

**FACTORS AFFECTING GRADE 10 STUDENTS ' SPEAKING SKILLS
IN EFL CLASSROOMS: AT THREE SELECTED SECONDARY
SCHOOLS OF CHOLE WOREDA, ARSI ZONE OROMIA REGIONAL
STATE**

MA THESIS

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**Factors Affecting Grade 10 Students ' Speaking Skills in EFL Classrooms:
at Three Selected Secondary Schools of Chole Woreda, Arsi Zone Oromia
Regional State**

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First I declare that this thesis is my real work and all sources of the materials used for this study have been properly acknowledged. This has been submitted in partial fulfilment of the requirements for MA degree at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution any were for the award of any academic degree.

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INITIALS AND ACRONYMS

EFL: English as a Foreign Language

ESL: English as Second Language

L1: First Language

L2: Second Language

LLSs: Language Learning Strategies

TABLE OF CONTENTS

	Page
STATEMENT OF THE AUTHOR	ii
ACKNOWLEDGEMENTS	iii
INITIALS AND ACRONYMS	iv
LIST OF TABLES	vii
LIST OF TABLES IN THE APPENDIXES	viii
ABSTRACT	ix
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	6
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Scope of the Study	7
1.7 Limitations of the study	7
2. REVIEW OF RELATED LITERATURE	8
2.1 Introduction	8
2.2 Speaking	8
2.3 The Importance of Speaking Skills	9
2.4 The Aspects of Speaking Skills	10
2.4.1 Accuracy	10
2.4.2 Fluency	11
2.5 Speaking and its Place in Language Teaching	12
2.6 Factors Affecting Speaking Skills	13
2.7 The Role of Teachers in Teaching Speaking Skills	15
2.8 The Role of Students in Learning Speaking Skills	17
2.9 Activities to Promote Speaking	19
3. RESEARCH METHODOLOGY	22
3.1 Introduction	22
3.2 Research Design	22
3.3 Research Setting	22
3.4 Participants of the Study	23
3.5. Sampling Technique and Sample Size	23
3.6 Instruments of Data Collection	23
3.6.1 Classroom observation	24
3.6.2 Questionnaire	24

3.6.3 Interviews	25
3.7 Data Collection procedures	25
3.8 Procedures of Data Analysis	25
4.DATA PRESENTATION, ANALYSIS AND DISCUSSION	26
4.1 Introduction	26
4.2 Background Information of Respondents	26
4.3 Problems that Students Face in Speaking Lessons of English Language Classes	27
4.3.1 Factors related to classroom conditions and seating arrangements	28
4.3.2 Factors Related to the Classroom Teachers' Activities	31
4.3.3 Factors Related to Teachers' Effort to Create Genuine Communication	33
4.3.4 Factors Related to Students' Effort to Improve their Speaking Proficiency	34
4.4 Factors that Hinder Students' Speaking Skills in the Classroom	36
4.5 How the Factors Influence Students' Speaking Performance and Why	37
4.5.1 Lack of Practice	38
4.5.2 Fear of Making Mistake	39
4.5.3 Lack of Self-confidence	40
4.5.4 Lack of Motivation	41
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	44
5.1. Summary	44
5.2. Conclusions	45
5.3 Recommendations	47
REFERENCES	49
APPENDIX A	52
APPENDIX B	53
APPENDIX C	55

LIST OF TABLES

Table	Page
Table 1: Background Information of the Respondents	27
Table 2: Factors related to classroom conditions and seating arrangement	28
Table 3: Factors related to the classroom teachers' activities	31
Table 4: Factors related to teachers' effort to create genuine communication	33
Table 5: Factors related to Students' effort to improve their speaking proficiency	34
Table 6: Factors that hinder students' speaking skills in the classroom	36

LIST OF TABLES IN THE APPENDIXES

Table	page
Table 1. Classroom Observation Checklist	52
Table 2. students questionnaire	54

ABSTRACT

The purpose of this study was to assess the factors affecting Grade 10 students' speaking skills in English language. Three secondary schools in Oromia region in Arsi Zone, Chole Woreda were purposively selected. To achieve the overall purpose of this study, a descriptive survey design was employed. To collect data, three data gathering instruments were utilized, i.e., classroom observation, questionnaire and interview. Seven grade ten English teachers and 110 grade ten students participated in the study via comprehensive sampling and stratified purposeful sampling, respectively. Both quantitative and qualitative data analysis methods were employed to analyze the data. Accordingly, the finding from the classroom observations revealed that classroom conditions and seating arrangements; the classroom teachers' activities; teachers' effort to create genuine communication; students' effort to improve their speaking proficiency are the factors which affect the effective implementation of speaking skills lesson in the research setting. In addition, the finding from students' questionnaire revealed that lack of exposure to practice, lack of practice in and out of the class room, poor background experience and fear of making mistakes affect speaking skills development than the other factors. Furthermore, other personality factors like lack of self-confidence and anxiety also affect speaking skills development than the other factors. Furthermore, the finding from the teachers interview revealed that the most influential factors which influence secondary school students speaking performance as identified in this section are lack of practice, lack of motivation, lack of self- confidence and lack of speaking materials. These factors are directly related to the students' speaking performance because they are central to teaching of speaking skills. Based on the above findings, it is recommended that, as speaking skill requires practice both in and out of the classroom, the Woreda education office and the schools' management should create a conducive environment for the students to help them practice speaking.

1. INTRODUCTION

1.1. Background of the Study

Language is a tool by which human beings communicate with each other. Among the languages, English is globally used and serves as international language mediator. English language has a significance role for once country progress and development. In this regard, Ethiopia is one of the countries where English language is used as a foreign language. For this reason, it has designed its own curriculum to teach English as a foreign language. English language is given as subject starting from grade one and a medium of instruction from secondary schools to higher institutions (Education and Training Policy, 1994). In Ethiopia, therefore, English language mainly serves for academic purpose. One of the academic purposes is to improve learners' competency of skills and to be proficient language users. Among the skills, the most crucial and most important skill for means of communication is speaking skills.

More importantly, English language has become the language of international affairs. English has become the language that links the world all together. It is the medium through which technological, social, political and cultural information has been transmitted. In the Ethiopian educational system, the learning of English begins at the elementary level and it gives different functions at various organizations. A document from the Federal Ministry of Education (2007) also demonstrates that English is a corner stone in the development of Ethiopia's commerce, communication systems, technology and education.

Moreover, the main aim of English language teaching in foreign language context is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). Similarly, one of the skills in EFL (English as a Foreign Language) classes is speaking. As a productive skill, it is one of the skills that teachers strive to improve, besides, one of the main aims of language teaching is to enhance communication and one of the ways in which communication takes place is through speaking (Brown & Yule, 1989).

Speaking is an active and productive skill and it plays a great role in our day to day activities. However, it seems that foreign language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field (Leong & Ahmadi, 2017). If the students do not have good background experience, they will not develop their communicative skills, particularly speaking skills. Therefore, students' background affects teaching speaking skills.

Scholars who have been able to see the important role of speaking in foreign language teaching have pointed out that the written language alone could not give the necessary competence in a foreign language as the students have been devoid of the sort of speaking skills which are highly valued within the educational system (Brown et al., 1984). Teachers, too, have begun to give recognition to the learning potential the speaking skill has and hence have started to assign a certain place for it in their class activities.

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987).

According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. The major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication (Davies & Pearse, 2000). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. According to Burns and Joyce (1997), teachers need to offer students clear reasons for speaking and how to assess their performance. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). In speaking, form

and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, physical environment and the purpose for speaking.

On the other hand, teaching speaking is a very important part of language teaching as it enhances communicative efficiency. Just like the other skills it has its own goals. To achieve these goals, teachers need to use appropriate techniques in classrooms. In connection with this, Nunan (1991) emphasizes that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the oral ability can be developed. Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar- Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance.

The current researcher, therefore, believes that students are expected to improve their speaking skills by using English language in English classroom for various interactions and they have to get exposures out of the classroom and in order to use English in their day to day communication purposes. Nonetheless, learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). If teachers want to help learners overcome their difficulties in learning speaking skill, and they should identify some factors that influence their speaking performance. To enhance teaching speaking skills, it is expected from English language teachers to work in collaboration and solve the factors that affect students' speaking skills in English classroom.

