

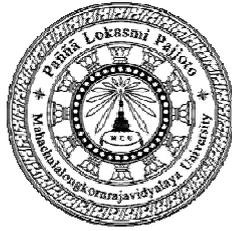


AN ANALYTICAL STUDY OF DIFFICULTIES IN ENGLISH SPEAKING SKILL  
OF BACHELOR OF ARTS SECOND YEAR STUDENTS  
AT MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Bhikkhuni Nguyen Thi My Hanh

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

Graduate School  
Mahachulalongkornrajavidyalaya University  
C.E. 2018



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "An Analytical Study of Difficulties in English Speaking Skill of Students at 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 objectives of this research are 1) to study the difficulties in English speaking skills encountered by B.A. second year students at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 2) to propose solutions to overcome difficulties in English speaking skills encountered by B.A. second year students at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The researcher mixed qualitative and quantitative method. A questionnaire used for collecting quantitative data from 39 students at second year majoring English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University in academic year 2018 and in-depth interviews were used for collecting qualitative data from 15 key informants. Statistics including Percentage, Mean and Standard Deviation (SD) presented below.

#### **Results of the study are as follows:**

1. The survey questionnaires and interview of students who are studying at MCU, revealed that the result of data analysis for vocabulary that causes the students to feel anxious about their ability to properly use English vocabulary, resulting at overall such as moderate level for mean of 3.26. In pronunciation, students using their mother tongue in English speaking resulted in overall such as moderate level for mean of 3.21. The participants having a lack of confidence in English speaking found to be at moderate level, with an overall mean at 3.05. The participants who use social Media was also at a moderate level with mean at 3.08.

2. The following derived from interviews with key informants. The most difficulties in the English speaking skill of second year students often encounter included 1) The student's lack of and limited vocabulary. 2) The students make mistakes in pronouncing, and often use their mother language. 3) The students cannot hear nor understand the pronunciation of the person speaking. 4) The students lack of confidence.

3. The researcher proposed solutions to overcome difficulties to improve the speaking skill included: 1) Students should read English newspapers and magazines and watch the news on cable TV or visit Internet sites. 2) Students must listen to native speakers and repeat many times. 3) Students must often listen to English every time through social media including the international channel of YouTube website. 4) Students must practice speaking by talking with friends via social networks, and attend activities based on easy games and speaking tasks that include everyone. The students must SPEAK, and should become familiar with pairs work and group work to practice.

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This study could not have been completed without the encouragement and a great deal of assistance from many benevolent people

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Bhikkhuni Nguyen Thi My Hanh

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## List of Abbreviations and Symbols

S'	=	Singular
'S	=	Plural
,	=	Comma
:	=	Colon
;	=	Semicolon
“ ”	=	Quotation
/	=	Slash or Forward Slash
%	=	Percentage
“ $\bar{x}$ ”	=	Mean
S.D.	=	Standard Deviation
No.	=	Number
MCU	=	MahachulalongkornrajavidyalayaUniversity

# Chapter I

## Introduction

### 1.1 Background and Significance of the Problems

Language is a set of symbols being used mainly for communication. The symbols may be spoken or written. Language is an aspect of human behavior. According to Sapir: “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of vocabulary produced symbols.” Next, Bloch & Trager wrote: “A language is a system of arbitrary vocal symbols by mean of which a social group cooperates.” Another definition from Hall, he stated that: “language is institution whereby humans communicate and interact with each other by means of habitually used oral- auditory arbitrary symbols”<sup>1</sup>. However, language is not only oral communication, but also writing, reading, listening, actions, even symbols, pictures, traffic lights, etc. In recent decades, English has become a worldwide language and plays an important role in many fields of education and employment. Nowadays, English is a means of international communication and considered as the gateway of knowledge. English now spans across countries and cultures, and the ability to speak it well will open many doors for our careers and social lives. Every society or country has its own language, but English has been a significant universal language, it’s use is common for everyone. Since English is the language of the world, it, therefore, occupies an important place in society. English language is like a tool to approach, exchange cultures and information between other countries. So that, if we gain knowledge of English skill it will serve the diplomatic good to promote the development of one’s country such as economic, social commerce, technology, etc. and with the main purpose is developing for ourselves.

As you know over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua Franca" among

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<sup>1</sup> John Lyons, **Language and Linguistics**, (UK: Cambridge University Press, 1981), pp. 4-8.

speakers of languages that are not mutually intelligible. Furthermore, in the age of "globalism" in which we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English<sup>2</sup>. In fact, English language has become very popular and important in communication of society the world over, nowadays. It is applied in many fields to the political economic development of the nation as well as to improve and approached new knowledge to elevate by oneself. English naturally becomes the main language in community activities. That is why, we are constantly evolving and experiencing global economic integration. International language knowledge is not only one of the main types, but everybody would like to express oneself one way or another, but also one of the best ways to successfully and easily approach. Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and nearly everything. The ability to communicate information accurately, clearly and as intended, is a vital life skill. However, it is most difficult for learners who are not able to speak English, so this aim has not been fully achieved.

As you know, Mahachulalongkornrajavidyalaya University (MCU) was known as one of the most famous and popular Buddhist Universities in Thailand, where is foreign students came from countries around the world. Accordingly, with international programs to study B.A, M.A., and Ph.D., students have chosen it as their chief foreign language in schools. The most important reasons are always educational and English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. All above, they have used the English language like the second language for learning and communication when attending classes. However, it is extremely difficult to speak fluently. The speaking is one in four skills of the English language, it is the second. English speaking skill is a very important skill in learning English, and it is not easy to speak like a native speaker. There are many reasons that make the students face difficulties when they want to converse with someone or communication with foreign students. Some students say that it is very momentous in the education international program. Especially, it was truly considered essential and necessary for higher education where I am also studying. It is extremely important for MCU students like Myanmar, Cambodia, Lao,

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<sup>2</sup>Mohammad Taghi Hasani, "Transactional and Interactional Strategies on Iranian Intermediate EFL Learners' Spoken Language Performance", **Journal of Teaching English Language Studies**, Vol. 2 NO. 4 (Spring 2014): 1.

Thailand, Vietnam, Bangladesh, who are learning in the second year at MCU, Thailand. Mostly, they are facing crucial problems in speaking skill because they are lacking confidence, do not have enough vocabulary in communication, or pronunciation will be incorrect. So, many students do not dare to speak. This is why students fail while learning English. Because speaking is required by people to interact among themselves. Thus, the speaker should pay attention not only to relate to what is being spoken, but the language being used. A good speaker should pay attention to the topic being spoken, what the language that he/she uses in order to be understood easily by the listener.

Therefore, the research study's purpose is pointing out important fact of English language that the speaking skill has a significant role in the lives of people in the four major areas of communication skills and language development - listening, speaking, reading and writing - the one that is the most basic is speaking<sup>3</sup>. It means through which people can communicate with others to achieve certain goals, or to express their opinions, intentions, hopes and viewpoints. Therefore, the researcher wants to study and to understand the real nature of these problems and then to discover whether the informant's experiences difficulties in speaking English. If people, indeed, have problems with speaking, what are the problems and why. Of course, not all learners struggle with speaking. However, since there are some people who do have problems with speaking, so there is good reason to research this matter. Every speaker is simultaneously a listener and every listener is at least potentially a speaker. Speaking has been classified to monologue and dialogue. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). Developing speaking skills is of vital importance in EFL/ESL programs. Nunan and Burkart & Sheppard argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language<sup>4</sup>.

Speaking is the most important skill of the language skills. Hence, speaking is probably a priority for most learners of English. These days, there are clear signs of

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<sup>3</sup>Kim Mai Linh, "A Study of Students' Difficulties in Learning English Pronunciation at Natural English Study Center of Wat Vorachanyavas", **Master's Degree Thesis**, (Graduation School: Mahachulalongkornrajavidyalaya University, 2015), pp. 1-2.

<sup>4</sup>Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students", **Ph.D.'s Degree Thesis**, (Graduate School: Ain Shams University, 2006), p. 14.

growing awareness, within English-speaking communities, of the need to break away from the traditional monolingual bias. In economically hard-pressed times, success in boosting exports and attracting foreign investment can depend on subtle factors, and sensitivity to the language spoken by a country's potential foreign partners is known to be particularly influential. At least at the levels of business and industry, many firms have begun to make fresh efforts in this direction. But at grass-roots tourist level, too, there are signs of a growing respect for other cultures, and a greater readiness to engage in language learning. Language attitudes are changing all the time, and more and more people are discovering, to their great delight, that they are not at all bad at picking up a foreign language<sup>5</sup>. Speaking instruction is important because it helps students acquire EFL speaking skills, thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be<sup>6</sup>. For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language<sup>7</sup>. For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills. Learning another language also has neurological benefits. Studies have shown that learning a language actually helps the brain's development regardless of how old you are. 'The Annals of Neurology' a journal that focuses on the human nervous system, explores whether speaking a second language affects how your brain ages. They've found that learning a second language not only helps the brain stay stronger for longer but is also helps delay dementia deeper into old age<sup>8</sup>.

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<sup>5</sup>David Crystal, **English as a global language**, (UK: Cambridge University Press, 2003), p. 18.

<sup>6</sup>Nunan, D., **Second Language Teaching and Learning**, (USA: Heinle & Cengage Learning, 1999), p. 216.

<sup>7</sup>Gass, S. Varonis & E. Input, Interaction and Second Language Production, **Studies in Second Language Acquisition**, Vol. 16 No. 1 (2000): 283-302.

<sup>8</sup>Thomas H, Jack J. Nissan & Michael M. Allerhand, *The Annals of Neurology*, **Brief Communication**, Volume 75 No. 6 (June, 2014): 959- 963.

As we know, speaking is the first skill in four English skills and it is the only bridge to connect people to people around the world. Although, speaking skill is mainly a tool in daily communication as well as in the university. And English language is spoken by all students who are studying at international program to communicate with teachers or others to exchange and approach new knowledge. However, it is not well done by all students. In real situations, there are still many students who cannot communicate in English good enough as well. They are unable to use English effectively because they have inadequate knowledge and limited vocabularies, worry about grammar or incorrect sentences, and lack confidence<sup>9</sup>. For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts<sup>10</sup>.

According to previous research, this may be due to the disparity between the spontaneous nature of the spoken language, and the structuring necessary to rearrange it into an acceptable, and correct form to be learned that causes problems for both teachers and students<sup>11</sup>. And many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills. Otherwise, the teachers teaching procedure should be designed to improve student's speaking skill by activating, extending their linguistic competence, and increasing their confidence<sup>12</sup>. They are faced with many shortcoming difficulties in collecting information or lectures and very much influenced in their study process. They may or may not have good opportunities to interact or impact with real situation to get

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<sup>9</sup>Jongdee Sritepsakul, "A Study of Thai English Teacher Appraisal of Communicative Language Teaching", **Master's Degree Thesis**, (Graduate School: Thammasat University, 2007), p. 1.

<sup>10</sup>Ngoc Mai, Tran, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School", **Asian Journal of Educational Research**, Vol. 3 No. 2 (2015): 10.

<sup>11</sup> Badrawi, N., **Speak up to Be Heard: How to Develop Speaking Competence in an EFL classroom**, (Cairo: The American University, 1997), pp. 95-98.

<sup>12</sup>Anderson K., Maclean J and Lynch T., **Study Speaking**, (UK: Cambridge University Press, 2004), p. 8.

more and more knowledge in reality. This is the big problem that students need to improve as soon as possible and as much as possible too.

Above all reasons, the purpose of this study will show the difficulties in English speaking skill which students usually face while speaking. The main objectives are the study about difficulties and then to find the solutions to overcome problems due to developing in English speaking skill for MCU's students who are studying a Bachelor of English at the second year. Therefore, this study will focus on two main stages. First, research difficulties of students who are facing challenges in English speaking skill. Second, the solutions for problems to overcome difficulties to improve in English speaking skill. In this regard, the researcher will show methods to investigate the difficulties of MCU's student at second year. The researcher would like to find the best way and solve the problems about the English-speaking skills for all students in this class.

## **1.2 Objectives of the Study**

With the main reason mentioned in Background and Significance of the Problem, researcher has conducted the objectives of the study as the following:

1.2.1 To study the difficulties about English speaking skills of B.A. second year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.2.2 To propose the solutions to overcome difficulties about English speaking skills of B.A. second year students of Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

## **1.3 Statement of the Research Question**

The statement of this research can be organized as follows:

The important thing in this research is to study the difficulties, skills in learning English communication through speaking skills from both teachers and students. This study aims to figure out learning aspects to establish measures to deal with problems in order to help and show quality of the teachers and students in developing the English-speaking skills. This is highly helpful to bring about many benefits for all second-year students studying at Bachelor of Arts, English major. Therefore, this study reviews the following questions:

1.3.1 What are the difficulties about English speaking skills of B.A. second year students of Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

1.3.2 What are solutions and suggestions to overcome difficulties about English speaking skills of B.A. second year students of Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

## **1.4 Scope of the Research**

This scope of the research will be limited and can be divided into four dimensions as follows:

### **1.4.1 Scope of contents:**

This research will investigate the difficulties, establish English speaking skills from both teachers and the second-year students studying at Bachelor of Arts, major in English. This research study will be collecting information from both teachers and the second-year students studying at Bachelor of Arts, through questionnaire and conducting an interview, English textbooks, and some English books written by foreign scholars. Additional information will be collected from other sources such as journals, articles, newspapers, encyclopedias, or modern IT media.

### **1.4.2 Scope of population:**

The population of this research consists of 5 teachers and 44 students of the second year, Bachelor of Arts, English major of Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

### **1.4.3 Scope of place:**

The location of this research study will be taken place at the Faculty of Humanities at Mahachulalongkornrajavidyalaya University, Moo 79 Group 1, Lamsai, Wangnoi, Ayutthaya, Thailand. 13170

### **1.4.4 Scope of time:**

This research study will take time from October 2018 to February 2019.

