WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

CHALLENGES THAT AFFECT GRADE 9 STUDENTS' SPEAKING SKILLS IN CLASSROOMS: AT THREE SELECTED SECONDARY SCHOOLS OF DALLOCHA WOREDA, SILTE ZONE CENTERAL ETHIOPIA

MA THESIS

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF ART IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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INITIALS AND ACRONYMS

EFL: English as a Foreign Language

ESL: English as Second Language L1: Fist Language

L2: Second Language

LLSs: Language Learning Strategies

Abstract

The major objective the paper was to assess the major challenges that hinder the development of The speaking skill of grade 9th students at Dalocha, Grinzilla and Koro chimo secondary school the necessary data for the study were gathered through observation and focus group discussion the collected data were analyzed by Using both quantitative methods data analysis the finding study showed that Students did not communicate in English language, and shines, lack of vocabulary, lack of interest and lack of words economy were the factors that affect students speaking skill of grade 9th students. Finally, conclusions and recommendation were given.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Learning to speak foreign language requires more learning its grammatical and semantic rules. Learner must acquire the knowledge of how native speaker use in context of structured inter personal in which many factors intact. Hence it is difficult for learners to speak the target language fluently and appreciatively. To provide effective guidance in developing competent speaker of English, it is necessary to examine the factors that affect the learner's communication. This paper is assessing these the aspects so that teacher can motive in effectively help learners develop their abilities to communicate in the target language Kang Sham in (2003:1).

In acquisition of second language, speaking is very essential of skill to master. Speaking English language is difficult to learners because effectively oral communication requires the ability to use the language appropriately in the social interaction, diversity interaction involves not only variable communication but also non-variable communications such as gesture and body language facial expression and the like which clearly convey message without accompanying in speech Brown (1994:241) more over different cultural assumption about the purpose of particular interaction and the outcomes also affect communication. English foreign language learners in general are relatively poor at spoken English specially the problem is the area such as fluency and control of idiomatic expression. However, few of them can achieve proficiency in oral communication Kan Sham (2003:2) English language as foreign learners need explicit can interaction is speaking. This is any language skill generally has to be learned and practiced however, in practice it is assumed that spoken language skill can be developed simply by assigning students generally topics to discuss factors that inhibits of facilitate the production of spoken language. Therefore, in order to

provide guidance on developing competent spoken in English instruction of English as foreign learners should keep those question in mind Kang Sham (2003:2) students based on the above statement according to English department curriculum, English students are subjected to be trained English language and speaking skill rather than low based the research experience and action observation. In this case the researcher wishes to identify or explore problem facing students before and during speaking skill process as well as in their practice, strategies and to propose solution and guidance resolve problem students speaking skills.

1.2. Statement of the Problem

Now a day English language served as medium instruction in higher education. Acquiring the ability to speak in English is must. By speaking we don't only offering words through mouth. It means conveying the message through words of mouth. According to the researcher experience and action observation, the language seemed to have failed to meet its goal because the speaking skill is neglected in the classroom English students. The problem was to be more serious on case of speaking skill. Almost all students frequently use their mother tongue both in the class and out of the classroom. The problem is not only contributed to the side of learner but also due to other reasons. This includes: The criteria, formality and methods used in designing the context of teaching material the role and efficiency of the teachers both in selecting and monitoring more productive language learning activities can master a lot in skill development. At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures

of globalization, which has resulted in the increased usage of English in all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look in to the measures made to address the problem of oral English. At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures of globalization, which has resulted in the increased usage of English are all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look into the measures made to address the problem of oral English. Beside cultural element that may in habit learners to be passive on the language, learning process and the language class time allotment which minimal may also limit the chance of the learner to practice in class detail. Hence the entire problem need close investigation as to find out the factors that challenge the learner and English language speaking skill development, this study is also designed to find out some of the challenges that hinder the development of speaking skill in the English students. In short, this paper is aimed to answer research question.

Research Questions

- What are the major challenges that prohibit the development of speaking skill of English Students at Dalocha, Grinzilla and Koro chimo secondary school?
- Which challenges are the more serious?
- What are the challenges that affect English speaking skill of students at secondary level?

- What are problems that the students at secondary level encounter when they learn to speak English?
- How would be the English speaking problems can be improve at secondary level.

1.3 OBJECTIVE OF THE STUDY

1.3.1 General Objectives

The main objectives of this study is to assess the major factor that limited the speaking skill of English students Dalocha, Grinzilla and Koro chimo secondary school.

1.3.2. Specific Objectives

The specific objectives of this study was the following

- To find out the basic challenges in development of English language speaking skill of English students Dalocha, Grinzilla and Koro chimo secondary school.
- To identify the oral proficiency level of English students Dalocha, Grinzilla and Koro chimo secondary school.
- To recommend possible solution that may solve the problem.
- To examine the factors that is responsible for the poor performance of students at secondary level in English language.
- To highlight the importance of English speaking skill
- To identify the problems facing English teachers at secondary school level.
- To provide a foundation for improving the secondary level teaching of English as a second language.

1.4 Significance of the Study

the significance of this study is determine the problems using and practicing speaking skill that make comfort during their class room activity and out of their class room activities. More every the knowledge of English more critical as well as important in the context of the global market place. The proficiency in English is must or mandatory. So this study attempt to suggest away how to develop the

speaking skill and effective communication input. The result of this study will be used for variety of purpose. Principally, it will help teachers, students, policy market, researcher and teaching English language at Dalocha, Grinzilla and Koro chimo secondary school to identify and plan the factor in the speaking skill focused lesson and effective usage of time allotted for speaking skill.

- The goal of the study is to help secondary school pupils enhance their English skills.
- The findings of the study will aid teachers in identifying the pitfalls that lead to low performance and devising strategies for minimizing the number of English language failures.
- The study's findings would also help students perform favorably in English language competitions against students from other areas.
- Students and teachers will be able to identify certain areas of concern in the learning and teaching of English, as well as measures to improve their performance.

1.5 Delimitation of the Study

This study is delimited on the English students at Dalocha, Grinzilla and Koro chimo secondary school. The title is delimited to the challenges to students speaking skill as well.

1.6 Limitation of the Study

Conducting this study, the researcher is faced some problems those are in availability of sufficient references material on the topic.

