



ADDIS ABABA UNIVERSITY

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

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**Title: Examining The Factors That Limit Students' English
Language Speaking Ability in Speaking Class at Hinde Secondary
School (The case of Grade 10)**

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August ,2024

Addis Ababa, Ethiopia

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Declaration, confirmation, approval and evaluation

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Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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ABSTRACT

The general objective of this study was to examine the factors that limit students' English Language ability in teaching speaking skills at Hinde Secondary School. The main focus was to detect how speaking skill is practiced in teaching English language and the challenges that learners experience and encounter during instruction. To this end, 60 Grade 10 students were selected by using simple random sampling technique, availability sampling technique and purposive sampling technique for collecting data. Questionnaires, class observation, and focus group discussion were employed to add up the credibility and validity of the study. Seven EFL teachers were participated for responding the questionnaires addressed to them with a sense of cooperative randomly.

Accordingly, a research design with descriptive study analyzed and interpreted qualitatively and quantitatively by using frequency and percentage. The adapted questionnaires with 20 items were administered for both students and teachers. In addition, class observation and focus group discussion in the form of interview were addressed and triangulated with others tools of investigations.

The findings of the study revealed that speaking anxiety, Lack of interest and the influence of mother tongue are mainly limited the students' speaking ability in speaking class. These are the limitation isolated in the study to look forward for further investigation of speaking skills.

Eventually, the researcher recommended that the speaking skill is an outstanding skill that can be used for interaction and communication. It is a means to an end not the end itself. The end is to make our learners fluent and proficient users of the target language. Thus from the steps the researcher moved through so far ascertained that:

LIST OF TABLES

Table 1 Students' response to how they are limited to problems of speaking ability in speaking class	22
Table 2 Teachers' response to how EFL implementation alleviate students' English language ability in Speaking Skills.....	24
Table 3: Discussion on classroom observation.....	26
Table 4 Discussion how Focus group discussion see the challenges of students' English language ability in speaking class.....	29

TABLE OF CONTENTS

CONTENTS	PAGE
ACKNOWLEDGMENTS	i
ABSTRACT	ii
LIST OF TABLE	iii
TABLE OF CONTENTS	iv
ACRONYMS	vi
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background of The Study	1
1.2 Statement of the problem.....	2
1.3. Object of the study	3
1.3.1. General Objectives:.....	3
1.3.2. Specific Objectives	3
1.4. Research Questions	4
1.6. Delimitation (Scope) of the study	5
1.7. Limitation of the study.....	5
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE	6
2.1. Definition of speaking skills.....	6
2.2. Practical suggestions for teaching speaking	8
2.3. Communicative Language Teaching(CLT)	9
2.4. Concept of speaking and Teaching Speaking skill	9
2.5. Characteristics of speaking.....	10
2.6. Basic types of speaking	10
2.7. Function of speaking.....	11
2.8. Factors Influencing Speaking Fluency.....	12
2.9. Elements of English Speaking Fluency	13
2.10. The Classroom Activities and Speaking Fluency.....	14
CHAPTER THREE	16
RESEARCH DESIGN AND METHODOLOGY	16

3.1. Research Design	16
3.2. Participants of the study	17
3.3. Sample Size and Sampling Techniques	17
3.3.1. Sample Size.....	17
3.3.2. Sampling Technique	17
3.4. Data Collection Technique (Instruments)	18
3.4.2. Class room Observation	19
3.4.3. Focus Group Discussion (FGD).....	19
3.5 . Data Organization and Analysis	20
3.6. Ethical Consideration	20
CHAPTER FOUR.....	21
DATA ANALYSIS AND INTERPRETATION.....	21
4.1. Discussion on Students’ Response	22
4.2. Responses to Teachers ‘Questionnaires	24
4.3. Discussion on class room observation.....	27
4.4. Discussion on Focus Group Discussion (FGD).....	29
CHAPTER FIVE.....	33
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	33
5.1. Summary.....	33
5.2. Conclusion.....	34
5.3. Recommendation	34
REFERENCES	36
APPENDIX A	38
APPENDIX B	40
APPENDIX C	42
APPENDIX D	43

ACRONYMS

CLT: Communicative Language Teaching

EFL: English Foreign Language

ELT: English Language Teaching

FGD: Focus Group Discussion

ESP: English for Specific Purpose

FGD: Focus Group Discussion

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

In Ethiopia, English language is a medium of instruction at secondary school and tertiary levels. In addition, students learn this language as a subject since they join elementary school and speaking is one of the basic skills of English language. It is the worthy skill through which oral communication takes place.

This study presents the investigation that limit students' English language ability in speaking class. Hinde Secondary School which is located in Oromia region in the east Wallaga Zone was selected for the study.

Nowadays, for the learners' English language is very important to experience real communicative situations in which they learn how to express their own view and opinions, and they develop their own oral fluency and accuracy in speaking skills which are very essential for the success of foreign language communication classroom interaction

English is necessary and useful as an educational strategy to enhance learning class room interaction. It involves and supports learners in the learning process (Ellis, 2003:135). Among the ways to create this language learning process in the class room (TBLT) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom. The concept of teaching method that is used by a teacher in the class room plays a significant role in the process of foreign language learning. In fact, the role of interaction in the context of learning has become an important factor for researchers because it creates opportunities for the class room community to develop knowledge and skills.

English Language Teaching (ELT) is based on the idea that the goal of the language learning is communicative competence. It adapts concept, techniques and method in classroom for recognizing and managing the communicative needs for language learners.

Speaking is an act of making vocal sound. We can say that speaking to converse or expressing ones thought and feeling is the way out. Speaking skills are the skills that give us the ability to carry communicate effectively. Brown (2001) says that when someone can

speak a language, it means that he can carry a conversation reasonably and competently. Learners of English Language (EFL) often evaluate their success in language learning ability to carry out conversation in English. They also see how much they have improved in their spoken language proficiency (Nunan1991 cited in Re chard, 2008p.19). However, a problem lies in learners when they are unable to use the target language properly neither in the academic life nor in their daily conversation.

Saricoban (2016) conducted research on the uses of task-based activity in improving speaking skills in ELT class room. This is worldwide research. Likewise, this can be seen in Ethiopian especially English Language Teachers need task-based method to teach speaking skills. Thus, the present study confides the use of task based activates in classroom to help students develop speaking skills.

1.2. Statement of the problem

Nowadays, the Education of our country (Ethiopia) demands student centered approach of teaching – learning in which speaking skill has great importance. Most subjects require oral interaction between the teacher and the students as well as among the students themselves. The students are responsible for overcoming the barrier of speaking skill in oral communication. Lack of exposure in classroom and out of the classroom may hinder them not to be effective and competent in using English language during oral communication. In addition to these teachers of this grade level may lack knowledge and experience to create awareness during speaking tasks or activities. Atikns, Hailom and Nuru, (1993) say factors that affect students’ speaking skills and noticed that errors are not evidence of bad habits being formed about; rather they are taken as natural and aspects of language speaking. The researcher want to identify teacher and students factors that affect speaking skill during teaching learning process. (Atkins, Hailom and Nuru wrote textbooks, did not do research.