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

### **1.5.1 MCU students:**

It means the students (Thai, Myanmar, Vietnamese, Bangladesh, Laos, Chinese etc.) who are studying in the second year, Bachelor of Arts, Faculty of Humanities at Mahachulalongkornrajavidyalaya University, academic year 2018. Moo 79 Group 1, Lamsai, Wangnoi, Ayutthaya, Thailand. 13170.

### **1.5.2 Analytical:**

It means researcher will be surveyed and data collected and then use the Statistical Package for the Social Sciences (SPSS) program to analysis the data and percentages to find the result.

### **1.5.3 Speaking Skill:**

It means to communicate with everybody in English language as an interactive process in constructing. The meaning that involves producing, receiving and processing information. It is the second of the four language skills which are listening, speaking, reading, and writing. When speaking, the speaker uses their mouth to make vocal or verbal sounds talk with other. Additionally, it usually refers for the purposes of communication.

### **1.5.4 Difficulties:**

It means the problems when MCU students speaking English they often have difficulties in communication. Such as they lack confidence, inhibited and the pronunciation is not clear so they can't speak like the native speaker. The students are always afraid of mistakes with the wrong sentence or words. Then it becomes difficult to speak with anyone. Finally, it is not easy to get the best result.

## **1.6 Expected Benefits to Achieve from the Study**

At the end of this research, the following results and advantages may be achieved:

1.6.1 Knowing the difficulties in English speaking skills with communication of B.A. second year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.6.2 Knowing the problems, show the solutions to overcome difficulties to improve in English speaking skill of B.A. second year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University

## Chapter II

### Literature Reviews and Research Works Concerned

This research is of relevant documents to study the problems in English speaking skill of Bachelor of Arts second year students at the Faculty of Humanities at Mahachulalongkornrajavidyalaya University in Thailand. The purpose of studying is to find out problems and then to propose solutions to overcome problems toward developing English speaking skill for those students. The main points of information consist of books, thesis, research journals, magazines, articles, e-books and many sources of information on the problems to be explored which takes advantage of previous research to do this study. Existing literature review and research work concerned deals with some main points:

- 2.1 Definition of English speaking skills
  - 2.1.1 Public Speaking
  - 2.1.2 Communication
  - 2.1.3 A debate Classroom
  - 2.1.4 Oral Presentation
- 2.2 English as the second language learning (ESL)
- 2.3 The importance of English speaking skill
- 2.4 The difficulties in English speaking skill
  - 2.4.1 Lack of Vocabulary
  - 2.4.2 Weak in pronunciation
  - 2.4.3 Lack of Confidence
  - 2.4.4 Fluency
  - 2.4.5 Rhythm
- 2.5 The solutions to overcome problems in English speaking skill

#### 2.1 Definition of English speaking skill

Speaking is one of language skills which is very important to be mastered by students in order to become good communicators. Speaking is the verbal use of language to communicate with others<sup>1</sup>. Speaking is one of the four language skills (reading, writing, listening and speaking), which difficulties students are facing

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<sup>1</sup>Glenn Fulcher, **Testing Second Language Speaking**, (UK: Routledge, 2014), p. 23.

especially the speaking skill. Therefore, the researcher would like to distinguish the difference between skills and strategy definition to improve English speaking skill because most the students do not find speaking an easy task.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Likewise, according to the Oxford dictionary definition that speaking skill is the action of conveying information or expressing one's feeling in speech: clear thinking aids clear speaking.

Explaining the bottom up view, Bygate<sup>2</sup> stated: points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-linguicism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units sounds and move through mastery of words and sentences to discourse.

The majority of spoken texts are dynamic, fluid and interactive, as meaning is constructed jointly by the participants. Because of this, many spoken texts serve several functions at the same time. Understanding how a range of oral texts work is also part of learning about talk. Using the range appropriately gives us ways to communicate our meanings more fully with others. To communicate with ease in social and academic contexts, students need to understand and know how the range of oral language texts will operate in different contexts. Each oral text has its own conventions for particular purposes and audiences. These conventions determine the way we present ideas, opinions and information. Teachers need to establish classroom structures and procedures that allow students to develop their understandings of the different forms that oral language texts take, as well as providing opportunities for students to use these forms for different purposes<sup>3</sup>.

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<sup>2</sup>Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students". **Ph.D. Degree in Education**, (Cairo, Ain Shams University, 2006), p. 9.

<sup>3</sup>Judy Brace, Vicki Brockhoff & Nicola Sparkes, **Speaking and Listening Resource Book**, (West Australia: Department of Education WA, 2013), p. 45.

Hornby defined that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom<sup>4</sup>. So, students must speak more with others to make nature/natural communication, which is hugely beneficial for themselves in their disciplines, and academic careers to an extent and profound knowledge of English-speaking skills in education. Furthermore, English speaking skills are immensely important and useful for the learners today.

Speaking skill is seen as somewhat difficult for second-year students at MCU. However, they should at least pronounce the words well, choose the suit diction and try to create grammatically correct though. Brown says that there are eight characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult:

1) Clustering: fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through clustering.

2) Redundancy: the speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms: contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables: one of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language: make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

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<sup>4</sup>Hornby, **Definition of speaking skill**, (New York: Kayi, 1995), p. 37.

6) Rate of Delivery: another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation: this is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction: learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation<sup>5</sup>.

### 2.1.1 Public Speaking

Public speaking is an important part in communication. You are learning how to speak well in front of a group as the audience and perhaps friends. These skills should be practiced more in class through a variety of activities designed to make students more comfortable and confident. Thus, you need to create opportunities for yourself to speak confidently without fear in front of crowds. You can make your eye contact with different individuals, moving around the stage, and coming closer to the audience. However, for a lot of students, public speaking can basically amount to torture. Yet, it is practically inevitable for many students during their learning. How can they learn to embrace easy public speaking like the authors? This is a problem, which will result in successful speaking experiences.

Public speaking involves talking in front of a group of people, usually with some preparation. It can be in front of people that you know (e.g. at a family celebration) or a crowd of strangers. Unlike a presentation there normally isn't a lot of opportunity for interaction between the audience and the speaker – the speaker speaks, and the audience (hopefully) listens<sup>6</sup>.

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to

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<sup>5</sup>H. Douglas Brown, **Teaching by Principles an Interactive Approach to Language Pedagogy**, (New York: Addison Wesley Longman Inc, 2001), pp. 270-271.

<sup>6</sup><https://www.teachingenglish.org.uk/article/public-speaking-skills>, reviewed on 14 November 2018.

develop an effective speech<sup>7</sup>. Practicing this skill shows students how to prepare and deliver in front of the audience and class and thence you will develop into a good speaker. Public speaking is a highly sought-after skill -- in fact, if you want to be a good speaker, you're probably going to need to get comfortable with public speaking. However, public speaking anxiety is still a phobia, affecting more students the second year at university.

### 2.1.2 Communication

Communication is the act of expressing ideas, feelings and transferring data to others. It is a complex activity involving more than one person. Fluency should not be mistaken for effective communication. Communication becomes successful only when the meaning is properly transmitted from the sender to the receiver. This module deals with the specialties of human language. Other creatures also communicate, but the human system of communication is far more complex and advanced than all of them<sup>8</sup>.

Communication is a vital part of our daily routines. We sit in school and listen to teachers. We read books and magazines. We talk to friends, watch television, and communicate over the Internet<sup>9</sup>. The most important one is the communicative purpose is a motivational factor, because a good English speaker nowadays will have more competitive advantages to gain education opportunities overseas and have a good pathway in career development. Moreover, creating a successful speech takes time. It involves developing a clear purpose, analyzing your audience, creating a structure for your talk, and bringing it to life with interesting information. Once you have prepared the talk, put the key points on a few note cards. The eight secrets of successful speaking:

1. Define the purpose of your presentation before doing anything else.
2. Spend plenty of time preparing your talk so it will be effective.
3. Hook the attention of your listeners early in a speech so they will listen to the rest of it.
4. Tell the audience why you're speaking to them at the beginning, the middle, and the end of your talk.

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<sup>7</sup>Saylor.org, Stand Up, **Speak- the Practice and Ethics of Public Speaking**, (Saylor URL: <http://www.saylor.org/books>), p. 3.

<sup>8</sup> Dr.Hari.K.V. Kollaroth, **Four Skills for Communication**, (India, Cucbcss, 2014), pp. 4-5.

<sup>9</sup>Richard Worth, **Communication Skills**, (New York: Ferguson, 2004), p. 1.

5. Overcome stage fright by making it work for you.
6. Use stories and anecdotes to bring your talk to life.
7. Evaluate each talk you give so you can constantly improve your skills.
8. Never stop practicing<sup>10</sup>.

According to the Oxford dictionary definition that Communications in English means of sending or receiving information, such as telephone lines or computers or the imparting or exchanging of information by speaking, writing, or using some other medium<sup>11</sup>.

In the 19th century, the word 'communication' referred mainly to the movement of goods and people. We will use the word in this way, of course: roads and railways are forms of communication, just as much as speaking or writing. And we still use industrial images as metaphors for communication. Information, like freight, needs to be stored, transferred and retrieved. And we often describe the movement of information in terms of a 'channel', along which information 'flows'<sup>12</sup>.

Finally, human communication is ubiquitous. It exists everywhere and has profound impact on what unfolds in a communication setting. All that happens in the classroom is created and sustained through communication processes. Lesson plans, teaching methods, discipline strategies, explanations, and critiques of student work occur through the communication exchanges between teachers and learners. Communication is dynamic and complex, but it can be learned and understood if we carefully examine it in chunks and apply what we learn to real world circumstances<sup>13</sup>. Hence, we could say that communication occurs whenever someone attributes meaning to another person's words or actions. It takes place, where there is interaction by speech or symbol, action.

### 2.1.3 A debate Classroom

A debate is a skill to develop speaking fluency for student at university. It helps us have more confidence and experience in speaking skill. However, at MCU

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<sup>10</sup> Ibid., p. 64.

<sup>11</sup> Definition of *speaking* in English, English Oxford Living Dictionaries.

<https://en.oxforddictionaries.com/definition/communication>>, (viewed 23-11-2018)

<sup>12</sup> Alan Barker, **Improve Your Communication Skills: creating success**, (UK: Croydon, 2016), p. 2.

<sup>13</sup> Robert G. Powell, Dana I. Powell, **Classroom Communication and Diversity: Enhancing Instructional Practice**, (New York: Routledge, 2004), p. 2.

just good students dare to cope with somebody in debate. A debate is a speaking situation in which opposite points of view are presented and argued<sup>14</sup>. Debates are a great tool for engaging students and livening up classroom learning. Using debates in the classroom can help students snatch essential critical thinking and presentation skills.

A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of the activity, they may have to reach a concrete decision or put the issue to a vote. Communication involves at least two people: the sender and the receiver<sup>15</sup>

Debate is data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person<sup>16</sup>.

#### 2.1.4 Oral Presentation

Oral presentation is another way to develop communication skills. If it is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to develop the students' proficiency level in English and to help them to build self-confidence in their ability to speak in public. Oral presentation can be a beneficial way to deal with students' difficulties in speaking skill. Oral presentation is one type of communication, which aims to develop the students' ability to perform in English. Similarly, the aim of this study is to enhance students' proficiency in speaking skill through applying guided and free oral presentations<sup>17</sup>.

Any opportunity you get to communicate your point of view and listening to others. Any such opportunity should be seize and should be use to enhance your

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<sup>14</sup> Paulette Dale and James C Wolf, **Speech Communication Made Simple**, (New York: Miami Dade Community College, 2000), p. 176.

<sup>15</sup> William Littlewood, **Communicative Language Teaching**, (UK: Cambridge University Press: 1981), p. 57.

<sup>16</sup> Ronald Carter and Mc Carthy, **Exploring Spoken English**, (UK: Cambridge University Press: 1997), p. 10.

<sup>17</sup> Mina Farabi, Samira Hassanvand & Bahman Gorjian, **Linguistics and Language Learning, Using Guided Oral Presentation in Teaching English: Language Learners' Speaking Skills**, Vol. 3 No. 1 (2017): 24.

credibility with those listening within your organization or without. The opportunity to share your ideas at a meeting is a presentation<sup>18</sup>.

Moreover, Emden. J & Becker L. (2004) stated that presentation skills for students is a guide to the most transferable of all student skill and a critical part of professional development: the ability to present a case clearly, cogently and confidently. This is enormously valuable at every stage of students live, whatever subjects they study, helping them to achieve success in academic work, job interviews and their future working lives.

The terms presentation is used to describe any situation in which you must talk to other people and get your message across. And they said that many people really dread having to make presentations. It's the same with interviews- an interview is another kind of presentation, but the product is you. So, any presentation should have a clear objective in mind.

To deliver a clear message about the product, service, person and so on.

To impart important information to the audience.

To overcome false impressions or prejudices.

To enthuse the audience to work with you, and not against you

To encourage the audience to work with you, and not against you.

To persuade people to find out more about your product or service.

To persuade people to buy your product or service.

To enhance your career<sup>19</sup>.

## 2.2 English as the second language

Language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing

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<sup>18</sup> Patsy McCarthy, Caroline Hatcher, **Presentation Skills: The Essential Guide for Students**, (Australia: CA, 2002), p. 1.

<sup>19</sup> Infinite Ideas, **Presentations: Simple ideas for painless public speaking**, (UK: David Grant, 2012), pp. 1-2.

another language in the process<sup>20</sup>. From those murky and undistinguished beginnings, English has become the most widespread language in the world, used by more peoples for more purposes than any other language on Earth<sup>21</sup>.

English language is as the second language or foreign language for all ASEAN students as well as MCU student those who must use English in their daily communication and studying. Therefore, English is a top important tool that students must learn to approach new knowledge and have a good opportunity in their education. Learning to speak English in Foreign Language (EFL) will be facilitated when learners are actively engaged in attempting to communicate<sup>22</sup>. The Oxford Learner's Dictionary defined second is another come after the first and language is a system of sounds, words and structures applied by humans to transfer their thoughts and feelings. So, a second language is a language learnt after the first language<sup>23</sup>.

