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**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION.**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
INVESTIGATION THE FACTORS AFFECTING STUDENTS' SPEAKING
SKILL IN ENGLISH CLASSROOM; ABU SERA SECONDARY SCHOOL,
GRADE NINE IN FOCUS.**

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**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE IN PARTIAL FULFILLMENT OF MASTER'S
DEGREE IN ENGLISH LANGUAGE TEACHING (ELT)**

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**A Thesis submitted to Department of Foreign languages and Literature in
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Table of Contents

ACKNOWLEDGEMENTS	i
List of Table	iv
Acronyms	v
<i>Abstract</i>	vi
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1. BACKGROUND OF THE STUDY	1
1.2. Statement of the problems	2
1.3 Research Questions.....	4
1.4. Objectives of the Study.....	4
1.5. Significance of the Study.....	4
1.7 Limitations of the study	5
CHAPTER TWO	6
2. REVIEW OF RELATED LITERATURE	6
2.1. INTRODUCTION	6
2.2 Speaking	6
2.3. Importance of speaking	7
2.4. Aspects of speaking skill	7
2.5. Factors affecting speaking performance	8
2.6. The Role of Teachers in Teaching Speaking Skills.....	9
2.7. The Role of Students in Learning Speaking Skills.....	10
CHAPTER THREE	15
3. Research Design and Methodology.....	15
3.1. Research Design	15

3.2. Instruments of Data Collection.....	15
3.3. Subjects and sampling Techniques.....	16
3.4. Techniques of Data Analysis.....	17
CHAPTER FOUR.....	18
4. Results and Discussions.....	18
4.1. Introduction.....	18
4.2 Background information about participants.....	18
4.3 The problems that face students in practicing speaking skill in EFL classroom.....	19
4.4 Students use strategies to enhance their speaking skills.....	25
4.5 How the factors influences students’ performance.....	29
CHAPTER FIVE.....	30
SUMMARY, CONCLUSION AND RECOMMENDATION.....	30
5.1 SUMMARY.....	30
5.2 CONCLUSIONS.....	31
5.3 Recommendations.....	32
References.....	33
APPENDICES.....	35

List of Table

Table	Page
Table 1: Participants Sorted by their Genders and Qualifications	18
Table 2: Participants sorted by their genders	19
Table 3: The students' responses about the situations which affecting in speaking classroom. ..	19
Table 4: Students' response about education background of the family.	21
Table 5: Teachers' responses about their effort to enhance students' speaking skill.....	22
Table 6: students' responses about classroom condition and environment which affecting in speaking skills.....	23
Table 7: Students' response how students use strategies to enhance their speaking skills.....	25
Table 8:	26
Table 9: Teachers' responses how teachers use strategies to enhance students' speaking skills.	28
Table 10: Students' response how the factors influence students' performance.	29

Acronyms

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as Second Language

L1: First Language

L2: Second Language

LLSs: Language Learning Strategies

SLA: Second language acquisition

TT: Teacher's talk

IT: Informational technology

PGDT: Post Graduate Diploma in Teaching



Abstract

The purpose of this study was to investigate factors affecting Grade nine students' speaking skills in EFL classroom; at Abu Sera secondary school in Oromiya region, East Showa Zone, Akaki Woreda were purposively selected. To achieve the overall purpose of this study, a descriptive survey design was employed. Data collection instruments were classroom observation, questionnaire and interview. The sample populations of this study were teachers and students. Seventy three students were selected using random sampling method and five teachers were also selected using purposive sampling technique. To analyze the obtained data, both qualitative and quantitative methods of data analysis were used. The findings showed that lack of confidence from the student side, code switching, preference of grammar and vocabulary than speaking, poor speaking background, lack of vocabulary, teachers' emphasis on grammar and vocabulary, teacher centered way of teaching, large class size, lack of access of teaching aids, shortage of textbooks and references. And also they had learnt by the teachers who did not train or qualified in English language and in pedagogy. Students could pass from class to class without getting knowledge on required level, teaching-learning process was just like preaching (sermon) in the church, LI (students' mother tongue) almost the medium of instruction in all subjects. Each of these factors was also caused by different problems such as: Classmates' laughing when one makes a mistake while speaking; focusing on teaching grammar than speaking; focusing of exam questions mainly on grammar and vocabulary than speaking, students unable pronounce English words and letters correctly and teachers used traditional method of teaching. Students did not pronouncing some of English letters in correct. For example, some students did not pronounced G, H, S, W, X and Y correctly. The teachers should employ their maximum potential to assess and activate the students' basic language skills and increase students' motivation, and self-confidence in speaking skills; the school should fulfill supplementary materials books, audio, films, equipment of language laboratory for better improvement of students' speaking skills.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Human beings share their feelings, ideas, information and emotions through language to create meaning among them. Amana (2017). Among the languages, English is globally used and serves as international language mediator. Abebayehu (2021). Language is a weapon to communicate effectively in society. It is very difficult to consider a society without language. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The native language (L1) learns easily for native people, due to the favorable environment and by the great conscious of the language from the childhood stage. However, learning a second language (L2) require more conscious to acquire it and the exposure to the Second Language Acquisition (SLA).

The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. So many factors affect the process of learning a second language including attitude, self-confidence, motivation, classroom conditions, environment, family background, incapable of student and unavailability of teachers' competence, anxiety (Verghese, 2009).

According to geographical background L1 (Afan Oromo) is used as a mode of communication by most of the rural students up to their intermediate level. But after entered into secondary school, they have taught all subject by English language except Afan Oromo and Amharic subjects and also the interaction is performed in the class in L2 (English). Though some of the students are studying English medium yet are not able to speak and write at least one sentence without grammatical errors. Students focus on English language only for marks and examination point of view only, not to study to the improvement of their speaking skills.

Speaking skill is one of human ability to process and deliver information directly to other people by orally in daily life and social interaction. Speaking skill is regarded one of the most difficult

aspects of second language (L2) learning. Speaking becomes one of the most important skills in English because it can make people easily understand what things explained orally (Richard: 2008). Students' speaking ability is expected to be good because they have learned English since some years in the school and they would have many performances related to oral skill in the school or outside of school.

So, speaking skill occupies a prominent place in the communication process especially when mother tongue is not being exploited for communication and medium of communication is foreign language. English is widely used everywhere in the world for communication. For this purpose, special attention should be given to improve the speaking skill of the EFL Learners. By getting command over speaking skill, they will be able to communicate with native speakers of English as well as the other international people. Bailey (2005) and Goh (2007) explain the strategies which may be effective to improve the speaking skill. They argue that syllabus should be designed carefully, teaching method should be changed and tasks and material should be introduced in classroom to improve the speaking skill.

Apart from this, speaking assessment task should be organized, and speaking skill is given the vital importance during the teaching and learning process of foreign language throughout the history (Nazara, 2011). Recently, speaking skill enjoys higher status because its importance is being increased dramatically due to various reasons. It has become the language of international communication. It promises for bright future to people who have excellent command over speaking skill. They can get jobs in foreign countries because of their communication skill. It serves the purpose of main gate for securing lucrative jobs. Richards and Renandya (2002) state that majority of non- native learners learn English in order to get command over speaking skill.

