

ADDIS ABABA UNIVERSITY
College of Humanities, Language Studies Journalism
and Communication
Department of Foreign Languages and Literature

An Exploration of the Factors Affecting Grade 9 Students in
Learning Speaking Skills
Addis Ababa, St Mary's Catholic School in Focus

By: Desalegn Usho

May, 2014

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College of Humanities, Language Studies Journalism and
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Department of Foreign Languages and Literature
(Graduate Program)

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Abstract

The main objective of this study is to investigate the factors that may hinder the students learning speaking skills at St. Mary Catholic School, particularly in grade nine. The researcher mainly concentrated on the teacher related factors the students role, classroom and instructional material related factors.

In order to collect information on the above main objectives, various instruments were used. These are classroom observation, students and teachers questionnaire and interview. The data were categorized and descriptively analyzed. The findings depicted that in appropriate speaking techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking skills which is dominated by reading model dialogues aloud. There has been little or no time given for the modern speaking skills teaching techniques such as group and pair discussion, oral report, drama, panel discussion and interview. The consequence of inappropriate speaking practices used has resulted in the weak performance of the students in speaking. To that end, this research paper provide recommendation that could bring about a change in the practices of teaching and learning speaking in the grade level studied so that current techniques and procedures of the teaching and learning of speaking skill could be employed.

Acronyms

EFL = English as a Foreign Language

ESL = English as a Second Language

MOE = Ministry of Education

CLT = Communicative Language Teaching

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Table of Contents

Content	Page
Acknowledgment.....	i
Table of contents	ii
List of tables.....	v
List of acronym.....	vi
Abstract	vii
CHAPTER ONE	1
1. Introduction.....	11
1.1 Back ground of the study	11
1.2. Statements of the problem.....	12
1.3. The objectives of the study.....	13
1.3.1 General Objective	13
1.3.2 Specific objectives.....	14
1.4. Research questions.....	14
1.5. Significance of the study.....	15
1.6. Scope of the study	15
1.7. Limitation of the study.....	15
1.8. Operational Definition Terms	15
1.9. Organization of the Study	5
CHAPTER TWO	16
2. Review Related Literature	16
2.1. The Nature of Speaking Skills	17
2.2. The Need for Teaching Speaking Skill	18
2.3. The Importance of Speaking Skills	19
2.4. Some Speaking Skill Teaching Techniques.....	21
2.4.1. Give Students as much Opportunity as Possible to Practice Speaking	22
2.4.2. Provide Ample Listening Practice.....	22
2.4.3 Create Opportunity for Real Communication	22
2.4.4. Expand the Range of Topic Students Practice Talking About	23
2.4.5. Build Discussion Skills.....	23

2.4.6. Encourage Students Interaction	23
2.5. Use of expected Roles in English in Speaking Activities	23
2.6. The Roles of Students in Speaking Activities in English Classroom	25
2.7 problems Students Encounter in Speaking Skill	28
2.7.1. Language Problems	28
2.7.2. Topic and Genre Problem.....	28
2.8. Activities to Promote Speaking Skill	28
2.8.1. Kinds of Speaking Activities.....	28
2.8.1.1. Functional Communicative Activity	28
2.8.1.2. Community oriented	29
2.8.1.3 Role Play	Error! Bookmark not defined.
2.8.1.4. Dramatization Activities.....	Error! Bookmark not defined.
2.9. The Role of Teaching Learning Materials	18
2.10. The Role of Classrooms Sitting Arrangement (Setting)	20
CHAPTER THREE	33
3. Research Methodology	33
3.1. Research Design.....	33
3.2. Population and Sampling Techniques.....	33
3.3. Sources of Data	33
3.4. Instruments for data collection.....	34
3.5. Method of Data Collection.....	34
3.6. Methods of Data Analysis and Interpretation	34
CHAPTER FOUR	35
4. Data Analysis and Interpretation	35
4.1. Analysis of the Classroom Observation	37
4.1.1. The Role of Teachers in Teaching Speaking Skills.....	37
4.1.2. The Role of Students in Learning Speaking Skills.....	39
4.1.3. Materials Used by the Teachers.....	40
4.1.4. Analysis of Teachers Responses on the Students Related Factors	41
4.1.5. Analysis of the Students Response on the Teachers Role Implementation.....	46
4.1.6. The Students Responses on the Classroom Related Factors	48
4.1.7. Text Book Analysis	41

4.1.8. Comparison of the teachers and the students responses to the items	42
CHAPTER FIVE	44
5. Summary and Conclusions	44
5.1. Recommendations.....	45
REFERENCES	47
Appendix A quesiton for teachers	
Appendix B quesiton for studehts	
Appendix C Teachers interview queaitons	
Appendix C -1 summary of the teachers responses in the interview	
Appendix D students interview queaitons	
Appendix D -1 summary of the students responses in the interview	
Appendix E Classroom observation checklist	

List of Tables

Table 4.1: Descriptions of background information of the teachers participated in the study	25
Table 4.2: Checklist for identifying the role of teachers at the school classroom	27
Table 4.3: Checklist for identifying the roles of students	28
Table 4.4: Materials used checklist.....	29
Table 4.5: The checklist for identifying classroom organization or sitting arrangement	29
Table 4.6: Analysis of teachers responses on the students related factors	31
Table 4.7: Analysis of teachers responses on their own factors affecting students speaking skills	33
Table 4.8: Reponses of the students related to teachers role implementation	35
Table 4.9: Large class size and siting arrangement	37
Table 4.10: The students response on the students related factors	38
Table 4.11: The analysis of teachers perception on the classroom related factors	40
Table 4.12 Text analysis checklist	42

CHAPTER ONE

1 Introduction

1.1 Background of the study

Since English is a language serving as a medium of instruction at high School and higher institution, both student and teacher use it for practical purposes according to Olansa (2011). The Ethiopian education system in the new education policy of (1994) stated that the expected roles of students were to speak the language without difficulty. As a result, speaking skill is getting more emphasis in the language curriculum and the English textbook is also appropriately designed to provoke learners to express their ideas in the target language. Accordingly, the students are expected to be active participants in their discussion with effective communication. They are also supposed to

assume autonomous and independent roles in the activities that are based on cooperative rather than individual approach to learning.

The goal of teaching a language in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language classroom do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes.

As the Ethiopian educational policy confirmed, text book also describes the expected roles of the students in speaking activities which they practice to express their ideas and thoughts in the target language appropriately. Therefore, the actual roles of students in learning speaking skills should be improved through the language teaching and learning strategies. Speaking is the crucial part of second language learning and teaching. It is the process of transmitting ideas and information orally in a variety of situations. Speaking Skills simply do not refer to the way in which students communicate with teachers and peers in the classroom. Effective communication skills are now required in each and every aspect of students life.

1.2. Statements of the problem

The students of the second language education programs are considered successful if they can communicate effectively in the language. However, there are several gaps between the expected and the actual roles of the students in learning speaking skills. According to MOE (2002), it is widely believed that the status of English language is low in Ethiopian schools at all levels. Although the problem is common for all the language skills, the problem of speaking skills is remarkable. For this reason, the researcher has carried out this study. The main language problem of the school students seems to be that the students are weak in speaking English both in and outside of the classroom. Unlike the findings of the other local researchers, this study focuses on the specific and serious problems that are in existence today. To mention some, the

language teacher uses the mother tongue of the students when he/she communicates with the students in or out of the classroom. So, the students do not get chance to speak in the language except answering and asking questions. Besides, there are unmovable chairs in the class which hinders the students from group work. The students are not also evaluated through oral presentation test. For evaluating their performance, the items are selected based on reading comprehension and the usage of grammar. There are few dialogue questions included in the test. In addition, the students lack the exposure to use the language. The other important may be the approach (methodology) used in teaching the language and the unsuitable sitting arrangement. The inability of the teachers to create or adapt material for teaching speaking skills. Failure of the students to know the speaking strategies.

For example, the students are not encouraged to develop their confidence through speaking freely in the classroom. The teacher focuses mainly on the accuracy of the students. As a result, the students lack confidence of speaking because they are afraid of making mistakes and criticism of their teacher and classmate. The teacher does not balance the accuracy and the fluency of the learners because the language forms and structures are given emphasis so the students are supposed to memorize them. Shortage of teaching aids such as CD, DVD cassette, TV and radio is also another problem. The students are not well motivated to use the language. As a result, there is no effective communication skills now in each and every aspect of the students life due to the factors mentioned above.

