



ADDIS ABABA UNIVERSITY

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

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**PRACTICE OF SMALL GROUP WORK AND ITS ROLE IN
DEVELOPING STUDENTS' SPEAKING SKILLS IN ENGLISH:
THE CASE OF GRADE 11 STUDENTS AT BIRITI SECONDARY
SCHOOL**

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

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Acronyms

CL: cooperative learning

CLT: Communicative Language Teaching

EFL: English as a foreign language

ELT: English language Teaching

MOE: Ministry of Education

TEFL: Teaching English as a Foreign Language

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Abstract

The purpose of this study was to investigate the practice of small group work and its role to develop students' speaking skills in English to grade 11 students at Biriti Secondary school. To achieve the stated purpose, a descriptive research design which contains both quantitative and qualitative method was employed. The participants of the Study were 54 Students and 2 English teachers were taken in available sample technique from grade 11. Instrument data collections were questionnaire, classroom observation and interviewed. For data analysis both quantitative and qualitative methods were used. The data collected via close -ended questionnaire was analyzed and described quantitative method using frequency and percentage. However, interview and classroom observation were analyzed qualitatively. The finding of the Study indicated that English teachers didn't often implement small group work technique in speaking lesson, but students participated actively when they got chance sometimes. Besides, English teachers who teach two classes didn't often encourage students to practice in small group work technique though students perceived small group work positively and attempt to practice speaking English.

The result from practical observation proved that English teachers Most of time dominated and used lecture method; students' participation was not enough. Most of time they were passive listeners in the classroom during they learn speaking activities. Therefore, this study recommends that English teachers should use small group work technique to develop students' speaking skills in English.

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the Research

There are a number of cases that make English language essential communication in our current time. Besides this, English is important in the field of education .In many countries children have been taught and encourage to learn English as a second language .That is why everyone needs to learn the language on an international level (Noved,2015).

Speaking is one of the important skills in language teaching and learning. Being able to speak English language is important for a learner to be successful in academic activities. According to Cunning (1984), the ability to communicate effectively through spoken English enables one to be benefited language skills. For instance, when we see learners' academic performance, it depends on their ability to ask questions, to discuss and to understand concepts from their teachers and class mates.

Brown(1994) Explains that speaking is a process of constructing meaning that involves producing, receiving and processing information. Speaking in English is a highly necessary for everybody an important component of language course where communicative language teaching is applied. However, as Ur (1998) notes it is more difficult to design and administer than other language skills. In Ethiopia the learning of English begins at the elementary level and it is considered as foreign language and it is used for academic purpose, careers advancement, and to communicate with the rest of the world. In order to go with the international demand, a lot of efforts from all parties have been made to Ethiopian educational system to improve high school learners English performance (MoE,2002).

In addition to this, a focus on teaching speaking is used for other skills such as grammar, vocabulary, and social expression are integrated in the practice of speaking, skill, hence much more time is allotted in the syllabus for the teaching of speaking skills (Solomon,et al ,2008).

Furthermore, it is stated in the syllabus that the goal of teaching English especially speaking skill as to make students communicatively competent and to make them use English for communication language especially speaking skill is to make students communicatively competent and to make them use English for communication and as a tool for further studies (Byrne, 1989). If the learners obtain this ability, they can produce utterances that are relevant, easily understandable and with an acceptable level of accuracy. However, a number of teachers complain that many Ethiopian students are unable to communicate in English even at higher level of education. Local surveys (Girma , 2005

Yonas,2003)show that Ethiopian learners have unsatisfactory proficiency in the skill of speaking. Therefore, a focus on the improving of speaking skills in English among Ethiopian learners is a central to language pedagogy. Even though students are to some extent responsible for their own learning teachers can greatly influence their learning experience and language learning.

Therefore, investigating how teaching speaking skill is practiced by EEL teacher is important. A number of proven techniques can be applied in the class room to develop the speaking level of students. Using and different ways of teaching speaking skill helps the students to improve their conversational skill among them. The above mentioned problem had also deep-rooted in our country's context. Speaking is a vital part of second language teaching and learning. Despite its importance, for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking in a way that cannot improve the skill of the students as wanted. Teachers may incline towards the written form of a language when teaching speaking. Hughes(2011) states that one of the problems with teaching speaking skills in the traditional class room setting is that it is not the spoken but the written form of language and its characteristics that are taught. As a result, teachers do not meet their students' needs when it comes to speaking skills teaching because in the end it is not speaking skills that are taught. Therefore, demand for on appropriate teaching method is necessary for English language teachers in EFL class.

1.2. Statement of the problem

The main objective of learning English in Ethiopia is to be able to communicate in the language since it used as a medium in number of non- governmental organizations and also a medium of interaction in the education system of the country. Teaching oral or speaking skill in a foreign language is not an easy task. It rather put heavy demands on both the teacher and the students who should learn these oral skills to communicate in the target language. It is crucial; therefore, to give this skill more devotion and consideration (Seid, 2005:46).

According to Seid (2012), group work is practiced in secondary school in our country. He explains that an attempt has been made to implement group learning since 1994. According to Johnson and Johnson (1999) as cited in Seid (2012), states group language learning is now an accepted and highly recommended instructional procedure at all levels of education. According to Nunan (1992), group work in the language class room especially in foreign language classrooms plays an important role to make students active, increase their motivation, and reduce their anxiety. Stating the importance of cooperation learning, Nunan (1992) writes that cooperative learning can foster learner growth in terms of academic achievement, personal growth and the development of social and learning skills. when we

come to particular intent of this study, it is to investigating the practice of small group work and its role in developing speaking skill in English: The case of grade 11 students at Biriti secondary school.

According to Hogas (2012), teachers are still playing dominant role to guide and control the learning process. The activity based on group work helps teacher to facilitate learning and to recognize how the teaching –learning process is going on. In his/her role as a facilitator, the teacher must move around the class helping students and groups as needs a rise. A class activity, which does not give students a chance to interact and practice exercise , may be said that it lacks small group work (cooperative learning). The present research again also observed that the teaching learning process is more of individual and competitive when the teachers teach in the English class. Because of this, the researcher is motivated to conduct the study on the practice of small group work and its role in improving speaking skill in English at Biriti secondary school. The researcher observed that small group work was sometimes practiced in grade 11 Biriti secondary shool but it is not enough to improve students speaking skills in English.

Some researchers conducted on related title locally. For example, Geleto (2020) has studied teachers' attitude towards the practice of teaching speaking skills. It the same way , Kokeb (2021) has studied EFL teachers' and students ' attitude towards and practice of cooperative learning strategies and its challenge in relation to speaking skills and Tinasho (2019) Assessing the practice of speaking skills.

As far as researcher knowledge, there is no study that conducted on the practice of small group work (cooperative learning) and its role in developing speaking skills at secondary school level.

Even though some researchers conducted the studies on related title and put their findings, in many schools of country still there has been serious problem in the practice of small group work to make students active participant. The same is true at Biriti secondary school in grade 11students. From teaching experience of researcher in this school, most of teachers fronted method and they sometimes teach in small group work method and give less opportunity to students to discuss in small group.

The researcher's intention is that such teaching method might be reduce the involvement of students in small group work to improve their speaking skills.

1.3. Research Question

1. What do students think about the role of small group work in improving their speaking skills?
2. What is the role of small group work in improving students' speaking skills in English?
3. To what extent do students practice in small group work?

1.4. The objective of the Study

The main objective of this research to examine the practice of small group work and its role in developing speaking skills of grade 11 students at Biriti Secondary school.

1.4.1. Specific Objectives

- To find out students' opinion on the role of small group work.
- To find out the role of small group work in improving students ' speaking skills in English.
- To examine the extent of students practice in small group work.

1.5. Significance of the Study

This Study may provide the following significances. The students May benefit more by enhancing their participation in small group work because it in increases students' motivation to do together. It provides awareness to students and teachers regarding to the benefit of small group work in improving students' speaking skills in English. Besides, it helps both students and teachers to identify their roles and responsibilities to be performed utilizing cooperative learning technique. It creates confidence for students in their small group. Moreover, it also serves as a basis for those who are interested to conduct a wider and deeper Study on the topic or related issues.

1.6. Scope of the Study

There a number grade levels and schools in Kuyu woreda that has similar problems to be solved in line with teaching English through small group work. To see the problems this area it is more appropriate to cover more schools and grade levels. However, due to the scope of the present study the researcher confined his Study only Biriti secondary school grade 11 students and it limited to only the practice of small group work and its role in developing students' speaking skills in English.

1.7. Limitation of the Study

This research has been confronted different limitations during its ongoing process. Being it was conducted only two sections of one school, the findings obtained cannot represent the majority of schools and classes. The failure of available sample respondents to give their genuine opinion due to give less attention and lack of full understanding the concept of items and the interviewed teachers also less interested to interview. These were another constraint to get very relevant information on the problem studied. The unusual feeling of students during classroom observation was also another constraint seen. However, the observer tried more to smooth the atmosphere of the observation. Therefore, this situation at some extent might impede the observer to get the real report teaching and learning process which can affect effectiveness of the findings.