1.2. Statement of the problems

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improves the quality of life by providing job opportunities, and also used as business, scientific, technological, educational and diplomatic language of the world. Moreover, the use of English as an International language is growing with time because it is the only medium for communication in many countries. Teachers should be aware that they teach English not only to assist learners to pass examinations but also to assist them to understand subject and use the language in real life situations.

The findings show that lack of self-confidence from the students side, excessive use of mother tongue, preference of grammar and vocabulary than speaking, poor speaking background, shortage of vocabulary, teachers' emphasis on grammar and vocabulary, teacher centered way of teaching method, large class size, lack of access to teaching aids, shortage of text books and references, they had learnt by the teachers who did not train in English language at primary school and pedagogy, students had passed from class to class without getting knowledge on required level, teaching-learning process was just like preaching (sermon) in the church, L1 (students' mother tongue) almost the medium of instruction in all subjects, and school director wrote a letter to students who dropped out after two or three months to come back to class. Even they were not pronouncing some of English letters. For example, some students were not pronounced G, H, S, W, X and Y correctly.

Because, English words with the same spelling can have different pronunciations, grammatical rules often aren't applicable, the level of formality is unclear, English uses a lot of idioms, English uses different dialects, and finding the right words. Students should be let's go over some practical advice specifically for beginners that will help you learn faster and build confidence: start speaking as soon as possible, read English often, hold yourself accountable, keep your personal goal in mind, learn whole sentences, and listen to English movies and try to speak.

And all students keep silent all the time and sit passively. They did not speak English in classroom even sometimes while they try to answer a simple question. Furthermore, when they are asked to discuss some issues in pairs or groups they shift the medium of instruction from English to their mother tongue. So, 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.

Traditional teaching method in which teachers talk much and learners listen is another obstacle that hampers Ethiopian students. In addition, the Ethiopian tradition of teaching and child upbringing lack of institutional support, teachers' lack of experience and learning materials, students' background to involve actively in teaching-learning process and unsuitable preparation of curriculum and updated educational materials, lack of general knowledge, lack of speaking practice, fear of making mistake, lack of words usage and grammar practice, low motivation, low participation, shyness, less dictionary usage, family background, and unfamiliar words pronunciation are the major problems that dominate the enhancement of students' English

speaking skill. Introduce a topic and prepare relevant vocabulary, give students time to prepare, divide students into groups or pairs, have one student speak for four minutes without interruption, the others listen, give them time to rest, and students change partners or groups and give the same speech in three minutes were the way of developing students speaking skills.

To help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students improve their speaking performance. However, until now, there is no research conducted at this school setting about these areas.

1.3. Research Questions

The following basic research questions were formulated.

1. What are the problems that the students at Abu Sera secondary School face when they learn English language speaking?
2. What are the strategies teachers and learners use to overcome these problems to improve students' speaking skills?
3. What are the factors that influence students' speaking performance?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to investigate the factors affecting students' speaking skills in EFL classroom at Abu Sera secondary school, grade nine in focus

1.4.2. Specific Objectives

The specific objectives of this study were:

1. To assess the problems that face students in practicing speaking skill in English language.
2. To identify the strategies that teachers and students use to overcome these factors and improve learners' speaking skill.
3. To describe how and why the factors influence students' performance

1.5. Significance of the Study

The findings of this study could draw learners' attention on their attitudes towards classroom participation at Abu Sera Secondary School. Thus, make them aware of the factors that encourage their participation in asking teacher's questions and providing feedback to the

questions posed by their teachers. As a result, they can try to overcome those obstacles so that they will be able to participate in the classroom questions posed and answers session as well as classroom discussions successfully, and it would also help teachers to take an appropriate measure to treat students' problems in speaking English. Students will get job opportunities overall countries, and will become competent, self-confident, and score good point on national examination, fluent speaker and pronunciation.

1.6. Scope of the Study

The study limited only to Abu Sera Secondary School grade nine in focus. This school is located in Akaki woreda, East showa zone, Oromiya region. This study is limited to investigate factors affecting grade nine students' speaking skills in EFL classroom during speaking lessons with a particular reference to grade nine, Abu Sera secondary school students, in East Showa Zone. The researcher was focus on investigating the problems that students face in speaking lessons of English language class, identifying the factors that hinder students' speaking skills in the classroom and identifying how the factors influence students' performance.

1.7. Limitations of the study

Some problems were encounter when conducting this study; the following are the major limitations of this study. Due to time-constraint limitation, students and teachers did not understand the survey questions because of time-constrain as the survey has too many questions. To minimize time-constrain, the researcher would give the necessary time to collect the data. Lack of internet access, unavailability primary and secondary of resources the depth of this research was limited to investigate the factors affecting grade nine students' speaking skills in EFL classroom was conducted only in one school, Abu Sera secondary school.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter reviews the literature related to the topic under study. It provided a theoretical background on the concept of speaking. Not all language learners after years of learning English can communicate smoothly and accurately, they tend to have low performance when they have to communicate or speak in front of others. This phenomenon has become one of the problems in language learning today. Having good communication skills is very important. But, what is currently one of the most popular problems in language learning is that students tend to have low performance even though they have learned English for many years (Husnawati, 2017; Arta, 2018; Hasanah&Utami, 2020). This is caused by many factors that influence students' speaking ability such as performance conditions, affective factors, listening ability, topical knowledge, Feedback during speaking activities, and speaking problems. But this study focuses on affective factors that affect students' speaking ability (Tuan & Mai, 2015).

Language can be described as the mean of communication of human being in organized combinations and patterns in order to express and communicate thoughts and feelings. For most people, language and learning are obtained by means of hearing and expressed by means of speaking. Without language, there could be learning. In his statement, Chomsky (2012) says "When we study language, we are approaching what some might call the 'human essence', the distinctive qualities of mind that are, so far as we know, unique to man" (p. 5). Language is essentially unique to human kind, in terms that it has features and purposes to make it impossible to be separated from the natural environment of human being.

2.2. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. 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. 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. At first, communicative competence was categorized into three components including grammatical competence, sociolinguistic competence and strategic competence by Canale and Swain in 1980. Then, in 1983 Canale and Swain add the fourth component named discourse competence (Kumaravadivelu, 2006).

2.3. Importance of speaking

The communication skills perform a key role. To become successful in the desired fields, all students need to get proficiency overall skills of language. Among these skills, speaking occupies the core position. Without this skill, the purpose of communication cannot be performed effectively. English has become the universal language and all people of the world can communicate with other people through English. People need interactions in present global world and for the purpose of interaction with all people across the world, one common language is needed, and English fulfills this need. People can understand and can be understood by this medium of communication. Akhter, Qureshi, Hassan and Barira (2020) illustrate that English has become international language. Owing to its significance in this globalized era, it becomes imperative for the learners to get command over the skills which fulfill the task of communication.

Among these skills, Speaking is considered the important skill. This skill is used in effective communication and communication is the basic need of the present world. People cannot survive without communication. They need to express their thoughts, views and opinion and this need can be fulfilled through language.