1.3. The objectives of the study

1.3.1 General Objective

The main objective of the study is to assess the problems that attributed for the gaps between their expected and actual ability in speaking skills.

1.3.2 Specific objectives

Particularly the study attempts to identify

- A. The current level of students' participation in English speaking class.
- B. Teachers related factors that affect the learning of English speaking skills.
- C. Students related factors that affect the learning of English speaking skills of the selected secondary school.
- D. Instructional materials related factors that affect the learning of English speaking skills at the selected secondary school.
- E. Class room related factors that affect the learning of English speaking skills.

1.4. Research questions

A .Basic research questions

Generally, this research is intended to answer:

- What are the causes for the existence of the problems that influence the students learning speaking skill?

B. Specific research questions

More specifically, this study intends to answer the following questions.

1. What is the current level of students' participation in English speaking class?
2. What are the teachers or the students' related factors that may affect the learning of English speaking skills at the selected secondary school?
3. What are the instructional materials and classroom related factors that may affect the learning of English speaking skills at the selected secondary School?

1.5. Significance of the study

The findings of this study may have the following contributions to the concerned beneficiaries.

- A. It contributes its share in solving the problems of the language speaking skills, In other words, the finding of the study may be used to make useful practical contribution in anticipating the possible ways of alleviating the existing main problems with the learning of English speaking skills.
- B. It provides further information to teacher and students in order to cope with the problems that affect students learning of English speaking skills.
- C. The findings contribute for further study in the area.

1.6. Scope of the study

The researcher strongly agrees that the inclusion of a large part of general secondary schools (grade 9) and population size in the study could help to get more relevant and broader information. However, the study is only confined to one school namely; St.Mary's Catholic School in Addis Ababa.

1.7. Limitation of the study

Because of time and financial constraints, the researcher could not be able to conduct the study in the larger areas and in-depth.

1.8. Operational Definition Terms

Factors: cause or determiner that underlines and influences performance (Good 1973:233) as cited in Olansa's (2011).

Speaking: refers to verbal interactions of the students to communicate with their teachers and/or with their class mate

Role(s): an expected activity of students associated with a particular situation in a group or individually.

Actual roles: are roles which are practically implemented or applied activities by students in English class room or what is really happening in the classroom of the actual performance.

1.9. Organization of the Study

This research paper consists of five chapters. The first chapter contains the background of the study, statement of the problems, objective of the study, the scope of the study, the significance of the study and the limitation of the study. Besides, the second chapter deals with the theoretical framework, views of different authors about the subject under the study that was stated and critically investigated. In chapter three and four, the data were gathered in questionnaires and interview. As a result, they were presented, analyzed and the interpretation of the data was given.

Finally, the chapter (V) presents the conclusion, summary and recommendations parts of the study.

CHAPTER TWO

2. Review of Related Literature

This chapter aims to review some selected literatures by different scholars, which are thought to be relevant and related to the study and it presents the following topics and sub-topics that are discussed as follows:

2.1. The Nature of Speaking Skills

Communication is an important part of human civilization and it is a means of cultural transformation. Communication using languages can be conducted in two ways: orally and in a written form. In the context of language learning, it is commonly believed that to communicate in written form writing is more difficult than orally speaking, suggesting that writing is a more complex language skill than speaking. However, in reality, as Artini (1998) suggests, although the complexity of spoken and written languages differs. The differences do not reveal that one is easier than the other. Unlike written language, spoken language involves paralinguistic features such as voice qualities, tempo, and loudness, facial and bodily gestures. As well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Thus, spoken language which employs variability and flexibility is in fact as complex as written language, meaning that each is complex in its own way. Additionally; the two means of language communication are equally important.

It is speech, not writing, which serves as the natural means of communication between members of community (Byrne, 1980) both for the expression of thought and as a form of social behavior.

Writing is a means of recording speech, inspired by its function as a medium of communication in its own right.

According to Harmer, (1991) there are three reasons why people communicate. First, people communicate because "they want to say something". As Harmer explained, the word 'want' refers to intentional desire the speaker: has in order to convey messages to other people. Simply stated, people speak because they just not want to keep silent. Second, people communicate because "they have some communicative purpose". By having some communicative purpose it means that the speakers want something to happen as a result of what they say. For example, they may 'express a request if they need a help from other

people or they command if they want other people to do something. Thus, two things are important in communicating: "the message they wish to convey and the effect they want it to have" Harmer (2001). Finally, when people communicate, "they select from their language store". The third reason is the consequence of the desire to say something first reason and the purpose in conducting communicative activities second reason, as they have language storage. They will select language expressions appropriate to get messages across to other people.

Harmer (1991) added that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus; in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people, in the context of EFL/ESL learning, the ability to convey messages in natural communication is of paramount importance. In order to communicate naturally, EFL/ESL learners need to acquire communicative competence. From the above definitions, we can understand that speaking skills has its own nature and process in order to convey messages, thoughts and ideas exchange information with each other.

2.2. The Need for Teaching Speaking Skill

As many scholars (e.g. Brown and Yule, 1983: Hamer, 1984: McDonough and Show, 2003: Human, 2003) agree, speaking skill is an essential component of second language learning and teaching and it deserves the prime focus of attention. Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogue. However, today's world requires that the goal of teaching speaking should build students' communicative skill because only in that way students can express themselves and learn to follow the social and cultural rules appropriate in each

communicative circumstances stab (1992) cited in TESL journal Vol., XII, No. 11, Nov 2006.

2.3. The Importance of Speaking Skills

Nowadays, along with strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a second or foreign language ESL/EFL context. The teaching of speaking skill is also important due to the large number of students who want to: study English in order to be able to use English for communicative purposes; this is apparent in Richards and Renandya's (2002) Publication where they stated, "A large percentage of the English language learners in order to develop proficiency in speaking". Moreover, students of second/foreign language education programs; are 'considered successful if they can communicate effectively in the language Rigenback & Lazaraton (1991). The new parameter used to determine success in second/foreign language education programs appears to revise the previously held conviction that students 'success or lack of success in ESL/EFL was judged by the accuracy of the language they produced. Thus, the great number of learners wanting to develop English speaking proficiency and the shift of criteria of learning success from accuracy to fluency and communicative effectiveness signify the teaching of ESL/EFL speaking. So Speaking is usually the most important skill for learners'.

The above explanations show that, speaking is very important part in studying English and students need to speak in order to communicate with each other and make a good communication in the classroom discussions. Thus, Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students'

communicative skills, because, only in that way, students can express themselves and learn how to follow the 'social and cultural rules appropriate in each communicative circumstance.

Speaking skills simply do not refer to the way in which students' communicate with teacher and peers in the classroom. It encompasses many other things - the way in which they respond to the teacher they are speaking, body gestures including the facial ones, pitch and tone of their voice and a lot of other things. And the importance of communication skills is not just limited to the classroom, since effective communication skills are now required in each and every aspect of students' life. Because, speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. In order to be a competent speaker, students' must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. The importance of art of the speaking is now more important than ever before, because now days, the speaker cannot be successful without knowing how to speak. A good speaker is a good listener too. Knowledge, confidence and delivery are the basic elements of an effective speech and that requires training.

There are a number of reasons that communication is so important to students' in English Classroom. Here are a few:

Prevent Misunderstandings - When students' clearly communicate with teachers, peers, their needs and intentions, there will be no misunderstanding. Many of arguments, misunderstandings and disagreements occur in the classroom simply because one of them did not communicate clearly.

Strengthen Relationships - If students speak effectively and express their ideas clearly in English classroom, there will be a strong relationship between them by talking 'and listening.

Reduce Stress - Talking about their problems and stresses actually helps to reduce the stress and anxiety. If students are good at communication, they can express their problems for the teacher as well as for their peers easily.

Increase Confidence - When students' communicate well, they respond positively to the teacher. And that helps to increase their confidence! Therefore, the importance of communication skills becomes obvious when you think of the many times that you communicate with someone during a single day.

From the above explanations, we can understand that speaking or oral communication has been considered an important language skill for second or foreign language learners even though. Depending on the approaches and methods of language-teaching, this skill was not treated as equally important to the other language skills. It is also obvious that, naturally, to speak is not only to convey a message that someone else needs or to get information which has not been known, but; more importantly, to interact with other people. Therefore, it is essential that language teachers pay great attention to teaching speaking skills in English class classroom. If students are very advanced in speaking skill, they can understand and express their own ideas in English easily.

