

การศึกษาปัญหาของนักเรียนในการเรียนรู้การพูดภาษาอังกฤษของชั้นปีที่ 1 คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

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Received 5 August 2021

Revised 27 November 2021

Accepted 20 December 2021

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือ 1) เพื่อศึกษาปัญหาการพูดภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 ของคณะมนุษยศาสตร์ 2) เพื่อศึกษาความสามารถของนักศึกษา วท.บ. ชั้นปีที่ 1 คณะมนุษยศาสตร์ และ 3) เพื่อศึกษาแนวทางการแก้ปัญหาการพูดภาษาอังกฤษของนักศึกษา ชั้นปีที่ 1 คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย การศึกษานี้เป็นการศึกษาแบบผสมผสานระหว่างการวิจัยเชิงคุณภาพและเชิงปริมาณ ใช้แบบสอบถามรวบรวมข้อมูลเชิงปริมาณจากนักเรียน 20 คน และสัมภาษณ์เชิงลึกเพื่อรวบรวมข้อมูลเชิงคุณภาพจากผู้ให้ข้อมูลหลัก 3 คน ใช้การวิเคราะห์สถิติข้อมูลเชิงปริมาณซึ่งรวมถึงความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน (SD) และทำการวิเคราะห์เนื้อหา

ผลการศึกษา พบว่า ประการ 1) ปัญหาทักษะการพูดภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 มีปัญหาทักษะการพูดภาษาอังกฤษอยู่ในระดับมาก โดยมีรายละเอียดดังนี้ 1.1) สาเหตุของปัญหาการพูดภาษาอังกฤษที่ค้นพบเนื่องจากการไม่มีเวลาของนักเรียน 1.2) สาเหตุของปัญหาการพูดภาษาอังกฤษที่ค้นพบเนื่องจากไวยากรณ์ และ 1.3) สาเหตุของปัญหาการพูดภาษาอังกฤษที่ค้นพบจากการสอนของครู และประการที่ 2) วิธีการแก้ปัญหาทักษะการพูดภาษาอังกฤษในปีแรกจึงได้ถูกค้นพบ เช่น การใช้ภาษาอังกฤษเป็นภาษาแม่ในการสนทนาประจำวัน การคิดภาษาอังกฤษขณะพูด การฝึกทักษะการพูดภาษาอังกฤษจาก BBC ข่าว CNN และการสร้างความมั่นใจในการใช้ภาษาอังกฤษ

คำสำคัญ: การเรียน นักเรียน ภาษาอังกฤษ การพูด และปัญหา

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STUDY OF STUDENTS' PROBLEMS IN LEARNING ENGLISH SPEAKING OF THE FIRST YEAR M.A IN FACULTY OF HUMANITY AT MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

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Abstract

The purposes of the research were: 1) to study problems in the speaking English of the first-year M.A students in the faculty of humanity; 2) to study the ability of the first-year M.A students in the faculty of humanity; and 3) to study the way to solve the speaking English problems of the first-year M.A students in the faculty of humanity, Mahachulalongkornrajavidyalaya University. This study was a mixed methods study between qualitative and quantitative research. A questionnaire was used for collecting quantitative data from 20 students, and an in-depth interview was used for collecting qualitative data from 3 key informants. An analysis of quantitative data statistics including frequency, percentage, mean, and standard deviation (SD) was used, and a content analysis was conducted.

The results of the study are as follows: 1) the problems with English speaking skills of the first-year students, the problems with English speaking skills were at a high level. These were their names: 1.1) causes of English-speaking problems discovered due to students' lack of time; 1.2) causes of English speaking problems discovered due to grammar; and 1.3) causes of English speaking problems discovered due to the teacher's teaching. 2) The methods for resolving problems with English speaking skills in the first year can be found, for example, using English as a mother tongue even in daily conversation, thinking English while speaking English, practicing using speaking skills from watching BBC or CNN news, and building confidence in speaking English.

Keywords: Study, student, English, Speaking and problem.

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Introduction

Many people rely on English as an international language. Business and education also utilize English. Native English speakers may benefit. It is the best chance for vital employment and English use in many areas. But English will become a worldwide standard. English is widely used for business, education, and truism. All human people need continual friendship. To achieve harmony with their creator, man needs education, which is the methodical development of human resources for intellectual and physical purposes (Smith, 2015). Speaking talents are important while learning a second or foreign language, and they are examined. Most language learners desire to communicate. Language proficiency is the most challenging of the four competencies, according to Bailey and Savage (1994). Thus, speaking fluency is more significant than other language talents. Students must use the language at all times or while interacting with other students in an academic setting. Many students in language programs strive for oral communication fluency (Richards & Renandya, 2002). But they are upset by their inability to participate in speaking activities. Verbal communication is a skill that may be improved by practicing vocabulary and structure. A foreign language's acquisition and usage is tied to self-construction (Arnold, 2000).