2.4. Aspects of speaking skill

What are the aspects of speaking performance? The five points are grammar, vocabulary, comprehension, pronunciation and fluency. These points can be useful for judging students' speaking performance, whether their speaking performance is good or not. One of the assessments to assess students' speaking performance is oral presentation. In general, speaking aspect are divided into four namely vocabulary, grammar, pronunciation, fluency, comprehension. Improving the students' speaking aspect and speaking competency is not effortless that it needs treatment, learning method and strategy to solve each problem of the students in speaking. (Asriyani, R., Suryawati, D. A., &Anggayana, I. W. A, 2019) said that

Improving students' speaking aspect and competency need some treatment that the teacher understands in practice. Based on this issue about using zoom to improve students' speaking numerous of the researches have done. To begin with the research comes from (Bawanti&Arifani, 2021) The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills during Online Learning. Based on the research result it shown that implementation zoom in speaking class that it can be influence the improvement of students' speaking ability. The students demonstrated positive response on the application because the test of their speaking displayed the progress of their speaking specially their fluency and pronunciation. This research just focused on students' fluency and pronunciation that the researcher believed both important in speaking skill. Other research proved in (Syafiq& et. al, 2021) increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid 19. This research was successful to increase students' fluency, pronunciation and knowledge. Based on the result above, in short the researcher stated which you tube can support students in improving their speaking.

2.5. Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

2.5.1. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support. Shortage of time, lack of an appropriate planning, low standard of performance and low amount of families, stakeholders and school can affect students' performance. One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections (Febrian E. 2020).

2.5.2. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety

2.5.3. Topical knowledge

Topical knowledge means lesson topic is familiar for students and they can simply analysis, evaluate and give decision from their previous knowledge. Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. By comparing students' performance in speaking skills, they found that students may struggle in oral speaking test where they do not have sufficient topical knowledge.

The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

2.6. The Role of Teachers in Teaching Speaking Skills

So the teachers should set up the speaking activities correctly and give understanding and valuable feedback. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts. Speaking is crucial part of second language learning and teaching. Teachers who teach speaking skill highly required to have many strategies in teaching this course. It is not only a matter to deliver the material to students effectively, but also to have strategies to encourage students to be talkative in teaching and learning speaking process. One of the strategies that can influence the students speaking ability is teacher talk as the input of learning. Xiao-yan (2006) defines teacher talk (TT) as the kind of language used by the teacher for instruction in the classroom. She explains that teacher talk in English classroom is as one special variety of English language, so it has its own specific features which other varieties do not share. Teacher talk (TT) is a special communicative activity in which its goal is to communicate with students and develop students' foreign language proficiency.

In English teaching and learning, when a teacher just talks to their students and if their students understand, they are not only giving the lesson about the subject, but also may be giving the best language lesson (Hariyanti, 2005). The objective of this present study was to investigate whether teacher's talk exist in speaking class and to analyze the most dominant teacher's talk element used by the teacher and the teachers reason to use it. Speaking activities will be good if teachers consider three reasons why speaking tasks are given to the students. The first is rehearsal; speaking activities should be designed to give the students motivation to rehearse what they have learned. The activities may like having students' free discussion that are believed to give them a chance to rehearse by having discussions outside the classroom.

Another possible activity is having the students take part in a role-play of a real-life event that is usual in their environment. This may give them opportunity to practice like the real-life. The next is feedback. Teachers have to design task that can make students try to use all of the target language they have already known, for this may offer feedback for both the teacher and the students. The teacher can control the class from the feedback. Teachers can evaluate whether the class is going well or not and to find out the problems.

The last is engagement. Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they will feel completely satisfied from the activity. So the teacher should set up the speaking activities correctly and give understanding and valuable feedback.

2.7. The Role of Students in Learning Speaking Skills

The students have to study hard to master in speaking in order to build a good communication but the problem is that the students are afraid of making mistakes, being laughed at by their friends and of having lack of confidence in their speaking ability. Therefore, the students should be able to find suitable, effective, and efficient attempts to do what is required in speaking. In order to be fluent speakers, the students need mental or physical effort. Speaking requires not only the knowledge how to produce form of language such as grammar, pronunciation and vocabulary, but also the comprehension about when, why and what ways to produce language (Brown, 2001). To able to speak fluently in foreign language the students need a lot of practice. The students got difficulties to achieve the target of speaking without having effective learning strategy whereas the learning strategy has an important role in speaking achievement. The use of learning strategies significantly predicts success on learning English.

Setiyadi (2011:45) says that the teacher should introduce learning strategies to their students and provide opportunity for their students to implement the strategies which have been proved to be more effective than other strategies. Learning strategy is a set of actions either conscious or subconsciously to achieve a learning goal, i.e. to able to apprehend, internalize, and use the target language (Hassan et al. 2005:13). Students have to use their strategies in order to make them more successfully in learning English. There are many strategies that students can use to promote their language skills. In speaking skill, it was found that there are several learning strategies which can be used by the students. Oxford (1990) categorized the language learning strategies into 6 broad categories, namely memory, cognitive, compensation, and metacognitive, affective and social strategies.

Some of the learner centered factors affecting their speaking skills are discussed as below.

Learner inhibition: The most common problem encountered by the learner in the language acquisition process is learner inhibition. Inhibition, on the other hand, involves the reduction in accessibility of a memory trace. Speaking activities require a learner to have all eyes on him; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

Lack of motivation: Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all. Most of the time in language classrooms, students do not want to speak for a number of reasons, including the fear of making a mistake, the fear of their teachers, feeling embarrassed if their peers laugh at their mistakes, low self-esteem and confidence, a lack of vocabulary and fluency, setting unrealistic goals. Students who are motivated to speak are more successful in improving speaking skills. It is easy in second language learning to claim that a learner will be successful with proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learn or teach (Brown, 1978). Therefore, lack of motivation is one of the factors that affect students' speaking skills in the classroom.

Lack of interest in learning English: Students possess lack of interest in learning to speak English language. This factor makes them reluctant to learn. It as well disturbs the students learning focus. When it appears they tend to change their attention to other subjects which are more attractive according their concepts. The emergence of being interested in learning certain subjects is determined by who are in charge for teaching and how she or he teaches. The study revealed that the students carry out certain concept of learning to speak English. According their view, English is difficult to learn. This view then influences their learning style which is supposed to help them facilitate learning success, and they are not interested in learning to speak English for this reason

Lack of subject matter: Another common problem seen in the rural learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know but it is obvious and simply understand if they knew the meaning of the words. For example if took physics subject, it would teach us about our daily life, and language has almost the same structure with the students' first language. So, the problem was the lack of plenty practice in outside of classroom.

