



**An investigation on Factors that Affect grade ten
Students Speaking Skill in English Class at Jacho
secondary school of Hadya zone Mirab soro
Woreda**

by:

Eyasu Ukumo Boltana

ID Number:GSK/4688/11

Submitted to:Dr.Sieme kebede

College of Humanities,Language studies,Jornalism and Communication

Department of foreign Languages and Literature

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Eyasu Ukumo Boltana

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Statement Of The Author

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Name: Eyasu Ukumo

University: Addis Ababa University

Date of submission-----

Signature -----

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Abstract

The main idea of this research was to know factors affecting students speaking skill in English subject teaching-learning class. speaking skill is one of the human beings the ability to share, process, and deliver information, ideas and feelings to one another by orally in day to day social life interaction. However, most of the students in English class not properly participate when speaking skill lesson topic period. why? because there are different affecting factors. These are: -anxiety or shy to talk in front of their classmates, lack of vocabulary, Grammar problem, class atmosphere (over crowded class), lack of motivation, lack of prior knowledge about English language, lack of spoken English reference books, lack of practice in school compound and out of school compound, fear of making mistakes, giving little attention during teaching English. These and others. This research shows in the next page what type of factors affect students speaking skill in more detailed explanation. The research conducted in southern nation nationalities of Hadya zone M/soro woreda Jacho secondary school. There are four secondary schools in this woreda. These are :- Akama, Fanta, Orcha and Jacho secondary schools. To make clear and accurate this research conducted only Jacho secondary school. The research used quantitative and qualitative data collecting method. The data collected through three data collecting method. Questionnaire, class observation during English subject teaching period and interview. The data collected from English subject teachers and grade ten selected students. There are four English subject teachers and four grade ten sections. Questionnaires are used as main idea, interview and observation used as supporting idea.

Based on the findings of this research the concerned body of the woreda education office and school management agreed to solve some of the affecting factors according to their capacity.

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CHAPTER ONE

1. Introduction

1.1. Background of the study

English is a language which has a special position to international communication. Therefore, today English language is spoken all over the world. Thus English is called a vast environmental language. To develop and to improve this vast environmental language, knowing its affecting factors that English subject learners face, factors that affect their speaking skill is very important. Speaking skill is one of the four skills of language that students master to get important abilities in language development. But their speaking skill is low. It is caused by several influencing factors. These factors are self-confidence, poor listening habit, anxiety to talk in front of their classmates, lack of motivation to learn English subject, lack of vocabulary, lack of grammar knowledge, lack of prior knowledge about English, class atmosphere (overcrowded class), attitude of teacher, teaching method, lack of spoken English reference books.

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 will have many performances related to oral skill in the school or outside of school, but most of them may not be able to communicate smoothly and accurately because they lack the necessary knowledge. Related to the theory of Brown: 2004, speaking can be observed directly and empirically because it is a productive skill and learners are considered to have good speaking performance if they have mastered the components in speaking such as grammar, vocabulary, pronunciation, fluency and accuracy. According to Ur: 1996, speaking seems to be the most important skill of all the four (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pears, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

English language is not widely spoken or used as a day to day communication. This is also a challenging factor that affects students' speaking skill in English period. The current study aims to know what the affecting factor is. Wong-Fillmore, L. (1989) states that the most significant role in language learning is often played by learner's environmental factor. Once a language learner gets a comprehensive atmosphere with other speakers of the target language, they could begin to communicate more effectively in that language. English is a foreign language. Learning a foreign language requires students to learn language skills such as listening, speaking, reading and

writing. As one of the skills in learning language, speaking enables people to send and receive information or messages to others. So speaking is a process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts (Harmer, J. 1991) speaking is the active use of language to express meaning and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as a foreign language (EFL) learners, no matter how much they know about the English language still face many speaking difficulties. These difficulties remain the most difficult skill to master for the majority of English learners, and they are still incompetent communicating orally in English. These are made by factors that cause difficulty in speaking, and they are as follows: worried about making mistakes, fearful of criticism or simply shy, Nothing to say, students have no motive to express themselves, low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, and others speak very little or not at all, use mother tongue.

1.2. Statement Of The Problem

From the experience of teaching English subject the current researcher conducted to know factors that affect students speaking skill. When the researcher teaching English subject in class in speaking skill topic; students do not participate actively. Some of the students keep silent all the time and sit passively. They do not speak English in class. Even sometimes, they try to answer simple questions and when the researcher asked to discuss some topics in groups they speak in their first or mother tongue language. So the current researcher conducted to know what factors can affect their speaking skill in English subject class. The researcher observed in his teaching time of experience in years of teaching English subject class or period how the students fail to ask and answer questions, participate in groups discussion and classroom peer-teaching and oral presentations and why English subject teachers complain about students lack of participation in teaching speaking skill topic. As we know that speaking skill is plays an important role in day to day communication. English language is used for international communication but in our Ethiopian context it has a broad function as a medium of instruction at elementary, secondary and tertiary level of students and are expected to carry out their academic activities in English language. They are required to read reference materials written in English and also do presentation, project work, writing term paper in English language. So English language plays a great role. Negash T. (2006) explains that secondary school students in Ethiopia have great difficulties to listen, speak, read and write in English language; Specially they can not express their feelings and ideas in learning English as a foreign language. This maybe due to fear of making mistakes, lack of basic speaking skill, poor speaking background, lack of self confidence, lack of grammar and vocabulary knowledge, negative attitude towards speaking skill. Sometimes students

complain that they can not think of anything to say and they have no motivation to express themselves. Rivers W. (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. 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.

Based on the above statement the current researcher triggered to know the factors that affect students speaking skill.

1.3. Objectives Of The Study

1.3.1. General Objective

The general objective of the study was to know factors that affect students speaking skill in English classroom.

