

**THE EXPERIENCES OF PRE-SERVICE TEACHERS IN INVESTIGATING THE
FACTORS THAT AFFECT STUDENTS' SPEAKING PROFICIENCY IN THAILAND**

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ABSTRAK

Penelitian ini untuk menyelidiki pengalaman guru magang tentang faktor-faktor penyelidikan yang mempengaruhi kecakapan berbicara siswa di Thailand. Para peserta penelitian ini adalah dua siswa semester tujuh yang telah sepenuhnya melakukan pengalaman mengajar sebagai guru pra jabatan di Thailand selama lima bulan. Mereka adalah mahasiswa Indonesia dari salah satu universitas swasta di Bogor. Hasil penelitian ini mengungkapkan bahwa ada tiga faktor yang mempengaruhi kecakapan berbicara siswa. Faktor-faktor tersebut adalah faktor kognitif, linguistik, dan afektif. Dan juga strategi guru menjadi salah satu faktor kecakapan berbicara pada siswa.

Kata Kunci: *Pengalaman, guru magang, faktor pengaruh kecakapan berbicara pada siswa*

ABSTRACT

This study to investigate experiences of pre service teachers about investigating factors that affect students' speaking proficiency in Thailand. The participants of this research were two students of seventh semester who had completely conducted pre service teachers' teaching experience in Thailand for about five months. They were Indonesian students of one private university in Bogor. The result of this study revealed that there were three factors that affect students' speaking proficiency. Those were cognitive, linguistic, and affective factor. And also the teacher strategies had become one of the factors that students' speaking proficiency.

Keywords: *Experiences, pre-service teachers, factors that affect students' speaking proficiency*

INTRODUCTION

Before students teachers being profesioanl to be a teacher, they have to conduct the teaching practicum. As mentioned Sunderman (2015, p.8) (as cited in Yulia, 2019) "Pre-service teacher is a student accepted into an accredited university or college teacher preparation program to become a teacher. During practicum, preservice teachers are likely to pay close attention to their mastery of the range of skills necessary for success. Further, their performance is typically under the observation of their students, mentor teacher, and visiting lecturers, all of whom provide feedback that might be considered a form of verbal persuasion (Berg, 2018).

Nowadays, teaching practice and community service are not only in public

area that is in Indonesia, but it also grows to International such as South Thailand (Wahyuni, 2019). The teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers' motivations, attitudes, and engagement towards the teaching profession (Fajardo & Miranda, 2015 in Trujillo and Hernández, 2017). During a practicum experience, preservice teachers are faced with considerable information from each of the four sources and thus may reevaluate their self-efficacy beliefs in the face of the new evidence obtained (Berg, 2018).

Boonkit (2010) explained that speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. People can share their idea or information to others orally. (Shastri, 2010) mentioned that most of the communication that takes place in real life situation is oral i.e. either face to face or telephonic. In daily life, people require to develop speaking proficiency for their existence. They enable to express their idea, opinion, and feeling through conversation and dialogues in real life. According to Harmer (2001) (as cited Derakhshan et al., 2016), learners should know “language features” and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously” (Gower et al., 1995) in (Derakhshan et al., 2016). There are many factor that influencing speaking proficiency. Those are consist of cognitive, linguistic, and affective factors (Derakhshan et al., 2016).

Cognitive factor involves conceptualization, formation, and articulation in processes speaking Levelt (1989) (as cited in Derakhshan et al., 2016). Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And articulation requires the speaker to articulate the speech with his articulatory organs (Derakhshan et al., 2016).

Linguistic factors include several features like pronunciation, grammar, and vocabulary. Iwashita (2010) mentioned that vocabulary and pronunciation factors to be most important at lower levels and that fluency and grammar factors contributed

little; contributions from fluency and grammar increased as the proficiency level went up. At higher proficiency levels, four factors (vocabulary, grammar, pronunciation and fluency) contributed equally, with the sociolinguistic factor contributing relatively less.