Lack of proper vocabulary: Next problem encountered with the rural learners is that they often have to search for an appropriate word. Students who have difficulty using their vocabulary and semantic skills can often find it difficult to express their thoughts and feelings successfully. This may be because they have difficulty recalling the words they need, they didn't understand the meanings of the words they know or they didn't know many words at all. They didn't find one to fit into the context. This is because of lack of exposure to a variety of vocabulary. This also leads to fail speaking fluently in English Language, which again leads to lose confidence. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

Lack of confidence: A constant practice and patience are necessary to learn English Language. Self-confidence and perceive competence are necessary for students to take risk in their learning speaking skills in English language. Lack of confidence leaves students doubting their ability to succeed, making them hesitant to engage in learning or take appropriate academic growth risks. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning speaking skills. Shortage of grammar

knowledge, poor pronunciation, and lack of vocabulary, fluency and listen comprehension can affect their speaking skills. Moreover, the students mentioned their problems in speaking classes such as students fear of making mistake, losing face to speak in front of many students, no sufficient knowledge of the discussion topic.

Anxiety: In speaking English, there are some factors causing anxiety. They are lack of confidence, lack of vocabulary, lack of grammar, fear of mistake, incorrect pronunciation, feel shy and rarely talk with English. The anxiety may affect confidence, speaking performance, and somehow distract their focus in speaking.

Strong learner's domination in the class: A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

Family background: The environment and family background plays a vital role in the learning process. In a country like Ethiopia majority of the people are farmers with poor educational background and socioeconomic. Family problems have been found to have a negative impact on students to enhance their speaking skills. Factors such as dysfunctional, separation of families, parental involvement, educational expectation, socioeconomic play crucial role determining students' academic achievement. Learners coming from such families when asked to take part or do a speaking activity, they fail to do it. Moreover, the poor income status of the family makes the parents engage their children in petty jobs instead of sending them to schools resulting in poor speaking skills.

Rural background: Rural background of the learners where English is generally not used by other cause affecting the leaning process. Most of the learners coming from rural background are first generation learners of English Language. Their parents being farmers and uneducated, they lack guidance from their elders in this aspect. When learners of such background are asked to do a speaking activity, they end up in saying nothing. Even if they try to speak, they often tend to use their mother tongue, resulting in the failure of the learning process.

Excessive use of mother-tongue: First language will always influence the second language acquisition. The influence involves all parts of language learning such as language skills (speaking, reading, writing and listening). Especially, on speaking skills it affects students to develop their skills. The structures and grammar of the mother tongue can affect the learning of the new language. For example, some languages have more complex grammar structures than others. If a person's mother tongue has a complex grammar structure, they may find it more challenging to learn a new language with a simpler grammar structure.

Learners generally tend to make an excessive use of their mother tongue when it comes to the activities in productive skills namely- speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes. Ethiopians are used to a particular set of pattern of pronunciation, Intonation, stress-pattern and phonology of their mother-tongue which has an obvious impact on acquiring a foreign language. The changes in the patterns used in English and that of their mother-tongue often create confusion in the learners. In addition to these learners often tend to make excessive use of their mother-tongue which results in losing the motive of learning the language and lack of practice

CHAPTER THREE

3. Research Design and Methodology

This study attempted to investigate the factors affecting grade nine students' speaking skills in EFL classroom at Abu Sera secondary school. This chapter included the design of the study; teachers and students participants of the study are discussed in line with the sampling procedures employed. In addition, the different data gathering tools and data analysis procedures had been explained.

3.1. Research Design

In this study, descriptive survey design was employed. The research design provided a clear idea as to the activities that are effective in helping to decided specific data needs. The researcher has underlined an investigation the factor affecting grade nine students' speaking skill in EFL classroom; at Abu Sera secondary school. Based on these, therefore, the research design calls more for this issue is descriptive research design. This research design is chosen because it is contributing in line with the research questions.

3.2. Instruments of Data Collection

The methods of data collection selected in this study are questioner, observation, and interviews were employed.

3.2.1. Questionnaire

The purpose of a questionnaire is to gather data from a target audience. It was included open ended questions, closed ended questions, and combination of both of them. As participants filled out a questionnaire, they were giving valuable of data. The data collected was quantitative. This instrument helps the researcher to gather information from primary sources (teachers and students) in short period of time by preparing written question for teachers and students. Moore (2006) highlights that questionnaires are relatively easy to administer and were useful to gather a wealth of data.

3.2.2. Classroom Observation

Classroom observation was conducted mainly to check what participation strategies teachers' use as well as to identify whether teachers teach classrooms strategies or not to develop learners' classrooms

participation. The observation consisted a checklist which to rate the classroom performances and activities. Similar items were used the questionnaires. Thus, classroom observation is supposed to be carried out respect to teachers belongs to the study. According to Dörnyei (2007: 178), classroom observation “provides direct information rather than self- reported accounts”. This is significant in learner’s classroom participation as well as teachers’ ways of eliciting learner’s feedback which was influence the learning atmosphere. Thus, besides analyzing the self-reported data collected via questionnaires, the observations done also enabled the researcher to gain an insight into the learner’s actual participation in the classrooms and the interaction between the teachers and the learners. Consequently, the observations were enriching the findings of this research.

3.2.3. Interview

Interview was felt suitable for the study to capture or tap true witness by face-to-face interaction about the factor affecting students’ speaking skill in classroom. In addition, the subjects with whom the interview were conducted are few in which case an interview is appropriate (Kothari, 2004; Perry, 2005). Semi-structured interview has found favor with many researchers for its flexibility. It gives the interviewee a degree of power and control over the course of the interview. In addition, it gives the interviewer a great deal of flexibility (Nunan1992). Therefore, semi-structured interview were set to collect pertinent information from all grade nine English language classrooms. It contains open-ended question followed in probing questions.

3.3. Subjects and sampling Techniques

The study was conducted on the five sections of grade nine students of 2015 E.C on investigation the factors that affect students' speaking skills in English language classroom at Abu Sera Secondary school. Because of the constraints of time, (20%) was selected from total number of 365 (Male = 195& Female= 170). Then, the figure of these twenty present is divided to different sections. Then, the shared of figure is randomly selected. On the other hand, since the number of teachers are available and manageable, all English language teachers (Male= 4, Female=1 & total 5) in the school were the part of the study. Students were selected by using sampling of simple random sampling method. The researcher used the whole students as the representative population from three selected sections .The total number was 73. Among them 50 were male and 23 were female students. And from total number of five English teachers, some teachers with different education background and different experience were selected using

purposive technique, and the researcher believes that it could be time consuming and difficult to manage more than this.

3.4. Techniques 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

CHAPTER FOUR

4. Results and Discussions

4.1. Introduction

The most important of this study was to investigate factors affecting students' speaking skill in EFL classroom at Abu Sera secondary school, grade nine in focus. To succeed overall purpose of this study, and a descriptive survey design was employed. In addition, questionnaire, classroom observation, interview were conducted. Data collections were analyzed qualitatively and quantitatively, and data presentation, analysis and discussion were performed based on research questions.