Making mistake and oral error can be thought as one way of learning target language. Low-O (1983) advises students to forget about being shy nervous and sounding silly. As to the findings of some students are much too busy thinking about what mistakes they are going to make. Atkins,et.al (19930 also state that during communication events expressing what is wanted to be said is important than being language accuracy. The teacher corrects mistakes in pronunciation or grammar only if the students meaning is unintelligible or ambiguous. Many primary schools do not have the equipment to teach language effectively such as light

movable furniture, space to pin pictures, magazine cutting a well stalked classroom, library, tapes all these are essential for the development of language skills but they are rarely found (Longman, 1980).

The teacher's role could be to guide students in the direction of good learning practices. (Atikns, Hailom and Nuru, 1993).. Allen and Valette (1977) suggest teachers to allow some true speaking activities of guided conversation or at later stage need to use free conversation in every unit. Foreign language is one course in the curriculum where students should be encouraged to talk a great deal in class and to express their own ideas. Low-o (1983) advises teachers to help students use English in their everyday life.

Speaking is one of the basic skills that are called productive skill. It is the language skill used for communication purpose. It can be learnt though group or pair. Nunan (1991) stated that many people feel that speaking in new language that means language other than mother tongue is harder than writing, reading and listening. Speaking has no edition and it is a productive skills. That why speaking is productive skill. The lack of good task based design may decrease the speaking ability of the student in the class. Ur (1996:122) state that a well-designed class room task provide students with purpose and reason to speak. It is important to design and implement task based activities to teach speaking skill.

1.3. Objectives of the study

1.3.1. General Objectives

This research was conducted for the purpose of examining the factors that limited the students' achievement of English language speaking skills.

1.3.2. Specific Objectives

This study has the following specific objectives

- To create the awareness on the methods that students need to improve their speaking ability in speaking class;
- To detect the problems of the student's poor speaking skills;
- To provide an important recommendation which is useful and helpful to minimize the problem and then to take the necessary measures that could increase the students speaking skills.

1.4. Research Questions

Three research questions were posed to guide the study.

- What are the challenges that hinder the students' English Language speaking ability in speaking class?
- What needs to be done to help students express their views and ideas using English language?
- What practice and remedies should be taken to improve the students' English Language ability in speaking class?

1.5. Delimitation (Scope) of the study

The scope of this study is limited to identify the factor that limit Students' English Language ability in speaking class focusing on Grade 10 students as a second language learners at Hinde secondary school. Hinde is located in East Wollega Ebantu Woreda to the North at about a distance of 140km. from Nekemte. The study focused around one language skill and problems that limit the students' speaking ability in speaking class in Grade 10. Sixty students were randomly selected to respond the questionnaires and seven English language teachers were participated by responding close ended questionnaires, too. The school is selected as a research site to investigate the problems that limit the students' ability in speaking class.

1.6. Significance of the Study

The result of the study is believed to play an important role in the improving the teaching and learning of English language in general and speaking skills of students in particular. Primarily, students learning English language would get awareness about the short coming in the speaking skills and how they could overcome them. Moreover, English language material designer and text book writers would find useful to use the results of this study as input. Overall,

- ❖ The study can also create awareness about the challenges students and other concerned bodies of the teaching learning process encounter in using English to orally communicate. In general, this study would equip the knowledge and the understanding of students, teachers, material developers and future researchers.

1.7. Limitations of the study

- During the conduction of this study the following shortcomings were encountered. The researcher faced the problem of getting up-date materials in the area where the research were conducted. Time and finance also were constraints. The research subjects also lacked the necessary awareness to respond to questionnaire items. Distance also affected to researcher from getting timely feedback from his research supervisor. Instability in the region and problem of family also contributed to the limitation of the study.

1.8. Organization of the thesis

This study was organized into five chapters. The first chapter deals with the' introduction which covers the key subtopics including the statement of the problem. The second chapter is the review of related literature which focuses on the concepts and the previous work of scholars that discuss speaking ability in class room. The third chapter focuses on research design and methodology: selecting and implementing the samples, data collection tools, participant of the study, the research approach in terms of validity and reliability. The fourth chapter discusses data analysis and interpretation based on the objective of the study. There is a need to integrate and triangulate to derive meanings out of the entire data set and contingency analyses are applied to reflect the overall situation and investigation. The fifth chapter discusses summary, conclusions and recommendation. These sections establish valuable new knowledge for the understanding of school environment like stakeholders and the community servants and practitioners in suggesting ways to alleviate the problems and integrate efforts to in improve academic interest of the community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the previous works of the scholars that triggered the researcher to conduct the research to fill the gaps. It comprises the definition of speaking skills, practical suggestion of teaching speaking skills, communicative language teaching, concept of speaking skills, characteristics of speaking skills, Basic types of speaking skills, function of speaking skills, elements of the speaking skills and the others.

2.1. Definition of speaking skills

There are four basic skills in language. They are listening, speaking, reading, and writing. Those four skills are connected smoothly, but they are different. They must be all acquired to be fluent in language. People may have a good ability to certain skills and poor to another. Richards 2001: 58 states language is primarily speech in audio lingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns. Based on the above principle, we have to combine the grammar, vocabulary, intonation, speech acts and other aspects in order to be understood by our interlocutor and reach the goal of communication. For the beginners of language, it is hard to do. They seem to have a kind of poor speaking because they just speak whatever they want without good grammatical structures as long as the interlocutor understands what the speaker means.

Speaking is the productive skill in oral mode. It is like the other skills and is more complicated than it seems at first for it involves more than just pronouncing words. For many years, people teach speaking by having students' sentence repetition and recite memorized textbook dialogues (Nunan, 2003: 49). Starting from elementary to senior high school, most of the teachers use it as basic materials to teach their students. Audio-lingual method or audio-lingual repetition 20 drills were designed to familiarize students with the sounds and structural patterns of target language. Hopefully, people can learn to speak by practicing grammatical structures and then later using them in a conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Language

generated by the learner in speech or writing is referred to as productive. Meanwhile, language directed at the learner in reading or listening is called receptive.

Thus, speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. This statement is agreed by Lier as cited by Nunan (2003: 48:) spoken language differs in many significant ways. Here is some key contrast: The differences between Spoken and Written Language; Spoken Language, Auditory Temporary; immediate reception Prosody rhythm, stress intonation Immediate Feedback Planning and editing limited by channel Visual Permanent; delayed reception Punctuation Delayed or no Feedback Unlimited Planning, editing, revision Nunan (2003).