CHAPTER TWO

2. Review of Related Literature

2.1. Definition of Speaking

Speaking is a way people use to express their emotions, exchange information, convey messages and interact with each other. People speak for many reasons such as expressing ideas, creating relationships, showing, self-confidence, etc. In schools, for example, student can express themselves through speaking, especially in oral expression lesson.

Hedge (2000, p.261) defines speaking as “a skill by which people are judged while first impressions are being formed.” That is to say, speaking is skill that reflects people’s ideas and feelings. In addition to the previous definitions, Chaney et al.(1998) indicate that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols , in variety of contexts” (p.13). This means that, speaking is considered to be the best way that helps to communicate with each other in different speech acts.

According to Louma (2004) “speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop”(p.1). It indicates that being competent in a foreign language takes a lot of time because you need to learn its rules and system as well as how to apply them in meaningful context.

Nunan (2003), For his part, describes speaking as “a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning” (p.48). That is to say, speaking includes a fully formed grammatical sentence which is difficult for the learner who interacts by using a foreign language.

To sum up, speaking means using the appropriate words to express ourselves and using language in such a way that ensure intended audience fully understands our ideas. It is a higher form of communication two or more people, people use it a lot in their life, like teaching, journalism, and the list is never ending. Through speaking people represent themselves, convey messages, and structure their way of communicating.

2.2. Types of Speaking Skill

Brown (2004: p.141-142), says that there are five basic type of speaking.

- **Imitative:** This type of speaking performance is the ability to imitate a word or phrase or possibly sentence. Example: “Excuse me,” or “can you help me?”) For clarity and accuracy.
- **Intensive:** It is a type of speaking where the speaker has lack of ability in interactions with interlocutor but the speaker knows well the linguistics of a language.
- **Responsive:** This type includes interactions and tests comprehension but at the limited level of very short conversation, standard greeting and small talk, simple request and comments.
- **Interactive:** Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have purpose of maintaining social relationship.
- **Extensive (monologue):** Extensive oral productions tasks include speeches, oral presentation, and storytelling, during which the opportunity for oral interactions from listener is either highly limited or ruled out together.

2.3 Problem in Speaking

Ur (1996: p. 121) suggest how this problem faced by learner in learning foreign language as follow:

- **Nothing** to say: Learners couldn’t think of anything to say when their teacher asked them some questions about something. As defined by Ur “it is because of the guilty that they should be speaking.”
- **Inhibition:** Learners are often inhibited about trying say things in a foreign language in the class room, worried about making mistakes, fearful of criticism or losing face, nor simply of the attention that their speech attracts.
- **Students** don’t want talk: Only one participant can talk a time if he or she is to be heard, and in a language group, this means that each one will have any very little talking time. This problem compounded by the tendency of some learners to dominate while others spend very little or not at all.
- **Mother tongue use:** As a consequent of environment, they tend to use their own mother tongue because they feel easy to do so.
- **In other references** there some aspects that makes speaking difficult. While the problems have been explained above over the problems of the learners in speaking activity, here is some problem that comes from the language target itself.

2.4. Teaching Speaking Skill

Harmer (2007: p. 123) states there are three main reasons for teaching speaking skill. Firstly, speaking activities provide rehearsal opportunities to practice real- life speaking in the safety of the class room.

Secondly, speaking tasks in which students try to use any all of the language they know provide feedback for both teachers and Students. Finally, the students have opportunities to active the various elements of language; they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases frequently without very much conscious thought.

According to Brown (1994 :268 -269) states there are seven principles for designing speaking techniques: Use technique that cover the spectrum of learns needs from language-based focus on accuracy to message based on interaction; Provide intrinsically motivating technique; Encourage the use of authentic language in meaningful contexts; Provide appropriate feedback and correction; Capitalize on the natural link between speaking and listening; Give students opportunities to initiate oral communication; Encourage the development of speaking strategies.

From above explanations, it can use that all of principle for designing speaking techniques are very necessary for us. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From communicate purpose, Speaking is closely related to listening. The interaction between these two skills is show in the conversations.

2.5. The Importance of Speaking

Speaking is very important because it is one of the means of communication that is used between people in order to share information between them. Celce-Murica (2001, p.103). States “the ability to speak a language is synonymous with knowledge that language since speech is the most basic means of human communication.”

As a student, speaking allows students to use what they have to learned and it helps them to overcome fear and obstacles. Students feel that the more the speak, the more they are capable of accomplishing what they want. For example, when they have a presentation in oral expression, there is always fear of not finding the right words to talk about a given topic. This is why speaking for them is very important, since not being fluent in speaking always kept them back from motivation.

In foreign language learning, speaking is the most essential skill because it is the basic for communication, and it is the most difficult among the others skills (reading, writing and listing). Thus, to speak fluently provides learners to practice more and more the skill because they may encounter new words in their learning, specially to have knowledge about the culture of others since language and culture are interrelated. Ur (2000,120) States:” of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important; people who know a language are referred

to as speakers of the language, as if speaking includes all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.” It means that speaking is the most important skill in foreign language and students who are not able to speak the language face many problems when the need to express their feelings, opinions and thought. This is the reason that led many students to focus more on speaking in their learning.

In same context, Bygate (1987) says: “speaking is skill which deserves attention every bit as much as the literary skills in both native and foreign language”(p.2) which means, speaking skill is a very important skill in learning foreign language that deserves more attention from both the learners and teachers. On his own part, Nunan, (1991) States:” For most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, and success is a measure item of the ability to carry out a conversation in the language” (p.39). In other words, in an interaction face to face with others speaking is considered to be effective way to convey messages.

Depending on the previous definitions, it can be argued that speaking is regarded as the most important skill that needs to be acquired by learners, Nazara (2011) claims: Along the history of foreign language teaching and learning, speaking has always been considered as most essential skill to be mastered for several reasons. First, approach and methods for teaching speaking have long been major focus of language teaching researches and conferences. Second, a huge number of conversation and other speaking course book, audios and videos are continuously published. In addition, many languages learners regard speaking ability as the measure of knowing a language (p.29).

Egan (1999) has a similar view point, he writes, speaking is at the heart of second language learning. It’s arguably the most important skill for business and government personal working in the field (p.277).

To summaries language exists for the purpose of communication, and without speech, students cannot communicate with others, hence EFL teachers should give a great emphasis on oral communication.

2.6 Communicative Language Teaching

2.6.1. Definition of Communicative Language Teaching

Freeman (2000:121) proposes a communicative language teaching aims broadly to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the inter dependence of language and communication.

A major strand of CLT centers on the essential belief that if students are involved in meaning – focused communicative tasks, then language learning will take care of itself, and that plenty of exposure to language in use and plenty of knowledge and skill.

Based on the definitions above researcher states that CLT is one of methods which design to help the English learners to use the target languages for daily communication that can improve the students' knowledge and skill especially in speaking skill.

2.6.2. Characteristics of Communicative Language Teaching

According to Richard and Rordgers (2001: p. 155), analysis of theoretical base of communicative languages teaching offers the following four characteristics of a communicative of language:

Language is a system for the expression of meaning; The primary function of language is for interaction and communications; The structure of language reflects its functional and communicative uses; The primary unit of language is not merely its grammatical and structural.

Brown lists the characteristics of communicative language teaching as follows:

- Communicative competence is the desired goal.
- Meaning is paramount.
- Dialog, if used center around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning to communicate
- Effective communication is sought.
- Drilling many occur, but peripherally.
- Comprehension pronunciation is sought.
- Attempt to communicate may be encouraged from very beginning.
- Translation may be used where the students need or benefit from it.
- Linguistic variation is central concept material and methods.
- Language is created by the individual often through trial and error.
- Fluency and acceptable language are the primary goal: accuracy is judge not in the abstract but in context.
- Students are expected to interactions to interact with other people, either in the flesh, through pair and group work in their writings.
- Teachers help students in any way that motivates them to work with the language.
- The teacher cannot know exactly what language the students will use.

2.7. Speaking practice

2.7.1. Definition of practice

According to Oxford Advanced Learner's Dictionary, 18th ed. the meaning of the word practice is "practice is an action rather than ideas; a way of doing something that is the usual or expected way in particular organization or situation; a thing that is done regularly ; a habit or a custom." According to this definition, practice is practical methodology (the way of doing something), and habits.

Based on this definition, teachers need to put theory of teaching into actions by making habit of applying scientific teaching methodologies in the classrooms. From these concepts, one can drive that teaching without practice is very dead. This shows us that practice is crucial element of teaching and learning process. However, it is the most important element of teaching - learning process; most of teachers abstain themselves from changing teaching theories to practices in language classrooms. The same is true in case of teaching speaking skills. To elaborate this ideas, Alonso (2014) contends that: Although the practice of speaking in the classroom is a key element in the development of the second language, Oral skills have not always been central in second language teaching methodologies.