In affecting factors Derakhshan et al. (2016) defined it is assumed that anxiety and self-restriction have an influence on learner’s oral proficiency. Anxiety is the affective factor that most dominantly blocks the learning process (Arnold & Brown, 1999) (as cited in Derakhshan et al., 2016).

There were previous studies that have discussed by several researchers such as Pangket (2019) that the study revealed that the main factors affecting the oral English proficiency of the pupils are motivation, vocabulary, pronunciation, and grammar. Teaching strategies and curriculum are contributory factors. Also, there was study conducted literature review by Derakhshan et al. (2016). They revealed some factors influencing learner’s speaking competence, namely, affective, linguistic, and cognitive factors.

This study was conducted to investigate about the experiences pre service teachers’ in investigating the factors that affect students’ speaking proficiency in thailand. The findings of this study will be useful for English pre-service teachers to identify the problems they might encounter in Thai school.

METHOD

This research conducted to investigate the factor affecting students’ speaking proficiency based on experiences of pre service teachers’ teaching experience in Thailand. Hence, the narrative inquiry was used in this study. Mills and Gay (2019) defined that Narrative research is the study of how different humans experience the world around them, and it involves a methodology that allows people to tell the stories of their "storied lives". In this case, qualitative research is designed to explore the human elements of a given topic, where

specific methods are used to examine how individuals see and experience the world (Given, 2008).

Participants

Two students who had conducted the international pre service teachers purposely selected to engage in this research. They placed in southern Thailand for about five months. The participants taught in one private senior high school in southern Thailand. They were placed in different school. Both taught as English teachers. They are students in seventh semester in one private university in Bogor.

Data Collection

To obtain the stories in relation factors affecting students' speaking ability, the researcher collect the data which falls into two stage. In the pre-stage, the researcher will collect the documents that acquired from the participants. Biographical research focuses not only on an individual's narration about life but other required documents (materials) are collected (Chrastina et al., 2015). All those documents include diaries, letters, photographs, life stories and even tombstone inscriptions Plummer (2004, p.14) (as cited in Bolívar and Domingo, 2006). To strengthen the data, the researcher will conduct the interview. A voice recorder from smartphone was used to prevent any words skipped during the interview.

Data Analysis

After the data had been gathered from the document and interview, the researcher uses narrative analysis for analysing the data. According to Mills and Gay (2019) mentioned that narrative analysis, the researcher collects descriptions of events through interviews and observations and synthesizes them into narratives or stories, similar to the process of restorying. The researcher managed the data from interview by categorizing the data based on their group such as cognitive, linguistic, and affective factors. After transcribing the data from the

document and interview, the researcher restrorying both of the data.

RESULT AND DISCUSSION

The result from the documents and interview, the researcher found out there are several factors that affect students' speaking proficiency based on experiences of pre service teachers. The data presented as follows:

The Factors Affecting Students' Speaking Proficiency Based on The Experiences Pre-service Teachers

Tabel 1.

Factors speaking proficiency	Participant (1)
Cognitive	<i>"Students stuttered when they were speaking. The level of fluency was still less. Even though students who could speak English"</i>
Linguistic	<i>"Students were lack of vocabulary. As students pronounce a word, it has different accent"</i>
Affective	<i>"Students willing to speak but they felt scared to be wrong"</i>
Teacher Strategies	<i>"Teacher asked students to speak actively in the classroom"</i>

From the data above, the researcher concluded three factors that affect students' speaking proficiency based on experiences of pre service teachers' teaching experience in Thailand. According to Derakhshan et al. (2016) there are many factors that influencing speaking proficiency. Those are consist of cognitive, linguistic, affective factors and teacher strategies.

The cognitive that students generally experience is as the learners have to speak but they try to find the words what they going to say. So, in Table 1 in cognitive factors mentioned that students stuttered when they were speaking. As a speaking process, all these happen concurrently which makes learners commit mistakes in the correct use of language forms especially in face-to-face communication (Pangket, 2019). The participant admitted that the

students have difficulty in speaking especially in the English language.

