بسم الله الرحمن الرحيم

Sudan University of sciences and Technology

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College of Education

Exploring Speaking Difficulties Faced by Undergraduate Students in Developing Linguistic Performance

(A case study of second year students at University of Al Gadarif-College of Education)

استكشاف صعوبات التخاطب التي تواجه طلاب الجامعة في تطوير الاداء اللغوى

A thesis Submitted in Fulfillment of the Requirements for Degree of MA in English Language Teaching

Prepared by:

Manahil Altahir Ahmed

Supervised by:

Dr. Montasir Hassan Mubarak

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Quranic Verse

بسم الله الرحمن الرحيم

إِنا فتحنا لك فتحاً مبيناً * ليغفر لك الله ما تقدم من ذنبك وما تأخر ويتم نعمته عليك ويهديك صراطاً مستقيماً * وينصرك الله نصراً عزيزاً).

صدق الله العظيم

سورة الفتح الآيات   (7-8)

Dedication

To my beloved parents, brothers, sisters, and to all my family members
and friends as well.

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All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to Prof. Mahmoud Ali Ahmed Supervisor for his invaluable guidance great support and encouragement throughout the stages of this study.

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Abstract

This study aimed at exploring difficulties faced by students in developing linguistic performance. The researcher has adopted descriptive analytical method. Two instruments have been used for collecting data relevant to the study, namely questionnaire to teachers of English at some Sudanese Universities and oral diagnostic test the second year students of English at University of Al Gadarif, College of Education. The study sample of questionnaire comprises (70) teachers whereas the oral diagnostic test composes (50) students. The researcher applied SPSS program to analyze and verify the results. The results have showed that preparing a good classroom environment develops students in speaking performance. Moreover, trained teachers can help students to widen their knowledge of speaking performance. Syllabus which contains enough speaking practice develops students' oral performance. The study has recommended that teachers should raise students' awareness about the importance of speaking. On the other hand, Students should create an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. Instructors should create a suitable and friendly environment while they are speaking. Furthermore, Students should be encouraged by their instructors to speak with them in English. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هـذه الدراسـة إلـى تقصي استكشـاف الصـعوبات التي تواجـه الطـلاب في تطـوير الاداء اللغـوي. وقـد اتبـع الباحـث المـنهج التحليـل الوصـفي ، وتـم اسـتخدام اثـين مـن الادوات لجمـع البيانـات المتعلقـة للدراسـة ، المتمثلـة في استبيان صـمم خصيصـاً لأسـاتذة اللغـة الإنجليزيـة في بعـض الجامعـات السودانية وايضـاً اختبـار تشخيصـي شفهي لطـلاب السنة الثانيـة بكلية التربيـة جامعة السودان للعلوم والتكنولوجيا . قد تم اختيار عينه بحجم (70) بالنسبة لأداء الدراسة الأولى وعينـه بحجم (50) طالب للاختبـار التسخيصـي الشفهي. وطبق الباحث برامج الحزم الاحصائية للعلـوم الاجتماعيـة لتحليـل وتأكـد النتـائج . واتضـح جليـاً مـن خـلال نتـائج الدراسـة ان اعـداد بيئةملائمـة فـي قاعـة الدراسـة تطـور الطـلاب فـي اداء التخاطـب . بالإضافة الـى ذلك بامكـان للاسـاتذة المتـدربين مسـاعدة طلابهـم لتوسـيع معـرفتهم فـي اداء التخاطب.المناهج التي تحتوي تدربيات كافيةللتخاطب تعزز الاداء الشفهي   وقدمت الدراسـة عدد من التوصيات اهمها علـى الاسـاتذة تنبيه الطـلاب بأهمية تعلم المخاطبة الصـحيحة و بجانب اخر علـى الطـلاب خلق نـادى لغـة انجليزيـة للمخاطبـة الـذى يشـمل الطـلاب المختصـين بالمجال.بامكان الطـلاب ان يشـاركوا فـى المحادثـة عـن اى موضـوع يخص اللغـة الانجليزيـة فـى اثنـاء الـزمن المتواجـدين فيـه. فـى ذلك النـادى بامكـان الطـلاب ان يتعلمـوا مـع بعضـهم البـعض وايضـا بامكـان الطـلاب ان يصـححوا البـعض الاخر بـدون اى شـعور بالاحراج. علي الاسـاتذة خلـق بيئـة ملائمـة ومناسبة تعينهم في اداء المخاطبـة. علـاوة علي ذلك علي الاسـاتذة تشجيع الطـلاب للتحدث معهم باللغـة الانجليزيـة. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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Definition of the Study Terms

1. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

2. **Oral Language Acquisition** is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection

3. **Shyness** is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking.

4. **Anxiety** is a feeling of tension, apprehension and nervousness associated with the situation of learning for sign language, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning.

5. **Motivation** is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

A large number of students in the world studies English for different purposes. In teaching English, teachers always give more importance to teach the linguistic aspects of the language specially grammar and phonology and neglect the speaking which is in fact an important passageway in communication. Speaking is a productive skill, it needs more and more practice to develop an acute sense of competence and mastery of this skill. Teaching speaking in a non-English speaking country, like Sudan, is much challenging since English is completely different from Sudan- Arabic language. In universities and in English streams, oral expression courses are scheduled with an aim to improve the students' oral performance because it can serve as a useful space for practicing pronunciation, and language articulation with all its phonetic and phonological aspects.

One of the main necessities in the learning of forging language is the development of four skills that listening, speaking, reading and speaking are a crucial part of second language learning. Despite the importance of the skills, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repletion of drills or memorization of dialogues. However, today's world requires that soul of teaching should improve student's communicative skills, because only through that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance speak as skill define as following:

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context" (Chaney, 1998).

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

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999: 14) demonstrate that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) confirms that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language.

As seen above, this study will be aimed to explore speaking difficulties faced by undergraduate students in developing linguistic performance. It will be conducted at Sudan University of Science and Technology-College of Education. This study will carry out to second year students of English at Al Gadarif University. The researcher will adopt the descriptive analytical method. Two instruments will be used for collected data relevant to the study, namely questionnaire and oral diagnostic test.

1.2 Statement of the Study Problem

It is obviously noticed, most students at University cannot communicate in English language properly and effectively.

This could be attributed to a verity of reasons, such as insufficient input, inappropriate learning materials in the classroom , students limited number of vocabulary, students' linguistic background, students' low motivation to speak in English in addition to that, the approaches of teaching English speaking skill at University could be inappropriate. The final reason is the absence of technological equipments that facilitate the process of learning and teaching.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1- It is an attempt to investigate undergraduate students whether encounter problems in speaking performance.

2- It is an attempt to highlight classroom techniques affects students' abilities in speaking performance.

3- It is an attempt to find out teachers give students enough opportunities to practice speaking performance.

1.3 Questions of the Study

This study sets out to answer the following questions:

1- To what extent can undergraduate students encounter problems in speaking performance?

2- To what extent can classroom techniques affect students' abilities in speaking performance?

3-To what extent do teachers give students enough opportunities to practice speaking performance?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- Undergraduate students can significantly encounter problems in speaking performance.

2- Classroom techniques can positively affect students' abilities in speaking performance.

3- Teachers do not give students enough opportunities to practice speaking performance.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to explore speaking difficulties faced by undergraduate students in developing linguistic performance. This study covered the area of linguistics. It will help Students develop their occupational experience. It will help teachers to diagnose the points of weakness.

So, it is hoped that the results arrive at the future will help the curriculum designers to take the right decisions with regards to promoting the students in using oral communicative competence, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Scope of the Study

This study was limited to explore speaking difficulties faced by undergraduate students in developing linguistic performance. It hoped that will tentatively cover the academic year from (2017-2018). It was conducted at Sudan University of Science and Technology, College of Education, and study sample was exclusively drawn from second year students at University of Al Gadarif, College of Education.