2.4. Techniques for Teaching Speaking Skills

There may be many different things to do in the FL/SL class rooms to help students develop their speaking skill. English teachers can help, for example, by providing different kinds of practice activities, training strategies, encouraging them to speak helping when students encounter difficulties as they speak and the like. In relation to this, " ESL teachers should create a class room environment where students have real life communication, authentic

activities, and meaning full tasks that promote oral language” (TESL journal Ibid). So, the teacher in language class is the facilitator of class room activities. He/she can design different tasks that can help his/her students develop speaking skill.

A variety of speaking skill teaching techniques can be employed which can enhance spoken language. Many linguistics and ESL teachers now agree that students learn to speak in SL by interacting ” communicative language teaching is based on real-life situations that require communication. By using the method in ESL class students will have the opportunity at communicating with one another in the target language. TESL journal (Ibid)

2.4.1. Give Students as much Opportunity as Possible to Practice Speaking

It is known that speaking a foreign language is a rather complete process. In learning English as a foreign, we not only need to put our ideas in to sounds, words and structures of some other language but need to speak them so they will make sense and communicate effectively in the mental world of the speakers of this language. The only way it will ever learn to do this comfortably and fluently is through lots of practice. As a practice makes perfect. The best way to do this is through lots of pair and/or small group activities during which many students are speaking at any given time.

2.4.2. Provide Ample Listening Practice

In the teaching of speaking skill listening practice plays a major part because it stretches students’ skills of speaking. As Krashen and Terrell (1983) state, the ability to speak a language depends of the ability to understand the language where spoken. In simple words, one speaks based on what he/she listened.

2.4.3 Create Opportunity for Real Communication

Conversational Practice involve real communication and both teachers and its will find speaking skill always more meaningful and interesting. As Atkins,

Hailom and Nuru (1995) stress, one way to do this is by providing information gap activities for instance; st X should tell st Y something that st y does not know. In such a way, interest in conversation increases quickly when st X has to listen to st Y struggle to say something student X already knows its should be encouraged to express their ideas, especially to talk about topics they are interested in.

2.4.4. Expand the Range of Topic Students Practice Talking About

The development of speaking skills can be viewed as an expanding circle with the student at the center. As many researchers revealed the easiest kinds of topics that are relatively concrete and familiar should be provided for the students to talk about.

2.4.5. Build Discussion Skills

Speaking is not something usually does alone like other skills rather if usually involve interaction with others. In supporting this, celcemuraig /2001 cited in TESL journal, vol,xll , No.11 Nov,(2006) says that students learn to speak in the second language by interacting.

2.4.6. Encourage Students Interaction

This refers to the technique through which teachers try to involve students by increasing the amount of time they speak in the class.

2.5. Use of expected Roles in English in Speaking Activities

Many learners of a foreign language usually do not use the claimed roles and do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express them selves naturally and spontaneously

(Eckard & Kearny, 1981). As Cotter (2007) explains, training in oral skills which let them communicate and interact a meaningful and fruitful form, e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses is a way to motivate students to perceive the foreign language as a tool for social interaction. Hence, language should be used widely; we use language to achieve a variety of social purposes, as for example, to entertain, to explain how something works, to provide information, to argue a position, to explore the inner world of the imagination, We also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum.

Students will, for example, 'learn how interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well structured and coherent, texts' (Cotter. 2007). Learning English language involves developing both the ability to use language effectively for a range of purposes and the ability to talk about the language being used. White (2004) explains that language an integral part of learning, and speaking key role in classroom teaching and learning 'It helps to encourage creativity, and: imagination; it is a means of solving problems, speculating, sharing ideas decisions; language builds friendships and enhances motivation through social interaction. Therefore, speaking skill is vital and if the students' speaking skills develop it gives the learners a real sense of progress and improves their confidence when they are speaking.

Cotter (2007) argues that as students learn to use English in the classroom setting, they should also be involved in learning; about how; language works. They should be asked to reflect on various aspects of language, to develop a common language for talking about language, and to use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy.

Someone who speaks well would similarly understand when to use different grammar points Cotter (2007). How can students connect accuracy and fluency in daily life routines in speaking activities inside the classroom? According to cotter (2007) role-play activities are valuable classroom techniques that encourage students participate actively in the learning process. This author also mentions that those activities take several different forms and that the teacher should provide students with a variety of learning experiences by arranging levels. Cotter also explains that role-play activities enable the teacher to create a supportive, enjoyable classroom environment in which students are engaged and motivated to effectively learn the target language.

Thus, in English classroom speaking activity plays a significant role so as to develop students' confidence in a multidirectional way to reflect and deliver messages, ideas, and opinions in teaching and learning process. This definition shows that, if students speaking ability is developed, they can express what they effectively and efficiently without challenging of transmitting information to other person.

2.6. The Roles of Students in Speaking Activities in English Classroom

The students in speaking activities skills-teaching, students should actively negotiate and interact in group or pair work and they express their ideas and opinions in speaking classroom. That is, they should contribute their own opinions, experiences and feelings in pair or group discussions.

Learners are also expected to ask questions, answer questions, show interest and effort, and use different learning strategies and learning styles (Atkins et al., 1996; Bygate, 1987; Harmer, 2001). Besides, learners should take responsibilities for their own learning they should be 'manager' of their own learning; and they should be motivated (Edge. 1993; Richards, 2001).

Therefore, the students' are expected to be active participants in communicative activities in English classroom and they can make decisions for

their development of speaking skills to communicate effectively with one another.

According to Richards and Rodgers (2001) in their extensive discussion of 'Approaches and Methods in Language Teaching', point out that any language teaching practice reflects roles of learners. So, learners are expected to play crucial roles in speaking activities class teaching-learning process. Students' roles are one of the major determinant factors for effective integrated-skills teaching in schools (Oxford, 2001). Teachers' and students' roles in integrated skills teaching are complementary (Oxford, 2001; Nolasco and Arthur, 1988) and integrated-skills teaching presuppose that students also have crucial roles in integrated skills teaching (Allwright, 1988; Atkins et al., 1996; Byrne, 1986; McDonough and Shaw, 2003; Oxford. 2001). Dublin and

Olsbtain, cited in Nunan (1989) give a metaphorical expression about the roles of students in a communicative course. Dublin and Olsbtain's metaphorical expression about students 'roles in a communicative language course has also relevance to the roles that students should play in integrated-skills teaching-learning process particularly in speaking activities. This idea explains that, students play a significant role for effective language-teaching process in speaking classroom.

According to Snow (1996 P. 302) students learn effectively about language when they take part actively in the communication with language rather than only passively accepting what the teacher said, And Brow (1991), reveals that a language learner can, and must and take control of his or her own language learning responsibility for his or her success or failure. So the research intended to find ways students' learning autonomy from the very beginning, or help them to develop the take charge of their own learning. In speaking activities classroom is that activities in the communicative Approach are often carried out by students in small groups Larsen-Freeman (1986 P. 205). Students are expected to interact with each other in order to maximize the time

allotted to each student for learning to negotiate meaning. Through these small group activities, the students are engaged in meaningful and authentic language use rather than in the merely mechanical practice of language patterns. Furthermore, speaking activities in communicative approach favors the introduction of authentic materials (Larsen-Freeman, 1986; Dubin, 1995; Widdowson, 1996). It is considered desirable to give learners the opportunity to develop strategies for understanding language as it is actually used by native speakers Canale and Swain (1980). Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning.

There are some categories that can be used as the role of learners in developing speaking skills in the classroom (Brown, 1994):

- o **Intensive-** It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.
- o **Responsive** - It consists of short replies to teacher-or student-initiated questions or comments.
- o **Transactional (dialogue)** - Transactional language, carried out for the purposes of conveying exchanging specific information, is an extended form of responsive language.
- o **Interpersonal (dialogue)** - It carried out more the purpose of maintaining social relationships transmission of a fact and information.
- o **Extensive (monolog)** - Here the register is more formal and deliberative. It can be planned or unplanned.

The above definitions show that, the students' activity and 'participation helps to develop their speaking ability and also learners are expected to play crucial roles speaking activities class teaching-learning process.

2.7 problems Students Encounter in Speaking Skill

2.7.1. Language Problems

Sometimes students engaged in the productive task (speaking skills task) may get frustrated especially where they are unable to get the right word(s) or the grammar they need to express what they want.

2.7.2. Topic and Genre Problem

If the students are not interested in the topic we ask them to speak on they may not speak as successfully as when they are interested in the topic.

