

A Study of English Speaking Skills of Grade Eleventh Students at Pakthongchaiprachaniramit School

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Abstract

This study aimed to study the problems of English speaking skills of the grade eleventh students and strategies to solve problems of English speaking skills of the grade eleventh at Pakthongchaiprachaniramit School. The research method used in this research is the descriptive method. The samplings were comprised 69 students of Pakthongchaiprachaniramit School. The statistics used for analyzing data were Frequency, Mean, Standard Deviation (S.D.), and Percentage (%). In-depth interview was conducted with lecturers. These instruments were used to get the data of students' problems in speaking English. The study findings showed that the problem faced by the students was lack of vocabulary, being afraid of making mistakes, not feel confident to speak, too shy to practice speaking English with foreigners, not brave to speak because their pronunciation was not good, difficult to speak English, English teachers did not speak English in class, did not understand teacher's pronunciation, and the students still lack of understanding of grammatical patterns. Therefore, the researcher could give the effective strategies to solve students' problems. There are lecturing, review, sharing, discussion and telling story, prepared talks, interview, games and try to speak like a native speakers. It was also found out that the researcher strategy in overcoming students' difficulties.

Keywords: English Speaking Skills, English Study problems, English Skill strategies

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Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is important for all people to survive in their lives. Every human in the world always use language to communicate, give information and knowledge, and express their idea and thought. Meanwhile, according to Walija (1996) in Wibowo (2014) stated that language is the most effective of communication to convey an idea, message, intentions, feelings and opinion to others. There for language is not only as a communication tool to deliver of human being, but the language is also one of the most important aspects of human life.

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. As Bailey and Savage, (1994) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context.

Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). However, foreign language learners experience frustrating feeling of not being able to participate in speaking activity. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure,

learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2005) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

Other problems that appear in student's speaking are lack of self confident and anxiety. They may confront with certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the students themselves are not believing that they are able to speak, it has become a big problem for them. As Lawtie (2004) states that speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties. Therefore, finding a way out for solving speaking problems become very essential so that the student can speak English better.

The Ministry of Education in Thailand is focusing on the significance and value of English. Pranee Nanthaboot, (2012) English has been placed in the curriculum from primary to higher education. The Thai government announced that English language is the international language. English is generally taught in primary, secondary and high schools. And Thailand will participate in ASEAN within 2014. Everyone will speak English for education and careers. In 2008, the Thai government announced plans to improve requirements for native-speaker teachers in mainstream schools.

Therefore, Pakthongchaiprachaniramit School had provided English teaching program to aim to improve student's speaking skills in English learning process and use English as language of communication as well as make it beneficial and useful for learners to improve their new knowledge and fresh experience in modern communication.

Objectives of Research

1. To study the problems of English speaking skills of the grade eleventh students.
2. To find out the strategies to solve problems of English speaking skills of the grade eleventh.

Research Methodology

Research Design

This research methodology was aim to study the problems of speaking skills and the suggestions to solve English speaking problems of students who are study in grade eleventh at Pakthongchaiprachaniramit School, Pakthongchai district, Nakhon Ratchasima, quantitative and qualitative research method was used for this study.

Quantitative data was to provide the participants' attitudes towards the speaking problems. The information got from the questionnaires was analyzed by mean and standard deviation (S.D), and then it was interpreted.

Qualitative data was to determine the improvement of participants' speaking ability by providing them topics to speak, interview and discuss with them.

Simple size

The total simple size is included 69 students in grade eleventh at Pakthongchaiprachaniramit School, Pakthongchai district, Nakhon Ratchasima.

Instrument

The questionnaire targeted students and it consists of 33 questions. The students are asked to select from the following choices: (1) Strongly disagree, (2) Disagree, (3) Fairly agree (4) Agree and (5) Strongly agree.

Reliability and Validity

Reliability refer to the consistency of a measure. An instrument is considered reliable if we get the same result repeatedly (Richard, Platt & Platt, 1999). Then each time of test is administered to a subject, the result should be approximately the same. This study will be reliable, and can be administered with confidence that the measurement error will be minimal. Validity is the extent to which an instrument measures what its claims to measure (Oxford & Burry-Stock, 1995) it is vital for an instrument to be valid in order for the result to be accurately applied and interpreted (Richard, Platt & Platt, 1999). In other words, validity determines whether the research truly measure what it is intended to measure or how truthful the research are. The research general determine validity by asking a series of questions, and often look for answers in the other research.

Data analysis

To analyze the data obtained from questionnaire on the problems of English speaking skills of students and to find out the strategies to solve problems of English speaking kills for the students.

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

Results of Research

Findings are presented in response to the research questions as follow.

Findings one: What are the reasons behind the problems with English speaking skills of the grade eleventh students at Pakthongchaiprachaniramit School? To answer such questions the researcher computed means, the standard deviation of the scores of the study sample on each domain and the total degree of the reasons behind the problem with English speaking skills of the grade eleventh students at Pakthongchaiprachaniramit School as shown in the table (1). Table (1) below shows the means recorded with the standard deviation written next to it in addition to the rank of each domain.

Table 1 The Problems of English Speaking found from Students

No	Statements	\bar{X}	SD	Interpretation
1	I think English is good, but I do not feel confident to speak	3.87	.839	High
2	I am afraid about making mistakes	3.64	1.00	High
3	I lack understanding of grammatical patterns	3.57	.977	High
4	I am not brave to speak because my pronunciation is not good	3.61	.943	High
5	I have limited vocabulary mastery	3.20	.964	Medium
6	I cannot speak English fluently like an educated native person	3.78	.983	High
7	I find it difficult to speak English	4.06	.684	High
8	I have minimum opportunities	3.30	.990	Medium
9	I use my mother tongue	4.12	.777	High
10	I know grammar rules but cannot speak English well	3.90	.750	High
Total		3.70	.494	High

The findings of table (1) show that the mean of reasons behind the first Problems of English Speaking found from Students. According to the information shown above, the results collected are the overall mean score and standard deviation of study problems of English speaking skills are $\bar{X} = 3.70$. Which is interpreted as being at a high level.