- Shortage of secretary
- Shortage of time
- Shortage of finance

CHAPTER TWO:
REVIEW OF RELATED LITERATURE

2.0 Definition of Speaking

Speaking is an interactive process of conducting meaning that involves producing and receiving and processing information (Brown 1994: Burns and Joyce, 1997). It is form and main are depend on the content in which it occurs. Including the participants themselves their collectives expressive the physical environment and the purpose of speaking. Researchers in the field of language learning have proposed a variety of definitions for the term “speaking." Speaking is defined by Webster New World Dictionary as "saying words orally, “communicating as by talking, “making a request, “and” making a speech "(Nunan, 1995).Speaking, according to Chaney (1998),is the process of producing and sharing meaning in a variety of situations through the use of verbal and nonverbal symbols. Speaking is an interactive process of building meaning that involves producing, receiving, and processing information, according to Brown (1994) and Burns and Joyce (1997). Speaking, according to Bygate (1987), is defined as the production of auditory cues that cause list enters to reply with a variety of verbal responses. It’s defined as the systematic arrangement of sounds to form coherent phrases. Eckard and Kearny (1981),Florez(1999), Howarth (2001), and Abd El Fattah Torky (2006) define speaking as a two–way procedure including the genuine exchange of opinions ,facts, or emotions. Speaking texts, according to this top-down perspective, are the outcome of collaboration between two or more individuals in a shared time and location.

2.1. Stages of Language Learning

From the initial days of exposure to the new language, people learning a second language use the same inherent processes that they used to learn their first language, regardless of their age. They go through stages that are similar to those seen in first language acquisition, making some of the same grammatical mistakes as young children, picking up chunks of language without knowing exactly what each word means, and relying on sources of input humans who speak the language to provide modified speech that they can at least partially understand(Collier,1998).Second language learners are commonly observed

creating a new language system that mixes elements of their native language with elements of English that they have recently learned. Inter-language really helps second language learners challenge their preconceptions about how language works and create their own set of language usage norms.

2.1.1 Stage I: Pre-Production

This is the time to be silent. Beginners are more likely to listen than speak. Despite having some words in their receptive vocabulary, English language learners have yet to speak. Only what is spoken to them will be able to be repeated by some children. Rather than producing language, they are imitating it. Students might imitate gestures and motions to indicate comprehension. Teachers should focus on listening comprehension activities and developing a receptive vocabulary because English language learners at this level will require a lot of repetition of English.

Speaking Skills

The student will struggle to grasp anything unless the speaker is talking about what the learner is witnessing or the language being learned is closely related to another language the learner knows. Through comprehension activities, the student can acquire certain vocabulary and grammatical structures, which will help the learner, understand more in stage two, when she or he understands enough to communicate in a simple manner. The student has learned enough of the language's core building blocks to begin to function in real-life communication situations in a halting fashion after finishing stage one. There is very no genuine speaking talent in stage one, except from a few words and sentences that can be built on the comprehension exercises. The student must rely on acquired survival phrases to solve the most pressing needs in real-life communication situations.

2.1.2 Stage II: Early Production

Certain words are increasingly being attempted by students. Students can employ brief language pieces that they have memorized, however they may not always be used correctly. Students pay more attention to their conversational classmates and broaden their language.

Ability to Communicate In stage two, inputs are understood if the learner is familiar with the non-linguistic content or if the communication environment is very predictable. Although it requires patient native speaker to keep trying to interact with a student at this point, there are more genuine two-way conversations with language speakers. A high level of "fluency" in processing language that employs a variety of structures in connected discourse, as well as a never-expanding vocabulary, is the result of successfully completing stage two. At stage two, the learner can speak smoothly in tasks that are reasonably structured and predictable.

2.1.3 Stage III: Speech Emergence

At this stage, students have a good vocabulary and communicate with others using simple phrases and sentences. They have the ability to ask simple questions that may or may not be grammatically correct. Students make an effort to strike up brief conversations with their peers. They are able to read and understand simple stories.

Speaking Skills

At this point, the student can grasp new information, but it is still beneficial if it is suited to the needs of a new speaker. As a result, meanings must constantly be negotiated. The key to sustaining comprehension fluency at this point is to absorb the back ground material that everyone in the culture is familiar with and to learn it in connection to the language that is associated with it. The learner can enhance their capacity to comprehend "new" non-linguistic stuff from the top down because they have a decent understanding of most linguistic knowledge. If suitable input is provided, the learner should be developing a grasp of the various discourse genres and speech registers. The student can understand and assimilate a wide range of topics, events, and circumstances, as well as many social nuances, after finishing stage three. In stage three, the learner's capacity to create connected narrative discourse improves.

2.1.4 Stage IV: Intermediate fluency

Intermediate fluency permits English language learners to express themselves and communicate their ideas in more complex phrases in both speaking and writing. They can use questions to explain what they are learning in class. With some teacher support, students can work. All disciplines' substance is becoming well-understood. At this level, students can learn English themes in a variety of ways. Teachers should

focus on teaching methods. At this level, students are capable of comprehending more complicated topics.

Speaking Skills

In Stage Four, the student gains the most from ordinary native-to-native communication, which occurs in a variety of everyday situations. If the learner pays attention, he will understand the majority of the input. In order to tease and provoke a response, native speakers may make comments about the learner in his presence. He will surely hear them chat, but unless he is paying attention, he will not "hear" anything they say. In Stage Four, the learner's capacity to participate in abstract and hypothetical dialogues develops.

2.1.5 Stage V: Advanced Fluency

At this point, students will be near-native in their ability to function in content areal earning. Students have required continual reading, writing, and speaking support in the classroom.

Speaking Skills

In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation.

Why Speaking Skills

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Listening Situations

There are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially Interactive
- Non-Interactive

2.2 Speaking

Speaking, as Karen (1994) defines it, it is an expressive language skill in which the speaker uses verbal symbols to communicate. When we speak, we are composing with language by constructing meaning. Speaking allows us to develop new thoughts as we create ideas. Spoken language production, or learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning for the teachers to help the students with. The practical problems are obvious. In written production, each writer writes without disturbing the rest of the class at his own speed; whereas, in the production of speech, each speaker speaks, in the meantime this speaker requires to be listen in besides, When he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown & Yule, 1989). However, compared to the teaching of other skills, speaking is more demanding on the role of the teacher than the effort other skills require (Brown &Yule, 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because; the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life.