2.8. Activities to Promote Speaking Skill

Learning speaking is not a passive process. The teacher can not teach the language to the students an easier than he/she can make the students learn the language, using language is most important for communicate I.e. the learners must actively participate in different communicative activities to develop their speaking abilities.

2.8.1. Kinds of Speaking Activities

Different scholars suggest many communicative activities that can help learn use the language in communication. Among there, some of the most widely used ones are discussed below.

2.8.1.1. Functional Communicative Activity

According to Willis and Nunan (1988), the focus of these activities on "what does the learner want/ need to do with the target language? Rather than" what are the linguistic elements which the learner needs to master? They enclose a

collection of functions that are performed when language is used, informing greeting ...etc.

2.8.1.2. Community oriented

Students' interaction outside the class room ... activities which focus on social aspects of communication like shopping, marketing, etc., is helpful to develop students speaking skill in the way it appears in the real life situation.

2.9. The Role of Teaching Learning Materials

Teaching materials play a crucial role in teaching learning. For example, course book, text books can provide detailed specification of contents; give guidance to teachers on both the intensity of coverage and amount of attention demands by particular content or pedagogical tasks. According to Richards and Rodgers (1986) cited in Abdissa Guye (2011) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic content that helps the learners to understand and thereby to acquire, by relating classroom activities to the real world, and by fostering real communication among the learners (Richards and Rodgers, 1986:138-9).

Mc Donough and Shaw (1993: 9-10) also suggest about the need on the institutions and the specific program for which the material is intended. This would include level within the educational system, time available, class size, physical environments, additional resources available (cassette recorder, video recorder, over head projector, models, diagrams, charts, flashcard, wall charts etc).

Brumfit (1979) argues that although text books can help teachers, many of them do not and that even the best text books take away initiative from teachers by implying that there is somewhere an 'expert' who can solve problems for the teachers and individual

Students on teacher dependence and the deskilling effect of the course books. The answer, Brumfit suggests, lies in resource packs, sets of material with advice teacher on how to adapt and modify the contents (Brumfit, 1979:30). This idea is developed by Allwright (1981), who demonstrates convincingly by reference to goals, contents, method, and guidance that the management of the language learning is far too complex to be satisfactory catered for by a pre-packaged set of decisions embodied in teaching materials.

Cunnings worth (1979), Hutchinson and Torres (1994), take the same view as Brumfit that a course book is a convenient aid. Their view is that teachers must use their judgment in deciding which parts of the books to use and how to use them.

Acklam (1994:135) claims that the needs of a specific class of learners can never be perfectly met by a single course book, even when the course book has been carefully designed to cater for the needs of learners in that context. He suggests supplementation which means adding something new, stems primarily from the recognition of a deficit: it is an attempt to bridge the gaps between the course book and the demands of a public examination, or a course book and students needs. He recommends a number of aids on (Cassettes workbook, reader, and so on) in the case of deficit.

As mentioned in Acklam (Ibid) a teacher needs to check if there is enough pronunciation work, enough authentic listening material and variety, enough speaking and variety of speaking activities. Above all, he/she is expected to identify whether there are a good variety of free practice activities. For all mentioned so far, we can understand that a teacher is responsible for adapting the text book according to the learners' needs, interest, knowledge and language skills.

2.10. The Role of Classrooms Sitting Arrangement (Setting)

Setting refers to the classroom arrangements specified or implied on the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside of the classroom (Nunan 1989:92-93).

In their discussion of listening tasks, Anderson and Lynch (1988:99) suggest as follow:

One aspect of the classroom listening context is independent of the language input is the decision whether to adapt a format of group or individual work. The same message can be played either to individual listeners or to group or discussion.

Nunan (1985:93) distinguishes between two different aspects of the learning situations. He refers to those as 'mode' and 'environment' as follows.

Learning mode refers to whether the learner is operating on an individual or group basis. If operating on an individual basis, is the learner self paced but teacher directed, or self directed? If the learner is operating as part of a group, is the task for mostly whole class, small group or pair work? Environment, which is closely connected with mode, refers to where the learning actually takes place. It might be a conventional classroom in a language center, a community class, an industrial or occupational setting, a self-access learning center and so on.

Stevens (1987:171) suggests that tasks which use the community as a resource have three particular benefits:

they provide learners with opportunities for genuine interactions which have a real-life point to them. Learners can adopt communicative role which by pass the teacher as intermediary.

they can change the in-class role relationships between teacher and pupils.

From the explanation made until now, the classroom arrangement (individual, pair-small group or whole class) has got its own contribution for learning speaking skills. The more learners work together, the better they learn speaking skills (Nunan 1991:15-16).

CHAPTER THREE

3. Research Methodology

This chapter presents an overview of the research methodology. A methodology is a set of techniques and procedures employed by the researchers to construct a systematic plan to achieve a defined research objective. Glathorn (1998)

3.1. Research Design

Qualitative and quantitative research design were employed in order to conduct this study. The researcher collected and analyzed quantitative data obtained from a questionnaire and qualitative data from interview questions.

3.2. Population and Sampling Techniques

There are 156 grade nine students in the school. 86 females and 70 males.

Concerning sampling size, the questionnaires were distributed to 2 English teachers and 30 grade nine students.

Availability sampling technique was employed for English teachers where as sample random sampling techniques were used for the students.

3.3. Sources of Data

The students and the teachers were the main sources of data. Two English teachers who have similar educational background and experience, were selected by the English department head of the school. They were employed as the interviewee to give the information needed for the study.

In addition, out of 156 students, 30 students were selected by the researcher as the respondents to give a response to the questionnaires distributed to them. Two students were also used as the interviewee to give the necessary information needed for the study.

3.4. Instruments for data collection

In order to collect data from the samples of the target population; classroom observation, textbook analysis, interview and questionnaire were used as tools.

3.5. Method of Data Collection

Questionnaires and observation were employed for data collection; personal observation serves to check the actual situation where the learning and teaching process is going on. Hence observation in this study uses check list which includes the following points:

- The average number of students in the class.
- Implementation of group work activities.
- Students class attendance.
- Language laboratory service in the school.

3.6. Methods of Data Analysis and Interpretation

The questionnaires results are expressed in simple descriptive statistical method from percentage for tabulating analyzing which is collected through questionnaires.

CHAPTER FOUR

4. Data Analysis and Interpretation

The teachers and the students who participated in the study were identified. In this study, quantitative and qualitative research design were employed. The researcher did not administer all the instruments at the same time rather he used them one after the others. Accordingly, partial data analysis (for example, class room observation) was employed before using other data gathering instrument. On the basis of the insight obtained from the partial analysis, the researcher administered another instrument such as questionnaire, interview, and text book analysis. While analyzing the data, the researcher integrated themes generated through the instruments and induce the data for interpretation to reach on the conclusion.

Different methods such as, sorting, coding, enumerating and using category and transcription were used. To make the analysis objective and reduce the researcher bias, different techniques were employed such as the triangulation with the practice of the roles of students in speaking activities and then interpretation was given after each analyzed items. It was recognized and coded in away that was appropriate for statistical calculations.

Finally, conclusions were made drawn inductively and recommendations were made critically based on the research questions and objectives.

Table 4.1: Descriptions of background information of the teachers participated in the study

No.	Items	Numbers of responses in figures
1	Sex	
	a. Male	1
	b. Female	1
	Total	2
2	Grade they teach	
	a. 9	1
	b. 9 – 10	1
	c. 9 -12	
	Total	2
3	Number of the students in a class	
	a. 40 – 49	1
	b. 50 – 59	1
	c. 60 – 69	
	d. 70 – 79	2
	Total	
4	Academic qualification	
	a. Diploma	
	b. Degree	1
	c. MA	1
	Total	2
5	Work experience in year	
	a. 1 – 5	
	b. 6 – 10	1
	c. 11 -1 5	1
	d. 16 and above	
	Total	2

As indicated in table 1, 5 of the teachers who were involved in this study were male, while 3 of them were female. This clearly shows the majority of the English teachers in the target grade level were men. As regards to grade they teach, all of the teachers revealed that they teach at one grade level. Concerning the number of students in a class as indicated in the above table, the minimum number of students in a class is 40-49 while the maximum number is 60-69. This clearly shows that the over crowdedness classes in the target secondary school. Data from classroom observation also supports what teachers reported in the above table. There were more than 60 students in all the classes observed.