1.2 Statement of the Problem

The importance of English language is unquestionable given that it is among the few languages used for international relations. Moreover, in Ethiopia, it has a broad functional role as a medium of instruction at secondary and tertiary levels. Hence, Ethiopian secondary and tertiary level students are expected to carry out their academic activities in English language. They are required to read reference materials written in English and also required to demonstrate their understanding in the form of term paper, pair work, group work and project work presentation. Therefore, cognizant of these roles of English language in the

education system, the Ethiopian government emphasized it in the new 1994 Education and Training Policy. For instance, in the policy it is indicated that English language is given as a subject starting from grade one. In addition, the more time rendered in secondary schools (i.e., four periods per week) and the allocation of greater English contact hours at tertiary level indicate the present government's concern and commitment to improve the quality of English language in Ethiopian education system.

Despite the aforementioned reality, Ethiopian secondary school students' English language proficiency problem has been a recurring concern for teachers and researchers. In this regard, Tamene (2000) asserted that there is a widely prevailing complaint among teachers and researchers that secondary school students' English language proficiency is less than adequate to carry out the various academic activities. In addition, Negash (2006) indicates that the nature of the decline in the quality of education that prevails at secondary schools in Ethiopia mainly concerns the capacity of students to follow their lessons in English.

Negash (2006) further explains that secondary school students in Ethiopia have great difficulties to read, write, speak and above all to listen to spoken English. Specially, they cannot express their feelings and ideas in learning English as foreign/second language. This is may be due to fear of making mistakes, lack of basic speaking skills, poor speaking background, lack of self-confidence, lack of grammar and vocabulary knowledge, negative attitude towards speaking skills and so forth.

In addition, from the experiences of teaching English in secondary schools, the current researcher has observed the insufficient participation of students in English language classroom. This means, the students do not participate actively in speaking sessions. Some of the students keep silent all the time and sit passively. They do not speak English in classroom. Even sometimes, while they try to answer a simple question, they do not speak in English. Furthermore, when students are asked to discuss some issues in pairs or groups they shift the medium of instruction from English to their mother tongue language. To sum up, the researcher observed that, in English classroom students are failed to ask and answer questions, participate in group discussions, and classroom peer-teaching and oral presentations. In the same vein, English language teacher (colleagues) also complain about students' insufficient participation in speaking English. They regularly complain that the

students do not involve themselves in the speaking activities such as in pair and group discussion, role playing, oral presentation, and tasks involving speaking.

Furthermore, previous local research works have recognized that students face difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead (Tamene, 2000; Negash, 2006). Therefore, investigating the factors that affect the development of students' speaking skills has a paramount importance. Accordingly, the current researcher triggered to assess the factors that affect students' speaking skills.

Many studies have been conducted on speaking skills both locally and internationally. Therefore, even though, there is no a dearth of research in Ethiopian English language teaching context, it requires further research as the problem is still existing in the research setting. In line with this idea, there are a few local studies on speaking skills. For example, Taye (2008) and Jenenew (2006) studied how oral skills are taught. Taye made a comparative study of televised and non-televised speaking skills teaching techniques. Jenenew made a survey on teachers' and students' role in the implementation of EFL speaking classrooms. Therefore, these researchers did not assess the factors that affect students speaking skills which the current researcher believes that this research issue requires further investigation in different EFL context in sense of the contextual factors that affect students speaking skills. More importantly, as far as the literature search of the current researcher is concerned there was no study of such kind in the current research setting.

In this study, therefore, an attempt was made to assess the factors that affect the development of students' speaking skills in English language. It mainly focused on the challenges and experiences that affect students' speaking skills.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to assess factors affecting students' speaking skills in EFL classroom focusing grade ten students' English language.

1.3.2 Specific Objectives

The specific objectives of this study were:

1. To assess the problems that students face in practicing speaking skill in English language classes
2. To identify the factors that hinder students' speaking skills in the classroom.
3. To identify how and why the factors influence students' performance

1.4 Research Questions

In order to achieve the above objectives, the following basic research questions were formulated.

1. What are the problems that students face in practicing speaking skill in English Language Classes?
2. What are the factors that hinder students' speaking skills in the classroom?
3. What factors influence students' speaking performance?

1.5 Significance of the Study

Speaking is one of the productive skills that helps language learners to convey their message and has an important place in language teaching. The result of this study will benefit people who have access to it. For example, it may provide English Language teachers with valuable insights regarding the factors that affect students' speaking skills. It also raises the awareness of the teachers to equip their students with the essential skills to minimize problems that encounter in developing English speaking skills. Furthermore, it gives clues to school administrators and supervisors on giving necessary support to teaching and learning speaking skills. Finally, the study may initiate researchers to conduct further research on the same or related issues.

1.6 Scope of the Study

This study is confined to assessing factors that affect the development of speaking skills in English language classroom and during speaking lessons, with a particular reference to grade ten Sinkile, Magna and Moye secondary school students in Arsi zone Chole woreda. The schools are chosen due to their geographical proximity to the researcher. The researcher focused on assessing the problems that students face in speaking lessons of English language classes; identifying the factors that hinder students' speaking skills in the classroom and identifying how the factors influence students' performance and why?

1.7 Limitations of the study

Apart from the various minor problems that were encountered when conducting this study, the following are the major limitations of this study. Because the study is conducted in some schools in chole woreda, conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout Ethiopia. In addition, because of the constraint of time and budget and other resource constraints, it is believed that the study might have been more reliable if it was possible to increase the size of the sample population and the number of the subject schools since the larger the sample size is the better the reliability.

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature related to the topic under study. It provides a theoretical background on the concept of speaking skills. Specifically, this chapter attempted to address points such as the concept of speaking, the importance of speaking skills, the aspects of speaking skills ,i.e., accuracy and fluency, speaking and its place in language teaching factors affecting speaking skills, the role of teachers in teaching speaking skills, the role of students in teaching speaking skills and activities to promote speaking

2.2 Speaking

Speaking, as Karen (1994) defines it, it is an expressive language skill in which the speaker uses verbal symbols to communicate. When we speak, we are composing with language by constructing meaning. Speaking allows us to develop new thoughts as we create ideas. Spoken language production, or learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning for the teachers to help the students with. The practical problems are obvious. In written production, each writer writes without disturbing the rest of the class at his own speed; whereas, in the production of speech, each speaker speaks, in the meantime this speaker requires to be listen in besides, When he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown & Yule, 1989). However, compared to the teaching of other skills, speaking is more demanding on the role of the teacher than the effort other skills require (Brown &Yule, 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because; the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life.

Beside the fact that speaking is a skill, which deserves attention like other skills, both in first and second languages, learners often need to be able to speak with confidence and carry out many of their basic transactions. They may make or lose their friends because of lack of speaking skill. It is the medium part excellence social solidarity, social ranking, of professional advancement and of business. It is also a medium through which much language

is learned and which particularly conducive for learning, perhaps, then the teaching of speaking merits more thought (Bygate, 1987). Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered as the most difficult task; because in the past, written language was given more attention than speaking. Speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997). Whilst the speaking ability of students and making them use speech pattern of language they learn, and activities they are supposed to undertake must be selected carefully. Moreover, students should be encouraged to go under intensive oral exercises that are basically designed for communication purposes. Such activities according to Bygate, (1987) give students both confidence and motivation for oral practice.

2.3 The Importance of Speaking Skills

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skill, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

On the other hand, for a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. An effective speaker can gain the attention of the audience and hold it till the completion of his

message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

The main reason of learning English language is to be able to speak it, and that is because the world is becoming smaller nowadays. More and more people are using English language as a common way to communicate with each other due to the development of the technologies (the internet) and so the global economy, which lead companies and large businesses to employ people who can speak more than their own native language. English language is now officially considered as an international language, which the primary benefits of learning it is the resulting job, advance education and travel opportunities. Baker and Westrup (2003) stated that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. However, the main goal of teaching speaking in a language context is to enhance (the improvement of) the learners' communicative skills or competencies efficiency, by helping them to be fluent, accurate and more communicatively competent.

