68.845	64	1.059		
Total	**Between Groups**	**9.333**	**4**	**2.333**	**2.606**	**.177**
	Within Groups	**62.851**	**65**	**0.967**		

* The mean difference is significant at the 0.05 level.

From table 4.17, the results of analyzing the differences between the frequency of communicating with foreigners in Ways to Solve Problems of English Speaking Skills of M.A. Students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornpathom Province, the results found that between the frequency of meeting with foreigners of the respondents are not having different results in all three methods, that is not statistically significant difference at 0.05.

4.4 Suggestions Given

The questionnaire has three parts; the first part is the personal information of the participants. The second part is the five-scaled questions which split into three minor sections, which are:

1) The problems of speaking English
2) The ways to solve problems of speaking English

3) The Suggestions those asking questions that let the responders freely suggest what they think. The Suggestions have 2 questions which are about the problems of speaking English and the ways to solve problems of speaking English. 45 participants have filled in the suggestion which is 64.3% of 70 participants.

4.4.1 Problems in English Speaking

Results are mentioned as follows:

The most speaking problems mentioned by the students is they not having much chance to speak or using English for 13 suggestions. Secondly, they do not know enough vocabulary for 6 suggestions. Third, they are afraid of making grammatical mistakes and they are not having enough studies or knowledge in English for 4 suggestions. Next, they are lacks of practicing and not having enough confident for 3 suggestions. Then, they are not doing enough listening in English, too shy to speak, having not enough chance to learn English, and feeling English is hard and give up too soon for 2 suggestions. Several more problems are mentioned including as follow; teacher speaks too fast, afraid of making pronunciation mistakes, lacks of learning in pronunciation, cannot make correct pronunciation, too old to learn something new, not having enough native speakers as teachers, too expensive classes for study, monks and novices have too few classes, not having enough knowledge in English grammar, and don't like learning English.

4.4.2 Ways to solve the problems in English Speaking

Results are mentioned as follows:

The most solution of speaking problems mentioned by the students is learning and practicing more for 8 suggestions. Secondly, they think they should have more English classes or extend hours in classes, learn more vocabulary, and study more on media or online media for 5 suggestions. Third, they suggested directing learning with foreign teachers or native speakers for 4 suggestions. Next, teacher should also teach and learn Vipassana in English version in order to practice and discuss Vipassana with foreigners, keep on speaking for not forget vocabulary, and find more chances to using English for 3 suggestions. Then, encourage monks and novices to practice speaking or meeting with foreigners, listen more English, children should learn at young ages, native speakers should teach pronunciation, and practice on speaking without being afraid and put not too much attention in grammar for 2 suggestions. Several more solutions of speaking problems are mentioned including as

follow; learn how to pronounce correctly, Thai teacher should teach theories, use dictionary more, use media in teaching English, watch movies and news in English, have a good attitude toward English, use of group activities, group students by their skill level to encourage their development, speaking from the heart, better learning environment for better study, start practice with easy word or sentence to having more confident, study all over again, and build more attention in both teacher and students.

Chapter V

Conclusion, Discussion and Suggestion

This research has been conducted to study about English speaking skills of M.A. Students in Mahachulalongkornrajavidyalaya University, The first objective of this research is to study the problems of English speaking skills of M.A. students in the department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus and the second objective is to find out the ways to solve the problems of English speaking skills of M.A. Students in the department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

The research conducted as the quantitative research, was divided into 3 parts as follows:

Part 1: The researcher study and analysis documents, concepts, theories and other researches. Then, processing the contents, and create questionnaires. After that, the content of the research instrument was validity by 5 experts and consistent with the objective. And then, summarize the tools used in the research to collect data from the research sample.

Part 2: The research questionnaires were collected from the sample group which is monk, nun, and lay-person, the total number of the sample is 70 persons. The collected questionnaires have been checked for accuracy and completeness. The SPSS computer program has been used for an analysis of the data that has been collected. Statistics used in research are frequency, percentage, mean, standard deviation, t-test, and f-test of one-way analysis of variance (one-way ANOVA).