1.3.2. Specific Objective

The specific objectives of this study were:

- to know what factors can affect students speaking skill.
- to identify how factors affect speaking skill.
- to know students and teachers affecting factors in speaking skill learning and teaching topic.

1.4. Research Questions

Finally to achieve the objectives of the study the researcher wanted to try to answer the following points to design questionnaires, observations and interviews for selected grade tenth students and English subject teachers which found in southern nation nationalities of Hadya zone Mirab soro woreda Jacho secondary school.

- What background for the students to learn English language speaking skill topic in English subject classroom.
- What factors are affecting students speaking skill.
- How often English subject teachers teach their students speaking skill topics.

1.5. Importance Of The Study

Speaking skill is one of the ability to share our feelings or ideas to one another in spoken or orally in human sounds. so speaking skill has important role in teaching English subject. The current researcher understood that this study was made benefit to know about factors that affect

speaking skill. For instance, it may benefit English subject teachers and English language learners. This also can make awareness to know students influencing factors to give essential solutions to minimize the factors that affect students speaking skill or show the way to solve students speaking skill problems. Moreover, it also give the way to show factors for concerned body of education, school administrators, supervisors, teachers and students families on given important support to teaching-learning process. The current researcher understand that if we also want to a change to give solution for the factors that affect students speaking skill in English subject teaching method in collaboration with the concerned body of the school administrators, there is important improvement in the thinking of new role in importance to give solutions for the factors that affect speaking skill in teaching learning process of English subject. The ultimate goal of this study was to know factors that affect students speaking skill in English subject in classroom. The researcher hope that the result of this study was expect to have give important solution for the factors that affect students speaking skill for English language learners and English subject teachers to promote effective English language teaching-learning process.

1.6. Delimitation Of The Study

This study is confined or conducted to know factors affecting students speaking skill in English subject teaching-learning classroom during speaking skill topic learning classroom. This research conducted in southern nation nationalities of Hadya Zone mirab soro woreda Jacho secondary school grade tenth selected students and all English subject teachers. There are four secondary schools in this woreda. These are Akama, Fanta, Orcha and Jacho secondary schools.

According to time, budget and other resource limitations the study was only done in Jacho secondary school grade tenth selected students to get accurate information.

1.7. Limitation Of The Study

The researcher conducted the topic factors that affect students speaking skill of English language to give its conceptual and operational definition of key terms used in the study.

1.8. The Scope Of The Study

This study addressed on grade tenth to know factors that affect students speaking skill during English subject teaching-learning classroom. To keep the study manageable the study was limited only made only one school which found in southern nation nationalities of Hadya Zone mirab soro woreda Jacho secondary school.

CHAPTER TWO

2.Review Of The Related Literature

2.1.What Is Speaking Skill?

speaking skill is defined as a skill which allows as communicating effectively.It is a delivery of language through the mouth by human beings only.These skills give as the ability to convey information verbally and in a way that the listener can understand.The ability to speak confidently and fluently is one which children will develop during their time at school and its something that will help them through their life.children can hone their speaking skills in other languages,starting in pre-K.G. and continuing up through to high school.

2.2.Speaking skills for English Ianguage Learners

Learning how to develop these skills in English is also important for students learning English for the first time.No matter what language you are targeting,speaking is one of the most important parts of language learning.It is how we tend to communicate in everyday life.on the otherhand,speaking is an interactive process where information shared and if necessary acted up on by the listner.so,it is important to develop both speaking and listening skills for effective communication.

2.3.The Four Elements Of Speaking Skill

Speaking skill can be split up in four areas of target. These are:-vocabulary, grammar, pronunciation and fluency.

2.3.1.Vocabulary

To develop our speaking skill,we first need to know the right words.vocabulary development begins as an infant,when children first learn to describe the world around them and communicate their needs.This Progress from single word to sentences when children are two or three years old,at which point they will normally have a vocabulary of 150 up to 300 words.

Vocabulary development is where students understand the meanings and pronunciation of words in necessary communication.when they undestand what a word means,they can check what the phrase or sentences means.This is important helping them to keep up their side of a conversation.If they understand what the other person is saying and they know what vocabulary to say back,they are half way there are half way there to communicate effectively.

2.3.2. Grammar

You might think that grammar is something we only need for written language. While the rules of the grammar for spoken English are more flexible, it can't be ignored. Grammar provides important structure for spoken language, such as an understanding of tenses and correct way to structure sentences. This helps us to convey information in a way that the listener will recognize and understand. Remembering the other person's understandings of what you mean is one of the most important parts of speaking skill.

2.3.3. Pronunciation

Understanding how to correctly pronounce words is another vital element of speaking skill. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country and even city to city. A lot of this comes from phonemic awareness. That is a complicated term that means understanding the small units that make up spoken language. No two languages are like and English can differ quite a lot from other languages. Some phonemes might not be in ESL; students' native languages. If children's minds are trained to categorize phonemes in their first language, it can become confusing. Developing this ability in English can involve playing language games or using songs and poems to reiterate rhythm and repetition. Phonics is where students start to see the relationship between the sounds of spoken language and graphemes. Graphemes are the letters and spelling representing sounds in written language. Flash cards are a good way to practice these.

2.3.4. Fluency

Fluency is the ability to hear words and understand them straight away. If children see a word written down, they can read it aloud and pronounce it properly. Guide your students through reading passages out loud. You could also get your students to read aloud in front of the class. This builds their confidence and also helps them to communicate better. The more fluent your students are in a language, the easier they will find having in-depth conversations, as they will have all the knowledge necessary to express themselves.