Beside the fact that speaking is a skill, which deserves attention like other skills, both in first and second languages, learners often need to be able to speak with confidence and carry out many of their basic transactions. They may make or lose their friends because of lack of speaking skill. It is the medium part excellence social solidarity, social ranking, of professional advancement and of business. It is also a medium through which much language 9 is learned and which particularly conductive for learning, perhaps, then the teaching of speaking merits more thought (Bygate, 1987). Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered as the most difficult task; because in the past, written language was given more attention than speaking. Speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997). Whilst the speaking ability of students and making them use speech pattern of language they learn, and activities they are supposed to undertake must be selected carefully. Moreover, students should be encouraged to go under intensive oral exercises that are basically designed for communication purposes. Such activities according to Bygate, (1987) give students both confidence and motivation for oral practice.

2.3 The Importance of Speaking Skills

Language is a tool for communication. We communicate with others, to express our ideas, and to know others‟ ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

On the other hand, for a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. An effective speaker can gain the attention of the audience and hold it till the completion of his 10 message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

The main reason of learning English language is to be able to speak it, and that is because the world is becoming smaller nowadays. More and more people are using English language as a common way to communicate with each other due to the development of the technologies (the internet) and so the global economy, which lead companies and large businesses to employ people who can speak more than their own native language. English language is now officially considered as an international language, which the primary benefits of learning it is the resulting job, advance education and travel opportunities. Baker and Westrup (2003) stated that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. However, the main goal of teaching speaking in a language context is to enhance (the improvement of) the learners' communicative skills or competencies efficiency, by helping them to be fluent, accurate and more communicatively competent.

2.4 The Aspects of Speaking Skills

The two factors which could determine the success of English language learners according to BBC British council are accuracy and fluency. They are the central, the major criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use (speaking skill). Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency, in the same time to plan activities which help to evenly gain them.

2.4.1 Accuracy

In second and foreign language teaching, accuracy refers to the ability to produce grammatically correct sentences (Richards, Schmidt, Kendricks & Kim, 1992). However, Harmer (2001) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered as three criteria that most teachers have reliance on concerning the assessment of learner's command of the linguistic systems. Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors; 11 learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master.

Vocabulary:
Vocabulary which mean that learners should study words and know their meanings, their use, also they should be able to distinguish between words classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, preposition etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.

Grammatical structures:
Grammatical structures: Rules of words order, tense etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses etc.

Correct pronunciation: Production of sounds, stress patters, rhythmic structures and intonation of the language.

2.4.2 Fluency

Speaking fluently is the faculty of using the language spontaneously and confidently while communicating one's thought ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about

what one's is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, 204) fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. "Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency. This latter "describes a level of proficiency in communication", which includes:

- the ability to produce spoken language with ease
- the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- the ability to communicate ideas effectively 12
- the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication

2.5 Speaking and its Place in Language Teaching

Speaking a foreign language correctly is perhaps the most difficult of all skills. When speaking, not only is a speaker required to put words together in an understandable way, but also he/she has to speak them in an intelligible fashion (Jones, 1993). Moreover, when, for example, conversing with someone, an instant reaction or thought is called for. If, on the other hand, we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and at the same time, there could be time for second thoughts for going through what has been written again and again.

However, speaking, despite its being the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly. It has not been considered as a vehicle of learning (Haliday, 1990). It has been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate 1993).

Nevertheless, despite the little recognition given to it in educational thinking, the dynamic changes and developments in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension, for example, as the only goal of language study (Richards et al 1989). Speaking is a means of increasing the students‟ confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Brown et al. 1989). It gives life to the classroom teaching learning process.

2.6 Strategies for Developing Speaking Skills

Students often think that the ability to speak language is the product of languages learn but speaking also crystal port student strongest using minimal resources recognizing that the crucial part of the language process. Effective instructions such as students speaking skill strategies using minimal response, recognizing scripts and using language to take about language that they can used to help themselves expand their knowledge of the language and their confidence in using it. Instructions help student learn to speak so that student can use speaking to learn (www.ncir.startspeak.htm1).

2.6.1 Using Minimal Response

Language learners who lack confidence in their ability to participate success fully in oral interaction often listen is silence which other does the taking one way to encourage such learner to begin to participate is to help them build up stocked of minimal response are predictable often idiomatic expression that conversation participants use to indicate understanding agreement doubts other response to what another speaking is saying. Having stocked of such response enable learners to focus on what the other participants are saying without having simultaneous plan response.

2.6.2 Recognizing Scripts

Some communication situation are associated with predictable set of spoken exchange as script greeting apologies compliment invitation and other function that are influenced by social and cultural norms often flow patterns or script. So does the transactional change involve in activities such as obtaining information and making them aware of the script fritter not stations managing and varying the language that script contains.

2.6.3 Barriers for Success in Fluency

Fluency can be explained as the ability to express on self-intelligible reasonable accurately and without hesitation Byrne (1995). Poor fluency therefore regard by to Byrne to shake imitative communication in speech as it causes its actor to lose interest or get important. He farther suggests that is hardly attained through more imitation if models or response to some clues provided there development of fluency requires using language truly to express ones idea and feeling. Hence, any imposing that dies courage free use of language is assumed to effect fluency in long run.

2.7 The Role of Teaching Methods in Developing Students Speaking Skill

There are different acceptations that advocate given methods as performed way of language teaching to yield better result than other are may do. Furthermore, some language deals are supposed to be affected more by one method than other some others points out how methods may promote or retard development. Krash (1995:126) recent an evaluation cricoid for methods and materials about effect unless in effectiveness of given methods, the behave is determined it is harmony with in gradients in the evaluation scheme Kristen (1995: 1405) language is viewed as vehicle for communicating meanings and messages to wind those one not only methods that are user in language nevertheless the match repurpose of these section is to show a given method can influence changing of speaking skill. Having this as a purpose, there are no different methods in the development of speaking skill as employing the research approach.