In recent years it has become quite clear that language functioning extends well beyond cognitive thought. Today all our software development, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. As a result, English is being taught and learned around the world as a second language. A second language has social and communicative functions within the community where it is learned<sup>24</sup>.

English, a second language for most of the people of the world, has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy. Other professional intercourse, such as the proceedings of meetings of health practitioners or educators from many different parts of the world, is often conducted in English, a second language for many of the participants. In fact, it has been estimated that although there are only 325 million (seems low, over 300 million speakers in the US alone) of

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<sup>20</sup> DAVID CRYSTAL, **English as a global language**, (NY: Cambridge University Press, 2003), pp. 4-5.

<sup>21</sup> John Algeo, **The Origins and Development of the English Language**, (USA: Michael Rosenberg, 2010), p. 1

<sup>22</sup> Richard, Jack C., **The Language Teaching Matrix**, (NY: Cambridge University Press, 1995), p. 51.

<sup>23</sup> Hornby, A.S. **Oxford advance Learner's dictionary of current English**, (New York: Oxford University Press, 1995), p. 662.

<sup>24</sup> Rebecca L. Oxford, **Language Learning Strategies: what Every Teacher Should Know**, (Boston: Newbury House, 1990), p. 6.

the world's 4.7 billion population who speak English natively, for as many as 1.4 billion additional people, English is an official second language<sup>25</sup>. Second language speaking means we communicate together more than one mother language or a language that somebody learns to speak well and that they use for work or at school, but that is not the language they learned first<sup>26</sup>.

### 2.3 The Importance of English-Speaking Skills

Speaking and listening have become a profile component of English within the national curriculum; it becomes as important as reading and writing. Therefore, in few years, there has been an increasing interest in the spoken language of young learners. They started to learn how to communicate properly in English. Their speaking ability becomes very important because it is useful for international communication. In the speaking activities, the ability to express feelings and opinions in an oral form is really needed<sup>27</sup>. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives<sup>28</sup>.

The purpose of language is to communicate, whether with others by talking and writing or with ourselves by thinking. The relationship of language to thought has generated a great deal of speculation<sup>29</sup>.

The English language is widely recognized as an international language since it is an effective tool for the communication between different countries.

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<sup>25</sup> Diane Larsen- Freeman and Michael H. Long, **An Introduction to Second Language Acquisition Research**, (USA: Routledge, 2014), pp. 35-36.

<sup>26</sup> \_\_\_\_\_, **Oxford Learner's Dictionaries**, [online], Source: <http://www.oxfordlearnersdictionaries.com/definition/english/second-language>, [viewed 26-6-2018].

<sup>27</sup> Widya Arum Wicaksani, "ELT Forum: Journal of English Language Teaching", **Using Digital discussion Through Commenting Blog to Improve Students' Ability in Writing Analytical Exposition Text**, Vol 2 No. 1 (2013): 2.

<sup>28</sup> McDonough, J., & Shaw, C., **Materials and Method in ELT: A Teacher's Guide**, (UK: Blackwell Publishing Ltd, 1993), p. 134.

<sup>29</sup> John Algeo, Op.cit, p. 15.

Within the past few centuries, globalization indeed enables English spread everywhere in the world. These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities; some want a high-flying careers with international connections. Others just want a better chance in life and move to wherever the money seems to be, and then again, some just love Hollywood, international rock stars or their English girlfriend. Even the free-spirited backpackers need English to get by in far-flung lands<sup>30</sup>.

Furthermore, Lindsay and Knight said that we speak for many reasons to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on<sup>31</sup>.

Language is a tool for communication. It is made in the human community. We communicate news or to express our ideas with others, also to know others' ideas as well. Communication takes place, where there is interaction by speech or symbol, action. We could say that communication occurs whenever someone attributes meaning to another person's words or actions. Normally, the English-speaking skills are immensely important and useful for the learners. Students must speak more with other to make nature in communication, which is hugely beneficial for yourself in their disciplines, academic career to extent and profound the knowledge of English-speaking skills in the education.

## 2.4 The Difficulties in English Speaking Skill

The interest of humanity in the English language as a tool of international communication has grown substantially. English has already become the language of professional communication in various fields of life especially toward education. Like in many other countries, Thailand has taken the English language into the curriculum as a second language for students. For that reason, Mahachulalongkornrajavidyalaya University has attracted the attention to many students in the world, to focus in Southeast Asian countries. Most students wish to learn to speak English like a native

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<sup>30</sup> Michelle Maxom, *Teaching English as a Foreign Language: For Dummies*, (England: John Wiley & Sons, Ltd, 2009), p. 9.

<sup>31</sup> Lindsay, C and Knight, P., *Learning and Teaching English*, (Oxford: OUP, 2006), p. 58.

speaker and it also plays a primary role in teaching communication. However, learning the speaking skill of the second-year students are low and their inability to speak confidently and fluently. One among the many reasons to take into consideration might be the lack of confidence and anxiety about making errors as stated by Trent (2009) and in other related studies. Most college students are not confident in their ability to learn to speak; teachers must overcome their reluctance in order to change this situation<sup>32</sup>. They use speech their mother tongue in their speaking skills in English, add shyness in mother tongue also affected in their English speaking skill. Some of them felt that their quietness or shyness made it harder to speak English.

Speaking English is the main goal of many adult learners. Thence, lack of English proficiency is the major reason for language minority students' academic failure... When students have become proficient in English, then they can be exited to an all- English program, since limited English proficiency will no longer impede their academic progress<sup>33</sup>.

#### 2.4.1 Lack of Vocabulary

According to Richards and Renandya<sup>34</sup>, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Using the definition of Davis and Whipple, where vocabulary is seen to be an integral part of comprehension, the National Reading Panel defined vocabulary as one of two aspects of comprehension instruction, the other being comprehension strategy instruction<sup>35</sup>. The task of learning the language of special registers is a daunting one, but often learners who are aiming to become proficient in, say,

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<sup>32</sup>Yulia Morozova, "Methods of Enhancing Speaking Skills of Elementary Level Students", **Institute of Fundamental Education**, Volume 17 No. 1 (January, 2013): 4.

<sup>33</sup>Richard, Jack. C, Op. cit., p. 145.

<sup>34</sup> Jack C. Richards & Willy A. Rehandya, **Methodology in Language Teaching: An Anthology of Current Practice**, (UK: Cambridge University Press, 2002), p. 255.

<sup>35</sup> Hiebert and Kamil, **Teaching and Learning Vocabulary: Bringing Research to Practice**, (Mahwah, New Jersey, London, eBook www.ccebook.cn 2005), p. 6.

academic English or business English already have a fairly large vocabulary from their profession or subject area<sup>36</sup>.

In the view of psycholinguist Pawlak (2011), speaking involves the collaboration of many different processing mechanisms, components and exertion to arrange the words in motion to speak language fluently. In language pedagogy, the management of the handling mutuality aspect (the role and relation among the speakers and the listeners in speaking element) is another key factor that affects the quality of speech production with extra constraints of time limit while trying to produce words (Hulstijn, 2000). Therefore, learners preferably need to be involved in the production of lengthy and structured part of language without inclusion of extended hesitation and excessive pauses. So, it is vital that learners need to get awareness of all four components of speaking skill of which vocabulary learning has key role in this process (Bailey, 2006; Cazden, 2001)<sup>37</sup>.

Using vocabulary adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. This includes also the use of vague language<sup>38</sup>. Steven Stahl stated vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world<sup>39</sup>.

#### 2.4.2 Pronunciation

Pronunciation is produced by the speaker, and listening is done by the listener. So, it could be argued that an explanation of pronunciation should be concerned with the way in which pronunciation in the sense of articulatory motions by a certain speaker in a certain situation (which includes a certain listener) is carried out. But I feel that the speaker also hears his own pronunciation and reacts to it in a feedback process. At the level of speaking-listening it is meaningless to posit a

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<sup>36</sup> Michael McCarthy, Anne O’Keeffe and Steven Walsh, **Vocabulary Matrix : Understanding, Learning, Teaching**, (Heinle: Cengage Learning, 2010), p. 35

<sup>37</sup> Raja Muhammad Ishtiaq Khan, Noor Raha Mohd Radzuan, Muhammad Shahbaz & Ghulam Mustafa, “The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners”, **Arab World English Journal (AWEJ)**, Volume 9 Number 1 (March 2018): 408.

<sup>38</sup> Luoma, S. **Assessing speaking**, (Cambridge: Cambridge University press, 2004), p. 24.

<sup>39</sup> Steven A Stahl, **Teaching and Learning Vocabulary: Bringing Research to Practice**, (Mahwah, New Jersey, London, eBook www.ccebook.cn 2005), p. 95.

speaker without a listener, so a speaker is a speaker by the fact that someone is listening to him. Because of this, I have included both speaking and listening within the scope of "pronunciation". As stated above, this has direct relation to language structure, but is closely related to meaning in language<sup>40</sup>.

With many languages you can look at a word and know (more or less) how to pronounce it. With English this is not true; it is often very difficult to know the pronunciation from looking at a word. For example: cough (pronunciation like 'off') enough (like 'stuff') through (like 'too') and dough (like 'so'). The only way you can be sure about the pronunciation is to learn some phonetic symbols<sup>41</sup>.

The native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people. One or two features are enough to suggest a particular language "showing through" their spoken English<sup>42</sup>.

Most of the students believed that the only other option for learning English and practicing pronunciation was by spending time in England, Australia or the USA. However, every time we speak all the above features become manifest. Depending on whether they are in congruence or not we send a different message to our listeners. ESL learners are often not aware of the fact that variations in pitch, rhythm, intonation, facial expressions and other bodily movements signify changes in meaning of what is being said. That may result in misunderstanding or communication breakdown. Following a diagnostic evaluation, the learners need to be shown and/or exposed to situations where issues such as appropriacy, fluency and intelligibility arise in varying degrees. Intonation is vital for constructing meaning nuances. Good models for local variety of English are invaluable, e.g.<sup>43</sup>.

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<sup>40</sup> Takesi Sibata, *Sociolinguistics in Japanese Contexts*, (New York: Mouton de Gruyter, 1999), p. 382.

<sup>41</sup> Stuart Redman, *English Vocabulary in Use: Pre-intermediate & Intermediate*, (Cambridge University Press, 1997), p. 12.

<sup>42</sup> Joanne Kenworthy, *Teaching English Pronunciation*, (London: Longman, 1987), p. 5.

<sup>43</sup> Azadeh Shafaei, *Frontiers of Language and Teaching*, (USA: Boca Raton, Florida, IOLC 2010), p. 24.

Having good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005). However, that is not the only reason for developing a stable pronunciation of a new language. There is a very important mechanism involved in working memory called the phonological loop<sup>44</sup>. Pronunciation includes the articulation of individual sounds and the distinctive features of the sounds like voicing and aspiration, voice-setting features (Esling and Wong, 1983), and stress and intonation. Attention to these aspects also requires attention to the blending and omission of sound, and the effect of the various aspects on intelligibility. Thus, although it can be very useful to provide practice with individual sounds, it is also important to give attention to other aspects of the sound system<sup>45</sup>.

### 2.4.3 Lack of Confidence

Confidence is something that ought to transcend what we know and what we do. Confidence: A self-assurance or belief in your ability to succeed. Confidence is a term that implies strength and assurance. However, experience has shown me that while some may seem confident and in control on the outside, they suffer the same insecurities as everyone else. Confidence is exciting. It's largely based on positive outcomes<sup>46</sup>.

Bob Yeung says that confidence is a ability take appropriate and effective action, however challenging it may feel at the time. Confidence is about doing what you need to do in the short-term to achieve your long-term goals, even if what you need to do in the short-term may feel temporarily uncomfortable<sup>47</sup>.

### 2.4.4 Fluency

Fluency is an art of speaking a language fluently. When you speak or you talk with a flow without your speech getting broken down in the middle, you can be called fluent in speech. You are most capable to get fluency in English language, but only when you grasp the art of generating as

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<sup>44</sup> I.S.P. Nation, Jonathan Newtoon, **Teaching ESL/EFL Listening and Speaking**, (NY: Taylor & Francis Group e-Library 2008), p. 75.

<sup>45</sup> Ibid., p. 76.

<sup>46</sup> John Mark Wapren, **Fishing with Confidence: Self-Confidence for a Sport that Demands it**, (USA: Oklahoma, 2010), p. 22.

<sup>47</sup> Rob Yeung, confidence: **The Key to Achieving Your Professional Best**, (USA: FT Press New Jersey, 2010), p. 6.

much speech as you require<sup>48</sup>. Fluency can be defined as the features of a second language oral performance that serve as reliable indicators of how efficiently the speaker is able to mobilize and temporally integrate, in a nearly simultaneous way, the underlying processes of planning and assembling an utterance in order to perform a communicatively acceptable speech act. It is the ability to describe and report actions or situations in precise words<sup>49</sup>. Fluency means to speak smoothly and continually without stopping to think of selecting the correct word.

Christensen Paul R. & Guilford J.P. (1963) published the results of a research on the factor structure of Verbal Fluency. They defend the existence of four factors of Verbal Fluency:

- Expression Fluency of ideas: capacity to produce certain number of verbal replies that follow some specification or a specific rule.
- Associative Fluency: capacity to produce a diversity of replies that implies the establishment of relations.
- Fluency of Verbal Expression: capacity to construct phrases that include certain number of concepts or to produce many syntactically different phrases that integrate such concepts.
- Fluency of Corporal Expression: it is the capacity to declare in daily and continuous form, gestures, mimic, theatre, dance, gymnastics and sports<sup>50</sup>.