Speaking has several meanings. Bygate (1987:56) describes that speaking is the skill that deserves attention in both first and second language. There are two ways in which speaking can be seen as a skill. They are motor and perceptive skills. This includes articulating, perceiving, recalling in the correct order sounds and structure of the language. Interaction skills cover making decision about communication, such as what to say, how to say and whatsoever to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

In the traditional classroom culture, a distinction is made between the teachers who produces (provides) knowledge and the students who consume it (Wenger 1998). Interaction in the classroom is dominated by the teacher and a few high performer students, because the classroom culture dictates that those who know should speak and the others receive. This "asymmetry" in classroom interaction creates an atmosphere in which many students feel afraid to speak. Once students feel excluded in this way, they are more likely to be distracted and turn to agendas other than learning (British Council, 2007).

Learning to speak a new language by itself is a cause of anxiety for many and if the language learning takes place in large classes the anxiety is likely to be greater. This will be particularly the case for reticent, for shy students and in some traditional societies may be more so for females than males. The main goal in teaching the productive skill of speaking is oral fluency; that is the ability to express oneself intelligibly and reasonably without undue hesitation. Otherwise, communication may be broken down because the listener may lose interest or get impatient. To attain this goal the students will have to be brought from the

stage where they merely imitate a model or respond to cues to the point where they can use the language express their own ideas (Byrane, 1976).

2.2. Practical suggestions for teaching speaking Skills

English textbooks can be exploited to teach speaking skills. At middle stage, student cannot be able to produce perfect, oral language. They make mistakes in speaking. Sometimes they can produce only one or two sentences when they are asked to participate in the discussion. The teacher should combine his effort to use textbook to engage students in communicating by using exercises for speaking activities at pre-reading activity.

Longman (1980) pointed out that the sound system and the structure together form the central cope of the language. The English-speaking child requires these elements as unconscious habits before enters school. The African child learning English must be taught these habits so that they become automatic. He can never be in the same position as the mother tongue speaker of English. But it is possibly create situation in the classroom which approximate to the way a child learns his/her first language.

The relationship between success and motivation is not clear. Research findings suggest that the more one succeeds the greater one's motivation becomes and the greater the motivation the more he/she succeeds (Atkins et al 1075). Teachers can develop positive motivation in their students by making their class room itself an environment in which students experience success (ibid.).

Girmso (1985) stated that for teachers; however, intelligibility is not enough. He added responsibility of serving as a model for his pupils, who if they are young, will imitate equally well a correct or a faulty pronunciation. This aim therefore must be perfection in respect to all aspects of pronunciation.

Most of mistake which second language students make are due to interference from their first language (Atikns, Hailom, and Nuru, 1995). It is well known fact that most non-native speaker of English speak with a foreign accent. The reason for this varying accent is that each language has different set of phonemes and the learner transfers his/her own sound to the English he/she is learning (Longman 1980).

2.3. Communicative Language Teaching (CLT)

Richards and Rodgers (2001) stated that Communicative Language Teaching emerged from a number of disparate sources. During the 1970s and 1980s applied linguistics and language educators began to evaluate pedagogical practice in the light of the new view on the nature of language and language learning and the changing roles of learners and teachers. Contrasting notions between what is called traditionalism and communicative language teaching emerged (Nunan, 1992). Nunan proposed language theory and learning theory for communicative language teaching. Theory of language-Language is a system for the expression of meaning primary focusing on language functions and interaction. The learning theory for communicative language teaching is involving real communication using meaningful tasks that engage learners in the use of target language.

2.4. Concept of speaking and Teaching Speaking skill

Abate KN (2017), stated that the concept of speaking skills as it notice the two main approaches of teaching speaking skills adopted to define speaking, the top-up and the top-down view. By gate (1987) cited in Abate (2017) pointed that traditionally the focus in speaking was on motor perspective skills. Within this context, speaking is defined as the production of auditory signal designed to produce deferential verbal responses in listener. It is considered as combining sounds in a systematic way according to language specific principle to form meaningful utterance. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking the bottom-up approach suggests that start with in teaching smallest unit of sound and move through mastery of words and a sentence to discourse. (Cornbleet and Carter, 2001) cited in Abate (2017) stated the problem related to the approach. The problem is the overlooks of the interactive and social aspects of speaking restricting it only to its psychomotor sense. The definition of task has been given by different scholars. Most of them believe that there are many definitions for tasks. Some of them give the definition of task in a very broad way. However, the most common definition of task is: a task is an activity that is carried out by using target language for communicative purpose in order to achieve or bring out an out come through exchange of meaning by using different tasks which are flexible designing according to the level of learners.

According to Ellis (2003) cited in Abate KN (2017), offers nine sample definitions, because people can give definition of tasks in different perspectives. But in the same academic journal

by Abate, Willis (1996) task-based language teaching defines eight purposes. That is to give learners confidence in trying out what ever language they know. The other is to give learners experience of spontaneous interaction. Additionally, it is to give chance to benefit from noticing how other express similar meaning. The other is to give learners chance for negotiating turn to speak. Still, it is to engage learners in using language purposefully and cooperatively. It makes learner participate in a complete interaction not one-off sentence. It gives learner chance to try out communication strategies; and to develop learner confidence that they can achieve communicative goals.

To sum up all the above definitions confirms that the concept of tasks as a “Work plan for learner activity” which require learners to employ cognitive process and can involve any of the four language skills.

2.5. Characteristics of speaking

The speaker needs to avoid mis-understanding when conveying the messages to the listener, its purposes to make the messages delivered clearly. When the speakers want to speak fluently, they have to know the appropriate situation when start to make conversation divided elements of speaking into five kinds: range, accuracy, fluency, interaction, and coherence. As supported by Mazouzi accuracy of students should be equivalence, because both of these elements help students to develop their communicative ability.

Fluency in speaking describes the speakers’ skills to report the idea of speaker suddenly. It is the skill of speaker to speak understandably and create listeners’ interest. Hedge to answer clearly by uniting between words and phrases, saying sound distinctly, and use of stress and tone.

Next characteristic is accuracy, it needs to control the structure that speaker used. The function of accuracy shows the speaker’s ability to choose the correct pattern of sentence based on conversation condition. Learners have to focus on appropriate and the comprehensiveness of language form that includes grammatical, structures, vocabulary, and pronunciation (Mazouzi, 2013).