2.7.1 Teachers Role to Promote Learners Speaking Skill

As in any aspect at language teaching the role of teachers in material preparation and designing of tasks, strategies and activities are centering the development of

learners. Speaking skill Hamersley shows that expiation of learner from third teacher is even more than that the teacher assumes to be his/her role in English language. Teaching that is student feel that there are having dependent of their teacher. And hence need a lot to get feedback for their performance and acknowledgment for their possible protest and so forth. (EL. JOURNAL 49:1995:336).

Likewise Hamersley also states that a second foreign language teacher must be able to intervene systematically and effects of outcome of the second language learning process in order to promote both fluency and accuracy. That is the teacher may be needed to present and explain things to students provide them with feedback, help them outcome in dividable daffy caution and so forth through all possible operations Hamersley (1991:160). Hamersley also advanced in teaching English as second language where cadences in are in accessible so as to provide the learner with practice opportunities outside the class. Teacher should seek meaningful practice support in other ways. In this way Hamersley suggests returned as conversation group for exam least as an alternative strategies' to practice speech in classroom spherically to design small group of students in class to market human care out responsible conversation activities among themselves.

2.7.2 Age and Development of Speaking Skill

The interactive behavior of EFL learners is influenced by a number of factors perhaps an age is one of the most community sited determined factors of success for failure in (2011) forcing language learning crash (1982) argue that acquire who higher proficiently second language in early child hood through natural exposure achieves higher rotationally then those beginning as duties many learning fail to reach native like proficiency in second language their program seems to solve level of at certain stage a phenomena which is usually called

fossilization to permanent cessation of second language development. This shows that the going process itself may affect are limit learners ability to pronounce target language fluently with native like pronunciation.

2.8 Activities to Promote Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by “interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. There are many activities to promote students' speaking skills. These include: Discussion: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Role Play: Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as

who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 1984) 20 Simulations: Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Information Gap: In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. Brain Storming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. Storytelling :Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Interviews :Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class. Story Completion: For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts

to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. 21 Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. Playing Cards: In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. Picture Narrating :This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. Picture Describing: For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. Find the Differences :For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures

2.9 The Role of Students in Learning Speaking Skills

Besides the teacher's role, students play a great role in assigning teaching speaking skills. They are expected to participate in teaching-learning process in different ways. One of the most important outcomes of the movement towards

more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991). The current researcher believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning). Scharle and Szabo (2000) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid). Hedge (2000) agrees that an autonomous learner is one who is self-motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her 18 own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- Know their needs and work productively with the teacher towards the achievement of their objectives.
- Learn both inside and outside the classroom.
- Can take classroom based material and can build on it.
- Know how to use resources independently.
- Adjust their learning strategies when necessary to improve learning.
- Manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach

to the task and willing to take risks (Wenden 1991). Furthermore, Dickinson (1995) characterizes autonomous learners as „those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning". Kohonen et al. (2001) insists that learners need to develop the following kinds of capacities:

- **Confidence:** sense of control and mastery of one's body, behavior and the world.
- **Curiosity**: desire to find out about things.
- **Intentionality:** capacity to work with persistence and develop a sense of competence.
- **Self-control:** ability to modulate and control one's action appropriately.
- **Relatedness:** ability to engage with others.
- **Communication:** ability to exchange idea, feelings and experiences with others developing trusts in others.
- **Cooperation:** balancing one's needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer, 2001). Besides, she claims that to compensate for the limits 19 of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learners to increase their self-understanding and awareness of themselves (Kohonen et al, 2001).

2.10 Affective Factors

The affective side of the learners is probably one of most important influences in language learners success of failure the affective factors related to LF or foreign language learning are motivation self-esteem anxiety attitude motivation foreign language learning is a complex task that is susceptible to human anxiety brown(1994) which is associated with teaching of an eeriness. Frustration, self-doubt, and apprehension when speaking a foreign language in public, especially in front of native speakers. Is often anxiety provoking sometimes anxiety occurs when EFL learners become language field lost for worm in and unexpected situation which often leads to discouragement and general sense of failure? Adults unlike children are concerned with how unlike children are concerned with how they are judged by others.

2.10.1 Socio-Linguistic Competence

Knowledge of language alone does not adequate prepare learners for effectively appropriate use of the large language learner must have competence which involves knowing what is expected sociable and cultural by user of the target language learner must docilely and culturally by the user of target language that is learner most acquire the rules norm governing. His evaluation scheme focuses requirement for optimal in language learning and certain rules, people, situations which are involved in language learning. In this reared requirement of optimal input calls for condition like comprehensible input it is rebalance and being interested not being not being of romantically sequence proving simple of quality of input that are help fur or convection. Here grammatically sequence are refers to attempts in most next which call for proceeding from wolf the out hour consider early rules to more complex ones. The first method analyzed by crash is grammars translation method it is characterized by exhalation of grammar with some model sentences and presentation vocabulary inform of bilingual list.

Furthermore, this method is distinguished to comprehensible input of model sentences but largely focus on from them mean grammatically sequenced very small amount of input and finally on limitation of rules to be learned. From this therefore one can summarize that the method should result in very low amount of acquired competence of speaking skill Krash (1995:129).

For dialogue supposed to be used as material of the lesson. Dialogues use are the basic form of interaction of masteries audio legalism dialogue has three function must illustrate the target the target structure illustrate the situation cultural information for audio. Rate structure illustrates the literal approach is still another senate method in language teaching cultural information for language use. Natural approach is still another servant method in language teaching. It is again characteristic call grown by the same principle one of use only the target language by teachers, and either target while giving response. In this case environs are tolerated unless condition is seriously impaired with the learners use of second principal is a goal at active of this methods perform tasks and series problems. The appropriate timing and realization speech act understanding the socio linguist aside of languages helps learners known what comments are appropriate known to task question during international known how to responds non verbally according the purpose of the task Brown (1994:238).

2.10.2 Teachers' Factors

- Teachers did not allow pupils to practice English speaking through strategies such as pair or group discussions, dialogues, role plays, visual descriptions, debate, storytelling, or peer interviews.
- Furthermore, they did not allow students to learn speaking by listening to records on the radio or television and then presenting their findings to the

class in order to improve their English listening comprehension and fluency.