2.4 The Aspects of Speaking Skills

The two factors which could determine the success of English language learners according to BBC British council are accuracy and fluency. They are the central, the major criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use (speaking skill). Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency, in the same time to plan activities which help to evenly gain them.

2.4.1 Accuracy

In second and foreign language teaching, accuracy refers to the ability to produce grammatically correct sentences (Richards, Schmidt, Kendricks & Kim, 1992). However, Harmer (2001) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered as three criteria that most teachers have reliance on concerning the assessment of learner's command of the linguistic systems. Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors;

learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

- **Vocabulary:** which mean that learners should study words and know their meanings, their use, also they should be able to distinguish between words classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, preposition etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.
- **Grammatical structures:** Rules of words order, tense etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses etc.
- **Correct pronunciation:** production of sounds, stress patters, rhythmic structures and intonation of the language.

2.4.2 Fluency

Speaking fluently is the faculty of using the language spontaneously and confidently while communicating one's thought ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about what one's is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, 204) fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency. This latter "describes a level of proficiency in communication", which includes:

- A. the ability to produce spoken language with ease
- B. the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- C. the ability to communicate ideas effectively

D. the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication

2.5 Speaking and its Place in Language Teaching

Speaking a foreign language correctly is perhaps the most difficult of all skills. When speaking, not only is a speaker required to put words together in an understandable way, but also he/she has to speak them in an intelligible fashion (Jones, 1993). Moreover, when, for example, conversing with someone, an instant reaction or thought is called for. If, on the other hand, we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and at the same time, there could be time for second thoughts for going through what has been written again and again.

However, speaking, despite its being the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly. It has not been considered as a vehicle of learning (Haliday, 1990). It has been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate 1993).

Nevertheless, despite the little recognition given to it in educational thinking, the dynamic changes and developments in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension, for example, as the only goal of language study (Richards et al 1989). Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Brown et al. 1989). It gives life to the classroom teaching learning process.

2.6 Factors Affecting Speaking Skills

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009). The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening. Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The other factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance.

According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students'

problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency. Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

Motivation can influence and be influenced by the components of language learning. An integrative and friendly view towards the people whose language is being learned makes sensitise learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just

communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

Inhibition is a feeling of worry that stops people from telling or performing what they want. All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in betterment of their speaking skill (Mahripah, 2014).

2.7 The Role of Teachers in Teaching Speaking Skills

Learner responsibility can develop if teachers allow more room for learner involvement. In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001: 40). Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills.

He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

What, then, is your role as a language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then, you are a means to an end; an instrument to see that learning takes place. But, in addition to this general function, you have specific roles to play at different stages of the learning process (Nunan 1991: 1).

Furthermore, Nunan writes the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting. At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners. According to Nunan the role of the teacher at the production stage is to act as manager and guide/adviser. He has written his comment as follows:

... no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely.. Thus, in providing the students with activities for free expression and in discreetly watching over them as they carry them out, you take on the role of manager and guide (Nunan 1991:2).

Another important role cited by Nunan is motivation. He suggests that a teacher should motivate his students, arouse their interest and involve them in what they are doing. To do so, he mentioned some key factors that the teacher should do-the teacher's performance: his mastery of teaching skills, often dependent on careful preparation, his selection and presentations of topics and activities and his own personality (which language teaching must be flexible enough to allow him to be both authoritative and friendly at the same time). Richards and Rodgers (1986: 24) point out that teacher's roles are related to the following issues:

- the types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model.
- the degree of control the teacher has over how learning takes place.
- the degree to which the teacher is responsible for content.
- the interaction patterns that develop between teachers and learners.

2.8 The Role of Students in Learning Speaking Skills

Besides the teacher's role, students play a great role in assigning teaching speaking skills. They are expected to participate in teaching-learning process in different ways. One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991). The current researcher believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning). Scharle and Szabo (2000) point out that autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid). Hedge (2000) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her

own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- ✓ know their needs and work productively with the teacher towards the achievement of their objectives.
- ✓ learn both inside and outside the classroom.
- ✓ can take classroom based material and can build on it.
- ✓ know how to use resources independently.
- ✓ adjust their learning strategies when necessary to improve learning.
- ✓ manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991). Furthermore, Dickinson (1995) characterizes autonomous learners as „those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning”. Kohonen et al. (2001) insists that learners need to develop the following kinds of capacities:

- ✓ **Confidence:** sense of control and mastery of one's body, behavior and the world.
- ✓ **Curiosity:** desire to find out about things.
- ✓ **Intentionality:** capacity to work with persistence and develop a sense of competence.
- ✓ **Self-control:** ability to modulate and control one's action appropriately.
- ✓ **Relatedness:** ability to engage with others.
- ✓ **Communication:** ability to exchange idea, feelings and experiences with others developing trusts in others.
- ✓ **Cooperation:** balancing one's needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer, 2001). Besides, she claims that to compensate for the limits

of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001).

2.9 Activities to Promote Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

There are many activities to promote students' speaking skills. These include:

Discussion: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

Role Play: Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 1984)

Simulations: Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Information Gap: In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brain Storming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling :Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Interviews :Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion: For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards: In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

Picture Narrating : This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing: For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Differences : For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

3. RESEARCH METHODOLOGY

3.1 Introduction

This study attempted to assess the factors that affect students' speaking skills in English language. It mainly focused on the challenges and experiences that affect students' speaking skills in Arsi Zone Chole Woreda, Sinkile, Moye and Magna lagabuna secondary Schools. In this chapter, therefore, issues regarding research design, teacher and student participants of the study are discussed in line with the sampling procedures employed to select them. In addition, the different data gathering tools and data analysis procedures are also explained.

3.2 Research Design

In this study, descriptive survey design was employed. Since this study assessed the factors that affect the development of students' speaking skills in the English language, this design is preferred over other research designs. Survey research is used to determine individual beliefs, opinions and attitudes about different issues (Cohen, Manson and Morrison, 2007; Cresswell, 2012). Furthermore, the researcher employed descriptive survey mainly because he believed that it was suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process during speaking sessions and the factors that affect students speaking skills in the research setting. This kind of research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation (Mertens, 2010). It is used to establish the existence of phenomena by explicitly describing them.

3.3 Research Setting

The study was conducted at Sinkile, Moye and Magna lagabuna secondary schools, which is found in Arsi Zone in Chole Woreda. The schools were chosen for their geographical proximity to the researcher. Moreover, as far as the researcher experience is concerned students' speaking problem is severe, so he believes that it requires research based solution. Put differently, the factors should be studied.

3.4 Participants of the Study

The participants of this study were secondary school English language teachers and their respective students in Sinkile, Moye and Magna lagabuna secondary schools in Oromia regional state in Arsi Zone in Chole Woreda. The students who participated in this study were grade ten students. Grade ten students were selected because the researcher believed that they can provide pertinent information about the issue of the investigation when compared with the other students in the schools. According to the data base in 2012 E.C, in the aforementioned three secondary schools, there are 540 grade ten students and 7 BA degree holder English language teachers who teach those students. In this study, all English teachers, who have similar educational background and experience participated in the study.

3.5. Sampling Technique and Sample Size

Sinkile, Moye and Magna lagabuna secondary schools were purposefully selected to be the setting of the study because of their accessibility and familiarity to the researcher. As the teachers in the research setting were few in numbers and manageable all the seven English teachers were included using comprehensive sampling. According to Kotari (2004) in survey research 20% of the population is representative. Accordingly, from the total number of 540 grade ten students in nine sections in Sinkile, Moye and Magna lagabuna secondary schools in 2012 E.C., 110 students were taken as a simple size. To this end, students of Sinkile, Magna lagabuna and Moye secondary Schools were selected using stratified purposeful sampling. Stratified purposeful sampling is a combination of sampling strategies such that sub-groups are chosen based on specified criteria, and a sample of cases is then selected within those strata (Mertens, 2010).

3.6 Instruments of Data Collection

To assess the factors that affect students' speaking skills in the English language, three data gathering instruments will be employed. These include questionnaire, interviews, and focus group discussion.

