

**PROBLEMS OF ENGLISH LISTENING AND SPEAKING SKILLS FOR HOTEL RECEPTIONISTS**

**IN BURIRAM PROVINCE**

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**An Independent Study Submitted in Partial Fulfillment of the Requirements**

**for the Degree of Bachelor of Arts Program in English**

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**ปัญหาการฟังและการพูดภาษาอังกฤษของพนักงานโรงแรม**

**แผนกต้อนรับในจังหวัดบุรีรัมย์**

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**การค้นคว้านี้เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา**

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**TITLE** Problems of English Listening and Speaking Skills for Hotel

Receptionists in Buriram Province

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**ABSTRACT**

The objectives of this research were 1. to investigate English speaking problems of hotel receptionists in Buriram province. 2. to investigate English listening problems of hotel receptionists in Buriram province. The samples consisted of 54 hotel receptionists department who were purposively selected from ten hotels in Buriram province. Questionnaire was used for the research instrument. They were three part inside the questionnaire including: personal information, problems of English listening and speaking, and other suggestions. The statistics were used for analyzing the data consisting of frequency, percentage, mean and standard deviation.

The research results revealed that the problems of English listening were among the participants was English listening problem with the foreign customers' accent. Additionally, the participants rated the following aspects as the more level was

English listening problem due to vocabulary limitations, English listening comprehension problem while the foreign customers speak fastly so you cannot comprehend, English listening problem due to the pronunciation vocabulary of foreign customers and English listening problem due to lack of knowledge in English grammar. Besides, the results found that the problems of English speaking were among the participants was cannot explain what the foreign customers want or inquire thoroughly. Additionally, the participants rated the following aspects as the more level was always think in Thai before you speak English, it is difficult to use the terminology correctly in a various situations, feel worried and forget what you have learnt to speak in unfamiliar situations, and the pronunciation problems such as s, ch, sh, r, l, ed, t and th sounds

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**บทคัดย่อ**

การศึกษาครั้งนี้มีวัตถุประสงค์คือ 1.เพื่อศึกษาปัญหาการฟังของพนักงานต้อนรับส่วนหน้าของโรงแรมในจังหวัดบุรีรัมย์ 2.เพื่อศึกษาปัญหาการพูดของพนักงานต้อนรับส่วนหน้าของโรงแรมในจังหวัดบุรีรัมย์ กลุ่มตัวอย่างคือ พนักงานต้อนรับส่วนหน้าของโรงแรมจำนวน 54 คน โดยเลือกเฉพาะโรงแรมขนาดใหญ่และเป็นที่นิยมที่สุดในจังหวัดบุรีรัมย์ จำนวน 10 โรงแรม แบบสอบถามที่ใช้เป็นเครื่องมือในการวิจัยในครั้งนี้ซึ่งแบ่งออกเป็น3 ตอนประกอบด้วย ข้อมูลส่วนบุคคลทั่วไป ปัญหาเกี่ยวกับการฟังและการพูดภาษาอังกฤษ และข้อเสนอแนะอื่นๆโดยสถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่าปัญหาการฟังภาษาอังกฤษคือ การไม่เข้าใจลูกค้าต่างชาที่พูดสำเนียงที่แตกต่างกัน การไม่เข้าใจลูกค้าเพราะข้อจำกัดในด้านคำศัพท์ การไม่เข้าใจลูกค้าเนื่องจากลูกค้าพูดเร็วเกินไป การไม่เข้าใจลูกค้าเนื่องจากการออกเสียงคำศัพท์ของลูกค้า การไม่เข้าใจลูกค้าเพราะข้อจำกัดทางไวยากรณ์ นอกจากนี้ผลการวิจัยพบว่า ปัญหาการพูดภาษาอังกฤษคือ ไม่สามารถอธิบายในสิ่งที่ลูกค้าต้องการหรือสงสัยได้ การที่พนักงานต้องคิดเป็นภาษาไทยก่อนที่จะพูดเป็นภาษาอังกฤษ การเลือกคำที่เหมาะสมในแต่ละสถานการณ์ การลืมสิ่งที่ได้เรียนรู้มาและพูดในสถานการณ์ที่ไม่คุ้นเคย การลืมออกเสียงคำท้าย

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**CHAPTER 1**

**INTRODUCTION**

**1.1 Background of the Study**

English is a universal language and is an essential tool for communicating with the rest of the world. English is the medium of dissemination of information and knowledge in various fields. Therefore, the development of the countries in all aspects to be progressive and equal with other countries in the world, it is necessary to develop the potential of the population to have the knowledge and ability to communicate in English. Thailand is aware of the importance of using English at various levels for a long time, so that the people of the nation can communicate with each other in English as well as listening, speaking, reading and writing.(Chaipan, Pomkeaw & Srinark: 2013). The importance of English for industries service such as airlines, trade, transport, education, especially hotels, etc.

English is important for everything. Hospitalities industry especially that makes the guest’s everyday life more convenient, such as communication, can affect the tourist demand according to Pulina and Biagi (as cited in Chassapopoulos et al: 2014). (Torres & Kline: 2013) English has examined the effect of hotel employees’ behavior to tourist satisfaction naming among others the importance of professionalism and friendliness as well as the ability to understand guests’ needs and

effectively solve any problems, while the overall importance of service quality to customer satisfaction and retention has been proven (Deng et al: 2013).

Hotel business is directly related to tourism business. Because Certificate and to facilitate the provision of accommodation to tourists, it is necessary to develop. And improve the quality as a customer satisfaction. Factors related to the quality of service of hotel business are hotel staff. In addition to the image of the service and the dedication to work in responsible position English proficiency is also very important in serving the local people. English language ability of the hotel's staff is still in the process of being translated into foreign languages. Service is not as efficient as it should be (Chaiyapantoh: 2008).

Front desk employees are the department from which customers will see these characteristics. The service attitude depends on what the customers expect from the service and the way in which the service has been provided (Seijts, Billou, Crossan, Billou, &Crossan: 2010). Because of this, as well as front desk employees’ duty have to face with the foreigners as the three primary providers of customer needs, they are the most important department in the whole hotel (DePaulo: 1992). It is therefore important that they meet expectations in these ways.

Listening and speaking skills have emerged as an important component in the process of second language acquisition. It is the first language mode that children acquire. Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. It provides the foundation for all aspects of language and cognitive development and it plays a life-long role in the process of communication (Feyton: 1991, Malkawi: 2010). The view of listening would involve the learner in listening to the message without paying attention to its component elements. (Anderson and Lynch:1998) stated that oral communication directly involves both listening and speaking— people need to listen to what their interlocutors say and respond to it. If they are unable to listen effectively, their communication will break down. On a daily basis we work with people who have different opinions, values, beliefs, and needs than our own. Our ability to exchange ideas with others, understand others' perspective, solve problems and successfully utilize the steps and processes presented in this training will depend significantly on how effectively we are able to communicate with others (Windle and Warren: 1999). At present, people are drawn closer with the use of technology like face time, video chat and the like. It requires real time face-to-face interaction, which uses listening and speaking skills.

For the reasons mentioned above. The researchers consider the importance of English communication strategies for hotel receptionists in Buriram province. Speaking and listening skills are important for communication to understand in the business as the hotel business. English language is very important use for welcoming foreigner guests to stay at the hotel. The staff need to speak and listen in English as fluently. So that is the strength point for running in hotel business. The hotels staff need to improve their English skills especially listening and speaking skill. The receptionists must use English speaking and listening to communicate with the foreigner who need to stay happily in the hotel for a long time. This research, the researchers aim to improve their English speaking and English listening skill for receptionist hotel not only in Buriram, but for students who studying in English for hotel in English and Business English program to know the problems in hotel business. And the last importance is the students able to solve that problem with easily while they work as receptionist in the famous hotel.

