A Study of Development of English Speaking of the Second Year Bachelor of Education Myanmar Students at Education Faculty, Mahachulalongkornrajavidyalaya University

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Abstract

This article aimed to study development of English speaking of the second year bachelor of education Myanmar Students at Education Faculty, Mahachulalongkornrajavidyalaya University. It has three objectives: 1) to study the nature of English speaking problems in learning English; 2) to study English speaking problems of the second year Bachelor of Education Myanmar students; and 3) to study ways for solving English speaking problems of the second year Bachelor of Education Myanmar students at Education Faculty, Mahachulalornkornrajavidyalaya University. The study is mixed methods research between a quantitative research and qualitative research in nature. A questionnaire is used for collecting quantitative data from 100 students and an in-depth interview is used for collecting quantitative data from 7 key informants. For analyzing quantitative data statistics including Frequency, Percentage, Mean and Standard Deviation (SD) is used and a content analysis is used for analysis for analyzing qualitative data.

The results of the study are as follows:

1. From the study of the nature of English speaking problems in learning English it found that 1) the nature of English speaking problems in learning English of students including English was very important language (x =4.32); More effective way to study English (x =4.06);Speaking English with senior students (x =3.97); use of international phonetic as a proof of effective speaking skill (x =3.93);Use of difficult vocabulary makes speaking effective (x =3.62); living in English environment is an effective way for speaking skill ((x =4.00); use of mother-tongue while studying English in the class (x =3.66); use other materials for the enhancement of speaking skill (x =3.81);the nature of English speaking problems in learning English of teachers including all of students agreed that teacher used English as a second language for teaching English in the class (x =4.05); students believed that speaking English was better than speaking Burmese (x =3.53); teachers attempted using speaking techniques while teaching in the class (x =3.85); students responded in English at all time (x =3.59); teachers used mother-tongue while teaching in the class (x =3.54); teachers used visual aids for the teaching in the class (x =3.66);

teachers used speaking Thai while teaching in the class (x =3.52); MCU had an English speaking class and a good environment for speaking English (x =3.80).

2. In respect of a study of English speaking problems of the second year Bachelor of Education Myanmar students it revealed that all of students agreed that they are too shy to speak English in front of the class because speaking English is quite difficult (x =3.24); they do not know how to learn English effectively (x =2.95); in fact, English is easy. They just need to choose the right method of learning English (x =3.92); English clauses, phrases are different from Burmese language (x =3.67); students need to remember the most common phrases and clauses in English (x =3.80); students know grammar rules but they cannot speak English well (x =3.63); they do not have a perfect pronunciation to speak English (x =3.52); they are afraid of speaking English to foreigner because foreigner will not understand their accent they think (x =3.17); they cannot speak English fluently like an educated native people (x =3.53); they find it difficult to speak English with the correct intonation and stress (x =3.53).

3. Regarding ways for solving English speaking problems of the second year Bachelor of Edcation Myanmar students at Education Faculty, Mahachulalornkornrajavidyalaya University it found that ways for solving English speaking problems suggested by key informants included to practice speaking English more and more as the motto "practice makes perfect" without using mother-tongue, to study on online, web sites and International Phonetic Alphabet in order to know how to pronounce and to speak English correctly, to practice word by word to make a correct spelling and some words in a dictionary and writing down in a note book till having got skillful, to understand accurately about Grammar rules of English such as sentences, structures, punctuations, to imitate native speakers to practice the right pronunciation, accent, intonation, stress by reading out like a native speaker, to listen to the English news on radio or watch English education channels, to get rid of shyness and do fear of speaking by practicing in front of the mirror, to prepare carefully what to talk and how to talk to get a good attention from the audience.

Keywords: English Speaking; Second Year Bachelor; Education Faculty

Introduction

At the present day, it is the 21st century and it is expected that English is one of the international languages used to speak in the globalization age related to the people living in the world. "The language is a system of arbitrary vocal symbols and a formal system of signs governed by grammatical rules of combination to communicate with meaning. This definition stresses the fact that human languages can be described as closed structural system consisting of rules that relate with particular signs to have a particular meaning (Bloomfield, Leonard, 1914:35). In this universe, English is very important for human being to use it for communication among them. It is said that if humans in society live without language is difficult to associate with others. I think so. "Language is basically speech. It is universal among human

beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it. We never try to into the depth of the meaning of this world. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way (John, Lyon, 2002:35). Besides, language is still used to teach humans to know good culture and new innovation as well as to transfer them from generation to generation right now. However, it is also viewed as a symbol of growth and prosperity in each society, and it is widely recognized that gradually increasing in our society because of being as a second language. "English is an International language and is understood all over the world. In fact, in today's world speaking English has become necessity. Moreover with the globalization of trade, commerce & new avenues of employments in BPO's (Business Process Outsourcing) and multinational companies the importance of fluent spoken English has grown immensely being the International link language. Most of the people lack the requisite skills in the spoken English while conversing in different situations in day to day life. These are depended on qualified in English skill. Ability in using English is very necessary for these reasons in which reading and speaking skills are an essential part to effectively apply the language from speakers to listeners. Especially, in the business world, people with better English skills tend to have job and definitely better income. To contact with people is probably the biggest problem you face, actually if you are a business-man. "Presentation and Discussion Techniques or speaking in public" this course was aimed to the students who would like to improve their speaking skill confidently in public. It is not only to speak English in front of the class but in public places also. To speak English can be used in English teaching today. Teachers have to focus the students who want to become teachers in general ways such as speaking, reading, writing, and listening. Besides, as a teacher, how to persuade students and how to make focusing on objectives and lessons what we have already learnt. "Clear Speech Pronunciation and Listening Comprehension in North American English" this course was aimed to the teachers and students who want to become good teachers in teaching English in future.