3.6.1 Classroom observation

Classroom observation is one of the instruments intended to analyze what the classroom practice look like in teaching speaking skills in the research setting. In this regard, although teachers and students engage in the practice of teaching speaking skill, it is inevitable that there are different factors that hinder an effective practice of teaching speaking skill in the classroom. The classroom observation, therefore, attempted to answer research question one which attempt to assess the problems that students face in speaking lessons of English language classes.

Accordingly, the observation checklist incorporated factors which relate with classroom conditions and seating arrangements; the classroom teachers' activities; teachers' effort to create genuine communication; students' effort to improve their speaking proficiency. The classroom observation was conducted with six English language teachers, two from each secondary school. Each teacher was observed twice. In this study, therefore, twelve speaking skills lessons were observed to answer the first research question of the current study. The classroom observation checklist was adopted from different literature and previous research works.

3.6.2 Questionnaire

A questionnaire which consisted of both closed and open-ended questions were administered for student participants. The questionnaire consists of 12 items was administered for student participants. The questionnaire has four Likarte Scale (See Appendix-B). The questions in the questionnaire attempted to answer research questions two of the current study. The second research question in this study sought to identify the factors that hinder students' to speak in the classroom. On the other hand, to secure the validity of the questionnaire, the draft questionnaire was given for colleagues and after receiving and incorporating the colleagues comment, it is also submitted for advisors to comment on it. Accordingly, both colleagues and advisors provided feedback on the content and format of the questionnaire. This helped to secure the validity of the questionnaire.

3.6.3 Interviews

To triangulate and enrich the data which were collected via questionnaire and observation, a semi-structured interview was employed. The interview was conducted with teacher participants. The structured interview was conducted with six teachers, two from each secondary school. In the interview protocol, three specific questions were raised for each factor (See Appendix-C). For example, for the first factor: Lack of Practice, the following questions were raised for each interviewee.

How lack of practice affect students' speaking performance?

Why? (What are the causes of students' lack of practice?)

What do you think is the solution to overcome students' lack of practice?

Furthermore, the teacher participants were asked " *What other factors affect students speaking performance? how and why?*".

3.7 Data Collection procedures

In this study, first data were collected from student participants via questionnaire. Following this, a classroom observation was conducted. Finally, interview was conducted with teachers.

3.8 Procedures of Data Analysis

The data which was obtained from classroom observation was analyzed both quantitatively and qualitatively. In addition, the data which was obtained from student participants through questionnaires were analyzed using frequency counting and percentages quantitatively. Following this, the data which were obtained from teacher participants via interview were analyzed qualitatively. The analysis of the qualitative data which were collected from interview followed three steps. Firstly, listening to the interview cassette and writing down the opinions stated for each questions, secondly, reading through all statements and classifying the answers of each interviewee, thirdly, reviewing all answers given for each question.

4.DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The main purpose of this study was to assess the factors affecting students' speaking skills in English language: the case of three secondary schools grade ten students in Arsi Zone, Chole Woreda. To achieve the overall purpose of this study, a descriptive survey design was employed. Furthermore, to assess the problems that students face in speaking lessons of English language classes, a classroom observation was conducted. In addition, to identify the factors that hinder students' speaking skills in the classroom, a questionnaire was administered for student participants. And, to describe how the factors influence students' performance and why?, a semi-structured interview was conducted with English language teacher participants.

On the other hand, the collected data were analyzed quantitatively and qualitatively based on the form of the data, i.e., quantitative data were analyzed quantitatively and qualitative data were analyzed qualitatively. Data presentation, analysis and discussion was performed based on the order of the research questions.

4.2 Background Information of Respondents

In this study, the sources of information were both English language teachers and students. The teacher and student participants were selected from three secondary schools (Sinkile, Magna Legabuna and Moye). Accordingly, the teacher and student participants background information (profile) are presented in Table 1 below

Table 1: Background Information of the Respondents

No	Items		Teachers	Students
			N=7	N=110
1	Sex	Male	6 (85.71%)	58(52.73.71%)
		Female	1 (14.28%)	52(47.27%)
2	Educational qualification	Diploma	-	Grade ten
		BA Degree	7	
		MA Degree	-	

As Table 1 above clearly indicates, the number of English language teachers who involved in the current study was seven . From the seven English teachers, Table 1 illustrates that 6 (85.71%) of them are male, and the remaining 1 (14.28%) is female. This data implies that the female English teachers are limited in number in the research setting. In addition, Table 1 demonstrates that all the English teacher participants were first degree holders. This data implies that since all of the teacher participants are first degree holders, according to the Ethiopian teachers training policy, they have the required qualification to teach secondary school students.

4.3 the problems that students face in practicing speaking skill in English language classes

The first research question in this study wanted to assess the problems that students face in practicing speaking skills in English language classes. To answer this research question, a classroom observation was conducted with six English language teachers, two from each secondary school. Each teacher was observed twice. In this study, therefore, twelve speaking skills lessons were observed to answer the first research question of the current study. The factors that hinder the teaching of speaking skill in English classrooms in the research setting are presented based on the data gained from the twelve classroom speaking skills lesson observation. In this section , therefore, an attempt has been made to demonstrate to what extent the factors hinder an effective practice of teaching speaking skill in the classroom.

The classroom lesson observation checklist consists of four broad categories about problems that students face in speaking lessons of English language classes (See Appendix-A). The categories include: classroom condition and seating arrangement, the classroom teachers' activities, teachers strategies used to create genuine communication, and students' effort to improve their speaking proficiency in the classroom. In the following consecutive sections, an attempt has been made to present, analyze and discuss the collected data based on the categories made on the observation checklist. The observation checklist has a "Yes" and "No" option pertaining to the existence of the factors. Moreover, it has a remark column to document the issue qualitatively.

4.3.1 Factors related to classroom conditions and seating arrangements

Although teachers and students engage in the practice of teaching speaking skill, it is inevitable that there are different factors that hinder an effective practice of teaching speaking skill in the classroom. Accordingly, one of the factors relate with classroom conditions and seating arrangements. Pertaining to the factors related to classroom conditions and seating arrangements three specific items (specific factors) were incorporated in the observation checklist. The table below presents data regarding how the classroom conditions and seating arrangements are obstacles to deliver effective speaking skills lesson in English classroom in the research setting.

Table 2: Factors related to classroom conditions and seating arrangements

No	List of Items	Observation Results				Total	
		yes		No			
		No	%	No	%	No	%
1	There are enough seating space for all students in the class	2	16.66	10	83.33	12	100
2	Chairs and tables are easily moveable	4	33.33	8	66.66	12	100
3	The number of students/class size is appropriate	0	0	12	100	12	100

As it can be seen from Table 2, the seating space was found to be not suitable for all students in most of the observed classrooms. Specifically, the classroom observation indicated that among the six classrooms, i.e., twelve lessons observed only 2(16.66%) of them had enough seating spaces which allow effective practice of speaking skills session. However, the rest classrooms ,i.e., 10(83.33%) had no enough spaces for all students which could be a hindering factor for effective practice of teaching speaking skills. In addition to this, as indicated in Table 2, the classroom observation indicated that only 4 (33.33%) of the observation indicates that chairs and tables are easily moveable. However, the observation result indicated that in many of the classrooms ,i.e., 8(66.66%) , the chairs and tables are not easily moveable. This could be a challenge to make students work in groups.

From the aforementioned data it can be inferred that absence of enough seating space for all students in the class and unmovable chairs and tables are challenges to deliver an effective speaking skills lessons. In connection with this, Squazzin and Graan (1998) confirmed that the physical environment (classroom arrangement, classroom appearance and layout) contribute a lot to promote student centered learning. This is mainly because the student-center approach of teaching language requires conducive classroom environment. Therefore, this data imply that it is difficult to practice speaking skill in many of the classrooms in the research setting. Moreover, as it is stated in Silverman (1996) if the classroom arrangement is not appropriate, it is difficult to have active and communicative environment. He further explains if the physical environment (classroom condition) is favorable, it facilitates interactive learning. Furthermore, as it is explained in YE Jin (2007), in communicative classrooms the desks and chairs should be arranged in such a way that students can look directly at one another to create interactions among them. Despite this fact, in most classrooms that were observed for the sake of this study indicated that such kind of classroom condition were not observed.