1.7 Methodology of the Study

The researcher has adopted the descriptive analytical methods. Questionnaire and test are used as primary tools for data collection. A questionnaire was distributed to teachers of English in checking their point of view in terms of this issue. Oral diagnostic test was conducted to undergraduate students to diagnose the area difficulties that encounter students who have experienced in this field.

1.8 Summary

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO

LITERATURE REVIEW AND PRVIOUS STUDIES

2.0 Introduction

 This introductory paragraph shows the relevant literature review on exploring speaking difficulties faced by undergraduate students in developing linguistic performance. This chapter is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Definition of Speaking

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening 2-Speaking 3-Reading 4-skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal: i) Informal speaking is typically used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online

using voice or video chat. They can also record and upload their voice for other people to listen to.

2.2 The Notion of Speaking

Mastery of English language demands to master the entire skills productive and receptive one. Speaking skill occupied an important place in foreign language teaching and learning, as argued by Nunan (1991, p.39)

> *To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.*

Speaking is considered to be one of the active or productive skill deserves more attention in both first and foreign language because it reflects people's thought and personalities. In fact, we appreciate people according to their speaking skill. A hedge (2000) points out that speaking is "Skill by which they are judged while first impressions are being formed" (p. 261). Moreover, speaking is skill whereby others are recognized from what they are saying and how they are thinking, so it needs special care like other language skills

2.3 The Significance of Speaking

For most people, the ability to speak English is very important. It has often been viewed as the most demanding of the other four skills. For that, we frequent ask the question "Do you speak English?" to foreign language learners rather than asking them "Do you write in English". The question displays the importance of speaking as skill because mastering this skill means mastering other skills, as Ur (2000, p.12) states

> "*of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kind of knowing*".

Speaking skill needs to be skilled in the other language skills. Therefore, with speaking, students can enhance their writing skill and develop their vocabulary and grammar.

In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. So far, speaking is very important inside and outside classroom as well as speaking is a complex process whereby people sending and receiving messages verbally or none verbally.

2.4 Teaching of Speaking

Speaking is the basic skill that EFL students have to improve in order to master the English language. The focus of teaching speaking is to improve the oral production of the students, and to make them communicate effectively in real life situation. Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill. In the classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well. Hayriye Kayi (2006) provides some suggestions for English language teachers while teaching oral language:

- Prepare maximum opportunity to students to speak the target language by giving a rich environment that includes collaborative work, authentic materials and tasks, and shared knowledge.

- Attempt to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Decrease teacher speaking time in class while increasing student speaking time.

- Clarify positive signs when commenting on a student's response.

- Give oral feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

2.5 Related to Speaking Activities

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we ―live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor‖(Al-Sibai,2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because

of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998). However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because ―there is no point knowing a lot about language if you can't use it‖ (Scrivener, 2005, p.146).

2.6 Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009). Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively ―take in‖ portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

2.7 Oral Language Learning

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened‖ (Willis,1996, p.7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Little wood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.—Through communication learners can integrate separate structures into a creative system for expressing meaning‖ (Littlewood, 1984, p.91).

2.8 Factors that Cause Speaking difficulties to EFL Learners

Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are

many factors that cause difficulty in speaking, and they are as follows: 1.Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005) points out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually ―motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers‖ (Littlewood, 1984, p.53).

The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes

available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah,2005). Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. ―Children need both to participate in discourse and to build up knowledge and skills for participation‖ in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, ―language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features‖(Kumaravadivelu,2003,p.27).

It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010). Littlewoods (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

2.9 The Nature of Speaking Skill

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006).

In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan(1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. The finding above confirms the results of this study as will be explained in part of the result findings.

2.10 Psychological Factors That Hinder Students from Speaking

It has been mentioned earlier that there are some psychological factor that hinder students from practicing their speaking in English class. Each of them is explained below.

2.10.1 Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui

in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2.10.2 Causes of Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Sudan. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.10.3 Overcoming Fear of Mistake

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake.

Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

2.10.4 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

2.10.5 Causes of Shyness

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in

front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

2.10.6 Overcoming Shyness

In terms of possible solution to overcome shyness, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from.

2.10.7 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a for sign language (Horwitz et all cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

2.10.8 Causes of Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students 'evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et al 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

2.10.9 Overcoming Anxiety

In order to overcome anxiety, Koichi Sato (2003) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida,2009) and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher questions and participating in every activities of the class.

2.10.10 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

2.10.11 Causes of Lack of Confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2.10.12 Overcoming the Lack of Confidence

With regard to possible solution to overcome the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

2.10.13 Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice

in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

2.10.14 Causes of Lack of Motivation

With respect to the causes of lack of motivation, Gardner in Nunan(1999) elaborates the causes of the students 'lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers'

teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

2.10.15   Overcoming the Lack of Motivation

Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

2.11   The Level of Speaking Proficiency

According to Charles (1992) points out that grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.

2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that

either autobiographical or related primarily to his or her immediate environment.

3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph -like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

Speaking is the skill by which they are most frequently judged, and trough which they make or lose friends. It is the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. (Bygate 1997: vii)

By giving learner's speaking practice and oral exam the writer recognize that there is a difference between knowledge about language and skill in using it.

Bygate (1997:4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practice. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to

develop it, it accordance with one's intention while maintaining the desired relation with other.

Furthermore, Briendley (1995:19) makes specification about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibility

2. Convey intended meaning accurately with sufficient command of vocabulary

3. Use language appropriate to context

4. Interact with other speaker fluently.

He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It mans speaking demand fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which demands fluency, intelligibility, appropriateness, and accuracy in its process. According to Lingual links Library(1999), there are three kinds of speaking situations:

1. Interactive Speaking

Interactive speaking situations conclude face to face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2. Partially Speaking

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech.

3. Non-interactive Speaking

It happens when recording a speech for radio broadcast.

Speaking Accuracy and Speaking Fluency

Speaking has many different aspects, said Gower, Philips, and Walters (1995: 99).

1. **Accuracy**

Accuracy comprises the correct of vocabulary, grammar, and pronunciation. It can say that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

2. **Fluency**

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Brown (1994: 254) identifies distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

2.12 The concept of teaching Speaking

Harmer (1998:94) demonstrates that speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher

getting involved of course provided they don't star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level – in other words, not too much.

2.13 Teacher Roles

According to Byrne (1997:2) states that teachers need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.

2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.

3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

2.14 Characteristics of Successful speaking activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.15 Problems with Speaking Activities

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2).The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

2.16 Solutions for the Problems of Speaking Activities

There are some solutions which can be selected to overcome the problems in speaking activity (Ur, 1996:121-122). These are:

1). Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

2). Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3). Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

4).Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

5). Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful

2.17 The Relationship between Games and Speaking Proficiency

Based on the previous underlying theory, the writer assumes that using games can improve junior high school students' speaking proficiency. There are several reasons why games can improve students' speaking proficiency. Firstly, as we have seen games can be used to improve the learner's command of particular items of language: sound, vocabulary, spelling, and grammatical function.