The teaching methodologies being used by teachers are inadequate, as they do not put emphasis in speaking skills thus meager development in English language.

According to Kohhar (1992) , a good lesson is evaluated basing on the varied activities the teacher used to involve the learners and how productive the activities were. As it can be observed from the above point of view, to say or believe a good lesson is given for learners, if the is accompanied by different practices or activities. Talley and Hui- ling (2014) observed that curriculum for teaching speaking skill should endeavor to expose learners authentic , practical setting for speaking English and encourage active learners in involvement in the lesson. Talley and Hui- ling (2014) argue that English speaking curriculum should take organize of international and local cultures, which should coexist mutually. All these scholar' point views is stressing the importance of incorporating teaching and learning activities in curriculum and syllabus preparation as well as in teaching methodologies. So that the teachers should focus on applying teaching speaking skills methods to practice students ' speaking skill.

In speaking class, teachers required to create commutative activities by giving students a great deal opportunities to practice speaking. Essentially, the class manifests student - centered backdrop rather than teacher centered ... teachers are to prepare classroom activities are devoted and best facilitate speaking exercises. Teachers also carry the burden of knowing how learners from specific

communities learn so that teaching styles are uniform with the learners learning styles in order to enhance learning (Ahamd and Yosuf, 2014:153).

One of the important teaching speaking practice is small group work that is conversational which, encourage students to practice speaking. Teaching speaking by using these activities cans the learner to be enjoyed with speaking classrooms. Topic should be creative to allow the teacher to mix varied classroom activities. For instance: role - play, songs videos, storytelling, which helps in promoting learners regular in discussion and participation (Talley and Hui- ling 2014).

2.8. Small group work (Cooperative Learning)

The term cooperative learning has been defined by many scholars. However, most of these attempts to define cooperative learning reflect more or less the same idea without any radical change. As follows, same scholar's definition of cooperative learning is handled.

Johnson and Johnson (1989), provided a brief definition of cooperative learning and differentiated it from competitive and individualistic learning as: "cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning."

In class rooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given responsibility of creating a learning community where all students participate in significant and meaningful ways.

Cooperative learning requires that students work together to achieve goals which they could not achieve individually. Cooperative learning is methodology that employs a variety of learning activities to improve students understand of subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concept (Kagan,1990). Each member of team is responsible not all for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement. Students work units each group member successfully understand and complete the assignment, thus creating an "atmosphere of achievement." (Panitz,1996). One reason for improved academic achievement is that students who are learning.

Cooperative learning is defined as set of instructional methods through which students are encouraged to work on academic tasks (Slavin,1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning to achieve certain goals (Johnson, Johnson and Smith, 1998). In cooperative learning, students work in small groups to help one another in learning academic content (Salvin,1995).

2.8.1. Benefit of Using Cooperative Learning (small group work)

In addition to what has been said in concept of cooperative learning, many potential benefits arise when cooperative learning is used in the class instruction at different levels grades. Researchers also have argued about the superiority and effectiveness of cooperative learning over competitive and individualistic learning on different groups. This true for all ages subject areas and for tasks involving concepts attainment, verbal problem-solving, categorization, retention and memory, guessing and predicting (Johnson, Johnson and Stanne, 1986). Some of the benefits of using cooperative learning that have been suggested by different scholars are presented as follows:

1. Students can enhance their social skills

In real life, people need to collaborate with others. In their families, on their job ,and in their social lives, they need to be able to work with others to every one's mutual benefits. However, school has not done enough to prepare students to this purpose. Often times, the students are conditioned to compete with others and view others as enemies who obstruct their own success. Other student's failure increases one's own chances of success. In cooperative learning groups, students can exercise their collective skills and practice working with others to achieve mutual benefits for every one rather than thinking competitively and individualistically (Freeman.2000).

2. There can be more individualization of instruction

In cooperative learning group, there is potential for the students to receive individual's assistance from teacher and their peers (Long and Porter, 1985) as cited in Wondwosen (2008). Help from peer's increases both for students being helped as well as for those giving the help. In other words, for the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving the help, the cooperative learning groups serve as opportunities to increase their own performance (Farivar and webb,1994) quoted in Wondwosen(2008). Moreover Brumfit(1984) as quoted in Berhanu(2000) argues "placing students in small groups assists individualization for each group, being limited by its own capacities , determines its own appropriate level of working more precisely then can a class working in lock step, with its larger number."

3. Students' participation can increase

In cooperative learning students are active learner who needs to construct knowledge by activating their own schemata (Long and Porter, 1985; Brown,2001) as cited in Wondwosen (2008). When groups are used the students receive much move chance to speak. First, there is an increase in the

percentage of time when students are talking instead of the teacher. Second, during the time for the students to talk, many of them are speaking at any one time (Ibid).

4. Anxiety can decrease

Students often feel anxious to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the small group. When a student represents the group and reports to whole class, he/she feels more support because the owner is not just from one student alone, but from whole group (Long and Porter, 1985) as quoted in Wondwosen (2008). Therefore, Brown (2001) as cited in Bayat (2004) says, "In group activities, the security of the student will be improved and each individual is not entirely on public display."

5. Motivation and Positive attitude towards can increase:

A cooperative learning groups are interactive; the pace of communication becomes more all student-centered than in traditional class room. In traditional class room, a teacher is bound to proceed too slowly for some students and too fast for others. In contrast, students adjust the pace of their communications in cooperative learning groups to understanding level of their peers.

6. They know if they go too fast, the team will suffer

Over time there develops considerable attention among team members to the understanding level of others (Mckernan, 1996) in Wondwosen (2008). Thus, in cooperative learning groups, the students can encourage and help one another that is the cooperative atmosphere of working in small group may help them develop affective bonds among themselves. This, is greatly increase motivation and positive attitude towards their class.

7. Self-esteem and self-direction can increase

One purpose in education is to enable students to become life-long learners, i.e., Students who can think and learn without a teacher telling them what to do every minute. By shifting from dependence on teachers, cooperative group activities help the students become independent learners and form a community of learners among themselves (Christson, 1994) cited in Wondwosen (2008).

At same time, it has been claimed that using cooperative learning does not mean abandoning the teacher-fronted mode; it means combining various mode of learning.

In addition, Cooperative learning cannot solve all the problems that face students in speaking skills. It gives students opportunities to learn from one other rather than receiving instruction from the teacher provides benefit for teacher. Orlich (1985) as cited in Bayat (2004) stated that cooperative learning helps class room management and instruction. From perspective of second language teaching.

McGroarty (1989) as cited in Richard and Rodger (2001 :195) offers the following benefits of cooperative language learning. These are:

Increase frequency and variety of second language practice through different type of interaction; possibility for development or use of language in ways that support cognitive development and increased language skills; opportunities to integrate language with contents based instruction; freedom for teachers to masters new professional skills, particularly those focusing communication; and opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

In spite of the various benefits of cooperative leaning listed above, it possesses problem if it is not carefully managed. Brubacher et al (1990) as cited in Wondwosen (2008), indicate that many teachers believes that they are implementing cooperative learning when in fact they are missing the point and the scholars also added that cooperation is not.

Having students sit side by side at the same table and talk to each other as they do their individual assignment, having students do task individually with instruction that the ones who finishes first are to help slower students (When this happens, group work will cultivate dependent learner rather than confidential learners and assigning a report to a group where one student does all the work and others put their names on it.

Therefore, cooperation is much more than being physically near other students, discussing material with other students, although each of these is important in cooperative learning.

2.8.2. Teachers' and students' role in small group discussion

2.8.2.1. Teacher's beliefs about Teaching and learning

Research shows that individual teachers bring to second language teaching different beliefs and assumption about constitutes effective teaching. Brindly (1984) :95) note that when learners and teachers meet for the first time, they bring with them different expectations concerning not only the learning process in general but also concerning what will be learnt.

Research suggested that teachers' class practice can be determined by their basic beliefs and attitude about the learning process Doukas (1996). He explains it as follows:

Teaching activities are justified according to the teacher has set out to accomplish and the context he or she has set to teach. They also relate to the philosophy of the view of language language learning that the program embodies, and the role of the teachers and learners and instructional materials in the

program. Since assumption underlying methodologies are not necessary shared by teachers, administrators and learners. It is useful exercise for all whom are involved in language program to clarify their assumptions and examine attitudes, beliefs and practices.

