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ວິທະຍາໄລຄຸສາລະວັນ

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ດຳເນີນການວາລະສານໂດຍ ວິທະຍາໄລຄຸສາລະວັນ

ປັດໄຈທີ່ສົ່ງຜົນກະທົບຕໍ່ຄວາມຄ່ອງແຄ້ວໃນການເວົ້າພາສາອັງກິດຂອງນັກຮຽນ ຊັ້ນມໍ 6
ກໍລະນີສຶກສາ: ນັກຮຽນ ຊັ້ນມໍ 6 ໂຮງຮຽນມັດທະຍົມສົງ

**The Factors Affecting on English Speaking Fluency of the
Students Grade11, Case Study: Students Grade11 of Sangha High
School**

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ບົດຄັດຫຍໍ້

ບົດຄັດຫຍໍ້ນີ້ມີຈຸດປະສົງ ເພື່ອສຶກສາລະດັບຄວາມຄ່ອງແຄ້ວໃນການເວົ້າພາສາອັງກິດຂອງນັກຮຽນ ຊັ້ນມໍ 6(6) ໂຮງຮຽນມັດທະຍົມສົງ ແລະ ເພື່ອລະບຸ ແລະ ວິເຄາະປັດໄຈຫຼັກຄື: ປັດໄຈດ້ານພາສາສາດ (Linguistic) ແລະ ປັດໄຈດ້ານຈິດໃຈວິທະຍາ (Psychology) ທີ່ສົ່ງຜົນກະທົບຕໍ່ຄວາມຄ່ອງແຄ້ວໃນການເວົ້າໃນສຶກສາຮຽນ 2021-2022. ເຄື່ອງມືທີ່ໃຊ້ໃນການເກັບຮວບຮູ້ຂໍ້ມູນແມ່ນແບບສອບຖາມ ແລະ ນຳຄຳຕອບມາວິເຄາະໂດຍໃຊ້ສະຖິຕິຜື່ນຖານຜ່ານໂປຣແກຣມ SPSS. ຜົນການຄົ້ນຄວ້າຊີ້ໃຫ້ເຫັນວ່າ ມີຫຼາຍປັດໄຈທີ່ມີອິດທິພົນຕໍ່ຄວາມຄ່ອງແຄ້ວໃນການເວົ້າພາສາອັງກິດຂອງນັກຮຽນ ເຊັ່ນ ແຮງຈູງໃຈ, ຄວາມມ່ວນຊື່ນ, ຄວາມໝັ້ນໃຈ ແລະ ຄວາມຮູ້ຄຳສັບ. ໃນບັນດາປັດໄຈດ້ານພາສາສາດ, ຄຳສັບ ແລະ ຄວາມຮູ້ດ້ານໄວຍາກອນແມ່ນມີຄວາມສຳຄັນຫຼາຍທີ່ສຸດ. ສ່ວນປັດໄຈດ້ານຈິດໃຈວິທະຍາທີ່ມີອິດທິພົນຫຼາຍທີ່ສຸດ ປະກອບມີ ແຮງຈູງໃຈ, ຄວາມມ່ວນຊື່ນ ແລະ ຄວາມໝັ້ນໃຈ. ນັກຄົ້ນຄວ້າໄດ້ແນະນຳໃຫ້ນັກຮຽນຝຶກຝົນການເວົ້າກັບເຈົ້າຂອງພາສາ ຫຼື ຜູ້ທີ່ບໍ່ແມ່ນເຈົ້າຂອງພາສາ ເພື່ອຜັດທະນາທັກສະການເວົ້າຂອງຕົນເອງ.

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Abstract

This research aimed to identify and analyze the major factors affecting the English speaking fluency of Grade 11(6) students at Sangha High School, specifically focusing on Linguistic and Psychological factors, and to determine the level of impact of these factors in the 2021-2022 academic year. The method to use for collecting data was questionnaire by giving the students to answer and analyzed as a descriptive statistic by used a complete program SPSS on the computer. The result showed there are many factors affecting the students' English-speaking fluency include motivation, enjoyment, self-confident, vocabulary; however, the most linguistic factor is vocabulary, grammar knowledge. And the most psychological factor consists of the factors as follow: motivation, enjoyment, and self-confident. The researchers suggested practicing speaking with native speaker or non-speaker as well as to improve speaking.

Key words: Affecting, English Speaking, Factors, Fluency, Students Grade 11.

Introduction

English speaking fluency is the main point of the communicative language teaching and learning process (Hughes 2002). Nowadays, English is the main language used to communicate worldwide, whether in business, education, social settings, technology, tourism, or the economy. In Asian countries, English is specifically used in business, tourism, the economy, and the education systems of schools, colleges, and universities (Mijwel, 2018). However, students at Sangha High School face significant problems with speaking skills (Moza Relton, 2015). Specifically, students do not know enough about grammar, vocabulary, self-confidence, enjoyment, and motivation, which hinders them from being able to communicate with foreigners and teachers in the classroom.