Do you know why so many persons lack the fluency of speech? Because they are not aware about this fact that hesitation is a common feature of spoken English. They have the wrong notion that a good speaker must not hesitate at all. So, they just try to avoid hesitate and also try to cover it up. Such people avoid editing of utterance aloud on this false ground that the modifications, additions, deletions and corrections shouldn't be made aloud, otherwise listener would get the impression that the speaker knows nothing about English. That's why a speaker unknowingly debar the decision- making and planning process, and inadvertently

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<sup>48</sup> Dr. Mahendra Saraswat, **Speak English Fluently**, (Upkar Prakashan: AGRA, 1978), p. 62.

<sup>49</sup> Segalowitz, N., **Connitive Bases of Second Language Fluency**, (NY: Routledge, 2010), p. 47.

<sup>50</sup> Tinoco, J., **Dialogue- Building Teachnique to Increase Oral Fluency Through Pair Work**, (Piura, 2012), p. 15.

blocks the speech. And also, he makes himself confused, and resultantly his flow of speech falters<sup>51</sup>.

### 2.4.5 Rhythm

For Aristotle, according to Lucas, rhythm was essentially a pattern of recurrence imposed on speech or on other sounds and giving rise to expectation which are more or less fulfilled so that even in over-rhythmic prose, he says, one waits for the recurrence<sup>52</sup>.

A.J. Hoge said that one of the biggest problems I see with English learners is they speak with strange rhythm and intonation. Rhythm and intonation are the “music” of English. While many students worry about the pronunciation of individual sounds such as v, b, r, and l, their biggest problem is unnatural rhythm. The rhythm of English is created by the natural pattern of pauses. Native speakers naturally pause between phrases. They speak the language in phrases, in short chunks of English. Because they learned English mostly from phrases, their pronunciation is clear and easy to understand. On the other hand, many students learn English by memorizing individual words, and when they speak, they speak word by word, one at a time. As a result, they often pause in strange places. They create unnatural word groupings. This creates a very strange and unnatural rhythm that many native speakers struggle to understand. This is very frustrating for the speaker and for the listener<sup>53</sup>. 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<sup>54</sup>.

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<sup>51</sup> Mahendra Sarawat, **Speak English Fluently**, (Upkar Prakashan: Agra-2), p. 100.

<sup>52</sup> Corinne Adams, **English Speech Rhythm and the Foreign Learner**, (New York: Mouton Publishers, 1979), p. 10.

<sup>53</sup> A.J. Hoge, **Effortless English: Learn to Speak English Like a Native**, (England: Effortless English LLC & A.J.Hoge, 2014), pp. 51-52.

<sup>54</sup> Sabater, Sole, **Stress and Rhythm in English**, (Barcelona: Autonomous university, 1991), p. 146.

## 2.5 The Solutions to Overcome Difficulty in English Speaking Skill

An initiative designed to focus the attention of policymakers, funders, and researchers on improving the effectiveness of adult ESL programs and thereby the lives of learners. The researcher areas identified by learners, instructors, program administrators, policy makers, and researchers suggest five general areas around which research questions in the field of adult ESL cluster:

The learns themselves

Program design and instructional content and practices.

Teacher assessment and outcomes.

Policy<sup>55</sup>.

Richard states that there are stages of communicative language learning Method that learner should apply as follows:

a. The learners is like an infant that is completely dependent on the counselor for linguistic content. Here the learner repeats utterances made by the teachers in 4 target language and overhears the interchanges between other learners and knower.

b. The child achieves a measure of independence from the parent. In these stages, the learners begin to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.

c. The separate existence stage. In this stage, the learners begin to understand others directly in the target language.

d. A kind of adolescence. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.

e. The independent stage. This last stage explained the learners refine their understanding of register of the vocabulary as well as grammatically correct language use.

f. Furthermore, learning is a whole person process and the learner at each stage is involved not only in the accomplishment of cognitive (language learning) but also in the solution of affective conflicts and respect for the enactment of values<sup>56</sup>.

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<sup>55</sup> Eli Hinkel, *Handbook of Research in Second Language Teaching and Learning*, (London: Routledge, 2005), p. 80.

<sup>56</sup> Cook, V., *Second language learning and language teaching*, (London: Hodder Education, 2008), pp. 114-115.

Likewise, following to Lynn Lundquist, there are four simple rules you must follow when you are learning to speak English:

- To learn to speak English correctly, you must speak it aloud.
- To learn to speak English fluently, you must think in English.
- The more you speak English aloud, the more quickly you will learn to speak it fluently

You must never make a mistake when you are practicing spoken English<sup>57</sup>.

The most important one is the communicative purpose is a motivational factor, because a good English speaker nowadays will have more competitive advantages to gain education opportunities overseas and have a good pathway in the career development. Therefore, Brown and Bauer (1994) suggested that students demonstrate their need to connect through visual, verbal, and physical behaviors. Visual behaviors include watching another student, making eye contact, and looking and smiling at another student. Verbal behaviors consist of using the same phrase as another student, making a similar comment or agreeing with another student, making parallel statements, or making a statement referring to gender (i.e., “we’re sisters”). Finally, students attempt to connect with others through touching, mirroring another student’s movements, or moving closer to another student<sup>58</sup>.

Peer-mediated learning includes such strategies as observational learning, cooperative learning, and peer tutoring. Montagu, Mecham, and McLaughlin (1991) identified the advantages of peer-mediated learning to both students and teachers. Peer-mediated strategies:

- Foster positive peer relationships that can lead to a greater appreciation for all students’ strengths and weaknesses.
- Help develop cooperative attitudes and mutual respect among students.
- Individualize instruction and allow students time for practice and repetition.
- This can be particularly helpful to students with learning problems.
- Provide more opportunities for students to make relevant academic responses and allow opportunities for informal talk as well.
- Give students immediate feedback.

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<sup>57</sup> Lynn Lundquist, **Learning Spoken English: In Half the Time**, (UK: Domain English), pp. 13-14.

<sup>58</sup> Op. cit.

- Allow the teacher to move ahead when students are ready.
- Are cost-effective.

When students spend more time on academic tasks and have more opportunities for response and engagement, they are generally more motivated to complete their work. Ryan and Patrick (2001) found students to be more engaged in learning when their teachers supported peer interaction in academic work, when their ideas were shared and respected, and when their performance was not compared to that of others<sup>59</sup>.

Ellis (1983) states that the amount of time spent studying seems to be an important factor in second language acquisition. Takala (1997) further states that the quality of the work on English is a major factor.

Speaking English well can definitely change your life, but how can you become a confident English speaker?

Vanessa said that she has a theory that anyone can become a confident English speaker if they follow these five simple steps. Learning a language takes a lot of effort, and these five steps will help you to not waste your time and actually enjoy learning English.

Step number one: Open your mind to new ways of learning English

Step number two: They learned this simple idea: Try New Methods.

Let's take a tip from Timothy Doner, he definitely knows what he's talking about. He said that the best way to learn a language is to listen to anything: music, radio, podcasts, conversations, TV shows, and movies. The good news is, this is fun stuff. Further, you can go to listen to natural English in the ways:

YouTube.com: check out videos for English learners and videos for native English speakers

iTunes.com or Stitcher.com: listen to English podcasts

Meetup.com: find English speaking groups in your city

Step number three: Study interesting information. Focus on interesting information.

1. On the internet, if you must commute to work, download a podcast to listen video on YouTube in English or watch movies If you like to meet up with other people, look for English meet up groups in your city on meetup.com.

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<sup>59</sup> Ibid., p. 141.

2. Your local library: If you like to read books so you should to read expands your vocabulary and makes you feel comfortable with natural grammar... in a fun way!

3. Your electronic devices: Change the language to English. By doing activities that are interesting, you'll be learning English without feeling stressed.

Step number four: Start speaking English today. Maybe you feel like your English level is too low to start speaking today. In this step there are two idea you should follow because this is one of the most important steps.

1. Read a one-page story outloud: This is especially helpful for low level English learners. Your ears will become comfortable hearing your voice speak English, and your mouth muscles will become comfortable with the different shapes needed to speak English.

2. Speak English with a native speaker. If you have an intermediate level, don't wait to do this. All you need to do is go online and find a teacher who will be kind and helpful.

If you feel too nervous to speak with a native speaker now, don't worry. You can begin by reading a story out loud or just saying English words out loud in your house.

Step number five: Learn a little every day: You need to make English a habit. You need to consistently practice English. These two things:

1. Take English in "bite-sized chunks" every day. A few minutes is all that you need.

2. Choose the same time, every day for 30 days, and by the end of the month, you will feel much more relaxed about learning English because it will be a habit. Choosing a specific time every day to learn English<sup>60</sup>.

A speaking lesson is a kind of bridge for learners between the classroom and the world outside. Therefore, Jill and Charles Hadfield stated that "there are many different techniques which can use be used to create meaningful contexts for speaking practice in English. For example:

- Ask and answer - Learners ask and answer questions.

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<sup>60</sup> Vanessa, **5 Steps to Becoming a Confident English Speaker**, (A free ebook: <https://www.speakenglishwithvanessa.com>), pp. 3-12.

- Describe and draw- learners work in pairs. learner A has a picture which learner B cannot see. Learner A describes the picture and learner B draws it.
- Discussion - learners work in pairs or groups to find out each other's ideas or opinions on a topic.
- Guessing – the teacher, or some of the learners observe information which the others must guess by asking question.
- Remembering- learners close their eyes and try to remember for example, items from a picture or the location of objects in the classroom.
- Miming - Learners mimes for example, a feeling or action which the others must identify.
- Ordering- Learners arrange themselves in a particular order (for example, alphabetical) by asking questions until they find correct position.
- Completing a form/ questionnaire- Learners ask and answer question, or provide information, in order to complete a form or questionnaire.
- Role play - Learners act out an imaginary situation. The learners either use a dialogue, or the teacher gives them instructions about what to say<sup>61</sup>.

Almost second year students are facing many problems in English speaking skill. They felt nervous when speaking, constantly worried about making a mistake. Therefore, when they learn at MCU they tried to find an alternative way to tackle, how to speak fluently. As we know, there are many methods to speak well in English, hence we need to focus on conversing. Successful language learning is fluency, self-confidence, and especially understanding the skill to improve while talking.

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<sup>61</sup> Jill and Charles Hadfield, **Oxford Basics: Simple Speaking Activities**, (USK: Oxford University Press, 1999), p. 5.

## Chapter III

### Research Methodology

The study entitled “An Analytical Study of Difficulties in English Speaking Skill of Bachelor of Arts of Second Year Students in English Program in the Faculty of Humanities at Mahachulalongkornrajavidyalaya University” aims to study the difficulties to improving English speaking skill of Bachelor of Arts second year students at the Faculty of Humanities at Mahachulalongkornrajiva-vidyalaya University in Thailand and then to propose the solutions to overcome difficulties toward developing in English speaking skill for students at Mahachulalongkornrajavidyalaya University. A research methodology is necessary for conducting a reliable study. This chapter will focus on the following main points:

- 3.1 Research Design
- 3.2 Population and Key Informants
  - 3.2.1 Population and Sample of the Study
  - 3.2.2 Key Informants
- 3.3 Research Tools
  - 3.3.1 The Tool for Quantitative Data Collection
  - 3.3.2 In-depth Interview
- 3.4 Data Collection
- 3.5 Data Analysis

#### 3.1 Research Design

The research design is the researcher’s overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2001:223) state that design of a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation<sup>1</sup>. According to Polit and Hungler (1999:155) they describe the research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that would interfere with the validity of the research results. Therefore, the

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<sup>1</sup> V.J. Ehlers, *Adolescent Mother’s Non-Utilization of Contraceptives in Zimbabwe*, (South Africa: University of Johannesburg, 2003), p. 36.

researcher develops a questionnaire survey that includes personal information and questions relating to speaking skills. Every stage of data collection is performed step by step to simplify things to be valuable to the study. This study is a mixed method between a quantitative research methodology and qualitative research in nature to identify, analyze and describe difficulties including factors affecting Mahachulalongkornrajavidyalaya University students' mark for the speaking skill.

## **3.2 Research Population and Key Informants**

### **3.2.1 Population and Sample of the Study**

The population of this study is 44 students at Bachelor of Arts, English Program at the second year in the Faculty of Humanities at Mahachulalongkornrajavidyalaya University, hence, the researcher selects 39 students as the sample of the study by purposive sampling method.

### **3.2.2 Key Informants**

The researcher takes 5 teachers who are teaching the English major, Faculty of Humanities at Mahachulalongkornrajavidyalaya University, and 10 students who are learning in their second year at Mahachulalongkornrajavidyalaya University in 2018 – 2019 as key information of the study.

## **3.3 Research Tools**

### **3.3.1 The Tool for Quantitative Data Collection**

For collecting quantitative data, a questionnaire is constructed. Questions in the questionnaire contain 3 main statements as follows:

- 1) General information of respondents;
- 2) The difficulties in English speaking skill of students at Bachelor of Arts, English Program at the second year in the Faculty of Humanities at Mahachulalongkornrajavidyalaya University.
- 3) Solutions to overcome problems for improving the speaking skill of students, Mahachulalongkornrajavidyalaya University.

The nature of the questionnaire is the rating scale used in this study divided into five levels of Liker scale with the following results.

5	=	very high
4	=	high
3	=	moderate

2	=	low
1	=	very low

### 3.3.2 In-depth Interview

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

#### **The following are 5 teachers:**

1) Assoc. Prof. Nilratana Klinchan, instructor of English linguistics, Department of Foreign Languages, Faculty of Humanities.

2) Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

3) Phra Wichain Paricharo, Dr. instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

4) Ajahn Apson Tiewcharoenkit, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

5) Ajahn Alexander Willis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities.