**1.2 Purposes of the Study**

1.2.1 To investigate English speaking problems of hotel receptionists in Buriram province.

1.2.2 To investigate English listening problems of hotel receptionists in Buriram province.

* 1. **Research Questions**

1.3.1What is the most problem of English speaking in the hotel receptionist found?

1.3.2 What is the most problem of English listening in the hotel receptionist found?

**1.4 Significances of the Study**

1.4.1 The result of the research will be valuable to know the problems of English listening and speaking of hotel receptionists in Buriram province.

1.4.2 The result able to improve and develop in English for hotel courses of Tourism and hotel, English, and Business English major in Buriram Rajabhat University.

1.4.3 The result will be beneficial for hotel management to analyze this finding and organized specific plans to improve the staff English language skills in the future.

1.4.4 This finding can be used as a reference and other considerations to investigate the problems in further research.

**1.5 Scope and Limitation of the Study**

1.3.1 This study was study of the English speaking and listening problems of hotel receptionists in Buriram province.

1.3.2 The sample was used the hotel receptionists in the famous hotel in Buriram province.

**1.6 Definitions of Key Terms**

1.6.1 **Problem** refers to the difficulties faced in using English of the hotel staff members when they communicate with the foreign customers.

1.6.2 **Speaking** refers to a kind of communication to be understood between the messenger and the receiver.

1.6.3 **Listening** refers to getting information from the speaker.

1.6.4 **Receptionists** refers to the staff hotel that services customers such as customer information, booking the room, etc.

1.6.5 **Buriram province** refers to province is in the lower Northeast. The population is ranked 5th after Bangkok, Nakhon Ratchasima, Ubon Ratchathani, Khon Kaen and the area is 17th in Thailand.

**1.7 Summary of the Chapter**

This chapter presents background of the study, purposes of the study, research questions, significances of the study, scope and limitation of the study and definitions of key terms. The next chapter will describe about the review of literature.

**CHAPTER 2**

**LITERATURE REVIEW**

This chapter presents related literature which is divided into:

2.1 Conceptual Theory of Problems English Listening.

2.2 Conceptual Theory of Problems English Speaking.

2.3 Conceptual Theory of the Receptionists.

2.4 Previous Studies.

2.5 Summary of the Chapter.

**2.1 Conceptual Theory of Problems English Listening.**

**2.1.1 Definitions of English Listening**

Tyagi (2013) says that listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

Boondee (2012) says that listening is a primary language mode. It provides the foundation for all aspects of language and cognitive development. It also plays a life- long role in the process of communication. The following lists are the scholars who have proposed a number of different definitions of listening.

Ma Lihua (2002; cited in Suradej, 2011) says that listening comprehension is a complex psychological process of listeners' understand language by sense of hearing. It is an interactive process of language knowledge and psychological activities. However, this process is not simply decoding the message: it also involves the combining of the decoding or the message process with its reconstruction as meaning.

To summarize, listening is the important element to succeed the communication. It is a process of getting a message from a speaker. Listening is a primary language that hearing through a person’s ear. A listener will understand when he gets a message from a speaker.

**2.1.2 Importance of English Listening.**

Tarihi (2016) says that listening plays an important role in communication in people’s daily lives. As Guo and Wills (2006) state “it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values”. According to Mendelson (1994) “of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %”. Emphasizing the importance of listening in language learning, Peterson (2001) states that “no other type of language input is easy to process as spoken language, received through listening … through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills”

Power (2009; cited in Asemota, 2015) says that language is an important aspect of our everyday lives often requiring inventiveness by its speakers. In other words, real language use may often appear untidy necessitating considerable effort and skill to reduce to simple grammar patterns. Students need to be aware of all language possibilities. Importantly, they have to be aware of how language is used, as well as its different variations and linguistic twist. Hence, reading and listening are specifically important, as they are vital discovery activities that enable students unmask creative ways in which language is used, and also help to raise their awareness about the use of grammar-amongst other things.

Tyagi (2013) says that good listening skills make workers more productive. The ability to listen carefully will allow a person to:

• understand assignments in better way and find and what is expected from him.

• build rapport with co-workers, bosses, and clients;

• show support;

• work better in a team-based environment;

• resolve problems with customers, co-workers, and bosses;

• answer questions

• find underlying meanings in what others say.

Listening has an important role not only in daily life but also in classroom settings. Anderson and Lynch (2003) state that “we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency” Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively. That is, listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening Nunan (1998). Rost (1994) explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners’ failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

4. Listening exercises provide teachers with a means for drawing learners’ attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

To summarize, listening is the important skill to communicate with other. Listening plays an important role in language learning. People who study the second language should place an importance on listening if they want to be successful.

**2.1.3 Types of Listening.**

Tyagi (2013) divides listening into nineteen levels as follows based on objective and manner in which the Listener takes and respond to the process of listening, different types of listening are:

1. Active listening: listening in a way that demonstrates interest and encourages continued speaking.

2. Appreciative listening: looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.

3. Attentive listening: listening obviously and carefully, showing attention.

4. Biased listening: listening through the filter of personal bias i.e the person hears only what they want to listen.

5. Casual listening: listening without obviously showing attention. Actual attention may vary a lot.

6. Comprehension listening: listening to understand. Seeking meaning (but little more).

7. Critical listening: listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

8. Deep listening: seeking to understand the person, their personality and their real and unspoken meanings and motivators.

9. Discriminative listening: Listening for something specific but nothing else (eg. a baby crying).

10. Empathetic listening: Seeking to understand what the other person is feeling. Demonstrating this empathy.

11. Evaluative listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

12. Inactive listening: Pretending to listen but actually spending more time thinking.

13. Judgmental listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

14. Partial listening: Listening most of the time but also spending some time day-dreaming or thinking of a response.

15. Reflective listening: Listening, then reflecting back to the other person what they have said.

16. Relationship listening: Listening in order to support and develop a relationship with the other person.

17. Sympathetic listening: Listening with concern for the well-being of the other person.

18. Therapeutic listening: Seeking to understand what the other person is feeling. Demonstrating this empathy.

19. Total listening: Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

To summarize, Tyagi divides listening into nineteen levels including: Active listening, Appreciative listening, Attentive listening, Biased listening, Casual listening, Comprehension listening, Critical listening, Deep listening, Discriminative listening, Empathetic listening, Inactive listening, Judgmental listening, Partial listening, Reflective listening, Relationship listening, Sympathetic listening, Therapeutic listening and Total listening. These levels of listening can use with the appropriate situation according to each level refers to.

**2.2 Conceptual Theory of problems English Speaking.**

**2.2.1 Definitions of English Speaking.**

Lai-Mei Leong (2016) says that there are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech Nunan, (1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns & Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Submitted (2006) says that over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible Willis (1996) and Coury & Carlos (2001). Furthermore, in the age of “globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English Abousenna (1995).

