

The Development of English Speaking Skills on B.A. Students at Sariputta College Muse, Northern Shan State, Myanmar

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Abstract

The purposes of the effective goal which aim of study English speaking to encourage and improve learners speak fluency and accurate of this research were: 1) To study characteristic of the development of English Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar 2) To develop the development of English Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar and 3) To study the satisfaction of the development of English Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. This research has utilized the R&D by using pre and post experiment.

The results of the research were as follows:

1) The characteristic of English Speaking Skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar, it was found that the overall average was 4.22, which was at a satisfactory level.

2) The comparison between the students' pre-test and post-test in the use experiment of the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It is found that the score post-test of using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 17.50$, S.D. = 1.15) higher than the pre-test scores before using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 9.50$, S.D. = 2.56) as statistically significant at 0.5.

3) the students' opinions towards the satisfaction of developing by using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It was found that the overall average was 4.36, which was at a satisfactory level.

Keyword: Development of English; English Speaking Skills; Sariputta College Muse

Introduction

English is a universal language that is very important to communicate in the world. This is the era of the prosperity of scientific society and technology, both news and technology spread out widely from the original source through worldwide. To receive information and benefit from the technology, there must be a universal language that communicates across the globe and around the world. English is important in today's world. The Ministry of Education plays the role as the direct responsibility for educational management which has included the policy of human resource development for the English language excellence in the Ministry's master plan. They are encouraging Thai people to use English effectively, starting from elementary English to advanced levels and let the students to practice using simple communication language. And develop a good jargon for learning English (Department of Education, 1996: 11).

Even though, the Ministry of Education and related people have shown the support, there are still problems in the operating level which is, there is not enough qualified teachers to teach English to learners nationwide (Sumittra Angwattanakul, 1997: 14-15). Even the overall of the B.A. Students' English proficiency is still unsatisfied. Especially speaking capabilities, such as; the knowledge in English grammar to help in speaking and understanding properly, the amount of vocabulary known is limited, even the motivation to learning is not high. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing (Nunan & Carter, 2001: 14).

In this 21st century, the foreigners are having the interest in the ways of Buddhism and Buddha's teaching. The Buddha invited all to come and investigate his teachings. The Buddha not only found a way to the end of suffering, but he actually taught a way which we can choose to follow. He observed how all human beings sought happiness and how nearly all failed to find lasting contentment. So, out of compassion, the Buddha taught the Four Noble Truths of the way things are how we can develop the mind toward Nibbana, the highest happiness and the most perfect peace. To do this, we need to obtain instructions through teachers and books and then apply the teaching to our lives. The Buddha presented different methods of practice to suit the varied personalities of his students. The key method called Vipassana Bhavana or Insight Meditation which involve a foundation of virtuous conduct, application of mindfulness, development of concentration to focus the mind and growth of wisdom through investigation and reflection. The foreigners, who come to visit Myanmar, have found that Buddhism in Myanmar is the valuable culture and as religion that cannot be separated. Shan people have worshiped and supported the Buddha's teachings for more than two thousand years ago. So, there are a lot of monasteries made people come to worship,

listening to sermons, advice on family matters, meditation, schooling for children and traditional medicine. Many boys and men take on robes as novices or monks for short periods in order to fully immerse themselves in the Buddha's way of life. Men who choose to spend all their lives in robes receive great respect. Shan people also welcome foreigners to come and practice the Buddha's teachings. The extremely supportive environment of a good monastery or meditation center provides inspiration and opportunity for spiritual development that's rare in the world today. However, despite the huge amount numbers of monks in Myanmar, only few have English Speaking Skills to teach Dhamma effectively.

Moreover, it has been mentioned in the ASEAN Socio-Cultural Community's Blueprint that the use of the English language as well as information and communications technology (ICT) will be promoted. English is to be used as the means of inter-state communication in the ASEAN Community, whereas ICT will be used to promote education and life-long learning, particularly in underserved communities through open distance education and e-learning. In addition, it is also stated in the Blueprint's Section A.1-Advancing and Prioritizing Education and A.2-Investing in Human Resource Development that the use of English as an international business language at the workplace will be promoted (Apisara Sritulanon, 2017: 1).

For this reason, a number of public and private organizations in Thailand, which have been gearing up for changes associated to ASEAN, particularly the ASEAN Economic Community (AEC), require employees who excel in English in order to enhance their companies' regional and global competitiveness. It is clear that if people The Ministry of Education of Thailand has written down in the national curriculum that a basic teaching of English should include four skills in both primary and secondary levels. A good performance of the English language is required for all levels until graduation. Students are expected to use English language in various situations, both in and out of their classrooms and with local and foreign communities, as stated in document of The Ministry of Education (2008). A necessary basic skill of communication is speaking. Related to the importance of mastering English-speaking skills, however, students tend to face many difficulties in speaking. Shen and Chiu (2019) stated that difficulties faced by students in speaking English were psychological problems (e.g., nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g., insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc.), and environmental problems (e.g., lack of learning context for English conversation).