Furthermore, with regard to the issue of the number of students/class size in the classroom, the classroom observation proved that the number of students per class (class size) was not appropriate to teach speaking skill. Table 2 specifically showed that none of the observed classrooms had appropriate class size. The remark taken during the observation indicates that the number of students ranges from 68-74. This data, therefore, indicates that there is a large class size in the research setting. Therefore, the situation in the research setting is not in good conformity with essence of student centered language teaching approach. pertaining to the issue of class size, Hayes (1997) explains that the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. However, this ideal class size is against the observed reality of classroom size in the research setting. When the class size increases, teachers and students face many challenges that impede them not to create interactive classroom (Smith, 1996).The challenge is worse in speaking skills.

To practice speaking skills in the classroom, a conducive classroom condition is essential. If the classroom condition is not convenient, it is difficult to practice speaking skill in large

English language classroom context and it makes challenging for both teachers and students in order to make speaking activities interactive (Harmer, 2000). Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students in their process of teaching and learning. Therefore, large class size is one of the factors that hinder to teach speaking skill in the research setting.

In sum, the classroom observations revealed that the classroom conditions and seating arrangements is not suitable for the teaching and learning process in general and teaching speaking skills in particular. The teaching of speaking skill requires moveable chairs and relaxed classroom conditions. However, this was not observed in the observed classrooms. As the researcher observed, the number of the students and the class size were not fit. In most observed classes there were a large number of students with immovable chairs and tables. So, what the classroom teacher were doing is standing at the front and delivering a lecture. However, this is not the characteristics of language teacher particularly in communicative language teaching approach. Nevertheless, it could be noted that even though the teachers have the desire to implement active learning methods, the classroom situation did not allow them. So, in this study, classroom conditions and seating arrangements (lack of enough seating space for all students in the classroom, lack of moveable chairs and large class size and large class size) are the factors which affect the effective implementation of speaking skills lesson in the research setting.

Despite the aforementioned findings, Squazzin and Graan (1998) confirmed that the physical environment such as classroom arrangement, classroom appearance and layout contribute a lot to promote student centered learning. This implies that it is difficult to practice speaking skill in many of the classrooms. If the classroom arrangement is not appropriate, it is difficult to have active and communicative environment (Silverman, 1996). He further explained that if the physical environment (classroom condition) is favorable, it facilitates interactive learning. Furthermore, as it is explained in YE Jin (2007), in communicative classrooms the desks should be arranged in such a way that students can look directly at one another to create interactions among students. However, in most classrooms these kinds of classroom arrangements were not seen.

4.3.2 Factors Related to the Classroom Teachers' Activities

With regard to the factors in relation to the classroom teachers' activities four points were the focus of the classroom observation. Table 3 below presents the result of the classroom observations.

Table 3: Factors related to the classroom teachers' activities

No	List of Items	Observation Results				Total	
		Yes		No			
		N	%	N	%	N	%
1	Arrange students to do the speaking lessons in pairs or	4	33.33	8	66.66	12	100
2	Moves round the classroom and encourages students while pair or group discussions are taking place	2	16.66	10	83.33	12	100
3	Allow students to come to the front and practice	1	8.33	11	91.66	12	100
4	Provide frequent positive comment about students Activity	4	33.33	8	66.66	12	100

Table 3 above illustrates that most of the teacher participants did not arrange students in pairs or groups in speaking activities. In other words, the majority of the observed teachers did not arrange their students neither in pair work nor in group works. More specifically, data obtained from the classroom observation indicated that in 8 (66.66) observations, the teachers did not arrange students neither in pair works nor in group works which could create a good opportunity to create a conducive environment for students to practice speaking skills. In fact, in 4 (33.33) observations, the observation data showed that teachers arranged students to do the speaking lessons in pairs or group works. In connection with this issue, it is explained that in the communicative language teaching classroom, most of the class time should be covered by students' activities (Harmer, 1991). However, as the classroom observation revealed in the current study, most of the class time was covered by the teachers. This could be leveled as a teacher-centered approach of language learning.

Similarly, pertaining to whether or not the classroom teacher moves round the classroom and encourages students while pair or group discussions, the data obtained from classroom observation in Table 3 revealed that in the 10 (83.33) of the observation the

teachers did not move around the classroom and encourage students while students perform speaking skills activities. However, Table 3 illustrates that in only 2 (16.66) observations the teacher monitored the students' participation in their activities by moving in the classrooms. This implies that in most classes the classroom teachers were not doing what is expected from them in order to facilitate the students' classroom interaction and communication. In fact, this may not be because of the teachers lack of willingness to facilitate the teaching learning process, as the classroom environment is not conducive. Furthermore, with regard to the item which concerned whether or not the teacher allow students to come to the front and practice the speaking activities, the classroom observation indicated that, except in one observation, in all the classroom observations the teachers did not allow their students to come to the front and practice speaking activities (See Table-3). From this data it can be inferred that the students did not get the opportunity to practice in front of their classmate which is very important to develop not only their speaking skills but also their self confidence in their future life to speak in front of people.

The other item in this category is regards whether or not the teachers provide frequent positive comment about students activity. Accordingly, the observation data in Table 3 revealed that in 8 (66.66) observations, the observed teachers did not provide frequent positive comments for the students. In fact, Table 3 indicates that in 4 (33.33) observations, the observation data showed that the observed teachers provided frequent positive comments for students. However, in communicative language teaching (student-centered) approach it is expected of the teacher to provide frequent positive comments to make students active participants and to facilitate the teaching and learning process. Moreover, in speaking sessions it is expected of teachers to employ various motivational strategies as students may feel shy to practice speaking.

From the data analysis of this sub-section, it can be inferred that there are factors which relate with classroom teachers activities. Specifically, the majority of the teacher participants did not provide frequent positive comment about students activity, moves round the classroom and encourages students while pair or group discussions are taking place, allow students to come to the front and practice speaking and arrange students to do the speaking lessons in pairs or groups. However, in the contrary to the aforementioned findings,

Harmer (1991) states that in the communicative language teaching classroom, most of the class time should be covered by students' activities. As it is stated in YE Jin (2007), the classroom teacher should facilitate the communicative process among all learners and between students and various tasks. He further explains that a teacher also gives guidance and advice when necessary.

4.3.3 Factors Related to Teachers' Effort to Create Genuine Communication

With regard to factors related to teachers' effort to create genuine communication, an attempt was made to document three points during the classroom observation. Table 4 below demonstrates the result obtained.

Table 4: Factors related to teachers' effort to create genuine communication

No	List of Items	Observation Results				Total	
		Yes		No			
		N	%	N	%	N	%
1	encourage or motivate students to draw their attention	4	33.3	8	66.66	12	100
2	raises real life issues in order to facilitate speaking	2	16.6	10	83.33	12	100
3	provides context so create meaningful interaction	2	16.6	10	83.33	12	100

Pertaining to the factors related to teachers' effort to create genuine communication, three points were incorporated in the observation checklist. Accordingly, in Table 4, the classroom observation result indicates that in some of the observed sessions, the classroom teachers were attempting to encourage students to draw their attention. Specifically, Table 4 indicates that out of 12 observed sessions, in 4 sessions, the classroom teachers motivated their students to draw their attention. However, in the rest 8 sessions, it was observed that the observed teachers were not encouraging or motivating their students. On the other hand, out of 12 observed sessions only in 2 sessions showed that the classroom teacher raised real life issues in order to facilitate speaking lessons. Nonetheless, in the 10 of the classroom observation sessions, the classroom teachers were not using students' real life situations in order to facilitate speaking lessons. Therefore, from the aforementioned data it can be discerned that the majority of the observed teachers in the research setting did not

encourage or motivate students to draw their attention and did not raise real life issues in order to facilitate speaking lessons.

However, Alan et al.,(2004) explicated that good teachers encourage contacts with students, encourage students communication with the target language, allow students reflect on their learning and try to relate to their daily lives, provide prompt feedback on performance and respect diverse talents and ways of learning. Furthermore, Doriney (2001) elaborated that foreign language teachers should use various motivational strategies to enhance students motivation and make them active participant. Despite this fact, the collected data in this study indicated that the classroom teachers were not observed doing the aforementioned scholars' suggestions.