Thornbury ( 1998 ) says that the important when dealing with the speaking skill to clarify the difference between first and second speaking process. The majority of foreign language learners complain about their lack in (L2) fluency, low pronunciation level, no accuracy and so many dilemmas they confront in their oral practices in classroom. Those learners need to know what can be the factors which lead to the intribution of face to face interaction and more precisely the lack of confidence and often an acute sense of anxiety. Following the foreign language comments as being teachers of English, they argue that many factors are considered to be causes of these problems or this failure in developing the skill, thus, their grammatical and lexical knowledge isn't enough, the shortage of chances and opportunities for practice as well as the shortage of interactive speaking in classroom atmosphere.

To summarize, speaking is the process for communicating or producing sounds in order to make a speech. It is also the process of building and sharing meaning through the use of verbal and non-verbal symbols. In addition, speaking is the production of verbal expressions and irrespective of systematic voice.

**2.2.2 Importance of English Speaking.**

April (2016) says that English plays an important role in our everyday life; there is Great utility of English in modern world. So, the use of English should be continued along with Hind and other regional languages. In Business: English is used widely by international business community. To communicate across national borders and maintain correspondence with overseas business parties or professionals, English is essential. In Education: English is important for higher education and specialized training. Most of the books on any written in English or quickly translated in English. English is the medium of instruction in Education in most universities and higher education institutes of the world. For Getting Job: English is essential for getting a good job and better salaries. Multinational business organizations and many international corporations ask for people who have a good working knowledge of English. Even job advertisements in local market also require English knowing people. People who go abroad for work also need to know English. English is need for a variety of jobs as like air hostess, pilot, travel guide, media manager etc.

Samanth (2016) says that English plays an important role in our everyday life; there is Great utility of English in modern world. So, the use of English should be continued along with Hind and other regional languages. In Business: English is used widely by international business community. To communicate across national borders and maintain correspondence with overseas business parties or professionals, English is essential. In Education: English is important for higher education and specialized training. Most of the books on any subjects are written in English or quickly translated in English. English is the medium of instruction in Education in most universities and higher education institutes of the world. For Getting Job: English is essential for getting a good job and better salaries. Multinational business organizations and many international corporations ask for people who have a good working knowledge of English. Even job advertisements in local market also require English knowing people. People who go abroad for work also need to know English. English is need for a variety of jobs as like air hostess, pilot, travel guide, media manager etc. For Information: In today’s world of information superhighway, English is essential for getting easy access to any information. Almost any information is available is English. English is the language of information technology and internet.

Ishrat (2011) says that the English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native’s language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

To summarize, speaking is an important skill for communicating. It became the part of daily life activities and takes place everywhere. A person with better speaking skill will definitely have a greater chance. The Speakers should speak clearly to make the listeners understand easier.

**2.2.3 Types of Speaking**

Brown (2007) says that introduced “communicative competence” on the basis of Chomsky’s notions competence and performance, He believed that second language acquisition, to acquire a language, learners should go beyond the language rules, but also how to communicate using those rules, he stated that “communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts” Hymes says that the speaker needs to communicate the language and to be able to use it according to the sociocultural environment. This means that the speaker of foreign language should use the language in a specific context. This idea interpreted by Bachman into communicative language ability. (Bachman 1990; in Hedge 2000: 44\_46) .Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. (Savignon, 2001 in Celce-Murcia, 2001: 17). Figure 1: Components of Communicative Competence

4.1.Grammatical Competence: Brown states that the grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology” (Brown, 2007; in Canale and swain, 1980: 29).In other words; the ability of students’ to produce accurately structured comprehensible utterances.

4.2. Sociolinguistic Competence: it helps the speakers to be “contextually appropriately” (Hedge, 2000:50). This means to use socio cultural messages in meaningful ways.

4.3. Discourse Competence: According to Brown (2007:220) discourses competence “the ability to connect sentences ...and to form meaningful whole out of a series utterances” In other words; the speaker’s ability to shape and communicate purposely using cohesion and coherence.

4.4. Strategic Competence: for Canale and Swain strategic competence it is “how to cope in an authentic communicative situation and how to keep the communicative channel open” (Canale and Swain, 1980; in Hedge 2000:53) in other words, the learners’ ability to enhance the effectiveness of communication.

To summarize, speaking is communication, choosing the time, place, and level of appropriateness of the speaking and the listener. And can communicate effectively.

**2.3 Conceptual Theory of the Receptionists.**

**2.3.1 Definitions of Receptionists.**

White, Riley, and Smith (2008) says that “receptionists are the least likely of all primary care workers to receive education or skills training”.

Alakoski (2006, cited in Rautiainen & Siiskonen, 2006) says that reception is the centre of communication and therefore very important factor in a hotel. Reception communicates with different departments of hotel such as the management, sales and cleaners.

Koppinen (2002) says that the reception is the heart of the hotel and many things are handled there, the receptionist must be well organized and able to take care of many things at the same time. Also a good memory is an advantage.

To summarize, receptionists is the heart of businesses as a center to coordinate the various departments to provide services to customers. Reception need to have a positive attitude and the ability to communicate better, which is good communication skills are an important part of the information to be used in communication with customers.

**2.3.2 Importance of Receptionists**

Long (2007) says that the receptionists are the center of hotel operations, and their main functions. Fitzsimmons and Fitzsimmons (1998 & 1994) the receptionists should have a good personality, well dressed and neat. Individuals who well dress suggest power and status; therefore, the first impression is only part of creating a positive relationship between the hotel and the customers.

(Kunakitkumjorn, 2003) says that the receptionists an important role in the hotel. They are the first group who greet and welcome the guests on arrival. They have to contact with the guests more than staff in other departments and provide the service in meeting the needs and expectations of the guests.

To summarize, the receptionist is one important role in the hotel. And also as the first group of employees to meet with customers and can also create the first impression to the customer service in the hotel. It's a marketing strategy that can make an impression and customer service back to the hotel again.

**2.3.3 Duties of Receptionists**

Rumekso (2005) says that receptionists is a division which deals with the guests directly. This department has a duty to handle the guest reservation and provide information about the hotel’s facility.

Baker (2000) says that receptionists are often the only ones who interact with the guests; either by telephone, via the Internet or face to face. They are in charge of the guest’s arrival, greeting them, making their check-in, giving them suitable room and finding out their payment method. The receptionist must also be aware of all the rooms and their situations, whether they are free, occupied, clean, dirty or out of order.

Baker (2000) says that in the receptionists there are also porters, who take care of the guest’s needs; they may take messages and send them forward, arrange a car to the guest or even book theatre or flight tickets.

To summarize, as the first point and the last point, the guests come in contact with hotel guests stay in hotels when they want, come into contact and request service. The main duties of the front desk staff is to provide detailed information about the hotels and rooms. To make a booking service for the convenience of guests contact.

**2.4 Previous Studies**

Anongnart (2011) studies who studied Needs and Problems English Listening and Speaking Skills of CIMB Thai Bank Tellers.This study attempted to explore the CIMB Thai Bank tellers' needs and problems in English listening and speaking skills when communicating with foreign customers. The instrument used for collecting data in this study was a questionnaire. The participants of this study were 118 CIMB Thai Bank tellers working at 48 branches of CIMB Thai Bank in three Bangkok Metropolitan areas. The questionnaire distribution and data collection were conducted in April 2011. The data were analyzed by using percentage, mean scores, and standard deviations.

The results of the study revealed that overall needs in English listening and speaking skills of the tellers were at a high level. In sequence of means, it was found that the need in using English at work was highest in providing foreign currency exchange services, while English is used least to provide paying bill services. The major factor causing communication problems to tellers in English listening skills was being unfamiliar with different accents of foreign customers. In terms of speaking skills, the tellers encountered difficulties the most in selecting appropriate vocabulary according to situations it was cannot explain what the customers want or inquire thoroughly.