According to Byrne (1997:100) games, especially traditional language games are effective because the learners are so involved in playing game that they do not realize that they are practicing language items or functions. Secondly, games are also kinds of activities that encourage learners to speak. In monolingual classes, shyness and lack of wiliness to speak English in front of peers is a very common problem. One way to deal with this is to get learners to talk about the problem and agree on a solution. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. This game concerns in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally. By using games, it students to interacts and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

2.18 Using Games in the Speaking Class

Teaching speaking is hard work, especially in teenagers' class. The personalities of students play a large role in determining how quickly and correctly they will accomplish the goal. Teenagers often do not comfortable using English in the classroom, because they feel self-

conscious doing so. Teenagers are very sensitive. One stop English said that they feel silly speaking a language in which they know they are making mistake, speaking English is difficult, it is not fun. Nevertheless, learning language should be enjoyable. Every opportunity for speaking in the classroom should be taken; it is by trying to communicate that students realize their need for language and by speaking they increase their fluency and opportunity. One of the ways to accomplish the goal is by using games. Gower (1995:110) said that Games are particularly useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English.

According to Grin, games claims to be fun and natural. He said that games create situations in which learners are not aware anymore that they are still doing hard work, especially learning. They are involved in games and are trying to reach its goal. When designing task for speaking; one important consideration is the language proficiency level of the students. It is good to give the students task at times that challenge them. Angkana Deesri states that competition in games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams.

Games are including in creative or freer communication. Some games rather than being amusing, encourage students to use their knowledge of the world around them rather than linguistic knowledge, which brings the world into our classroom. The description is based on Gower says:

> *"The students are given the opportunity to experiments, to see how far they can communicate in situations where all the choices of language used are made by the people speaking; to practice the fluent use f language they know. In general these activities both increase the students' motivation, since the students talk for themselves, and help bridge the gap between rather artificial world of the classroom, with its controlled language practice, and the real world outside"*

(Gower, 1995:101).

One of ways to practice speaking in class is using pair work task and group work activities. Related to games, they are included in group activities.

Cross (1991:54) said that simple guessing games can be played in group. He also said that easy ones to use are who I am thinking of ? What's my profession? And Guess what I did ?

2.18.1 Feedback in speaking class

Giving feedback is one of the most important responsibilities of the teacher. By giving feedback the teacher can help the students evaluate their success and progress. According to Gower (1995:163) forms of feedback are giving praise and encouragement; correcting; setting regular test; having discussion about how the group as whole is doing; giving individual tutorials. When giving feedback on oral or written work, always be on the lookout for positive points to comment upon.

For example:

a. successful communication – where students have expressed themselves clearly (and been understood by others)

b. accurate use of grammar points recently learned

c. use of new vocabulary, appropriate expressions

d. good pronunciation

e. good use of fluency strategies in conversation

The way giving feedback in speaking class especially pairs or group work is monitor by moving round the class and listening to the students, make a note of errors, and then give correctness after the activity. From the explanation above, it can be concluded that feedback is necessary in teaching speaking class. Feedback shows the students' mistake and together with the teacher, the students evaluate their mistake. Feedback also gives students a chance to analyze their success and progress.

2.18.2 How to play games

We know that each game suggest which form of class organization is appropriate. Grouping pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. Wright (1997:5) said the there are many ways to play games, namely:

1. **Pair work**

This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all the reasons we often prefer to organize games in pair or general class work.

2. **Group work**

Some games require four or six players, in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that game or activity is properly organized and to act intermediate between learners and teachers.

2.19 Part Two: Previous Studies

Some studies have been done to manifest significance of developing speaking abilities. For example, Farooqui (2007) postulates that due to the extreme demand for good and native-like English-speaking skills especially in the job market, Bangladesh puts a great emphasis on the teaching of English speaking skills. The evidence shows that private universities focus on improving English skills. However, students of public and private universities have an equal level of proficiency when they begin. When they graduate, the students of private universities have

achieved a higher level of proficiency in English. Affiliated study examines how these private universities assist the students to improve English language skills through observation, document analysis and a series of interviews with teachers who are teaching English language in these private universities. He investigated teacher's understanding of the students' difficulties during speaking English and the factors that help these students to improve their speaking skills.

Similarly, Razmjoo & Ghasemi Ardekani (2011) tried to propose a model of speaking proficiency on the use of strategies. Therefore, their study was designed to have two main breakdowns such as qualitative and quantitative. Regarding this, 30 EFL learners' perspectives were analyzed, and then according to the received replies, a 21-item speaking strategy questionnaire was developed and given to 210 EFL learners. To choose a subset of common replies and put off the spare ones, factor analysis was used, and then 7 elements were elicited. These elements, divided according to the offline/online concepts or the time of speaking, included a model representing speaking strategies. Consequently, their study manifested that EFL learners' gender and level of proficiency do not influence their speaking strategy use.

Alternatively, Nazara (2011) explores that student's perceptions on EFL speaking skill development of the English Teaching Study program of FKIPUKI Jakarta. The results revealed that all students considered speaking significant, and they were amenable to evaluate the requirements to boost it. However, they provided wonderful materials, promoting activities, and suitable situation to practice speaking, they asserted to have longer time to practice. Moreover, some students were reluctant to speak because of their stress of lecturers, basting, and classmates' mocking. The paper concludes by proposing the need to make a friendly and facilitative climate in the classroom.

Relatedly, Khan & Arshad (2012) have highlighted the need for knowing English as a subject and a language. They believe that learners require to listen to English with correct pronunciation and do kind of exercises and take part in debate races. They analyzed 20 male students and 20 female students. They concluded that it is necessary to teach English as a subject. English as a language is not given chance to learners to improve their speaking ability. Teachers should be more responsible by having expert knowledge and abilities to develop second language ability, more emphasize on the quality of books, more given time to speaking and more phonetic exercise of learners. Teachers should also provide friendly environment for students and improve boldness and self-assurance in learners for asking questions.

Relevantly, Kavaliauskienė (2013) finds out that student's perspectives to improve speaking ability in English classes for special purposes. He mentioned speaking is a productive ability because it is hard to master. Therefore, he reported the questionnaires on learners' attitude to find speaking activities in the classroom. Showed the learners' responses acquired in three academic years of 2010, 2011, and 2012. It was found that learners' attitudes were different and learners were more reluctant to short talks and discussions. The short talks are obligatory and graded in ESP classes. Learners' discussion and spontaneous speakers have not been graded because, self-assured learners take part in activities but passive learners fail to contribute.

According to Askari & Langroudi (2014) illustrated the effectiveness of Ur's model in developing Iranian EFL learners' fluency and accuracy in speaking was investigated. To do so, 60 Iranian EFL learners were chosen according to their performance on Oxford Placement Test (OPT). The participants were randomly set aside to two unbiased groups of Ur

model and control. The groups received speaking instruction according to the Ur's 5-component model and standard tactics of speaking instruction. Statistical results of t-test manifested that Ur's model had an effective role in achieving both fluency and accuracy of EFL learners. The outcomes of the present study supported a model of empirical evidence that is found by Ur (2009). Ur's model directed attention to both mechanical and communicative practices to guide learners from accuracy to fluency.

Wang (2014) investigates that Chinese EFL learners who may have some problems in speaking English fluently and accurately, because their speaking competence maybe affected by cognitive, linguistic and emotional factors. With respect to this, the research was conducted by Development of Education of Sichuan province. The purpose of the research was to achieve learners' oral proficiency first through evaluating three vital models of teaching English speaking, and then suggesting a four-step educational method through four stages: pre-speaking, while-speaking, post-speaking and extension activity. Before speaking, students need to be empowered enough in knowledge, vocabulary and strategies to decrease their fear and stress. While speaking, learners should have sufficient time and space to promote their fluency, with overall attention to delineate their meanings. After speaking, learners need to be given opportunities to figure out the appropriate use of language to develop their speaking accuracy. Finally, extension practice is eloquent to boost learners' language use because task repetition assists learners to improve fluent and accurate spoken English.

Khosravani & Khosravani (2014) demonstrate that improving speaking ability has been one of the major interesting research subjects due to the effect of reading short stories on EFL learners speaking skill. Therefore, the researchers conducted the study on 172 teachers. In these classes,

learners read the stories, summarized them and then they answered the classmates' questions for the next session. The result revealed that it can help learners to boost their independent English learning and improve their speaking skill by short stories. This study will be valuable for teachers who are looking for ways of developing speaking and listening of their learners.