Part 3: Summary of research results. “A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University”, The research results were presented in descriptive research.

5.1 Conclusion

The conclusion of the research “A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University.” studying the problems and

ways to solve problems of English speaking skills of M.A. students in the department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus. The conclusions of the research are summarized as follows;

Personal information of the respondents

As indicated in this study focusing on the participants of total 70 students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus. 55 of the students are male which is equal to 78.6% and 15 of the students are female which equal to is 21.4%.

The majority of the participants are monks with the frequency of 51, which is 72.9%. There are also 10 nuns and 9 lay-persons which is 14.3% and 12.9%, in order.

About the age of the respondents, 28 participants are more than 51 years old, which is the majority of 40%. The second and the third place are quite close in proximity, 18 participants are between 41-50 years old, which is 25.7% and 17 participants are in between 31-40 years old, which is 24.3%. Lastly, 7 participants are between 21-30 years old, which is 10% of the sample group.

In the frequency rate in meeting or having conversation with foreigners, 27 participants have 'never' met or having conversation with foreigners in the past year which is 38.6%. 29 participants have 'rarely' met or having conversation with foreigners in the past year which is 41.4%. 9 participants have 'sometime' met or having conversation with foreigners in the past year which is 12.9%. 4 participants have 'often' met or having conversation with foreigners in the past year which is 5.7%. 1 participant has 'always' met or having conversation with foreigners in the past year which is 1.4%.

Problems in English speaking skills of the respondents

As this research divided Problems in English speaking skills in to four sections according to David Harris and Oller John, W were said of the importance element of competence in speech communication;[1] which are fluency, vocabulary, pronunciation, and grammar.[2] The participated students have low skills level at all of

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[1] Harris, David, **Testing English as a Second Language**, (New York: Mc. Graw, 1974), p. 50.

[2] Oller John, W, **Language Test at School: A Pragmatic Approach**, (London: Longman Inc., 1979), pp. 320-326.

the four sections ($\overline{X}$ = 2.36) that mean they have high level of problems in English speaking skills. In the section of the Confidence and Fluency, the students have low level on the skills ($\overline{X}$ = 2.40), indicating high problems level in the Confidence and Fluency of speaking English. In Vocabulary skill, the students also have low level on the skill ($\overline{X}$ = 2.35), indicating high problems level in the Vocabulary skill, especially in the area of Buddhist Vocabulary in English. Next, the students have low level on the skill of Pronunciation ($\overline{X}$ = 2.29). Many of them cannot making correct pronunciation and cannot understanding and speak English using word stress and intonation, indicating high level of problems. Lastly, In Grammar, students also have low level on the skill ($\overline{X}$ = 2.29), they have difficulty in compiling sentence before speak English; this is indicating as high problems in the skill.

Ways to solve the problems in English speaking skills of the respondents

This research divided ways to solve problems in English speaking skills in to three sections that are commonly used by students to help in lessen their speaking problems or improve their speaking skills which are: the good motivation in learning, the use of additional methods and practicing in daily life. The participated students have moderate level of usage in all of the three sections ($\overline{X}$ = 2.72) that mean they have moderate level of using the various ways of solving problems and improving themselves in English speaking skills. The students have motivation in learning at moderate level ($\overline{X}$ = 2.69), they are trying to talk to foreigners when they have the chance and encourage themself when they have to speak English and they likely don't mind if they are being commented when speaking English wrong. But they are not often asking for new vocabulary from their friends or learn English from the specialties. In terms of using additional method ($\overline{X}$ = 2.63), they can moderately use gesture language and dictionary to help in communicating but not much of writing or drawing. They are able to speak only specific words to be able to communicate without using correct grammar but only some are able to spell the words if the listener doesn't understand. Moreover, they are practicing speaking by themselves at moderate level ($\overline{X}$ = 2.84), by practice English pronunciation from online dictionary, learn English from online media such as YouTube or Facebook and try to pronounce or speak aloud when they are reading books, watching movie or listening to music.