2.6. Basic types of speaking

Brown poses six categories as follows:

- a. Imitative: Kinds of speakers' speaking performance in their ability to produce good pronunciation, intonation, stress words, and focusing on some particular elements of language.
- b. Intensive: The students' speaking performance that is practicing some phonological and grammatical aspects of language. Usually, teachers set students in group works, for example in reading comprehension lesson. They will read in partner, reading information, reading articles, and many others.
- c. Responsive: This speaking is a part of replies to teacher or student-initiated questions or comments, giving instructions and directions in teaching and learning process.
- d. Transactional: Transactional speaking goals are presenting and conveying the important information. For example, conversation in pair works, both of the speakers exchanging the new information.
- e. Interactive: The aim of interpersonal): speaking is to build the social relationship among the speaker with the others when explain idea and opinion. That performance includes interview, role play, discussions, debate and so on.
- f. Extensive: Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

2.7. Function of speaking

There are many functions of speaking in human attitude. "The functions of speaking are classified into three; they are talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches

- a. Talk as interaction: Talk as interaction means conversation between two or more people in a while. They exchange their ideas, feelings, and many others. "Such exchanges may be either casual or more formal, depending on the circumstances Richard statement, talk as interaction goals are to create social function, show attitude of relationships, show value of conversation, etc.
- b Talk as transaction: The speaker produces some words that result sentences is talk as transaction. Main goal of it is to make value of the information received and sent well between speaker and listener.

c. Talk as performance: Talk as performance usually refers to someone who works as the public speakers, such as: teacher, lecturer, and motivator. They planned as well they can before reporting information to the audiences.

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➤ Talk as performance

Talk as performance usually refers to someone who works as the public speakers, such as: teacher, lecturer, and motivator. They planned as well they can before reporting information to the audiences.

2.8. Factors Influencing Speaking Fluency

Speaking happened spontaneously and orally among two people and more real time. Some various kinds of influencing speaking fluency are cognitive factors, linguistic factors, and affective factors.

a Cognitive factor: Speaking process include conceptualization, formulation, and articulation selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker’s ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three processes occur simultaneously, because

of that sometimes students make mistakes in face-to-face communication. Therefore, students speaking skills can be replaced by “hesitations, false-starts, grammatical inaccuracies, and limited vocabulary speaking can be influenced. But human’s mind cannot focus on these three processes at once because they have not enough capacity processor 1999) during the lesson.

b. **Linguistic factors:** Learner’s oral proficiency has to use appropriate language forms pronunciation, grammar, and vocabulary are very important considered by students. They also have to focus on the situation of conversation time. As supported by Harmer, form language but also on when, why and what way to result in the words.

c. **Affective factors:** Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. “Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

2.9. Elements of English-Speaking Fluency

There are some components of speaking fluency that speaker has to know first, breakdown fluency that includes time filled with speech, no pauses, filled pause. And then, speed fluency which content speech rate measured as words and syllables per minute. The last one repaired fluency that focuses on false starts and repetition words of the speaker Koponen and Riggen batch assessment is the comparable of unity and fluency in delivering a speech. So, English speaking fluency decided as the most important thing in speaking class. They classified four kinds of view of fluency. The first was including thinking of fluency mainly in terms of “smoothness of speech” that based on “temporal, phonetic, and acoustical features” of speech. Second, fluency is defined as the competence and element of proficiency. It was considered smoothness as the important element of overall fluency. And then, fluency explained as “atomicity of psychological processes”. This view mostly anxious with exploring the mechanism of psychological learning that helps to detect how fluency is rising.

The last definition of fluency, “fluency as opposed to accuracy”. The main point is distinction between the accurate speech that learners only focused on language process itself and learners’ focused when delivering speech fluently.

The characteristics of speaking fluency were divided into three kinds;

- 1) Language process in a real-time that means the speaker speaks easily without much quiet.
- 2) A skill that depends on the knowledge quality of the language. The purpose of it is to make the best possible of what already know. Hidayat and Herawati described the measurement of speaking fluency were speed, pausing, and the time to speak.

2.10. The Classroom Activities and Speaking Fluency

Oral communication is an important part of the teaching of English as a foreign language. There are some studies that have been conducted in order to carried-out the impact between classroom activity and students’ speaking fluency. Activity and students’ participation during learning process affected students speaking fluency. As supported by Tornqvist.

English as a foreign language it is the great importance for the educators to decide that students’ emotion, and have a significant impact on foreign language learning. This means lecturer in classroom process could detect the factors that influence students’ speaking fluency directly. Tornqvist were some factors that influence students’ speaking fluency during classroom process. For instance, a comfortable classroom atmosphere, students’ self-esteem, group work, meaningful lesson, students’ enthusiasm, supported from the teacher and students’ motivation.

- classroom atmosphere

A classroom atmosphere in teaching and learning process created students’ interest to join the class. Lighbown & Spada there were two types of teachers’ teaching style in classroom process traditional instruction environment that aimed to focus on the target language to emphasize the use of target language in daily conversation. This approach used to encourage students’ habit in communicating English. Besides, communicative style also focused on grammar to make the conversation work

- Students' self-esteem: Students' emotion was a significant impact on learning a foreign language. The students' willing to speak English like the native. Brown classroom climate where the pupils accept each other.
- Group work: The used of variety method in teaching process also increased students' knowledge. To create good communication between students in the classroom it was necessary to use interesting method and topics, but the important one was the meaningful of its activity.
- Motivation is an important thing to encourage students itself.
- Motivation could be intrinsic and extrinsic. Students speaking fluency would increase if they have high motivation from both students itself and the people around them. Anna, communication in the foreign language classroom a very challenging task for foreign language teachers is to get the pupils to take active part in conversations where they express themselves freely.”

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents research design, participants of the study, sample size and sampling techniques, instruments of data collection, data collection procedure, method of data analysis and interpretation are employed in this study.

3.1. Research Design

The main purpose of this study was to investigate the factor that limit students' 'English language ability in speaking class. According to Mare (2007), research design is a strategy that moves from underlying philosophical assumptions to specify the selection of respondents, data gathering techniques and data analysis has done. Moreover, the researcher can conduct descriptive research using specific methods such as the observation method, case study method and survey method. Between these three, all primary data collection methods were covered, which provide a lot of information in the problems that limit students' speaking ability during the instructions of the target English language. . Therefore, a descriptive research design with questionnaires, class observation and focus group discussion in the form of interview were employed as key tools to examine the existing speaking problem of the learners at Hinde Secondary School. As it is relevant to answer a research question formulated by the researcher and helps to achieve the objectives of the current study in teaching and learning speaking skills. Additionally, this research used both qualitative and quantitative method of data collection with the help of descriptive research design. Similarly, a qualitative case study methodology provides the tools for researcher to study complex phenomena within their contexts (p.545). This model helped the researcher to analyze the phenomena that were investigating English learning in a particular site and try to seek solutions to the difficulties the students had regarding speaking ability in speaking class/

In general, this study comprises of, three tools. They are: close-ended questionnaires for students and teachers, class observation and focus group discussion respectively. Based on the nature of the problem under study and the situation in which the research was conducted and triangulated the data obtained to achieve the validity and reliability of the study.

3.2. Participants of the study

The participants of the study were the sample of the total population of Grade 10 students and English language teachers at Hinde Secondary School. There are 300 students were admitted to attend Grade 10 and 5 English language teachers who were assigned to teach at Hinde Secondary School.