Accordingly, Mohammadi, Gorjian, and Pzhakh (2014) propose that the possible impact of classroom structure on the speaking skills of Iranian EFL learners. They studied learners' performance in aggressive, cooperative or individualistic environment. For this purpose, they selected 160 male pre-university students in Mathematics. They selected 120 participants randomly, who were divided into four groups. All experimental groups were taught English in General Purpose (EGP), but control group practiced in the classroom environment. The findings provided evidence that experimental groups were better than the control group; it means classroom structure has special impact on speaking skill. The result showed that there was not any special contrast between aggressive, cooperative or individualistic.

Azadi and Aliakbariand (2015) indicate that one of the most significant discussions on speaking is to transport the messages to the others, and it is necessary to have the ability to communicate adequately. Classroom interaction has a vital role in improving speaking ability. For this purpose, they considered the effect of teaching speaking strategies and learners' gender on developing speaking skill. They studied 30 intermediate language learners and used posttest and pretest design to analyze the research questions. The results showed that the classroom interaction is the way of improving the learners' speaking skill and gender has no effect on their speaking performance. Organizing the classroom so that it dedicates most of the class time to students

interaction and promoting conversation between them can be a good way of encouraging classroom interaction.

2.20 Summary

This chapter has been concerned with the presentation of theoretical framework of the study, reporting the relevant literature review on exploring speaking difficulties faced by undergraduate students in developing linguistic performance. It has focused on the definitions of speaking, psychological factors that hinder students from speaking, characteristics of successful speaking activity and solutions for the problems of speaking activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter has discussed the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study has adopted the descriptive analytical method. Two instruments were used as primary tools for data collecting methods in this study (questionnaire for teachers, oral diagnostic test for students).

3.1 Tools of the Study

The researcher has adopted two tools to collect the information of this study. The first tool includes the questionnaire which was given to 70 teachers of English language at some Sudanese Universities whom were selected randomly. The second tool was oral diagnostic test which was given to second year students of English at University of Al Gadarif-College of Education.

3.1.1 The First Tool (Questionnaire)

The first tool is a questionnaire which was distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of research identifies the researcher. It uses likert 5-point scale (strongly agree, agree, uncertain, disagree and strongly disagree). A questionnaire was designed based on the questions of the study. The questions of the study were turned to statements that provide suggested answers from the teachers at university level were supposed to select the option which correspond to their responses.

3.1.2 The Second Tool (Oral Diagnostic Test)

The second tool was an oral diagnostic test which contained four questions. The questions correspond directly to the questions of the study. The diagnostic test was distributed to second year students of English at Sudan University of Science and technology, College of Languages. The answers of the oral diagnostic test were treated statistically for the purpose of findings. The aim of oral diagnostic test is to diagnose the area of difficulties that encounter second year students in learning English speaking performance. The researcher himself and his colleagues conducted and collected the responses by using smart phone-recorder.

3.2. Subject of the First Tool (Questionnaire)

The populations for this study are university staff members at some Sudanese universities. The researcher used the simple random sampling to select the population of the study. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information and percentages.

3.3The Sample of the First Tool (Questionnaire)

The study sample respondents differ according to the following characteristics:

- ▪ The respondents according to their age:
  (Less than 25 - {26 – 35} – {36- 45} – {46- 60} above 60)
- ▪ The respondents according to gender:
  (Male, Female).
- ▪ The respondents according to Academic qualifications:
  (PhD, M.A, B.A, Dip)
- ▪ The respondents according to their experience years:

({1-5 years} -   {6-10 years}   {11-15 years} - {above 15 years}).

3.4 Population of Second Tool (Oral Diagnostic Test)

The subject for this study is second year students at University of Gadarif- College of Education, the researcher used the simple random sampling to the select the population of the study, whom were sixty (50) students.

3.5 The Sample of the Second Tool (Oral Diagnostic Test)

The sample of the second instruments were (50) students of English at University of Gadarif- College of Education. Who are exposed to the discussion of topic, they were only four discussing points which it measures three determiners: fluency, accuracy and pronunciation.

3.6 Pilot Study

Introduction

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that, "all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instructions are clear and enable you remove any items which do not yield usable data".

A pilot study for the test was conducted before collecting the results of the sample. It provides a trail run for the test, which involves testing the wordings of question, identifying ambiguous question, testing the techniques used to collect data, and measuring the effectiveness of standard investigation to respondents. In order to achieve these purposes, two different instruments used: oral diagnostic test and questionnaire. To ensure these tools validity and reliability, the reseacher has conducted

deliberately chosen sample for oral diagnostic test which is consists of (10) subject. For questionnaire, the reseacher randomly shosen sample which is cosists of (15) subject.

3.7 Validity and reliability of the research Tools

3 .7.1 Validity of the Questionnaire

By examining the validity for the study questionnaire and validation of its statements according to the layout and illustrations, the questionnaire was judged by four Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire was reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on his questionnaire have been corrected.

3.7.2 Statistical Reliability and Validity of questionnaire

 Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cranach coefficient.

 On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value

of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (15) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
.91	15

3.7.3 Validity of Oral Diagnostic Test

In order to check the apparent validity for the study test and validation of its statements according to the formulation and explanation, the questionnaire was checked by four Ph.D. holding referees who were specialists in the study field. Some of the referees made some suggestions, and others still confirmed that the test was suitable. In any way, the researcher studied all suggestions, and some corrections on his test have been made.

3.7.4 Reliability of Oral Diagnostic Test

The test is reliable when it gives consistent result if it is reapplied in the same conditions Brown and Rogers (2002: 241). The researcher piloted the tools to calculate the reliability of the oral diagnostic test.

Statistical Reliability of the Test

Cronbach's Alpha	N of Items
.89	10

The above table shows the reliability of the test which was 0.89 .That means if we redistribute the test gain the percentage of the same results

3.8 Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tools, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 70 respondents who represent the teacher's community in some Sudanese universities and oral diagnostic test which was given to 50 respondents.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 70 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (70), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, uncertain, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis (1): Undergraduate students can significantly encounter problems in speaking performance.

Statement (1): My students are unable to express themselves easily in English

Table No (4.1) The Frequency Distribution for the Respondent's Answers of item (1)

Valid	Frequency	Percentage
Strongly agree	21	30.0
Agree	39	55.7
Uncertain	4	5.7
Disagree	2	2.9
Strongly disagree	4	5.7
Total	70	100

fig (4.1)
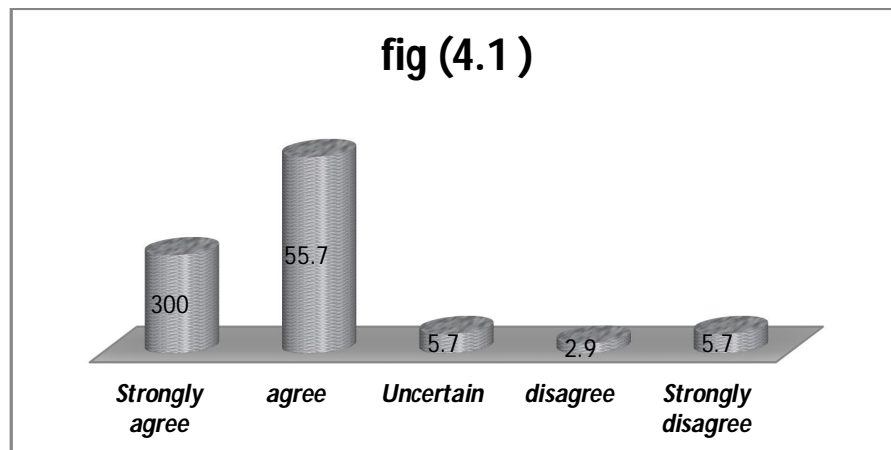
It is clear from the above table and figure show that there are (20) participants in the study sample with percentage (30.0%) strongly agreed with "My students are able to express themselves easily in English". There are (40) participants with percentage (55.7%) agreed with that, and (4) participants with percentage (5.7%) were uncertain, and (2) participants with percentage (2.9%) disagreed. While (7) participants with (5.7%) are strongly disagreed. This demonstrates that students should be developed and trained in speaking skills.