2.3.1. Factors Affecting Speaking Skill

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking skill. Tuna and Mai (2015: p.142) state that students' speaking skill or performance can be affected by the factors that come from performance conditions or skills (time pressure, planning, standard of performance and amount of support) and affective factors (motivation, confidence, anxiety, listening ability, topical knowledge and feedback during speaking activities.)

2.3.1.1.performance conditions

Students perform a speaking task under a variety of conditions. Nation and Newton(2009:p.60)believes that performance conditions can affect speaking performance. The four types of performance conditions that affect students speaking skill suggested by Newton and Nation (2009:P.65)include time pressure,planning,the standard of performance,and the amount of support.

The teachers of English subject must help our students to know factors affecting students speaking skill. students speaking affected by different factors like performance conditions. Affective factors listening skill, and feedback during speaking tasks (Tuan and 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. 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 can not 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 skill. According to Harmer (1991), the decisions that instructors adopt towards their learners skill depend on the stages of the lessons, the tasks and the kinds of mistakes they make and 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 that 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.

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, extrem anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, and Dogar 2011). According

to Woodrow(2006),anxiety has a negative effect on the oral skill 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 in to 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.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 in to 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 problem 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.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 sensitize 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 skill or performance,the aim of speaking will not be obtainable for learners.Inhibition is a feeling of worry that stops people from telling or performing what they want.All human beings make a series of defences 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

2.3.2. The most affective factors in students speaking skill

One of the most important influences on language success or failure is probably the affective side of the learner. Oxford (1990: p. 267) The Krashen (1982) also suggested 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.

2.3.2.1. Listening Ability

Listening skills can not be developed unless we develop listening skills. Doff (1998: p. 199). Students must understand what is said to them to have a successful conversation. Shumin, K. (1997) shares the ideas of Doff (1998) that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she can not understand what is said. It means speaking is closely related to listening.

2.3.2.2. Topical Knowledge

Bachman and Palmer (1996: p. 18-20) states that topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides them to enable learners to use language with reference to the world in which they live. Bachman & Palmer (1996) that certain test tasks maybe easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has affects on speaking skill.

2.3.2.3. Feedback During Speaking Activities

Most of the students' want and expect their teachers to give them feedback on their performance. However, all speaking production should not be able to dealt with in the same way. Harmer, J. (1991) that the decisions that the teachers make about how to react to students' performance will depend up on the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake. If the teachers correct whenever there is a problem. The conversational flow as well as the purpose of the speaking activity will be destroyed. If the students' are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement. (Baker & Westrup 2003: P. 58)

2.3.2.4. Study Habits At Home

Study habits at home are one of the severe factor that affect students speaking that expressed by Slameto (2010) that study habits will affect the study itself. Study habits that can affect the success of the students. While what makes individuals fail is because they do poor study

activity. This is as disclosed by Gie(2012) that there are two kinds of habits of learning, that is good study habits and bad study habits. Study habits is affected in learning English especially increase speaking skill. There are different studies' while they always do study habits or never do study habits.

2.3.3. Types Of Speaking

Speaking is a way to deliver some ideas or information to each other. As the candidate professional teacher, the students' should be able to learning optimal in order to make the students' will learn effectively in speaking class. To learn speaking skill we need to know five basic types of speaking as Yenny(2014:p.201) explained in the following.

2.3.3.1. Imitative

This type of speaking requires the test takers to copy a word phrase or a sentences. pronunciation is the main aspect of the assessment of speaking although grammar also takes part as the scoring criteria. What needs to be high lighted in imitative speaking is that the communicative competence of the language is not essential. Actually the listener imitate what the speaker says. They need to aquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2.3.3 2. Intensive

Unlike imitative, intensive speakng does not emphasize on pronunciation or phonological aspect. understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue complition.

2.3.3 3. Responsive

Authenticity in a conversation is important. Therefore, the spraker is stimulated to speak promptly. To response a short conversation making a simple request comment is a kind of activity that belongs to this type of speaking.

2.3.3. 4. Interactive

The load and complexity of the sentences is the major difference between responsive and interactive speaking. The number of the speakers also matter as sometimes. It needs more than two people in the conversation.

2.3.3.5. Extensive

Extensive speakng involves a wide range of speech production also the speaker will need to interact with the counter speakers, could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

2.3.4.Problems in speaking

speaking is not as easy as it may seem.In fact,it is a complex skill which involves both intrinsic and extrinsic aspects,speaking shows how the speaker uses the vocabulary in the right way bravely.so,according to different type of person,there are some problems in speaking.Brown(2001:p.270-271)suggested some causes that make speaking difficulty as follows:

2.3.4.1.Clustering

Fluent speech is phrasal,not word by word.learners can organize their output both cognitively and physically.

2.3.4.2.Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language.Learners can capitalize on this feature of spoken language.

2.3.4.3.Reduced Forms

contractions,elisions,reduced vowels etc. students' who don't learn colloquial contractions can sometimes develop a stited bookish quality of speaking that in turn stigmatize them.

2.3.5.Performance Variables

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 hasitation,pauses,backtracking and corrections.Learners can actually be taught how to pause and hesitate.For example,in English our thinking time is not silent,we insert certain fillers such as up,um,well,you know,I mean,like,etc.one of the most silent differences between native and non-native speakers of a language is in their hesitation phenomena.

2.3.6.Colloquial Language

Make sure your students' are reasonably well acquainted with the words,idioms and phrases of colloquial language and that they get practice in producing these forms.

2.3.7.Rate Of Delivery

Another silent characteristics of fluency is rate of delivery.one of your tasks in teaching spoken English is to help learners active acceptable speed along with other attributes of fluency.

2.3.8.Stress,Rhythm And Intonation

This is the most important characteristics of English pronunciation.The stress timed rhythm of spoken English and its intonation patterns convey messages.