#### **The following are 10 students:**

1) Ven. Phramaha Saoheng Chy (Cambodia) ID: 6001503011, the second year student, Bachelor of Arts

2) Ven. Thuihlapru Marma (Banglades) ID: 6001503012, the second year student, Bachelor of Arts

3) Ven. Lonekhamphone Many (Laos) ID: 6001503019, the second year student, Bachelor of Arts

4) Ven. Vicitta (Myanmar) ID: 6001503020, the second year student, Bachelor of Arts

5) Ven. Nemeinda (Myanmar) ID: 6001503021, the second year student, Bachelor of Arts

6) Ven. Pannasami (Myanmar) ID: 6001503029, the second year student, Bachelor of Arts

7) Ven Zawtika (Thailand) ID: 6001503036, the second year student, Bachelor of Arts

8) Ven. Huynh Ba Phu (Vietnam) ID: 6001503090, the second year student, Bachelor of Arts

9) Ven. Nguyen Van Chau (Vietnam) ID: 6001503089, the second year student, Bachelor of Arts

10) Mr. Puwakorn (Thailand) ID: 6001503008, the second year student, Bachelor of Arts

### **3.4 Data Collection**

A questionnaire is administered by the researcher to 39 students in second year, Faculty of Humanities, majoring in English who are studying in 2018-2019. After having been filled in completely, the researcher will collect the questionnaires.

An in-depth interview has been conducted by the researcher from 10 students majoring in English who are studying second year in 2018 -2019. And 5 teachers who are teaching at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Lamsai sub-district, Wang Noi District, Phranakorn Sri Ayutthaya by recording and observing. After the interview, the researcher has processed all information in recording and observing.

### **3.5 Data Analysis**

#### **3.5.1 The Analysis of Quantitative Data**

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

The results of average means are classified into five levels:

- 1) The average 4.50 – 5.00 means very high
- 2) The average 3.50 – 4.49 means high
- 3) The average 2.50 – 3.49 means moderate
- 4) The average 1.50 – 2.49 means low
- 5) The average 1.00 – 1.49 means very low

#### **3.5.2 The Analysis of Qualitative Data**

A content analysis is used for analyzing qualitative data collected from 15 key informants.

## Chapter IV

### Results

The study entitled “An Analytical Study of Difficulties in English Speaking Skill of Students at Mahachulalongkornrajavidyalaya University” aims to study difficulties in the English speaking skill at the Mahachulalongkornrajavidyalaya University students, and to propose the solutions to overcome difficulties for improving in English speaking skill of Mahachulalongkornrajavidyalaya University students. This chapter will analyze and synthesize data collected from population and key information in the following points.

4.1 General information of population

4.2 Study difficulties in English speaking skill of students at Mahachulalongkornrajavidyalaya University.

4.3 Solutions which can overcome difficulties and the method to improve in English speaking skill of students at Mahachulalongkornrajavidyalaya University.

#### 4.1 Analysis of Personal Information.

Table 4.1.1 Information of gender

Gender of participants	Frequency	Valid Percent
Monk	36	92.3
Novice	2	5.1
Laity	1	2.6
Total	39	100%

Table 4.1.1 indicates the population of students who are studying in their second year at Mahachulalongkornrajavidyalaya University. This table shows that the majority of the participants of Bachelor of Arts second year students in English, consisting of 36 participants that are monks, accounting for 92.3%, while the minority of novice students in English, consisting of 2 participants and accounting for 5.1%, and Bachelor of Arts second year laity students in English that represent 1 participant or 2.6%. According to this table, which indicates that most of students are monks.

**Table 4.1.2:** Nationality of participants

Nationality	Frequency	Valid Percent
Myanmar	30	76.9
Thailand	2	5.1
Vietnam	4	10.3
Lao	1	2.6
Cambodia	1	2.6
Bangladesh	1	2.6
Total	39	100%

Table 4.1.2 shows that most of the participants are Bachelor of Arts second year Myanmar students, consisting of 30 participants, accounting for 76.9%; and 2 Thai participants, accounting for 5.1%; while 4 participants, accounting for 10.3% are Bachelor of Arts second year Vietnamese students, and 1 Cambodian participant, accounting for 2.6%; 1 participant, accounting for 2.6% of Bangladeshi students and only 1 Lao participant or 2.6%. According to this table, it indicates that most participants are Myanmar students.

**Table 4.1.3** Age of participants

Age of participants	Frequency	Valid Percent
Lower 20 years	3	7.7
Between 20-26 years	20	50.3
Between 26-30years	13	33.3
Over 30 years	3	7.7
Total	39	99%

Table 4.1.3 shows that average age of participants is lower than 20 years old including 3 participants, accounting for 7.7%; 20 participants are between 20-26 years old, accounting for 50.3%; 13 participants are between 26-30 years old, accounting for 33.3% and there are 3 participants over 30 years old accounting 7.7%. According to this table, it shows that most of students are between 20-26 years old.

**Table 4.1.4:** How long have you studied English language?

Years of study	Frequency	Valid Percent
2 years	33	84.7
5 years	4	10.3
7 years	1	2.6
Over 7 years	1	2.6
Total	39	100%

Table 4.1.4 indicates the students studying English language over 2 years consisting of 33 participants, accounting for 84.7%; 4 participants are 5 years accounting for 10.3%; 1 student in 7 years accounting for 2.6% and only 1 student studied English over 7 years accounting for 2.6%. According to this table, most of students have a minimal experience of 2 years in learning English.

**Table 4.1.5** What is the highest level of education you wish to achieve?

level of education	Frequency	Valid Percent
Bachelor's Degree	18	46.2
Master's Degree	11	28.2
Doctorate Degree	10	25.6
Total	39	100%

Table 4.1.5 shows that level of education of students with 18 participants wish to achieve bachelor's degree, accounting for 46.2%; 11 participants a master's degree, accounting for 28.2% and 10 students a Doctorate Degree, accounting for 25.6%. According to this table, most of students wish to achieve Bachelor's Degree.

**Table 4.1.6** Have you ever learnt English speaking before?

item	Frequency	Valid Percent
Yes	35	89.7
No	4	10.3
Total	39	100%

Table 4.1.6 shows that there are 35 students who have studied English speaking before, accounting for 89.7 % and only 4 students who have not studied English speaking before, accounting for 10.3 %. According to this table, it indicates almost of students have studied English speaking before.

**Table 4.1.7** What subject have you studied?

item	Frequency	Valid Percent
The background of speaking in English	8	20.5
The basic English speaking skill	21	53.8
The advanced listening and speaking in English	4	10.3
The pronunciation in English speaking skill	6	15.4
Total	39	100.0

Table 4.1.7 shows that have 8 students have studied the background of speaking in English, accounting for 20.5 %; 21 students have studied the basic English speaking skill subject, accounting for 53.8%; 4 students have studied the advanced listening and speaking in English subject, accounting for 10.3% and 6 students have studied the pronunciation in English speaking skill subject, accounting for 15.4%. According to this table, most of students have studied the basic English speaking skill subject.

**Table 4.1.8** Do you have many problems and difficulties in communication?

item	Frequency	Valid Percent
Yes	18	46.2
No	4	10.3
Many	3	7.7
A little	14	35.9
Total	39	100.0

Table 4.1.8 shows that 18 students have had problems and difficulties in communication, accounting for 46.2%; 4 students say no, accounting for 10.3%; 3 students who have had many problems and difficulties in communication, accounting for 7.7% and 14 students just meet a few problems and difficulties in communication, accounting for 35.9%. According to this table, most of students have had problems and difficulties in communication.

## 4.2 The Results of Studying Difficulties in English Speaking Skill of Students at Mahachulalongkornrajavidyalaya University.

**Table 4.2.1** Mean and Standard Deviation of analysis of English Vocabulary

No.	Questions	$\bar{x}$	S.D	Level
1	You have an adequate English vocabulary for effective speaking?	3.15	1.26	Moderate
2	You have never had any vocabulary problems?	3.26	1.20	Moderate
3	You can guess the meaning of new vocabulary words?	3.10	1.39	Moderate
4	When you communication, are you confident in your use of vocabulary?	3.08	1.20	Moderate
5	Do you hesitate when you prepare to speak ?	2.74	1.22	Moderate
6	Do you feel anxious about your ability to use English vocabulary?	3.26	1.16	Moderate
7	Do you compare words in your native	3.08	1.30	Moderate

	language with new words in English?			
8	Do you discuss about new vocabulary with the teacher in your class?	3.31	1.26	Moderate
Total		3.06	.69	Moderate

Table 4.2.1 presents the analysis of the Study of Difficulties in English Speaking Skill of Students in English vocabulary. They have an adequate English vocabulary for effective speaking ( $\bar{x} = 3.15$ ) with a standard deviation (SD) of 1.26; they have had vocabulary problems ( $\bar{x} = 3.26$ ) with SD of 1.20; they can guess the meaning of new vocabulary words ( $\bar{x} = 3.10$ ) with SD of 1.39; When they communication, they are confident in their use of vocabulary ( $\bar{x} = 3.08$ ) with SD of 1.20; they hesitate when they prepare to speak ( $\bar{x} = 2.74$ ) with SD of 1.22; they feel anxious about their ability to use English vocabulary ( $\bar{x} = 3.26$ ) with SD of 1.16; they compare words in their native language with new words in English ( $\bar{x} = 3.08$ ) with SD of 1.30; they discuss new vocabulary with their teacher in class ( $\bar{x} = 3.31$ ) with SD of 1.26. All data analysis in this table are supported by average Standard Deviation.

According to the information presented above, the results have an overall mean score and standard deviation in vocabulary of ( $\bar{x} = 3.06$ ) and with SD of .69. ((Finally, it interpreted that the participants had at moderate level. This is not clear))

**Table 2** Analysis of English pronunciation

No.	Questions	$\bar{x}$	S.D	Mean
1.	You have barriers in English pronunciation	2.97	1.01	Moderate
2.	You focus on pronunciation which concerns directly to speaking.	3.36	1.26	Moderate
3.	You use mother tongue in pronunciation	3.21	1.43	Moderate
4.	You are satisfied with your pronunciation in English speaking skill	3.10	1.31	Moderate
5.	You have troubles in pronunciation while speaking English	2.90	1.58	Moderate
6.	The listener understands clearly your English pronunciation	3.21	1.19	Moderate
7.	You have felt shy about your pronunciation when talking with an English native speaker	2.87	1.17	Moderate

8.	You don't understand the pronunciation spoken by English speaker.	2.90	0.88	Moderate
Average		3.06	.69	Moderate

Table 4.2.2 Analysis of English Pronunciation. The study results reveal that all of participants are at moderate level. The respondents have barriers in English pronunciation ( $\bar{x} = 2.97$ ) and with SD of 1.01; they focus on pronunciation which focuses directly on speaking ( $\bar{x} = 3.36$ ) and with SD of 1.26; the respondents use their mother tongue in pronunciation ( $\bar{x} = 3.21$ ) and with SD of 1.43; the respondents are satisfied with their pronunciation in English speaking skill ( $\bar{x} = 3.10$ ) and with SD of 1.31; they have troubles in pronunciation while speaking English ( $\bar{x} = 2.90$ ) and with SD of 1.58; The listener understands clearly their English pronunciation ( $\bar{x} = 3.21$ ) and with SD of 1.19; they have feel shy about their pronunciation when talking with an English native speaker ( $\bar{x} = 2.87$ ) and with SD of 1.17; they don't understand the pronunciation spoken by English speaker ( $\bar{x} = 2.90$ ) and with SD of 0.88.

According to information shows above, the results collected which are the overall mean score and standard deviation of analysis difficulties in English pronunciation to development in English speaking skill. The average participants in this study is ( $\bar{x} = 3.06$ ) and with Standard Deviation of 0.69, which is interpreted as being at a moderate level.

**Table 3:** Lack of confidence in English Speaking

No.	Questions	$\bar{x}$	S.D	Mean
1.	You have confidence in English speaking in your class	3.28	1.16	Moderate
2.	You feel shy when speaking English in front of the class	3.08	1.51	Moderate
3.	They felt nervous and constantly worried when making the presentation	3.10	1.53	Moderate
4.	You cannot speak when you stand in front of audiences	2.59	1.35	Moderate
5.	You don't know about how to get attention from the audiences	2.90	1.07	Moderate
6.	You have self-confidence when talking with everyone	3.46	1.07	Moderate

7.	You are more comfortable when you use rhymes	2.95	1.12	Moderate
8.	You are afraid of making a mistake in communication	3.05	1.35	Moderate
Average		3.05	.88	Moderate

Table 4.2.3 illustrates the lack of confidence in English Speaking skill. The study results reveal that all of the participants are moderate in their level of confidence. They have confidence in English speaking in class ( $\bar{x} = 3.28$ ) and with SD of 1.16. They feel shy when speaking English in front of the class ( $\bar{x} = 3.08$ ) and with SD of 1.51. They felt nervous and constantly worried when making the presentation ( $\bar{x} = 3.10$ ) and with SD of 1.53. They cannot speak when you stand in front of audiences ( $\bar{x} = 2.59$ ) and with SD of 1.35. They do not know how to get attention from the audiences ( $\bar{x} = 2.90$ ) and with SD of 1.07; they have self-confidence when talking with everyone ( $\bar{x} = 3.46$ ) and with SD of 1.07; they are more comfortable when you use rhymes ( $\bar{x} = 2.95$ ) and with SD of 1.12; they are afraid of making a mistake in communication ( $\bar{x} = 3.05$ ) and with SD of 1.35.

According to information shows above, the results collected, which are the overall mean score and standard deviation of difficulties analysis while lacking confidence in English speaking skill. The participants in this study is ( $\bar{x} = 3.05$ ) and a standard deviation of 0.88 which is interpreted as being at moderate level.