- Students were also not allowed to learn public speaking through individual or group presentations by their teachers. They always allowed students to seek for feedback or correction of faults; however they did not provide any pronunciation tips to help pupils improve their English fluency. Teachers designed inadequate speaking activities, allotted less time to various speaking exercises, and chastised students who did not talk appropriately or had a weak English accent. Teachers' did not employ a learner-centered strategy.
- Teachers did not also let students to practice English speaking through project-based, monologues and other activities that could help the development of the students' learning English speaking skills.
- Speaking is not part of syllabus and thus not part of the exam.
- These were the factors affecting students' learning English speaking skills related to the teachers' use of the techniques, strategies and activities.

2.5.3 Students' Factors

On the other hand, the investigation provided indications that students were also not playing their role to help themselves by regulating their own learning. The following data was found that were affecting the learning process of speaking skills: They did not know the learning strategies they could use for learning English speaking skills. Students' of grade 9 speak little English only inside their class rooms.

- They were observed not actively participating in the classroom discussion,
- They did not evaluate their own learning weakness and strengths.
- Students were rarely listening to the foreign English radio station programs such as BBC, VOA, CNN, and Aljezira…etc.as a model for learning English speaking skills.
- They had very low confidence in English speaking.

- Most students are not motivated due to the teachers' speaking activities design.
- Students always had high resentment or were psychologically disturbed towards the teacher whom is treated them during speaking practices.
- They had positive attitude towards the culture of the native speakers but, they always preferred to speak in mother tongue.
- It was also observed that students had difficulties to listen and comprehend what other person was saying in English.
- They had less knowledge of English grammar and vocabulary; hence, they hesitated a lot when speaking in English.
- Learning environment was not conducive.
- Classes were very large or overcrowded. The seating was not arranged in the way that could facilitate students' learning English speaking skills.
- There is no language laboratory and other language resources centers at the school. In some school sonly library was used as a language lab.

CHAPTER THREE:
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study attempted to assess the factors that affect students' speaking skills in English language. It mainly focused on the challenges and experiences that affect students' speaking skills in Silte Zone Dalocha Woreda, Dalocha, Korro and girinzilla secondary Schools. In this chapter, therefore, issues regarding research design, teacher and student participants of the study are discussed in line with the sampling procedures employed to select them. In addition, the different data gathering tools and data analysis procedures are also explained.

3.2 Research Design

In this study, descriptive survey design was employed. Since this study assessed the factors that affect the development of students' speaking skills in the English language, this design is preferred over other research designs. Survey research is used to determine individual beliefs, opinions and attitudes about different issues (Cohen, Manson and Morrison, 2007; Cresswell, 2012). Furthermore, the researcher employed descriptive survey mainly because he believed that it was suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process during speaking sessions and the factors that affect students speaking skills in the research setting. This kind of research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation (Mertens,2010). It is used to establish the existence of phenomena by explicitly describing them.

3.3 Research Setting

The study was conducted at Dalocha, Korro and girinzilla secondary Schools. Which is found in Silte Zone Dalocha Woreda? The schools were chosen for their geographical proximity to the researcher. Moreover, as far as the researcher experience is concerned students' speaking problem is severe, so he believes that it requires research based solution.Put differently, the factors should be studied.

3.4 Participants of the Study

The participants of this study were secondary school English language teachers and their respective students in Dalocha, Korro and girinzilla secondary schools in Central Ethiopia regional state in Silte Zone Dalocha Woreda. The students who participated in this study were grade nine students. Grade nine students were selected because the researcher believed that they can provide pertinent information about the issue of the investigation when compared with the other students in the schools According to the data base in 2016 E.C, in the aforementioned three secondary schools, there are 540 grade nine students and 7 BA degree holder English language teachers who teach those students. In this study, all English teachers, who have similar educational background and experience participated in the study?

3.5. Sampling Technique and Sample Size

Dalocha, Korro and girinzilla secondary schools were purposefully selected to be the setting of the study because of their accessibility and familiarity to the researcher. As the teachers in the research setting was few in numbers and manageable all the seven English teachers were included using comprehensive sampling. According to Kotari (2004) in survey research 20% of the population is representative. Accordingly, from the total number of 540 grade nine students in nine sections in Dalocha, Korro and girinzilla secondary schools in 2012 E.C., 110 students were taken as a simple size. To this end, students of Dalocha, Korro and girinzilla secondary Schools were selected using stratified purposeful sampling. Stratified purposeful sampling is a combination of sampling strategies such that sub- groups are chosen based on specified criteria, and a sample of cases is then selected within those strata (Mertens, 2010).

3.6 Instruments of Data Collection

To assess the factors that affect students' speaking skills in the English language, three data gathering instruments will be employed. These include questionnaire, interviews, and focus group discussion.

3.6.1 Classroom observation

Classroom observation is one of the instruments intended to analyze what the classroom practice look like in teaching speaking skills in the research setting. In this regard, although teachers and students engage in the practice of teaching speaking skill, it is inevitable that there are different factors that hinder an effective practice of teaching speaking skill in the classroom. The classroom observation, therefore, attempted to answer research question one which attempt to assess the problems that students face in speaking lessons of English language classes.

Accordingly, the observation checklist incorporated factors which relate with classroom conditions and seating arrangements; the classroom teachers‟ activities; teachers' effort to create genuine communication; students' effort to improve their speaking proficiency. The classroom observation was conducted with six English language teachers, two from each secondary school. Each teacher was observed twice. In this study, therefore, twelve speaking skills lessons were observed to answer the first research question of the current study. The classroom observation checklist was adopted from different literature and previous research works.

3.6.2 Questionnaire

A questionnaire which consisted of both closed and open-ended questions were administered for student participants. The questionnaire consists of 12 items was administered for student participants. The questionnaire has four Likarte Scale (See Appendix-B).The questions in the questionnaire attempted to answer research questions two of the current study. The second research question in this study sought to identify the factors that hinder students' to speak in the classroom. On the other hand, to secure the validity ofthe questionnaire, the draft questionnaire was given for collogues and after receiving and incorporating the colleagues comment, it is also submitted for advisors to comment on it. Accordingly, both colleagues and advisors provided feedback on the content and format of the questionnaire. This helped to secure the validity of the questionnaire.