2.3.9. Interaction

learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest components of the creativity of conversational negotiation.

2.3.10. Why are speaking skills important for students to learn?

Speaking allows us to communicate with others and express our thoughts and feelings. speaking skills can be separated into formal and informal speaking skills, and we use both types in a variety of contexts throughout in life.

Informal speaking skills are important for conversations with friends and family. They help us to form emotional connections with other people. on the other hand, formal speech is necessary for workplace in presentations, or for conversations with people you don't know. Using formal language at an appropriate time allows us to make a good impression on people and communicate politely.

As an ELL, speaking skills are considered key to learning a language. In fact, many language learners measure their performance by how well they can speak it. Effective language learning often takes place through interaction. so, it is a skill that can be honed to really build an understanding of the language and culture of English speaking countries. And yet, it can be so easy to find speaking daunting or challenging. It is not as straightforward as we might want it to be. Teachers need to encourage students to speak as much as possible. They can make it as fun and engaging as the structure of their lessons will allow. This could be through dramatic play, groupwork, or even projects. Fortunately, we have linked some resources at the end for you to take a look at.

2.3.11. Developing speaking skill for English language learners

Practice makes perfect when it comes to developing skills in English. Listening to spoken English, learning different rules of grammar and reading appropriate texts can all help in different ways, but at the end of the day, your class needs to actually speak. As an English language learner, understanding the nature of the language can be a real struggle. students with different native languages can be at a disadvantage because of differences between their native language and English. These challenges aren't unsumountable, however, and soon they'll find their rhythm, what is more, once they master their speaking skills, they'll have a better understanding of how languages work broadening their understanding of the world.

2.3.12. Top tips for ELL speaking skills

2.3.12.1. Learn new vocabulary in phrases

Although learning new words and their pronunciation is always beneficial, some words need to be learned in groups to be useful when speaking in English. For example, a cup of coffee might be more useful than just learning "coffee"

2.3.12.2. Focus On Pronunciation

Learning lots of vocabulary can boost English skills, but if these words aren't pronounced correctly, it can be easy to misunderstand what the student is saying. A top tip to ensure students pronounce the words they've learned correctly could be to tie in some tongue twisters.

2.3.12.3. Ensure they Understand how English flows

With English language learners it can be helpful to get them in to the "flow" of how English is usually spoken. This is because their native language might have a very different flow. Native speakers of English link words together often resulting in a sound disappearing or a new sound being made. There are some syllables stressed that wouldn't be in other languages, or a different rhythm overall.

2.3.12.4. Get Them To Practice Self-Talk

This involves getting them to talk loudly in English to themselves. It could be a quick phrase before completing a task such as "shall we go and grab a coffee?" or "I need to go to the gym tonight."

2.3.12.5. Encourage Your Students To Download Practice Apps

This can break down a difficult language into manageable chunks that can be practiced on the go at regular intervals.

2.3.12.6. Give A Child A Language Buddy

Get your language learners to work on tasks in pairs with a native speaker, allowing them to practice their skills and pick up new vocabulary.

2.3.12.7. Use Vocabulary Cards And Other Printable Resources

These help children learn new words that they can use in conversations. For example, you might be interested in these synonym cards for a more varied vocabulary.

CHAPTER THREE

3. Research Design and Methodology

This study employed a descriptive design that includes both qualitative and quantitative techniques. This research design and methodology used questionnaire, observation and interview. The research attempted to know factors affecting students speaking skill in Hadya zone Mirab soro woreda Jacho secondary school. Regarding the research Methodology, all English subject teachers and grade tenth selected students. Participants of the study are discussed in detail with the sampling techniques. All are explained.

3.1. Sources Of Data

The target sources of data was grade tenth selected students and all four English subject teachers from Jacho secondary school. This all are primary and secondary sources of data.

3.2. Samples, sampling Techniques and sample size

All four English subject teachers and selected grade tenth students are proportionally give enough information to manage this study. The sample population from the four sections of grade tenth selected students from schools simple random sampling techniques used. This is because in random sampling, the students were selected by means of certain procedures which ensure that every unit of the students has one fixed probability of being included in the sample. The sample population selected from the four sections of the grade tenth students, the researcher used a simple random sampling technique. This was done by drawing table of random numbers and the students starts to read the assigning consecutive numbers in any direction. When a number is read that correspond with that written on a unit card, that card was chosen for the sample.

In this study Jacho secondary school was purposefully selected to be the setting of the study because of the accessibility and familiarity to the researcher. There are four English subject teachers. They are few in numbers. These are used to do manageable to get clear information or data. All the four English subject teachers were included. From the total 283 number of students 20 students selected five of four each sections to get clear and accurate data to make the research manageable. Totally 283 number of grade tenth students in 2015 E.C schools data base. From them 20 students were taken as sample size as a simple random sampling technique using method.

3.3. Data collection Instruments

The main data collecting tools or instruments are questionnaire, classroom observation and interview. classroom observation focus on during English class to elicit high quality data to evaluate the speaking skill teaching period and to know factors affecting students speaking skill and how to practice speaking in English.

3.3.1.Questionnaire

The researcher used a questionnaire as it is a device consisting of a series of questions dealing with research topics given to an individual with object of obtaining data with regard to "Factors affecting students speaking skill." A questionnaire consisted both closed and open-ended questions to manage the idea of student and teacher participants.To secure the validity of the questionnaire the first draft was given for colleagues to discuss how it is and comment on advisors to provide the feedback on format of the questionnaire.