It is possible to draw from this discussion of literatures that is important to distinguish theories of beliefs i.e. beliefs teachers purport to espouse, and from theories in use i.e. actions indicating teachers "beliefs are practiced" studies of self-styled communicative teachers. For example, have shown that they may no more create condition for genuine communicative in their classroom than other teacher (Nunan,1987). Because of their education, training, characteristics of the society in which they were brought up many teachers believe in the authoritarian role of the teachers that the students as passive receptive. In Ethiopian context, Adulkadr Ali (1983, cited in Amanuel 2015:23) in his finding indicated that the English classes are teacher dominated. That is, the students do not have chance to use the language in different situations. English is taught just like other subjects where the learners have to listen whatever the teachers say. In such case, the introduction of a learner centered will be indirect conflict with teachers' attitude and beliefs that hold about language teaching. Thus, teachers' belief towards language teaching and learning is essential elements for the implementation of communication activities.

2.8.2.2. Teachers Teaching Methodology

In the classroom context, teachers apply teacher- centered method and the students will be unable to get the opportunity to practice the Speaking skills.

This hinders students to interact with teachers and students to develop their speaking skills. If students keep silent or do not practice in small group, they cannot improve their speaking skills and do not achieve their language proficiency. In like learner- centered method of teaching teacher- centered method does not engage learners to interact with each other and with their teacher; teachers become all knowing while learners are considered as passive receivers.

In all foreign language teaching methods and techniques in language teaching process, it is aimed to have special focus on the language skills that the learners specially need in the use of learners in the language teaching process, listening and speaking activities are highlighted and there is emphasis on the pronunciation and the vocabulary than the grammatical structure of the target language.

One of the best ways of helping learners' to activate their knowledge is to put them in safe situations in class where they are inspired and encourage to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure. Nevertheless, the teacher is the only one whom the students' success in speaking is based on. There

are also motivational factors differing from student to student, which influence learners' progress in spoken language. Ur (1991) declares that motivation is very strongly related to achievement in language learning. This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves stuck to be able to improve their skill. To satisfy students' expectations teachers should be supplied with sufficient amount of authentic materials that help learners to their point of view to a particular event and at the same time, the teachers' goal is achieved as well getting students to speak and communicate with each other. The teacher is a facilitator of students' and as such he has many roles to fulfill. Freeman (1986) describes he/her as a manager of classroom activities.

In this role, one of this major responsibilities is to setup activities that promote communicative activities he/she act as a consultant answering students' questions, offer advice and provide necessary language items. one of the most important role is to make sure that students know what they are supposed to practice and check if they do it effectively. Although there is a great number of various activities which may be used in speaking lessons, their use would be confusing and pointless if they would not be logically or organized. Being a good organizer should be an ability possessed by every skillful teacher.

2.8.2.3. The role of learners in small group work

In communicative language classroom, the learner is more than passive recipient. He/she is active participant. The communicative teacher, in his part is an initiator situation which engages learners in language production; a facilitator of the process of communication as well as its participant (Harmer 1991); Littlewood (1986) and Richards and Rodgers (1986). Communicative language teaching therefore promotes a cooperative learning environment where teachers and learners support each other and work together (Slavin 1983) in Richards and Rodgers (1986).

In general, according to Brown (1994) communicative language teaching is teaching second language for the ultimate goal of communication with other speakers of second language. In this the learners have active role in the teaching process. Richards and Rodgers (1986) show this point as follows.

The role of learner as negotiator between self, the learning process and the object of learning engages from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the undertakes. The implication CLT for the learner is that he should contribute as much as he gains thereby learn in interdependent way.

Communicative language teaching therefore, advocate active learning or student- centered learning. As can be seen from the above discussions communicative language teaching and active learning have communities with respect to of teacher the students play role in the classroom. Therefore, it can be said underlying methodological assumption of CLT goes in line with the active learning method. According to Nunan and Lamb (1996) , learners are negotiator , unlike the traditional approach, in communicative language teaching every student should contribute as much as he/she gains in the interaction. However, it is impossible to say that learners will always play the same role they entered into the classroom.

To achieve the goal of foreign language learning/teaching i.e. the development potential communicative competence by learners as far as they are playing central part in an activity. Learners should have positive belief and motivation towards the learning activities triggered by the teacher's facilitative role in the class. According to this students are active participant , unlike the traditional approach, in communicative language teaching every student should take their role and motivate to take part in their small group work. This doesn't say that students will often play the same responsible when they entered the classroom. Learners are not empty vessels when coming to language classroom and are expected to play a number of roles in communicative language classes. Legutke and Thomas (1991) conforming this ideas state that the learner comes with a range of previous learning experience values, views expectations and with understanding of the appropriateness of activities and how the teacher should go about his/her teaching. Learners are not merely listens and Aston (1993) stress that learners are not limited to the consumption of service provided by the teacher. However, they can become animator and creators of the self- access facilitates, taking greater control of their own learning. Breen and Candil (1980) cited in Richard and Rodgers (1986) Describe the learners' role as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of the joint negotiator within the group which the group undertakes.

In describe in the role of learners Richard and Rodgers (2001) three general roles assumed for learners. These are:

- * Students are group participants. Many communicative tasks are done in small groups. Hence, students are participants in such tasks.
- * Students are monitors. Learners need to attend not only to the message come packed. *Students are risks taker and innovator. Many Communicative tasks are make learners create and interpret messages and this is the main objective of such tasks.

Thus, students are considered as managers of communicative tasks. The skills of guessing meaning from linguistic and contextual clues, asking for clarification and consulting with others learners need to be developed. By its nature, communicative language teaching requires much of the work to be done by learners themselves.

However, this does not mean that the teacher doesn't have any significant role to play in the language teaching and learning. Littlewood (1981) also states that the teacher creates a situation and sets an activity, but it is the learners themselves who are responsible for conducting the interaction in the to its conclusion.

Therefore, learners are the main interactors in the language learning process, especially in small group work method.

2.8.3. Small Group Discussion

2.8.3.1. Definition of Group discussion

Brown (1994) defines group discussion as a generic term covering multiplicity of techniques in which two or more students assigned for a task that involve collaborative and self-initiated language learning. Group discussion said to be the most effective method of teaching as compared to others. A number of studies (Brown, 1994; Cohen, 1972; Rivers 1987; Harmer, 2001; Johnson, 1995) have shown that group discussion offers many opportunities to use the language in communicative classrooms.

That is an excellent way to speak in the language Cohen (1972) develops statement about the potential class heterogeneity in challenging learning objectives and about group as the unique solution for it. He notifies that group method unique solution that comes to the teachers help to deal effectively with the problem occurs in any class which consists the three groups of basis of all heterogeneity that the teacher has to deal with often defeat his purpose while teaching in and influence on the performance class. In communicative activities, where oral production is regarded as important as other skills; helping students to discuss in groups promote better learning environment. Thus, in turn helps students to talk not only with their friends but also with all manner of people.

2.8.3.2. Opportunities of Group Discussion

English language teacher should provide students to frequently interactive activities in their class students feel secure, motivated and willingly participate. In students-centered classes language is primarily a tool of communication. Communication implies interaction and this done through speaking and interacting with each other. Communication and a supportive atmosphere in our English classes are essential for students' acquisition. The success this depends on teacher's skill.

Good teaching requires an understanding of both individual and group methods. Teacher's goals are to support and give the opportunity to promote speaking through free expression of idea and thinking.

2.8.3. 3. Mechanism of Leading Small Group Discussion

The mechanism of leading a small group discussion is not an easy thing thought; it needs a detailed procedure which carried out in careful attention. These are the steps of conducting a small –group discussion (lee Haugen, 1998):

- **Make safe place:** - Students will not contribute to discussion if they are afraid that they will be ridiculed for what they say. This needs to be done by explicit statements and by demonstration.
- **Have clear objectives for the discussion and communicate them clearly:** - Are the small group meant to discuss specific assigned readings? Are they ask questions to clarify what they do not understand (and if they have no questions are they all excused)? Are these “mini lectures”, in which you are presenting new information?
- **Formulate and communicate your expectations of the students:** - Will they be graded on participations? This is not usually a good incentive because it's difficult to coerce participations and students have impression that participation can never be graded fairly, anyway. It's better if they form more intrinsic reasons for participation such as a feeling of responsibility to the group or because it's fun and interesting. Also, let students know that discussion is not a series of two-way exchange between the instructor and each student. Some students have not had much experience with group discussion and do not really understand what is expected of them.
- **Avoid yes / no questions:** - Ask “why” or “how” questions that leads to discussion and when students give only one short answer, ask them to elaborate. Also, avoid questions that have only one answer. This isn't “jeopardy” and students shouldn't be put into the positions of trying to guess which set of words you have in mind.
- **Don't fear silence:** - This may be the most difficult thing to do but it's absolutely essential when we are responsible for facilitating a discussion, we tend to feel that lack of response with in one or two beats is stretching into an eternity. But even if you have passed a very interesting questions situations, the students will need some time to think and formulate a responsible. If you have very reticent students, you can try asking them to write down one or two ideas before you open up discussion topics at the end of session for the session to give them time to think. Even so, there may be times when there is just no response. That's when you need to re-state the topic, use a different example, take only a part of it at a time, or throw-out “what if “scenario or devil's advocate proposition. But the important thing is to learn to bide your time and bite your tongue and wait for the students to respond.