4.2. Background information about participants

a. Teachers

Table 1: Participants Sorted by their Genders and Qualifications

No	Sex	Educational Qualification			Percentage (%)
		BA Degree	MA Degree	PGDT Program	
1	Male	2	2	3	4 (80%)
2	Female	1	-	1	1(20%)
3	Total	3	2	4	5(100%)

As explained in Table 1, the total of the teachers participants five. From the five English teachers, Table 1 mentioned that 4 (80%) of them are male, and the remaining 1 (20%) is female. This data implies that two out of five teachers were MA degree holder and the remains were BA degree holder. In addition, as it illustrated in table 1, one out of five English language teachers did not take PGDT program. Academic performance of the students depends upon their teacher's qualification as well as professional qualification. As teachers professional increase, the students' performance will increase and it made variable among the students. The students who taught by professional teachers were than unqualified one. Similarly, teachers' professional qualifications are most effective for the school teachers to promote students learning effectively that different specialization or very significant and positive correlated to them.

According to the Ethiopian teachers training policy, some of the teachers had not required qualification to teach secondary school students.

b. Students

Table 2: Participants sorted by their genders

Sex	Total	Percentage (%)
Male	50	68.49%
Female	23	31.51%
Total	73	100%

As explained in Table 2, the majority of student participants were male 50 (608.49%) while the female were 23 (31.51%). The researcher believed that it could fit for those sampling techniques.

4.3. The problems that face students in practicing speaking skill in EFL classroom

In this research question, I mentioned some problems that face students in practicing speaking skill in English classroom. To answer this research questions, a classroom observation was conducted. Each five teachers were observed three times, and classroom observation checklist consists of three broad categories about problems that face students in speaking skill in EFL classroom. These categories included factors related to students, factors related to teachers, and classroom condition.

4.3.1. Factors related to students

Table 3: The students response to about the situations which affecting in speaking classroom.

No	Items	Sex	Yes	%	No	%	Total (%)
1	Do you worried about making mistake?	Male	35	47.95%	15	20.55%	68.5%
		Female	14	19.18%	9	12.32%	31.5%
		Total	49	67.13%	24	32.87%	100%
2	Do you have fearful while speak English?	Male	40	54.8%	10	13.7%	68.5%
		Female	20	27.39%	3	4.11%	31.5
		Total	60	82.19%	13	17.81%	100%
3	Do you shy while speak English	Male	34	46.58%	16	21.92%	68.5%
		Female	15	20.55%	8	10.95%	31.5

		Total	49	67.13%	24	32.87%	100%
4	Have you poor background experience	Male	42	57.53	8	10.96	68.49
		female	20	27.40	3	4.11	31.51
		Total	62	84.93	11	15.07	100
5	Do you have lack of motivation in English classroom?	Male	36	49.32	14	19.17	68.49
		Female	16	21.92	7	9.59	31.51
		Total	52	71.24	21	28.76	100
6	Do you have self-confidence to speak English?	Male	10	13.70	40	54.79	68.49
		Female	5	6.85	18	24.66	31.51
		Total	15	20.55	58	79.45	100
7	Do you have Anxiety while you practice English?	Male	50	68.49	0	0	68.49
		Female	23	31.51	0	0	31.51
		Total	73	100	0	0	100

As explained in the table 3: Data collected for the research were obtained from students' interview. For the second method, 73 students were chosen as respondents to be interviewed. Data in the table 3 show that 67.13 of the respondents worried about making mistake.

As it was explained, speaking skill requires practice both in and out of the classroom. So, from this finding it can be understood that a suitable environment should be created for the students to help them practice speaking.

There are a few key sources why English speakers as second language often fear making mistakes when they speaking are lack of confidence, anxiety and shyness in their language speaking skills. The highest percentage of respondents feel insecure about the proficiency and worried about that mistake will make them look incompetent or unintelligent.

There were 82.19 of the respondents have fearful while speaking English; 67.13 of the respondents are shy; 84.93 of the respondents have poor background experience; 71.24 of the respondents have lack of motivation in English classroom. Motivation is an effort which drives somebody to do something. It is easy in second language learning to claim that a learner will be successful with proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learn or teach (Brown, 1978). The students who are motivated to speak English language are more successful

in improving their speaking skills. Therefore, lack of motivation is one of the factors that affect students' speaking skills in the classroom.

There are 79.45 of the respondents who are unconfident while speaking. Promoting speaking confidence, together with appropriate tasks design will recommend for the English skills development of EFL/ESL learners (Bailey et al. ,2005) other out of class factors that will enhance the participants' speaking skills abilities including frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching TV programs, access multimedia websites. And 100% of the respondents are anxious while speaking. Self-confidence and perceived competence are necessary for students to take risks in their learning speaking skills in English language. Lack of self-confidence make them hesitant to engage in learning or take appropriate academic growth risks. Difficulties in speaking can be affected by someone's emotional state. Speech is often clearer when a person feeling confidence and relax rather than lack of confidence and feeling anxious. The majority of the respondents said that they were anxious and lack of confidence in speaking English language in the classroom. This events were implies that students with lower level of English acquisition. Thus, this situation can affect students while performing their tasks and students will score low point on national examination. And there were 100% of respondents had serious anxiety. many people, even students in the school or university who are learning language have anxiety in speaking in a foreign language or second language (L2) from the original language (L1) using every day to communicate with people around. All students had anxiety during speaking lesson. The finding showed that all students feel the anxiety when they want to speak.

4.3.1.1. Family background

Table 4: Students response to educational background of the family.

Family members	educated	Uneducated
Father	15.07%	84.93%
Mother	10.96%	89.04%
Brothers	69.86%	2030.14%
Sisters	65.75%	34.25%

Table 4 shows that literacy percentages of students' family background. Family influence has significant impact on students' academic performance. Parents' low percentages father 15.07% and mother 10.96% leads to poor improvement on students' speaking skills. However, the

percentage of students is better than their parents. The literacy percentages of brothers 69.86% and sisters 65.75% better than parents but they are unavailable to improve English speaking skills. The students' families are the mirror of them to achieve their goals. According to Nunan (1989), —the language environment, the fact that family knew and used English, social interaction, exposure and practice in the use of the language at home.

The main role of family in education is to guide students through setback and failure. By offering emotional assistance, instilling resilience and nurturing a growth mindset. Parents can help students see challenges as chance for learning and growth. Students should be following their education in whatever situation. Therefore uneducated family could be affect students speaking enhancement. So, family should support and guide their students to enhance their speaking skills.

4.3.2. Factors related to Teachers

Table 5: Teachers' responses to their effort to enhance students' speaking skill

<i>No</i>	<i>Items</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total</i>
1	<i>Give feedback to students</i>	5	100	0	0	100
2	<i>Collaborate in pair and group work</i>	4	80	1	20	100
3	<i>Plenty of practice</i>	3	60	2	40	100
4	<i>Remind students to speak loudly and articulate clearly</i>	2	40	3	60	100

As explained in the table 5, five teachers were chosen as respondents to be observed. Data in the table 4 show that 100% of the participants are given sufficient feedback to students while teaching in the classroom. Providing feedback means giving students an explanation of what they are doing correctly or incorrectly with the focus of the feedback on what the students is doing right. It is the most productive to a student's speaking when they are provided with explanation as to what is correct and incorrect. The students who got feedback on their mistake, would be improve their speaking skills soon, and 80% of the participants are collaborated students to work in group whereas 20% of them are not collaborated students to work in group for the matter of large class. Teaching speaking skill by using small group discussion technique can improve the students' ability in speaking. Small group discussion technique can give the students opportunities to practice their language. Therefore, teacher to vary the technique for teaching avoid boredom and anxiety.