3.3. Sample Size and Sampling Techniques

3.3.1. Sample Size

The target population was Grade 10 students and English teachers teaching at Hinde Secondary School. From this target population 60 students were randomly taken as subjects and 5 teachers were engaged to respond to the questionnaires in using availability sampling technique and purposive sampling technique for focus group discussion in the form of interview. This sample size is based on Kumar (2006) which suggest that the sample size for quantitative method in descriptive research design was determined 10-20%. The total population of the research participants basically EFL teachers and students of Grade 10. It has seven sections. Each section contains 60 students and the total number of the students were 300. The sample of the students were of 300. But, the researchers used only 60 students and 5 teachers to collect data in this study.

3.3.2. Sampling Technique

The researcher used sampling techniques to give a chance to the population of the study. Any sample that has taken through simple random, the population can get equal chance to be chosen. That is why the researcher used simple random sampling technique. Therefore, the numbers of teachers were small and easy to manage, and this is why availability sampling and purposive sampling technique were used for focus group discussion that had similar academic achievement with members of 7 students from each section. For the work of this study, the researcher got 300 Grade 10 students in 2023 at Hinde Secondary School. From 300 students, the researcher took 20 % based up on the determination of Kumar (2006). The researcher took the last bench percent that means 20 % of the total population of Grade 10 students. To select the sample size of the total population, the researcher list down the names of 300 students and the researcher lots the name of the students in the list without identifying them until the required samples available. When the required sample students achieved, the

researcher stopped letting the name of the students. This was functional only on questionnaires.

To carry out the study one might bear in mind what size the sample should be and whether the size statistically justified and lastly what method sample was to be used. To find the sample for the research simple random sampling was used. Simple random sampling is a subset of statistical population in which each member of the subset has an equal chance of being chosen. A simple random sample was an unbiased representation of the group. The student who was the respondent of the study was selected using simple random probability sampling techniques to population equal chances of being selected. To select the respondent first total population would be listed and each member assigned to draw a number between zero and one. The assigned number collected in one place and then drawn a required sample randomly without looking the assigned number. The random selection of the sample was applied using random drawn method until the required population included. In case of qualitative study, available English teachers are taken as sample using non-probability sampling. For class room observation, 2 Grade 10 English language teachers were examined to see the situation in the class with 7 items as a check list to check the activities. This was done three times at different time.

3.4. Data Collection Instruments

To conduct the study, different steps and strategies of data collection procedures were addressed by the researcher. In the first step, the researcher selected a specified research design and method that best helps the researcher to achieve the intended objective. Then, all data gathering instruments were carefully adapted, questionnaires, class room observation both for teachers and students totally, 20 items. These were the three preferred tools of data collection in this study. When the researcher carries out the observation, the researcher prepares a check lists for it. During the class observation, all check lists were filled. That means any necessary information gathered by these tools and completed this time. The next procedure was administering the questionnaires to the sample population or to the students. Then after the assigned respondents filled all the information on the questionnaires, the researcher collected the data and analyzed using discussion. The data organized concerning teacher respondents and the researcher contacted them on the occasion they available. In order to not miss the data, the researcher took notes, videos and photos where necessary.

3.4.1. Questionnaires

Joen and Hahn (2006) state that questionnaire is a data collection tools which is considered to be the most flexible tools and possesses a unique advantage over others in collecting data both for qualitative and quantitative information. The questionnaire for this study adapted from Taggese (2008) based up on the researcher knowledge and review related literature. Questionnaires containing 13 items for the students and 7 items for the teachers were carefully provided in order to organize relevant and important information. The questionnaires were close ended and very few questionnaires were provided to teachers. The close ended questionnaires were clearly stated for the students to Respond In consideration with their mother- tongue translation in Afan Oromo which was intended to consume time and get it easy when tabulated and analyzed. Close- ended questionnaires were provided to give the respondent freedom to give their opinion and decision confidently based on rating scale.

Questionnaires were distributed to 60 students to examine the problems that responsible for the poor quality of learning English language speaking skills of Grade 10 students and teachers who were selected as sample subjects. The teachers' questionnaires were also distributed to 5 teachers as a subject to check the issues that hinders the students' speaking skills in relatively with students' questionnaires. Then, the copies were collected and analyzed after verbatim instruction and clarification were given to the respondents' session carefully.

3.4.2. Classroom Observation

This is another method that the researcher used to gather information and investigate the existing practice of the speaking skills of the students in three voluntarily and cooperative teacher. During the classroom observation, the researcher used checklist to triangulate whether the student's response to the questionnaire were correct or not.

3.4.3. Focus Group Discussion (FGD)

This is the third tool to investigate this study. These are a small group consisting 7 members who were discussed and interviewed on the specific items to be responded either saying 'agree' or 'disagree'. They interacted and discussed on issues of learning speaking skills. They tried to reflect there rich and informative views in enabling the researchers to watch and note how situation was going on under this investigation. Really, the anticipated result enabled the researcher to get elegant firsthand information under the study.

3.5. Data Organization and Analysis

After collecting the data carefully, the researcher analyzed and summarized it. The data was collected through questionnaires and class observation checklist and changed into practice and tabulated and triangulated in the table of student's response, teacher's response and observation checklist based on the crucial items that reveal the result of research. Finally, summary of major findings, conclusion and recommendations are drawn.

3.6. Ethical Consideration

The researcher designed the three data collection instruments to collect data from different samples. The employed data collection tools were questionnaire, class observation and focus group discussion. Here are considerations that the researcher followed during the data collection. Lastly, the researcher conducted the focus group discussion in the form of interview. For the class observation, the researcher contacted him to observe Grade 10 in speaking lesson. After the English teacher allowed the researcher to observe the class, he prepared the checklist and registered any information that related to the present study. The sample students from Grade 10 also filled in. the questionnaire. The researcher gave clear instructions and helped them to finish the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter discusses the result of the research and the finding that showed in tables with frequency and percentage. The data collected using questionnaires classroom observation and focus group discussion in the form of interview. These are vividly and succinctly analyzed the result obtained from all sources are discussed relating with research questions that are anticipated to guide the study. The items are categorized in to group examine the problems of speaking skills in speaking class accordingly to their similarities to cross- checks the availability of the issues. A questionnaire with close- ended questions was used. The Likert scale was used to measure the level of their agreements to the items in the questions.

Hence, the researcher's immediate focus was finding ways that to improve students' speaking ability in speaking class. Both students and teachers should be committed to the goal of education and take charge of this issue and develop indigenous solution towards students English language speaking skills thoroughly. The result of the findings indicated that speaking anxiety, lack of interest, the influence of mother tongue and afraid of making mistake were identified as the main factors that limited the students' English language ability in speaking class.