- **When possible, set up the room for discussion:** - A circle works best, especially if the group can sit around at table. If you can't re-arrange the furniture, the move around the room. Sit among the students: become discussion participation to rather than the teacher.
- **Get knows the students, names and who they are:** - Students are more likely to be engaged with the group of it addressed by name rather than by being pointed at. If the teachers know the interest, majors, exercises, etc. Of the students, it becomes much easier to think of ways to involve them.
- Provide positive feedback for participation.
- Show enthusiasms for the subject.
- Teach students how participate.
- Ease students into discussion.
- Clarity for the teacher himself how he sees his role as discussion facilitator.
- Provides opportunities for students to talk each other in smaller, un supervised group so that they get to know each other and become comfortable with sharing ideas.
- Mange both process and content.
- Bringing students into the process of the subject and even having them contribute to content does not mean that the teacher has to give over total control.
- Listen, learns and adapt.

However, there are some other points that we have to notify in conducting a small – group discussion. These are the points that are also essential in leading a small – group discussion (Davis, Barbara Gross, 1993):

1. Be care full not to get into private conversations with one or two students which excludes the rest of the class.
2. Don't forget non- verbs communication
3. one method to both encourage participation and limit those who tend to dominate is to hand out something else to each student.
4. Assign- role to the students.
5. periodically divided student into smaller groups with a specific goal as questions to answer, a problem to solve, or perspective to lost then report back to the larger group.
6. Ask students to identify characteristics of an effective discussion then ask them list characteristics of poor discussion.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this part, the sample size and sample technique, tools of data collection, procedure of data collection and methods of data analysis were the main points that were discussed.

3.1. Research Design

Descriptive research design was used for this Study. Here the term descriptive refers to research question, research design and the data analysis which researcher used to conduct the Study. The researcher employed this design since it was believed that it is suitable and relevant for the research, which can be appropriate to what actually happens in the teaching process. Furthermore, this kind of research the existence of phenomenon by explicitly describes them.

3.2. Research Setting

The study conducted in Oromia Regional state, north shoa zone, in Kuyu district at Biriti secondary school. Biriti secondary school is about 172km from Addis Ababa. It is 16km far away from Gerba Guracha (its woreda) town to the west.

3.3. Population of the Study

The study involves grade 11 students of Biriti secondary school and grade 11 English teachers. In Biriti secondary school grade 11 social and natural science students are two class rooms , A and B, which holds 30 and 24 respectively and two English teachers.

3.4. Sampling Techniques

Availability sampling was used in selecting participants in the study. The school had only two sections of grade 11 with a total of 54 students and all were included as the number was manageable. Similarly, there were only two English teachers teaching these sections and both were taken for the study.

3.5. Data Collection Instruments

The main objective of this descriptive study was investigating the practice of small group work (cooperative learning) in developing students speaking skills in English. In order to examine how small group work(cooperative learning) improve students' speaking skills in English language class room, questionnaire, class room observation and interview were used for gathering data. These helped the researcher to triangulate the gathered data and to investigate the role of small group work to develop students' speaking skills in English. The data collection was carried out in three phases. The first is questionnaire, the second is classroom observation and the third phase is interview.

3.5.1 Questionnaire

According to, Best and Khan (2006) state questionnaire is one of the most important means of collecting data. The rationale behind using questionnaire is it gives enough time for the respondents to read and give well thought responses. Besides, it is economical in terms of time and energy. With regard to the questionnaire, the researcher adapted 23 close ended questions in order to reduce students' confusion while filling out the questionnaire. The questionnaire modified from Bayat (2004) and prepared for students. It helped the researcher to examine students' Opinion, the extent of students practicing in cooperative learning and the role of small group work (cooperative learning) in developing students' speaking skills in English.

3.5.2 Classroom Observation

The main purpose of this observation was to have direct experience on the practice of students small group work (cooperative learning) in speaking skills. For the implementation of classroom observation, the researcher used structured observation in which the researcher pre-determined what to look in class. To end this, the researcher prepared classroom observation check list in order to collect data and to conform the result of obtained through questionnaires. The check list were modified from Hagose(2012) based on the objective of the study which was focused on the practice of small group work(cooperative learning) and its role in developing students' speaking skills.

3.5.3 Interview

Interview is a means of interaction in which the interviewees give information orally. Regarding to the importance of interview (Singer and Schohamh1989) hold the view that use of interview as a data collection instrument important for getting in depth information, free response and flexibility that cannot be obtained through other tools. Hence, semi-structured questions prepared for two English teachers to get about the practice of small group work and Its Role in developing students' speaking skills in English. Eight questions were designed by researcher for the teachers based on the objective of the Study and the research questions. It also hoped that this data collecting instrument responded to the activities which take place during small group work.

3.6. Data Collecting Procedure

The study was conducted at Biriti secondary school to examine and analyses the practice of small group work and Its Role in developing students' speaking skills in English. To collect the data, the following procedures were used:

First students' questionnaires were prepared and distributed to the respondents. The researcher himself distributed and collected the questionnaires. Therefore, all items were filled in and returned to the researcher. Secondly, classroom observation was conducted using observation check list during

speaking lessons or different speaking activities. Thirdly, interview was taken place with the available English teachers. During the interview the researcher wrote down the note.

3.7. Techniques of Data Analysis

All participants were taken through available sample technique for questionnaire and interview. Qualitative and Quantitative analysis were employed in this Study. The data that was gathered through close -ended question was analyzed quantitatively by counting and converting the tallies into percentage whereas, the data that were collected through classroom observation and interview were analyzed qualitatively. Therefore, the researcher gathered data sequentially and procedurally so that related items were easily identified, and interpreted through reading to sort out the relevant and core ideas that turned into meaningful themes. Then the result that obtained from questionnaires , observation and interview were interpreted to achieve the integrated analysis of the data that was obtained through tools.

3.8 Ethical consideration

Research ethics is an agreement made by the researcher to keep the given responses confidential and get rid of using offensive words and approach which may torch the respondents. First, every attempt was made to make the instruments especially questionnaire and free from offensive words. Second, while filling in questionnaire, the respondents were informed in order not to write their names. Further, they were told that every response they replied are kept in secret and used for the research purpose only. When the classroom observation, the respondents were informed this observation only for research purpose. All the respondents were told the purpose of gathering the data , and kindly requested to participate voluntarily rather than forcing them to fill in questionnaire. The same is true for interview with English teachers.

CHAPTER FOUR

4. Data Presentation, Analysis and Discussion

Introduction

As it was said earlier, the main purpose of this study was investigating the practice of small group work and its role in developing speaking skills in Biriti secondary school grade 11. To achieve this, questionnaire, classroom observation and interview were used to collect the required data. The data collected from student's questionnaire, class room observation and teachers' interview was presented in this part. The data gathered through the questionnaires were tabulated and analyzed as can be seen in the forgoing pages.

4.1 Analysis of students' opinion in the practice of small group work in improving their speaking skill

Attempts were made to find out the students' responses to wards practice of small group work in speaking skills . Student required to respond the items by saying "strongly agree", "agree", "undecided", "disagree "or "strongly disagree". Responses are scored in such a way that high response means good view and low response means poor view to the items. Notice that high responses are given to score of 5, followed by a score of 4 for strongly agree and agree respectively and low responses are given to score of 1, followed by score of 2 for 'Strongly dis agree and dis agree respectively.

As shown in the following table, three questions item (1-3) were related to students' interest to small group work(cooperative learning) in speaking skills.

Table 1. Analysis of Students' interest towards the practice of small group work in speaking skills.

no	Item related to students' interest towards practice in small group work in speaking skills.	Fr %	5	4	3	2	1
1	Learning in group makes me interesting and learning enjoyable	Fr	18	22	10	2	2
		%	33.3	40.7	18.5	3.7	3.7
2	I willingly participate in group work activities	Fr	16	20	5	10	3
		%	29.6	37	9.2	18.5	5.5
3	I feel excited when I communicate with others in English	Fr	20	25	2	4	2
		%	37	46.2	3.7	7.4	3.7

Nine items in the questionnaire were designed to find out students' opinion in the practice of small group work in improving their speaking skill.

Accordingly , in item1 table 1 above, students were asked whether learning in small group interest and enjoyable. Thus, 33.3% of respondents strongly agreed and 40.7% agreed, 3.7% dis agreed and strongly disagree 3.7% and 18.5% undecided. This indicated most of students agreed with the given statement. To make it clear those students had interest to learn speaking skills in small groups.

