

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of the results, (4) conclusions, and (5) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 Objectives of the Study**

The purpose of this study is to investigate factors that influence the confidence in speaking English of senior Thai undergraduate students at Srinakharinwirot University. The sub-objective of this research is to survey the respondents' attitude towards English speaking

##### **5.1.2 Subjects, Materials, and Procedures**

The subjects of this study are 100 senior Thai undergraduate students at Srinakharinwirot University. All students who are studying in the last year of their bachelor's degree come from 13 faculties comprising science major and language or social science major.

##### **5.1.3 Materials**

The research instrument used to collect data is a questionnaire providing close-ended questions that used a 5-point Likert scale. The questionnaire consists of three parts that are designed to ask for students' personal information, the student attitudes towards English speaking and the student confidence in English speaking.

##### **5.1.4 Procedures**

The questionnaires were distributed to 100 students in several faculties during December. All copies of the questionnaires were collected on the same day. The data obtained from the questionnaires were analyzed by the SPSS program version 11.5 in order to calculate the frequency, percentage and mean.

## **5.2 SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

### **5.2.1 General information of the respondents**

Of all 100 respondents, 69 respondents are female and the rest are male. There are 54 respondents studying in a language or social science major and 46 respondents studying in a science major. Largely, 54 respondents are easygoing and 68 respondents are outgoing and moderately confident. Mostly, 51 respondents would like to learn more English to improve themselves. There are 56 respondents participating in English activities like competing in English academic contests or going to English summer camps and 61 respondents sometimes have a chance to communicate in English. Mostly, 43 respondents sometimes watch English TV's programs, 47 respondents listen to English songs or news reports and 42 respondents read English books.

### **5.2.2 Attitudes towards speaking English of senior Thai undergraduate students at Srinakharinwirot**

The results pointed out that nowadays the role of English speaking is quite crucial both in daily life and work life. It accounted for the highest portion (99 %). The respondents believe that speaking English fluently results in a good image and also good job opportunities for them. Furthermore, they think that a lack of English speaking skills might cause communication problems between the respondents and foreigners. However, the respondents agree that watching TV programs and listening to English songs or news might strengthen their confidence in speaking English. They agree that learning more vocabulary and correct English pronunciation are quite essential in speaking English; sometimes they are not confident that they use correct English grammar in communication.

### **5.2.3 The Degree of Confidence towards Speaking English in Daily Life of senior Thai undergraduate students at Srinakharinwirot**

The result indicates that mostly respondents are moderately confident in English speaking according to the average of the Mean (3.21). The respondents are quite sure that they can talk and give foreigners directions. They normally emphasize

the meaning of sentences more than grammatical structure when they communicate. The respondents are not afraid of making any mistake in speaking English; they still try to speak English even though they sometimes speak incorrectly. Additionally, the respondents do not mind whether they pronounce English words as a native speaker or not. They also believe that a good knowledge of vocabulary can assist them in speaking English more fluently. Finally, the respondents who rated themselves as having no confidence worry if they have to make a presentation in English; they are likely to spend more time in communicating or explaining anything in English

### **5.3 DISCUSSIONS**

This section will discuss the outstanding issues of the results related to the factors influencing students' confidence in speaking English which comprises the respondents' confidence and attitudes towards speaking English in daily life.

#### **5.3.1 Outstanding factors influencing on the respondents' confidence towards English speaking**

According to the results of question 19, it shows that there are 31 respondents who got higher scores than the Mean (3.21) and rated themselves with 'strongly agree' and 'agree' in English speaking with confidence. The result indicates that most respondents rate themselves as having a high confidence in English speaking and believe that even though they make a mistake English speaking; it does not make them avoid speaking English (93.55% of 31 respondents = 29 respondents). In addition, they are quite confident of talking and giving foreigners directions, shows by the same proportion as the above (93.55% of 31 respondents = 29 respondents). They feel that they are more proficient in speaking English than writing (83.87% of 31 respondents = 26 respondents) and they are welcome making presentations in English (80.65% of 31 respondents = 25 respondents). Moreover, the following result is found that they are not afraid to speak English even they do not know correct English grammatical structures (77.42% of 31 respondents = 24 respondents). They believe that a better knowledge of vocabulary enables them to speak English fluently (77.42% of 31 respondents = 24 respondents) and they spend little time in thinking and communicating with others in English (74.19% of 31 respondents = 23 respondents). Importantly, the respondents try to find a chance to speak English in

order to practice their English with confidence (74.19% of 31 respondents = 23 respondents).