Statement (2): My student complain about the inability to speak properly
**Table No (4.2) The Frequency Distribution for the Respondent's
Answers of Question item (2)**

Valid	Frequency	Percentage
Strongly agree	35	50.0
agree	20	28.6
Uncertain	5	7.1
disagree	7	10
Strongly disagree	3	4.3
Total	70	100

fig (4.2)
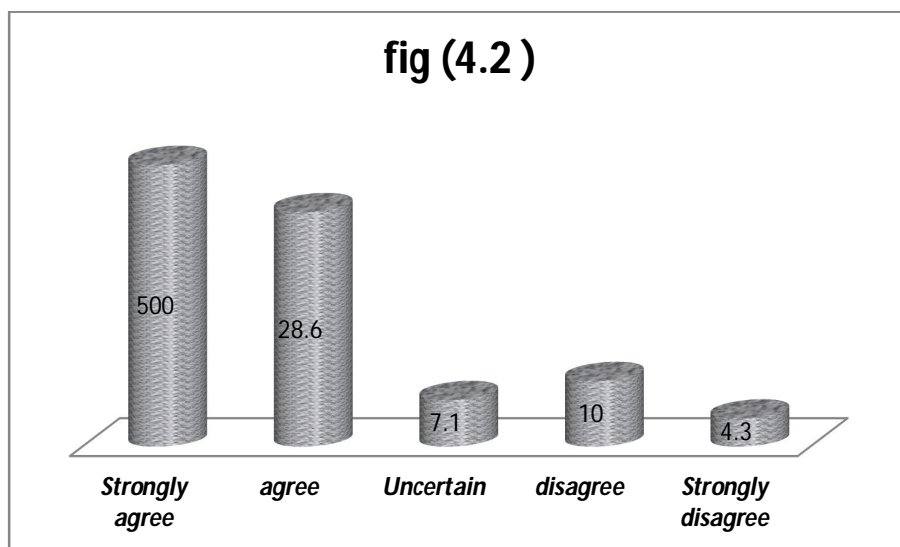
It is noticed from the above table and figure display that there are (35) participants in the study sample with percentage (50.0%) strongly agreed with "My students complain about the inability to speak properly ". There are (20) participants with percentage (28.6%) agreed with that and (5) participants with percentage (7.1%) were uncertain, and (7) participants with percentage (10.0%) disagreed. While (3) participants with (3.4%) are strongly disagreed. This justifies that students should be well-trained so as to develop speaking performance.

Statement (3): Students are unwilling to participate in speaking activity
Table No (4.3) The Frequency Distribution for the Respondent's Answers of Question item (3)

Valid	Frequency	Percentage
Strongly agree	32	45.7
agree	27	38.6
Uncertain	7	10
disagree	3	4.3
Strongly disagree	1	1.4
Total	**70**	**100**

fig (4.3)
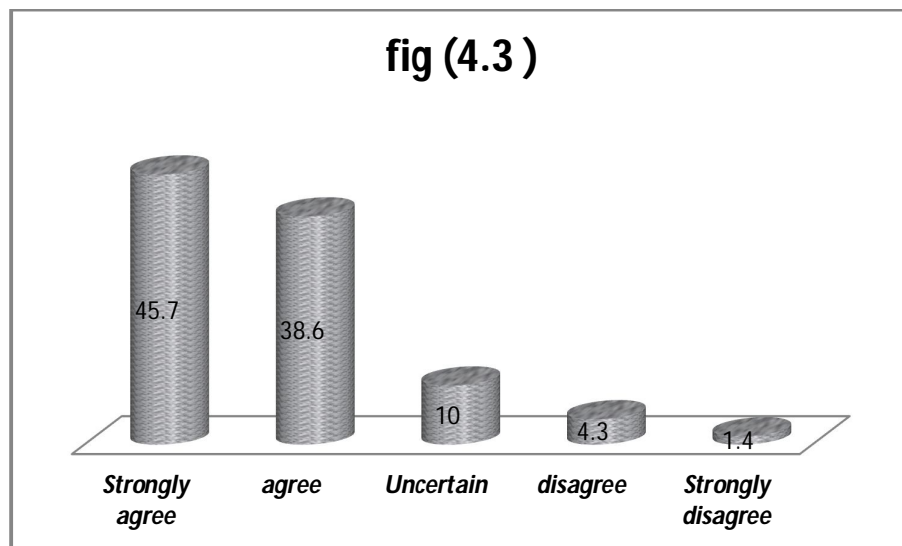
It is obvious from the above table and figure show that there are (32) participants in the study sample with percentage (45.7%) strongly agreed with "students are willing to participate in speaking activity ". There are (27) participants with percentage (38.6%) agreed with that, and (7) participants with percentage (10.0%) were uncertain, and (3) participants with percentage (3.4%) disagreed. While (1) participants with (1.4%) are strongly disagreed. This indicates that students should be strived to overcome speaking difficulties.

Statement (4): The students lack motivation to speak in English

Table No (4.4) The Frequency Distribution for the Respondent's Answers of Question item (4)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	70	100
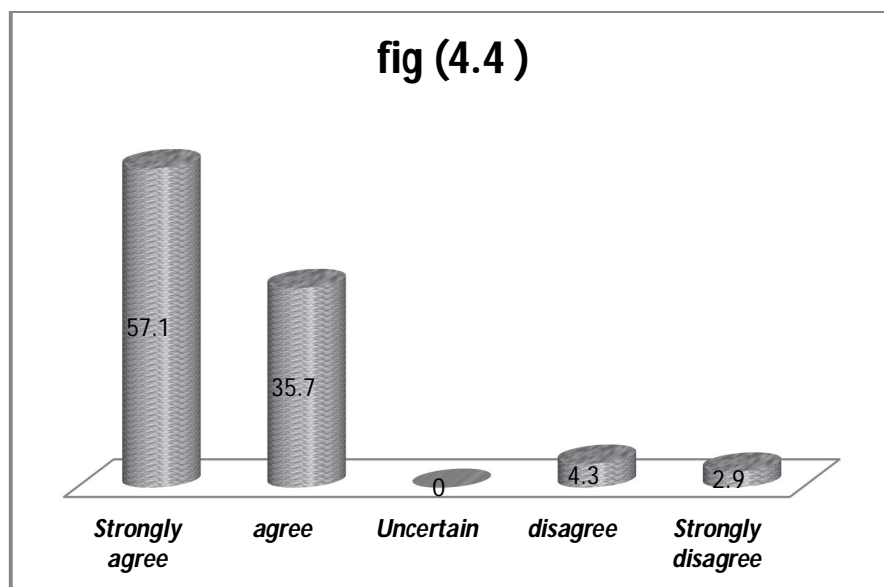
fig (4.4)

It is clear from the above table and figure display that there are (40) participants in the study sample with percentage (57.1%) strongly agreed with "The students lack motivation to speak in English ". There are (25) participants with percentage (35.7%) agreed with that, and (3) participants with percentage (3.4%) disagreed. While (2) participants with (2.9%) are strongly disagreed. This demonstrates that

Students should be motivated so as to learn English effectively.