Moreover, English has significant for Buddhist monks, because English is the world's universal language. Obviously, it will be helpful to the monks in spreading Buddha's teachings. People spend much more time on speaking than reading and writing in their daily lives. They consider the ability to speak as crucial to learning. They need to be confident and proficient in speaking in order to communication effectively. Problems in communication may arise when speakers lack speaking skills. According to this reason, boosting in speaking skills is proved to be very important. Lacking in the ability and experiences can be result in meditation masters

having an ineffective communication toward the foreigners or may not be able to communicate at all. This issue has been prevented many of the foreigners who are interested in Buddhism to understand better in Buddha's teaching. So, the purpose of this study will focus on new generation of monks with Vipassana knowledge who should be able to communicate and speak English in order to cope with the issue.

There are specialists in teaching of Advanced Pali Studies including Vipassana Meditation, which is core method of practice to achieve the ultimate goal of the Buddhism. In this study, the researcher will have the B.A. students Sariputta College, Muse City, northern Shan State, and Union of Myanmar as the target group. This study will focus on study the problems for B.A. students' English speaking skills. Studying the result will lead to the solution that will assist the students to better communicate in English Speaking skills effectively and also help in spreading Buddha's teaching such as Vipassana Meditation worldwide.

Research Questions

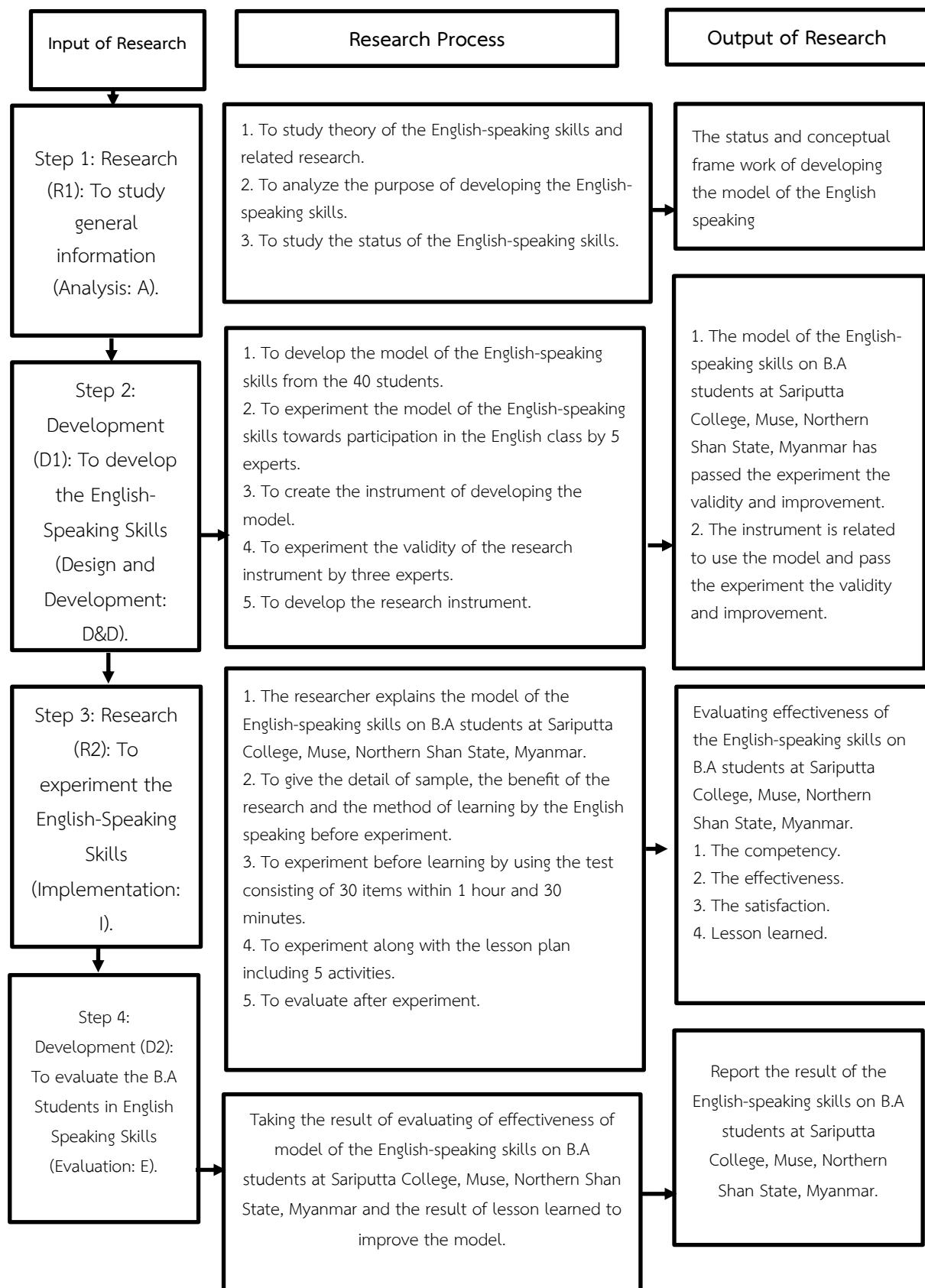
- 1) What are the characteristics of English-Speaking Skills among B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar?
- 2) How is the development of English-speaking skills among B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar?
- 3) How satisfied are B.A. students with their English-speaking skills at Sariputta College, Muse City, northern Shan State, and Union of Myanmar?