English speaking is one of the most important skills in our lives because verbal communication is necessary for daily activities and face-to-face interaction. According to Richard (2008:19), the mastery of speaking skills in English is a priority for many language learners. Furthermore, Chaney (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Academic literature suggests that two primary categories affect fluency: linguistic factors (vocabulary and grammar) and psychological factors (self-confidence, enjoyment, and motivation) (Wang, 2014; Sunder & O'Brien, 2006).

The ASEAN Economic Community (AEC) 2015 has increased the need for citizens to interact more with their neighbors using English as the international language (AEC 2015, ASEAN). Sangha High School at Xayaphoum temple in Savannakhet province is the only institution of its kind in the area, aiming to teach students English to support their future careers (Sangha High School, 2016). Previous studies by Hidayat and Herawati (2012) show that factors such as an enjoyable learning process, good self-motivation, and support from friends are crucial for developing fluency. In this context, whoever is deployed outside for work must have confidence in speaking English to succeed in the regional labor force.

In accordance with the observed difficulties, the researcher seeks to describe the relationship between independent variables (Linguistics and Psychology) and the dependent

variable (English Speaking Fluency) . Speaking fluently involves speaking quickly, easily, and without pauses. This study fills a gap by investigating the specific factors affecting Grade 11(6) students at Sangha High School, where a lack of linguistic and psychological preparation currently prevents fluent communication. The objectives are to identify the factors affecting speaking fluency and to analyze their specific impact on Grade 11 students (Javid DEMACRO, 2017).

Purposes

- 1) to identify and analyze the major factors affecting the English speaking fluency of Grade 11(6) students at Sangha High School, specifically focusing on Linguistic and Psychological factors
- 2) to determine the level of impact of these factors in the 2021-2022 academic year.

Methodology

Research Design

The qualitative approach is used when little is known about a topic or phenomenon, utilized to comprehend people's experiences, and to express their point of view. This was in line with this research because it focuses on factors affecting student's speaking fluency. Two research questions are raise: (1) To identify the factors affecting in speaking fluently of the Students Grade11. (2) To analyze the factors affecting in speaking English fluently of the Students Grade11. To select the simple group chose from students in Sangha High School by using the formula of Krejci and Morgan (1970). The simple size is 30 people. Analysis data of study find the percent, averages, by SPSS program.

Instrument

This study research used instrument 52 questions. In questionnaires there are two parts. First about gender and second is the factors affecting speaking English Fluently of students. The researcher will give them choose the number 1-5 if they thinks agree with the factors.

Procedure

The research procedure was collected from the questionnaire, there are two sources of information. Frist is primary data and the second data in the study on the factors affecting English Speaking Fluently of the students Grade11

Data Analysis

❖ Tools used in data analysis

After all data was collected, I code manually and analyze statically by using the excel program. Descriptive statics of data was computed and the mode is use as a central tendency measure to find out the percentage of study on factor affecting student's speaking English fluently of Sangha High School from question questionnaire. Then the information is analyzing and transfer in to percentage, mean and standard deviation for interpret accordingly.

Result and discussion

Results

The factors affecting in speaking fluently of the Students Grade11

The result found that the factor affecting student's speaking is Psychological indicated positively high level, by average and standard deviation with the $\bar{X}=3.11$ and $SD=1.23$. This is

Motivation factor affect to student speaking fluently by average and standard deviation with the $\bar{X}=3.25$ and $SD=1.27$. Motivation factor this is main factor affect to student speaking fluently in Psychological by average and standard deviation with the $\bar{X}=3.11$ and $SD=1.23$. Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. The linguistic factor affecting student's speaking indicated high level, by average and standard deviation with the $\bar{X}=3.14$ and $SD=1.16$. Motivation factor this is main factor affect to student speaking fluently in Psychological by average and standard deviation with the $\bar{X}=3.25$ $SD=1.27$. According to Wang (2014); Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. Factor affecting students' speaking performance at LE THANH HIEN high school and SELVIA LESTARI (2017-2018)exploring the factor affect students 'English speaking fluency. (Saunders & O'Brien, 2006), Mazouzi 2013), (Hidayat & Herawati 2012). The result is accord to our objective. After correction data researcher can identify or can describe that the factors affecting speaking fluently is Psychological factor as: motivation factor by average and standard deviation with $\bar{X}=3.25$ and $SD=1.27$.