Significantly, referring to Sutisa Hatthammanoon (2007), to be an effective English communicator, the respondents should not avoid English situations, they have to face these situations in order to practice and improve their English skills, including speaking English.

With the theory of communicative language learning mentioned by Randall (2007), to succeed in English communication, the respondents who are confident in English speaking do not care whether they can pronounce English words as well as a native speaker, they mostly focus on what they would like to communicate by focusing on the meaning of words. Although, the respondents mostly focus on the meaning, they are required to know the basic language form as well. Apparently, the respondents successfully are able to successfully communicate in English and develop their English speaking skills easily if they have good English fundamentals. Additionally, as Kanar (1995) mentioned, vocabulary knowledge can support speaking English well in expressing various ideas; the vocabulary form process is transferred to communication by focusing on the meaning of context more than any grammatical form.

Confident respondents can communicate in English without spending a long time to using completely correct grammar, they can speak English more fluently without being nervous about a right or wrong English structure. As Cheryl and Cordell (1997) mentioned, communicator anxiety can be an obstacle to effective communication. People who have high anxiety can communicate less efficiently than people who have a low anxiety. Supported by R. H. Bruskin Associations' study, it can be assured that the respondents who are acceptable at making a presentation in English are confident, because the most feared situation of Americans is making a presentation. Therefore; in comparison, it is not easy for Thais to present their study or work in English either. If any respondents are able to make a presentation; especially in English, it can indicate that they can control their fear and anxiety in confronting a difficult situation that is related to English communication.

### **5.3.2 Significant attitudes towards speaking English with confidence**

For the attitudes' result of 31 respondents, the same group who got higher scores than the Mean (3.21) and rated themselves with 'strongly agree' and 'agree' in English speaking with confidence. These respondents quite agreed that they were skilful in speaking English if they usually practiced it (100% of 31 respondents = 31 respondents). They strongly agreed that speaking English had a more important role in daily life and work at present (96.77% of 31 respondents = 30 respondents). Furthermore, the result pointed out that watching English TV programs and listening to English songs or news reports enhanced English speaking with confidence (96.77% of 31 respondents = 30 respondents). Additionally, the following result showed that confidence was an important factor in supporting them to speak English fluently (96.77% of 31 respondents = 30 respondents).

As Kelly and Watson (1986) mentioned, people who have positive attitudes in language learning are able to improve or develop their skills. Learners should initially value themselves as potential English learners in order to make themselves speak more English and immerse themselves in English surroundings or activities. Moreover, the respondents still believe that they can have a high proficiency in speaking English if they often practice it. As indicated by Dornyei (2001), learning can create confidence, if it is correctly practiced.

Supported by Montha's research, the respondents try to find extra activities to assist themselves in language learning that is related to this research as well. Apparently, most respondents agreed that watching English TV programs and listening to English songs are beneficial for them assured by 30 respondents from the total number of 31 respondents.

## **5.4 CONCLUSIONS**

This study focused on factors influencing confidence in English speaking of senior Thai undergraduate students at Srinakharinwirot. From the discussion above, although the respondents are moderately confident; they mostly have positive attitudes toward English speaking. They completely agree that speaking English nowadays plays an important role in their life more than in the past. They believe that fluently English speaking can present a good image of them. To increase their

confidence in English speaking, they accept that they can speak English more proficiently if they usually practice it with their friends, instructors and native speakers. In addition, even though English speaking emphasizes on meaning of context more than language form, the grammatical structures are required to transfer the communicative meaning. To link all words altogether, the language form is essential in communication as well. Besides, the confident respondents are not nervous of speaking English in any situation and if they make any mistake, they do not avoid speaking English.

## **5.5 RECOMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 Further study should be conducted on a larger scale, and also conducted with senior Thai undergraduate students from many universities in several parts of Thailand, so that the results can indicate to what degree the students feel confident in speaking English. Consequently, those universities can offer more support their students' confidence in speaking English.

5.5.2 The research should consider factors influencing confidence in English speaking for other levels of Thai students in order to find different factors and variations in their confidence. Probably, Thai students in lower levels might be more confident than the upper levels in terms of speaking English depending on various factors.

5.5.3 The research should be applied to other factors influencing confidence or abilities in English skills such as listening, reading and writing. Since Thai students have still face on other English learning problems.