Analyzing the differences between personal factors of the M.A. students in problems and ways to solve problems in English speaking skills.

This section is the analysis result of the problems and ways to solve the problems in English speaking skills. The analysis results are different between personal factors of the M.A. students, which are, Gender, Status, Age and Frequency in communicating with foreigners. The analysis results can be discussed as follows:

In problems of English speaking skills, the results were found that the difference in the factors of Gender, Status and the Frequency of meeting with foreigners of the M.A. students are impact on the different levels of problems in English speaking skills, which is statistically significant difference at 0.05.

In ways to solve the problems of English speaking skills, every personal factor of the M.A. students does not impact on the different levels of results that have no statistically significant difference at 0.05.

5.2 Discussion

The result of the research on the "A Study of English Speaking Skills of M.A. students in the Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus", There are issues to be discovered and discussed.

Exploring the problems in English Speaking Skills of the respondents.

It can be concluded that English speaking skills are crucial for students who need to communicate with the foreigners. Although, M.A. students at this level had been studying English for more than ten years, they still encountered English speaking problems. So, there are issues to be discovered and discussed.

According to the results, the M.A. Students have overall Low speaking skills level ($\overline{X}$ = 2.36) in many fields as **Harmer J.** have clarified the speaking skills into pronunciation, vocabulary, grammar and fluency.[3] This can be indicated as the students are having problems in English speaking skills in high level, similar to the research by Phra Bunthit Pandito (Krongbuaban), titled 'A Study of The Problems of English Speaking Skills of the First Year Students at Mahachulalongkornrajavidyalaya

[3] Harmer J., **the Practice of English Language Teaching**. (England: Longman, 1995), pp. 99-100.

University', the study found that the problems of speaking skills of the first year students who are 18-20 years old (27%) and students that more than 30 years old (19%) were at High level ($\overline{X}$ = 3.34).[4]

Next, the students have Low level on the skill of Pronunciation ($\overline{X}$ = 2.29) as well as the Fluency and Confident skill ($\overline{X}$ = 2.40). Many of them cannot making correct pronunciation and cannot understand and speak English using word stress and intonation. Additionally, they have lacks of practicing, being afraid of making pronunciation mistakes and not having enough confidence to speak English. Some students stated that they cannot make correct pronunciation and have been trying to avoid speaking English. This is similar to the thesis entitled, "The Problems with the English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok, Thailand" written by Nualsri Khamprated. The study is revealed that, the English speaking problems which the students rated as the most difficult were speaking with correct intonation and forgetting to say the final sound of words. And, the second most difficult speaking problem was speaking as fluently as a native speaker.[5] The students also have Low level in the skill of Vocabulary ($\overline{X}$ = 2.35) and Grammar ($\overline{X}$ = 2.29). They are facing with the difficulty of vocabulary and grammar. They do not know enough vocabulary that can be used in daily life, especially in the area of Buddhist Vocabulary in English. These problems might be similar to the research of Nongsamon Phongphanith that studied the problems of speaking English in communication with the students of Faculty of Management, Kasetsart University, Sriracha Campus. The researcher prepared the content for students aged 20-21 years to speak formal English in front of the classroom. And, the second most important issue was the lack of vocabulary and the difficulty in using the tense in speech.[6]

Moreover, the major problems revealed in the research were the students who don't have much chance to speak or using English. Since, the majority of the

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[4] Phra Bunthit Pandito (Krongbuaban), "A Study of The Problems of English Speaking Skills of the First Year Students at Mahachulalongkornrajavidyalaya University", **A Master of Arts Thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2018), p. i.

[5] Nualsri Khamprated, "The Problems with the English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok, Thailand", **A Master of Arts Thesis**, (Graduate School: Srinakarinwirot University, 2012), p. 67.