English speaking skills for Myanmar students are well mostly. But 50% of 100% students are very poor at speaking English. Some students cannot speak English each other absolutely. So, students think that at Education Faculty, Mahachularlornkornrajavidyalaya University should have English speaking training courses for very weak students like a diploma program in English. Besides, some teachers' teaching to the students are very weak in English. It is the reason of being needed for the improvement of English speaking skillfully of students. Therefore, in this point, students need a qualified good teachers or professional teachers while teaching English in the class.

The English speaking skill is important for me and for the second year Bachelor of Arts Myanmar students who have studies at MCU to communicate with others students who come and study from different countries in Thailand. There are a lot of students from 20 countries

have come and studied in the perspective fields of educational affairs so to be able to speak to communicate in English speaking which is more and more necessary and important. However, the second year B.A Myanmar students at the Faculty of Education and at the Faculty of Buddhism are hopefully to improve their English speaking skills, practicing a lot and making pair talking, making presentations in front of the class, we practiced one by one so one must take time to listening, speaking, repeating according to what is saying on a projector showing that English lessons during the class hours and outside of the class, as well. We have to speak English only because we are the international students but the problem is most of the students are from Myanmar and they speak Burmese.

There are majority of Myanmar students who are studying at Education Faculty, Mahachulalornkornrajavidyalaya, where a Buddhist University under the Education of Thailand government has offered four Faculties, namely; the Faculty of Buddhism, the Faculty of Humanities, the Faculty of Social sciences, and the Faculty of Education. The majority of Myanmar students are studying at the Faculty of Education, Faculty of Humanities and the Faculty of Buddhism. In the daily life of university, every international student speaks English to communicate with other and the second year Bachelor of Education Myanmar students had depended on listening and asking questions to improve their speaking skill because speaking skill comes from listening comprehension first. Therefore, Myanmar students need to improve English speaking skill.

Most significantly, human beings communicate with each other through four means of speaking, writing, listening, and reading (Palgravemacnmillan, Rob penhallurick, 2003: 246). There are many various kinds of language we used in the world today so English language is one of them. Besides, English language is the main language of international communication and in information technological age. It is important how we communicate with each other by speaking English. Some Myanmar students said that they have many problems in speaking English when they talk a presentation in front of the class. Among them, the first one problem is weak English to understand what the lectures said in the class room and do not dare to ask questions as soon as possible. When a student make a presentation, there is a few feedback from some students at the same class because their English is poor and not to be ready to response instantly. Besides, another problem in speaking English they have is they do not caught pronunciation while teacher is teaching English and they need to more comprehend speaking English.

Speaking is one of skills in English because speaking and human being cannot be separated from each other. Speaking is used to express ideas and to communicate with other people and students have to prepare themselves before they speak English skill fully and proficiency, not only for developing English speaking in their schools or university but also for more opportunities in their future careers after graduation. At the current affair, people all around the world had improved their communication skill or speaking skill because English is an

international language in the world. If we know or can speak English well-enough, we can travel all around the world and can make foreign investments worldwide. If we are familiar with English speaking, we can use modern accessories or utensil things such as things in technology, reading books, newspapers, magazines, watching up to date news of the world, using personal things smart phones, tablets, computers, and so on.

Nowadays, English language has become the most spoken language in the world as a second-language. Most of the Universities worldwide have included English as one of their major subjects or the language of institution here also in University. In addition, there are over 6000 languages and people are spoken every day around the world. English is one language of them. It is used by over 300 million people as the first language in Australia, Canada, New Zealand, the UK, the USA, South Africa, and in India, too. Even in our society "AEC" "The ASEAN Economic Community'', English is an official language to use in different fields of connecting among the ASEAN community countries. There are 10 countries in AEC namely; Singapore, Malaysia, Indonesia, Philippine, Thailand, Vietnam, Myanmar, Laos, Cambodia, and Brunei Darussalam. Speaking is one of four important skills in English language. Therefore the second year of B.A Myanmar Students who are studying English should be good at speaking skill for connecting each other. Speaking is a productive skill which uses the combination of pronunciation, vocabulary, grammar and intonation, tone or accent. If students who have been still studying, especially in English speaking skill should have qualified or proficiency in speaking skill. If not, English learner students will not be improved their English speaking skill.

A study of English was usually conducted on the problems of students "low speaking performance which indicated that English is highly regarded as the gateway to global marketplace and finding ways to improve not only the students "English proficiency but English as one of the utmost importance (Bassano, s., & Chritison, M, 1987:201-207). Moreover, students often respond to the teacher only when called upon and the learning atmosphere is individualistic. This mostly happened in the class not only teaching speaking class but also teaching academic writing class. The students only speak when the teachers ask them or talk them consequently they speak their mother tongue again.