Working in small groups provides learners with opportunities to articulate ideas and understandings, uncover assumptions and misconceptions, and negotiate with others to create products or reach consensus. Group activities enable students to discover deeper meaning in the content and improve thinking skills.

Group discussion is the main techniques of enhancing students' ability to communicate with others and share ideas.

There were 60% of the participants are given plenty of practice in English classroom. Practice speaking skills in the classroom is virtually important for students to master both for social and academic success. To give suggestion, idea and share information people must speak first and mastery the language. To master the language and be good speaker student need skill. Then according Merriam (2013) that skill is ability to do something that comes from training, experience, or practice (P.1114). Skill is the ability to use one of language effectively and readily in execution or performance.

Learners use this skill throughout the day to process and deliver instructions, make requests, ask and answer questions, receive information and interact with peers. And 40% of the participants were not reminding students to speak loudly and articulate clearly because there is no sufficient time. The majorities of the teachers reported that gave good feedback at all. This leads students become good competent in each and every subject. Setiyadi (2011:45) says that the teacher should introduce learning strategies to their students and provide opportunity for their students to implement the strategies which have been proved to be more effective than other strategies. Learning strategy is a set of actions either conscious or subconsciously to achieve a learning goal, i.e. to be able to apprehend, internalize, and use the target language (Hassan et al. 2005:13).

4.3.3 Classroom Observation

Table 6: students response to about classroom condition and environment which affecting in speaking skills.

<i>No</i>	<i>Items</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total %</i>
1	<i>School have good peace and security</i>	68	93.15	5	6.85	100
2	<i>There the numbers of students overcrowded</i>	73	100	0	0	100
3	<i>Does the school have enough chairs and tables?</i>	64	87.67	9	12.33	100
4	<i>Does the library of your school open regularly?</i>	0	0	73	100	100

As stated in the above table 6, data collected for the research were obtained from classroom observation. Data in the table 6 showed that 93.15% of respondents reported, their school has good peace and security while 6.85% of respondents reported their school had no enough peace and security due to the war between Oromo liberation front (OLF) and governmental defense force. At that time students fear to come to school and worried about their life rather than focusing on their learning. And there were 100% of respondents reported that the numbers of students overcrowded (there were 75 students per class). Overcrowded classroom can have harmful effect on both teachers and students. Factors like noise, low classroom managements, increase in disciplinary problem, poor environmental condition, and increase in illness risks are the factors caused by large class size.

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.

Classroom arrangements, class size and number of students per class contribute a lot to promote student-centered learning process. 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. This enforced the teachers to leave to give group discussions and dialogue in the classroom; 87.67% of respondents reported, their school has enough tables and chairs while 12.33% of respondents they had lack of chairs and tables specially at the time of tutorial class, they did not get enough chair and tables; 100% of respondents the school library was not open regularly. Therefore, these affect students to improve their speaking skills.

4.4 Students use strategies to enhance their speaking skills.

Table 7: Students responses to how use strategies to enhance their speaking skills.

<i>No</i>	<i>Items</i>	<i>Sex</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total (%)</i>
1	<i>Do you respond questions in English?</i>	<i>Male</i>	15	20.55	35	47.95	68.5
		<i>Female</i>	5	6.85	18	24.65	31.5
		<i>Total</i>	20	27.40	53	72.60	100
2	<i>Does your teacher use mother-tongue while teaching English</i>	<i>Male</i>	45	61.64	5	6.85	68.49
		<i>Female</i>	20	27.40	3	4.11	31.51
		<i>Total</i>	65	89.04	8	10.96	100
3	<i>Do you speak English with your fellow students?</i>	<i>Male</i>	2	2.74	48	65.75	68.49
		<i>Female</i>	3	4.11	20	27.40	31.51
		<i>Total</i>	5	6.85	68	93.15	100
4	<i>Do you think English is better medium of instruction than Afan Oromo?</i>	<i>Male</i>	50	68.49	0	0	68.49
		<i>Female</i>	23	31.51	0	0	31.51
		<i>Total</i>	73	100	0	0	100
5	<i>Does your teacher use English as medium of instruction for the purpose of teaching English in the classroom?</i>	<i>Male</i>	4	5.48	46	63.01	68.49
		<i>Female</i>	1	1.37	22	30.14	31.51
		<i>Total</i>	5	6.85	68	93.15	100
6	<i>Does your teacher use interactive techniques in teaching English?</i>	<i>Male</i>	15	20.55	35	47.95	68.5
		<i>Female</i>	11	15.06	12	16.44	31.5
		<i>Total</i>	26	35.61	47	64.39	100

As explained in the table 7, seventy three (73) students were chosen as respondents to be interviewed. The Data in the table 7 show that 72.60% of respondents don't respond question in English language almost all students used their first language. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003). For example they do not involve in ask and answer questions, talk to classmate, introducing themselves, telling stories, ask for and giving direction. When you're talking to an English speaker, all that you've learned in your language studies so far need to be on call at a moment's notice. Essentially, speaking a language helps to move your knowledge of

grammar, vocabulary, and pronunciation from the back of your mind to the front, or from your ‘slow memory’ to your ‘quick memory.’ Given time, this will improve your fluency and memory too. Generally, they do not practice speaking when teachers posed the oral question to classroom. There are 89.04% of respondents their teachers were use first language while teaching English in classroom. Teaching in students’ first language is not allowed by Ethiopian educational curriculum and it is unadvisable. This situation implies that drawback students speaking skill and affects the enhancement of students performance.

There are 93.15% of respondents were not speak English with their fellow students. Fluently speak can make good relationship with other and open the wide chance to get job opportunities. The highest percentages (93.15%) of the respondents feel shy and lose confidence when they try to speak English in front of others. These may be due to poor background experience when they were lower class. 100% of the respondents were English is better medium of instruction than Afan Oromo (L1). There are 93.15% of the respondents; their teachers were not use English as medium of instruction for the purpose of teaching English in the classroom. Students understood as English is the medium of instruction at secondary school level, but teachers and students did not use targeted language as medium of instruction. And 35.61% of respondents their teachers used interactive techniques in teaching English. Therefore, the teachers must use appropriate interactive techniques to develop students’ speaking ability.