[6] Nongsamon Phongphanith, "The problems of speaking English in communication with the students of Faculty of Management", **A Master of Arts Thesis**, (Graduate School: Kasetsart University, Sriracha Campus, 2011), p. i.

students are monks (72.9%) which are normally stay only in the temple and the (38.6%) of the students claimed that they have 'never' met or having conversation with foreigners in the past year.

Furthermore, the majority of 40% of the respondents are 50 years old or more, some of them claimed that they don't have enough studies or knowledge in English, especially in rural area which made their basic knowledge insufficient, some of them think that they not have enough chance to learn English when they were young. This can be assumed that students believe if they can improve their speaking skills by learning more, practice more and having more conversation with foreigners.

Exploring the effective ways and further solutions to solve the problems in English speaking skills of the respondents.

According to the result, the common ways to improve the skills level of students are having motivation in learning and self-practicing, the M.A. students have these skills at moderate level ($\overline{X}$ = 2.69) and ($\overline{X}$ = 2.84) in order. The results are not bad, with more guidance and instructions the students could achieve positive possibility to improve their English speaking ability, as Detaramani C. has presented the positive result from their study of needs, attitudes, and motivation towards learning language by adopting self-instruction approach with 585 students from City University of Hong Kong. The results revealed that the participants who were keen on integrating self-instruction by attending more self-access center relatively possessed an improvement in English. They have also valued the strong extrinsic motivation to improve their English by learning with multimedia and facilities focusing on developing speaking and listening skills.[7]

Moreover, researcher was asking question from the M.A. students about how they would suggest about effective ways to solve their problems of English speaking. The mostly suggestion is to learn and practice more, which is one of the best ways and as duty of every student to improve their every field of study. Next, they think that they should have more English classes or extend hours in existing classes, this might mean they have feeling that there are not enough English classes which are agreeable according to what they have mentioned in the problems section. In addition, they suggested directing learning with foreign teachers or native

[7] Detaramani, C., "Needs, Attitudes and Motivation towards the Self-Access Model of Language Learning", **RELC Journal**, Vol. 30 Issue 1, (1999): 124-157.

speakers would be effective but Thai teacher should remain giving theoretical lessons. They have awareness in foreigners interested in Vipassana, that teacher should also teach and students should learn Vipassana in English version in order to practice and discuss Vipassana with foreigners. Find more chances to use English and keep on speaking and listening not to forget vocabulary are also mentioned. Several more interesting solutions are mentioned including the use of group activities; by grouping students with their skill level to encourage their development, and to have better learning environment for better motivation, or practice with easy words or sentences first to make the students to have more confident in speaking English.

5.3 Suggestion

Based on the results and information from the study, the suggestions were divided into 2 areas, which are recommendations for practice and recommendations for the further study as the following:

Recommendations for practice

1) Focusing on classroom activity to encourage both teachers and students, i.e. using group activity, English camps, storytelling, speech contest and debate contest for overcoming their shyness or low confidence in English speaking.

2) Put more classes or add more contents in English that is related to Vispassana or Dhamma, basic vocabulary in Buddhism should be known by the students to assist them in spreading Dhamma and Vipassana worldwide.

3) Vocabulary should be more prioritized to students.

4) Students should put more effort in practicing by themselves and teachers should provide information or ways to do so, i.e. giving website, and using media in class to give students examples.

Recommendations for the further study

1) Precisely focusing on the data by using sample of Vipassana teacher at meditation centers around the country.

2) Qualitative interviewing, observation, and group discussion should be manipulated in order to gain more insight of the responders' skills and contribute to more reliable research.

3) Including the Listening skills recommended for extensive knowledge in the Interactive communication.