The aim of study is to improve Myanmar students' ability to speak English well and to communicate with other, and pay respect to the culture and tradition of other nations in the world. However, students have many kinds of problems with regard to studying English in general fields, in speaking, reading, listening, and writing and in English speaking particular by the time they are studying at University. They cannot speak English accurately and fluently but they are better than ever before. Krashen also has found that students cannot utter English accurately and fluently because they hesitated to practice speaking English in classroom or practice English speaking outside of the classroom through their shyness and anxiety (Krashen, S. D., 1982:16).

So Myanmar students are afraid of speaking foreign languages and also afraid of making mistakes. As foreign language learners at MCU, the most Myanmar students still have difficult problems in speaking English because they are shy, lack of confidence, untrained well English yet in the class, and use their mother tongue most of the time. Based on these difficulties there have been no any research works on an improvement of English speaking skill of the second year Bachelor of Education Myanmar Students at Mahachulalornkornrajavidyalaya University, therefore, the researcher will have an attempt to use a scientific method to study an improvement of English speaking skill of the second year Bachelor of Education Myanmar students at Faculty of Education, Mahachulalornkornrajavidyalaya University.

Objectives of the Study

1. To study the nature of English speaking improvement

2. To study English speaking problems of the second year Bachelor of Education Myanmar students at Faculty of Education, Mahachulalornkornrajavidyalaya University.

3. To find out the ways for solving English speaking problems of the second year Bachelor of Education Myanmar students at Faculty of Education, Mahachulalornkornrajavidyalaya University.

Literature Reviews

1. Definitions of speaking

Speak is to produce sounds or audible sequences of individual or concatenated sounds of a language, especially through phonation, amplification, and resonance, and through any of a variety of articulator processes.

Speak means to make vocal sounds, usually for purposes of communication. To speak often implies conveying information and may apply to anything from an informal remark to a scholarly presentation to a formal address: to speak sharply; to speak before Congress.

Skill means android or to have general knowledge which consists of practice of oral speech, verbal sound, and body posture, necessary enough experience and professional fluently in English speaking skill.

Tarigan (2008:12) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find

the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer; writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1) Introducing new language

2) Practice

3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Ladouse; speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson; defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual (Wilson, S. 1983:4). Based on the statements above the researcher infers that if someone speaks, he/she should understand what are he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

2. Types of Speaking

As Researcher studies this session, there are different types of speaking and these are should be learnt. They are as following: (Brown, H. Douglas., 2001:141)

1) Informative speaking

2) Invitational speaking

3) Dispositional speaking

4) Actuation speaking

1) Informative speaking

Informative speaking seeks to inform. Its goal is that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding. Informative speaking uses facts, data, logic, evidence and other solid information and structured presentations to help the listeners understand and remember the information presented. It may well ask Kipling questions, such as 'Who', 'When', 'How' and 'Where' and then answer with the relevant information. Three types of informative speaking are as following:

a) Description speeches: That describes objects or events.

b) Exploration speeches: That clarifies ideas.

c) Demonstration speeches: That teaches a process.

Once the hurdles of interest and attention have been surmounted, the biggest question that many informative speakers face is the cognitive ability of their audience to grasp what can be difficult concepts. This is a problem that academic speakers (and writers) face every day.

2) Invitational speaking

Invitational speaking is often similar to informative speaking, but adds judgment into the mix. The 'invitational' element is hence an invitation to listeners in agreement or evaluation of some sort. This evaluation may be of an idea, another person, an event, and an object of some kind, an event or anything else that which judgment may be applied. Invitational speaking uses evaluative and judgmental language and rational logic to present the case. As with informative speaking, it may well appear cool and factual and use classical argumentation principles. Invitational speaking is more difficult than informational speaking as you are asking your listeners to accept particular evaluation criteria and processes of assessment with which they may not agree. Academics perform invitational speaking when they criticize others' research.

3) Dispositional speaking

Dispositional speaking is more persuasive in intent than invitational speaking in that it seeks to gain agreement on an attitude, value or belief. This can be a very difficult thing to do as to change such deep drivers can often be, in effect, to change the person and who they are, recreating their identity. It is not surprising, then, that many will resist such attempts, even if clear and logical reason is used. Whilst academic speakers should not really use dispositional speaking, it can be argued that everything is a belief and that there are unquestioned canons

and paradigms that many academics accept without question, and to challenge these can be particularly perilous.

4) Actuation speaking

Actuation speaking seeks to get people to act, to perform in some way. In practice this can be easy for simple actions and hardest of all for actions that the person may not normally undertake. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking. In its more difficult form, actuation may well be preceded by other forms of speaking, as you may need people to understand, agree with a judgment and even change what they believe before they will take the actions you propose. To conclude our example, academics engage in actuation speaking when they persuade those holding the purse strings to provide the precious cash that is needed to pursue their research.