3.3.2.Classroom Observation

Observation gives the firsthand account of situation under study;and combined with other data collecting tools,it allows for a holistic interpretation of the situations which are being studied.Robson(2002:310) further states" Data from direct observation contrast with and can often usually complement information obtained by virtually any other techniques ."Observation is considered as a major data collection tool among second language aquisition researchers.because it allows the study of the phenomena at close range with many of the contextual variables present(selinger and shahomy,1989)According to Best and Kahan(1989)observation is the process in which the researcher observes what is happening in real life situation in natural setting of the environment.It classifies and record pertinent happenings according to some planned schemes.It is use to evaluate the overt behavior of individuals in controlled and uncontrolled situations and has an important place in descriptive research.

The researcher found conducting observation is vital,for it would allow him to procure a good deal of information on the English subject teachers and learners on the real classroom behavior.so,the researcher used observation as a research tool with an objective of looking or observing closely at how the teacher actually deals and learners practice really in speaking skill in the English subject classroom.To strengthen the data obtained by questionnaire and interview the observation checklist was prepared.

3.3.3.Interview

The researcher used the interview as it is a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face to face situation.This is gathering data through interview which is called qualitative data gathering system.The interview was conducted only with teacher participants with four English subject teachers.In the interview five basic questions were raised for factors affecting students speaking skill.Such as:-

-How factors affect students speaking skill?

-Why students fail to practice speaking skill in English classroom?

- When and where the learners practice speaking skill?
- What do you think is the solution to solve factors that affect students speaking skill?
- What are factors affecting students speaking skill?

3.4.Data Analysis Method

The method of analysing this data was written or narrative if it is qualitative or quantitative. Data analysis method is process of transforming, inspecting, cleansing, forming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision (Riduwan:2012). The data in this research is quantitative research which mainly uses questionnaires. Answers are measured through straight forward options with "yes", "no" option. The data will be count by using presentation to find out the percentage of each indicator. These research requires both quantitative and qualitative data analysis method. Thus, the questionnaires have been analysed quantitatively using frequency, percentage, and mean values while the observations and interviews have been analysed qualitatively in words. The raw data collected through the questionnaires, interviews, and observations were tabulated and shows the number of respondents for each of the items. To understand the teachers teaching and students learning of the speaking skill topic of the data done based on Likert-type item analysis. The Likert-type items which were designed to find out teachers understanding of speaking skill topic teaching concepts and their actual classroom practices of students and teachers teaching different type of speaking skill topic were given numerical scores. According to the favourable items were coded as: strongly agree, agree, undecided, disagree but for the unfavourable items it is designed to crosscheck the teachers' and students view in the same the items were coded as: always, often, sometimes, rarely, and never.

3.5.Data Collection Procedures

For this data collection procedures, the data collection process has been arranged and carried out as the permission given from the schools which found in site of southern nation nationalities of Hadya zone Mirab soro woreda Jacho secondary school and an absolute willingness of the participants. The Procedure started with administration or design of the questionnaires followed by classroom observation and then interview. During the collection process, an attempt has been made in explaining or elaborating the topics to ask questions in case of ambiguity with regard to the content of the topic of the questionnaire and interview.

During the classroom observation the researcher understand that was happening in the class and paid due attention on basis of points of the checklist.

Totally, too many times have been taken from the inception up to the completion of collection process.

3.6.Participants of the study

The participants of this study were Jacho secondary school English subject teachers and grade tenth respective students.The students who participated in this study were grade tenth selected students and all four English subject teachers.From four English subject teachers three teachers BA.ed.degree holders in education and one is MA degree holder according to 2015 E.C. schools data base.All are males.The students were selected because of the researcher believed that these students can provide pertinent information about the topic of the findings when compared with the other students in the rest of the sections of the number of 283 students.From them 173 number of students are females and 110 students are males according to schools data base in 2015 E.C.The students have different age,environment and ability levels.The teachers have also different educational level(BA.ed and M.A) and experience levels.

3.7.Research setting

The setting of the research conducted at southern nation nationalities of Hadya zone Mirab soro worda Jacho secondary school.The researcher chosen this from four secondary schools of the worda for the familiarity,accessibility of geographical proximity and the concern of the students speaking skill factors severe problem.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

The importance of this study was to know factors that affect students' speaking skill in English subject classroom. The research conducted to know factors affecting students speaking skill in Jacho secondary school. The data in this research were divided into three parts. The first data was questionnaire, it used about factors affecting students speaking skill included as lack of motivation, anxiety, lack of vocabulary, lack of English speaking community, self-confidence, lack of grammar, fear of making mistake, lack of practice, lack of exposure to practice, poor background experience for English, teachers teaching approach, shyness, lack of reference books, topical knowledge, time pressure, and poor listening ability. The second data was classroom observation; it was observed while the English subject teacher teaching period on speaking skill topic teaching learning period. The third data was interview with English subject teachers. The research conducted only Jacho secondary school from four secondary schools in Hadya zone Mirab soro woreda. A descriptive survey design was used to achieve this study.

The data presented, analysed and interpreted was performed based on the order of the research questions. The collected data were analysed quantitatively and qualitatively. In addition to in this chapter an attempt is made to offer presentation, analysis and interpretation of the data collected using questionnaire, interview and classroom observation. The presentation and analysis of data collected are interpreted under the sub-headings below.

4.1. Results from the questionnaire

The sources of data collected from English language teachers were close-ended and one open-ended items

Table 1. Respondents background

No	sex	Qualification	Number of service year
1	male	BA	8
2	male	BA	7
3	male	BA	9
4	male	MA	11

There are four English subject teachers. From them three teachers are BA degree holders and one are MA degree holder and their service year is different This illustrates that 100% of teachers are

male and none or 0% of teachers are female in English department in Jacho secondary school in 2015 E.C schools data base.

4.1.1.Factors related to teachers approach with their students

According to factors affecting students speaking skill teachers must give reinforcement to motivate their students to learn speaking skill topic.