The other item in this category is whether or not the teachers provide context to create meaningful interaction. Table 4, therefore, indicated that out of 12 observed sessions only in 2 sessions showed that the classroom teacher was providing contexts to make the interaction meaningful. Nonetheless, in the 10 of the classroom observation sessions, the classroom teachers were not providing context to create meaningful interaction. The observed teachers were teaching what was already presented in the students' textbook. However, to facilitate learning and to make it meaningful, Brown (1994) suggests that authentic language in real life context should be provided and students must be encouraged to produce language for genuine and meaningful communication. Despite this, the observed classroom teachers were not observed when performing this.

4.3.4 Factors Related to Students' Effort to Improve their Speaking Proficiency

One of the last factors which is raised as problem that students face in speaking lesson concerns about students' themselves. In this sub-section points such as whether or not student participants speak freely without worrying about making mistakes, willing to practice speaking with other students, and motivated to ask questions in English in the classroom are included in the observation checklist. Accordingly, Table 5 below indicates the result of the classroom observations.

Table 5: Factors related to Students' effort to improve their speaking proficiency

No	List of Items	Observation Results				Total	
		Yes		No			
		N	%	N	%	N	%
1	Speak freely without worrying about making	2	16.66	10	83.33	12	100
2	Willingness to practice speaking with other	3	25	9	75	12	100
3	Motivated to ask questions in English in the	1	8.33	11	91.66	12	100

As illustrated in Table 5 above, the observation result indicates that the students were not making effort with regard to factors related to students' effort to improve their speaking proficiency. In learning a foreign language, making mistake is considered as sign of learning (Dorneiye, 2001). However, the result in Table 5 indicates that only 2 (16.66%) of the twelve lessons observations the students speak freely without worrying about making mistakes. However, 10(83.33%) of the students did not speak freely without worrying about making mistakes. In addition, Speaking ability is developed through practice with others, but most students were not observed showing willingness to practice speaking with other students. As indicated in Table 5, the observation result shows, out of twelve sessions observed, in 3 (25%) of the sessions, the students were seen when they practice speaking with other students. However, in 9 session, the students were not willing to practice speaking skill with other classmates. On the other hand, the classroom observation also indicated that the students lack motivation to ask their teacher in speaking sessions. This indirectly tell us that the students were not using the opportunity to practice speaking in the classroom. In this regard, Table 5 illustrates that 1 (8.33%) of the twelve lessons observed that the students motivated to ask questions in English in the classroom. Conversely, in the remaining 11 (91.66) lesson observations the students were not motivated to ask questions in English in the classroom.

From the above data, it can be inferred that the factors that affect students speaking development also emanates from the students themselves. This is because it is expected of the students to speak freely without worrying about making mistakes. In fact, it is expected of teachers to encourage them. In addition, it is expected of the students to practice speaking with other students as speaking skill requires practice. Moreover, the

students need to be motivated to ask questions in English in the classroom to create interaction with the teacher. This may pave the way for language input from the teacher. Therefore, on top of the other factors, factors related to students' effort to improve their speaking proficiency is also affects students speaking skills development.

4.4 Factors that Hinder Students' Speaking Skills in the Classroom

The second research question in this study sought to identify the factors that hinder students' to speak in the classroom. To address this research question, a questionnaire which consists of 12 items was administered for student participants. The questionnaire has four Likarte Scale (See Appendix-B). The result of the questionnaire, therefore, attempted to indicate the students' responses concerning the extent to which the factors affect speaking skills in the classroom. The following table illustrates the results found from the students' questionnaire.

Table 6: Factors that hinder students' speaking skills in the classroom

No	Items	Responses									
		Almost		Some		Rarely		Not at all		Total	
		Always		times							
		No	%	No	%	No	%	No	%	No	%
1	Poor grammar knowledge	47	42.72	39	35.45	14	12.72	10	9.09	110	100
2	Fear of making mistakes	54	49.09	31	28.18	14	12.72	11	10	110	100
3	Lack of practice in and out of the class room	62	56.36	27	24.54	11	10	10	9.09	110	100
4	Teachers focus on knowledge than practice	41	37.27	39	35.45	18	16.36	12	10.90	110	100
5	Teachers' teaching approach does not help to promote speaking skill	39	35.45	28	25.45	17	15.45	23	20.90	110	100
6	Shortage of vocabularies	32	29.09	33	30	23	20.90	12	10.90	110	100
7	Lack of exposure to practice	68	61.81	28	25.45	9	8.18	5	4.54	110	100
8	Poor background experience	57	51.81	35	31.81	12	10.90	6	5.45	110	100
9	Lack of motivation	47	42.72	32	29.09	21	19.09	12	10.90	110	100
10	Lack of self-confidence	49	44.54	39	35.45	16	14.54	6	5.45	110	100
11	Anxiety	49	44.54	35	31.81	15	13.63	11	10	110	100
12	Shyness	42	38.18	35	31.81	21	19.09	12	10.90	110	100

As Table 6 above demonstrates, one can grasp four important points regarding factors that affect teaching speaking skills. The first one is that lack of exposure to practice in which 68 (61.81%) of the participants indicated that it affects them almost always. From this we can understand that the students did not get good exposure to practice speaking skills commencing from lower grades. Nevertheless,, exposure is one of the influencing factors that greatly affect students" speaking skills. Exposure may include lack of English speaking community in students" environment, and other situations such as lack of English club and debate in English. The second point is also similar with the first one, i.e., lack of practice in and out of the classroom, in which 62 (56.36%) of the participants indicated that it affects them almost always. As it is repeatedly explained, speaking skill requires practice both in and out of the classroom. So, from this finding it can be understood that a conducive environment should be created for the students to help them practice speaking.

The third point is poor background experience in which 57 (51.81%) of the participants indicated that it affects them almost always. The fourth point is psychological factor, i.e., Fear of making mistakes in which 54 (49.09%) of the participants indicated that it affects them almost always. To sum up, according to this study, lack of exposure to practice, Lack of practice in and out of the class room, poor background experience and fear of making mistakes affect speaking skills development than the other factors. Furthermore, other personality factors like Lack of self- confidence and anxiety also affect speaking skills development than the other factors.

4.5 How and why the Factors Influence Students' Speaking Performance

The third research question of this study wanted to uncover how the factors affect students speaking skills performance and why? To address this research question, a semi structured interview was conducted with six teachers, two from each secondary school. In the interview protocol, three specific questions were raised for each factor (See Appendix-C). For example, for the first factor: Lack of Practice, the following questions were raised for each interviewee.

How lack of practice affect students' speaking performance?

Why? (What are the causes of students' lack of practice?)

What do you think is the solution to overcome students' lack of practice?

Furthermore, the teacher participants were asked " *What other factors affect students speaking performance? how and why?*". To analyze the collected data the teacher participants were given a code T1, T2, T3, T4, T5 and T6 and the collected data were analyzed qualitatively based on the order of the question on the interview protocol (See Appendix-C). Accordingly, the first factor was lack of practice.

4.5.1 Lack of Practice

The first major factor which was incorporated in the interview protocol was lack of practice. Pertaining to this issue, the majorities of the teachers replied that lack of practice is the major factor that affect the development of students' speaking skills. For instance, T3 replied as follows:

As far as my experience is concerned, beginning from elementary grades up to the secondary level the students do not actively participate in speaking activities. Whenever the teachers provide students speaking activities they do not try them in English, rather they prefer to utilize their mother tongue to express their ideas. They are not as such encouraged to speak in English language.

Furthermore, the majority of the teachers replied that during English classes students are afraid of using the English language because if they use the English language to convey their message they may fear that they may make mistake. Consequently, they completely avoid practicing the English language. For instance, T5 replied that

The majorities of the students do not have self-confidence in speaking English language and as a result they do not practice during speaking activities. The reasons are might be due to lack of basic language knowledge. As a result instead of committing mistakes and being laughed at, they restrict themselves from speaking due to fear of making mistakes which is the consequence of losing self-confidence

On similar issue, another participant T6 added that:

Most students do not have self-confidence. Only a few of them seem to have self- confidence. Because, they afraid of making mistakes in expressing them-selves and their classmate might laugh at them. As a result the students do not practice in the classroom and poor in speaking skills

On the other hand the interviewed teachers commonly forwarded a solution to overcome this challenge. They commonly suggested that teachers need to encourage students to practice the language as the same time they need to create conducive environment for the students to make them practice the language.