3. The Process of Improving Speaking English

Students acquiring a new language pass through different stages of language proficiency as they improve their ability to use language for purposeful communication. These stages of proficiency describe what students are able to do with the language using the skills of speaking, listening, reading, writing, and understanding. Students' progress through the stages of proficiency is not linear and not the same for all students. The Developmental Stages of Language Proficiency described below can help teachers to define proficiency goals within foreign language programs, to devise activities that develop proficiency, and to design assessment expectations. Stages of proficiency for modern languages and reading comprehension in classical languages are listed below (Edward Sapir., 1958:160-166)

1) First stage process of speaking

2) Second stage process of speaking

3) Third stage process of speaking

4) Fourth stage process of speaking

1) First stage process of speaking

In modern languages, students use selected words, phrases, and expressions with no major repeated patterns of errors. Students perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks such as saying "good morning" and stating their name, age, and where they live.

In classical languages, students recognize selected words, phrases, and expressions with no major gaps in comprehension. Students perform simple communicative tasks using single words in naming articles in the classroom or in rooms of a house. They also use common phrases and expressions and comprehend simple sentences and short paragraphs composed for instructional purposes at this level Because stage one communicative tasks are not complex, there should be no major repeated patterns of error in modern languages such as consistently

misnaming an article of clothing or misusing a weather expression. In classical languages, there should be no major gaps in comprehension such as consistently misnaming an article of clothing or a location in a house.

2) Second stage process of speaking

In modern languages, students use sentences, strings of sentences, and recombination's learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. As they enter Stage 2, students begin to create new combinations of the language they have learned in Stage 1. Messages are understandable, but some patterns of error may interfere with full comprehension.

In classical languages, students read sentences, strings of sentence, and paragraph-length texts, including some authentic material and recombination's learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. As they enter Stage 2, students begin to recognize new combinations of the language they have learned in Stage 1. The learner reaches beyond known patterns to understand new meanings and communications. Messages are understandable, but some lapses may interfere with full comprehension.

It is natural for learners to move back and forth between Stages, at one moment showing confidence and accuracy, at another moment losing both, when the complexity of the message interferes with the learner's ability to produce it accurately (in modern languages) or comprehend it accurately (in classical languages).

3) Third stage process of speaking

In modern languages, students use sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task. Students are able to produce and comprehend fluid sentence-length and paragraph-length messages, but as the complexity of the task or message increases, errors and hesitation become more frequent. For example, a Stage 3 learner might be able to describe another person in class with accuracy, but if he or she described a viewpoint on a current social issue, there would be a higher frequency of error.

In classical languages, with appropriate assistance, students read and comprehend sentences, paragraphs, and story-length texts of predominantly authentic material with lapses of understanding proportionate to the complexity of the text being read. Students are able to comprehend paragraphs and story-length texts and to interpret those texts in their cultural context. As the complexity of the text increases, gaps in comprehension become more frequent. The teacher's role is to help students achieve a greater degree of understanding in the reading and interpretation of complex texts.

4) Fourth stage process of speaking

In modern languages, students use sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning. Students convey messages with some patterns of grammatical errors that do not interfere with meaning. As the task becomes more complex (for example, providing a rationale or hypothesis) errors and pauses to find appropriate words become more frequent. A learner's awareness of culturally appropriate language, behavior, and gesture is evident in interpersonal communication.

In classical languages, students read selections of varying length exclusively from authentic material with some gaps in understanding that do not interfere with comprehension. With appropriate assistance, students read increasingly complex texts with cultural understanding and literary appreciation.

Comparisons Standard Students benefit from language learning by discovering patterns both familiar and distinctive among language systems and cultures. They learn about the nature of language, linguistic and grammatical concepts, the communicative functions of language, and the interaction between language and culture. When students begin the study of another language, they often assume any new language will be like their own, except it will have different words. Soon they notice that elements that they often ignored in their own language may be very important in the second language.

This awareness of linguistic differences not only enhances students' ability to use the target language, but also provides insights into the use of English. As students learn ways of predicting how language is likely to work in an unfamiliar setting, they make fewer naive assumptions about other languages based solely upon limited knowledge of their own language. The long-term study of another language also leads students to discover different cultural perspectives. As students begin to hypothesize about cultural systems in general, some students may make comparisons on their own, others learn to do so over time. Good language programs help foster this reflective process in students from the earliest levels of language learning. Language is the vehicle by which we acquire and share information and ideas. In order to help students make linguistic and conceptual connections, teachers of modern and classical languages use three important approaches to curriculum development. Teachers of modern languages become knowledgeable about the content of other subject areas, examine the kinds of vocabulary and language functions required to teach and learn this content, and shape their language teaching accordingly. Teachers of modern and classical languages collaborate with teachers of other subjects in the design and teaching of units in which knowledge of language and culture plays a key role.

Teachers of modern and classical languages help students and other teachers locate and use foreign language resources for cultural knowledge and information not readily available in English. The teaching of second language skills can take place through the interweaving of discipline-specific content into the modern languages curriculum. In this way, students not only

gain knowledge of the target language but further their content knowledge as well. For example, the classic Kindergarten, First Grade science experiment, "Does it float, or does it sink?" is easily discussed in another language, since it is based upon observation. Learning how to describe objects as, "light, lighter, heavy, or heavier," and "large, larger, small, or smaller" in a foreign language helps students acquire and remember vocabulary while reinforcing science concepts.