With respect to qualification, the majority of teachers are BA holders i.e. they have the qualification to teach English in secondary school level. With regard to teachers work experience, the data in the above table might suggest that the majority of the teachers have not rich experience in teaching. Therefore, from the given data in the table, it is possible to conclude that the majority of the teachers had been to teachers training college and universities after 2009, the year in which the teacher training materials that are currently in use in colleges and universities were published. College as well as universities started training English teachers according to the insight gained from communicative language teaching (CLT) theories. This implies that almost all the teachers have received training in (CLT) in the pre-service training that would enable them to teach the target grade level as needed.

4.1. Analysis of the Classroom Observation

4.1.1. The Role of Teachers in Teaching Speaking Skills

To see if the teachers play their role effectively in teaching speaking skills, a checklist was prepared and used during the classroom observation.

Table 4.2 Checklist for identifying the role of teachers in three classes at the school classroom

No.	Does the teacher	Class A		Class B		Class C	
		Yes	No	Yes	No	Yes	No
1	Arrange and organize the group discussion?		✓		✓		✓
2	Give the students chance to participate in speaking?		✓		✓		✓
3	Encourage the students to speak in English?		✓		✓		✓
4	Monitor their performance to see that it is satisfactory?	✓		✓		✓	
5	Guide and supervise the students during their group or pair discussion?		✓		✓		✓
6	Teach students speaking strategies		✓		✓		✓
7	Provide the students with activities for free expressions?		✓		✓		✓

To observe the roles of the teachers, the above checklists were used. As it can be seen from the table 4.2 the teachers did not arrange and organize the group discussion. The students did not get the chance to participate in the speaking activities. However, the teacher monitored their performance to see that it is satisfactory. The students were not given with activities for free expression. The teacher did not make the students to know the speaking strategies. So it can be concluded that teacher centered method is being implemented at the school.

4.1.2. The Role of Students in Learning Speaking Skills

To observe the role of students play in their classroom and the effort they make to learn speaking skills, the following checklist was employed.

Table 4.3: Checklist for identifying the roles of students in three classes

No.	Do the students do the following activities?	Class A		Class B		Class C	
		Yes	No	Yes	No	Yes	No
1	Participate in their pair or group work		✓		✓		✓
2	Listen to the discussion and report back to the class		✓		✓		✓
3	Try to correct themselves		✓		✓		✓
4	Ask their teachers or classmate for correction of errors	✓		✓		✓	
5	Talk and share ideas about language problems & effective speaking strategies with their teachers and classmate.		✓		✓		✓
6	Participate in role play/ drama/panel discussion/ interview or oral presentation		✓		✓		✓

As it can be seen from the table 4.3, the activities of the students were almost different from the communicative language teaching and learning. Because the students were observed simply listening to the teachers lecture or talk. There were no group discussions, idea sharing and participating in the discussion and reporting back to the class. Therefore, it can be concluded that the teachers ways of teaching indicate teacher-centered approach.

4.1.3. Materials Used by the Teachers

To identify the materials teachers use to supplement in five lessons in the classroom, the following checklist was used.

Table 4.4: Materials used checklist

No.	Are these materials used	Yes	No
1	Text book	✓	
2	Supplementary books	✓	
3	Television		✓
4	Tape recorder		✓
5	CD, DVD		✓
6	Charts, maps, diagram		✓

As the result of the observation made for the materials used by the teacher in the classroom, the text book and the supplementary books were only used. However, there were no other teaching and learning materials such as, recorded cassettes, TV, Tape, CD, DVD, chart and map e.t.c. Therefore, it is possible to conclude that this is one of the factors that hinder the students learning of the speaking skills.

Table 4.5: The checklist for identifying classroom organization or sitting arrangement

No.	Items	Yes	No
1	Whole class sitting arrangement	✓	
2	Pair work sitting arrangement		✓
3	Group work sitting arrangement		✓

As it can be observed from the table 4.5, the classroom sitting arrangement was not appropriate for teaching and learning the speaking skills. For example, pair work and group work were not implemented because of classroom organization.

4.1.4. Analysis of Teachers Responses on the Students Related Factors

To investigate the problems that hinder students learning of English speaking skills, an attempt was made. For instance, item 9.1.1 – 9.1.6 of the questionnaire is about the factors related to students. Accordingly, the teachers were asked whether they agree or disagree with the factors mentioned in the table below.

Table 4.6: Analysis of teachers responses on the students related factors

No.	Assumed factors	Category of response						
			Strongly agree 5	Agree 4	Uncertain 3	Strongly disagree 2	Disagree 1	total
9.1	Students related factors							
9.1.1	Learners don't have confidence to speak freely in the class as they are afraid of making mistakes and criticism of friends.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100%
9.1.2	Learners prefer to learn grammar and vocabulary than speaking.	Fre	1	1	-	-	-	2
		%.	50%	50%	-	-	-	100
9.1.3	Learners prefer teachers explanation than doing activities themselves.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100
9.1.4	Learners are highly motivated to speak in English when they are taught by foreigner teachers.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100
9.1.5	Learners use their mother tongue when they ask to do activities in pairs or group work.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100
9.1.6	Learners don't like to participate in speaking activities (e.g. presentation or group work) using English.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100
9.1.7	Learners don't practice speaking in English in and out of the classroom.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100

As shown in the table 6, one of the main problems that affects the students ability of English speaking skills is related to their poor background of speaking practice. Thus, 50% of the respondents highly approved the existence of the problem. That is why they were not confident enough to speak freely in the classroom as they were not also accustomed to speaking in the previous classes. Besides, 50% of them confirmed that the learners prefer to learn grammar and vocabulary than speaking skills. The data showed that most of the students use their mother tongue in their group discussion. Accordingly, more than 50% of the teachers expressed that teachers as well as the students should not have employed the native language rather than the target language. Because if the teacher had used only English language for daily communication, the learners would have exposed to speaking in English. As a result, they could be forced to use the language. In other word, the students have no choice to use their mother tongue. According to the data in the table 6, 50% of the teachers responded positively to items 9.1.6 and 9.1.7. That is most of the teachers in the questionnaire confirmed that the students hesitate to participate in speaking activities like, group work, oral presentation or pair work in the classroom. Similarly, the teachers explanation during interview seemed that the students become reluctant to participate since most of them have not such experience in the preceding grade levels. It was also observed that the learners hardly took the initiative to start doing the group tasks provided to them. Accordingly, most of the students preferred to listen to the teacher talk than participate in the speaking activities (see Appendix E). This indicates that learners seem to have no relevant to their real life. Therefore, this has a direct impact on their development of the speaking skills.

Table 4.7: analysis of teachers responses on their own factors affecting students speaking skills

No.	Assumed factors	Category of response						
			Strongly agree 5	Agree 4	Uncertain 3	Strongly disagree 2	Disagree 1	total
9.2	Teachers related factors							
9.2.1	I have been adequately trained in communicative language teaching to help students as needed.	Fre	2	-	-	-	-	2
		%	100	-	-	-	-	100%
9.2.2	I often give emphasis to teach language forms than speaking skills.	Fre	1	1	-	-	-	2
		%.	50%	50%	-	-	-	100
9.2.3	I often prefer to explain and demonstrate than creating conditions for students to practice speaking skills.	Fre	1	1	-	-	-	2
		%	50%	50%	-	-	-	100
9.2.4	I don't have a good language proficiency to help the students as needed.	Fre	-	-	-	2	-	2
		%	-	-	-	100	-	100
9.2.5	I provide the students with the opportunity to practice speaking in pairs and groups.	Fre	-	-	-	1	1	2
		%	-	-	-	50%	50%	100
9.2.6	I don't use teaching aids like tape, recorder, cassette, DVD, radio program and other authentic materials in speaking class	Fre	2	-	-	-	-	2
		%	100	-	-	-	-	100

As indicated in table 7: for items 9.2.1 – 9.2.6 all the respondents expressed negatively. That is 100% of the teachers have been adequately trained in communicative language teaching so that they can help the students as needed. Hence, this implies that almost all the teachers have received the training in CLT in the pre-service training that would help them to teach the target grade level. In addition, more than 50% of the teachers confirmed that the learners are supposed to know the language structure and forms before they practice speaking activities. In addition, 50% of the teachers agreed that they preferred to explain and demonstrate than creating conditions for students to practice speaking skills. Similarly, the teachers during their interview expressed that the simplest way of teaching the language is through explaining the language structure rather than facilitating for speaking activities. For the items 9.2.4 and 9.2.6 100% of the teacher were proficient enough to help the students as needed but can't use teaching aids like tape recorder, cassette, DVD, radio program and other authentic materials in the speaking class. On the other hand, the teacher expressed in their interview that teacher centered approach is employed in their teaching method so the teacher is considered as a role play while the students are simply listeners.