**Table 4.2.4:** Solutions in English Speaking Skill through Social Media

No.	Questions	$\bar{x}$	S.D	Mean
1.	You learn through international channels	2.90	1.23	Moderate
2.	You spend more time on academic tasks	2.64	1.26	Moderate
3.	You listen and repeat English songs every day	3.33	1.10	Moderate
4.	You read books when you have free time	3.72	0.99	High
5.	You learn English Pronunciation from Oxford dictionary Online	2.87	0.92	Moderate

6.	You learn online English courses	3.13	1.03	Moderate
7.	You speak with native speaker everyday	2.41	1.27	Low
8.	You learn from YouTube website	3.72	1.12	High
Average		3.08	.78	Moderate

Table 4.2.4: illustrates the solutions in English Speaking Skill through Social Media to improve speaking. The study results reveal that a little/few participants who speak with native speaker everyday at low level ( $\bar{x} = 2.41$ ) and with SD of 1.27; besides, there are some participants who are good at speaking. The respondents read books when they have free time ( $\bar{x} = 3.72$ ) and with SD of .99; the respondents learn from YouTube website ( $\bar{x} = 3.72$ ) and with SD of 1.12. And most participants are at a moderate level. The respondents learn through international channels ( $\bar{x} = 2.90$ ) and with SD of 1.23. The respondents spend more time on academic tasks ( $\bar{x} = 2.64$ ) and with SD of 1.26; The respondents listen and repeat English songs every day ( $\bar{x} = 3.33$  and with SD of 1.10; The respondents learn English Pronunciation from Oxford dictionary Online ( $\bar{x} = 2.87$ ) and with SD of .92; they learn online English courses ( $\bar{x} = 3.13$ ) and with SD of 1.03.

According to information shown above, the results collected which are the overall mean and standard deviation of solutions to overcome difficulties in English speaking skill through Social Media. The participants in this study have ( $\bar{x} = 3.08$ ) and with a SD of .78 which is interpreted as being at a moderate level.

### 4.3 Results data collected from in- depth interview

#### 4.3.1 Data collected from in-depth interview with 5 lecturers

It mainly presents the result from in-depth interviewing lecturer about ideas and solutions, which can overcome difficulties and the method to improve English speaking skill of second year students, of bachelor's degree of Mahachulalongkornrajavidyalaya University.

To contribute to the increased value and the magnitude of the studies, there is a need to collect as much significant data as possible from the selected lecturers who teach in the International program in order to be able to accomplish a deeper understanding of the external and internal factors causing difficulties in

English speaking skill. Hence, five lecturers were interviewed. The data obtained from the lecturers are presented as follows:

1. What are the five most common problems you face when teaching English speaking?

Assoc. Prof. Nilratana Klinchan stated: There are some problems in teaching English-speaking skill. Among them, to tell the five most common problems that I am facing in teaching English speaking skill are as follow: 1) Problem of the listening by students 2) Problem of the pronunciation of students 3) The students lack of confidence to speak in front of the class 4) The students being afraid of making mistakes when speaking English 5) Misunderstanding the meaning of English words in speaking. These are the most common problems that I am facing in teaching English speaking because all second-year students are second language learners of English Second Language (ESL)<sup>1</sup>.

Dr. Narongchai Pintrymool stated: Most students are shy when speaking English and, even though I guide them to speak English slowly, they have difficulties when speaking some English words. And then their pronunciation is very similar to their mother tongue with the wrong accent. I think these issues reduce their confidence to speak English<sup>2</sup>.

Dr. Phra Wichain Paricharo stated: First of all, the problems originate from the background of students. Second, they have a lack of vocabulary. Third, students feel English speaking is very difficult. Fourth, they do not use in daily life. Firth, they are shy when called upon to speak<sup>3</sup>.

Miss Apsorn Tiewcharoenkij replied: five most common problems I face when teaching English speaking include:

1) Learners whose mother languages are in different families from the ones of English language or the second or third language they study causes a big problem with pronunciation. Especially those who are bilingual or trilingual. It will be

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<sup>1</sup> Assoc. Prof. Nilratana Klinchan, Director of Mater of Art in Linguistics, Department of Foreign Languages, Faculty of Humanities, 6 February 2019.

<sup>2</sup> Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

<sup>3</sup> Dr. Phramaha Wichain Paricharo, Director of Master of Art Program of International program, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

more difficult for them when to learn pronunciation. They need to practice pronunciation continuously and seriously to obtain good results.

2) Most of learners do not realize how important it is to speak clearly. They just think to be able to speak is enough for communication. As a result, they do not focus on specific practice.

3) Those who do not have a talent in language skills are not interested in speaking clearly. They will not practice seriously because they think it's too difficult for them.

4) Some learners need an inspiration in learning and practicing. If they don't receive any suggestions, they will give up easily.

5) Active teachers play an important role too in creating a good atmosphere for learning. Those teachers who just teach for a short time and assign homework can't gain the students' attention for studying. The students will become bored with studying<sup>4</sup>.

Mr. Alexander Willis stated: The most common problems I face teaching speaking at MCU are:

A) Mixed ability among the students. Some of my students are bilingual. Other students cannot introduce themselves. These students are placed together in the same class.

B) Student apathy. A large portion of my students have little or no interest in learning.

C) Lack of exposure. Many students do not practice outside the classroom. They use their mother tongue exclusively.

D) Large class size. Some classes have over 60 students in one room.

E) Unfamiliarity with pairs and group work. Many of my students are from Myanmar. Their entire academic experience has been to sit passively in the classroom and listen (or not listen) to the teachers droning lecture. To develop speaking skills requires speaking on the part of the learner. Listening to the teacher drone on and on the student will never develop speaking skills<sup>5</sup>.

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<sup>4</sup>Miss Apsorn Tiewcharoenkij, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 9 February 2019.

<sup>5</sup>Mr. Alaxander Wllis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities, 8 February 2019.

## 2. What techniques have you found most effective for developing students' speaking skills?

Assoc. Prof. Nilratana Klinchan stated: The solution is helping students to speak English without fear and shame and, sometimes we have to invite native English speakers to do activities with students during class time. For the teachers, it is not always good being easygoing with the students. They should force the students to achieve the desired level quickly. On the other hand, for the students, being skillful in speaking English is quite difficult but. It is not an impossible thing if they try hard. It also depends on both, teacher and student. Effective techniques for developing students' speaking skills are holding speech contests, debates, and discussions among groups. I think these techniques are effective<sup>6</sup>.

Dr. Narongchai Pintrymool stated: I speak English first then let the students repeat after us for two or three times. And exhort the students to read some passages to be faster and better in speaking skill. By the way, I follow to help them speak and pronounce words, phrases and sentences correctly in English. The next thing I want to emphasize about speaking activities. I often create group activities for the classroom so somebody or everybody should be speaking at all times. Moreover, the first start learning a language is to hear and speak, the important of the students are hear to teacher's pronounce and then they can repeat what they hear, individually or in groups, in order to get the sounds right and develop a better accent and sound more like a native speaker<sup>7</sup>.

Dr. Phra Wichain Paricharo stated: there are solutions to solve the problems most effectively for developing students speaking skills. First, they have to listen to native speakers. After that they must imitate and use in daily life and try to speak with everyone around them. If the students really want to improve themselves, I think they should reading English newspapers and magazines, or watching the news on cable TV, or looking at Internet sites, to listen and repeat least twenty minutes every day one topic<sup>8</sup>.

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<sup>6</sup>Assoc. Prof. Nilratana Klinchan, Director of Mater of Art in Linguistics, Department of Foreign Languages, Faculty of Humanities, 6 February 2019.

<sup>7</sup>Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

<sup>8</sup>Dr. Phra Wichain Paricharo, Director of Master of Art Program of International program, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

Mr. Alexander Willis stated:

In order to develop students' speaking skills, the students must SPEAK. This means that students talk more and teachers talk less. In pairs work and group work, I present a dialogue or activity, demonstrate it, and then allow the students time to practice with their partner or in their group. This is known as Present / Practice / Produce (PPP). Prior to this, the students must have the vocabulary necessary to enable them to discuss the given topic. In addition to this kind of scaffolded discussion there are many other types of techniques to teach speaking. They include roll play, storytelling, interviewing and many others<sup>9</sup>.

Miss Apsorn Tiewcharoenkij replied: It's necessary that a teacher applies technology in creating a good atmosphere for learning. Then the students will like to come to class and enjoy studying<sup>10</sup>.

### **3. How do you measure students' pronunciation skills and what steps do you take to correct pronunciation problems?**

Assoc. Prof. Nilratana Klinchan stated: A few of my students' pronunciation is good enough for second language learners, but most of them really need to improve their pronunciation. Proper pronunciation is a big challenge for the second language learners and us, both students and teachers. It really needs to face this challenge. We can measure how his or her pronunciation is by listening to his or her intonation and accent. It is quite easy to determine good pronunciation or bad pronunciation. Next, to have good pronunciation is difficult. So, I teach phonetics to my students to get proper and correct pronunciation. And, sometimes in speaking English I correct some wrong pronunciation that they have developed.<sup>11</sup>

Dr. Narongchai Pintrymool stated: I measure students' pronunciation skills by IPA, International Phonetic Alphabet. To correct some wrong pronunciation for the students, I urge them to listen to radio and watch movies to improve pronunciation<sup>12</sup>.

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<sup>9</sup> Miss Apsorn Tiewcharoenkij, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 9 February 2019.

<sup>10</sup> Mr. Alaxander Wllis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities, 8 February 2019.

<sup>11</sup> Assoc. Prof. Nilratana Klinchan, Director of Mater of Art in Linguistics, Department of Foreign Languages, Faculty of Humanities, 6 February 2019.

<sup>12</sup> Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

Dr. Phramaha Wichain Paricharo stated: I set the circumstances for them to show ability for English speaking and then I observe whether their pronunciation is correct or not. After that, I suggest they speak correctly and tell them to speak with a native speaker<sup>13</sup>.

Mr. Alexander Willis stated: I measure a students' pronunciation skills according to the level of intelligibility. If I can understand the meaning of their speech, then they have met the requirement for acceptable pronunciation. If I can't understand what they are trying to communicate and need to repeatedly ask for clarification than this would be an example of poor pronunciation. The steps I take to correct pronunciation problems would depend on the cause. The problem may relate to a particular sound (consonant, vowel, or blend). If the sound is present in their first language I would point that out and have them pronounce the same sound in their mother tongue. If it's a new sound then I could use minimal pairs to isolate the sound. Describing the mechanics of how to use the speech organs to articulate the sound is also a useful technique<sup>14</sup>.

Miss Apsorn Tiewcharoenkij: When students' pronounce unclear, that's the way their pronounce incorrectly. A teacher can suggest to them ways to solve the problems and teach how to practice by applying technology with software such as applications downloaded into the smart phone. Then let them listen to the audio sound from that application<sup>15</sup>.

#### **4. What are five key elements for making a speaking presentation superior to others?**

Assoc. Prof. Nilratana Klinchan stated: There are some principals that the best presenters use: having confidence in oneself; being ready for the presentation and having sufficient data for the topic. These are the important elements for being the best speaker in a presentation. And there also several elements to be superior to the other in making presentation. But I will mention only five key elements in accordance with your question.

1) Deliver a believable and sincere message

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<sup>13</sup> Dr. Phramaha Wichain Paricharo, Director of Master of Art Program of International program, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

<sup>14</sup> Miss Apsorn Tiewcharoenkij, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 9 February 2019.

<sup>15</sup> Mr. Alaxander Wllis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities, 8 February 2019.

- 2) Speak in a way that is easy to understand
- 3) Explain the benefits of your presentation
- 4) Honor the time limits
- 5) Engage the audience and avoid lecturing.

These are the five key elements that can make one to be superior to the other in making presentation<sup>16</sup>.

Dr. Narongchai Pintrymool stated: The five elements for being superior to others in making presentation are:

- 1) Aware of your pronunciation
- 2) Adept your style to needs of the audience
- 3) Use technology skillfully
- 4) Have a back-up plan
- 5) Move purposefully

These can make a superior to others in making a presentation<sup>17</sup>.

Dr. Phramaha Wichain Paricharo stated: First of all, they should love to learn and speak in the English language. The second, they must develop confidence to speak. The third, they must try to listen and imitate. The fourth, they must use English in daily life. The fifth, they have practice to develop English speaking more and more<sup>18</sup>.

Mr. Alexander Willis stated:

- A) Use proper body language, gestures, and maintain eye contact with the audience.
- B) Know your audience. Be aware of their level of prior knowledge and address them at their level.
- C) Be organized. Include an introduction, 3 or 4 main points that are developed with clear examples in the body and give a conclusion that restates the main points.
- D) Use clear and concise visual aids.

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<sup>16</sup> Assoc. Prof. Nilratana Klinchan, Director of Mater of Art in Linguistics, Department of Foreign Languages, Faculty of Humanities, 6 February 2019.

<sup>17</sup> Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 8 February 2019

<sup>18</sup> Dr. Phramaha Wichain Paricharo, Director of Master of Art Program of International program, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

E) Most important: PRACTICE!<sup>19</sup>.

Miss Apsorn Tiewcharoenkij replied: Learners must practice language skills continuously and seriously to obtain good results<sup>20</sup>.

### 5. What techniques have you found effective for teaching ESL?

Assoc. Prof. Nilratana Klinchan stated: Help students not to forget English that they have learnt before and teach them English with easier ways by doing activities such as, playing game, singing songs and discussing a topic with friends. Nowadays many famous English schools introduce this method to the students because it is so very effective in learning a second language. I have found Collect Create Imitate (CCI) as an effective technique for teaching a second language. Here CCI means: let the students collect vocabularies, let the students create sentences with collected vocabularies, and let the students imitate to the native English speakers' speech. I also believe that this CCI technique will be helpful for teaching a second language<sup>21</sup>.

Dr. Narongchai Pintrymool stated: I teach students one by one and let the students' practice speaking with pair talking and give some audio lessons for the benefit of the listening skill. I give weekly homework for development of the writing skill<sup>22</sup>.

Dr. Phramaha Wichain Paricharo stated: the ways to help students, first I have to give moral support so the student will not give up and develop a confident English speaker more and more.<sup>23</sup>

Miss Apsorn Tiewcharoenkij: To practice English skills continuously and seriously to obtain the good results<sup>24</sup>.

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<sup>19</sup> Miss Apsorn Tiewcharoenkij, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 9 February 2019.

<sup>20</sup> Mr. Alaxander Wllis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities, 8 February 2019.