4.5.2 Fear of Making Mistake

The second factor which is incorporated in the interview protocol was fear of making mistake. As it is explained before, three questions were raised for this factor. How fear of making mistake affect students' speaking performance?; why? (what are the causes of students' fear of making mistake?)and what do you think is the solution to overcome students' fear of making mistake?

Accordingly, regarding fear of making mistake, most of the interviewee agree that it is the main factor that hinder students to speak in English class. Specifically, T2, T4 and T5 explicated that this kind of hindrance make students to be reluctant to speak English in the classroom. The majority of the interviewee indicted that the cause of students fear of making mistake is because they are afraid of being laughed by their classmates. This data is in good conformity with the reports by Kurtus (2001) and Frank Middleton (2009) who stated that students are afraid of making mistake because they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Therefore, fear of making mistake is one the factors that students encounter when they wanted to speak in the classroom which eventually hinders them from speaking in English class and their speaking development.

On the other hand, with regard to fear of making mistake, the teacher participants forwarded some solution to overcome this difficulty. The majority of the teachers (T1, T3,

T5 and T6) indicated that improving the students self-confidence will become the solution to overcome students fear of making mistake. As it is indicated above, students feel afraid of making mistake as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking and they are afraid of looking foolish in front of other people. In connection with this idea, T4 responded as follows:

it's very important for EFL teachers to inform and convince their students that they do not have to worry to express their ideas through speaking since the language is a foreign language that everyone in the class is also studying the language and has the same problem. In other words it's natural if they make mistake.

In fact, second language acquisition theory indicates that making mistake is sign of learning. Therefore, how to treat students' mistakes in communication will become the key to carry out a communication (Zua, 2008). Furthermore, she argues if the teacher corrects students' error at an unsuitable time he or she will lose his linguistic confidence. Therefore, from this finding it can be learned that teachers should use various motivational strategies so as to make their students do not fear to make mistakes.

4.5.3 Lack of Self-confidence

Pertaining to lack of confidence, teacher participants indicated that this feeling is an obstacle for students to speak in English classroom. As T4, T6 replied the cause of feeling of lack of confidence is students inability to speak English. In line with the two teachers response, Brown(2001) states that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language. This kind of feeling, for sure, hinders them from trying to speak English. From the above discussion one can understand three important points. The first one is that students' poor background of the language knowledge affects their confidence in speaking English. Accordingly, T1 suggested that the teachers should concern with this issue, since it will influence students' achievement and participation. In this regard, it is stated that speaking ability and aural comprehension can

inhibit learning achievement when second language students have lack of confidence in their class participation(Kubo (2009). The current researcher also agrees that the teachers should concern with this issue, since it will influence students' achievement and participation.

Regarding lack of confidence, the teacher participants addressed the solutions and suggested both for the students and for teachers themselves. For the students, T3 suggested the following; " *the students should try to keep practicing speaking and they should ignore all the things that would make him/her lost his/her confidence*". Furthermore, from the teachers side T6 forwarded the following: "*teacher should give the students more chances to speak English*" . These suggestions relate to the idea of the importance of maximizing students' exposure to English and allowing students to experience repeated success with target language use as the strategies to build students' confidence (Dörnyei 2001). Furthermore, Kubo (2009) explained that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely, thus it will make students experienced a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking or practicing. In other words, the students need to know that teacher does not expect them to speak perfect English and teacher realizes it takes time and effort for them to learn to converse in English.

4.5.4 Lack of Motivation

The other factor is lack of motivation. Accordingly, as all teacher participants explained insufficient motivation on the part of students is one of the most challenging problems in the process of foreign language learning in general in speaking sessions in particular. However, teacher should concern about this issue since motivation is a key consideration in determining the preparedness of learners to communicate (Nunan, 1999). Motivation has been widely

considered as one of the key factors that influence the rate and success of foreign language learning (Dörnyei, 2001). It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process (Dörnyei,

2005). Without sufficient motivation, Dornyei added that even individuals with the most remarkable abilities cannot accomplish long-term goals of language learning. Therefore, from the above discussion, one can understand that students' lack of motivation hinders their ability to express themselves in English language.

With regard to lack of motivation, the teacher participants forwarded their solutions to overcome lack of motivation. For instance, T2 focused the solution on the teachers by saying that teachers should teach in interactive way in order to avoid monotonous class situation. More importantly, T1, T4 and T5 indicated that to overcome lack of motivation teachers should use various motivational strategies to enhance students' language learning motivation. In this regard, it is widely accepted that motivating students and keeping them motivated during the tenure of their studies rests mainly with language teachers (Dornyei, 2001; Alderman, 2004). More specifically, Dörnyei (2001) confirms that there is no doubt that students' motivation can be consciously increased by using creative techniques i.e., motivational strategies. Therefore, it can be discerned that teachers have the power to motivate students to make effort and persist in their effort using various motivational strategies in the classroom.

Furthermore, Dornyei (2001) suggested that teachers in order to enhance students motivation forwarded four stages to encourage students' motivation as follows:

The *first stage* is to create motivating condition for learning. This means creating a pleasant and supportive environment in the classroom.

The *second stage* is to introduce initial motivating techniques by creating materials that are relevant for the students.

The *next stage* is to take care to maintain and to protect students' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among students.

The *last stage* is to turn evaluation and feedback into positive experiences.

Therefore, following Dornyei (2001) system of motivational strategies for foreign language teachers, it can be possible to enhance students language learning motivation.

On the other hand, , the teacher participants were also asked to add other factors that affect students speaking performance? why?. Therefore, the teachers commonly replied that lack of speaking materials are the most influential factors that exert the impact or influence on students speaking performance in the research setting. In other words, the other factor is lack of speaking materials like CD and language laboratory center. The participant replied that materials are important in improving speaking skills, absence of them exerts the influence on students speaking skills. According to the participants, lack of speaking materials are the influential factors that influence students performance because they are very helpful in improving students speaking skills.

In general, the most influential factors which influence secondary school students speaking performance as identified in this section are lack of practice, lack of motivation, lack of self- confidence and lack of speaking materials. These factors are directly related to the students' speaking performance because they are central to teaching of speaking skills.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main goal of this study was to assess the factors affecting students' speaking skills in English language: the case of three secondary schools grade ten students in Arsi Zone, Chole Woreda. Specifically, an attempt was made to assess the problems that students face in practicing speaking skills in English language classes; to identify the factors that hinder students' speaking skills in the classroom and to describe how and why the factors influence students' performance?

To achieve the purpose of this study, a descriptive survey design was employed. Furthermore, to collect data, three data gathering instruments were utilized, i.e., classroom observation, questionnaire and interview. More specifically, to assess the problems that students face in speaking lessons of English language classes, a classroom observation was conducted. In addition, to identify the factors that hinder students' speaking skills in the classroom, a questionnaire was administered for student participants. And, to describe how the factors influence students' performance and why?, a semi-structured interview was conducted with English language teacher participants. The collected data were analyzed quantitatively and qualitatively based on the form of the data, i.e., quantitative data were analyzed quantitatively and qualitative data were analyzed qualitatively. Data presentation, analysis and discussion was performed based on the order of the research questions.

Accordingly, the finding from the classroom observations revealed that classroom conditions and seating arrangements (lack of enough seating space for all students in the classroom, lack of moveable chairs and large class size and large class size) are the factors which affect the effective implementation of speaking skills lesson in the research setting. In addition, the finding from the classroom observations indicated that there are factors which relate with classroom teachers activities. Specifically, the majority of the teacher participants did not provide frequent positive comment about students activity, moves round the classroom and encourages students while pair or group discussions are taking

place, allow students to come to the front and practice speaking and arrange students to do the speaking lessons in pairs or groups.

The findings indicated that there was also lack of strategies which are expected from the language teachers which are used for creating genuine communication in the language classroom. It is a must that during speaking lessons, the classroom teachers should bring the real situation to the language classroom and contextualize the speaking lesson in order to motivate and raise the students' attention. However, this was not observed in the language classroom in the research setting.