In the following table three points were discussed.

Table 2.Factors related to teachers approach with their students

Responses

No	List of items	yes		No		Total
		Number of student	Percentage	Number of student	Percentage	
1	Do you give positive critization when your students make a mistake?	3	90%	1	10%	100%
2	Encourage your students to self positive motivation?	4	100%	-	-	100%
3	Maintain the students do not shy to speak English language?	4	100%	-	-	100%

What are other factors that affect students speaking skill in English classroom?

As it is explained in the table above it shows the teachers approach with their students to teach speaking skill. Three number of teacher participants indicated 90%. This explains most of teachers always used to criticize their students positively and one number of respondent indicated 10% of positive criticism.

In the second point four number of participants respond 100% of teachers used to teach the speaking skill by encouraging their students self positive motivation. The third point of participants responded 100% that shows the teachers maintain their students do not shy to speak

English language in front of classmates. The other factor that affects students' speaking skill is that they do not have enough time to prepare themselves to practice in the class, lack of time.

4.1.2. Factors related to schools reference materials distribution and availability in book stores

One of the main factors affecting students' speaking skill in Mirab soro woreda Jacho secondary school is text book distribution for each and every student and availability in book stores and library. The table below shows data regarding how the distribution of reference books affects students' speaking skill.

Table 3. Factors related to schools textbook distribution for students and the availability of reference books in the Library

No	Items	Responses				total
		yes		No		
		No	%	No	%	
1	Is there enough text books in the school book store?	-	-	4	100%	100%
2	Each and every student has their own textbook taken from school?	-	-	4	100%	100%
3	Available reference guides of English containing spoken English books found in the library?	-	-	4	100%	100%

The teacher respondents of this questionnaire from the table above explained there is almost no enough amount of books in the book store and library. It indicated in above 100% of respondents have no enough textbook in the store and each and every student haven't taken from school and 100% of library not contained English guide books.

4.2. Observation results

Classroom observation during English subject period while learning speaking skill topic were carried out to see how students practice speaking skill topic and what affecting problems they had facing in the classroom and how was the classroom condition seems like.

The following are classroom observation checklist

No	List of items	yes	No
1	The blackboard is infront of students on the center of wall?	/	
2	The teacher well dressed?	/	
3	The voice of the teacher clear to hear?	/	
4	The teacher allow students to practice eachother in groups?	/	
5	Is there enough chairs and tables to sit?	/	
6	chaires and tables easily moveable?	/	
7	students are giving attention to the lesson?		/
8	All the students are encouraged and motivated to learn?		/
9	The students speak English when they discussing?		/
10	Are the students willing to practice speaking skill with their freinds?		/
11	The teacher give good comments on their mistakes?	/	
12	Are the students freely speak?		/
13	Are the students motivated to ask and answer questions in English in the classroom?		/
14	The teacher motivate students to come to infront and practice the given topic?	/	
15	The students have enough time to prepare themselves for a speaking task before the task performed?		/

As it is explained in the table above the blackboard in the class put in front of students at the center of wall; it is clear to see. The teacher is well dressed with white gown. The voice of the teacher clearly heard to understand his explanation of teaching topic. All the four sections of grade ten the teachers allow students to practice his students with each other in groups. There are enough chairs and tables that are easily movable in the class. Most of the students are not giving attention to the teacher they are careless about the topic and sit silent or quietly or passively without participation. They are not encouraged or motivated to learn. When the teacher asked to discuss in groups they started to speak their first or mother tongue and a few number of students try to speak in English. They have no willingness to practice speaking skill with their friends and teacher comment on their mistakes positively on students and who are willingness to speak in front of students. Not all students freely speak English. The students are not motivated to ask and answer questions in classroom but the teachers motivating or encouraging students to come in front of students to stand with his/her friend and to practice but for the students there is not enough time to prepare to practice and to participate actively.

At last the class situation of its blackboard and seating arrangement was suitable in all sections of grade ten. The observed classrooms are clear and free from dirty or dust. All the classrooms are in good condition. 100% of seating space was enough for all students which allow effective practice.

4.3. Interview results with teachers

Interview is a systematic way of talking and listening to people and is an alternative way of collecting data from individuals through conversations. It is used to collect data and gain knowledge from individuals. In the interview the current researcher used four English subject teachers only. The researcher interviewed to know factors affecting students speaking skill. The interview was conducted only with the schools English subject teachers. Each of the interview was interviewed individually in different time in 2015 E.C. There are four questions were used in the interview. The questions are used to know factors affecting students speaking skill. The following four questions are interviewed with English subject teachers individually in different time.

1. What factors affect students speaking skill?
2. Why students fail to practice speaking skill in English classroom?
3. When and where the learners practice speaking skill?
4. What do you think is the solution to solve factors that affect students speaking skill?

All the four teachers interviewed individually in different time. They tried to answer the interview regarding the first question which inquired about what factors affect students speaking. They

responded that fear of making mistake , fear of teachers criticism,lack of vocabulary,lack of motivation,lack of English language speaking community,lack of grammar,topical knowledge.The second question was responded for why students fail to practice speaking skill in English classroom is lack of interest to learn,lack of practice,fear of large class,the teacher gave for this question try to create supportive atmosphere in the classroom to initiate the students to communicate using English language,lack enough spoken English guide to learn more speaking skill.

Regarding the third question when and where the students practice speaking skill;the interviewers are said that the points as sometimes a few number of students practice in school and others never practice speaking skill in English language.

The last question what do you think is the solution to solve factors that affect students speaking skill was responded as:advice students to listen for English language speaking BBC radio and watch the movies of English,read English written Magazines and news papers,not fear to speak English everywhere and fear of making mistakes,study spoken English guides and practice after it.