Charunsri (2011) studied The Needs and Problems of English Languages Skills for the Hotel Front Office Staff in Chinatown, Bangkok. The purpose of this study was to investigate the needs and problems that front office staff in hotels in Chinatown, Bangkok encountered in their use of English language skills, specifically listening, speaking, reading, writing, grammar and vocabulary in order to describe the possible consequences of the front office staff ineffective communication, create specific plans to improve their English language skills as well as aid in their professional advancement. The study was conducted by questionnaires distributed to 60 staff, with 50 completed copies returned for data analysis.

The results revealed that speaking skill was the most significant skill that front office staff needed to use for communicating in English, whereas grammar skill was the least significant skill. The other language skills listed in order of necessity were listening, vocabulary, reading and writing. On the other hand, listening was the most problematic skill for front office staff when communicating in English, while the least problematic skill was vocabulary skill. The other problematic language skills were speaking, writing, reading and grammar, respectively.

The results of the study will help the management of hotels in Chinatown to have a clearer understanding of the English needs and problems of their front office staff. Therefore, English training course incorporating speaking and listening skills should emphasize. In addition, the results of this study provide some useful suggestions, and can be used as a guideline for creating effective English training courses

Uraipan (2011) studied Problems with English Listening and speaking of Thai Flight Attendants in Economy Class. English listening and speaking abilities of THAI flight attendants are very important job-related factors that contribute to effective performance. The objective of this study was to examine the listening and speaking problems encountered by THAI flight attendants working in economy class. The English listening and speaking problems were divided into (W) aspects: 1) the problems in English language functions relevant to THAI flight attendants and 2) grammatical Competence in terms of vocabulary, grammar, and pronunciation.

Filly light attendant working in economy class were randomly selected. The instrument employed in this study was s questionnaire. The data were processed by statistical program through percentage, frequency, arithmetic mean, and standard deviation.

The results of this study revealed that majority of participants thought responding to the passengers' complaints and warning to inebriated passengers were moderate problems in English language functions. With regard to grammatical competence, the diverse accent from passengers was a major cause of listening problem and the specific consonant was the main cause of speaking problem. The miscellaneous situation was perceived as moderate problem in in-flight service.

Witchaiyutphong (2011) studied English Barriers for Thai Employees Working in an International Setting, A Study at Thomson Reuters Company in Thailand. English is the world's leading language as it is widely spoken around the world. The English capabilities of employees play an important role in measuring the effectiveness of the communication in most of the international organizations Thomson Reuters, the world's leading source of intelligent information for business is one among those international companies where English is a major language used in all communication channels in the organization. This research studies which factors employees at Thomson Reuters in Thailand perceived as barriers that block them from effective communication in their work. The research data were collected from 100 responses to a questionnaire and the results were analyzed by the Statistic Package for Social Science (SPSS) programme to understand the relationship between English proficiency of the respondents and the factors that they perceive as barriers to their communication. The findings revealed that the lack of a large vocabulary repertoire causes problems to most Thai employees, while English speaking was the first skill most employees thought should be improved.

The result of the study were analyzed for listening, speaking, reading, writing and cross cultural skills in order to precisely identify employees' language barriers. Consequently, the company will be able to use the data for a development plan to improve employees' language capabilities to enhance more effective communication within the organization.

Heriansyah (2012) studied Speaking Problems Faced by The English Department Students of Syiah Kuala University. This paper discusses the difficulties and causes perceived by English Department students of Syiah Kuala University in learning speaking and the efforts made by them to overcome their difficulties. From both observation and interview, this study reveals that all students encountered various difficulties in English speaking ability. The prevalent problem faced by the students was ‘lack of vocabulary’, while ‘being afraid of making mistakes’ was the prime cause of problem which hindered them to speak. The students had striven to cope with their problems in learning speaking, but their attempts had not been yet ample and successful.

Jeharsae (2012) studied English Oral Communication Problems and Strategies Used by Thai Employees in an International Workplace to Communicate with Native and Non-Native English Speaking Customers. This study aimed to investigate the English oral communication problems and strategies used by Thai employees to communicate with native and non-native English speaking customers in an international workplace. It also aimed to see whether there was any significant difference between the strategies used by Thai employees to communicate with native English speaking customers and those used by Thai employees to communicate with non-native English speaking customers. The participants in this study were 194 Thai employees working in the international customer service department in an American company based in Bangkok, Thailand. The instrument employed in this study was a survey questionnaire. It was found that Thai employees communicating with native English speaking customers had problems with (a) listening comprehension and (b) grammar usage. Conversely, Thai employees communicating with non-native English speaking customers had a variety of problems with (a) listening comprehension, (b) grammar usage, (c) fluency, (d) accents, (e) producing word stress misplacement, (f) cultural awareness, and (g) quality of voice. The results also showed that the major common oral communication strategies used by both groups of employees were (a) asking customers directly of what they did not get, (b) making clarification requests, (c) paraphrasing, and (d) generalization. Moreover, it was found that there was no significant difference between the strategies used by both groups of employees.

Khamprated (2012) studied The Problems with the English Listening and Speaking of Student Studying at a Private Vocational School in Bangkok, Thailand. This study attempted to investigate the English listening and speaking problems and causes of these problems among private vocational school students. The participants of the study were third-year certificate students studying in the second semester of the academic year 2011 at a private vocational school Bangkok, Thailand. The instrument used to collect data was a questionnaire. The questionnaire was divided into four parts: (a) the general background information of the participant, b) their problems with English listening, (c) their problems with English speaking, and (d) the causes of their English listening and speaking problems. The questionnaires were distributed directly to the participants, and 356 copies of the questionnaire were returned. The data were analyzed by using percentages, mean scores, standard deviation, and the level of problems experienced by the students.

The results of the study showed that there were 8 out of 20 items rated at a high level of English listening problems. The students reported that it was difficult to understand a speaker with a regional accent, a speaker who spoke too quickly, after only listening once, and it was also difficult for them to understand a speaker with poor pronunciation. The students also realized that it was difficult for them to understand jokes due to cultural differences. The limited grammar and vocabulary skills of the students made it difficult for them to understand spoken English and they became nervous and worried as a result.

In terms of speaking problems, there were 7 out of 20 items rated as high level of difficulty. The students reported that it was difficult to speak English with the correct intonation, to speak as fluently as a native speaker, and experienced frustration when practicing speaking with a student with a lower level of English ability. They did not want to make mistakes when speaking in front of their friends, and they always forgot to say the final sounds of words. Their limited grammar skills made it difficult for them to speak English, so they get nervous and worried when they spoke to foreigners. They were also afraid that other people would laugh at them if they made any mistakes while speaking. There were no items. In terms of listening and speaking problems which the participants rated at a high level of problems.

Hamouda (2013) studied An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. Though listening ability is one of the important skills in foreign language learning, there has been relatively little research in this specific area. The present study attempts to investigate the listening problems encountered by a group of first year English major students of Qassim University. 60 students who took the listening course in 20012/13 were selected for the study. Data was gathered by means of questionnaires and interviews. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students’ learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. Suggestions are made for addressing problems regarding how teachers can help their students overcome listening comprehension problems. The results of this study may also be useful for those who are interested in this field.