The factors affecting in speaking English fluently

The study found there are two factors affecting students' speaking fluently as psychological factor and linguistic factor; **Psychological**: psychological factor affecting students' speaking fluently indicated positively high level, by average and standard deviation with $\bar{X}=3.11$ and $SD=1.23$. In psychological factor there are three indicators, this is Motivation factor affect to student speaking fluently, because students their have motivation when they speak English. Motivation it was high level by average and standard deviation with $\bar{X}=3.25$ and $SD=1.27$. the enjoyment it was agree level by average and standard deviation with $\bar{X}=3.07$ and $SD=1.25$ students enjoy and happy when their speak English. And self-confidents it was high level, students grad 11 (6) they confidents in speaking English by average and standard deviation with $\bar{X}=3.02$ and $SD=1.17$. Describe that the factor affecting students' speaking fluently psychological factor. According to SELVIA LESTARI (2017-2018) in the topic exploring the factor affect students 'English speaking fluency and Wang (2014) in the topic Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners describe that the factor affecting students' speaking fluently in India and China. Also, as same as, to our country or our high school the factor affecting students' speaking fluently of Sangha high school students grad12 (6) as motivation. Therefore, the main factor is Psychological in speaking fluently; **Linguistic factor** indicated high level, by average and standard deviation with the $\bar{X}=3.14$ and $SD=1.16$. This is Vocabulary factor affect to student speaking fluently by average and standard deviation with the $\bar{X}=3.26$ and $SD=1.18$ in vocabulary it was high level, students know about a lot of words in English but at all the words. The grammar knowledge they agreed in high by average and standard deviation with the $\bar{X}=3.48$ and $SD=0.77$. According to SELVIA LESTARI (2017-2018) in the topic exploring the factor affect students English speaking fluency and Wang (2014) in the topic Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners and Taylor, S. (2020). Factors affecting the speaking fluency of Japanese EFL learners. Language Education and Research Center describe that the factor affecting students' speaking fluently is Linguistic factor as vocabulary. This is a main factor affecting students' speaking fluently in India and China as same as to our country or our high school the factor affecting

students' speaking fluently of Sangha high school students is linguistic as vocabulary. Furthermore, the main factor is linguistic in speaking fluently.

Conclusion

The research focused on identifying and analyzing the factors affecting the English speaking fluency of Grade 11(6) students at Sangha High School (Xayaphoum Temple). The study was conducted over a duration of two months, from February 14, 2022, to April 8, 2022, to provide a comprehensive understanding of the students' speaking challenges. The primary investigation centered on two major influences: linguistic factors and psychological factors, aligning with the research objectives to identify and analyze these impacts on learners. The findings indicated that Linguistic factors reached a neutral moderate level, with an overall mean of $\bar{X} = 3.14$ and $SD = 1.16$. Within this category, the Vocabulary factor was identified as a significant element affecting fluency, scoring a mean of $\bar{X} = 3.26$ and $SD = 1.18$, which suggests that a lack of lexical resources directly hinders the students' ability to speak continuously.

Furthermore, the Psychological factor demonstrated a positively high level of influence on speaking fluency, with a mean of $\bar{X} = 3.11$ and $SD = 1.23$. Notably, Motivation emerged as the most critical psychological driver, achieving a mean of $\bar{X} = 3.25$ and $SD = 1.27$, indicating that students' internal drive and interest play a vital role in their willingness to communicate in English.

In conclusion, the study highlights that while students possess a moderate linguistic foundation, their speaking fluency is heavily dictated by their psychological readiness, particularly their motivation and self-confidence. To achieve a higher level of fluency, it is essential to balance the development of linguistic accuracy with a supportive environment that fosters positive emotional states. Addressing these combined factors will empower students to overcome pauses and speak more naturally in real-life contexts.

Recommendations

Operational and Pedagogical Recommendations

- The research found that being partners of students at students Grade 11 (6) are very good at working process.
- Researchers have a good time because they work as a team, friendly, and have good cooperation between teachers and students.
- Teachers should work on the development of the skills of teenagers that stand out in each side, while students work on developing themselves and other students.
- As there are two main factors affecting students' speaking fluency—linguistic (vocabulary, grammar knowledge) and psychological (motivation, enjoyment, self-confidence)—these areas should be prioritized in the classroom.
- Given that many students still have problems in speaking English, students should build more confidence to practice in public and increase speaking practice with friends and in front of a mirror.
- To improve vocabulary, which is generally good but varies among individuals, students should motivate themselves to read and learn more words independently.

Suggestions for Future Research

- For future studies, researchers should increase the frequency of discussions with advisors or those who have more experience in conducting research.
- Future researchers studying similar topics should conduct a more extensive literature review to ensure the reliability of the information.

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