4.4.Results of the students questionnaire

The other research question is addressed to know factors that affect students speaking skill for student participants for grade tenth selected students.The result of the questionnaire attempted to indicate what factors concerning their skill of speaking.

Table 5.What are the factors affecting students speaking skill?

No	Items	Responses						total
		always		sometimes		rarely		
		Number of student	percentage	Number Of student	Percentage	Number of student	Percentage	
1	Listening ability.	-	-	-	-	-	-	0%
2	study habits at home	5	25%	10	50%	5	25%	100%
3	self-confidence	10	50%	5	25%	5	25%	100%
4	lack of motivation	15	75%	-	-	5	25%	100%

5	lack of vocabulary	10	50%	5	25%	5	25%	100%
6	Time pressure	10	50%	5	25%	5	25%	100%
7	Feedback during speaking	15	75%	-	-	5	25%	100%
8	Topical knowledge	10	50%	10	50%	-	-	100%
9	fear of making mistake	15	75%	5	25%	-	-	100%
10	lack of reference guides	20	100%	-	-	-	-	100%
11	lack of practice	20	100%	-	-	-	-	100%
12	Anxiety	20	100%	-	-	-	-	100%
13	lack of exposure to practice	15	75%	5	25%	-	-	100%
14	shyness	10	50%	10	50%	-	-	100%
15	lack of grammar	15	75%	5	25%	-	-	100%
16	Teachers teaching approach	15	75%	5	25%	-	-	100%
17	lack of English speaking community	20	100%	-	-	-	-	100%
18	poor background experience for English	20	100%	-	-	-	-	100%

The above table illustrates the student participants regarding the factors that affect students learning of speaking skill. The first one is poor listening ability. There is no one responded about this point. The second point is study habits at home five number of participants responded 25% always, 10/50% sometimes and 5(25%) is rarely. The third point is self-confidence from this 10 number of respondents explained 50% always, 5(25%) sometimes, 5(25%) rarely affected by speaking skill. The fourth point is lack of motivation. This affects 75% of respondents, 0% sometimes and 25% is rarely affected. The fifth point of explanation shows us lack of vocabulary. It affects 50% of from 10 number of participants, 25% respondents sometimes and other 25% rarely. Sixth point of respondents said their feeling about what they affected in time

pressure always 50%,sometimes 25% and 25% rarely.The seventh point is indicates in feedbackduring speaking 75% always,0% sometimes and 25% rarely.The eighth point idicates 10(50%)always and 10(50%) sometimes ,0% rarely.The nineth point ot this qurstonnaire illusterates that is fear of making mistakes shows the 15 number of respondents 75% always,five number of participants indicated 25% sometimes and 0% rarely.The tenth point is lack of reference guides in school library.It indicated 100% from total 20 number of participants.As this showed in the explanation there is no enough reference books from school book store and library.The eleventh point is lack of practice in and out .It shows 50% is always and the same with it 50% is sometimes,0% is rarely affecting factor.The twelveth point of the 10 number of participants indicated 50%,and 10 number of participants indicated 50% always and sometimes and 0% rarely affecting factor.The thirteenth point of participants showed in percentage 75%always,25%sometimes and 0% rarely to lack of exposure to practice English language speaking skill.The fourteenth point is indicated from 15 number of participants 75% and 5 number of participants 25% and 0% rarely affected shyness in speaking skill.The fifteenth point lack of grammar 15 number of respondents showed 75% and 5 number of participants show 25%.The sixteenth point of participants responded about teachers teaching approach 75% always,25% sometimes,0%rarely affectes the speaking skill.The seventh point is idicates about lack of English speaking community in 100% out of 20 number of participants always and 0% sometimes and 0% rarely.We Ethiopians almost 100% affected by lack of English language Speaking Peoples.

To sammarize that the last point according to this questionnaire the poor background experience for English it indicated in percentage 100% always,0% sometimes and 0% rarely affecting factor.

CHAPTER FIVE

5. Summary of the findings, Recommendation and Conclusion

The summary of the findings of this research was concluded and the action of recommendation was given below.

5.1. Summary

The main idea of this finding was to know factors affecting students speaking skill in English subject period in speaking skill topic. The study was conducted in southern Nation nationalities of Hadya Zone Mirab soro woreda Jacho secondary school grade ten students. To describe the factors that affect students speaking skill the following data collecting tools used: questionnaire, interview and classroom observation during English subject teaching learning period. To fulfill the importance this finding a descriptive survey design was employed qualitatively and quantitatively. Data presentation, analysis and discussion was performed based on the three data collecting instruments. To collect data, the three data gathering instruments used to administer student and teacher participants. The questionnaire was administered for student participants and teachers. The questionnaires prepared for them is different. To know factors that affect students speaking skill the interview was made between teacher participants with individually in different time. The classroom observations were performed during English subject period with prepared checklist. The observation was performed during teachers teaching period according to teachers approach with their students, classroom condition and students behavior to learn English language.

The interview performed with teacher are as follows:-

-What factors affect students speaking skill?

-Why students fail to practice speaking skill in English classrooms?

-When and where students practice speaking skill?

-What do you think is the solution to solve factors that affect students speaking skill?

The collected data from teacher participants in interview was analysed qualitatively. The questionnaire expected to collect data from students to know their factors that affect their

speaking the points was prepared. poor Listening ability, study habits at home, self-confidence, lack of motivation, lack of vocabulary, time pressure, feedback during speaking, lack of topical knowledge, fear of making mistakes, lack of reference books, lack of practice, anxiety, lack of exposure to practice, shyness, lack of grammar, poor background experience for English, teachers teaching approach, lack of English language speaking community. These are factors that affect students speaking.