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APPENDIX A

Assessors of the Research Questionnaire and Letters for Permission of Distributing Questionnaires

Assessors of the Research Questionnaire and Letters for Permission of Distributing Questionnaires

Including

1. List of qualified assessors for research instruments
2. List of research samples

The list of qualified assessors for research instruments is as follows:

1. Asst. Prof. Dr. Phramaha Suriya Varamedhi, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.
2. Dr. Phra Wichian Parichano, Lecturer of Dhamma Talk and Meditation subjects, Department of Foreign Languages, Faculty of Humanities, MCU.
3. Phra Thitawong Anuttaro, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.
4. Assoc. Prof. Dr. Preecha Kanetnog, Instructor of English language and linguistic subject, Department of Foreign Languages, Faculty of Humanities, MCU.
5. Dr. Kham-ing Kongsin, Instructor of English subject and linguistic subject. Department of Foreign Languages, Faculty of Humanities, MCU.

List of research samples:

1. Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus, Nakornphathom Province.

2. Meditation Center “Dhammamolee” Nong Nam Daeng District, Amphoe Pak Chong, Nakhon Ratchasima Province.

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ วันที่ ๑๕ สิงหาคม ๒๕๖๑

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

กราบนมัสการ พระมหาสุริยา วรเมธี, ผศ.ดร.

ด้วย **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ **เรื่อง** "A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.นิลรัตน์ กลิ่นจันทร์ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผศ.ดร. วีระกาญจน์ กนกกมเลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

ตรวจแล้ว
15/ส.ค./2561

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

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กราบนมัสการ พระวิเชียร ปริชาโน, ดร.

ด้วย **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ **เรื่อง** "A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.นิลรัตน์ กลิ่นจันทร์ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

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หัวหน้าภาควิชาภาษาต่างประเทศ

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กราบนมัสการ พระฐิตะวงษ์ ลาเสน

ด้วย **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ **เรื่อง** "A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.นิลรัตน์ กลิ่นจันทร์ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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ได้ดำเนินการปรับแก้
เรียบร้อยแล้ว

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เรียน **รศ.ดร.ปรีชา คะเนตนอก**

ด้วย **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ **เรื่อง** "A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.นิลรัตน์ กลิ่นจันทร์ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
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เรียน **ผศ.ดร. คำเอียง กองสิน**

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เรียนมาด้วยความนับถือ

(ผศ.ดร. วีระกาญจน์ กนกกมเลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

นิสิตผู้ประสานงานเพื่อการวิจัย
โทร. .....

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๑๐๕ วันที่ ๑๕ สิงหาคม พ.ศ. ๒๕๖๑

เรื่อง ขออนุญาตเก็บรวบรวมข้อมูลวิจัยจากนิสิตวิทยาเขตบาฬีศึกษาพุทธโฆส (ระดับปริญญาโท)

นมัสการ ผู้อำนวยการวิทยาลัยสงฆ์บาฬีศึกษาพุทธโฆส

ตามที่ ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ ร่วมกับบัณฑิตวิทยาลัย มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ดำเนินการเรียนการสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (International Program) มีนิสิตอยู่ในระหว่างการศึกษาภาควิทยานิพนธ์ที่จำเป็นต้องเก็บรวบรวมข้อมูลเพื่อทำการวิเคราะห์ข้อมูลตามระเบียบวิธีการวิจัย ความทราบแล้วนั้น

ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ จึงอนุญาตให้ **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ ทำวิทยานิพนธ์เรื่อง **"A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University."** เก็บรวบรวมข้อมูลจากนิสิตวิทยาเขตบาฬีศึกษาพุทธโฆส (ระดับปริญญาโท) สาขาวิชาวิปัสสนาภาวนา และ สาขาวิชาพระพุทธศาสนา ระหว่างวันที่ ๑๖ – ๒๕ สิงหาคม พ.ศ. ๒๕๖๑ ดังมีรายละเอียดตามเอกสารแบบสอบถามที่แนบมาพร้อมนี้

จึงกราบนมัสการมาเพื่ออนุญาตเก็บรวบรวมข้อมูล

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมเลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