4.1. Students' Response to The Questionnaires

Table 1: Response to Students' Questionnaire

Item	Alternatives	Frequency	%
1. Do you have an interest to communicate with your friends?	Yes	53	88.3
	No	7	11.6
	Uncertain	-	-
	Total	60	100
2 How often do you reflect your views and opinions using the target language ?	Always	22	36.6
	Some times	31	51.6
	Rarely	6	10
	Never	1	1.6
	Total	60	100
3 What do you think student's participation in speaking on task based activities during oral class?	Yes	50	83.3
	No	10	16.6
	Total	60	100
4. How often does your teacher make optimal plenty of practice in spoken classes?	Always	18	30
	Sometimes	27	45
	Rarely	11	18.3
	Never	4	6.6
	Total	60	100
5. Making mistake during oral practice hinders to express my views?	Yes	28	46.6
	No	32	53.3
	Total	60	100
6. Do you feel speaking anxiety during speaking class?	Yes	56	93.3
	No	4	6.6
	Total	60	100
7. How often do you communicate and share your views with other people rather than beings quiet and alone?	Always	19	31,6
	Sometimes	38	63,3
	Rarely	2	3.3
	Never	1	1.6
	Total	60	100
8. The teacher enhance the student centered instruction approach in classroom during discussion?	A lot	8	13.3
	A little	32	53.3
	Little	13	21.6
	Not at all	7	11.6
	Total	60	100
9. How entertaining is your participation in reporting oral project work in your class?	Very interesting	15	25
	Interesting	33	55
	It is well	10	16.6
	Uninteresting	2	3.3
	Total	60	100
10 Teachers of high school criticize and blame	Strong agree	11	18.3
	Agree	12	20

	Dis agree	13	21.6
	Strongly disagree	24	40
	Total	60	100
11. I think that student speak English only for academic reason than using for instruction purpose	Yes	28	46.6
	No	32	53.3
	Total	60	100
12 What is the teacher's experience to create a good awareness toward his/her student's speaking tasks?	Excellent	17	28.3
	Very good	28	46.6
	Good	11	18.3
	Unsatisfactory	4	6.6
	Total	60	100
13. Do you have speaking problem in front of the class during speaking activities?	Yes	50	83.3
	No	10	16.6
	Total	60	100

According to the above table 1, item (1) Almost 88.3 of the respondents have interest to speak in English where as 11.6% of respondents lack interest to speak in English.

As the result in table 1, item 36.6% of respondent indicated that they want to reflect their views and opinion on what they have heard about by speaking whenever the teacher motivated them to do so. But 51.6% respondents sometimes initiated in reflecting their views and opinions. Other 10% of the respondents replied that they rarely reflected their views and opinion and hardly few respondents 1.6% of them never wants to reflect their ideas and opinion on what they have heard about by speaking English.

The result in table 1, item3 shows that 83.3 the respondents approved that their teacher encouraged them to use English while they are in group discussion rather than using their mother tongue, on the other hand (16.6 respondents said that their teacher did not encourage them to use English in group discussion; mean while the discussion time they ought to use their mother tongue in group discussion.

The result in table 1 item 4 shows that 30% of the respondents claimed that they always get optimal plenty of practice in spoken classes. most of the respondents 45% of them showed that the teacher provides optimal plenty of practice in spoken classes. The other (18.3%

responded that the teacher rarely used exhaust and fade up in contributing optimal plenty of practice in spoken classes.

As it could be stated in table 1, item 5 shows that 56.6% of the respondents reported that the students feel shy during speaking practice. On contrary, 43.3 of them pointed out that they never feel shy during speaking practice.

The above table 1, item 6 illustrates that 93.3 of respondents replied that the majority of students were suffered from making an oral error during talking in English.

They feel ashamed in making mistakes in front of the classroom. This is the main problems that hinder the student’s speaking skills thought to be the most difficulty area in using English language speaking skills. The other 6.6% of the respondents indicated that this cannot put students into trouble.

To some up, the research carried out in improving the problems of English-speaking skills of Grade 10 students from the student’s response indicated that the percentage of failure was between 43.3and 93.3 as the most difficult area in speaking skills. Below 50% is considered as minor problems in using speaking skill.

4.2. Discussion on Responses to Teachers’ Questionnaires

Table 2: Response to Teachers Questionnaires

No	Alternatives		Respondents					Frequenc	%
			A	B	C	D	E		
1	How often do you motivate students to practice speaking in English?	Always		-	-	✓	-	2	40
		Sometimes	-	✓	✓	-	✓	3	60
		Rarely	-	-	-	-	-	-	-
		Never	-	-	-	-	-	-	-
2	Do you think students communicate in English language with their friends and other people freely?	Yes		✓	✓	✓	✓	5	100
		No	-	-	-	-	-	-	-
3	What do you think student’s participation in speaking on task based activities during oral class?	Yes		✓	✓	✓	✓	5	100
		No	-	-	-	-	-	-	-

4	School teachers criticized and blame Elementary School for poor function of students' speaking skills?	Very interesting				✓	1	20	
		Interesting		✓		✓	3	60	
		Uninteresting			✓		1	20	
5	Lack of training and quality affected high School students in improving their speaking skills?	Strongly agree		✓	✓		2	40	
		Agree				✓	✓	3	60
		Disagree							
		Strongly disagree							
6	How far teachers are effective in specifying the different appropriate task based activities to teach speaking skills?	Strongly agree		✓	✓		✓	3	60
		Agree						1	20
		Disagree				✓		1	20
		Strongly disagree							

Key Response of Teachers' Questionnaire

Discussion on Teachers' Responses

According to table 2, item 1 showed that 40% of the respondents reported that always motivated students to practice speaking in English. But 60% of the respondents greatly replied that the teacher sometimes motivated students to practice speaking in English. None of the teachers are responded for the rest opinions/alternatives.

As the result in table2, item 2 indicated those 100% respondents were totally agree that very teacher encourage his/her to communicate in English language with their friends and other people freely. No one responded saying 'no' in encouraging talking with their friends and other people negatively.

As it could be stated in table 2, item 3 shows that 100% of the respondents indicated that poor vocabulary and difficulty of words hinder students to express their views and ideas. None of the respondents replied 'no' in the alternatives. This shows that very students face shortages of words to be expressive. Some students found to be using pocket –dictionary to overcome this problem.

As the result table 2, item 4 point out that 20% of the respondents replied that the students were very interested in student's active participation in speaking tasks during oral class. But

60% of the respondents reported that the teacher is greatly interested in making his/her students active participant in speaking tasks .from the same item 4 shows that 20% the respondents reported that students that lack interest to be active participant in speaking tasks during oral class.

The result in table 2, item 5 shows that 40% of the respondents strongly agree that elementary school is responsible for poor functioning of student’s speaking skills . but most respondent 60% of them agree that elementary school should be critized and blamed openly for poor functioning of student’s speaking skills.

According to table 2, item 6 show that most of 60% of respondents indicated that they strongly agree that lacks of training and qualified teachers mainly effected high school students in improving their speaking skills. But 20% of the respondents agree that lacks training and qualified resource full teachers mainly affected high school students in improving their speaking skills. No one is responded to the same item 6 for the two last options/ alternatives negatively.

Generally, the research under taken in improving the problems of English language speaking skills of grade 10 students from the teacher’ s responses revealed that the percentage of failure experiencing poor speaking skills laid between 20% and 100% as the difficulty area in using speaking skill.