Statement (5): My students have difficulty to communicate in English with each other.

Table No (4.5) The Frequency Distribution for the Respondent's Answers of Question item (5)

| Valid	Frequency	Percentage
Strongly agree	35	50
agree	30	42.9
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.2
Total	70	100

fig (4.5)
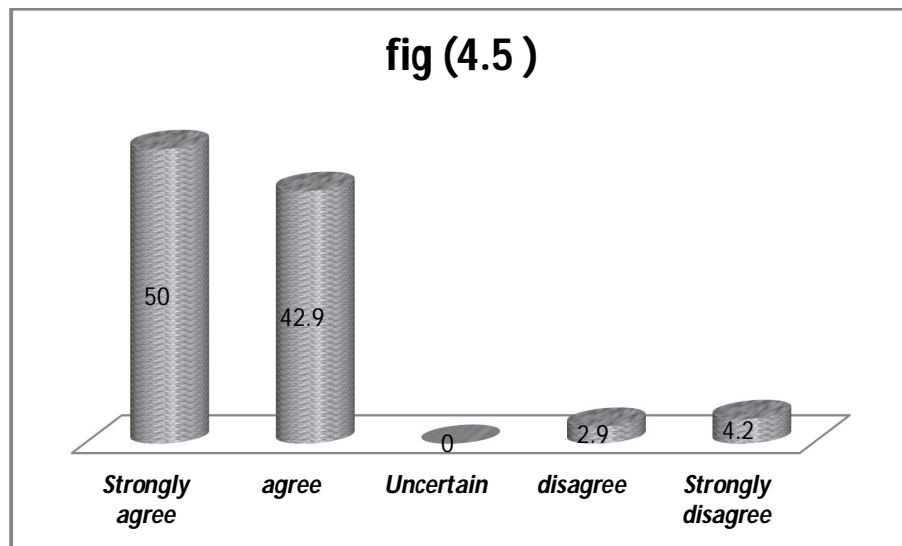
It is noticed from the above table and figure show that there are (35) participants in the study sample with percentage (50.0%) strongly agreed with "My students have difficulty to communicate in English with each other ". There are (30) participants with percentage (42.9%) agreed with that and (2) participants with percentage (2.9%) disagreed. While (3) participants with (4.2%) are strongly disagreed. This demonstrates that students should be well-trained in speaking.

Hypothesis (6)*: Classroom techniques can positively affect students' abilities in speaking.

 Statement (6): The methods used by teachers are not suitable for speaking lesson

Table No (4.6) The Frequency Distribution for the Respondent's Answers of Question item (6)

| Valid	Frequency	Percentage
Strongly agree	28	40
agree	27	38.6
Uncertain	5	7.1
disagree	3	2.3
Strongly disagree	7	10
Total	70	100

fig (4.6)
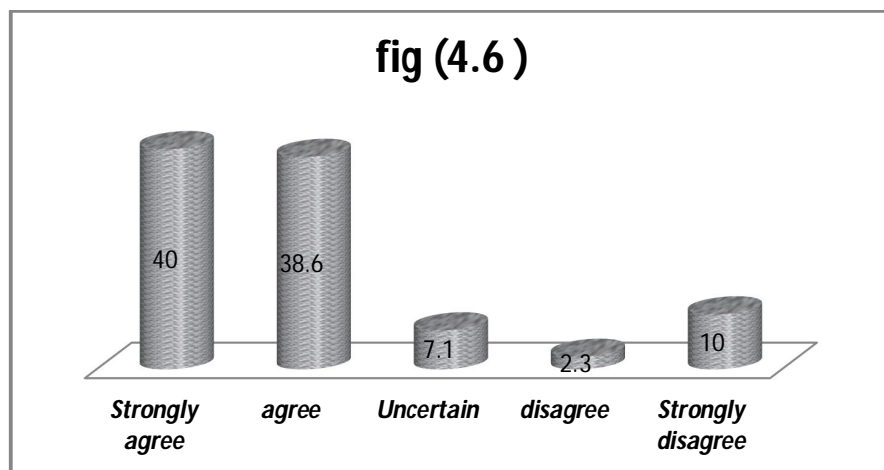
It is obvious from the above table and figure display that there are (28) participants in the study sample with percentage (40.0%) strongly agreed with "the methods used by teachers are not suitable for speaking lesson ". There are (27) participants with percentage (38.6%) agreed with that, and (5) participants with percentage (7.2%) were uncertain, and (3) participants with percentage (2.3%) disagreed. while (7) participants with 10.0% are strongly disagreed. This proves that teachers should adopt suitable method for teaching speaking.

Statement (7): Syllabus which contains enough speaking practice develops students speaking performance.

Table No (4.7) The Frequency Distribution for the Respondent's Answers of Question item (7)

| Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.3
Total	70	100

fig (4.7)
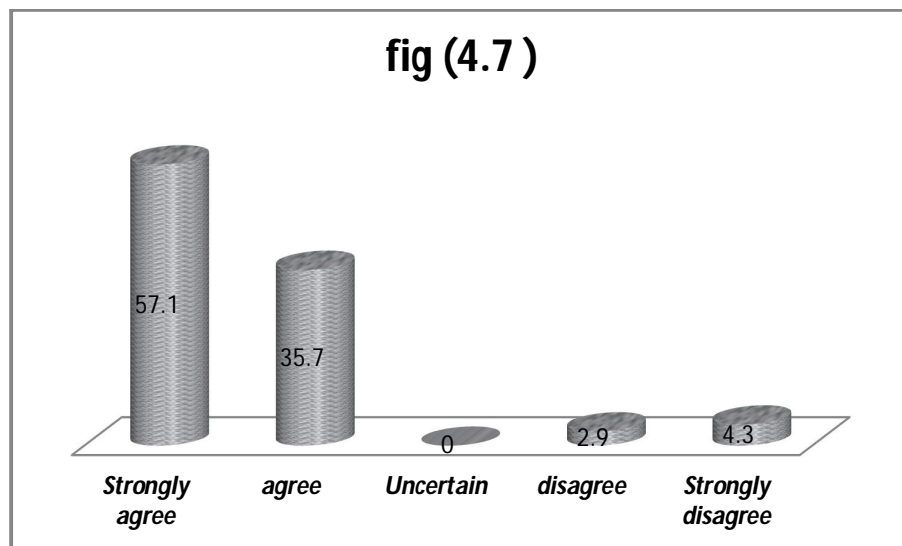
It is noticed from the above table and figure show that there are (40) participants in the study's sample with percentage (57.1%) strongly agreed with "Syllabus which contains enough speaking practice develops students speaking performance". There are (25) participants with percentage (35.7%) agreed with that, and (2) participants with percentage (2.9%) disagreed. While (3) participants with (3.4%) are strongly disagreed. This demonstrates that syllabuses should include practice of speaking.

Statement (8): Teachers do not give enough chances to students to participate in speaking lesson.