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๒๙ สิงหาคม ๒๕๖๑

เรื่อง ขอความอนุเคราะห์ให้นิสิตแจกแบบสอบถามเพื่อเก็บข้อมูลการวิจัย

นมัสการ **พระครูศรีภาวนานุศาสก์ หัวหน้าศูนย์ปฏิบัติธรรม ธรรมโมลี อ.ปากช่อง**

ด้วย **พระนรเศรษฐ์ ฉายา กิตติธโร นามสกุล จังหวัด** รหัสประจำตัว ๕๙๐๑๒๐๓๐๗๕ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ **เรื่อง** "A Study of English Speaking Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.นิลรัตน์ กลิ่นจันทร์ และ ดร.ณรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอความอนุเคราะห์ให้นิสิตแจกแบบสอบถามเก็บข้อมูลเพื่อการวิจัย กับนิสิตวิทยาเขตบาฬีศึกษาพุทธโฆส นิสิตระดับปริญญาโท สาขาวิชาวิปัสสนาภาวนา ดังกล่าว

จึงนมัสการมาเพื่อโปรดพิจารณานุเคราะห์ และขอกราบขอบพระคุณมา ณ โอกาสนี้

นมัสการมาด้วยความเคารพอย่างสูง

(ผศ.ดร. วีระกาญจน์ กนกกมเลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

อนุมัติตามที่ขอมา
พระครูศรีภาวนานุศาสก์
(พระครูศรีภาวนานุศาสก์)
หัวหน้าศูนย์ฯ ธรรมโมลี
๒๙ / สิงหาคม / ๒๕๖๑

นิสิตผู้ประสานงานเก็บข้อมูลเพื่อการวิจัย
โทร. .....

APPENDIX B

The Research Questionnaire

The Research Questionnaire

Thesis title: A Study of English Speaking Skills of M.A. Students in Mahachulalongkornrajavidyalaya University

Explanation:

1) This questionnaire is part of the research in Master's Degree in Buddhist Studies, English (International Program), Faculty of Humanities, Mahachulalongkorn rajavidyalaya University. The purpose is to study problems and ways to solve problem in English Speaking Skills of M.A.students in Mahachulalongkornrajavidyalaya University

2) The respondents are the M.A. students in Department of Vipassana Bhavana of Mahachulalongkornrajavidyalaya University, Palisuksa Buddhagosa Campus.

3) The questionnaire is divided into 3 steps.

Part 1: is the personal information of the respondents.

Part 2: is about study the problem and how to solve the problem of English Speaking Skills of the postgraduate students.

Part 3: is information about comments and suggestions.

4) The Researcher needs your help to study about the problem and ways to solve the problem of English Speaking Skills, answering the question by checks ✓ into ☐ that match your truth and please provide additional feedback and comments in the last section.

5) Answering this questionnaire will not affect you negatively. Please answer all questions based on the actual fact. Information gained will be kept entirely confidential and will be used on research propose only. Your answers will be valuable in the study of problem and ways to solve the problem of English Speaking Skills of the M.A. students.

Thank you highly for your cooperation.

Phra Naraset Kittitaro (Jungwatt)
Master's Degree student, Department of Foreign Languages
Faculty of Humanities, Mahachulalongkornrajavidyalaya University

Part 1 Personal information of the respondents.

Instructions: Please checks "✓" into ☐ before the answer that match with your actual information.

1. Gender

☐ Male ☐ Female

2. Status

☐ Monk ☐ Nun ☐ Lay-person

3. Ages

☐ 21 – 30 ☐ 31 – 40

☐ 41 – 50 ☐ more than 50 years old.