<sup>21</sup> Assoc. Prof. Nilratana Klinchan, Director of Mater of Art in Linguistics, Department of Foreign Languages, Faculty of Humanities, 6 February 2019.

<sup>22</sup> Dr. Narongchai Pintrymool, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

<sup>23</sup> Dr. Phramaha Wichain Paricharo, Director of Master of Art Program of International program, Department of Foreign Languages, Faculty of Humanities, 8 February 2019.

<sup>24</sup> Mr. Alaxander Wllis, Teacher of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities, 8 February 2019.

Mr. Alexander Willis stated: Language is a skill. I use the analogy of playing the piano. If I want to teach someone to play the piano, we need to sit down and play. I can talk all day about how to play, where to put your fingers, how to press the pedals with your feet, how many keys there are, what the different notes are etc. After all that talking and explanation, the student would NOT be able to play. They must learn by doing. In the same way, I describe grammar points for weeks but that might lead to a grammar expert at best. It will not lead to communication. Communicative Language Teaching (CLT) has communication as the means and the goal of language instruction. I want to get the students active in producing meaningful communication as much as possible. So the initial emphasis is on fluency with the gradual introduction of accuracy. This is very similar to how young children learn their first language as well<sup>25</sup>.

#### 4.3.2 Data collected from in depth interview with 10 students

The researcher would like to take in-depth interview with 10 students in English class at the second year. There are 7 questions ordered with the purpose to obtain the students' opinions.

##### 1. What are the causes of difficulties of the speaker for your communication in class?

Ven. Phramaha Saoheng Chy replied that: "I seldom make communication in class with my friends because I feel anxious and fear when stand in front in class. I think that I lack vocabulary and body language. One more, I can not hear or listen to my teachers' and friend's pronunciation."<sup>26</sup>

Ven. Thuihlapru Marma replied: "the difficulties of cause of speaking in class for my communication is about pronunciation and accent because in my class there are many students from various countries and all of them are not good in English language"<sup>27</sup>

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<sup>25</sup>Miss Apsorn Tiewcharoenkij, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, 9 February 2019.

<sup>26</sup>Ven. Phramaha Saoheng Chy, ID 6001503011, the second year student, Bachelor of Arts, 29 January, 2019.

<sup>27</sup>Ven. Thuihlapru Marma, ID 6001503012, the second year student, Bachelor of Arts, 17 January, 2019.

Ven. Lonekhamphone Many replied: “I do not have experience to speak before, so, when I stand in front of everyone I do not have confidence and embarrassed to make communication<sup>28</sup> .”

Ven Vicitta replied that “there are many causes of difficulties for us about communication in class because almost we use mother language more than English language. So, I rarely speak English with foreign friends<sup>29</sup> .”

Ven. Nemeinda replied: “I felt nervous to communicate with other and sometimes, it is hard to find vocabulary to speak. In addition, I take too much time to think and translate when I am in a conversation- leading to pauses, hesitations and inability to speak fast and fluently<sup>30</sup> .”

Ven. Pannasami replied: “yes, communication is not my hobbies, so I am very lazy talking English with someone. Therefore making communication to improve English speaking skill makes me a failure when learning at MCU. I cannot make a communication clearly and naturally<sup>31</sup> .”

Ven. Zawtika replied: “the vocabulary and pronounce are the cause of difficulties when I make communication in the class. More, I am not sure about speaking skill so I am facing many problems in communication<sup>32</sup> .”

Ven. Huynh Ba Phu replied: “there are many accents of students from other countries in my class but almost they don’t have native speakers. Hence, it is very difficult to understand them<sup>33</sup> .”

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<sup>28</sup>Ven. Lonekhamphone Many (Laos) ID: 6001503019, the second year student, Bachelor of Arts, 17 January, 2019.

<sup>29</sup>Ven. Vicitta (Myanmar) ID: 6001503020, the second year student, Bachelor of Arts, 15 January, 2019.

<sup>30</sup>Ven. Nemeinda (Myanmar) ID: 6001503021, the second year student, Bachelor of Arts, 15 January, 2019.

<sup>31</sup> Ven. Pannasami (Myanmar) ID: 6001503029, the second year student, Bachelor of Arts, 15 January 2019.

<sup>32</sup>Ven Zawtika (Thailand) ID: 6001503036, the second year student, Bachelor of Arts, 17 January, 2019.

<sup>33</sup>Ven. Huynh Ba Phu (Vietnam) ID: 6001503090, the second year student, Bachelor of Arts, 17 January, 2019.

Ven. Nguyen Van Chau replied: “the speaker will be nervous for presentation in class. Besides the speaker lacks confidence to speak in front of class I cannot concentrate when I make communication<sup>34</sup> .”

Mr. Puwakorn replied: “yes, I think the big problem when we want to make communication without vocabulary. If you do not have more words how can you explain opinions or your initiative. Further we have good listening skill to understand the opposite<sup>35</sup> . “

## 2. Do you think confidence is an important element for students?

### Why?

Ven. Phramaha Saoheng Chy (Cambodia) replied: “confidence and usages are difficulties to speak English in the class. So, I think confidence is important because even English native speaker cannot speak in front of the people. It is obvious that confidence is important for student to speak English.”

Ven. Thuihlpru Marma replied: “obviously confidence plays an important role during the having speech in any language. Moreover, I think confidence keeps speaker relax and have speech correctly.” Ven. Lonekhamphone Many replied: “it is important however, I don’t have confidence by myself when I talk with my friends. I think not only me so almost my friends at second year also lack confidence.” Ven. Victta replied: yes, “I think, because every student should have a big ambition and the plan for future. If I have confidence in speaking, it will develop and improve my communication with the other. Hence, confidence is very important for all students.” Ven. Nemeinda replied: “yes, if I do not have confidence, I cannot speak with my friends and teachers. It is important when students make a presentation and speaks in front of the class.” Ven. Pannasami replied: ‘confidence is very important for students, if we do not have confidence so whatever we can do.’ Ven. Zawtika replied: why not, it is the most important for students who studies English language.” Ven. Huynh Ba Phu replied: “yes, I think. Because it makes me speak English fluency and naturally with everyone.”

Ven. Nguyen Van Chau replied: “confidence makes students express opinions clearly and fluently for everybody.” Mr. Puwakorn replied: “I think it is very an important element. Because if you do not have confidence you will not speak

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<sup>34</sup> Ven. Nguyen Van Chau (Vietnam) ID: 6001503089, the second year student, Bachelor of Arts, 21 January 2019.

<sup>35</sup> Mr. Puwakorn (Thailand) ID: 6001503008, the second year student, Bachelor of Arts, 17 January, 2019.

English well. You feel shy and anxious. Therefore, you have a strong confidence when learning English speaking skill<sup>36</sup>.”

### **3. What solutions make you feel confident when talking with native speaker?**

Ven. Phramaha Saoheng Chy (Cambodia) replied: “to have self confidence in speaking with native speaker, first, listen more. Second, speak more with friends and teachers. Third understand the culture of English. These can make you confident in speaking with native speaker.” Ven. Thuihlapru Marma replied: “during have a speech in my native language I don’t have to think about pronunciation or grammatical problem. I have concentrated on the arrangement of the sentence about a topic that I am going to present. I believe to be a confident English speaker, one should follow proper grammar and try to use proper pronunciation as much as possible and obviously one should brave to talk in English.” Ven. Lonekhamphone Many replied: “we must practice with foreign people and then we have to talk with friends every time, everywhere when study at university. We can follow friends who are good at speaking and learn them when they make a presentation in front of the class. More we should try to talk with our classmates.” Ven. Vicitta replied: I think we are excited when talking with native speaker. Don’t be shy because English language is not our mother tongue. To become like native speaker I have to try hard or practice more. I read books to get vocabulary. I must attend regularly the class to obey my teachers. Complete all homework so I am sure I will become confident like native speaker.” Ven. Nemeinda replied: “firstly, I have to believe that I can talk. I am not afraid to speak wrong. Talking with them will develop and improve my communication in speaking skill. at first, I study vocabulary and then listen and repeat from videos of native speaker. More and more speak English everyday” Ven. Pannasami replied: I think, we should decide everything. Like learn more words, listen to English every day, read books, talk more and watch films. For me, just speaking with English native speaker and try to listen English every day.” Ven. Zawtika replied: “when I talk with native speaker I felt confident because they are

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<sup>36</sup>Ten students Ven. Phramaha Saoheng Chy (Cambodia), Ven. Thuihlapru Marma (Bangladesh), Ven. Lonekhamphone Many (Laos), Ven. Vicitta (Myanmar) Ven. Nemeinda (Myanmar), Ven. Pannasami (Myanmar), Ven Zawtika (Thailand), Ven. Huynh Ba Phu (Vietnam), Ven. Nguyen Van Chau (Vietnam), Mr. Puwakorn (Thailand), who are studying at the second year of Bachelor of Arts. Who have the names above interview with seven questions to support this thesis.

very friendly and smile with me. when I have experience by speaking many times that make me speak with more confidence.” Ven. Huynh Ba Phu replied: “I think we should listen and repeat more and more. Until we become familiar to their voice, we will communicate naturally without fear. I think we trying everyday that is a short way to improve English language”. Ven. Nguyen Van Chau replied: “I talk with our friends everyday. I set a group to practice together. When speaking we control our voice, breath. First, I think we should practice English everyday. Second, talking with people whom we know. Third, joining to practice in the English group.” Mr. Puwakorn replied: yes, I often listen to native speaker through social media everyday. I think we should practice with our friends to develop speaking and listening skill. That is the way to make me to be confident, I am sure that is successful<sup>37</sup>.”

#### **4. Have you ever thought that listening to English everyday makes you improve speaking skill?**

Ven. Phramaha Saoheng Chy (Cambodia) replied: “Yes, of course. We learn to speak our own language by listening from parents, brothers and sisters. So if we want to improve English speaking skill, we should listen to English native speaker.” Ven. Thuihlapru Marma replied: “I think listening to English is one of the important ways to better English day by day, specially pronunciation because if we have to speak English, we have to follow British or an American English, so we have to have ideas about this accents.”

Ven. Lonekhamphone Many replied: “of course! We listen to English such as music, radio, TV... It will help us to improve more in English speaking skill.” Ven. Vicitta replied: “I think like that. I am sure if we listen to English every day we will improve speaking skill. Ven. Nemeinda replied: yes, but not at all. If we want to improve speaking skill so we have to speak more and more. Every day, listening is also effective to develop speaking skill.” Ven. Pannasami replied : “I listened to English every day. Hence, it helps me improve more in speaking.” Ven. Zawtika replied that: “With my opinions, when I study in the class, my teachers discusses the lesson that makes me improve English speaking.” Ven. Huynh Ba Phu replied: “sure! However, listening is not enough. Sometime we should practice speaking and reading too. I also listen to English every day.” Ven. Nguyen Van Chau replied: “yes, I have. In my opinion, to listen English every day is one of the best way to improve my English speaking skill. More, I could remember it automatically.” Mr. Puwakorn replied: “I am

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<sup>37</sup>Ten students as their names shown above whom I interview with seven questions to support this thesis.

sure. Best ways for practice speaking skill just listen to English every day. I always listen to English music, short store and watch film<sup>38</sup>.”

#### **5. Do you practice basic speaking in English every day? How long is it per day?**

Ven. Phramaha Saoheng Chy (Cambodia) replied: “yes, I do. I practiced speaking English for two hours per day. But just only three days for one week.” Ven. Thuihlapru Marma replied: I practice basic English in my residence, I don’t have any exact measurement of time, but I use when I talk with foreign room-mates.” Ven. Lonekhamphone Many replied: “I sometime practice with my friends when we are learning in school. We also make communication when going outside or talking together.” Ven. Vicitta replied: “I have to practice basic English every day but not a lot of times.” Ven. Nemeinda replied: “average, I practice from 1-2 hours per day but not always.” Ven. Pannasami replied: “occasionally, I practice about 2 hours per day but not everyday.” Ven. Zawtika replied: “I hardly ever speak English to everyone because I felt shy while my vocabulary is not enough. Hence, I rarely practice speaking English.” Ven. Huynh Ba Phu replied: “with me, 4 day on a week I think that we can speak better. It will help us to advance in one’s studies.” Ven. Nguyen Van Chau replied: “this is also my way, I often spend 2 hours per day. I think if you want to be good at any language, you should practice all skills to fulfil it.” Mr. Puwakorn replied: “I don’t practice basic English speaking everyday. I just talk with foreign friends when attending class<sup>39</sup> .”

#### **6. Which problems you are facing in speaking skill?**

Ven. Phramaha Saoheng Chy replied: “I am facing problems such as vocabulary, pronunciation, and confidence. Ven. Thuihlapru replied: “In my learning, mainly, I feel my pronunciation is not good in the speaking skill. Even though English is the worldwide language but my pronunciation is distorted by my mother tongue. This is the reason some people cannot understand my speech.” Ven. Lonekhamphone Many replied: “I can communicate with most people, but I do many mistakes in grammar.” Ven. Vicitta replied: I am facing many problems speaking the English language, thence, I do not speak more frequently in my daily life.” Ven. Nemeinda replied: I lack vocabulary and I am weak in pronunciation when speaking

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<sup>38</sup> Ten students as their names shown above whom I interview with seven questions to support this thesis. All of them are studying at the second year of Bachelor of Arts.

<sup>39</sup> Ten students as their names shown above whom I interview with seven questions to support this thesis. All of them are studying at the second year of Bachelor of Arts.

English.” Ven. Pannasami replied: “I often make mistakes in pronunciation. Moreover, I feel my vocabulary is not sufficient for speaking.” Ven. Zawtika replied: “I don’t have confidence, so I feel shy when communicating with others.” Ven. Huynh Ba Phu replied: “I feel my vocabulary, pronunciation and listening is poor.” Ven. Nguyen Van Chau replied: “I don’t clearly understand word usage so how I can improve? I am facing many problems in listening, linking words, pronunciation and vocabulary.” Mr. Puwakorn replied: “Yeah! I often make mistakes in grammar and have a limited vocabulary<sup>40</sup>.”