Table No (4.8) The Frequency Distribution for the Respondent's Answers of Question item (8)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.2
Uncertain	0	0
disagree	5	7.1
Strongly disagree	5	7.1
Total	70	100

fig (4.8)
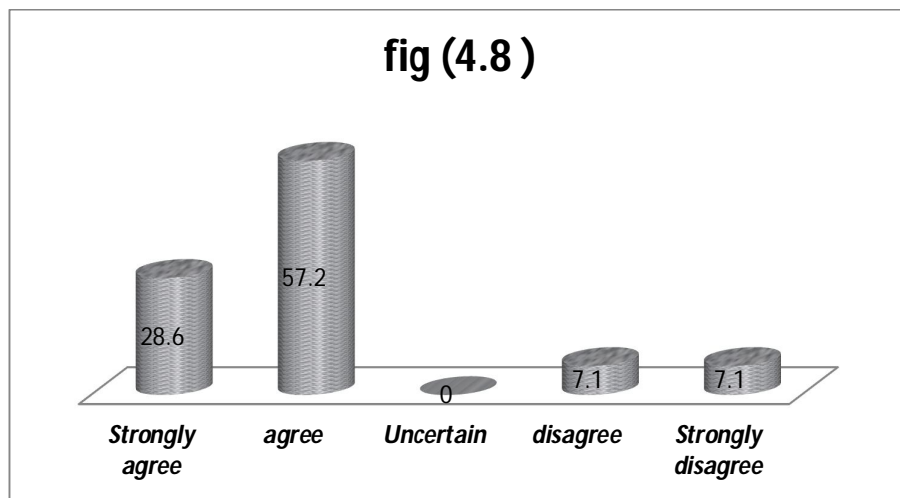
It is clear from the above table and figure display that there are (20) Preparing a good classroom environment develops students speaking performance in the study sample with percentage (28.6%) strongly agreed with "Teachers do not give enough chances to students to participate in speaking lesson ". There are (40) participants with percentage (57.2%) agreed with that and (5) participants with percentage (7.1%) disagreed. While (5) participants with (7.1%) are strongly disagreed. This justifies that teachers should train students to participate in speaking activities.

Statement (9): Preparing a good classroom environment develops students speaking performance.

Table NO (4.9) The Frequency Distribution for the Respondent's Answers of Question item (9)

| Valid	Frequency	Percentage
Strongly agree	18	25.7
agree	40	57.2
Uncertain	5	7.1
disagree	2	2.9
Strongly disagree	5	7.1
Total	70	100

fig (4.9)
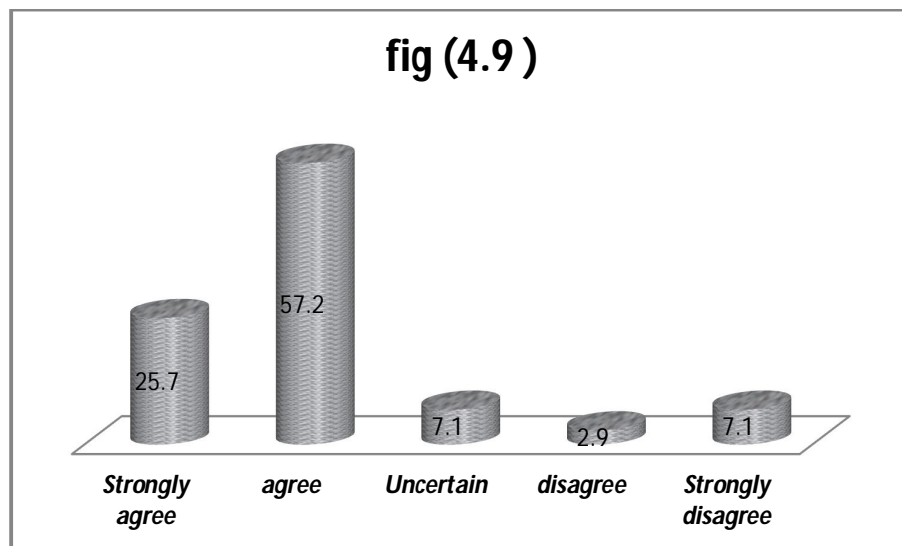
It is obvious from the above table and figure display that there are (18) participants in the study sample with percentage (25.7%) strongly agreed with "Preparing a good classroom environment develops students speaking performance. There are (40) participants with percentage (57.2%) agreed with that, and (5) participants with percentage (7.1%) were uncertain, and (2) participants with percentage (2.9%) disagreed. While (5) participants with (7.1%) are strongly disagreed. This justifies that classroom environment should be well-conducive for students.

Statement (10): Classroom environment does not help students to practice speaking skill activities.

Table No (4.10) The Frequency Distribution for the Respondent's Answers of Question item (4)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	70	100

fig (4.10)
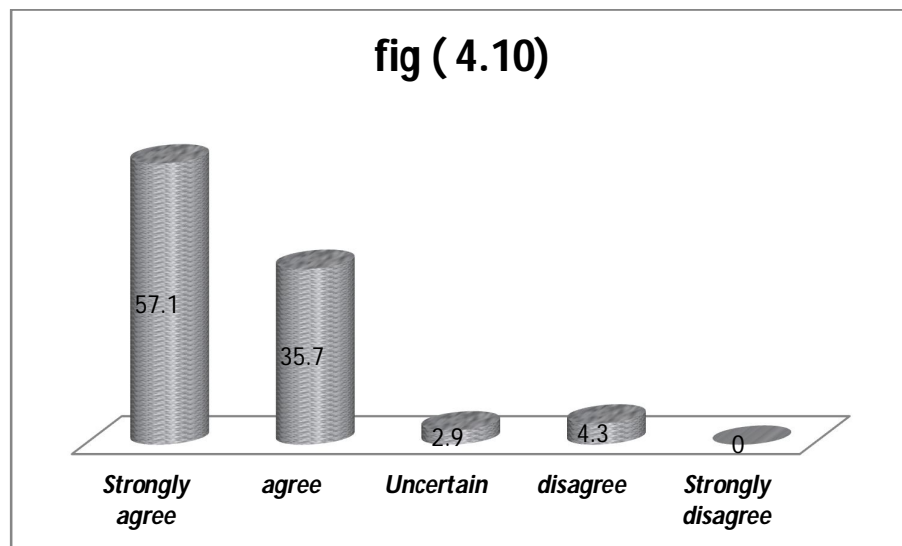
It is noticed from the above table and figure display that there are (40) participants in the study sample with percentage (57.1%) strongly agreed with "Classroom environment does not help students to practice speaking skill activities". There are (25) participants with percentage (35.7%) agreed with that and (2) participants with percentage (2.9%) were uncertain, while (3) participants with percentage speaking performance.

Hypothesis (3): Teachers do not give students enough opportunities to practice speaking performance.

Statement (11): I give students class work so as to practice speaking

Table No (4.11) The Frequency Distribution for the Respondent's Answers of Question item (11)

| Valid	Frequency	Percentage
Strongly agree	50	71.4
agree	15	21.5
Uncertain	1	1.4
disagree	4	5.7
Strongly disagree	0	0
Total	70	100

fig (4.11)
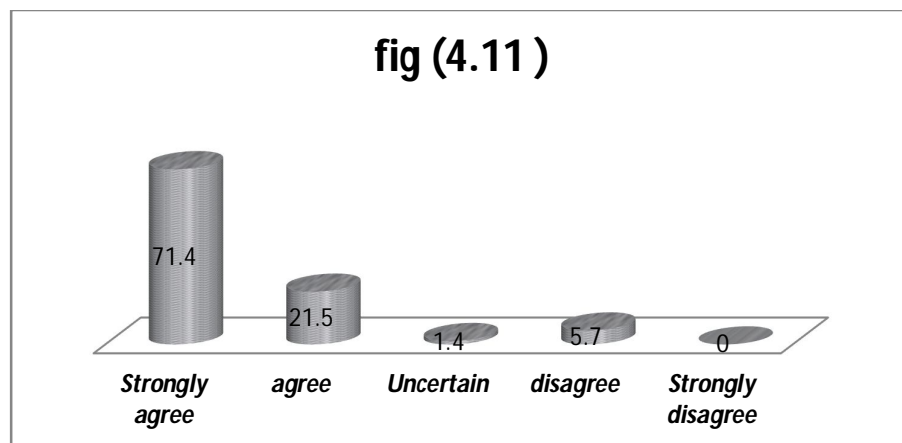
It is clear from the above table and figure show that there are (50) participants in the study sample with percentage (71.4%) strongly agreed with "I give students class work so as to practice speaking ". There are (15) participants with percentage (21.5%) agreed with that and (1) participants with percentage (1.4%) were uncertain, while (4) participants with percentage (5.7%) disagreed. This demonstrates that students should be given class work to perform speaking.

