

กลวิธีการพูดภาษาอังกฤษของนักศึกษาระดับมหาวิทยาลัย สาขาวิชาภาษาอังกฤษ

English Speaking Strategies Employed by English Major University Students

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบการใช้กลวิธีการพูดภาษาอังกฤษของนักศึกษาระดับมหาวิทยาลัยสาขาวิชาภาษาอังกฤษ จำแนกตามสาขาวิชา กลุ่มตัวอย่างของการวิจัยครั้งนี้เป็นนักศึกษาชั้นปีที่ 1 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏบุรีรัมย์ จำนวน 154 คน โดยใช้วิธีการสุ่มตัวอย่างตามตารางสำเร็จรูปของเครซี่และมอร์แกน การสุ่มแบบแบ่งชั้นและการสุ่มตัวอย่างแบบง่ายตามลำดับ เครื่องมือที่ใช้คือแบบสอบถามและวิเคราะห์ข้อมูลเพื่อหาค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าความแปรปรวนทางเดียว ผลการวิจัยพบว่า นักศึกษาสาขาวิชาภาษาอังกฤษใช้ 6 กลวิธีการพูดภาษา

อังกฤษโดยภาพรวมอยู่ในระดับสูง กลวิธีที่ใช้มากที่สุดคือ กลวิธีทางอารมณ์ (affective strategies) รองลงมาคือ กลวิธีปริชาน (cognitive strategies) ส่วนกลวิธีที่ใช้น้อยที่สุดคือ กลวิธีการจำ (memory strategies) จากกลุ่มตัวอย่างทั้งสามกลุ่มคือ สาขาวิชาภาษาอังกฤษ คณะครุศาสตร์ สาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจ คณะมนุษยศาสตร์และสังคมศาสตร์ ใช้กลวิธีการพูดภาษาอังกฤษไม่แตกต่างกัน

คำสำคัญ : การพูด, กลวิธีการพูดภาษาอังกฤษ, นักศึกษาสาขาภาษาอังกฤษในมหาวิทยาลัย

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ABSTRACT

The research aimed to investigate and compare the English speaking strategies used by English major university students classified by their programs. The samples were 154 first year English major students at Buriram Rajabhat University in academic year 2016, selected by using the table of Krejcie and Morgan, stratified random sampling, and simple random sampling technique, respectively. A questionnaire was used and the obtained data were analyzed by using mean, standard deviation, and one-way ANOVA. The

findings revealed that the English major university students employed English speaking strategies in overall was at a high level. The “affective strategies” was mostly used, followed by the “cognitive strategies”, and the least used was “memory strategies”. In addition, the three groups of students in English (B.Ed.), English (B.A.), and Business English(B.E.) in this present study showed no significant differences concerning the used strategies.

Keywords : Speaking, English speaking strategies, English major university students

INTRODUCTION

English is very important as international language for communication. In some countries, English is not an official language. However, it will be used as a means to communicate among people from different countries when they are together. Communication is the only way to exchange of thought, knowledge, cultures and ideas with people in the different countries. So, English becomes an international language among people in the world using to communicate.

There are many ways to communicate with people around the world not only in daily life but also in education, business, and tourism in terms of speaking skill. The speaking skill is important because it is one of various keys to English. People basically have to be master in English as an international language at least to make understanding. They can continue the conversation with others; for example, giving and sharing ideas, and changing information.

However, some people cannot speak English fluently which causes from many reasons. Allen et al. (2008) showed that speaking is one of the world’s most common scaring tasks, fearsome to people more than

any other source of anxiety. Noon-ura (2008) confirmed that in speaking, the speaker faces horrifying, stress, and feels nervous with his cheeks blushed. Trent (2009) pointed out that it may be the lack of confidence due to fear and anxiety. Thai students especially in higher education, including Buriram Rajabhat University (BRU) students, usually face with English communication problems as a result of their background knowledge: accuracy, pronunciation, stress, rhythm, intonation, grammar and vocabulary.