**2.5 Summary of the Chapter**

This chapter describes conceptual theory of problems English listening and speaking. In addition, it explains definitions, importance and types of English listening and speaking. Next describes conceptual theory of the receptionists. In addition, it explains definitions, importance and duty of receptionists. Besides, it present the previous studies of problems with English listening and speaking. The next chapter will describe about research methodology.

**CHAPTER 3**

**METHODOLOGY**

This chapter describes the research methodology employed in this study. This methodology is comprised of five part. It explains the contents as follows:

3.1 Population and Samples

3.2 Instrument

3.3 Data Collection

3.4 Data Analysis

3.5 Summary of the Chapter

**3.1 Population and Samples**

**3.1.1 Populations**

The populations of this study would be 69 staff, who worked in receptionists department from famous ten hotels in Buriram province where the foreigner stayed mostly in Muang District, Buriram Province. These ten hotels were:

1. Modena by Fraser Buriram Hotel (2) Amari Buriram United Hotel

(3) X2 Vibe Buriram Hotel (4) Cresco Buriram Hotel

(5) Best Western Royal Buriram Hotel (6) Mamaison Buriram Hotel

(7) Ray Hotel (8) Hop Inn Buriram Hotel

(9) The S.G. Hotel (10) Buritel Hotel

**3.1.2 Sample size**

The samples of this study would be 54 staff, who worked in receptionists department of hotels where the foreigners stays mostly in Muang District, Buriram Province. The Simple Random Sampling is used to calculate for the sample size selected by Krejcie and Morgan.

**3.2 Instrument**

A questionnaire was used to investigate hotel receptionist problems for hotel receptionists in Muang Buriram district with English listening and speaking problems. In this study was divided into three parts used the questionnaire consisted of both opened-ended and closed-ended question covered the content as follows:

Part 1: Personal information.

This part of the questionnaire was concerned with general information such as their gender, age background education and work experiences. It was designed in the form of closed-ended question.

Part 2: Problem of English listening and speaking.

This part of the questionnaire was problems that of receptionists with English listening and speaking. There were 20 items in this section consisted 9 items for English listening problem and 11 items for English speaking problem. That the hotel receptionists in their work.

The data collected from the questionnaire was analyzed by the use of statistical package for computer program and presented though descriptive statistics: percentage, mean and standard deviation. The percentage was used to present the general information of the participants. A five point Likert scales was used to rate the levels of the English programs in listening and speaking of the hotel receptionists of Famongkolchai, (2011, 22). The scale used in questionnaire to specify the student’s level were based on the following criteria of Khamprated, (2012, 37).

|  |
| --- |
| **Rating Score** |
| The most 5 |
| More 4 |
| Fair 3 |
| Less 2 |
| The Least 1 |

Part 3: Other suggestions and comments advising.

This part of the questionnaire for other suggestion and comments advising the problem of English listening and speaking. It was designed in the form of opened-ended question.

The above questionnaire was constructed and improved in the steps as follows:

3.2.1 The researchers study the concepts, theories, documents and previous studies that relate the problem of English listening and speaking to hotel receptionists department in Buriram province.

3.2.2 The research review the literature then construct the draft questionnaire both in Thai and English.

3.2.3 The research proposed the statements of questionnaire to the three experts and advisor to check the correctness and appropriateness. Then the researchers revised and edited the questionnaire statements according to the received suggestions and comments advising. The experts were:

(1) Dr.Surachai Piyanukool, English lecturer in Faculty of Humanities and social Sciences, Buriram Rajabhat University.

(2) Mrs. Puttachart Limsiriruengrai, English lecturer in Faculty of Humanities and social Sciences, Buriram Rajabhat University.

(3) Mrs. Purisa Watcharenwong, English lecturer in Faculty of Humanities and social Sciences, Buriram Rajabhat University.

3.2.4 The researchers use the questionnaire with the samples.

**3.3 Data Collection**

The researchers conducted the data correction by giving the questionnaires to 10 hotels included Modena by Fraser Buriram Hotel , Amari Buriram United Hotel, X2 Vibe Buriram Hotel, Cresco Buriram Hotel, Best Western Royal Buriram Hotel, Mamaison Buriram Hotel, Ray Hotel, Hop Inn Buriram Hotel, The S.G. Hotel and Buritel Hotel amount 54 people of hotel receptionists department to fill out the questionnaires by themselves. The researchers explained the details of questionnaires and collected theme after the samples completed.

**3.4 Data Analysis**

After gathering the questionnaires, the collected data was then analyzed by the SPSS program. The Statistical devices employed in this study were as follows:

3.4.1 Alpha coefficient of Cronbach was used to calculate the reliability of the questionnaire.

3.4.2 Frequency (f) and percentage (%) were used to calculate the data of the personal information of the samples.

3.4.3 Mean () and standard deviation (S.D.) were used to calculate the problems English listening and speaking.

4.50-5.00 refer to The Most

3.50-4.49 refer to More

2.50-3.49 refer to Fair

1.50-2.49 refer to Less

1.00-1.49 refer to The Least

**3.5 Summary of the Chapter**

To summarize, this chapters the research methodology about the population and Samples, the instrument and how to do construct it, the data collection, the data analysis, and the statistical method used in research. In the next chapter will present the finding.

**CHAPTER 4**

**RESULTS OF THE RESEARCH**

This chapter presents the results that obtain from the data analysis to answer the research questions including: 1.What are the most problems of English listening of hotel receptionists department in Buriram Province? And 2.What are the most problems of English speaking of hotel receptionists department in Buriram Province?

**4.1 Personal Information of the Samples**

This section includes the information of gender, age, education background and work experience that were analyzed by using frequency (f) and percentage (%) as showed in the table 4.1.

**Table 4.1 Personal Information of the Samples**

|  |  |  |
| --- | --- | --- |
| **Personal Information** | **Frequency (f)** | **Percentage (%)** |
| **Gender** |  |  |
| Male | 16 | 29.6% |
| Female | 38 | 70.4% |
| **Total 54 100%** | | |

In term of gender, most of the samples in this research were female (70.4%) and the remaining were male (29.6%).

|  |  |  |
| --- | --- | --- |
| **Personal Information** | **Frequency (f)** | **Percentage (%)** |
| **Age** |  |  |
| Less than 20 years | 1 | 1.9% |
| 20-25 years | 36 | 66.7% |
| 26-30 years | 11 | 20.4% |
| More than 30 years | 6 | 11.1% |
| **Total 54 100%** | | |

In term of age, most of the samples were 20-25 years old (66.7%), followed by the sample whose ages were 26-30 years old (20.4%), more than 30 years old (11.1%), and less than 20 years old (1.9%).

|  |  |  |
| --- | --- | --- |
| **Personal Information** | **Frequency (f)** | **Percentage (%)** |
| **Education Background** |  |  |
| Senior high school | 4 | 7.4% |
| Vocational Certificate | 0 | 0% |
| Diploma | 0 | 0% |
| Bachelor Degree | 49 | 90.7% |
| Master Degree | 1 | 1.9% |
| Doctoral Degree | 0 | 0% |
| **Total 54 100%** | | |

In term of education background, the majority of the samples had Bachelor Degree (90.7%), followed by the samples whose degree were Senior high school (7.4%), Master Degree (1.9%), Vocational (0%), Certificate (0%), Diploma (0%), and Doctor Degree (0%).

|  |  |  |
| --- | --- | --- |
| **Personal Information** | **Frequency (f)** | **Percentage (%)** |
| **Work Experience** |  |  |
| Less than 1 years | 13 | 24.1% |
| 1-5 years | 32 | 59.3% |
| 6-10 years | 6 | 11.1% |
| More than 10 years | 3 | 5.6% |
| **Total 54 100%** | | |

In term of work experience, most of the samples had been working in their position for 1-5 years (59%), followed by the samples who had been working in their position for less than 1 years (24.1%), 6-10 years (11.1%), and more than 10 years (5.6%).