Table 2 The problem of speaking skills through social media

No	Statement	\bar{X}	SD	Interpretation
1	I never learn English through international channels	3.86	.753	High
2	I do not understand English movies	3.87	.746	High
3	I do not chat English on Facebook	3.94	.765	High
4	I cannot learn English from English song	3.96	.848	High
5	I do not understand teacher's pronunciation	3.55	.796	High
6	I never learn English course from online	3.70	.828	High
7	I cannot speak English very well when teacher live course on Facebook	3.88	.814	High
8	I do not understand English speaking when the teachers taking with me	3.78	.745	High
9	My English teachers talk a lot and do not give much times for us to speak in class	3.84	.678	High
10	I do not answer the phone in English.	3.78	.838	High
11	I rarely hear or see people speak in English	3.87	.765	High
12	Outside of the class, mostly my friends speak in Thai to each other	3.96	.736	High
13	I speak English only few words	3.87	.784	High
Total		3.84	.336	High

The finding of table (2) shows that the mean of reasons behind of problem of speaking skills through social media. According to information shown above, the result collected which are the overall mean score and standard deviation of study problems of speaking skills through social media is $\bar{X} = 3.84$. Which is interpreted as being at high level.

Findings two: What are the reasons behind the strategies to solve problems of English Speaking skills of the grade eleventh students at Pakthongchai prachaniramit School? To answer such questions the researcher computed means, the standard deviation of the scores of the study sample on each domain and the

total degree of the reasons behind the problem with English speaking skills of the grade eleventh students at Pakthongchaiprachaniramit School as shown in the table (3). Table (3) below shows the means recorded with the standard deviation written next to it in addition to the rank of each domain.

Table 3 The strategies to solve problems of English Speaking skills

No	Statement	\bar{X}	SD	Interpretation
24	Talking in English every day	4.07	.754	High
25	Enjoy in learning English	3.90	.807	High
26	lecturing, review, sharing, discussion	3.91	.722	High
27	Telling story, prepared talks, interview	3.93	.734	High
28	Thinking in English while speaking	3.96	.830	High
29	Practice English speaking skills from BBC, CNN news	3.91	.853	High
30	Speaking English from English lesson	4.06	.705	High
31	Self-confidence can help in speaking better	4.09	.702	High
32	Try to speak like a native speakers	3.96	.756	High
33	Create a small group to train English skills	3.90	.825	High
Total		3.97	.466	High

The finding of table (3) shows that the mean of reasons behind of the ways to improving English Speaking skills. According to information shown above, the result collected which are the overall mean score and standard deviation of strategies to solve problems English speaking skills are $\bar{X} = 3.97$. Which is interpreted as being at high level.

Finding three: form In-depth interviews

According to the results from in-depth interviews, a researcher found that among 6 teachers, three teachers gave similar answers to the root causes of English speaking problems as mentioned earlier. They said that many EFL learners around the world face the same problems with English speaking, they are shy to speak comparing their English level to others that make them unwilling to speak. Two

teachers gave learners should dare to speak, dare to make a mistake. Another problem is that lacking of vocabulary. If you do not have enough vocabulary, what do you have for speaking?. The last teacher said the biggest problem is that students themselves do not make an effort to sharpen the ability of speaking. They just study in classes, but do not get their knowledge worked outside the classes.

Conclusion and Discussion

The opinions on problems in English speaking skills

After analyzing the research findings, the researcher was able to conclude of the students problem faced in speaking English problems were included; fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline. Besides, the researcher has a finding research in students speaking problem through social media, that the problem were faced because of some student factor such as: students did not understand English movies, never learn English course from online, did not chat English on Facebook. This was big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers had underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication. Therefore, students spoke English only few words Related to Harmer J. (1995) have clarified the speaking skills into pronunciation, vocabulary, grammar and fluency.

The Strategies to solve the problems of English Speaking skills

The results were not bad, with more guidance and instructions the students could achieve positive possibility to solve their English speaking skills. The researcher chose difference strategies to make students enjoy in learning, talking in English every

day, lecturing, review, sharing, discussion, telling story, prepared talks, interview, thinking in English while speaking, speaking English from English lesson, try to speak like a native speakers, and create a small group to train English skills. Hopefully, this solution should be effectively in overcoming the problem of the human resources in speaking English. Related to Detaramani C. has presented the positive result from their study of needs, attitudes, and motivation towards learning language by adopting self-instruction approach with 585 students from city University of Hong Kong. The results revealed that the participants who were keen on integrating self-instruction by attending more self-access center relatively possessed an improvement in English. They have also valued the strong extrinsic motivation to improve their English by learning with multimedia and facilities focusing on developing speaking and listening skills.

Suggestions

Based on the result of the research finding, the researcher would like to give some suggestion for the following people.

1) For the teacher

Hopefully, the teacher should evaluate all the strategies that have been applied in Pakthongchaiprachaniramit School to get the program effectively.

2) For Students

The students are hoped to practice English at time, and they should realize that English is very important for them to face the globalization era.

3) For the future researcher

For the future researchers who want to conduct research with the same subject, the result of the research can be used as an additional reference or further research with different discussion.

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