Both Rubin (1975) and Stren (1975) described good language learners in terms of personal characteristics, styles, and strategies. When the students are talking in English, they use different strategies to continue conversation, share ideas or give information. When they are talking in English, speaking strategies are those devices used by students to solve any communication problems. Boonyakarn (1990) explained that Thai students are expected to be able to communicate effectively in English but they have a problem in differentiating between English pronunciation and Thai language. Since Thailand has its own language, Thai

always think in their first language before they speak English. Therefore, it's rather difficult for them to speak English. Thus speaking strategies can help them to improve their speaking ability. As the aforementioned above, the researchers are interested in investigating the English speaking strategies of the English major university students at Buriram Rajabhat University. The results of this study will be beneficial and useful for teaching and learning behaviors in English speaking classrooms.

Purposes of the Study

1. To investigate the English speaking strategies employed by English major university students.
2. To compare English speaking strategies employed by English major university students classified by programs.

Research Questions

1. What are the English speaking strategies employed by English major university students?
2. Is there any difference of English speaking strategies employed by English major university students classified by programs?

Methodology

Population and Samples

The population of this research included 257 students who are the first year English major students at Buriram Rajabhat University. They enrolled in the course "Listening and Speaking 1" in the first semester of academic year 2016.

The samples were 154 students who are the first year English major students at Buriram Rajabhat University. They enrolled in the course "Listening and Speaking 1" in the first semester of academic year 2016. They were selected by using the Table of Krejcie and Morgan, stratified random sampling and simple random sampling technique, respectively.

Research Instrument

The research instrument was a set of questionnaires which were used to gather data concerning the speaking strategies used by university students. The questionnaire was divided into three parts, namely a checklist, a five-rating scale, and an open-ended form. The questionnaire was adopted from Sri Wahyuni (2013). The questionnaire was translated into Thai language. To ensure the validity of the questionnaire, the draft version constructed by the researcher was modified and revised based on the suggestions of thesis advisors and the three English instructors. After that, a pilot study was carried out to test the effectiveness and to improve the language correctness and appropriateness of the questionnaire. The 40 subjects of the pilot study were requested to fill out the questionnaire, to give their comments on the contents and wordings, and to give suggestions on items that should be added or excluded. Lastly, the final draft of the questionnaire was revised and administered to the students. For the reliability of the questionnaire, the Cronbach alpha coefficient was calculated. The result revealed a .913 alpha reliability coefficient which was considered high. Therefore, it could be justifiable to claim that the data collecting instrument of the present study had both validity and reliability.

Data Collection

The researcher distributed the questionnaires to the English major university students who enrolled in the course "Listening and Speaking 1". The data collection was carried out by the researcher herself. The questionnaire was administered to the target group from October to November 2016.

Data Analysis

After checking the completion of each questionnaire, the Statistical Package for Social Science (SPSS)



was used to analyze the data. The statistical devices employed in this study were as follows:

1) A five-point Likert scale was used to score the levels of the English speaking strategies based on the following criteria:

Table 1: Three levels of Interpretation Proposed by Oxford and Burry-Stock (1995)

The key to understand average of usage group		
High	Always	3.50 or above
	Usually true of me	
Moderate	Sometime true of me	2.50 to 3.49
Low	Usually not true of me	Below 2.50
	Never	

2) Mean (\bar{X}) and Standard Deviation (S.D.) were used to calculate the average level of English speaking strategies. The standard deviation (S.D.) depicted the spread or dispersion of the scores of the respondents within the group.

3) One-way ANOVA was used to compare the English speaking strategies used by English major university students at Buriram Rajabhat University, classified by programs.

Results

Based on the research purposes, the results of data analysis were as follows:

1. The English speaking strategies employed by English major university students

When English major university students were asked to rate their strategies used, the result revealed as shown in Table 2.