The table 4.1 shows the personal information of the samples as follows:

In term of gender, most of the samples in this research were female (70.4%) and the remaining were male (29.6%).In term of age, most of the samples were 20-25 years old (66.7%), followed by the sample whose ages were 26-30 years old (20.4%), more than 30 years old (11.1%), and Less than 20 years old (1.9%). In term of education background, the majority of the samples had Bachelor Degree (90.7%), followed by the samples whose degree were Senior high school (7.4%), Master Degree (1.9%), Vocational (0%), Certificate (0%), Diploma (0%), and Doctor Degree (0%). In term of work experience, most of the samples had been working in their position for 1-5 years (59%), followed by the samples who had been working in their position for less than 1 years (24.1%), 6-10 years (11.1%), and more than 10 years (5.6%).

**4.2 Opinion about Problems on English Listening of Samples**

This section includes the information of opinion about problems on English listening of samples. We use prated statistics though compute of computer program for window. Analyze information use by stylistic. It is average () and standard deviation (S.D.) this is result of research as showed in the table 4.2.

**Table 4.2 Opinion about problems on English listening of samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Statements** |  | **S.D.** | **Level** |
| 1. | You have English listening problem due to vocabulary limitations. | 3.15 | 1.05 | Fair |
| 2. | You have English listening problem due to the pronunciation vocabulary of foreign customers. | 3.02 | 0.76 | Fair |
| 3. | You have English listening problem with the foreign customers' accent. | 3.29 | 0.97 | Fair |
| 4. | You have English listening comprehension problem while the foreign customers speak fastly. So you cannot comprehend. | 3.15 | 0.92 | Fair |
| 5. | You have English listening problem due to lack of knowledge in English grammar. | 2.98 | 1.00 | Fair |
| 6. | It is difficult to listen English vocabulary with linking words. | 2.69 | 0.84 | Fair |
| 7. | It is difficult to main idea of foreign customers while conversation. | 2.69 | 0.79 | Fair |
| 8. | You do not understand English idioms or phrases. | 2.91 | 1.15 | Fair |
| 9. | You are unfamiliar with English of foreign customers accent such as Chinese, Japanese, English, French, German, etc. | 2.93 | 0.90 | Fair |
|  | **Total** | **2.97** | **0.93** | **Fair** |

The table 4.2 shows that the participants reported from the most level to the least level () among the participants was English listening problem with the foreign customers' accent. Additionally, the participants rated the following aspects as the more level was English listening problem due to vocabulary limitations (), English listening comprehension problem while the foreign customers speak fastly, so you cannot comprehend (), English listening problem due to the pronunciation vocabulary of foreign customers () and English listening problem due to lack of knowledge in English grammar ().

**4.3 Opinion about Problems on English Speaking of Samples**

This section includes the information of opinion about problems on English speaking of samples. We use prated statistics though compute of computer program for window. Analyze information use by stylistic. It is average () and standard deviation (S.D.) this is result of research as showed in the table 4.3.

**Table 4.3 Opinion about problems on English speaking of samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Statements** |  | **S.D.** | **Level** |
| 10. | You do not dare to speak English with foreign customers when they are using the service. | 2.30 | 1.05 | Fair |
| 11. | You have the pronunciation problems such as s, ch, sh, r, l, ed, t and th sounds. | 2.72 | 0.94 | Fair |
| 12. | You misunderstand while you are talking with foreign customers via phone, such as room booking, food ordering and providing extra services. | 2.44 | 0.86 | Fair |
| 13. | You confused with the pronunciation of some final sound vowels such as *food* and *foot*. | 2.67 | 0.77 | Fair |
| 14. | You feel excited when you speak English without good preparation. | 2.54 | 0.79 | Fair |
| 15. | It is difficult to use the terminology correctly in a various situations. | 2.76 | 0.86 | Fair |
| 16. | You cannot explain what the foreign customers want or inquire thoroughly. | 2.81 | 0.93 | Fair |
| 17. | You did not study English for hotel before, so you cannot speak correctly. | 2.69 | 1.13 | Fair |
| 18. | You do not have knowledge of the hotel terminology. | 2.50 | 0.94 | Fair |

**Table 4.3 (Continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Statements** |  | **S.D.** | **Level** |
| 19. | You feel worried and forget what you have learnt to speak in unfamiliar situations. | 2.76 | 0.98 | Fair |
| 20. | You always think in Thai before you speak English. | 2.78 | 1.00 | Fair |
|  | **Total** | **2.63** | **0.93** | **Fair** |

The table 4.2 showed that the participants reported from the most level to the least level ( among the participants was cannot explain what the foreign customers want or inquire thoroughly. Additionally, the participants rated the following aspects as the more level was always think in Thai before you speak English, it is difficult to use the terminology correctly in a various situations (), feel worried and forget what you have learnt to speak in unfamiliar situations (), and the pronunciation problems such as s, ch, sh, r, l, ed, t and th sounds ().

**4.4 Summary of the Chapter**

This chapter describes the results of the research including personal information of the samples and opinion about problems on English listening and speaking of samples. The next chapter will present about the conclusion of research, discussion, implication of the research and suggestions for the future research.

**CHAPTER 5**

**DISCUSSION AND CONCLUSION**

This chapter presents the summary of the findings, discussion of the findings, implications of the findings and suggestions for future studies

**5.1 Summary of the findings**

This research was aimed to study the problems of English listening and speaking of hotel receptionists department in Buriram Province.

The samples of this research were 54 staff who worked in hotel receptionists department of the hotels where the foreigners stayed mostly in Maung District, Buriram province. These 10 hotels included Modena by Fraser Buriram Hotel, Amari Buriram United Hotel, X2 Vibe Buriram Hotel, Cresco Buriram Hotel, Best Western Royal Buriram Hotel, Mamaison Buriram Hotel, Ray Hotel, Hop Inn Buriram Hotel, The S.G. Hotel and Buritel Hotel. The samples were asked to fill out the questionnaire that was divided into three parts: 1) personal information, 2) problems of English listening and speaking, and 3) other suggestions. The collected data analyzed by the descriptive statistics in Frequency (f), Percentage (%), Mean () and Standard Deviation (S.D.) by the SPSS Program. The evaluation of index of Item-Objective Congruence (IOC) was rated by three expert the tables were used for illustrating the results.

In conclusion, the results obtained from the samples showed that in part of questionnaire the most five problems of English listening of hotel receptionists department in Buriram province, there were English listening problem with the foreign customers’ accent, the participants rated the following aspects as the more level was English listening problem due to vocabulary limitations, English listening comprehension problem while the foreign customers speak fastly. So you cannot comprehend, English listening problem due to the pronunciation vocabulary of foreign customers and English listening problem due to lack of knowledge in English grammar. Moreover, the results showed that in part of questionnaire the most five problems of English speaking of hotel receptionists department in Buriram Province, there were cannot explain what the foreign customers want or inquire thoroughly, the participants rated the following aspects as the more level was always think in Thai before you speak English, it is difficult to use the terminology correctly in a various situations, feel worried and forget what you have learnt to speak in unfamiliar situations, and the pronunciation problems such as s, ch, sh, r, l, ed, t and th sounds.

