

The Problems of English Speaking of Students at Yang Boo School, Keng Tung Town, Eastern Shan State of Myanmar

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Abstract

The purposes of this research were 1) to investigate the problems of English speaking of students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar; (2) to analyze the problems of English speaking of students at Yang Boo school, Keng Tung town, Eastern Shan State of Myanmar; (3) to find the ways to solve the problems for improving English speaking of students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar. This research consists of both a quantitative and a qualitative research with the population of 70 respondents and 5 key informants. An analyzing quantitative data statistics including Frequency, Percentage, Mean (\bar{X}) and Standard Deviation (S.D.) was used and a content analysis was used for analysis.

The results of research have been founded as follows:

The finding result from study the problems of English speaking of students at Yang Boo School, it found that the cause of the problems of English speaking skills from students were (\bar{X} = 50.76, S.D. = 10.63). The results were indicated as very high level of English speaking skills.

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The finding result from study the ways to solve the problems for improving English speaking of students at Yang Boo School, it revealed that the overall level was $\bar{X} = 59.46$, S.D = .10.16 .(The results were indicated as very high level of the ways to improve English speaking skills .

The final important part of this study was getting the priceless ideas and invaluable suggestions to solve the problems of English speaking skills from some English teachers and scholars who were accordingly interviewed in this study . Most of interviewees gave virtually the same answers related with causes that make EFL learners difficult in speaking English that the problems come from learners themselves who do not make an effort to practice speaking after class . Being shy to take a risk of speaking is also the biggest obstacle in the way to reach speaking ability . Furthermore, lacking of vocabulary is the main impediment to speaking progress as well .

Keywords: English Speaking Problems, Yang Boo School, Shan State of Myanmar

Introduction

English is now used in almost all countries all over the world. In other words, the researcher can say that English has been an International language. People and the learners all over the world communicate in this language in business, economic, education, and social side. The person who can speak English in fluently, he has more opportunities than a person who cannot speak English such as finding a job etc. Because English is dominant business language and it has become almost necessity for people to speak English if they enter a global workforce. In other words, people communicate and share their information in English language more than in the past time. The importance of English has also made a growing interested in the teaching as a second language.

English speaking is the most fundamental communication of all the people around the world as well as the students at Yang Boo School. They faced many difficulties in speaking English, as the result found that the most important of the respondents were spoke English in very short period like one day a week at school, so that is why they were lack of confidence to speak English with teachers, friends and foreigners.

The researcher is one of the students who have studied English course at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar. This course has been taught the English language by non-native English-speaking teachers. In the class, the researcher has found that some students can speak English well, but some have yet to become fluent. For instance, when someone was asked a question, he or she could not respond to the teacher quickly. The researcher believe that the student does not understand what the teacher said or his or her vocabulary knowledge is limited. As such, there may be problems or obstacles that block the students' English speaking. Therefore, the present study is conducted to investigate the problems of English speaking of students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar and to find the ways to solve the problems for improving English speaking, to analyze the problems of English speaking. The results will help students understand their problems regarding why they cannot speak English well and benefit teachers to seek the methods for developing the teaching curriculum so as to strengthen students to achieve fluency in speaking English.

Objectives of Research

1. To investigate the problems of English speaking of students at Yang Boo school, Keng Tung town, Eastern Shan State of Myanmar.

2. To analyze the problems of English speaking of students at Yang Boo school, Keng Tung town, Eastern Shan State of Myanmar.

3. To find the ways to solve the problems for improving English speaking of students at Yang Boo school, Keng Tung town, Eastern Shan State of Myanmar.

Research methodology

The researcher designed both of quantitative and qualitative research, and the base of collecting the data are focused on questionnaires and in-depth interview. Therefore, this research is mainly on the problems of English speaking of students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar.

Research Design

This research is a mixed study between a quantitative and qualitative one aiming to study “The Problems of English Speaking of Students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar”. Two aiming to interview teachers at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar.

Quantitative data was to provide the respondents’ attitudes towards the speaking problems. The information got from the questionnaires was analyzed by mean (\bar{x}) and standard deviation (S.D.), and then it was interpreted of 70 students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar. They are taking an English course in the semester of 2019-2020 academic years.

Qualitative data was to determine the improvement of key informant’s attitudes speaking and teaching ability by providing them topics to speak, interview and discussion of the teachers who are teaching English language at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar. Were selected as in-depth interviewed for a qualitative research.

Percentages, average mean, and standard deviation are employed to provide the level and extent in studying the English speaking skill, problems and solutions, of The students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar” Therefore, research design is the most important of data collection.

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 it 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.

Primary data

Primary data is collecting information from the target group of the previous research study, consisting of the 70 students, by answering the questionnaires, the researcher makes up the questions and suggestions, opinions about the problems of English speaking and the ways in solving for improving the problems of English speaking skills. Especially, in- depth interview, the researcher has emphasized those teachers in English subjects.

Secondary data

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

Analysis of data from the questionnaires

1. The results from questionnaires of the students' background information such as gender, age, grade was calculated by frequency and percentage.

2. The student's opinions on the problems of English speaking were analyzed by using arithmetic mean (\bar{x}) and standard deviation (S.D.).

3. The students' opinions on the way to solve the problems of English speaking were analyzed by using arithmetic mean (\bar{x}) and standard deviation (S.D.).

Analysis of data from the in-depth interview

The In-depth interviews were transcribed immediately after each interview. All data obtained from the interviewees were noted from voices recorder and analyzed the data by using the three competencies which were identified by Henderson (1995) as follows: organize disparate information into categories, analyzed the key points that support decision-making and detach self from the finding and report negative finding data for decision-making.