Speaking fluently is not easy. Students are required to know how to utilize the language as well as precise grammar and pronunciation. Per Hinkel (2005), communication issues arise when learners meet unfamiliar words, forms of words or are unable to articulate their intended meaning. Anxiety and lack of self-confidence are other issues that students face while speaking. They may feel insecure, bashful, apprehensive, nervous, and concerned, affecting their English speaking. It is a major issue if pupils do not think they can talk. Speech is typically clearer when a person feels confident and calm, and this is one of the most crucial elements to consider when talking with persons who have speech challenges. So, finding a solution to speaking challenges is critical to improving English speaking skills.

Mahachulalongkornrajavidyalaya University (MCU) is one of Thailand's most prominent and popular Buddhist institutions. It is frequently used in both domestic and foreign education systems. MCU in particular accepts students from all around the globe, Buddhist or not, regardless of skin color, nationality, or even socioeconomic status. There are now several universities operating successfully in Thailand. That was understandable since the instructor often used Thailand. Even when obliged to speak English, several pupils employed Thai or other languages. In the brief chat with pupils, many said they were too timid to ask permission in English.

Objective of Study

To study problems in speaking English with the first-year M.A students in the faculty of humanity.

To study the English speaking ability of the first-year M.A students in the faculty of humanity.

Literature Reviews

According to this research, there are books, research journals, dissertations, theses, and many other informational sources related to English speaking problems that need to be reviewed

The definitions of Speaking

Wahyuni (2013) mentioned that speaking is a productive skill, like writing. It involves using speech to express meaning to other people. Speaking does not allow them time to do these except in formal speaking, such as making speeches. In addition, interaction is two-way communication that involves using language and body language to keep the listeners involved in what they are saying and checking that they understand the meaning. Making eye contact, using facial expressions, asking questions, clarifying meaning, and confirming understanding all contribute to interactive communication. They speak with fluency and accuracy.

Importance of English speaking

Qureshi (2007) advocated the importance of speaking skills, which is enormous for learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community. We use language in a variety of situations. People at their workplaces, i.e., researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

Speaking Problems with Learning English

Ehri (1986), Rizki Amalia (2018), and Jaatinen (2019) advocated students having various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English and the kinds of mistakes a learner typically makes in English pronunciation, grammar, and vocabulary as there is native language interference in learning and using English. Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing

in daily life in an English-speaking country. Listening comprehension and speaking fluently in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text, a learner has more time for thinking and pauses than when listening to and speaking English in daily life.

Strategies for Teaching Speaking Skills

The Toastmaster said that speaking contests are also a way to sharpen the English-speaking ability of EFL learners. It is an important part of educational programs that provide an opportunity for EFL students to gain speaking experience and also show necessary ways of preparing and teaching the speech contest so that speech contestants organize their own thoughts and words on the topic. And they must make sure that their speaking skills are good enough. For these kinds of lessons, teachers should let the students know two weeks before to let them get ready. For giving the scores, 100 points should be in general system; 40 points for preparation, such as structure, content, logic, and so on. And another 40 points are for delivery and presentation, such as voice, pronunciation, enunciation, gestures, and poise. After that, the last 20 points are for overall effectiveness (Impression and effect) (Ahn & Lee, 2016; Hora et al., 2019).

Research Methodology

Research Design

This research aimed to study students' problems in learning English speaking during the first year of M.A in the faculty of humanity at Mahachulalongkornrajavidyalaya. A quantitative and qualitative research method were used for this study.

Quantitative data was to provide the participants' attitudes towards the reading problems. The information obtained from the questionnaires was analyzed by mean and standard deviation (S.D), and then it was interpreted. In the meantime, qualitative data was collected to determine the improvement of participants' reading abilities by providing them with topics to read, interview, and discuss with them.

For data analysis, percentages, mean, and standard deviation are used to provide the level and extent of study of English-speaking skills and problems at Mahachulalongkornrajavidyalaya's first year M.A in the Faculty of Humanity.

Population and Sample of Study

The total population of this study included 20 students at the first year M.A in Faculty of Humanity at Mahachulalongkornrajavidyalaya.

Table 1 Gender

Gender	Number	Percentage
Male	15	75.0
Female	5	25.0
Total	20	100

Instrument

The questionnaire targeted students and it consists of 27 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 refers 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 ways to improve English speaking skills 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.

Research Results

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

Table 2 English speaking found from Students' lacking times

No	statements	\bar{x}	SD	Interpretation
1	Sometime, for the whole day, I do not speak English at all	3.80	0.61	High
2	I spend time around 10 -30 min to practice speaking English everyday	3.50	0.88	High

Table 2 English speaking found from Students' lacking times (Cont.)

No	statements	\bar{x}	SD	Interpretation
3	I never practice speaking English more than 1 hour with my friend everyday	3.90	0.44	High
4	I usually spend my times on doing homework or assignment.	3.80	0.83	High
Total		3.81	. 0.97	High

The finding of table 2) shows that the mean of the reasons behind the first problems in English speaking are students' lack of time. According to the information shown above, the results were collected, which are the overall mean score and standard deviation of the study problems of English speaking skills, which is (3.81). Which is interpreted as being at a high level.

Table 3 English speaking found from students' Grammar.