Research Objectives

- 1) To study the needs and the problem of English-Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar.
- 2) To develop the development of English Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar.
- 3) To study the satisfaction of the development of English-Speaking Skills on B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar.

Methodology

The research study is the English-Speaking Skills on B.A Students at Sariputta College, Muse, Northern Shan State, Myanmar. The researcher has created English Speaking Skills model for English classes and used it to compare students' engagement before and after employing the English Speaking approach in English classes of the Intensive English Program and Regular English Program of Sariputta College, Muse, Northern Shan State, Myanmar. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The research design is shown in the following details: The research design is divided as follows:



Research Results

1) The characteristic of English Speaking Skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar, it was found that the overall average was 4.22, which was at a satisfactory level.

2) The comparison between the students' pre-test and post-test in the use experiment of the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It is found that the score post-test of using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 17.50$, S.D. = 1.15) higher than the pre-test scores before using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 9.50$, S.D. = 2.56) as statistically significant at 0.5.

3) the students' opinions towards the satisfaction of developing by using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It was found that the overall average was 4.36, which was at a satisfactory level.

Discussion

Study characteristics of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. Illustrates that of the characteristic of English Speaking Skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar., it was found that the overall average was 4.22, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. If I can't think of an English word, I will use a synonym or phrase with the same meaning instead. ($\bar{x} = 4.55$, S.D. = 0.60), and the second item was no. 9. I am interested in learning English skills because it is interesting and important. ($\bar{x} = 4.50$, S.D. = 0.61), and the third item was no. 10. Learning English is important to me because it allows me to connect with people from different cultures. ($\bar{x} = 4.40$, S.D. = 0.68), and the lowest level was no. 8. I constantly motivate myself to learn English. ($\bar{x} = 3.95$, S.D. = 0.69), respectively. In conclusion, characteristic of English Speaking Skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar was at a satisfactory level.

Develop English Speaking Skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. The comparison between the students' pre-test and post-test in the use experiment of the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It is found that the score post-test of using the model of the development of English

speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 17.50$, S.D. = 1.15) higher than the pre-test scores before using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. ($\bar{x} = 9.50$, S.D. = 2.56) as statistically significant at 0.5.

Study the satisfaction of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. Illustrates the students' opinions towards the satisfaction of developing by using the model of the development of English speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar. It was found that the overall average was 4.36, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Practicing speaking English with a tutor provides personalized feedback and guidance. ($\bar{x} = 4.70$, S.D. = 0.57), and the second item was no. 4. Speaking English regularly boosts my confidence and reduces my fear of making mistakes. ($\bar{x} = 4.65$, S.D. = 0.49), and the third item was no. 13. I participate in debates and discussions to improve my argumentative and persuasive speaking. ($\bar{x} = 4.60$, S.D. = 0.60), and the lowest level was no. 10 Engaging in role-playing activities helps me simulate real-life conversations. ($\bar{x} = 4.10$, S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing by using the model of the development of English-speaking skills in B.A. students at Sariputta College, Muse City, northern Shan State, and Union of Myanmar, were at a satisfactory level.

Suggestions

Suggestion for organizing the development of English speaking skills.

1) Define specific goals for each lesson, such as improving pronunciation, expanding vocabulary, or enhancing conversational skills and warm-up activity to get students comfortable speaking. This could be a simple question or a fun game by using pair and group activities to encourage students to practice speaking in a less intimidating setting. This also allows for more interaction and peer feedback. Use language learning apps and online resources to provide additional speaking practice and interactive activities. Include listening exercises to improve comprehension and pronunciation. This can involve listening to native speakers through podcasts, videos, or guest speakers. Finally, create a classroom environment where all students feel comfortable participating. Encourage shy students by pairing them with more confident peers.

2) Offer constructive feedback to help learners understand their strengths and areas for improvement. Keep motivate by setting achievable goals and celebrating their progress. Learning a language takes time and effort. Stay patient and keep practicing, even when it feels

challenging. Set small, achievable goals and reward yourself when you reach them. Remind yourself of the benefits of learning English.

Suggestions for the Further Study

- 1) The researcher should allocate time for each part of the lesson, including introductions, activities, and conclusions.
- 2) The researcher should make sure a thorough understanding of the content will be teaching.
- 3) The researcher should persist in employing this type of media to enhance various English skills beyond just speaking, such as understanding listening language, expanding reading, and comprehending written material.

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