Moreover, the classroom observations data indicated that the factors that affect students speaking development also emanates from the students themselves. This is mainly because the classroom observations revealed that the students did not speak freely without worrying about making mistakes. Moreover, it is also observed that the students were not motivated to ask questions in English in the classroom to create interaction with the teacher.

In addition, the finding from students questionnaire revealed that lack of exposure to practice, Lack of practice in and out of the class room, poor background experience and fear of making mistakes affect speaking skills development than the other factors. Furthermore, other personality factors like lack of self-confidence and anxiety also affect speaking skills development than the other factors.

Furthermore, the finding from the teachers interview revealed that the most influential factors which influence secondary school students speaking performance as identified in this section are lack of practice, lack of motivation, lack of self- confidence and lack of speaking materials. These factors are directly related to the students' speaking performance because they are central to teaching of speaking skills.

5.2. Conclusions

On the basis of the findings of the study, the researcher has drawn the following conclusions.

The finding from the classroom observations revealed that classroom conditions and seating arrangements are factors that affect students' speaking development in the classroom. Thus, it can be concluded that lack of conducive environment is a problem to teach speaking in the research setting. In addition, one of the best methods to teach speaking skill is making the teaching learning process student centered. This is, using pair work, group discussions, role play and Drama, storytelling etc. in the English classroom. To do this, the classroom conditions (class size, nature of desks, space between chairs and tables etc. should be favorable. However, the result observations indicated that the classroom condition was not favorable to teach speaking skill. Thus, it can be concluded from the above findings is that there are so many challenges that impede teaching speaking skill not to be practiced in English classroom effectively. Because of those challenges, the classroom teachers were not teaching speaking and the students also were not learning speaking skill. Thus, it can be discerned that speaking skill is negligible in the research setting.

There were also failures of the observed teachers that they do not encourage and help their students" while they are practicing speaking skill. The teachers do not let their students to practice speaking skill in pairs or groups and they also unable to encourage students to express their answers by their own words. Therefore, it can be concluded that the factors that affect students speaking skills also emanates from the teachers side.

The result of the study suggested that students do not have self confidence and lack motivation in speaking skills. In addition, The result also indicated that students were afraid of making mistakes in learning speaking skills in the classroom because they have poor back ground experience. Therefore, psychological or personality factors affect speaking skills and prevalent in the research setting. To turn to the possible solutions to overcome the psychological factors that hinder students from speaking, motivating students to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these suggest the importance of creating a supporting atmosphere of learning in the classroom.

The results of the study showed that the students did not seem to have self confidence in speaking skills. Hence, Students need to develop their self-confidence during speaking lesson. Students should be aware of the role of making mistakes in learning speaking skills. Without committing mistakes fluency cannot be achieved; therefore, the students should keep in mind the value of making mistakes in learning speaking skills. The study further revealed that one of the main factors that affect teaching speaking skills is lack of motivation: The majorities of Students do not have desire to express their feelings in English language. Some teachers also do not encourage their students while they try to communicate in the language in asking and answering questions .

Furthermore, the absence of supplementary speaking materials (books, audio-visual materials, and language laboratory equipments) is also one of the finding that affected teaching speaking skills because these materials are very important in making the speaking lesson practical and using the language in a better way.

5.3 Recommendations

Based on the above conclusions, the following recommendations are forwarded.

1. The Woreda education office and the schools' management should try to improve the classroom seating arrangement, and make chairs and tables moveable and conducive for conducting speaking skill by making the classroom student centered.
2. To involve all students in the teaching learning process of speaking skill in the classroom, there should be small number of students. Whenever there is suitable class furniture in the class with moderate class size, better teaching and learning process of speaking skill will be secured in advance.
3. The absence of speaking materials such as films (CD) and other language laboratory equipments affects teaching speaking skills. Therefore, the Woreda education office, the schools management should fulfill sufficient supplementary speaking materials for better improvement of students' speaking skills.

4. It is also recommended that English language teachers should employ their maximum effort to minimize the problems that affect teaching speaking skills. This may be achieved by motivating the students to speak in the language, providing the students with various opportunities to practice speaking skills, providing appropriate supplementary speaking materials.

5. Finally, it is hoped that the result of this study encourages other researchers to conduct a research on the same or related issues; therefore, further research needs to be carried out in order to get a wider and deeper understanding of factors that affect teaching speaking skills in different English classrooms.

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APPENDIX A

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The main purpose of this observation checklist is to assess the problems that students face in speaking lessons of English language classroom. Each teacher will be observed two times.

Part I: General information

1. Observer's name----- 2. Place -----
3. Name of school-----4. Length of period-----
5. Number of students----- 6. Observation No -----

Part II: Please put a tick mark (✓) in the column provided that correspond to the statement and write any remark pertaining to the raised issue.

Table 1. **Classroom Observation Checklist**

No	List of Items	Yes	No	Remark
1	Classroom condition and seating arrangement			
1.1	There are enough seating space for all students in the class			
1.2	Chairs and tables are easily moveable			
1.3	The number of students/class size is appropriate			
2	The Classroom Teachers' Activities			
2.1	Arrange students to do the speaking lessons in pairs or groups			
2.2	Moves round the classroom and encourages students while pair			
2.3	Allow students to come to the front and practice speaking			
2.4	Provide frequent positive comment about students activity			
3	Teachers' effort to Create Genuine Communication			
3.1	encourage or motivate students to draw their attention			
3.2	raises real life issues in order to facilitate speaking lessons			
3.3	provides context so create meaningful interaction			
4	Students' effort to improve their speaking proficiency			
4.1	Speak freely without worrying about making mistakes			
4.2	Willingness to practice speaking with other students			
4.3	Motivated to ask questions in English in the classroom			

APPENDIX B

Haramaya University
Faculty of social sciences and humanism
Department of foreign language and journalism

Questionnaire to be Filled in by Grade Ten Students

Dear Student:

Currently, I am conducting a postgraduate research study entitled **“Assessing the Factors Affecting the development of Students' Speaking Skill in English Classroom: The Case of Grade Ten Chole Woreda Secondary Schools”**. As the findings of this questionnaire are going to be used only for research purpose, you are requested to be honest while answering each question below. You need not write your name. The information you give will be kept confidential!

Thank you in advance for your kind co-operation

General Instruction:

You are requested to answer the questions below based on your Speaking Skills Lessons

Part one: Background information

Please give information by writing your answer on the given blank spaces.

1.1 Name of the school: _____ 1.2 Sex: _____ 1.3 Age :_

Part Two: Factors that affect your speaking skills in English classroom

Following are twelve (12) items pertaining to what extent the following **Factors that affect your speaking skills in English classroom**. Thus, to indicate to what extent do the following factors affect your speaking skills in English classroom, put a tick mark (✓) on the given alternatives.

Table 2. students questionnaire

No	Items	Almost	Some	Rare ly	Not at all
1	Poor grammar Knowledge				
2	Fear of making mistakes				
3	Lack of practice in and out of the class room.				
4	Teachers focus on knowledge than practice				
5	Teachers" teaching approach does not help to promote speaking skills.				
6	Shortage of vocabularies				
7	Lack of exposure to practice				
8	Poor background experience				
9	Lack of motivation				
10	Lack of self-confidence				
11	Anxiety				
12	Shyness				

1. List major factors that hinder the development of your speaking skills

APPENDIX C

Haramaya University

Collage: Social Sciences and Humanities

School: Foreign Language and Journalism

TEACHERS' INTERVIEW QUESTIONS

How and why the following factors affect students speaking development in English Class

1. Lack of Practice

How lack of practice affect students' speaking performance?

Why? (What are the causes of students' lack of practice?)

What do you think is the solution to overcome students' lack of practice ?

2. Fear of Making Mistake

How fear of making mistake affect students' speaking performance?

Why? (What are the causes of students' fear of making mistake?)

What do you think is the solution to overcome students' fear of making mistake?

3. Lack of Self- confidence

How lack of self confidence affect students' speaking performance?

Why? (What are the causes of students' lack of self confidence?)

What do you think is the solution to overcome students'lack of self confidence?

4. Lack of Motivation

How lack of motivation affect students' speaking performance?

Why? (What are the causes of students' lack of motivation?)

What do you think is the solution to overcome lack of students' motivation?

5. What other factors the affect students speaking performance? how and why?

a. _____

b. _____

c. _____