No	Statement	\bar{x}	SD	Interpretation
1	You have knowledge in English grammar.	4.07	7.40	High
2	You are able to compile to sentence before speaking.	3.97	7.65	High
3	You think that grammar is difficult for you.	3.83	7.91	Medium
4	It makes you more understand on the grammar rule.	3.70	7.50	Medium
Total		3.89	1.22	High

The finding of table (3) shows that the majority of the reasons behind English speaking are found in students' grammar. According to the information shown above, the results collected, which are the overall mean score and standard deviation of cause of English speaking found from students' grammar, are (3.89), which is interpreted as being at a high level.

Table 4: English speaking found from teacher's teaching.

No	Statement	\bar{x}	SD	Interpretation
1	My English teachers do not speak English in class	1.75	0.44	Low
2	My English teachers talk a lot and do not give much time for us to speak in class	2.73	1.04	Low
3	My English teachers focus much on grammar	2.38	1.02	Low
4	My English teachers rarely motivate me about the importance of English-speaking skill	2.54	1.03	Low
Total		2.71	1.14	Low

The finding of table (4) shows that the meaning of the reasons behind English speaking is found in the teacher's teaching. According to the information shown above, the results collected, which are the overall mean score and standard deviation of English speaking found from Students' Vocabulary, are (2.71). which is interpreted as being at a low level.

Answering the second objective:

Table 5 The ways of solving the problem in English speaking

No	Statement	\bar{x}	SD	Interpretation
1	Always use English as habitually, even daily conversation	3.50	7.77	Medium
2	Motivation to speak English	3.47	6.29	High
3	I talk to friends	3.57	7.74	High
4	Thinking in English while speaking	3.43	7.74	Medium
5	Practice English speaking skills from BBC, CNN news	3.50	7.77	High
6	Create a small group to train our English	3.40	8.14	Medium
7	Self-confidence can help in speaking better	3.37	7.18	High
8	Try to speak like a native speaker	3.40	7.70	Medium
Total		3.64	0.57	High

The meaning of table (5) shows the meaning of the reasons behind the ways of solving the problem in English speaking. According to the information shown above, the results collected, which are the overall mean score and standard deviation of the ways of solving the problem in English speaking, is (3.64), which is interpreted as being at a high level.

Discussion

Concerning the discussion, the following are the causes of the problems with English-speaking skills that MCU students face: students' motivations, teachers' teaching techniques, English environments, and students' lack of time to speak English are seen as the roots of problems not only for those 20 students in MCU, but also for all EFL learners all over the world.

The first root of the problem (lack of time) is the biggest problem that students encounter in their daily lives. They spend around 10–30 minutes practicing speaking English per day, and sometimes they do not speak English at all. They usually spend their time doing

homework or assignments at home and spend less time speaking English. Therefore, students themselves are also the biggest part of the problems with English speaking. They study English only in classes and rarely use what they have learned to apply it in real-life practical ways. And the second cause of the problem (grammar) is also part of the problem affecting the student's speaking skills. When they speak, they worry about grammar and think that grammar is difficult for them.

Furthermore, the third factor of the problem (teacher teaching) is a significant impediment to students' progress in English speaking. Students agree that teachers speak English in classes, but they explain a lot till they have no time for students to practice speaking in classes. Furthermore, they like explaining grammar rules to students in detail, so it is a factor that makes students think about grammar before speaking, which causes them to speak very slowly and not fluently. In other words, teachers rarely motivate students about the advantages of speaking skills; they just care about the subjects they are teaching.

Suggestion for the further study

In order to gain clear and deeper information, this study should be more explored. The suggestion was divided into 3 parts, which are recommendations for practice and recommendations for the further study as the following:

Recommendation for students

To increase their English reading abilities, students should not be afraid to read English aloud, especially if their English proficiency is limited. Additionally, even if English pronunciation is not perfect, the students may improve it daily by watching pronunciation classes on YouTube; there are several English native speakers that teach in that application for free. The students must attempt to mimic them as much as possible and as loudly as possible. This may assist in the training of students' languages and sounds. Moreover, the students should not be afraid to read English aloud even if their English proficiency is limited. Reading in English is not a skill that can be perfected overnight. Also, if students' English pronunciation is not excellent, they may improve it daily by watching Pronunciation courses on YouTube, where many natural English speakers teach for free. Last of all, the students should practice self-discipline in order to improve their English.

Recommendation for teachers

Firstly, 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 if they do not speak English outside of the class.

Secondly, the teacher should create and give materials with variant sentence patterns. So that the students can practice their ability to understand a sentence to help them comprehend the text well.

Lastly, for further research, try to find other problems that are faced by the students that come from the students' ability in different grades and with different kinds of text. So that the researcher can find more problems that are faced by the students in learning to speak.

Recommendation for further studies

From the study, there are many suggestions for future research as follows. Firstly, there should be a study of vocabulary for English speaking skills in order to find ways to help improve the remembering ability of students and learners in studying English. Secondly, there should be a study on the causes of English-speaking problems, which the related problems may be from the other factors. Lastly, there should be a study of effective ways to deal with English speaking problems.

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