4.4.1. Students’ responses to how students use strategies to enhance their speaking skills.

Table 8:

<i>No</i>	<i>Items</i>	<i>Sex</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total (%)</i>
1	<i>Does your school have English medium environment?</i>	<i>Male</i>	0	0	50	68.49	68.49
		<i>Female</i>	0	0	23	31.51	31.51
		<i>Total</i>	0	0	73	100	100
2	<i>Does your teacher use different teaching aids for teaching English?</i>	<i>Male</i>	1	1.37	49	67.12	68.49
		<i>Female</i>	2	2.74	21	28.77	31.51
		<i>Total</i>	3	4.11	70	95.89	100
3	<i>Do you participate in the class while learning English?</i>	<i>Male</i>	36	49.32	14	19.18	68.5
		<i>Female</i>	16	21.91	7	9.59	31.5
		<i>Total</i>	52	71.23	21	28.77	100
4	<i>Do you practice English outside of class?</i>	<i>Male</i>	4	5.48	46	63.01	68.49
		<i>Female</i>	6	8.22	17	23.29	31.51

		<i>Total</i>	10	13.70	63	86.30	100
5	<i>Do you pronounce all English letters correctly?</i>	<i>Male</i>	45	61.64	5	6.85	68.49
		<i>Female</i>	20	27.40	3	4.11	30.51
		<i>Total</i>	65	89.04	8	10.96	100
6	<i>Does your teacher correct your mistakes while you performing your tasks?</i>	<i>Male</i>	48	65.75	2	2.74	68.49
		<i>Female</i>	21	28.77	2	2.74	31.51
		<i>Total</i>	69	94.52	4	5.48	100

As explained in the table 8, Data collected for the research were obtained from classroom-observation and interview. For the second method, 73 students were chosen as respondents to be interviewed. Data in the table 8 show that 100% of respondents their school has no English medium environment (There were no English speaker around and they cannot hear any English words talking by other persons. Even if the teachers of the school could not use English language with each other except in the classroom); 95.89% of respondents their teachers rarely used different techniques for teaching English. There are 28.77% of respondents did not participate in the classroom while learning English. 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. Class participation is the most powerful techniques to develop students' speaking abilities. There are 86.30% of respondents did not practice English outside of class; 10.96% of respondents did not pronounce English letters like G, H, I, S, W, Y correctly. This implies that students pass from class to class without gotten knowledge in the required level or at lower grade, and poor background of knowledge. Pronunciation problems are significant in language learning due to their impact on communication effectiveness. Mispronunciations can lead to misunderstandings, rendering the speaker's message incomprehensible. And 5.48% of respondents their teachers did not correct their mistakes while performing their tasks. The teachers should assess strengths and weaknesses early, encourage conversation, model syntactic structure, and maintain eye contact. Teach recognizing, organizing, and expressing thoughts clearly and remind students to speak loudly and articulate clearly.

4.4.2 How teachers use strategies to enhance students' speaking skills.

Table 9: Teachers response to use strategies to enhance students' speaking skills.

No	Items	Sex	Yes	%	No	%	Total (%)
1	<i>Do you establish a clear objective?</i>	Male	4	80	0	0	80
		Female	1	20	0	0	20
		Total	5	100	0	0	100
2	<i>Do you show and explain the lesson clearly?</i>	Male	4	80	0	0	80
		Female	1	20	0	0	20
		Total	5	100	0	0	100
3	<i>Do you integrate prior knowledge through question and answer activities</i>	Male	4	80	0	0	80
		Female	1	20	0	0	20
		Total	5	100	0	0	100
4	<i>Do you provide more practice on speaking lesson?</i>	Male	3	60	1	20	80
		Female	0	0	1	20	20
		Total	3	60	2	40	100
5	<i>Do you provide students with feedback and correcting their errors</i>	Male	4	80	0	0	80
		Female	1	20	0	0	20
		Total	5	100	0	0	100

As explained in the table 9, Data collected for the research were obtained from teachers' interview. For the second method, 5 teachers were chosen as respondents to be interviewed. One of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners.

Data in the table 9 show that 100% of respondents reported that established a clear objective; showed and explained the lesson clearly; they integrated prior knowledge through question and answer activities, and provided students with feedback and correcting their errors.

Establishing clear objectives is crucial to guiding the teaching and learning process because it helps teachers design purposeful lesson and provides a roadmap for achieving instructional goals. Clear objective also serve as performance expectations for both teachers and students, allowing them to understand what is expected of the learner as an outcome of the lesson components.

Therefore, integrate prior knowledge, establish a clear object, and show and explain the lesson clearly is the major responsibilities of all teachers. And there were 60% of participants reported they provides more practice on speaking lesson while 40% of respondents did not provide more practice on speaking lesson due to large class size and shortage of time, and unsuitable of seating arrangements. The teachers should provide brainstorm. Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use, and do topical follow-up. Have students report to the class on the outcome of their role plays, give students time to prepare, let them work individually to outline their ideas and the language they will need to express them.

4.5 How the factors influences students' performance

Table 10: Students responses to the factors influence students' performance.

No	Items	Sex	Yes	%	No	%	Total (%)
1	<i>Is your family illiteracy affecting your speaking skills?</i>	<i>Male</i>	48	65.75	2	2.74	68.49
		<i>Female</i>	21	28.77	2	2.74	31.51
		<i>Total</i>	69	94.52	4	5.48	100
2	<i>Does your fearfulness lead you to marriage?</i>	<i>Male</i>	48	65.75	2	2.74	68.49
		<i>Female</i>	18	24.66	5	6.85	31.51
		<i>Total</i>	66	90.41	7	9.59	100
3	<i>Did your low language vocabulary force you to drop out class?</i>	<i>Male</i>	36	49.31	14	19.18	68.49
		<i>Female</i>	17	23.29	6	8.22	31.51
		<i>Total</i>	53	72.60	20	27.4	100

As explained in the table 10 above, data show that 94.52% of respondents reported that students' families' illiteracy affect their speaking skills because the family is the basic source of students to achieve their goals. Thus, family must have good relationship with school due to solve any problems of their students. There was 90.41% of participants reported that many students got marriage because of their fearfulness especially female students choose get marriage rather than to improve their ability to speak. Fear in public speaking can have a negative impact on students' learning engagement and academic performance. Students who experience anxiety in public speaking may feel pressured and anxious in virtual learning environments, leading to decreased speaking achievement. And 72.60% of respondents reported that students' low language vocabulary forced them to drop out school because they unable understand the subject matter of learning. The main difficulties faced by the students while speaking English, is lack of

vocabulary. Due to this, many students of Abu Sera secondary School did not pass from class to class. The number for lack of vocabulary mastery is 53(72.60) it is the highest number compared to the students mastery the vocabulary. Lack of vocabulary can lead to cognitive overload, impeding successful strategy implementation. Lack of vocabulary hinders students' communication skills and ability to construct sentences, impacting their English learning in speaking. Vocabulary in English language has many meanings. For example "Do" sometime used as an auxiliary verb and sometime used as main verbs. So, the students assumed that one word has only one meaning or used as dictionary meaning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The main purpose of this study was to investigate the factors affecting students' speaking skills in EFL classroom: the case of Abu Sera Secondary School in Akaki Woreda, grade nine in focus. Many of the students in our country have difficulties in English language speaking competence. So, the objectives of the present study was to assess the problems that faced students in practicing speaking skills in English language, to identify the strategies that teachers and students used to overcome these factors and improve learners' speaking skills, and to describe how the factors influence students' performance. The study was a descriptive survey design in which quantitative and qualitative approaches were used. Data collected through questionnaires, class observations and interviews, and sampling populations of the study were teachers and students of the school. Especially classroom observations were conducted and questionnaires were presented for students and teachers. To describe how the factors influence learners' performance were identified. Data were analyzed qualitatively and quantitatively. Data presentation, analysis and discussion were performed based on the order of the research questions.