Accordingly ,in item2 table 1, which reads, ‘‘ I willingly participate in group work activities’’, 29.6% of respondents strongly agreed ,37% agreed,18.5% dis agreed and 5.5% strongly dis agreed. However,9.2% respondents were undecided. This shows they were voluntary to participate in small group activities. To (item 3),’’ I feel excited when communicate with others in English’’, 37% respondents strongly agreed, 46.2% agreed, 7.4% dis agreed, 3.7% strongly dis agreed and 3.7% undecided. This shows us that most of students feel excited when they communicate with others in English. So as it was suggested in the table1,most of students have positive feeling towards learning speaking in small group (cooperation) . In relation to the above item (1-3), in the interview question that says’’ what do you comment about your students ‘motivation and participation in speaking class?’’ The interviewed teacher one (T1), replied,’’ What I comment my students’ motivation and participation when I sometimes grouped them in small group they participate actively but most of time I use lecture method to save my time. Like teacher one and teacher two (T1, T2) replied, ‘Well, regarding to my students’ motivation and participations can be said, they better in small group than whole class. To sum up, as it is showed in table1 as well as in teachers’ interview, the majority of students had positive feeling to learn speaking skill in small group work but teachers did not pay attention in teaching small group technique

Table 2. Analysis of the importance of small group work (cooperate learning) in speaking skill

n o	Item related to importance of small group work in speaking English skills (cooperative learning in speaking skills)	Fr %	5	4	3	2	1
4	Group learning help me to improve better communication skills.	Fr	30	15	4	3	2
		%	55.5	27.7	7.4	5.5	3.7
5	Doing question with other students help me learn more	Fr	18	24	8	2	2
		%	33.3	44.4	4.8	3.7	3.7
6	Helping other students can improve my speaking English	Fr	25	10	4	7	8
		%	46.2	18.5	7.4	12.9	14.8
7	Working together enables me to achieve better than I do alone	Fr	20	21	3	6	4
		%	37	38.8	5.5	11.5	7.4
8	Group learning enhances students’ self –confidence	Fr	22	18	7	2	5
		%	40.7	33.3	12.9	3.7	9.2
9	Learning together with others increase class participation	Fr	26	28			
		%	48.2	51.8			

Key:5 =strongly agree, 4= agree, 3=undecided,2=dis agree 1= strongly agree, %=percentage and F=frequency

In table2, all items(4-9)were prepared to examine students' view towards the importance of small group work (cooperative learning) in improving speaking skills. As it can be seen in table 2, most of items students' response high percent. This revealed that students show positive opinion towards cooperative learning in speaking skill. Item 4, which states'' Group learning help me to improve better communication skill,' ' 55.5% of respondents strongly agreed and 27.7% agreed and 5.5% disagreed and 3.7% strongly dis agreed. However, 7.4% undecided. This means students can communicate more when they learn in small group. Item5, Table2, states'' Doing question with other students help me learn more,' ' 33.3% of respondents strongly agreed, 44.4% agreed ,3.7% dis agreed or strongly disagreed and 14.8% undecided. This response indicate us that doing questions with other help students learn more.

Regarding item 6, which reads,' ' helping other students can improve my speaking English,' ' 46.2% the respondents of strongly agreed 18.5% agreed but 12.9% dis agreed and 14.8% strongly disagreed and 7.4% undecided. This response show that helping other student in speaking English can improve their speaking skill. The item7, table2, show that most of students 37% and 38.8% of the respondents strongly agreed and agreed respectively. Working together enable them to achieve better than they do individually. On contrary, 11.1% disagreed 7.4 strongly disagreed and 5.5% undecided. This data show us that working together enables students to achieve better than they do alone. Item 8, also 40.7% of respondents strongly agreed, 33.3% agreed, 3.7% and 9.2dis agreed and strongly disagreed respectively and 12.9% undecided. The importance of group learning enhance students' self-confidence. This response show that most of students confirmed, learning in group can enhance their self –confidence.

Item9, 48.2% of the respondents strongly agreed and 51.8% agreed. Related with the above table2, the interview question that says " Do you think using small group work is important in teaching speaking skills in English classroom?" teacher one (T1)and teacher two (T2) interviewed said ''yes, It is very important to improve students' speaking skill in English because it reduce students fear, shy , increase their self-confidence, increase students participation and to get more time to practice with their friends.

4.2 Analysis of the role of small group work in improving students' speaking skills.

Table 3.Role of small group work in EFL speaking skills and students responses

no	Item related small group work role in improving students' speaking skills	Fr %	5	4	3	2	1
10	small group work in EFL speaking class room keep students interested	Fr %	20 37	24 44.4	3 5.5		
11	It gives learners the opportunity to use target language	Fr %	18 33.3	24 44.4	2 3.7	6 11.1	2 3.7
12	It makes all students participate in the activities	Fr %	11 20.3	19 35.1	5 9.2	15 27.7	4 7.4
13	Group work in EFL speaking skill accounts for different individual learning	Fr %	30 55.5	15 27.7	1 1.8	5 9.2	3 5.5
14	It help to monitors learners improvement	Fr %	25 46.2	14 25.9	2 3.7	9 16.6	4 7.4
15	Small group work (cooperative learning) helps teachers to provide feedback.	Fr %	21 38.8	24 44.4	1 1.8	6 1.1	3 5.5
16	Small group work helps to identify learners difficulties	Fr %	20 37	18 33.3	2 3.7	10 18.5	4 7.4
17	group work in EFL speaking support to manage class room discipline	Fr %	10 18.5	10 18.5	2 3.7	20 37	12 22.2
18	Managing time effectively is easy	Fr %	25 46.2	23 42.5		5 9.2	1 1.8

Key:5 =strongly agree, 4= agree, 3=undecided,2=dis agree 1= strongly agree, %=percentage and F=frequency

As it was shown table 3, item 10, 37% of respondent strongly agree and 44.4% agreed but 9.2 % dis agreed and 3.7 strongly disagreed. However, 5.6 undecided on the role of small group work in EFL speaking skills keep students interested. The item 11, group work gives to learners the opportunities to use target language, 33.3% of the respondents strongly agreed and 44.4 % agreed but 11.1% disagreed and 3.7% strongly dis agree and 3.7% undecided. This shows small group role increase the amount of learners talk or get opportunity talking more with their group. Item 12, is about group work in EFL skill makes all the students to be participated in the activities. 20.3% respondents strongly agreed and 35.1% agreed but less than half of the respondents dis agreed and 7.4 strongly disagreed and 9.2% undecided. This indicates that more students participate in small group work.

Item 13-16 is small group in EFL speaking class room monitors learning, Item 13, account for various learning style, 55.5% of respondents strongly agreed and 27.7% agreed. On contrary 9.2% dis agreed and 5.5% strongly disagreed and 1.8% undecided. Concern to student's improvement 46.2% of the respondents strongly agreed and 25.9% agreed but less percent or 24% dis agreed or strongly dis agreed and 3.7 undecided. This shows us that small group has great contribution to monitor students in their group during speaking lesson. Item 17, is category of class room management . Related with this

item less than half 37% agreed and 59.2% dis agreed and 3.7% undecided. This indicates small group did not use to manage the class room disciple. The item 18, 46.25 of respondents strongly agreed and 42.5% agreed and 9.2% dis agreed and 1.8 strongly dis agreed. This data shows that small group work great role in managing time effectively and easily.

Related with this the interviewed with two English teachers who teach grade11. Both of interviewee gave their suggestion for item12. T1 said, “ No, a few students speak English language in group discussion. They usually prefer silence due to poor practice in their previous class. I mean they haven’t enough experience in speaking English.

T2 said, No, not all students. More students participate as well. The reason for this is, more students have interest to practice speaking in English, but some students shy, feel nervous when they try to speak and others don't speak freely due to afraid of their teacher comment.

4.3 Analysis of students’ practice in small group work (cooperative learning) in speaking skills.

4.3.1 Students’ role in small group work.

The following items in table 4, shows the responses of students in the given questionnaire for their practices of cooperative learning in speaking skills. In this part, the researcher tried to find information how students were practicing cooperative learning in speaking skills during the actual teaching learning process. The percent of each items indicated whether the activities were implemented or not.

Table4:Item related to practice of students in the small group work in speaking skills

no	practice of students’ cooperative learning in speaking (small group work)	Fr %	5	4	3	2	1
19	My small group(CL)help me what I don’t know about the topic	Fr %	20 37	20 37	2 3.7	10 18.5	2 3.7
20	Mostly, I participate actively in small group activity	Fr %	19 35.1	22 40.7	3 5.5	6 11.1	4 7.4
21	I have responsibility to help my group members to be successful	Fr %	10 18.5	17 31.4		17 31.5	10 18.5
22	I work every speaking activity together with my group members	Fr %	6 11.1	5 9.2		27 50	16 29.6
23	I practice speaking skills with my class mate	Fr %	23 42.6	31 57.4			

Key:5 =strongly agree, 4= agree, 3=undecided,2=dis agree 1= strongly agree,

As it can be seen table4, item 19, 37% of respondents strongly agree or agreed but 18.5% dis agreed and 3.7%strongly di agreed and 3.7% un decided. This indicates that most of students practice in small group work in speaking activities because their responses show us, they helped each other in small group about the new topics.