Table- 3

Classroom observation (checklist from the researcher’s point of view) what are the behaviors observed?

No	Items		classroom observed			frequency	%
			1	2	3		
1		yes			✓	1	33.3
		No		✓		2	66.6
2		yes			✓	1	33.3
		No		✓		2	66.6

3		yes				1	33.3
		No		✓	✓	2	66.6
4		yes				1	33.3
		No		✓	✓	2	66.6
5		yes			✓	2	33.3
		No		✓		1	66.6
6		yes					33.3
		No		✓	✓	3	100
7		yes		✓	✓	3	100
		No				-	

Key: 1-3 Classroom observation

4.3. Discussion on classroom observation

Classroom observation was conducted to investigate the problem that limits the students' English ability in speaking in class. The observation helped the researcher to infer and deduce the way and how teachers follow their students make improve their speaking skills during speaking sections. The observation also helped the researcher to evaluate whether the teachers and /or the students responded in the questionnaires correspond with that was actually done in the class room.

The observation was conducted three times at Hinde Secondary School in Grade 10. As the researcher observed, the teacher used teacher-centered instructional method and sometimes he tried to apply group discussion just like a morsel of cake. The teacher's follow up the group in the front seats and was trying to help them. But most groups at behind seats were forgotten and started fall asleep mean while the discussion time. Although, this could be lack of free space and being large class size to move in between the rows and help each other the teacher would have been organized properly before sitting the groups.

Moreover, the researcher could observe that they fast learners dominated the leading role of their groups. The rest passive members continued talking irrelevant tasks toward the lesson. Regarding this the teacher could not encourage students to be active participants similarly, the researcher also observed the teachers did not properly plan their lesson and they failed to engage their students in the learner –entered approach method

Teachers were rigid rather than adaptive in their approach in teaching students and only loosely based their instruction on a given method. Students were placed at disadvantage during instruction. As the groups were working, the teacher would move around the class and listen to the discussion and check students were on task: value their work and give suggestion if required and encourage the passive students to participate actively and share their work with the class collaboratively.



Fig.1: Pictures captured during classroom observation



Fig.2: Pictures captured during classroom observation

4.4. Discussion on Focus Group Discussion (FGD)

Table 4: Challenges that are encountered in teaching speaking skills in speaking class.

No.	Items	Strongly agree		Disagree		Strongly disagree		Total
		freq.	%	freq.	%	freq.	%	
1	what do you think about inactive parts in speaking class?	5	71.4	1	14.2	1	14.2	100
2	what is your opinion toward teacher's effectiveness?	3	42.8	3	42.8	1	14.2	100
3	What do you feel about the influence of mother tongue in speaking class?	4	59.1	1	14.2	2	28.5	100
4	What do you think about large class size in your class?	5	71.4	2	28.5	-	-	100

5	What is your opinion about language difficulty to improve your speaking ability?	4	59.1	1	14.2	2	28.5	100
6	What is your belief about afraid of making mistake in front of the class?	6	85.7	1	14.2	-	-	100
7	Do you think that poor class organization limited your speaking ability?	3	42.8	4	59.1	-	-	100



Fig.3: Picture captured during FGD

The researcher concluded his study discussing with focus group by generalizing the problems that limit students' ability in speaking class like teachers methodology ,large class size, language difficulty, learners from different cultures, shortage of time, unfamiliarity of the method and lack of students interest were some others major challenges that were seen during the discussion.

According to the discussion held with focus group discussion in table 4 item 4.1 the respondents indicated that the majority of the students (71.4%) confirmed that inactive participatory activities are clearly observed in the class. Teachers do not encourage their students to participate in the activates totally. The others group responded similarly (14.2%) in contrasting the participation of the students initiated by their teachers.

Item 4.2 the respondents agreed equally that teachers' ineffectiveness is another challenge that limited students' English language in speaking class. Teachers themselves do not have full confidence to engage in teaching and promoting their students.

Item 4.3 here the respondents discussed how far mother tongue influenced the students English language rather than using the target language. More than half (59.1%) of them confirmed that mother tongue succinctly influenced this language when their teacher set tasks and activities in pair and group. The others respondents very few respondents (14.2%) disagreed the existence such issue in learning language.

Item 4.4 concerning the accommodation of teaching in large class, the majority respondents replied (71.4%) as it creates in large to control and give necessary feedback as the number of the students exceed 60-75 in one class or section. As the data indicated in the above table more than half of the total respondents were responded that large class size can affect the implementation English language resulting in suffocation and other health related situations in the class. Whereas (28.5%) respondents s responded that large class size can challenge and affect in less extent respectively only single group get the chance to get feedback in reflecting the activities they accomplished. Having the above data that gathered through questionnaire and class observation the researcher checked this problem in their checklist revealed and observed similar issues in the class. The researcher observed the class during speaking practice EFL teachers challenged in the implementation of speaking skill. The researcher checked the same and similar issues in teaching speaking skills in large class

Item 4.5 as the researcher interviewed and discussed with respondents (59.1%) confirmed the influence language difficulty distorted their understand during instruction. This issue can be seen as in item 3.3 the influence of mother hurt the medium of the instruction required to express their ideas and opinions. Others (14.2%) responded as the absence of this issue in learning speaking in speaking class. The others (28.5%) responded that language difficulty seen as language barrier to understand and sharing ideas based on the instruction.

Item 4.6 showed that students are afraid of making mistake and this hindered them to express views and opinions especially in front the class. The respondents (85.7%) confirmed that the issue clearly influenced the students' English language speaking.

Item 1.6 93.3% (itemn1.6) responded that speaking anxiety in the class mainly dominated their speaking skills and was seen as a serious challenge.. This is the area that tackled the students' English language ability in speaking..

Item 4.7. showed that poor classroom organization affected speaking. The respondents 42.8% said that poor class organization affected the students' English language skill. However, otheras 42.8% did not agree with this. as the issue is not considered to affect the students' English language in speaking class. Arranging students in pair and in group has not been practcied. The teachers are dealing with the whole class every day. focusing on few active participants in the class.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, conclusions and recommendation. In this section, first summary of the study and the major finding are made. Secondly, Conclusion of fundamental finding is drawn. Lastly, some possible recommendations are forwarded on the basis the finding of the study.

5.1. Summary

The objective of this study was to investigate the factors that limit the students' English language ability in speaking class. In order to achieve the desired objectives, qualitative research method, which was very useful to effectively address issues pertaining to awareness was employed in this study was 60 students selected using simple random sampling technique. Five English teachers were selected using availability sampling technique and purposive sampling technique for focus group discussion in the form of interview including questionnaires and class room observation that analyzed and triangulated with frequency and percentage. The data obtained using these three tools were described thematically in words. The research questionnaires were categorized into two parts and addressed to students and teachers. Twenty items were addressed to students and teachers to examine factors that challenged the students' speaking skills in speaking class at Hinde Secondary School.