Similarly, specific language structures and vocabulary are required of middle or high school students when they predict what will happen next in stories, analyze aspects of the European medieval feudal system in history class, or follow instructions about how to chest-pass a basketball in physical education class. The teacher of modern languages can help students converse, interpret, write about, or make oral presentations on all these subjects in a language other than English. Some projects are designed from the outset to integrate content from a number of disciplines (Portes, Pedro R.ed, 1993:1-2. For example, during September's monarch butterfly migration from the United States to Mexico, elementary school students could begin a study of the life cycle of butterflies in science, discussing the concepts in English and Spanish. They could map the routes followed by the butterflies (geography); track and graph monarch butterfly sightings, and calculate the distance of their flights (mathematics); study and draw the symmetry of their body and wing patterns (math and art); and write short notes in Spanish (foreign languages and language arts) about the monarchs to be sent to Mexican students who are their "learning partners" in the project. At the middle and high school levels, teachers of modern and classical languages could collaborate with teachers of history, English, and the arts to explore thematic units such as the immigrant experience, ancient and modern models of democracy, or classical and world mythology and theatre. High school electives such as the Model Organization of American States or Model United Nations also help students of modern languages use their language skills in the context of history and social science.

Knowledge of a foreign language, literature, and culture can give students insights they could have in no other way. The student of classical languages who has read the myth of Pyramus and This be and who later studies Shakespeare's plays will have a greater appreciation of how Shakespeare used the myth in both Midsummer Night's Dream and Romeo and Juliet and may even recognize a survival of the ancient lovers' tale when watching a performance of Leonard Bernstein's West Side Story. Students of civics and government who have also studied Latin will have a deeper understanding of concepts such as habeas corpus, ex post facto, and de jure. A student of a modern language will observe in mathematics the differences in the use of periods and commas in numbers in the English and metric systems and will also notice that rules of spelling, order, and capitalization for days, weeks, and months differ from one language system to another.

Finally, despite the widespread use of English as an international language, there are still connections to knowledge of the past and present that are only available to the person who can read, interpret, and understand another language. That student has direct access to historical primary source documents, contemporary fiction and nonfiction, magazine articles, television broadcasts, and multimedia materials from other cultures and countries (Sadow, Stephen A. 1987:25-30)

Conceptual Framework

This research studies a study of development of English speaking of the second year Bachelor of Education Myanmar Students at Education Faculty, Mahachulalongkornrajavidyalaya University along with the theory of Edward Sapir., (1958:160-166) which is divided the conceptual framework as following:
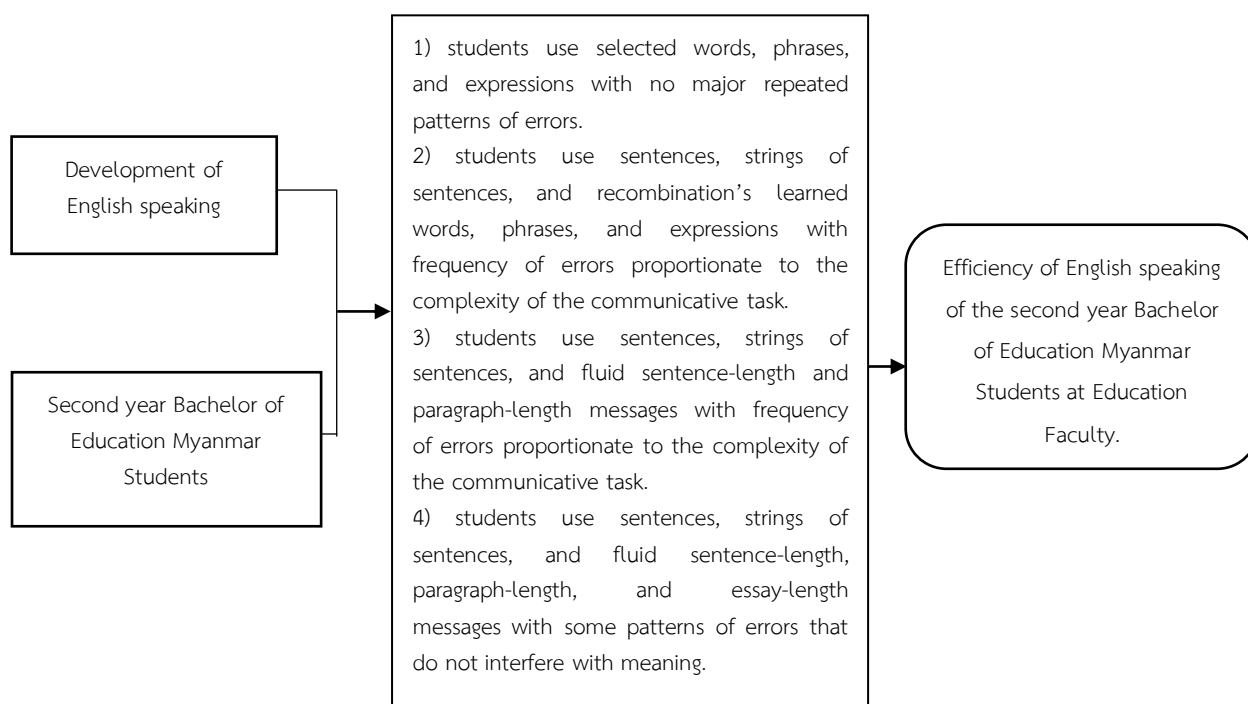

| Development of English speaking | 1) students use selected words, phrases, and expressions with no major repeated patterns of errors. | Efficiency of English speaking of the second year Bachelor of Education Myanmar Students at Education Faculty. |
| Second year Bachelor of Education Myanmar Students | 2) students use sentences, strings of sentences, and recombination's learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. 3) students use sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task. 4) students use sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning. | |