Generally, the identified teachers related problems exist causing negative impact on the students learning of English speaking skills at the targeted school.

4.1.5. Analysis of the Students Response on the Teachers Role Implementation

The students were asked to report about their teachers role implementation. Their responses are presented in the table below.

Table 4.8: Reponses of the students related to teachers role implementation

No.	Assumed factors	Category of response						
			Strongly agree 5	Agree 4	Uncertain 3	Strongly disagree 2	Disagree 1	total
2.1	The role of the teachers							
2.1.1	Gives emphasis to teach speaking skills than language forms and structure	Fre	-	-	-	18	12	30
		%	-	-	-	60	40	100%
2.1.2	Prefers to explain and demonstrate than creating conditions for the students to practice speaking.	Fre	11	13	-	1	5	30
		%.	36.6	43.3	-	3.3	16.6	100
2.1.3	Does not provide us with the opportunity to practice speaking in pairs and group.	Fre	14	5	1	8	2	30
		%	46.6	16.6	3.3	26.6	6.6	100
2.1.4	Always corrects our errors while we are speaking.	Fre	13	8	-	4	5	30
		%	43.3	26.6	-	13.3	16.6	100
2.1.5	Always evaluates our language performance through objective questions like multiple choice than oral presentation test	Fre	22	6	-	1	1	30
		%	73.3	20	-	3.3.	3.3	100
2.1.6	Does not use teaching aids in the classroom. Each as DVD television, radio and cassettes	Fre	25	5	-	-	-	30
		%	83.3	16.6	-	-	-	100

The data in table 8 indicated that most of the students responded positively to the items 2.1.1, 2.1.2 and 2.1.3 that is, the teachers themselves would like to prefer to teach language forms and structures. In addition, there is few opportunity of speaking practice given by the teachers. Accordingly, 25% of the respondents indicated that they strongly agree with the item 2.1.1 and 70% of them showed that they agree with the given data. In sum, for all items 2.1.1 – 2.1.5 the majority of the students responded positively. That is, they indicated that their English teachers often gives emphasis to teach the language forms and structure as well as prefer to explain and demonstrate than creating condition for students to practice speaking activities. In other word, the respondents showed that their teachers mainly focuses on the accuracy than fluency.

Concerning the item 2.1.6, all of the respondents (100%) of them responded negatively to the idea that whether their teacher uses teaching aids and authentic materials in the classroom to promote students speaking skills. That is, all of them revealed that their English teacher did not use teaching aids and authentic materials in the speaking classes. The interview result made with both teacher and student also approved this.

Generally, we can conclude that the response given to the items 2.1.1 – 2.1.6 showed that there are various problems influencing the students speaking skills development so far.

4.1.6. The Students Responses on the Classroom Related Factors

In the following items, students were asked to report classroom related problems with respect to the learning of English speaking skills

Table 4.9: Large class size and seating arrangement

Item	Statements	Response category						
			Strongly agree	Agree	Uncertain	Strongly disagree	Disagree	total
2.2	Classroom related factors							
2.2.1	There are large number of students in the classroom	Fre	46% 13	40% 11	14% 6	-	-	100% 30
2.2.2	Seats are not suitable for group and pair work	Fre	30% 10	55% 17	15% 3	-	-	100% 30
2.3	Instructional materials related factors		-					
2.3.1	There is scarcity of English spoken text books	Fre	-	-	-	100% 30	-	100% 30
2.3.2	There is no teaching aids used for speaking activities	Fre	80% 20	20% 10	-	-	-	100% 30

With regard to item 2.2.1.- 2.3.2 the majority of the students responded positively to each items. That is, they indicated the existence of the problems, as it can be observed in the table – 9, 46% of the students “strongly agree and 40% of them also “agree” with item 2.2.1. In sum 86% of the students revealed that the existence of large number of students in the class. Besides this, the majority of the students in the interview strongly confirmed with the availability of the problem mentioned. On the other hand, concerning items 2.2.2 and 2.3.2 80% of the students showed that seats are not suitable for group work as well as the shortage of teaching aids for example video, DVD, radio, cassette and others.

Table 4.10: The students response on the students related factors

No.	Items/expected factors	Category of response						
			Strongly agree 5	Agree 4	Uncertain 3	Strongly disagree 2	Disagree 1	total
2.1	Students related factors							
2.1.1	I don't have confidence to speak freely in the class as I am afraid of making mistake	Fre	5	17	-	4	4	30
		%	16.6	56	-	13.3	13.3	100%
2.1.2	I prefer to learn grammar and vocabulary than speaking.	Fre	11	10		5	4	30
		%.	36	33	-	16.6	13.3	100
2.1.3	I refer teacher's explanation than doing activities myself.	Fre	9	11		2	8	30
		%	30	36		6.6	26.6	100
2.1.4	I don't like to participate in the speaking activities (e.g. presentation, group work, pair work etc) using English	Fre	10	12		3	5	30
		%	33.3	40	-	10	16.6	100
2.1.5	I have poor speaking background	Fre	20	10				30
		%	66.6	33.3	-	-	-	100
2.1.6	I use my mother tongue language when ever I ask or answer questions or to do activities in pairs or groups in speaking class.	Fre	18	6		4		30
		%	60	20	-	13.3	-	100
2.1.7	I don't have adequate vocabulary to express my ideas, opinions....etc in English.	Fre	8	12		7	3	30
		%	26.6	40		23.3	10	100

Concerning the students' confidence in speaking in English, the data in the table 10 shows that more than half of the respondents (70%) of them responded that they did not speak freely in the class as they have not the confidence to do so. This happened because they are afraid of making mistakes. The respondents during interview also confirmed that they lack confidence to speak freely in English because they are afraid of making mistakes and criticisms of friends. However, 30% of the students also indicated for item 2.1.1 that they have the confidence to do so.

The other items 2.1.2 – 2.1.4 are related to the students beliefs about language learning. Most of the respondents expressed that they prefer to learn grammar through teachers' explanation than doing speaking activities. As a result, more than 69% of them revealed that they prefer the teachers role play than their own.

Regarding the students background, the data in the above table 10 shows for the item 2.1.5 that all of the respondents (100%) of them replied that they have poor speaking background. That means, they did not have the exposure to speak in English in the lower classes. They also indicated in the interview that they were not accustomed to speaking in the proceeding classes because their lower grade teachers did not make them to practice on the speaking area.

Therefore, they prefer to use their mother tongue when ever they want to ask or answer a question than English. As shown in the table 10, (90%) of them revealed that almost all the students used their mother tongue language in English speaking classroom.

To sum up, it can be concluded that all mentioned factors are hindering the students learning of English speaking skills.

Table 4.11: The analysis of teachers perception on the classroom related factors

No.	Items	Category of response						
			Strongly agree 5	Agree 4	Uncertain 3	Strongly disagree 2	Disagree 1	total
9.3	Classroom related factors							
9.3.1	Seats are not suitable for group work	Fre	1	1	-	-	-	2
		%	50	50	-	-	-	100%
9.3.2	There are large number of students in the classroom	Fre	1	1	-	-	-	2
		%.	50	50	-	-	-	100
9.4	Instructional materials related factors							
9.4.1	There is a shortage of text books	Fre	-	-	-	2	-	2
		%	-	-	-	100	-	100
9.4.2	There are no teaching aids such as DVD, cassettes, radio program and TV used for speaking activities	Fre	1	1	-	-	-	2
		%	50	50	-	-	-	100

With regard to the items 9.3.1 and 9.3.2 most of the teachers responded positively to each of them. They showed the existence of the problems as it can be indicated in the table 11, more than 50% of the teachers confirmed that there are not suitable seats for the students that can be used for group work during speaking activities. In addition, the number of the students in the classroom are not appropriate for English speaking activities.

Accordingly, 50% of the teachers revealed that there is the problem of the large class size in English speaking class.

However, 100% of them expressed that there is no shortage of English text book in the school while there are the existence of teaching aids problems that can be assisted for speaking activities. Similarly, the classroom observation confirmed that seats are not suitable for group work. Large class size problem, and lack of teaching aids in the school language laboratory.

4.1.7. Text Book Analysis

In order to examine the nature of the material, how it is organized and what types of activities are incorporated, the researcher tried to go through 9th grade text book. The text is generally designed to teach the four skills equally. It has 12 units. There are 10 passages under different topics, 9 meaning teaching activities under the title vocabulary, 8 pronunciation practices, 47 speaking activities, 19 oral exercises which concentrate on grammar and 80 exercises on the grammar.