The most problem of English listening for hotel receptionists in Buriram province was among the participants was English listening problem with the foreign customers' accent and the most problem of English speaking for hotel receptionists in Buriram province was among the participants was cannot explain what the foreign customers want or inquire thoroughly.

**5.2 Discussion of the Finding**

In this section, a discussion of the result of the general information data is followed by a discussion the problems of listening and speaking in English.

**5.2.1 Problems Found in English Listening**

The results of this research revealed the most problems of English listening of hotel receptionists department in Buriram province from August to November 2018. The Simple Random Sampling is used to calculate for the sample size selected by Krejcie and Morgan. There were 54 hotel receptionists for questionnaire.

As the results, the most problem of English listening for hotel receptionists department in Buriram Province was among the participants was English listening problem with the foreign customers’ accent, they are misunderstand with conversation and unfamiliar with the foreigner’s vocabulary. In Buriram province had foreigner customers came from various countries, perceiving different accents in English were a major communication problem for hotel receptionists. This result was similarly to the research results of Hamouda (2013) who studied *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension, and Anongnart (2011) who studied *Needs and Problems English Listening and Speaking Skills of CIMB Thai Bank Tellers*. This result indicated that was being unfamiliar with different accents of foreign customers.

**5.2.2 Problems Found in English Speaking**

The results of this research revealed the most problems of English speaking of hotel receptionists department in Buriram province from August to November 2018. The Simple Random Sampling is used to calculate for the sample size selected by Krejcie and Morgan. There were 54 hotel receptionists for questionnaire.

As the results, the most problem of English speaking for hotel receptionists department in Buriram Province was among the participants was cannot explain what the foreign customers want or inquire thoroughly, some of them cannot speak English. Some of them can speak English. They are worried and afraid to speak English when they see the foreign customers, so they cannot explain their thoughts and cannot explain what the foreign customers want. This result was similarly to the research results of Anongnart (2011) who studied *Needs and Problems English Listening and Speaking Skills of CIMB Thai Bank Tellers*. This result indicated that the tellers encountered difficulties the most in selecting appropriate vocabulary according to situations it was cannot explain what the customers want or inquire thoroughly.

**5.3 Implication of Findings**

The present investigation will beneficial to teaching and learning English for hotel course. Moreover, this result will be beneficial for hotel management to analyze this finding and organize specific plans to improve the English listening and speaking skills in the future.

**5.4 Suggestions for Future Studies**

The essential suggestions for the future research can be described as follows:

5.4.1 The future, researcher should investigate English problem of the other department in the hotel.

5.4.2 The future, researcher should able collect information from other departments in the hotel staff.

5.4.3 The future, researcher should be plan itinerary for easy to study.

5.4.4 The future, researcher should examine English problem that the hotel staff face work.

5.4.5 The future, researcher should be study computer program the best to make this research achieve quickly.

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**APPENDICES**

**Appendices A Questionnaire in English**

**Appendices B Questionnaire in Thai**

**Appendices C Index of Item Objective Congruence**

**APPENDIX A**

**QUESTIONNAIRE IN ENGLISH**

**Questionnaire**

**Problems of English Listening and Speaking for Hotel Receptionists**

**in Buriram Province**

**..................................................................**

**Instruction:** This questionnaire prepared to engage in independent research as a part of the Bachelor of Arts, majoring in English at Buriram Rajabhat University. The researchers will keep your information confidentially and use it only for the sake of education. Please answer the questionnaire truthfully. The researchers would like to thank you for taking the time to fill out of the questionnaire.

The questionnaire is divided into 3 parts as follow:

**Part 1:** Personnel information about gender, age, education background and work experience.

**Part 2:** Problems of English listening and speaking.

**Part 3:** Other suggestions

**Part 1: Personnel Information.**

**Directions:** Please put the mark 🗸 in the blank □ that matches with your information.

1. Gender

□ Male □ Female

1. Age

□ Less than 20 years □ 20-25 years

□ 26-30 years □ More than 30 years

1. Educational Background

□ Senior high school □ Vocational Certificate

□ Diploma □ Bachelor Degree

□ Master Degree □ Doctoral Degree

1. Work Experiences

□ Less than 1 year □ 1-5 years

□ 6-10 years □ More than 10 years

**Part 2: Problem of English Listening and Speaking.**

**Directions:** Please put the mark 🗸 in the blank □ that matches the reality of you only one answer.

5 = The Most 4 = More 3 = Fair 2 = Less 1 = The Least

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Level of Opinions** | | | | |
| **5** | **4** | **3** | **2** | **1** |
| **English Listening Problems** | | | | | |
| 1. You have English listening problem due to vocabulary limitations. |  |  |  |  |  |
| 2. You have English listening problem due to the pronunciation vocabulary of foreign customers. |  |  |  |  |  |
| 3. You have English listening problem with the foreign customers' accent. |  |  |  |  |  |
| 4. You have English listening comprehension problem while the foreign customers speak fastly. So you cannot comprehend. |  |  |  |  |  |
| 5. You have English listening problem due to lack of knowledge in English grammar. |  |  |  |  |  |
| 6. It is difficult to listen English vocabulary with linking words. |  |  |  |  |  |
| 7. It is difficult to main idea of foreign customers while conversation. |  |  |  |  |  |
| 8. You do not understand English idioms or phrases. |  |  |  |  |  |
| 9. You are unfamiliar with English of foreign customers accent such as Chinese, Japanese, English, French, German, etc. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **English Speaking Problems** | | | | | |
| 10. You do not dare to speak English with foreign customers when they are using the service. |  |  |  |  |  |
| 11. You have the pronunciation problems such as s, ch, sh, r, l, ed, t and th sounds. |  |  |  |  |  |
| 12. You misunderstand while you are talking with foreign customers via phone, such as room booking, food ordering and providing extra services. |  |  |  |  |  |
| 13. You confused with the pronunciation of some final sound vowels such as *food* and *foot*. |  |  |  |  |  |
| 14. You feel excited when you speak English without good preparation. |  |  |  |  |  |
| 15. It is difficult to use the terminology correctly in a various situations. |  |  |  |  |  |
| 16. You cannot explain what the foreign customers want or inquire thoroughly. |  |  |  |  |  |
| 17. You did not study English for hotel before, so you cannot speak correctly. |  |  |  |  |  |
| 18. You do not have knowledge of the hotel terminology. |  |  |  |  |  |
| 19. You feel worried and forget what you have learnt to speak in unfamiliar situations. |  |  |  |  |  |
| 20. You always think in Thai before you speak English. |  |  |  |  |  |

**Part 3: Other suggestions**

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Thank you for cooperation.