Figure 1. Conceptual Framework of Research

Research Methodology

The study entitled "Study of Development of English Speaking of the Second YearBachelor of Education Myanmar Students at Education Faculty, Mahachulalongkornrajavidyalaya University" aims to study the nature of English speaking problems in learning English, to identify English speaking problems of B.A Myanmar students at Mahachulalornkornrajavidyalaya University and to study the ways to solve the problems of speaking skills of B.A Myanmar students at Mahachulalongkornrajavidyalaya University. A

research methodology is necessary for conducting a reliable study. This chapter will focus on the following main points:

1) Research Design
2) Population and Key Informants
3) Research Tools
4) Data collection
5) Data Analysis

1.Research Design

This study is a mixed methods between a quantitative research and qualitative research in nature to study of improvement of English-Speaking skills of the second year Bachelor of Education Myanmar Students at Faculty of Education, Mahachulalornkornrajavidyalaya University.

2. Population and Key Informants

2.1 Population and Sample of Study

Due to the population of the study comprises 150 second year Myanmar students from Faculty of Education, Faculty of Buddhism and Faculty of Humanities. Hence, the researcher selects 100 students as the sample of the study by a random sampling method.

2.2 Key Informants

The researcher selects 7lectures who are teaching at the Faculty of Education, Faculty of Buddhism and Faculty of Humanities at Mahachulalornkornrajavidyalaya University as key informants of the study.

3. Research Tools

In this study, Researcher has tools for data collection as below:

3.1 Tools for Quantitative Data Collection

For collecting quantitative data, the researcher uses tools of questionnaire. The questions in the questionnaire include 3 main parts as follows:

1) Part I general information of participants;

2) Part II the nature of English speaking problems in learning English consists of factors effecting problems of improving English of students.

3) Part III English speaking problems of Bachelor of Education Myanmar students at Mahachulalornkornrajavidyalaya University consists of factors effecting problems of improving English of teachers, problems with learning English, and the attitude of Myanmar students of speaking English. Five levels of points of rating scale is applied to measure the levels of speaking proficiency as follows:

Rating Score	Interpretation of Score

5	Strongly agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly disagree

3.2 In-depth Interview

For collecting qualitative data, the tool of in-depth interview will be used for collecting information from key informants as follows:

1) Prof. Dr Preecha Kanetnog from Faculty of Humanities.

2) Asst. Prof. Nilratana Klinchan from Faculty of Humanities.

3) Asst. Prof. Dr. Methaphan Phothitheerarot from Faculty of Humanities.

4) Dr. Phramaha Wichan Parichano from Faculty of Humanities.

5) Asst. Prof. Dr. Phramaha Suriya Varamedhi from Faculty of Humanities.

6) Venerable Naymeida from the Faculty of Buddhism.

7) Phramaha Thitawong Anuttaro from Faculty of Humanities.

Questions in an in-depth interview comprise the ways to solve the problems of speaking skill of Bachelor of Arts Myanmar students at Mahachulalronkorn-rajavidyalaya University.

4. Data collection

A questionnaire is administered to 100 students who are second year B.A Myanmar students at Mahachulalronkornrajavidyalaya University by the researcher. After the 100 questionnaire having been filled in completely, the researcher has collected from them.

And in-depth interview has been done by the researcher from 7 key informants by recording and writing. After interview, the researcher has processed all information in recording and writing.

5. Data analysis

5.1 The Analysis of Quantitative Data

The questionnaire has been processed by a computer program. Statistic including percentage, mean, and standard deviation (SD) has been used for analyzing data.

A content analysis is used for analyzing qualitative data collected from 7 key informants.

The Result of Research

Results of the study can be concluded as follows:

1. From a study of the nature of English speaking problems in learning English it found that 1) the nature of English speaking problems in learning English of students including English was very important language (x =4.32); more effective way to study English (x =4.06); speaking English with senior students (x =3.97); use of international phonetic as a proof of effective

speaking skill (x =3.93); use of difficult vocabulary makes speaking effective (x =3.62); living in English environment is an effective way for speaking skill ((x =4.00); use of mother-tongue while studying English in the class (x =3.66); use other materials for the enhancement of speaking skill (x =3.81); the nature of English speaking problems in learning English of teachers including all of students agreed that teacher used English as a second language for teaching English in the class (x =4.05); students believed that speaking English was better than speaking Burmese (x =3.53); teachers attempted using speaking techniques while teaching in the class (x =3.85); students responded in English at all time (x =3.59); teachers used mother-tongue while teaching in the class (x =3.54); teachers used visual aids for the teaching in the class (x =3.66); teachers used speaking Thai while teaching in the class (x =3.52); MCU had an English speaking class and a good environment for speaking English (x =3.80).