In linguistic factor, the main factors affecting the pupils' speaking difficulty were vocabulary, pronunciation and grammar (Pangket, 2019). The participant mentioned that students were lack of vocabulary and they have different accent as they pronounced a word. In this case, the example of the word that students pronounced such as "well" in English become "wew" in Thailand. In addition, the limited of vocabulary that students experienced when they were speaking would impact in grammar. The experiences of pre service teacher, students just spoke freely without using grammatical system.

The other factors that affect students speaking proficiency is affective factor. Derakhshan et al. (2016) defined that anxiety and self-restriction have an influence on learner's oral proficiency. The result revealed that the leaners had motivation to learn English especially in speaking. they just could say greeting such as "good morning teacher" to foreign teacher. However, as the teacher started to dialogue to the students, they felt confused and just say " a...a.a". EFL learners need to be encouraged to speak bravely so as to promote their speaking competence gradually since motivation is believed to be the most significant factor that educators can target in order to facilitate learning (Olson, 1997 as cited in Derakhshan et al., 2016).

This result, the researcher found the teacher strategies. There were differences students' speaking proficiency in classroom and outside. The participants stated that in the classroom, the situation were more alive because of the teacher motivated students to speak actively. Pangket (2019) Choosing the right activities and teaching these activities the right way could make the speaking activity be more fun for the learners and increase their motivation. By giving the questions and the students answered freely. Pangket (2019) defined that by choosing the appropriate strategies and activities for the learners, teacher-student

interaction is observed inside the classroom. Differently, the students jusy say greeting to foreign teacher without having conversation.

Tabel 2.

Factors speaking proficiency	Participant (2)
Cognitive	<i>"They could speak fluently"</i>
Linguistic	<i>"Students could pronounced well with their accent. Sometimes grammatical system were accepted"</i>
Affective	<i>"Students showed their ability to speak English. Even though they felt anxiety and spoke carefully."</i>

Differently the table 1, the researcher found three factors that affect students speaking' proficiency based on experiences of pre service teachers' teaching experience in Thailand. The factors were consist of cognitive, linguistic, and affecting factors (Derakhshan et al., 2016)

In cognitive factor involves of conceptualization, formation and articulation (Levelt (1989) (as cited in Derakhshan et al., 2016). In this case, researcher found the cognitive factors based on the experiences of pre service teacher. In cognitive factor, the participant addmitted several students could speak fluently. However, not a bit students stuttered as they were speaking. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & Foster, 1999) (as cited in Derakhshan et al., 2016). In addition, students' articulation still adapting between English naturally and the articulation in Thailand. It means that they have a different accent.

The main discriminating factors were found to be vocabulary and grammar, accent and fluency failed to discriminate at several levels (Iwashita, 2010). In linguistic factor, the students could produce vocabulary but could not pronounce appropriately.

The result revealed that the affective factor was students' motivation to

speak confidently. Even though, they spoke English improperly. In addition, several students felt nervous as they talked to foreign teacher. However, pre-service teacher would collaborate with student who could understand about English in the classroom to communicate with other students. In this case, students who could understand about English would help their friend in the classroom in order to understand the materials.

The participants mentioned that students were still helped by their teacher for asking how to pronounce these words. In fact, students in Thai should memorize word by word not to comprehend that naturally.

CONCLUSION

The result of this study revealed that there were three factors that affect students' speaking proficiency. Those were cognitive, linguistic, and affective factor. However, the researcher found the teacher strategy became one of the factor that affect students' speaking proficiency. the lack of vocabulary, grammatical error and pronunciation improperly were faced by students in Thai. Students had motivation to speak English even though they could not speak well. However, several students got nervous as they were speaking. so that, students in Thai still have to use the memorization system in learning English.

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