The text book should clearly define its instructional objectives and sets learning tasks of activities to attain the objectives, unlike the traditional text book, the new communicative text book maximizes the students participation in the learning process. It also paves the way for the students to act, react and learn through the processes.

Therefore, the following checklists are employed to identify the characteristics of the text book.

Table 4.12: Text analysis checklist

No.	Does the text book	Yes	No
1.	Emphasize the communicative function of the language?	✓	
2.	Try to reflect the students need and interest?		✓
3.	Emphasize the skills in using the language, not just the forms of the language, and they are therefore activity based?	✓	
4.	Usually have a good balance of four language skills?		✓
5.	Tend to be very specific in their definition of aims?	✓	
6.	Consist of both content and methods that reflect the authentic language of every day life?		✓
7.	Encourage group works and pairs and therefore make heavier demands on the teachers organization abilities?	✓	
8.	Emphasize fluency not just accuracy?	✓	
9.	Improve the students' ability and interest to learn the speaking skills.	✓	
10.	Have simple and interesting titles for practicing speaking activities.	✓	
11.	Help the students to use the language to express their ideas and feelings through speaking activities?	✓	

Adapted from Neviller Grant (1987:12).

4.1.8. Comparison of the teachers and the students responses to the items

For this section, the researcher has attempted to make analysis the similarities and differences in the views of the teachers and the students with regard to their responses to the questionnaires and interview. The result of the real classroom observation helped the researcher to confirm the discrepancies between the responses of the teacher and the students questionnaires of the same items. For example, the student questionnaire items 2.1.1, 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.3.2 and 2.4.2 in parallel to the teachers questionnaire 9.1.1, 9.1.2, 9.1.4, 9.1.6, 9.1.7, 9.2.6, 9.2.8, 9.3.2 and 9.4.2 are respectively basically the same in content except minor wording differences. Therefore without hesitation, we can conclude that these are the problems that may hinder the students leaning speaking skills at the targeted school.

CHAPTER FIVE

5. Summary and Conclusions

From all the discussions made and analyzed so far, the following conclusions have been drawn.

- It is believed that the great role of a language teacher is to create the most suitable situation for learning. Accordingly, a teacher is supposed to act differently in different situation. Particularly, in teaching speaking skills, a teacher needs to play his roles in every stage (presentation, practice and production) appropriately. However, almost all the data indicated that the teachers were not playing active roles in developing speaking skills. They did not employ student centered teaching method. The students were not given the maximum amount of practice. It was possible to observe from the data that they did not create enough opportunities for students to use English speaking skills in real life communication.
- The techniques mostly used by the teachers were questions and answers, dialogues, explanations and translation. Moreover, the way teachers assess the students' performance was not effective. They were evaluating them not more than three times a semester the teachers also were giving correction to the students errors and mistakes in a discouraging way.
- Majority of the students did not have access to the English speaking activities according to the data gathered and shown.
- It was found that lack of practice and exposure hindered the development of speaking skills.
- It could be observed that teachers as well as the students used their mother tongue, in English speaking class.
- Concerning the classroom environment, there is a large number of students in a class, the speaking activities could not take place. So it is not suitable for the teacher to form a group and facilitate for group discussion. In

addition, the desks and the benches of the students are not moveable as the data indicated. This indicated that the class size and the uncomfortable classroom facilities have made contribution for the barriers of teaching and learning the speaking skills.

5.1. Recommendations

Based on the drawn conclusions and findings, the followings are recommended as a possible solutions for the improvement of the students speaking skills in grade 9.

- Understanding the significance of speaking skills, the teachers should play their role in creating opportunities for learning speaking skills through the students centered approach, devising and providing maximum amount of practice, giving frequent activities to use the language. Besides, the teachers are supposed to plan their role in guiding, motivating and supervising the students' learning procedures.
- Teachers should make the learners to know the speaking strategies. They also should be creative enough in the unfavorable environment of the classroom. In addition, the teachers are advised to use group/pair work, oral report, interview, panel discussion, presentation and other impressive techniques to improve speaking skills. They should assess the students' speaking performance continuously through oral presentation test.
- Awareness should be raised upon the students on the importance of speaking. The teachers have to advocate its vitality in one's life time activities as it hinders or facilitate his/her progress.
- It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities. They need to develop the activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life. Accordingly, they need to develop the activities such as problem solving, role play, group discussion, information gap, opinion gap and picture stories.

- A language teaching aids has a great value in developing speaking skills. For this reason, the teachers have to use effective teaching materials that improve the teaching of speaking skills. Therefore, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc(besides it would be significant to use news papers, magazine, brochures, journals and other supplementary materials to teach speaking skills. Moreover, the teachers should be advised to adapt the existing materials for the purposes of teaching the language.
- The teachers should strictly avoid using the students mother tongue at any time except the target language.
- The students should play their role in learning speaking skills. They need to be active participant in the speaking class. Such as asking for clarity, group/pair discussion, giving advice, giving opinion, telling stories, playing language games and solving problems. In addition, the students have to communicate with people outside their classroom. To sum up, they need to use the language in the real life for the means of communication through getting themselves exposed to the access of using English.
- The sitting arrangement of the students in the classroom hinders the way they interact with one another. Therefore, the chairs as well as the desks have to be convenient for pair wok or group discussion.
- The school should establish language laboratory to create opportunities for the teachers and students so as to use the language for the means of communication.
- Finally, the researcher believes that the concerned bodies (the school administration, teachers and students can cause a change through having awareness and providing the important support for the learners.

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Appendix A

Questionnaires for Teachers

Dear Teacher,

This questionnaire is designed for the purposes of the research study. Its aim is to study factors affecting the expected and actual roles of grade 9 students in learning speaking skills.

The success of the study depends on your genuine responses to these questions.

Please, read carefully and respond to the questions honestly. I thank you in advance for your kindly cooperation.

Part one:

Instruction: provide necessary information about the following.

1. Name of your school _____
2. Zone _____
3. Sex : Male ☐ Female ☐
4. At what grade level are you teaching (please tick(v))
Grade 9 ☐ Grade 10 ☐ Grade11 ☐ Grade 12 ☐
5. Total number of students in a class (average)_____
6. Academic qualification
Diploma ☐ Degree ☐ MA ☐
7. Your field of study Major_____ Minor_____
8. Teaching experience in years 1-5 ☐ 6-10 ☐
11-15 ☐ 16 and above ☐

Part two

Instruction: For the factors affecting the students English speaking skills, some suggestions are written as shown below. Thus, for questions 9.1.1-9.4.2 indicate your answer by putting a `tick`(V) under the alternatives given as strongly disagree.

Key: 5: strongly agree 3: uncertain 1: Strongly Disagree
4: Agree 2: Disagree

9. Some of the factors affecting the expected and the actual roles of grade 9 students in learning spelling skills

No	Assumed Factors	Category of response				
9.1	Student`s related Factors.	5	4	3	2	1
9.1.1	Learners don`t have Confidence to speak freely in the class as they are afraid of making mistakes and criticism of friends.					
9.1.2	Learners prefer to learn grammar and vocabulary than Speaking.					
9.1.3	Learners prefer teacher explanation than doing activities themselves.					
9.1.4	Learners are highly motivated to speak in English when they are taught by foreigner teachers.					
9.1.5	Learners don`t like to participate in speaking activities (e.g. presentation or group work) using English.					
9.1.6	Learners use their mother tongue when they ask to do activities in pairs or group work.					
9.1.7	Learners don`t like practicing speaking in English in and out of the class					

9.2	Teacher related factors					
9.2.1	I have been adequately trained in communication language teaching to help students as needed.					
9.2.2	I often gave emphasis to teach language forms than speaking skills.					
9.2.3	I often prefer to explain and demonstrate than creating conditions for students to practice speaking activities.					
9.2.4	I don't have a good language proficiency to help students as need.					
9.2.5	I provide the students with the opportunity to practice speaking in pairs and group.					
9.2.6	I don't use teaching aids like tape recorder, cassettes, radio program and other automatic materials in speaking class because of financial constraints					
9.2.7	I usually correct my students errors during fluency activities					
9.2.8	I evaluate my student's language performance through objective questions like multiple choice then oral presentation.					
9.3	Class size related Factors					
9.3.1	There are large numbers of students in a class.					
9.3.2	Seats are not suitable for group work					
9.4	Instructional materials related factors					
9.4.1	There is scarcity of spoken English text books					
9.4.2	There are no teaching aids that can arouse the interest of students in practicing speaking activities.					