2. In respect of a study of English speaking problems of the second year Bachelor of Arts Myanmar students it revealed that all of students agreed that they are too shy to speak English in front of the class because speaking English is quite difficult (x =3.24); they do not know how to learn English effectively (x =2.95); in fact, English is easy. They just need to choose the right method of learning English (x =3.92); English clauses, phrases are different from Burmese language (x =3.67); students need to remember the most common phrases and clauses in English (x =3.80); students know grammar rules but they cannot speak English well (x =3.63); they do not have a perfect pronunciation to speak English (x =3.52); they are afraid of speaking English to foreigner because foreigner will not understand their accent they think (x =3.17); they cannot speak English fluently like an educated native people (x =3.53); they find it difficult to speak English with the correct intonation and stress (x =3.53).

3. Regarding ways for solving English speaking problems of the second year Bachelor of Education Myanmar students at Mahachulalornkornrajavidyalaya University it found that ways for solving English speaking problems suggested by key informants included to practice speaking English more and more as the motto "practice makes perfect" without using mother-tongue, to study on online, web sites and International Phonetic Alphabet in order to know how to pronounce and to speak English correctly, to practice word by word to make a correct spelling and some words in a dictionary and writing down in a note book till having got skillful, to understand accurately about Grammar rules of English such as sentences, structures, punctuations, to imitate native speakers to practice the right pronunciation, accent, intonation, stress by reading out like a native speaker, to listen to the English news on radio or watch English education channels, to get rid of shyness and do fear of speaking by practicing in front of the mirror, to prepare carefully what to talk and how to talk to get a good attention from the audience, to conduct like a crazy guys and say something out at all time without hesitating and giving an encouragement by learning the technique, to participate in a real situation, seminars, meetings or conferences asking questions to get feedback.

Discussion

Results of the study can be discussed as follows:

1. From a study of the nature of English speaking problems in learning English it found that 1) the nature of English speaking problems in learning English of students including English was very important language (x =4.32); more effective way to study English (x =4.06); speaking English with senior students (x =3.97); use of international phonetic as a proof of effective speaking skill (x =3.93); use of difficult vocabulary makes speaking effective (x =3.62); living in English environment is an effective way for speaking skill ((x =4.00); use of mother-tongue while studying English in the class (x =3.66); use other materials for the enhancement of speaking skill (x =3.81); the nature of English speaking problems in learning English of teachers including all of students agreed that teacher used English as a second language for teaching English in the class (x =4.05); students believed that speaking English was better than speaking Burmese (x =3.53); teachers attempted using speaking techniques while teaching in the class (x =3.85); students responded in English at all time (x =3.59); teachers used mother-tongue while teaching in the class (x =3.54); teachers used visual aids for the teaching in the class (x =3.66); teachers used speaking Thai while teaching in the class (x =3.52); MCU had an English speaking class and a good environment for speaking English (x =3.80).

The result of the above data analysis is related to research works Richard and Renandya (2002:201-225) who investigate some aspects which affect students' English language skills: age or maturational constrain, aural medium, socio cultural factor, and affective factor. When those factors are linked to the situation and condition at University, it would be some crucial factors which affect Myanmar students' oral communication. In the first, age or maturational constrain is the base aspect for Myanmar in learning language. As I stated above that historically, the aging process shows that it influences Myanmar students' pronunciation in oral communication and how far they could utter the target language as native. Secondly, the aural medium which relate to the other skill is that listening. In oral communication, between two or more communicants are also supported by listening comprehension because it impresses to the success of communication. Therefore, native teachers easily find it because Myanmar students are lack of English proficiency. They prefer to listen on the teachers' lecturing and take a note rather than practicing the language. Besides that, teachers local do the same things. They require their students to memorize and memorize. Afterward, the affective aspects of emotions, selfesteem, empathy, attitude, and motivation have correlation with Myanmar students' affective sides such as, anxiety, feeling of uneasiness, frustration, self-doubt, and apprehension. All of them are explained more in the following discussion based on their psychological factor of individual.