The research setting was conducted in southern nation nationalities of Hadya zone Mirab soro woreda Jacho secondary school with the permission of Jacho secondary school management and the woreda education office.

The classroom observation was checked by the following points as: blackboard is in front of students on the center of wall, the teacher well dressed with white gown, the voice of the teacher clear to hear, the teacher allowed students to practice each other in groups, enough moveable chairs and tables and the attention, interest of student, motivation of student, and encouragement of teacher to teach speaking skill topic, the discussion of students while they asked to speak, the willingness to practice, students freely talking without fear of making mistakes and teacher negative or positive criticism, motivation, enough time to prepare to practice and for active participation.

The factor related with teacher approach with their students as a teachers questionnaire are positive criticism with their students, how teachers encourage their students to self positive motivation and how teachers maintain or strengthen their students not to shy and make anxiety to speak English language.

Furthermore, the majority of the teacher participants did not provide frequent positive criticism and comment about students activities and encourage students while they are in pair or group discussion.

5.2. Conclusions

On the idea of the research findings, the researcher used the following conclusions to draw what has interviewed, observed from classroom and what collected from questionnaire from teacher and student participants. The findings from the interview with English subject teachers revealed to know factors affecting students speaking skill.

The findings from the classroom observations indicated that classroom conditions, teachers teaching approach and interest of students. The case of students motivation and lack of enough time to teach skill based English ; the teachers not teaching speaking skill always and the students not learning speaking skill but sometimes and rarely learn speaking skill. Always the teachers teach grammar like topics and others. why because the students have no motivation to learn speaking skill topics but the teachers encourage their students to teach.

The result of the study suggested from the students affecting factor to speak English language is lack of vocabulary, motivation, lack of self-confidence, afraid of making mistake and to stand in front of their classmates, anxiety, shyness, lack of poor background experience to practice English and lack of English language speaking community.

5.3. Recommendations

According to the base of the above mentioned summary and conclusions the recommendations explained in detail below.

1. The concerned body of the school such as zone or woreda education office and school management should try to fulfill the enough reference materials and spoken English guides and others to develop students learning ability.

2. Advise students psychologically to develop students speaking skill by fulfilling sufficient English written magazines, newspapers and make tv rooms to watch English movies, films, videos, cinemas and drama. The other is make a drama performing in English language club in English language.

3. Participate all students starting from lower grade by teaching communicative English by trained teachers of English language in schools and come from foreign English language speaking countries should invite to help.

4. Give suggestion or comment to English subject teachers should teach English always as skill based way of teaching to minimize the students factor that affecting their speaking skill.

5. To minimize the factors that affect students speaking skill teachers should motivate, encourage and by giving positive comment and make the students access to practice English and give them good conducive place by providing various opportunities to practice English language speaking skill.

6. Finally English subject teachers should make an action research around the factors that affect students speaking skill to bring the solution for this after understanding the factor.

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ACRONYMS

EFL:English as a Foreign Language

ELL:English Language Learning

ESL:English as a Second Language

Appendix A

Students' Questionnaire

This survey questionnaire is designed for students participants on "Factors affecting students speaking skill." assistance in completing the following questions is greatly appreciated. You are requested to be honest while answering each of the questions which of you are affected the factors to speak English language.

Please put a tick mark (/) below based on the factors in your speaking skill lessons in English subject classroom

Part I. Demographic information

1. Gender

Male-----

Female-----

2. Age

Under 15-----

above 18----- other-----

3. How long have you been learning English?

under year 7----- above 7----- other-----

part II. Factors affecting your speaking skill in English classroom.

No	list of items	always	sometimes	rarely
1	poor listening ability			
2	study habits at home			
3	self-confidence			
4	lack of motivation			
5	lack of vocabulary			
6	time pressure			
7	Feedback during speaking			

8	Topical Knowledge			
9	Fear of making mistake			
10	lack of reference guides			
11	lack of practice			
12	Anxiety			
13	lack of exposure to practice			
14	shyness			
15	lack of grammar			
16	Teachers teaching approach			
	lack of English language speaking community			
17				
18	poor background experience for English			

What other factors that affect your English language speaking skill in English Subject classroom?-----

Appendix B

Teachers Interview Questions

1. What factors affect students speaking skill?
2. Why students fail to practice speaking skill in English classroom?
3. When and where the learners practice speaking skill?
4. What do you think is the solution to solve factors that affect students speaking skill?

Appendix C

Part I. General information

Observer name-----Name of the school-----

Grade----- Length of time-----

classroom Observation Checklist

No	list of items	yes	No
1	The blackboard is in front of students on the center of the wall?		
2	The teacher well dressed?		
3	The voice of the teacher clear to hear?		
4	The teacher allow students to practice each other in groups?		
5	Is there enough chairs and tables to sit?		
6	Chairs and tables easily moveable?		
7	students are giving attention to the lesson?		
8	students are encouraged and motivated to learn?		
9	The students speak English when they discussing?		
10	Are the students willing to practice speaking skill with their friends?		
11	The teacher give good comments on their mistakes to improve?		
12	Are the students freely speak?		
13	Are the students motivated to ask and answer questions in English in the classroom?		
14	The teacher motivate students to come in front and practice the given topic?		
15	The students have enough time to prepare themselves for a speaking task before the task performed?		
16	The students actively participate in their opinions of speaking task?		

Appendix D

Teachers Questionnaires

part I.Respondents background

Gender

Male----- Female-----

Qualification

Diploma----- BA.ed----- M.A-----other-----

Number of the service year-----

part.II.Factors related to teachers teaching approach

No	List Of the items	yes	No
1	Do you give positive criticization when your students make a mistake?		
2	Encourage your students to self-positive motivation		
3	Maintain the students do not shy to speak English Ianguage?		

What factors affect your students speaking skill?-----