Results of Research

Based on the survey of research, it was found that the most of the students of Yang Boo School were male of amount 37 persons or 52.9 percent and following by female 33 persons or 47.1 percent. Most of the students of Yang Boo School with the age between 19-21 years old were amount of 28 persons or 40.0 percent and following by 22 persons or 31.4 percent of the age between 22 years old up were 20 persons or 28.6 percent. Most of the respondents have been studying English 5-7 years, with the amount of 32 persons or 45.7 percent, following by 20 persons or 28.6 percent of the respondents who have been studying English for 2-5 years, and the last one was 17 persons or 14.3 percent of the respondents who have been studying

English more than 8 years. The result of frequency of how often do the students speak English? And the result as follows there were 30 persons or 42.9 percent of the respondents who speak English every day, following by 20 persons or 28.6 percent of the respondents who speak English for three days a week, and 20 persons or 28.6 percent of the respondents who speak English in one day a week.

The information on the problems of English Speaking skill, it refers to the population of the respondents who are studying English each year at Yang Boo School, as they answered the questions of total rate at very high level with the Mean which is equal to 50.76, Standard Deviation which is equal to 10.63 or $(\bar{X}) = 50.76$, S.D. = 10.63.

The information on the ways in solving the problems of English Speaking skill, it refers to the population of the respondents who are studying English each year at Yang Boo School, as they answered the questions total rate at very high level with the Mean which is equal to 59.46, Standard Deviation which is equal to 10.16 or $(\bar{x} = 59.46$, S.D. = 10.16).

Conclusion and Discussion

The researcher will points out the finding results of the analysis of the study which is the most important thing to discussion and the real understanding to all of readers, professors and other. The discussion of all the data are as follows:

The finding result will point out that the most important problems of the respondents were faced the difficulties about speaking English, as the students forgot to say a final sound of each word, they had problem of pronunciation, very poor of pronunciation, could not speak English for a long period, and English is seem to be difficulties for them to speak correctly. According to Hayriye (2006) states that speaking is to select appropriate words

and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication. And also concerned to Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak. These problems may affect students' performance in their speaking.

The finding result will point out that there are many important ways to improve the problems of English speaking of the students, at first students should learn more to speak English by using Watching English movies, following by speaking English from English lesson, try to use English in classroom every day, try to speak English with friends every day, and try to speak with the native speakers. According to Budden suggested that some activities for teaching EFL speaking. These activities includes interesting and motivating topics, such as press conferences, discussions, fashion statements, talking about the past, one word stories, conversational English, consequences, role play, shopping role plays, telephone role plays, shopping service role plays, storytelling grid, in storytelling.

The overall results of this study revealed that the problems of English speaking of students at Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar. The problems that most students faced in speaking was having a lack of vocabulary, not being confident to speak, not being used to talking in class, and difficulty expressing words or sentences. The cause of problems most students faced was being afraid of making errors. There were two kinds of problems faced by the students in speaking that the researcher found in this study, namely, linguistic problems and non-linguistic problems. Moreover, to improve English, we should speak to friends, teachers, people, foreigners or ourselves. Just speak out and try to use English in our daily life.

Suggestion for Research

Suggestion to Students

In order to improve English speaking skill, students should not be shy to speak English out even though your English ability is not so good. Do not just wait until your English is perfect then start to speak because only practice can help you be perfect with English speaking. We should speak to friends, teachers, people, foreigners or ourselves. Just speak out and try to use English in our daily life. Using group activities, English talks, tell story, speech contest and debate contest for overcoming.

Furthermore, although your English pronunciation is not so good, you can sharpen it every day by trying to watch Pronunciation lessons in YouTube program- there are many English native speakers who are teaching in that program with free of charge. Every time you are in that lessons (English pronunciation), you must try to repeat after them as much as, and as loud as you can. Doing so, it can help train your tongues and sounds.

Moreover, do not just depend on your English teachers. They can only show you the way to walk, but they cannot walk for you. Studying only in the class is not enough, so you need to have a self-study class which is a very beneficial and powerful way to build up your English ability.

Suggestion to Teachers

To help students improve English speaking skills, teachers should set clear lesson plans making them short and sharp. When you prepare your lesson plans by leaving longer times for students to speak, they will get an opportunity to practice their English speaking in class even they do not speak English outside the class.

Furthermore, you should be strict with some students who do not speak English in class fining ones who speak Shan (Tai) language in class by

deducting their scores or by any acceptable punishments. Some students are very lazy to speak English. They think that speaking in their own language is easier.

Then, some students are not lazy to speak English, but they are not brave enough to speak. Maybe it is because their English ability is not good enough to speak, but you can urge them to speak, and praise them in front of other classmates even though they might make mistakes with grammar or pronunciation. Doing so, students will be happy and feel free to speak English out without being afraid or nervous.

Additionally, teachers should motivate students about significances of English speaking skill. Sometimes, if you only teach English and focus only on your subjects or lessons, students might not care much or do not feel strong in developing their English speaking abilities. But, if you urge them, encourage them and inspire them about necessities of English speaking, they will be alert and have strong determination to increase their English speaking.

Teachers should advise the students to understand the main reason of learning English especially communication and to know great idea to make a mistake because it is not our mother's tongue, so as long as we can communicate in English, there is no reason to afraid of making mistakes in English speaking.

Suggestion for Further Thesis Research

For the future studies a research should be conducted with more respondents and more key informants, in order to get much data collection.

Future studies the researchers should focus on the problems of English speaking of advance academic students with the target of a qualitative research.

Further study should include vocabularies in English pronunciation and pronounce correctly, confronted by Yang Boo School, Keng Tung town, Eastern Shan State of Myanmar.

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