3.6.3 Interviews

To triangulate and enrich the data which were collected via questionnaire and observation, a semi-structured interview was employed. The interview was conducted with teacher participants. The structured interview was conducted with six teachers, two from each secondary school. In the interview protocol, three specific questions were raised for each factor (See Appendix-C). For example, for the first factor: Lack of Practice, the following questions were raised for each interviewee.

- How lacks of practice affect students' speaking performance?
- Why? (What are the causes of students' lack of practice?)
- What do you think is the solution to overcome students' lack of practice?
- Furthermore, the teacher participants were asked "What *other factors affect students speaking performance? How and why?*".

3.7 Data Collection procedures

In this study, first data were collected from student participants via questionnaire. Following this, a classroom observation was conducted. Finally, interview was conducted with teachers.

3.8 Procedures of Data Analysis

The data which was obtained from classroom observation was analyzed both quantitatively and qualitatively. In addition, the data which was obtained from student participants through questionnaires were analyzed using frequency counting and percentages quantitatively. Following this, the data which were obtained from teacher participants via interview were analyzed qualitatively. The analysis of the qualitative data which were collected from interview followed three steps. Firstly, listening to the interview cassette and writing down the opinions stated for each questions, secondly, reading through all statements and classifying the answers of each interviewee, thirdly, reviewing all answers given for each question.

CHAPTER FOUR:

DATA ANALYSIS AND INTERPRETATION

4.1. Analysis of the student's response and discussion

The responses were analyzed as following table according to their orders.

Table 1 analysis of student's response and discussion.

No	Item	Alternatives	No of respondents	Percent (%)	Total responses	Total
1	How often do you use English language to separate side the class room?	Always	0	0%	42	100%
		Sometimes	33	79%		
		Never	9	21%		
2	Does your teacher encourage you to speak English outside the class room?	Yes	35	83%	42	100%
		No	7	17%		
		Undecided	0	0%		
3	How often does your teacher use English language for develop speaking skill in class activity?	Always	15	36%	42	100%
		Sometimes	27	64%		
		Never	0	0%		

Regarding the first question, table above show that English language never used always outside classroom while 33(79%) of them used English language sometimes outside whereas a few of them 9(21%) of them never used English language outside the class room. This indicates that students pay

attention to English language. As above the table indicate teacher were encourage their students mostly because 35(83%) of the respondents responded as were as to of the 7(17%) of the responded their teacher doesn't encourage them. But the majority of the students with massed that the teacher are doing their best effort to encourage their students to use English and outside the class room.

Regarding the frequency of the teacher encouragement, 15(36%) of the responded that the teacher was encouraging their students always to develop their speaking skill by using English language when they teach in class. So that most of the time, the English language teacher where using English class to activities to develop the students speaking skill. However, the majority respondents responded that even through the teachers are use English language indecision and on the class activities its frequency is not always but sometimes the teacher are still being in flounced native language from this we can understand and that not only the student but also teachers are still influenced by mother language.

No	Item	Alternatives	No of respondents	Percent (%)	Total responses	Total
4	What makes you unable to speak English in fluently?	A) Influence of mother tongue			42	100%
		B) less attention from lower grade students				
		C) problem of teacher that they use mother				

		tongue				
		D) all of the above	42			
		E) none				
5	Do you speak English outside the class room?	A) Yes	26	62%	42	100%
		B) No	16	38%		

Table 2. Analysis of student's response and discussion

As table above shows, there were many factors that were challenging the students not to speak in English language fluently. Among these factors 42(100%) of the responded that influence ode mother tongue, weakness less attention they had at lower class toward English language is affecting them; and the respondents responded that problem of teacher that they use mother tongue in class discussion therefore, all of the factor are hindering the speaking of the students. None of the respondents selected "A, B, C and none alternative" this show that the main target of research challenging the students speaking skill includes all enlisted factors in the major challenging that hinders the students speaking skill. Regarding the five question above on the table, some of the students 26(62%) of them were trying to speak in English language outside the class room whereas, the different factors, as there responded 16(100%) were not trying to do so. Among these factor they were responded in the number six question open ended responded that lack of experience, fear of friends, social influence, absence of interest to speak English and lack of confidence were the major factor affecting the students speaking skill of grade 9th students. Generally, this results show that most of them were tried to speak in English outside class room some of them were not try to speak English outside the class room.

Table 3 analysis of student's response and discussion

No	Item	Alternatives	No of respons e	Percent (%)	Total No	Total %
6	How often do you use English language to participate in group discussion?	A) Always	17	40%	42	100%
		B) Some times	23	55%		
		C) Never	2	33%		
7	If you don't participate what is the reason?	Lack of mother tongue	14	33%	42	100%
		Poor in English	11	26%		
		Fear of mistake	17	41%		
		No chance of participate	--	--		
8	Which do you think that challenge of speaking skill in English	A) lack of vocabulary	33	79%	42	100%
		B) lack of understanding grammatically pattern	6	14%		
		C) Incorrect pronunciation	3	7%		

Regarding to the 6 question on the above table show that, 17(40%) of the respondents responded that try to participate in English class when they have group discussion, 23(55%) of the respondents responded that they used English language some times in group discussion and 2(33%) responded never used English language in group discussion. This provided that English has been used by the students some times in group discussion. According to the question number 7 above indicates on the above 14(33%) of respondents that lack of mother tongue influenced them not to participate in English language. 11(26%) of the respondents responded that poor in English is challenging them not to participate in English class as, 17(41%) responded that due to fear of mistake disposed not to speak in English. As we can observe from the above table no, 8, 33(79%) of the respondents responded that lack of vocabulary was hindering their speaking skill. 6(14%) sum of them respondents responded that lack of grammatical understanding of patterns influenced not to use English language as model of communication whereas, 3(7%) of them responded that incorrect pronunciation give up them not to communicate and interact in English class. Based on the above table result shown that, students are more influenced by the lack of vocabulary which has become the challenged of their speaking skill.