4. Vassa (if any)

☐ 0 – 4 ☐ 5 – 9

☐ 10 – 19 ☐ 20 Vassa or more

5. How well would you rate yourself of the speaking English skills?

☐ Very well ☐ Good ☐ Moderate ☐ Not Good ☐ Terrible

6. In the past year, how often did you meet with the foreigners?

☐ Always ☐ Often ☐ Sometime ☐ Rarely ☐ Never

7. Do you have problem in speaking English?

☐ Always ☐ Often ☐ Sometime ☐ Rarely ☐ Never

Part 2 Information about studying the problems and how to solve the problems of English Speaking Skills of M.A. students in Mahachulalongkornrajavidyalaya University

There are two main components in this part which are;

1) The problems of English speaking skills: 15 questions

2) The ways to solve problems of English speaking skills: 15 questions

The following statements are related to the study of problems and ways to solve the problem in English Speaking Skills of M.A. students in Mahachulalongkorn rajavidyalaya University. Please carefully consider each statement in the questionnaire and checks "✓" into one of boxes provided that match your actual fact. The meaning for each level of score is as follows:

5 mean: You are 'strongly agree' with the statement.

4 mean: You are 'agree' with the statement.

3 mean: You are 'uncertain' with the statement.

2 mean: You are 'disagree' with the statement.

1 mean: You are 'strongly disagree' with the statement.

No.	Problems in English Speaking	Level of Agreement				
		5	4	3	2	1
	Confidence and Fluency					
1.	You think that speaking English is not difficult.					
2.	You have confidence when speaking English.					
3.	You are fluently speaking English.					
4.	You are able to speak English without being afraid of miscommunication.					
5.	You are able to listen to English very well and able to communicate.					
	Vocabulary					
6.	You are able to use English vocabulary to speak in daily life.					
7.	You have knowledge in Buddhist vocabulary in English, and use them fluently.					
8.	You are able to think of English vocabulary on time when speaking simultaneously.					
	Pronunciation					
9.	You are able to correctly pronounce English words.					
10.	You are able to pronounce English accents the same as native speakers.					
11.	You are able to correctly pronounce the ending sound in each word. Ex. Words that have; –s, -es, or -ed					
12.	You are able to correctly pronounce some hard-pronounce words in English. Ex. Words that have; sh-, ch-, thr-, cr-, cl-					
13.	You are able to understand and speak English using word stress.					
14.	You are able to understand and speak English using word intonation.					

No.	Problems in English Speaking (Continued)	Level of Agreement				
		5	4	3	2	1
	Grammar					
15.	You have knowledge in English grammar, and able to compile to sentence before speaking.					

No.	Ways to solve problems in English Speaking	Level of Agreement				
		5	4	3	2	1
	Good motivation in learning					
1.	You try to talk to foreigners when you have the chance.					
2.	You learn from the specialties that help you in communicating with foreigners.					
3.	You often ask for new vocabulary from your friends.					
4.	You encourage yourself to speak English even when feeling unconfident.					
5.	You feel grateful when you are commented when speaking English wrong.					
	Use of additional methods					
6.	You are able to spell the words if the listener doesn’t understand in what you are saying.					
7.	You use gesture language to help in communicating.					
8.	You use dictionary to help in communicating.					
9.	You write or draw to help in communicating.					
10.	You speak only specific words to be able to communicate without using correct grammar.					

No.	Ways to solve problems in English Speaking (Continued)	Level of Agreement				
		5	4	3	2	1
	Practice in daily life					
11.	You practice English pronunciation from online dictionary.					
12.	You learn speaking English more from online media such as YouTube or Facebook.					
13.	You try to pronounce the words or sentences when you are reading books or texts.					
14.	You try to speak aloud after hearing some sentence in movies or songs.					
15.	You practice speaking by yourself.					

Part 3 Comments and suggestions.

3.1 What are your comments and suggestions about the problems in English speaking?

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3.2 What are your comments and suggestions about the ways to effectively solve the problems in English speaking?

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Thank you highly for your cooperation.

Researcher

Biography of Researcher

Name	: Phra Naraset Kittitaro (Jangwatt)
Date of Birth	: 20 March 1989
Nationality	: Thai
Date of Ordination	: 15 May 2011, at Wat Ruak Bangbumru, Amphoe Bangphlat, Bangkok
Present Address	: 300 Moo. 4 Wat Klongtalong, Amphoe Pakchong, Nakorn Ratchasrima
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