### 7. Do you use English speaking skill through social media?

Ven. Phramaha Saoheng Chy (Cambodia) replied: “Yes, I do. Sometimes, I chat with my friends through Facebook and Line.” Ven. Thuihlapru Marma (Bangladesh) replied: “Yes, I use English with my friend who is living in the USA. My friend sometimes calls me on Facebook messenger, and I use English because he does not know my native language.” Ven. Lonekhamphone Many (Laos) replied: “I just have conversations with my friends when I met them in the class or some place. I don’t use social media for improving English speaking.” Ven. Vicitta (Myanmar) stated that “I never use it, but I will try to use it in the future. English is a world language and social media is an ideal method for improving speaking easily.” Ven. Nemeinda (Myanmar) replied: “Of course! I use Facebook and Line to chat with my friends. Sometimes I contact my teachers though social media.” Ven. Pannasami (Myanmar) replied: “I always use it because English will be useful as a language of the world and everyone can understand each other easily.” Ven Zawtika (Thailand) replied: “Sometime, I talk with or read written news with my friends though Facebook, Viber and Line, etc.” Ven. Huynh Ba Phu (Vietnam) replied: “No, I don’t. I just listen and repeat though social media to learn more English vocabulary.” Ven. Nguyen Van Chau (Vietnam) replied: “Yes, I do. I often chat with my foreign friends by Line, Viber, and Zalo, etc.” Mr. Puwakorn (Thailand) I used Line and Facebook to speak with foreign friends<sup>41</sup>.”

There were completed ten interviews in total, where six of the interviews were recorded on telephone, with approval from the interviewees. The four cases were not recorded, because the interviewees could not speak fluent English

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<sup>40</sup> Ten students as their names shown above whom I interview with seven questions to support this thesis. All of them are studying at the second year of Bachelor of Arts.

<sup>41</sup> Ten students as their names shown above whom I interview with seven questions to support this thesis. All of them are studying at the second year of Bachelor of Arts.

language , they were not sufficiently familiar with English to feel comfortable in an interview situation; therefore data from these four interviews are based on hand written notes only. All interviews were done at the interviewees workplace, mainly because the interviews were done during their worktime. The interviews were done individually to make the participants feel comfortable answering the questions asked. The interviews lasted between 10 - 30 minutes and with most interviews lasting about 20 minutes

## Chapter V

### Conclusion, Discussion and Suggestion

The study entitled “An Analytical Study of Difficulties in English Speaking Skill of Students at Mahachulalongkornrajavidyalaya University” aims to study students difficulties in English speaking skill at the MCU, and then to propose solutions to overcome these difficulties in the English speaking skills of students. Data collected from 39 of second year students of the faculty of humanities; 5 key informants of teachers and 10 from students. This chapter will focus on the following main points.

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Suggestions for the further learning

#### 5.1 Conclusion

By analyzing data the results of the study presented as follows:

##### 5.1.1 Personal information of the participants

The majority of students were 36 monks for 92.3%; most of 20 participants aged between 20- 26 years old for 50.3%. Nearly 30 students were from Myanmar, represented for 76.9%. Furthermore, most of students have experiences for 2 years in English studying. This shows that students have only limited experience with the English language. Even though, they have learned basic in English speaking skills. Notwithstanding, half of the class is facing many problems in communicating with English.

##### 5.1.2 The study indicates the difficulties in English speaking skill of second year students at MCU University

It revealed that 1) The result of data analysis for vocabulary in English speaking showed the overall was at moderate level ( $\bar{x} = 3.06$ ). Most student felt anxious about their ability to use English vocabulary, the overall was at moderate level ( $\bar{x} = 3.26$ ). Some students hesitated when they prepare a speech, with the overall being at moderate level ( $\bar{x} = 2.74$ ). 2) The result of data analysis in pronunciation, the overall average was at moderate level ( $\bar{x} = 3.06$ ). And students

felt shy about their pronunciation when talking with an English native speaker ( $\bar{x} = 2.87$ ); and they used their mother tongue in pronunciation ( $\bar{x} = 3.21$ ).<sup>3</sup> The result of the data analysis of the participants having a lack of confidence in English Speaking was moderate, the overall mean equal to  $\bar{x} = 3.05$ . Some students cannot speak when they stand in front of audiences equal to  $\bar{x} = 2.59$ , at moderate level. 4) The result of the data analysis of the participants who use social Media was moderate level with an overall mean equal to  $\bar{x} = 3.08$ . The number of students who like to read books and learn from the YouTube website were at a high level, the overall mean equal to  $\bar{x} = 3.72$ .

## 5.2 Discussion

Throughout the survey, the discussion of the findings of the study focuses on the following important points of objectives:

**5.2.1** From the result of survey questionnaires, the researcher recognized that, the students often hesitated in using the vocabulary when they prepare a speech. They were encountered difficulties in pronunciation. Besides, lack of confidence was failure for students in academia because students cannot get and hold the attention from audiences.

**5.2.2** From interviews with 15 key informants, the most difficult problems in the English speaking skill of second year students often encounter were: 1) Students often lack vocabulary so they often have misunderstanding the meaning of English words. The students felt difficulty in English speaking, and furthermore, they do not practice outside the classroom. 2) The students used their mother language more than English language so that the sound, accent and rhythm were not clear. 3) Some students said that they cannot hear the voice of the person speaking. 4) The students felt shy, anxious and fearful. They were afraid of making mistakes when speaking and even misunderstanding when listening.

**5.2.3** The researcher proposed solutions to overcome difficulties for MCU students including: 1) The students should read English newspapers and magazines, and watch the news on cable TV or look at Internet sites. Selecting vocabulary that is understandable and appropriate for the audience. Students must listen to native speakers and repeat again and again. 2) The students should not use their mother tongue exclusively. Using International Phonetic Alphabet (IPA) to correct some wrong pronunciation for yourself. 3) The students must often listen to English everyday through social media as international channel, YouTube website... to

improve their listening. 4) The students need to practice speaking via social networks like Facebook, line, Skype, Zalo, Viber, Instagram, Twitter, We Chat. Additionally, the students should attend activities based on easy games and speaking tasks that include everyone.

Ultimately, the researcher wished that not over 30 students in the classes in one room. Their entire academic experience do not sit passively in the classroom to listen or not listen to the teachers droning lecture. To develop speaking skills requires speaking on the part of the learner. In order to develop students' speaking skills, the students must SPEAK. Should make pair work and group work. Like the teacher presented a dialogue or activity, demonstrated it, and then allow of the students to have time to practice with their partners or in their group. This is known as Present / Practice / Produce (PPP). Prior to this, the students must have the vocabulary necessary to enable them to discuss the given topic. More, you should listen to VOA, Voice of America. It's broadcast specifically designed to teach English. The VOA helps with both listening and speaking. English listening training program, it is available over the internet. In addition to this kind of scaffold discussion, there are many other types of techniques to teach speaking. They include roll play, storytelling, interviewing and many others. And the practicing is key most important for making a speaking presentation superior to others. Use proper body language, gestures and maintain eye contact with the audience. Know your audience. Be aware of their level of prior knowledge and address them at their level. Use clear and concise visual aids.

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

The researcher would like to suggest for further studies.

5.3.1 Study the methods to improve speaking skill for students at MCU. This could be very important and valuable for MCU students.

5.3.2 Strategies of learning and practicing on English speaking skill of MCU students through public speaking skill as presentation and debate should be studied

5.3.3 Teaching English speaking skill through VOA and Present / Practice / Produce (PPP) method for MCU students should be conducted.

5.3.4 Effective improvement technique and development of English speaking skill of MCU students should be conducted.

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## Appendix

## Appendix A

### Assessor of the Research Questionnaire

Asst. Prof. Dr. Veerakarn Kanokkamalade, Direct of Ph.D, Mast of art in Linguistics, Department of Foreign Languages, Faculty of Humanities, MCU.

Assoc. Prof. Dr. Preecha Kanetnog, an instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanities.

## Appendix B

### Research Questionnaire

Theses Title: An Analytical Study of Difficulties in English Speaking Skill of Students at Mahachulalongkornrajavidyalaya University.

**Instructions:**

1. This questionnaire is used to collect the data from teachers and students who are teaching and learning English at Mahachulalongkornrajavidyalaya University, 79 Moo 1, Phahon Yothin Road, Kilometer 55, Lamsai, Wangnoi, Phra Nakhon Si Ayutthaya, 13170, Thailand.

2. The questionnaire is divided into main two parts as the following:

Part 1: It consists of general information (gender, country of participants, educational level, age, status, etc)

Part 2: Questionnaires are divided into four tables

3. Please, kindly fill in the facts for the said purpose.

Thank you very much!

Nguyen Thi My Hanh  
Researcher

### Part I: General Information of the respondents

Your name: .....

Instruction: Please tick (✓) in the box

1. Gender       Monk       Novice       Laity
2. Age       Lower 20       20-25       26-30       Over 30
3. Country of participants  
 Myanmar       Thailand       Vietnam  
 Laos       Cambodia       Bangladesh
4. How long have you studied English language?  
 2 years       5 years       7 years       over 7 years
5. What is the highest level of education you wish to achieve?  
 High School       Bachelor's Degree  
 Master's Degree       Doctorate Degree
6. Have you ever learnt English speaking before?  
 Yes       No
7. What subject have you studied?  
 The background of speaking in English  
 The basic English speaking skill  
 The advanced listening and speaking in English  
 The pronunciation in English speaking skill
8. Do you have many problems and difficulties in communication?  
 Yes       No  
 Many       A little

## Part II: Study difficulties in English speaking skill

The options are divided into four categories as follows:

5= always    4= usually    3= often    2= seldom    1= never

No.	Statement	Evaluation				
		5	4	3	2	1
<b>Table 1</b>	<b>Table 1: Analysis of English Vocabulary</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	You have an adequate English vocabulary for effective speaking					
2	You have never had any vocabulary problems					
3	You can guess the meaning of new vocabularies					
4	When you communication, you are confident for use of vocabulary					
5	You hesitate when you prepare in speech					
6	You feel anxious about your ability to use English vocabularies.					
7	You compare words in your native language with new words in English					
8	You discuss about new vocabulary with the teacher in your class					
<b>Table 2</b>	<b>Analysis of English pronunciation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	You have barriers in English pronunciation					
2	You focus on pronunciation which concerns directly to speaking.					
3	You use mother tongue in pronunciation					
4	You satisfy your pronunciation in English speaking skill					
5	You have troubles in pronunciation while speaking English					
6	The listener understands clearly your English pronunciation					
7	You have felt shy about your pronunciation when talking with an English native speaker					

8	You don't understand the pronunciation spoken by English speaker.					
<b>Table 3</b>	<b>Lack of confidence in English Speaking</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	You have confidence in English speaking in your class					
2	You feel shy when speaking English in front of the class					
3	They felt nervous and constantly worried when making the presentation					
4	You cannot speak when you stand in front of audiences					
5	You don't know about how to get attention from the audiences					
6	You have self-confidence when talking with everyone					
7	You are more comfortable when you use rhymes					
8	You are afraid making a mistake in communication					
<b>Table 4</b>	<b>Solutions in English Speaking Skill through Social Media</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	You learn through international channels					
2	You spend more time on academic tasks					
3	You listen and repeat English songs every day					
4	You read books when you have free time					
5	You learn English Pronunciation from Oxford dictionary Online					
6	You learn online English courses					
7	You speak with native speaker everyday					
8	You learn from YouTube website					

Please give reason to help improve English speaking skill in your opinion

.....  
.....  
.....  
.....

Thank you so much indeed !!!

## AppendixC

### In- Depth Interview

**Topic:** An Analytical Study of Difficulties in English Speaking Skill of Bachelor of Arts Second Year Students at Mahachulalongkornrajavidyalaya University

Dear Teacher,

I am Bhikkhuni Hanh Nguyen, a second year M.A student. I would like to interview you by asking a few questions. The purpose is to obtain the teachers' opinions who are teaching English in the Faculty of Humanities (English Program). I would like to know about the difficulties and solutions in developing the speaking skills of your students. Specifically, I want to gain a clear understanding of the challenges you, as an English teacher, face and the approaches you follow to overcome these challenges. Please express your opinion fully and completely. Thank you for your kind assistance!

#### Questions

1. What are the five most common problems you face when teaching English speaking?

.....  
 .....

2. What techniques have you found most effective for developing students' speaking skills?

.....  
 .....

3. How do you measure students' pronunciation skills and what steps do you take to correct pronunciation problems?

.....  
 .....

5. What techniques have you found effective for teaching ESL?

.....  
 .....

.....4. What are

.....  
 .....

Thank you for taking the time to answer these interview questions!

Nguyen Thi My Hanh

Researcher

## In- Depth Interview

**Topic:** An Analytical Study of Difficulties in English Speaking Skill of Bachelor of Arts Second Year Students at Mahachulalongkornrajavidyalaya University

These questions, the researcher is to interview 10 students who are attending English class at the second years, Bachelor of Arts International program, Faculty of Humanities at Mahachulalongkornrajavidyalaya University. The researcher would like to know about difficulties in English speaking skill of students. There are 7 questions ordered which the purpose is to obtain the students' opinions.

1. What are the cause of difficulties of the speaker for their communication in class?

.....  
 .....

2. Do you think confidence is important element for students? Why and why not?

.....  
 .....

3. What are solutions to make you feel confident when talking with native speaker ?

.....  
 .....

4. Have you ever think that listen to English everyday make you improve speaking skill?

.....  
 .....

5. Do you practice basic speaking in English every day? How long per day?

.....  
 .....

6. Which problems you are facing in speaking skill?

.....  
 .....

7. Do you use English speaking skill through social media?

.....  
.....

Thank you for taking the time to answer these interview questions!

Nguyen Thi My Hanh  
Researcher

## Biography of Researcher

<b>Name</b>	: Nguyen Thi My Hanh
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