Furthermore, the data gained from open ended question indicated that students were less confident in their effective speaking skill in class room and outside the class, because of the problem were lack of enough knowledge about speaking skill, lack of interest, lack of word economy and shyness were the major factor for the challenges of the students to communicate in English. Some students were lack of encouragement from the teachers and friends about their speaking in English and most they were influenced by them not to speak in English. In generally, these questionnaire were distributed to the students were ended up here and analyzed in such way. Therefore, we can understand that there are many challenging factors but also the capacity and abilities of the students towards target language evaluated above not only this but also the role of the teachers and students encouragement to speak in English language was studied and analyzed. They also asked in the group about the challenges that they had faced when they speak in English. Regarding to statement, discussants responded purposely similar information obtained through questionnaire. The discussants said that they had encouraged some difficulties while speaking in English that challenge them not to speak in English these were including background of the students, lack of word economy. Confidences to speak in English were challenge. Grade 9th students of speaking skill as the discussants responded, the groups were asked about their level proficiency and why it was. The discussants were responded that they were able to speak English language medium rather than high. This may indicate that students could not speak English fluently.

Contributed due to the factor, that was mentioned in the above question number. This result is similarly Byne (1991) stated poor fluently happened to shake entire communication in speech as it cause the learners to interest. The groups asked for selecting the most challenges of their speaking skill in English and why it was. According to discussants responded and selected regarded this question that was that they stated lack of vocabulary more influenced them from speaking English as foreign language. They also responded that English contains more complex word ambiguity words were some factors hindering the development of their speaking skill vocabulary. Therefore, discussants responded similar with this idea. According to the information gathered from selected teacher that the students were lack in English speaking skill due to lack of participatory activities given by teachers that the students are lack of English speaking skill due to lack of participatory activities given teacher in the class room. Student's background experience lack of interest was the most leading factory that made the students to communicate less in English class and every was as teachers responded. In addition to this points the teacher could gain related to the problem of students speaking skill with competence of target language that students have and the way of they brought up with the language and methodology that teacher use lower class to teach speaking skill in specific and other skill in general do not make the students competent to use English speaking skill. Moreover, observation made by the researcher in the class room that the students use English language some times to give response and ask question and participate in the class room using English language is not at all. This has its own inference. From this one confirm that most of the time students use, another language due to this problem, they use mother tongue to participant both in outside the classroom. Sometimes they help each other as far as possible, to use target language without fear by their intention. But asking for help either teacher or their co-friend without fear is not so much developed because they may consider that asking for help for co-friend is self-incrimination so that it may be countered as they shaped they think. As previous as mentioned factor the students never try to participate or discussing, speaking in English confidently is not developed. This means choose why are participating free of fear failure. No one discuss in English language in the classroom.

4.2 Analysis of teacher responses

Similar to students the questionnaire has prepared and distributed to English language teachers the number of teachers were four which means purposively selected then filled out of the questionnaire distributed to them frankly and their response was analyzed as follows.

Table 4. Analysis of question for the teacher

No	Item	Alternative	No response	Total (%)	Total No	Percent (%)
1	How is you're interested in participating in English language in class activities?	A) High	1	25	4	100%
		B) Medium	2			
		C) Low	1			

As indicated in the above table, 1(25%) of the responded that their students have high interest in participating in English language when students have class activities. Whereas 2(50%) of them responded that students have low in participation in English language when students have class activities.

Table 5 Analysis of question for the teacher

No	Item	Alternative	No of response	Total (%)	Total No	Percent (%)
2	Do you encourage your students to communicate in English in and outside the class room?	A) Yes	4	100%	4	100%
		B) No				

4(100%) of them responded that they have encouraged their students to communicate in English in and outside the class room.

Table 6 Analysis of questions for the teachers

No	Item	Alternatives	No of response	Total	Total	Total

				(%)	No	
3	If you have encouraged them how often did you do so?	A) Always	1	25%	4	100%
		B) Sometimes	3	75%		
		C) Never				
4	What makes your students unable to speak English language fluently as you may think?	A) Influence of mother tongue			4	100%
		B) Weakness in lower class				
		C) Influence of teacher that use native language				
		D) All factors	4	100%		

Table 6 shows that all of the teachers responded that they are sometimes encouraging their students to speak in English but only one teacher responded he has encouraged his students always to speak in English. As we observe table above question number 4 all teachers responded that all of listed factors are hindering their students not to speak in English language fluently. These factors include influence of mother tongue, weakness of students in lower class and influence of the teacher that the use of mother tongues when they make discussion in the classroom. All these factor are in communicative as teachers responded. In general, the teacher responded almost in the similar manner with student's

response that the students had ratified the existence of challenges affecting the speaking skills of the students in English language out of these challenges the students themselves among it.

According to the information obtained from selected teacher that the students are lack in English speaking skill due to lack of participatory activities given by the teachers in the classroom, students lack of background experience, lack of interest were the most leading factor that made students to communicate less English class and ever whereas teacher responded. In addition to, these points the teacher could gain related the problem of students speaking skill with competence of target language that students have the way of their brought up with the language, and the methodology that the teacher used in lower class to teach speaking skill in specific and other skills in general don't make the students competent to use English speaking skill.

Generally, the result of this personal observation was not different from that of questionnaire.

CHAPTER FIVE:
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

From the analysis of the information obtained through questionnaire, observation and focused group discussion analysis above, the following conclusion have been given. The target students didn't use English language in and outside the classroom as mode of communication even in the class activities; they are still using their mother tongue (native language) for participation. From this, it is possible to conclude that the native language is challenging them highly. The teachers themselves most of the time are sin other language than English in class discussion and communication with students. The teachers were encouraging and enforcing students to speak English language in some extent. Most of students are interested in speaking English, but factors lack of skill, lack of word economy, lack of vocabulary and fear of friends because they make mistake and social influence, problem of teachers, background problem of students at lower grade and the like factors are still challenging them. Generally, the above factors were challenging the English language speaking skill of students. It challenges them from using English as communicative language. So there are many challenges affecting the speaking skill of grade 9th student's language major students.

5.1.1Conclusion of Teacher Findings

From the findings we conclude that more than half of the teachers use English as a medium of instruction. The students also respond the same. Teachers very little use A.V aids for enhancement of speaking skill. Teachers do not exchange their ideas in English with one another. Majority of teachers use interactive method in class. Mostly teachers use mother tongue for instruction. Majority of teachers agree that English is a useful language and they do not feel burden to teach English syllabus. Half of teachers disagree that school arranges trainings and programs to promote English language.