Adapted from Olansa (2011)

Appendix B

Questionnaires for Students

Dear student,

I am conducting a research on the factors that affect grade 9 students learning of English speaking skills. So your genuine response to the questions will help me to gather reliable data about the problem being investigated.

Thus, you are kindly requested to answer each question carefully.

Part one:

Instruction: provide necessary information about the following.

1. Write your personal information.

1.1 Name of the school _____ 1.3 Sex: Male ☐

Grade _____ Female ☐

Part Two:

Instruction: some suggestions are written below.

Thus, for question 2.1.1 – 2.4.2 indicate your answer by putting a tick (✓) under the alternative given as strongly agree, agree, uncertain, disagree and strongly disagree.

Key: 5. strongly agree 4. Agree 3. Uncertain 2 Disagree

1. Strongly disagree.

Some of the factors affecting students learning speaking skills

No	Expected Factors	Category of response				
2.1	Students related factors	5	4	3	2	1
2.1.1	I don't have confidence to speak freely in the class as I am afraid of making mistake					
2.1.2	I prefer to learn grammar and vocabulary than speaking					
2.1.3	I prefer teacher's explanation than doing activities myself.					
2.1.4	I don't like to participate in speaking activities (eg. Presentation group work, pair work etc) using English.					
2.1.5	I have poor speaking back ground.					
2.1.6	I use my mother tongue language whenever I ask or answer questions or I ask to do activities in pairs or groups in speaking class,					
2.1.7	I don't have adequate vocabulary to express my ideas, opinions in English					
2.1.8	I don't like to practice speaking in English in and out of the class					

2.2	Teachers related factors					
2.2.1	My English teacher often gives emphasis to teach language forms and structure than speaking.					
2.2.2	My English teacher prefers to explain and demonstrate than creating conditions for the students to practice speaking.					
2.2.3	My English teacher doesn't provide us with the opportunity to practice speaking in pairs and group.					
2.2.4	I am well motivated when non native Amharic speaker teacher speaks to me.					
2.2.5	My English teacher is not proficient enough to help me as need					
2.2.6	Our English teacher usually corrects our errors while we are speaking					
2.2.7	My English teacher always evaluates our language performance through objective questions like multiple choice than oral presentation test.					
2.3	Class size related factors					
2.3.1	There is large number of students in the class room.					
2.3.2	Seats are not suitable for group or pair work					
2.4	Instructional materials related factors					
2.4.1	There is scarcity of English spoken textbooks.					
2.4.2	There are no teaching aids which can arouse my speaking interest.					

Appendix – C

Teachers Interview Question

Dear teacher, the objective of this interview is to investigate the factors hindering the students learning of English speaking skills at grade 9 level. As your information can enrich this study, you are kindly requested to suggest the common factors related to the problem mentioned above based on your own practical experience and observation of some common EFL students speaking problems.

Thank you very much!

1. Which of the English language skills do you like to teach? Why?
2. Do you think that you have adequate English proficiency to teach your students as needed?
3. Which types of teaching methods do you employ in English speaking class? Why?
4. What types of exercises do you use to improve the speaking ability of your students?
5. What are some of the students related factors that affect the learning of English speaking skills?

Appendix C-1

Summary of Teachers Responses in Interview

Q1: Which of the English language skills do you like to teach? Why?

T1: I seldom give especial attention to teach language forms and structure (grammar) rather than other skills. Because, first, the learners need to know the structure of the language which always appears in examinations. Second, the students are supposed to speak in English accurately and they should avoid making mistakes.

T2: I would like to teach grammar and writing skills. Because, these are the skills which the students have to develop for they are the bases for other skills.

Q2: Do you think that you have adequate English proficiency to teach your students as needed?

T1: Yes, I have

T2: Yes, I think so, because I am qualified in B.A. in English. Besides I have taught my students for about 7 years.

Q3: What types of exercises do you use to improve the speaking ability of your students?

T1: I often use text book instructions and also encourage students to discuss in a group or pair.

T2: I let the students form a group and discuss the issues given in the text book.

Q4: Which types of teaching methods do you employ in English speaking class? Why?

T1: student centered method of teaching is hardly implemented in the class. Because there is a large number of students in a class. In other word, the average class size is no suitable for teaching speaking skills.

T2: I often prefer teacher centered method of teaching than student centered. Because this method saves my time to cover all my portion allotted for the semester.

Q5: What are some of the students related factors that affect the learning of English speaking skills?

T1: In fact, there are many students related problems that have impact on the learning of English speaking skills. To mention some, lack of confidence, lack of practice and low language proficiency.

T2: Lack of practice in and out of the classroom, lack of exposure and individual interest.

As it can be seen from the summary of the teachers responses interview, they give emphasis to teaching language forms and structures than speaking skills. Because they expressed that the learners need to know the structure of the language which always appears in examinations. So the teachers use the traditional way of teaching and avoid communicative language teaching (CLT). In addition, the teacher confirmed that the factor that hinder the students learning of speaking skill include, lack of practice, confidence, exposure as well as individual interest. For this reason, it is possible conclude that the students are being encouraged to memorize the rule of the language rather than to use the language in their daily life.

Appendix – D

The Students Interview Questions

1. Which English language skills do you like to learn ? Why?
2. How do you practice speaking activities in English in the classroom?
3. Does your English teacher provide you with different activities that promote your English speaking skills?
4. Does your English teacher evaluate your oral performance through oral presentation?
5. What are some of the students related problems that cause impact on the learning of English speaking skills?

Appendix – D-1

Summary of the Students Responses in the Interview

Q1: Which of the English language skills do you like to learn? Why?

S1: I'd like to learn the language structure and vocabulary. Because, these are the items that's appear in exams.

S2: I want to learn grammar and speaking skills because, I need to master the rule of the language as well as speaking skills.

Q2: How do you practice speaking activities in English in the classroom?

S1: We always practice reading comprehension and grammar. Our English teacher also focuses on the grammar. In addition, he encourages other few active students to practice oral exercises and goes to the next exercises.

S2: Although our teacher motivated the students to speak in the language, the students are not willing to practice speaking activities. Thus, I do not work to speak in English, because if I make a mistake, my classmate and my teacher criticizes me.

Q3: Does your English teacher provide you with different activities that promote your English speaking skills?

S1: No, he does not

S2: No, he never exposed us with such activity.

Q4: Does your English teacher evaluate your oral performance through oral presentation test?

S1: Our English teacher always uses grammar, vocabulary and reading comprehension text to evaluate our language performance.

S2: No, he doesn't. as I have known, our English teacher gives us tests based on grammatical items.

Q5: What are some of the students related problems that cause impact on the learning of English speaking skills?

S1: As far as I am aware of the existing students related problems, first, the students do not like to practice speaking activities. Second, lack of exposure. In other words, the students do not have the chance to communicate with the language except in the classroom.

S2: Lack of confidence to speak freely, lack of speaking practice in the previous grade level as well as the use of their mother tongue in and out of the classroom.

As it can be observed from the summary of students responses in the interview, they expressed that they would like to learn the language structure and vocabulary for the items are selected based on the language form and structure when the examinations are given. The students also said that they want to master the rule of the language as well as speaking skills. However, they give the first priority to learn the language structure. In addition, the students confirmed that the English teacher always focuses on the grammar when he encourages them to perform oral practices. Besides, they express that they are afraid of making mistakes and criticism of their classmate. For this reason, they are not willing to practice the speaking activities. According to them, the students related problems that cause impact on the learning of their speaking skills include, lack of exposure, lack of confidence and lack of speaking practices.

Appendix – E

Classroom observation checklist

Instruction: Please mark a tick (✓) in the column that corresponds the statements

No	Role of the teacher	Yes	No
1	Arrange and organize the group discussion		
2	Gives the students chance to participate in speaking activities		
3	Encourage the students to speak in English		
4	Monitor their performance to see that it is satisfactory		
5	Guide and supervise the students during their group or pair work		
6	Teach the students speaking strategies		
	The students activities		
1	Participate in their pair or group work		
2	Listen to the discussion and report back to the class.		
3	Try to correct themselves		
4	Ask their teacher or classmate for correction of errors		
5	Talk and share ideas about the language problems and effective speaking strategies with their teacher		
6	Participate in role play, drama, panel discussion interview or oral presentation		