Table 2 Mean, standard deviation and meaning of English speaking strategies employed by English major university students (n=154)

No	Strategies	\bar{X}	S.D.	Meaning
1	Memory Strategies	3.13	0.62	Moderate
2	Cognitive Strategies	3.60	0.58	High
3	Compensation Strategies	3.50	0.62	High
4	Metacognitive Strategies	3.53	0.62	High
5	Affective Strategies	3.72	0.73	High
6	Social Strategies	3.50	0.75	High
Total		3.55	0.53	High

As presented in table 2, it was found that English speaking strategies employed by English major university students in overall was at a high level (\bar{X} = 3.55, S.D. = 0.53). When considering in each sub-strategy, it was found that all types were at a high level of use, except the memory strategies that was at a moderate use level. The highest mean score was the affective strategies (\bar{X} = 3.72, S.D. = 0.73), and the lowest mean score was the memory strategies (\bar{X} = 3.13, S.D. = 0.62).



2. English speaking strategies employed by English major university students classified by programs

This section presents the English speaking strategies employed by the English major university students. The result revealed as shown in Table 3.

Table 3 A comparison of English speaking strategies employed by English major university students classified by programs

No	Strategies	English (B.Ed.) (n=154)		English (B.A.) (n=154)		Business English (n=154)		F
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	
1	Memory Strategies	3.13	0.66	3.10	0.61	3.17	0.58	0.21
2	Cognitive Strategies	3.65	0.57	3.55	0.55	3.63	0.62	0.47
3	Compensation Strategies	3.55	0.60	3.38	0.62	3.60	0.62	1.86
4	Metacognitive Strategies	3.91	0.60	3.84	0.61	3.73	0.67	1.06
5	Affective Strategies	3.91	0.74	3.62	0.70	3.67	0.72	2.28
6	Social Strategies	3.48	0.84	3.46	0.71	3.56	0.72	0.27
Total		3.61	0.54	3.49	0.50	3.60	0.55	0.63

As can be seen in table 3, it was found that there is no difference of English speaking strategies employed by English major university students classified by programs. That is, the English major university students used the English speaking strategies when they communicate with others in the same way.

Discussion

1. English speaking strategies employed by English major university students

The finding showed that the English major university students in this study employed six English speaking strategies at a high usage. As the result manifested, most students of the university, more or less, took the advantage of all speaking strategies. The finding supports with Nasrollah (2014) who mentioned that the students can make use of some strategies while speaking to their interlocutors. This could explain that, all of speaking strategies can fulfill speaking skill; for example, the students try to relax whenever they are afraid and nervous of making mistakes while using English. Even though they cannot think of words during conversation in English, they keep the conversation

going with words, phrases or gestures that have similar meaning. Though students speak in Thai, they look for the opportunities to talk with native speakers and imitate correct pronunciation.

2. English speaking strategies employed by English major university students classified by programs

Students' speaking strategies examined in this study showed no significant difference concerning the use of strategies classified by programs. The students faced many problems while they talked with foreign teachers or friends. They used some strategies to continue conversation or share ideas, but they rarely spoke in English in the real life. This result is in accordance with Nasrollah (2014) who found that there are no differences related to the use of speaking strategies by EFL students. In addition, the result is similar to RaZmjoo and Ghasemi Ardekani (2011) who found no significant difference in the use of speaking strategies among the EFL learners of the three levels (elementary, intermediate, and advanced) of proficiency. It could be said that these participants were from the same context, so they employed the strategies in the same way.



Conclusion

Speaking was one important skill in a language learning. Students sometimes did not have enough language skills in which they had to give up conversation with their partner. Students should be encouraged to use speaking strategies for their skill's development. This means that learners should use all their available background knowledge to communicate without being afraid of making errors (Yule & Tarone. 1990). It was proved that the use of strategies by students was the key to their learning in general and their speaking ability. The students often simultaneously used all the strategies while they were speaking. The research showed that the most popular strategy used by English students was affective strategy. Affective strategies assist students to manage their emotions,

motivation, and attitudes associated with learning (Oxford. 1990). It was helpful if the teacher prepared materials in the way that was to fulfil the weak points of the students.

Recommendations for the further study

Despite the research findings and implications described above, this study was not without limitations. However, this study could be enhanced observing the following suggestion: It can be conducted with a higher number of students in other universities or schools. Because this study presented only program examined in relation to use of speaking strategies. It should be useful to further study in which some learner variables like ages, English proficiency, faculty, etc.

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