**APPENDIX B**

**QUESTIONNAIRE IN THAI**

**แบบสอบถาม**

**ปัญหาการฟังและการพูดภาษาอังกฤษของพนักงานแผนกต้อนรับของโรงแรม**

**ในจังหวัดบุรีรัมย์**

**..................................................................**

**คำชี้แจง:** แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อประกอบการค้นคว้าอิสระ ซึ่งเป็นส่วนหนึ่งของหลักสูตร ศิลปศาสตรบัณฑิต สาขาภาษาอังกฤษ มหาวิทยาลัยราชภัฏบุรีรัมย์ คณะผู้วิจัยจะจัดเก็บข้อมูลของท่านเป็นความลับและใช้เพื่อประโยชน์ในการศึกษาเท่านั้น กรุณาตอบแบบสอบถามตามความเป็นจริง และคณะผู้วิจัยขอขอบพระคุณท่านที่ได้เสียสละเวลาในการตอบแบบสอบถามในครั้งนี้

**แบบสอบถามแบ่งออกเป็น 3 ตอน ดังนี้**

**ตอนที่ 1:** ข้อมูลส่วนบุคคลประกอบด้วย เพศ,อายุ,ประวัติการศึกษาและประสบการณ์การทำงาน

**ตอนที่ 2:** ปัญหาการฟังและการพูดภาษาอังกฤษ

**ตอนที่ 3:** คำแนะนำและข้อคิดเห็นอื่น ๆ

**ตอนที่ 1: ข้อมูลส่วนบุคล**

**คำชี้แจง:** โปรดทำเครื่องหมาย 🗸 ลงในช่องว่าง □ ที่ตรงกับข้อมูลของท่าน

1. เพศ □ ชาย □ หญิง
2. อายุ □ น้อยกว่า 20 ปี □ 20-25 ปี

□ 26-30 ปี □ มากกว่า 30 ปี

1. ระดับการศึกษา □ มัธยมศึกษาตอนปลาย □ ประกาศนียบัตรวิชาชีพ

□ ประกาศนียบัตรวิชาชีพขั้นสูง □ ปริญญาตรี

□ ปริญญาโท □ ปริญญาเอก

1. ประสบการณ์การทำงาน □ น้อยกว่า 1 ปี □ 1-5 ปี

□ 6-10 ปี □ มากกว่า 10 ปี

**ตอนที่ 2: ปัญหาการฟังและการพูดภาษาอังกฤษ**

**คำชี้แจง:** โปรดทำเครื่องหมาย 🗸 ลงในช่องว่าง  ที่ตรงกับข้อมูลของท่าน

ระดับ 5 = มากที่สุด ระดับ 4 = มาก ระดับ 3 = ปานกลาง ระดับ 2 = น้อย ระดับ 1 = น้อยที่สุด

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **หัวข้อความคิดเห็น** | **ระดับความคิดเห็น** | | | | |
| **5** | **4** | **3** | **2** | **1** |
| **ปัญหาการฟังภาษาอังกฤษ** | | | | | |
| 1.คุณมีปัญหาในการฟังภาษาอังกฤษเนื่องจากข้อจำกัดในด้านคำศัพท์ |  |  |  |  |  |
| 2.คุณมีปัญหาในการฟังภาษาอังกฤษเนื่องจากการออกเสียงคำศัพท์ของลูกค้าชาวต่างชาติ |  |  |  |  |  |
| 3.คุณมีปัญหาในการฟังภาษาอังกฤษเนื่องจากสำเนียงของลูกค้าชาวต่างชาติ |  |  |  |  |  |
| 4.คุณมีปัญหาในการฟังภาษาอังกฤษเนื่องจากลูกค้าพูดเร็วและจับใจความไม่ได้ |  |  |  |  |  |
| 5.คุณมีปัญหาในการฟังภาษาอังกฤษเนื่องจากขาดความรู้ด้านไวยากรณ์ภาษาอังกฤษ ทำให้เกิดความสับสนในการเรียงลำดับประโยค หรือการจับใจความสำคัญที่แขกต้องการสื่อถึง |  |  |  |  |  |
| 6.คุณไม่เข้าใจเมื่อลูกค้าชาวต่างชาติพูดคำที่มีเสียงเชื่อมกัน เช่น pick up (พิค-คัพ), come on (คัม-มอน), watch out (วอท-เชาท) |  |  |  |  |  |
| 7.เป็นสิ่งที่ยากในการจับใจความหลักของลูกค้าชาวต่างชาติขณะที่สนทนาด้วย |  |  |  |  |  |
| 8.คุณไม่เข้าใจเกี่ยวกับสำนวนหรือวลีภาษาอังกฤษ |  |  |  |  |  |
| 9.คุณไม่คุ้นเคยกับสำเนียงภาษาอังกฤษของชาวต่างชาติประเทศต่างๆเช่น จีน, ญี่ปุ่น, อังกฤษ, ฝรั่งเศส, เยอรมัน เป็นต้น |  |  |  |  |  |
|  | | | | | |
| **ปัญหาการพูดภาษาอังกฤษ** | | | | | |
| 10.คุณไม่กล้ากล่าวทักทายลูกค้าชาวต่างชาติเมื่อมาใช้บริการ |  |  |  |  |  |
| 11.คุณมีปัญหาในการออกเสียง เช่น s, ch, sh, r, l, ed, t, th |  |  |  |  |  |
| 12.คุณไม่เข้าใจในขณะที่คุณกำลังพูดคุยกับลูกค้าต่างชาติผ่านทางโทรศัพท์ เช่น การรับจองห้องพัก, สั่งอาหาร, การให้บริการเสริม |  |  |  |  |  |
| 13.คุณสับสนกับการออกเสียงสระ Final sound บางอย่างเช่น Food และ Foot |  |  |  |  |  |
| 14.คุณจะรู้สึกตื่นเต้นเมื่อพูดภาษาอังกฤษโดยไม่ได้เตรียมตัวล่วงหน้า |  |  |  |  |  |
| 15.เป็นสิ่งที่ยากในการเลือกคำศัพท์ที่เหมาะสมที่ใช้ในหลากหลายสถานการณ์ |  |  |  |  |  |
| 16.คุณไม่สามารถอธิบายสิ่งที่ลูกค้าชาวต่างชาติต้องการหรือสงสัยได้อย่างละเอียดถี่ถ้วนได้ |  |  |  |  |  |
| 17.คุณไม่ได้เรียนภาษาอังกฤษเพื่อการโรงแรมมาก่อนจึงทำให้ไม่มารถสื่อสารภาษาอังกฤษได้เท่าที่ควร |  |  |  |  |  |
| 18.คุณไม่มีความรู้เกี่ยวกับคำศัพท์ด้านการโรงแรม จึงทำให้มีปัญหาด้านการพูดภาษาอังกฤษ |  |  |  |  |  |
| 19.คุณรู้สึกกังวลและลืมสิ่งที่คุณได้เรียนรู้ที่จะพูดในสถานการณ์ที่ไม่คุ้นเคย |  |  |  |  |  |
| 20.คุณมักจะต้องคิดเป็นภาษาไทยก่อนที่จะพูดภาษาอังกฤษทุกครั้ง |  |  |  |  |  |

**ตอนที่ 3: คำแนะนำและข้อคิดเห็นอื่น ๆ**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

ขอบคุณที่ให้ความร่วมมือ

**APPENDIX C**

**INDEX OF ITEM OBJECTIVE CONGRUENCE**

**Index of Item Objective Congruence: IOC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Opinion of experts** | | | **Total** | **IOC** | **Aggregate** |
| **Expert 1** | **Expert 2** | **Expert 3** |
| 1 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 2 | +1 | 0 | +1 | 2 | 0.67 | reasonable |
| 3 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 4 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 5 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 6 | +1 | 0 | +1 | 2 | 0.67 | reasonable |
| 7 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 8 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 9 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 10 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 11 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 12 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 13 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 14 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 15 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 16 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 17 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 18 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 19 | +1 | +1 | +1 | 3 | 1.00 | reasonable |
| 20 | +1 | +1 | +1 | 3 | 1.00 | reasonable |

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