

استهلال

آيات قرآنية

بسم الله الرحمن الرحيم

قال تعالى:

الرَّحْمَنِ (1) عَلَّمَ الْقُرْآنَ (2) خَلَقَ الْإِنْسَانَ (3) عَلَّمَهُ الْبَيَانَ (4) الشَّمْسُ وَالْقَمَرُ  
يَحْسَبَانِ (5) وَالنَّجْمُ وَالشَّجَرُ يَسْجُدَانِ (6) وَالسَّمَاءَ رَفَعَهَا وَوَضَعَ الْمِيزَانَ (7)

صدق الله العظيم

سورة الرحمن الآيات 1-7

**Preface**

**Sxordium:**

**Quranic verses**

**Allah the Almighty said:**

**Allah most Gracious**

**It is He Who has taught the Quran.**

**He has created man.**

**He has taught him speech (and intelligence).**

**The sun and the moon courses (exactly) computed.**

# **DEDICATION**

**To my family and my best friends**

## **ACKNOWLEDGEMENTS**

The greatest praise is due to God for giving me this power to do such a work. I am greatly indebted to Dr. **Hillary Marino Pitia** for the remarkable guidance, advice and patience. I am thankful to Dr. Abdelkarim Kakoum , Dr. Al Sadig Osman and Dr. NajalaTaha for verifying the questionnaire .thanks are also extended to my family members for rendering help to me throughout the period of achieving this research.

## **ABSTRACT**

This study aimed at investigating English language teaching techniques of pupils' speaking skill at the Basic School level. The researcher had adopted and applied the descriptive and analytical method. A questionnaire was used as a tool for data collection which was administered to a sample of 30 teachers of English language at the Basic Schools level. The study came up with the following results: teachers of English are unable to use effective techniques, basic schools' syllabus does not provide specific techniques for teaching speaking, and teachers of English are to be blamed for pupils' poor performance in speaking. The researcher highlighted some points as recommendations: teachers of English language should pay more attention to the speaking skill and give pupils ample time to practice speaking in English inside the classroom.

## ABSTRACT (Arabic version)

### المستخلص

هدفت هذه الدراسة الى تقصي طرق تدريس مهارة المخاطبة في اللغة الانجليزية لتلاميذ مدارس مرحلة الاساس. إتبع الباحث المنهج الوصفي التحليلي و استخدم الباحث الاستبانة كاداة لجمع البيانات وقد وزعت هذه الاستبانة على ثلاثين من معلمي اللغة الانجليزية بمدارس مرحلة الاساس.من اهم النتائج التي توصلت اليها هذه الدراسة : معلمو اللغة الانجليزية لا يستخدمون الطرق الفعالة في تدريس المخاطبة ، بالإضافة لذلك مقرر مرحلة الاساس لا يقدم طرق محدد في تعليم المخاطبة، ويعود سبب ضعف مستوى التلاميذ في مدارس الى معلمو اللغة الانجليزية. كما سلط الباحث الضؤ علي بعض النقاط الاتية :علي معلمي اللغة الانجليزية الاهتمام بمهارة المخاطبة واعطاء الوقت الكافي للتلاميذ لممارسة المخاطبة باللغة الانجليزية في داخل حجرة الفصل.

## TABLE OF CONTENTS

| No.   | Topics  | Page No. |
|-------|---|----------|
|       | Preface Quranic Verses  | I        |
|       | Dedication  | II       |
|       | Acknowledgements  | III      |
|       | Abstract  | IV       |
|       | Abstract (Arabic version)                                     | V        |
|       | Table of Contents   | VI       |
|       | <b>CHAPTER ONE<br/>INTRODUCTION</b>                           |          |
| 1.0   | Background of The Study                                       | 1        |
| 1.1   | Statement of The Study Problem                                | 2        |
| 1.2   | Questions of The Study  | 2        |
| 1.3   | Hypotheses of The Study                                       | 2        |
| 1.4   | Objectives of The Study                                       | 2        |
| 1.5   | Significance of The Study                                     | 3        |
| 1.6   | Methodology   | 3        |
| 1.7   | Limits of The Study   | 3        |
|       | <b>CHAPTER TWO<br/>LITERATURE REVIEW AND PREVIOUS STUDIES</b> |          |
| 2.0   | Introduction  | 4        |
| 2.1   | Overview of the Speaking Skill                                | 4        |
| 2.2   | Definition of Speaking Skill                                  | 4        |
| 2.3   | Importance of Speaking Skill (in general)                     | 4        |
| 2.4   | The Teachers' Roles in Teaching Speaking Skill(to pupils)     | 5        |
| 2.4.1 | The Teacher has to be as The Following                        | 5        |
| 2.4.2 | Role of the lesson plan in Teaching Speaking Skill            | 6        |
| 2.5   | Managing Teaching of Speaking Skill                           | 7        |
| 2.5.1 | The Classroom Management in Teaching Speaking Skill           | 7        |
| 2.5.2 | The Most Common Classroom Management in Teaching Speaking     | 7        |

|         |   |    |
|---------|---|----|
| 2.5.3   | Classroom Interaction   | 8  |
| 2.5.4   | Monitoring  | 8  |
| 2.5.5   | Monitor discreetly  | 9  |
| 2.5.6   | Feedback effects  | 10 |
| 2.6     | The Best Techniques for Teaching Speaking Skill                 | 10 |
| 2.6.1   | Direct Approach   | 10 |
| 2.6.2   | The Audio- lingual Method                                       | 11 |
| 2.6.3   | Suggestopedia   | 12 |
| 2.6.4   | Total Physical Response   | 12 |
| 2.6.5   | Communicative Language Teaching (CLT).                          | 13 |
| 2.6.5.1 | Interaction   | 13 |
| 2.6.5.2 | Activities of Communicative Language Teaching                   | 13 |
| 2.6.5.3 | Advantages and Disadvantages of CLT                             | 14 |
| 2.6.6   | Learner-Centered Approach                                       | 14 |
| 2.6.6.1 | Characteristics of Learner-Centered for Teaching Speaking Skill | 15 |
| 2.6.7   | Effects of Technology on the Classroom and Learners             | 16 |
| 2.6.8   | Technical Skill   | 16 |
| 2.7     | Previous Studies related to the Recent Topic                    | 16 |
|         | <b>CHAPTER THREE<br/>METHODOLOGY</b>                            |    |
| 3.0     | Introduction  | 18 |
| 3.1     | Method  | 18 |
| 3.2     | Population and Sampling of the Study                            | 18 |
| 3.3     | Procedures of Data collection                                   | 18 |
| 3.4     | The Responses to the Questionnaire                              | 19 |
| 3.5     | Analysis of the Questionnaire                                   | 19 |
| 3.6     | Statistical Reliability and Validity                            | 19 |
|         | <b>CHAPTER FOUR<br/>DATA ANALYSIS, RESULTS AND DISCUSSION</b>   |    |
| 4.0     | Introduction  | 21 |
| 4.1     | Discussion of First Hypothesis                                  | 38 |

|     |   |    |
|-----|---|----|
| 4.2 | Discussion of Second Hypothesis   | 40 |
| 4.3 | Discussion of Third Hypothesis  | 42 |
|     | <b>CHAPTER FIVE<br/>MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS<br/>AND SUGGESTIONS</b> |    |
| 5.0 | Introduction  | 43 |
| 5.1 | M.Findings  | 43 |
| 5.2 | Conclusions   | 44 |
| 5.3 | Recommendations   | 44 |
| 5.4 | Suggestions for Further Studies   | 44 |
|     | Bibliography  | 45 |
|     | Appendices  | 47 |