- The findings revealed that the speaking anxiety, lack of interest, the influence of mother tongue, afraid of making mistakes and inactive participatory activities are some issues identified as the main factors that limited the students' English language ability to express their ideas and views. The effort to promote their speaking skill is not impressive on account of teaching these language skills.
- Concerning the extent to which students practice to improve their English language ability at this school was not achieved to the anticipated objective of teaching speaking skills.
- The challenges that experiencing in implementing the target language i.e the speaking skill due to influence of mother tongue language difficulty speaking anxiety, large class others mentioned are identified as major factors and much effort is expected from EFL to get competent generation to fill the gap.

5.2. Conclusions

Language is the vehicle of social interaction and we need effective language to function properly in the work place, social interaction and for functional literacy it must be emphasized that students are functionally literate in when she/he has acquired the knowledge and skills in speaking which enable him/her to engage effectively in all activities

This research was carried out to identify the poor quality of speaking skills of the students in expressing their ideas. The following challenges hinder the student's speaking skills and their involvement in speaking tasks.

Inability to use students-centered approach limited opportunity for learners to express themselves in English language.

Difficulty in ensuring everybody's participation in tasks or activities.

Many students were task-off particularly in group activities and inability to identify problems of learners.

Inability to assess students individually, especially in large class and the teacher is failed to provide remedial activities and feedback from the assessment.

5.3. Recommendations

- Encouraging students to behold enough and develop self confidence in speaking errors should not be evidence in speaking English Language Skills. Error shouldn't be conceived as bad habits for individual and it should be taken as natural and part of language. To err is human; we learn from our mistake.
- It is from the teachers most cases that the responsibility and raising student's interest and motivating them to participate actively in the activities they get right such as clapping hands calling names and saying thank you for participation, nodding when they are speaking to show follow up or acceptance etc.
- Students should be encouraged to talk a great deal in class and express their own ideas. The researcher have the strongest hope that students should in enjoy taking and help themselves and develop their expressive abilities based on the target language. The prover "practice, practice to become perfect" is a good advice to the limitation of speaking ability. .The teacher

should encourage their students in reflecting their ideas i.e students should give greater opportunity to speak on oral project works.

They must get an equal chance speaking and they can learn collaboratively in groups, giving each other feedback and provide peer coaching on oral presentation in the classroom.

The students should develop making more friends to exchange their opinions and views rather than remaining quiet and alone. They should visit historical sites and enjoy themselves using English language anywhere with their partners freely.

They would rather make his/her instruction clear and favors the whole class. She/he should not tend to interact frequently with few selected students in the front seats.

Eventually, the researcher recommended that the speaking skill is an outstanding skill that can be used for interaction and communication. It is a means to an end not the end itself. The end is to make our learners fluent and proficient users of the target language. Thus from the steps the researcher moved through so far ascertained that:

There are problems that limited students' English language ability to achieve English language speaking skills.

The majority of the responsibility to overcome the problems fell on teachers as the car painter of the mind. Since they are learning English language as a subject independently, and others subjects with it, students themselves know that it had dominant factors on their educational life (career)and on their interaction purpose.

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APPENDIX A:

Students' Questionnaire

Dear Respondent

The purpose of this questionnaire is to collect information about the factor that limits students' ability in speaking class.

For research under taken you are polity requested to cooperate in giving genuine answer as much as possible to the following items

After you have clearly understood the point, response by putting marks in the provided

Part 1

Background information

Sex:

Male Age in years 13-15 Above 20

Female >> 16-19 Grade and Section

Part 2

1. Do you have an interest to communicate with your friends?

Yes No

2. How often do you reflect your views and opinions using the target language ?

Always Sometimes Rarely Never

3. Does the teacher encourage his/her students to use the target language in group discussion rather than using their mother tongue?

Yes No

4. How often does your teacher make optimal plenty of practice in spoken classes?

Always Sometimes Rarely Never

5. Making mistake during oral practice hinders to express my views?

Yes No

6. Do you feel speaking anxiety during speaking class?

Yes No

7. How often do you communicate and share your views with other people rather than beings quiet and alone?

Always Sometimes Rarely Never

8. The teacher enhance the student centered instruction approach in classroom during discussion?

A lot A little Very little Not at all

9. How entertaining is your participation in reporting oral project work in your class?

Very interesting Interesting It is well uninteresting

10. Teachers of high school criticize and blame elementary School for poor functioning of speaking skills?

Strongly agree Agree Disagree strongly Disagree

11. think that student speak English only for academic reason than using for instruction purpose

Yes No

12. What is the teacher's experience to create a good awareness toward his/her student's speaking tasks?

Excellent Very good Good unsatisfactory

13. Do you have speaking problem in front of the class during speaking activities?

Yes No

If the answer is 'Yes' for item number thirteen(13), please , mention the problems that limit students' speaking ability in speaking class.

APPENDIX B:

Questionnaires for Teachers

Dear Respondents

The purpose of this questionnaire is to collect information about the problems that limit students' ability in speaking class

For research under taken you are politely requested to compare in giving genuine answer as much possible in the following items.

- Please, after you have clearly understood the points, show your responses by putting ()

Thanks, you in advance

Part 1

Background information

Sex:

Male	Age: 25-30	31-35	Above
Female	>>	>>	>>

Part 2

1. How often do you motivate students to practice speaking in English?

Always Sometimes Rarely Never

2. Do you think students communicate in English language with their friends and other people freely?

Yes No

3. What do you think student's participation in speaking on task based activities during oral class?

Very interesting Interesting Uninteresting

4. School teachers criticized and blame Elementary School for poor function of students' speaking skills?

Strongly agree Agree Disagree strongly Disagree

5. Lack of training and quality affected high School students in improving their speaking skills?

Strongly Agree

Agree

Disagree

Strongly Disagree

6. How far teachers are effective in specifying the different appropriate task based activities to teach speaking skills?

Excellent

Very good

Good

If you have any opinion, Write here any other that affect the students' speaking abilities briefly

APPENDIX C:
Classroom Observation Checklist

School Date of observation Time Grade

Section Lesson topic Number of the students

No	Items	Yes	No
1	Poor implementation task based activities		
2	Motivation and help		
3	Teachers effectiveness in clarifying the lesson		
4	Participatory readiness task on /task off		
5	Class organization(individual, grou[p] the whole class		
6	Use the target language		
7	Afraid of making mistakes		

APPENDIX D:

Challenges that are encountered in speaking skills of students' in classroom.

Challenges that are encountered in speaking skills of students' in classroom.

No.	Items	Strongly agree		Disagree		Strongly dis		Total
		freq.	%	freq.	%	freq.	%	
1	Inactive participatory activities							
2	Teacher's ineffectiveness							
3	The influence of mother tongue							
4	large class							
5	Language difficulty							
6	Afraid of making mistake							
7	Poor class organization							