In item 20 table 4, students were asked whether they students mostly participate actively in small group activities. Thus 35.1% of the respondents strongly agree & 40.1% agreed, 11.1% dis agreed & 7,4% strongly dis agreed and 5.5% undecided. Thus, the responses of students to this item show us that most of students participate actively in the small group activities.

Regarding item 21, table 4, 18.5% of the respondents strongly agreed and 31.4% agreed but 31.4% dis agreed and 18.5% strongly disagreed. This revealed that half of respondents have responsibility to help their group members to be successful in improving speaking English but half of the respondents didn't take their responsibility to help their group members to be successful in improving speaking skill.

In item 22, table 4, the students were asked whether they work every speaking activities together with their members. Thus 11.1% of the respondents strongly agreed and 9.2% agreed but, 29.2% strongly disagreed. Therefore, the responses of students to this item show us that most of students didn't do every speaking activities together with their members.

In item 23, table 4, 42.5% of the respondents strongly agreed and 57.4% agreed. This show us that 100% students sometimes practice speaking skill with their classmates in small groups.

4.3.2 Analysis of Teachers' and students' Roles through classroom observations.

The main purpose of this observation checklist was to investigate the practice of students' in small group (cooperative learning) activities. The activities noted in category of 'yes' or 'No' on the bases of whether the activities were performed in the class room or not. Two classes were observed four times in EFL classes; totally eight times the observations have been done. Item 1-3 in the table 5 shows the teachers' roles in the classroom regarding to in small group work in speaking activities. In this case, teachers were expected to perform the given statements during teaching of students in speaking classes. When the researcher observe the better performances of teachers in teaching speaking skills in classroom way it was said 'yes'. 'However, when the activities were not performed well it was said, 'No' and it was considered to be poor performances of teachers in cooperative teaching of speaking skill.

Table 5. Result of observation check list on Role of teachers in small group work (cooperative learning)

No	On Role of teachers in small group work in practice students speaking skill.	yes	%	NO	%	Total	%
1	The teacher gives more emphasis on cooperative work	2	25	6	75	8	100
2	The teacher encourages the students to participate actively in small group work	2	25	6	75	8	100
3	The teachers moves around the group and motivates students	3	37.5	5	62.5	8	100

As it is shows in tables 5, item 1 and 2 show that from eight class room observations only 25% was observed to be 'yes.' However, 75% of the other observations were observed to be said 'No' . This implies that the teachers did not give more emphasis on cooperative learning and they did not encourage their students to participate actively in the small group work. Item 3, 37.5% of observations were found that teachers were moving around the group and motivating students in speaking activities and 62.5% of observation the teachers' didn't move and motivate students in speaking lessons. In the relation to the above teachers roles in the class room T₁ and T₂ work interviewed in question 4 that say, " Do you practice cooperative learning(small group work) techniques in teaching speaking English in the classroom?" T₁ and T₂ replied. 'yes' some times because practicing in small group work(cooperative learning) take much time and effort which cannot be covered in short period and it needs suitable seat and classroom. And also, both teachers replied for question 2 that says. " Do you encourage students to speak English in small group work?" If yes, how, if no, why? T₁ and T₂ yes, by giving a few speaking tasks using small group discussion and follow up the discussion.

Here, students responded that they participate in small group work some times, teachers response also indicate that students' participation is some times.

Table 6. Results of observation check list Role of students in small group work

No	Item related to Roles of students in small group work in speaking skills	yes	%	N	%	Total	%
4	Students do the given tasks together in their group	5	62.5	3	37.5	8	100
5	Students try to ask questions in English in the class	3	37.5	5	62.5	8	100
6	Students speak English freely without working about	5	62.5	3	37.5	8	100

As it is shown in table 6 item 4 and 6 more 62.5% of the observation showed us students often tried to do the given tasks together in their group when they got opportunity and they tried to speak English freely without worrying about mistakes and item 5, 37.5% of the observations indicate that students tried to ask questions in English in the class room when they sometimes got chance or teacher sometimes made group discussion. As indicated in the table 6, item 4 showed five times of the eight observations is observed that students did the given tasks together in their group. From this we infer that more students 62.5% did the given tasks together in their small group as well as they practice spoke English freely without worrying about mistakes (see table 6). This show that practically students can often work together in their small group if they get opportunity to do together.

Table 7.Result of observation check list role of students in small group work

N o	Item related to Roles of students' in small group work (cooperative learning)in speaking skill	yes	%	N0	%	Total	%
7	Some students do not dominate others in the group discussion	5	62.5	3	37.5	8	100
8.	A few students work individually	5	62.5	3	37.5	8	100

Based on table of the classroom observations. A few students the performed activities individual and more students participated in group discussion when they were arranged in small group work sometimes.

In short, as it can be seen in the observation check list table 5, 6 and 7 item 1-3 (in table 5), 4-6 (in table 6) 7-8 (in table 7) most of statements were observed as there were problems regarding to teachers roles in the practice of small group work in speaking skills in the classroom.

The teacher didn't give more emphasis on small group work (75); the teachers didn't often encourage students to participate in small group work (75). Similarly the teachers didn't often encourage students to participate in group work (75) ; the teachers move around the small group work and motivate students wasn't enough (37.5). However, students tried to do their own effort to take part in small group work when the chance was given for them sometimes. More time students did the given tasks in their small group (62.5) ; most of time students tried to speak English freely without worrying about mistakes in their small group work when they got opportunity (62.5). And also students sometimes tried to ask questions in English in the classroom(37.5) . More students participate in small group work and they weren't dominated by a few students (62.5) but a few students did the given activities individually when they grouped in small group sometimes.

4.4. Discussions on Results

- In this part, the information that had been collect and analyzed was discussed based on the three specific objectives of the study, in response to the research questions.

These are:

- Questions related to students' believe to small group work improving their speaking skills.
- Questions related to the role of small group work in improving students' speaking skills in English
- Questions related to the extent of students practice in small group work.

Depend up on the three research questions; the result of this work is summarized in the following points.

4.4.1 Discussions on students' belief in learning speaking skill in small group work

Positive belief to learn speaking skill is the most effective in the students' good performance in speaking English. As it can be seen in the table 1, most students agreed with the given statements. Hence, students had interest to learn speaking skill in small group work.

They were willing to participate in small group activities and they felt excited when they communicate with others in English. So, students had not serious problem in their interest to learn speaking skill in small group work (see table 1).

Additionally as the information obtained from students' questionnaire in table2, most of students believed with that of studying English together helps them to good relationships with friends. Also, most of them agreed with that of doing questions with other students help them to learn more; majority of students believed with that of other students can improve their speaking English most of them believed with that of working together enable them to achieve better result than, they do alone; most of them believed with that of small group learning enhance their self-confidence , and most of them believed with that of learning together with others, increases their class participation. So, as we understand from their responses, students have interest as well as they have awareness about the importance of small group work (cooperative learning) in speaking skills. This positive opinion towards speaking English skill is the most effective in the students' good performance in skill.(see table2)

4.4.2 Discussions on the role of small group work in improving speaking skill.

As we can see items 10-16 and 18 (in table3) small group work (cooperative learning) has great contribution in improving students' speaking skill. As student responses show us small group work increases students involvement. In small group work in EFL speaking classroom keep students interested; it gives students the opportunity to use target language. It makes most of students participate in the given activities. Small group work also helps monitoring learning. Group work in EFL speaking class room account for different individual learning ;It support teachers to provide feedback and it helps to identify learners' difficulties. Additionally, small group work use to manage time effectively but it has less role to manage students' discipline.

4.4.3. Discussions on students' practices

4.4.3.1. Students' role in small group work.

As it can be seen in the table4, students' role in small group work (cooperative learning) most of students took their role in small group work in speaking skill. As their responses show that most of them helped each other in their small group about new topics; mostly, they participated in the small group activities; half of them have responsibility to help their group member to be successful in improving speaking English but half of them didn't take responsibility to help their group member to be successful in improving speaking skill; most of students didn't work every speaking activity together with their group members, and all of them sometimes practiced speaking skill with their classmates (see table4)

4.4.3.2 Teachers' and students' roles through classroom observations.

As it can be seen in the observation, item 1-3(in table5) statements were observed as there were problems regarding to teachers' roles in the classroom. The teachers didn't give more emphasis on small group work(75%); they didn't encourage the students to participate actively in small group work(75%) of the observations; the teacher didn't move around the group and motivated students (50%0 of the observations.