2. In respect of a study of English speaking problems of the second year Bachelor of Education Myanmar students it revealed that all of students agreed that they are too shy to speak English in front of the class because speaking English is quite difficult (x =3.24); they do
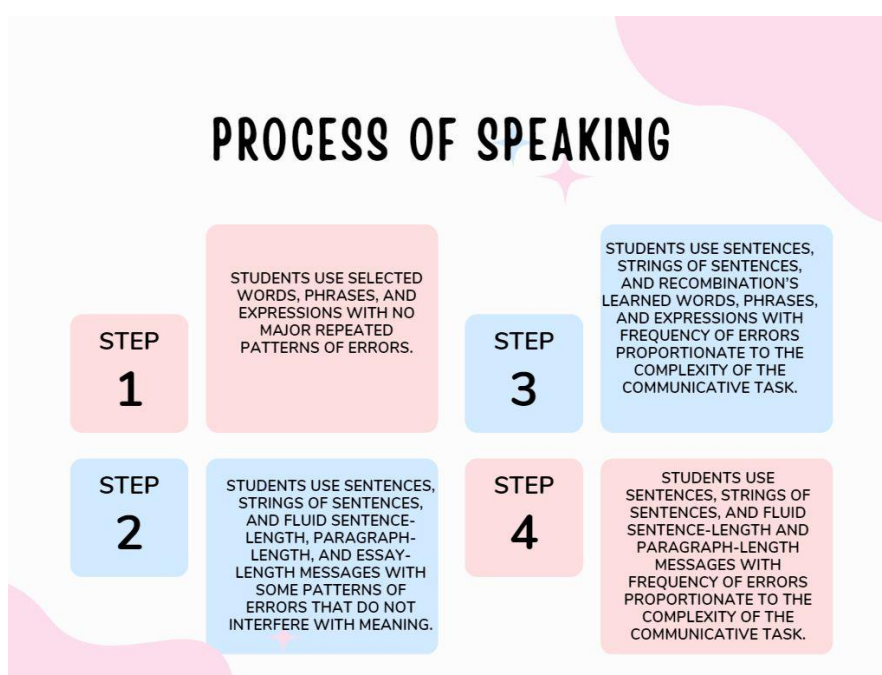
not know how to learn English effectively (x =2.95); in fact, English is easy. They just need to choose the right method of learning English (x =3.92); English clauses, phrases are different from Burmese language (x =3.67); students need to remember the most common phrases and clauses in English (x=3.80); students know grammar rules but they cannot speak English well (x =3.63); they do not have a perfect pronunciation to speak English (x =3.52); they are afraid of speaking English to foreigner because foreigner will not understand their accent they think (x =3.17); they cannot speak English fluently like an educated native people (x =3.53); they find it difficult to speak English with the correct intonation and stress (x =3.53). The result of the above data analysis is related to research works Juhana (2012: 47) who investigated the students' fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Most of students are afraid to be laughed and do not want to be criticized or even look silly in front of their peers; the students are afraid to speak due to the feeling of incapable in English. Myanmar students feel uncomfortable or even being confused and panicky every so often when they are faced in training oral language production. As the consequence, they get difficulty to catch the smoothness in speaking. The method and strategy play the important roles on how extent the students exploring and applying the target language as well. As we know that native have more places in oral communication teaching in Thailand because the local English teachers have inadequately creativity to make a deal with.

3. Regarding ways for solving English speaking problems of the second year Bachelor of Education Myanmar students at Mahachulalornkornrajavidyalaya University it found thatways for solving English speaking problems suggested by key informants included to practice speaking English more and more as the motto "practice makes perfect" without using mother-tongue, to study on online, web sites and International Phonetic Alphabet in order to know how to pronounce and to speak English correctly, to practice word by word to make a correct spelling and some words in a dictionary and writing down in a note book till having got skillful, to understand accurately about Grammar rules of English such as sentences, structures, punctuations, to imitate native speakers to practice the right pronunciation, accent, intonation, stress by reading out like a native speaker, to listen to the English news on radio or watch English education channels, to get rid of shyness and do fear of speaking by practicing in front of the mirror, to prepare carefully what to talk and how to talk to get a good attention from the audience, to conduct like a crazy guys and say something out at all time without hesitating and giving an encouragement by learning the technique, to participate in a real situation, seminars, meetings or conferences asking questions to get feedback.

The result of the above data analysis is related to research works of Dell Hymes (2002:99) who defined communicative competence as a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Within this process, communicative competence is a way of describing what a language speaker knows which

enables him or her to interact effectively with others. Therefore, teachers should give more importance to teaching of the skills in integration in order to encourage the individuals become communicatively competent. Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider. "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom".

The Knowledge of Research

PROCESS OF SPEAKING

STEP 1 — STUDENTS USE SELECTED WORDS, PHRASES, AND EXPRESSIONS WITH NO MAJOR REPEATED PATTERNS OF ERRORS.

STEP 2 — STUDENTS USE SENTENCES, STRINGS OF SENTENCES, AND FLUID SENTENCE-LENGTH, PARAGRAPH-LENGTH, AND ESSAY-LENGTH MESSAGES WITH SOME PATTERNS OF ERRORS THAT DO NOT INTERFERE WITH MEANING.

STEP 3 — STUDENTS USE SENTENCES, STRINGS OF SENTENCES, AND RECOMBINATION'S LEARNED WORDS, PHRASES, AND EXPRESSIONS WITH FREQUENCY OF ERRORS PROPORTIONATE TO THE COMPLEXITY OF THE COMMUNICATIVE TASK.

STEP 4 — STUDENTS USE SENTENCES, STRINGS OF SENTENCES, AND FLUID SENTENCE-LENGTH AND PARAGRAPH-LENGTH MESSAGES WITH FREQUENCY OF ERRORS PROPORTIONATE TO THE COMPLEXITY OF THE COMMUNICATIVE TASK.

Conclusion

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

Suggestions for Further Study

In order to gain clearer and deeper information, this study should be more explored as the following:

1. A study of the development of presentation skills of University students should be conducted.

2. A study of an investigation of the problems of writing skills of the first year B.A students at Mahachulalornkornrajavidyalaya University should be studied.

3. A study of an improvement of English-speaking skill of the government high school students at Myanmar universities should be conducted.

4. A study of a communication skill at Private English Programs in Myanmar should also be paid attention for a scientific study.

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