The finding of this study suggested that the strategies English language teachers used to improve students' speaking skills were inappropriate strategies to enhance students' speaking skills. Another finding from classroom observation indicated English language teachers did not give plenty time for students to practice speaking in the form of dialogues and group discussions in the classroom. Students use mother tongue to ask and answer questions, and students' first language was the medium of instruction of the school.

Accordingly, finding revealed that classroom conditions like seating arrangements lack enough space for students in the classroom and teachers did not freely move in the class, large class size, overcrowded of the number of students(75 students per class) at high school level are the factors which affect the effective of speaking skills in the school (in the research setting). Therefore, teachers used lecture teaching method (teacher-centered method which teachers talk students silent) was performing.

As study finding showed, even though the students had positive attitude toward English language, they were always preferred to speak in mother tongue, and they had difficulties to listen and comprehend what other students and teachers were saying in English language. And also they had low knowledge of English vocabulary and grammar, fear of making mistake, anxieties, lack of correct pronunciation of English words eve if they could not pronounce some English letters (G, H, I, X, S, W, and Y) correctly.

The finding from the teachers' interview suggested that the school was not facilitated with teaching aids materials like audios, videos, language laboratories, etc. even we can't found good references in the library and also library did not open regularly. Thus, these were also the factors that affect students from improving English speaking skills regarding learning environment. Therefore, the stakeholders, teachers, students, and school should help students to develop English language speaking.

5.2 CONCLUSIONS

As stated in chapter one, the main objectives of the study were to investigate the factors affecting students' speaking skills in EFL classroom at Abu Sera secondary school grade nine in focus. The strategies English language teachers used overcome these factors and improve learners' speaking skills. The finding of the study from responses to questionnaire, classroom observations, and interviews of the teachers and students revealed that the students faced many problems like family background, classroom and environment conditions, fear of making mistake, first language are the factors that affect students' speaking enhancement in and out classroom. In addition, learners feel anxiety and shyness while speaking English in the classroom, and some teachers did not get an adequate teaching and learning strategies. Lack of English vocabulary and grammar were the factors influence students' speaking skills, lack of sufficient practices, lack of confidence, poor pronunciation of the students, poor background of the students and the illiteracy of their families are the main factors affecting students' speaking

skills. Therefore the teachers should decide carefully when and how to correct the students' mistakes so that the students can improve their speaking skills daily. In addition, the teachers should encourage lower, medium and higher achievers during speaking lesson.

5.3 Recommendations

This study was conducted not only to identify causes of factors affecting students speaking skills, but also to recommend other researchers and teachers that may help to solve another problem in the research and teaching setting. Therefore the following recommendations have drawn from the above conclusions.

- The teachers should motivate students in English classroom to avoid their fear and anxiety, provide some pronunciation points in the class to help building students' fluency.
- The teachers should give good feedback and corrections it helps students getting out of difficult misunderstanding.
- Teaching and learning process should be students-centered approach in order to let students talking when teaching interaction performed.
- Other researchers should investigate the other factors that affecting students' speaking skills in another research setting.
- Stakeholders and school should fulfill teaching and learning materials which help them to improve students' speaking skills.

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APPENDICES

APPENDIX A

QUESTIONNAIRE, INTERVIEWS AND CLASS OBSERVATION

- This survey questionnaire is designed for an investigation factors affecting students' speaking skills at Abu Sera secondary School: grade nine in focus. Your assistance in completing the following questions is greatly appreciated. Please put a tick (√) in the box beside the option you choose.

Part 1: general information

Respondent's name _____ school name _____

Gender Male () Female ()

Age 23- 30 years () 30-45 years ()

Other (please specify) _____

3. Educational level:

Bachelor's degree ()

Master's degree ()

Other (please specify) _____

The years of your teaching experience

1-3 years ()

4-7 years ()

More than 12 years ()

Interviews:

The factors affect students speaking skills and performance.

How the factors affecting during speaking lesson?

No	Performance situations	Yes	No
1	Do the students have full confidence in the classroom?		
2	Do the students use target language in the classroom?		
3	Do the students pronounce all English letters correctly?		
4	Do the students expected that their first language as medium of instruction?		
5	Do you use students' mother tongue in the class?		
6	Do you motivate students and give plenty practice time in classroom?		

Classroom observation

No	Items	Almost all	Sometimes	Usually	Rarely	Not at all
1	Teachers used targeted language.					
2	Teachers used good strategies to promote students.					
3	Design group discussion.					
4	Debate and dialogues in the lesson topic.					
5	Used teaching aids materials					
6	Student-centered approach method					
7	Seating arrangement and class size					
8	Students participation					

APPENDIX B

STUDENTS' QUESTIONNAIRE, CLASS OBSERVATION AND INTERVIEW

This survey questionnaire is designed for “An Investigation into Speaking Performance of the grade 9 students at Abu Sera secondary School”. Your assistance in completing the following questions is greatly appreciated. Please put a tick (✓) in the box beside the option you choose.

General information

- **Gender:** Male () Female () Age _____
Grade _____

Interview

Factors affect students' speaking performance.

Please put a tick (✓) in the column corresponding to your choose.

No	Items	Always	Sometimes	Rarely	Not at all
1	Do you like speaking English in and out classroom?				
2	How often do your teachers correct your mistakes while you are performing your tasks?				
3	Do you answer the questions in target language?				
4	Do you participate in classroom during speaking lesson?				
5	Does your family illiteracy?				
6	Do you pronounce English words correctly				

Classroom observation

No	Items	Always	Sometimes	Rarely	Not at all
1	The use first language in the class?				
2	Listening to the script on the radio or video and report back to the class				
3	Prefer to speak in mother tongue				
4	Family supports				
5	Attend the class				
6	Focus on knowledge than practice				
7	Participations in the classroom				
8	Collaborate in group discussion				
9	Large class size				
10	Seating arrangement				

Questionnaire

Your assistance in completing the following questions is greatly appreciated.

Please put a tick (√) in the box beside the option you choose.

1. Which speaking problems encountered you? You have more than one choice

- Worried about making mistake ()
- Fearful or losing face ()
- Anxiety ()
- Lack of language vocabulary ()
- Illiteracy of the family ()
- Use of first language as medium of instruction ()
- Lack of self-confidence ()
- Poor background the experience ()
- Poor correct pronunciation ()
- Lack of sentence construction ()

2. How often do you practice speaking English in and outside of the class?

- Almost always ()
- Sometimes ()
- Normal ()
- Usually ()
- Rarely ()
- Never ()

3. What are the factors affect your English speaking skills

4. What about your family background?

Your assistance in completing the following questions is greatly appreciated.

Please put a tick (√) in the box beside the option you choose.

No	Items	Almost all	Sometimes	Usually	Rarely	Not at all
1	Do you have lack of self confidence					
2	How often do you ask and answer questions in targeted language					
3	Poor knowledge of vocabulary					
4	How often do you confidently speak English language in the classroom?					
5	How often do you give your opinion in the classroom by English language?					
6	Collaborate in group discussion					