As we can see in the observation, items 4-8(in table 6 and7) the statement indicated that students had effort in small group work more or less. They sometimes tried to ask questions in English in the class room in their small group (37.5%)of the observations; students did most of time the give tasks together in their small group(62.5%) of the observations; and most of students participated in the group discussion (62.5%) of the observations.

So, the data showed that even though the students attempted practice learning in small group work speaking skills, the teachers didn't give enough opportunity to practice speaking skill in small group.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1 Conclusions

The main objective of this study was to investigate the practice of small group work and its role in developing speaking skills of Biriti secondary school grade 11 students.

The data obtained from student' questionnaire indicate that the majority of respondents perceived practice of small group work positively. The result show that most students belief practice speaking skill in small group work is interesting and importance to improve their speaking skill in English.

The result also revealed that small group work great role in improving students speaking skill. It increases student's involvement at keep students interested ; it gives students the opportunity to use target language ; it makes most of students participate in the given activities and Small group also help to monitor learning. It supports teachers to provide feed back to students (see table3).

Data obtained from questionnaire revealed that practice speaking skill in small group great role in improving English speaking skill because the activities encourage the students to interact freely and communicate effectively using the target language. From the participants response, it was noticed that there was an active involvement, interaction, cooperation and participation among students when they were sometimes arranged in small group to discuss on the given activities.

The data collected through classroom observation and teachers interviewed revealed that EFL teachers did not focus encourage students to work activities in small group. They also did not give emphasis in small group work(cooperative learning). They taught students in teacher led methods which made students passive participants in the EFL class rooms. The data obtained from classroom observation also show that teachers did not often move around the group and motivated students during speaking activities.

The finding of this study can be concluded as the following. Most of respondents have positive belief in small group work to practice speaking skill. Majority students had positive view to learn speaking skills in small group work. Their response demonstrated that they were interested and believed the importance of small group work to improve their speaking skill (see table 1&2)

The data obtained from students questionnaire also revealed that practicing in small group work has great contribution (role) to improve students speaking skills. It keep students interest. It give the opportunity to discusess with classmate; It makes students motivate to practice speaking in confidance.

The data obtained from students questionnaire indicate that small group work makes students more active participants in practice speaking skill.

The over all of the finding of the study revealed that though students have positive belief to practice speaking skill in small group work and also small group help them to improve students involvement, self- confidence and motivate them to discuss with their classmate , the teachers hadn't interest to implement small group work in actual classroom as data obtained from class room observation and teachers interviewed.

Related to students role in practice small group work, the data obtained from classroom observation and teachers interview indicated that most of students participate actively in small group work (cooperative learning) when the teachers sometimes gave opportunity for them but most of time teachers dominated the classroom themselves. They did not pay attention to small group work . However, most of students participated actively and motivated to practice speaking skill in small group when the teacher sometimes gave them the opportunity to discuss in small group.

5.2. Recommendations

Based on the findings of the study and conclusions, the following recommendations are forwarded to improve students speaking skill in practice small group work in EFL classes.

In teaching speaking skills teachers should cooperate students in small group as well as they should help students to perform every activity together with with their small group members because working in small group can: increase self-confidence, motivate to speak in English in classroom, decrease fear and increase their participation.

Teaching in small group speaking skills should not be forgotten by teachers. In actual teaching process of speaking skill, teachers should use small group work technique in order to develop students speaking skill in EFL. Although most of students participate in small group work when they got the opportunity to discuss in small group, most of time the teacher did not pay attention to small group work. So teacher needed to encourage students and motivate to practice speaking skill in small group in the classroom. The researcher has believed that teachers should interest to practice small group work in the classroom to improve student's speaking skills.

To enhance the effective of small group teaching, department head should support or encourage English teachers by conducting class room supervision to change teachers' roles from being the main source of teaching process to that of facilitating, guiding, managing encourage teaching-learning process.

In generally, English teachers should used small group activities to develop students' speaking skills and they should share experience in teaching methods speaking skills as English department in Biriti secondary school.

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Students' Questionnaire

Dear Students,

I would like to thank you for your unreserved cooperation to fill this questionnaire. This questionnaire is designed to gather information on the practice of small group work and its role in developing speaking skill in English grade 11 students. It has no intention to evaluate you based on the responses. Each of your genuine responses has high value for the success of this study. Thus, the researcher kindly requests you to your open and honest responses to the questions.

Thank you in Advance !!

Direction:-

Below Items are related to your beliefs about the practice of small group work and its role in developing your speaking skills in English . So, please give your response to each item based on your understanding. Your response could be one of the following alternatives and use a tick “√ ” mark to give your responses.

Key:- 5=Strongly agree 4=Agree 3=Undecided 2= Disagree 1=Strongly disagree

No	Items	5	4	3	2	1
1	<i>Learning in small group work makes me interesting and learning enjoyable</i>					
2	<i>I willingly participate in small work activities</i>					
3	<i>I feel excited when I communicate with others in English</i>					
4	<i>Small group learning helps me to develop better communication skills</i>					
5	<i>Doing Questions with other students help me learn more</i>					
6	<i>Helping other students can improve my speaking English</i>					
7	<i>Working together enables me to achieve better than I do alone.</i>					
8	<i>Small group learning Enhances students' self-confidence.</i>					
9	<i>Learning together with others increases class participation.</i>					
10	<i>I practice speaking skills with my class mate</i>					
11	<i>My group members help what I don't know about the topics.</i>					
12	<i>Mostly, I participate actively in group activity.</i>					
13	<i>I have responsibility to help group members to be successful.</i>					
14	<i>I work every speaking activity together with my group members.</i>					
15	<i>small group work in EFL speaking class room keep students interested</i>					
16	<i>It gives learners the opportunity to use target language</i>					
17	<i>It makes all students participate in the activities</i>					

18	<i>Group work in EFL speaking skill accounts for different individual learning</i>					
19	<i>It help to monitors learners improvement</i>					
20	<i>Small group work (cooperative learning) helps teachers to provide feedback.</i>					
21	<i>Small group work helps to identify learners difficulties</i>					
22	<i>group work in EFL speaking support to manage class room disciple</i>					
23	<i>Managing time effectively is easy</i>					

APPENDIX B

Class room Observation Checklist

Part I General Information

Observer's Name _____ *Name of School* _____

Length of period _____ *Number of students* _____ *Date* _____

Part II:- please mark a tick (✓) in the column provided that correspondent

No.	List of Items	Yes	No
1	Teacher gives more emphasis on cooperative work		
2	Teacher encourages the students to participate actively in small group work		
3	The Teachers moves around the group and motivates students		
4	Students do the given tasks together in their group		
5	Some students do not dominate others in the group discussion		
6	Students ask question in English in the class room		
7	A few Students work individually		
8	Students speak English freely without worrying about mistakes		

APPENDIX C

Teacher Interview

1. Which teaching methods do use to teach speaking skills in the classroom?
2. What do you comment about your students ' motivation and participation in speaking skills?
3. Do you think using small group work is important in teaching speaking skills in English? If yes, why?
4. Do you practice cooperative learning method in teaching speaking skills in the classroom?
5. Do you encourage students to speak English in small group work ? If yes, how, If no, why?
6. Do all students speak in English language during discussion?
7. How do you form group? How do you decide the group size or group composition?
8. Do you think classroom desks are suitable to you to form groups in the way you like?

APPENDIX D:

Teachers' response to Interview

1. Teacher one (T1): Most of times I use lecture method but sometimes I use small group work.

Teacher two (T2) : sometimes I use small group method but I don't give more time to student to practice because I want to cover textbook since it is too bulky.

2. T1: what I comment about my students ' participation and motivation is that ; they more participate and motivate when I sometimes group Ed them in small group work but practically, I use lecture method to save time.

T2: well, regarding to my students' participation and motivation is I can say they are better in small group work than whole class.

3. T1 and T2 said that ... Yes, I It is very important to improve students' speaking skills in English since it reduce students ' fear, shyness, increase their confidence and get more time to practice with their friends.

4. T1 and T2 replied that ...Yes, sometimes because practicing small group work (SGW) take much time and effort which cannot be covered in short period (forty minutes) and it needs suitable seat and classroom.

5. T1: Yes, giving some tasks using small group discussion organizations. T2: Yes, rarely, I give few speaking tasks for group discussion.

6. T1: No, a few students speak English language in group discussion. They prefer silence due to poor practice their previous class. It means they haven't enough experience in speaking English.

T2: No, not all students. More students participate as well. The reason this is , more students have interest to the practice of speaking English , some students shy, feel nervous when try to speak and others don't speak freely due to afraid their teacher comment.

7. T1: Yes, I sometimes use small group and I decide a number of students in the class and regarding to group composition , I use heterogeneous since I feel that students will help each other.

T2: I use their role number and mostly, I prefer large size because it is easy to manage the class disciple.

8. T1: No, the desks are not suitable to sit face to face for discussion.

T2: No, Desks are not easy to group form s and it doesn't allow me to form group the way I like.