5.1.2 Conclusion of Students Findings

Majority of students do not feel shyness and anxiety while speaking English. But they speak English very little. Most of them lack confidence to express themselves. Half of the students speak English with their classmates as well as read English books. Majority of students have the view that English is a

successful language and they like to learn English. The teachers motivate them speak English and provide them opportunity in classroom.

5.2 Recommendations

Based on finding the study the following recommendations were suggested by researcher. grade 9th students major students are at least going to teach English language after a year or related jobs either at government or non-governmental institutions to do so they should have to be more confident in English language communication because the students that are going to teach in particular and in society as the whole expect them as such, they should has excellent communication or speaking skill in English language this general recommendations but specifically recommended as follows:

- The students in general in starting English as speaking should pay attention a 'lion share' place to English language course.
- They should have to practice daily both with their teachers and friends.
- The teachers should pleasure their students at least at English class not to communicate in other language rather than English the teacher should have to enforce the students to ask question to participate in English.
- The teachers in class discussion and communication with his or her students he or she is teaching should know use native or mother tongues for languages communication with his students, the students he or she is teaching will also learn this tradition an continues as such so the teacher should Care not mix or use other language at least in class teaching and discussion and at most in communicate at other places.
- The students should ignore and up root challenges like in fluency if mother tongue or native language, social influence term of failure lack of confidence and other factor practicing more and more.
- Students should stop and question themselves. This means they should have to know themselves who they are.
- They can also read further materials. For example, spoken English books or guides from either library or somewhere from the market for developing their speaking skill. They can also practice and speak with one another whenever and wherever they are with the students and teachers but illiterate and parents.
- Teacher may more emphasize on English as a medium of instruction in classroom.

- Teachers may use interactive technique while teaching English and grammar.
- For the enhancement of English speaking skill at secondary level the school and teachers may cultivate English culture with in schools
- Proper trainings for the creation of English speaking environment with in school may arrange.
- Students may listen carefully the teacher in English class
- Students may study English magazine, newspaper to improve their speaking skill.
- Students may speak English with their classmates and outside from school.
- Students may gave time to practice English by using some speaking activities
- Students may not be fearful of making mistakes and participate in speaking activities.
- Efforts may be made to encourage students to speak English in their homes with parents.

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Appendix A

Wolkite University

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Department of English language and Literature

The main purpose of this observation checklist is to assess the problems that studentsface in speaking lessons of English language classroom. Each teacher will be observed twotimes.

Part I: General information

1. Observer‟s name..... 2. Place .....

3. Name of school.....4. Length of period.....

5. Number of students---------- 6. Observation No ----------

Part II:

Please put a tick mark (√) in the column provided that correspond to the statementand write any remark pertaining to the raised issue.

Table 1. Classroom Observation Checklist

No	List of Items	Yes	No	Remark
1	Classroom condition and seating arrangement			
1.1	There are enough seating space for all students in the class			
1.2	Chairs and tables are easily moveable			
1.3	The number of students/class size is appropriate			
2	The Classroom Teachers' Activities			
2.1	Arrange students to do the speaking lessons in pairs or groups			
2.2	Moves round the classroom and encourages students while pair			
2.3	Allow students to come to the front and practice speaking			
2.4	Provide frequent positive comment about students activity			
3	Teachers' effort to Create Genuine Communication			
3.1	encourage or motivate students to draw their attention			
3.2	raises real life issues in order to facilitate speaking lessons			
3.3	provides context so create meaningful interaction			
4	Students' effort to improve their speaking proficiency			
4.1	Speak freely without worrying about making mistakes			
4.2	Willingness to practice speaking with other students			

4.3	Motivated to ask questions in English in the classroom			

Appendix B

Wolkite University

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Department of English language and Literature

Questionnaire to be filled in by Grade nine Students

Dear Students:

Currently, I am conducting a postgraduate research study entitled "Assessing the Factors Affecting the development of Students' Speaking Skill in English Classroom: The Case of Grade Nine Dalocha Woreda Secondary Schools". As the findings of this questionnaire are going to be used only for research purpose, you are requested to be honest while answering each question below. You need not write your name. The information you give will be kept confidential!

Thank you in advance for your kind co-Operation

General Instruction:

You are requested to answer the questions below based on your Speaking Skills Lessons

Part one: Background information

Please give information by writing your answer on the given blank spaces.

Name of the school: 1.2 Sex:_ 1.3 Age : _

Part Two: Factors that affect you're speaking skills in English classroom

Following are twelve (12) items pertaining to what extent the following Factors that affect your speaking skills in English classroom. Thus, to indicate to what extent do the following factors affect your speaking skills in English classroom, put a tick mark (√) on the given alternatives.

Table 2. Student's questionnaire

No	Items	Almost	Some	Rarely	Not at all
1	Poor grammar Knowledge				
2	Fear of making mistakes				
3	Lack of practice in and out of the class room.				
4	Teachers focus on knowledge than practice				
5	Teachers‟ teaching approach does not help to promote speaking skills.				
6	Shortage of vocabularies				
7	Lack of exposure to practice				
8	Poor background experience				
9	Lack of motivation				
10	Lack of self-confidence				
11	Anxiety				
12	Shyness				

Appendix C

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TEACHERS' INTERVIEW QUESIONS

How and why the following factors affect students speaking development in English Class

1. Lack of Practice

How lacks of practice affect students' speaking performance?Why?

(What are the causes of students' lack of practice?)

What do you think is the solution to overcome students' lack of practice?

2. Fear of Making Mistake

How fear of making mistake affect students' speaking performance? Why?

(What are the causes of students' fear of making mistake?)

What do you think is the solution to overcome students' fear of making mistake?

3. Lack of Self- confidence

How lack of self-confidence affect students' speaking performance?Why?

(What are the causes of students' lack of self-confidence?)

What do you think is the solution to overcome students 'lack of self-confidence?

4. Lack of Motivation

How lacks of motivation affect students' speaking performance?Why?

(What are the causes of students' lack of motivation?)

What do you think is the solution to overcome lack of students' motivation?

1. What other factors the affect students speaking performance? how and why?

a. _____

b. _____

c._____