Statement (12): I encourage my students to practice speaking in group.
Table No (4.12) The Frequency Distribution for the Respondent's Answers of Question item (12)

| Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	29	41.4
Uncertain	3	4.3
disagree	4	5.7
Strongly disagree	4	5.7
Total	70	100

fig (4.12)
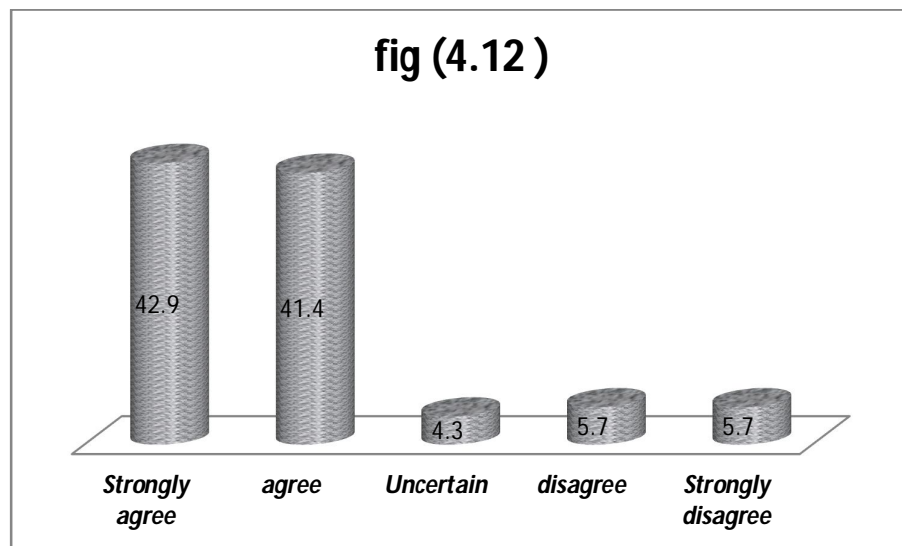
It is clear from the above table and figure display that there are (30) participants in the study sample with percentage (42.9%) strongly agreed with "I encourage my students to practice speaking in group ". There are (29) participants with percentage (41.4%) agreed with that, and (3) participants with percentage (4.5%) were uncertain, and (4) participants with percentage (5.7%) disagreed. While (4) participants with (5.7%) are strongly disagreed. This justifies that students should be developed and trained in speaking.

Statement (13): I direct my students to perform speaking activities in pair work.
Table No (4.13) The Frequency Distribution for the Respondent's Answers of Question item (13)

| Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	70	100

fig (4.13)
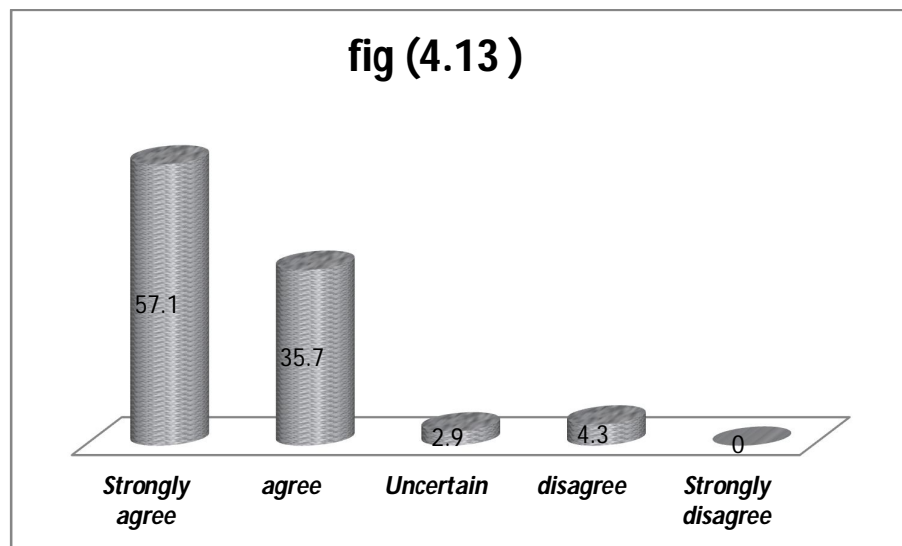
It is clear from the above table and figure display that there are (40) participants in the study sample with percentage (57.1%) strongly agreed with "I direct my students to perform speaking activities in pair work ". There are (25) participants with percentage (35.7%) agreed with that, and (2) participants with percentage (2.9%) were uncertain, while (3) participants with percentage (4.3%) disagreed. This demonstrates that teachers should direct students in performing speaking.

Statement (14): Closing interesting topics encourage students to speak
Table No (4.14) The Frequency Distribution for the Respondent's Answers of Question item (14)

| Valid	Frequency	Percentage
Strongly agree	21	40.0
agree	28	93.3
Uncertain	10	14.3
disagree	10	14.3
Strongly disagree	1	1.4
Total	70	100

fig (4.14)
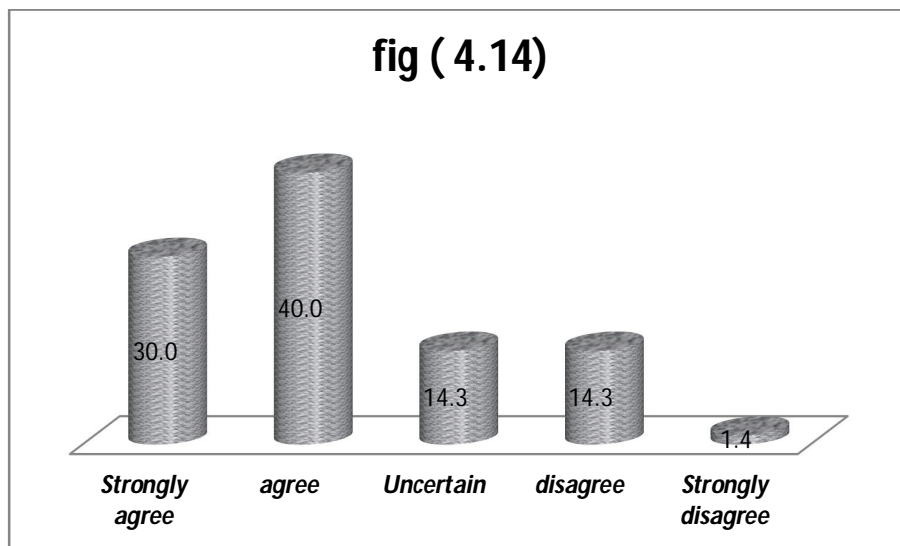
It is noticed from the above table and figure display that there are (21) participants in the study sample with percentage (30.0%) strongly agreed with Closing interesting topics encourage students to speak ". There are (28) participants with percentage (40.0%) agreed with that, and (10) participants with percentage (14.3%) were uncertain, and (10) participants with percentage (14.3%) disagreed. While (1) participants with (1.4%) are strongly disagreed. This justifies that should be given wonderful topics so as to motivate them to speak.

Statement (15): Trained teachers can help students to widen their knowledge of speaking performance.

Table No (4.15) The Frequency Distribution for the Respondent's Answers of Question item (15)

Valid	Frequency	Percentage
Strongly agree	41	58.6
agree	29	41.4
Uncertain	0	0
disagree	1	1.4
Strongly disagree	1	1.4
Total	70	100
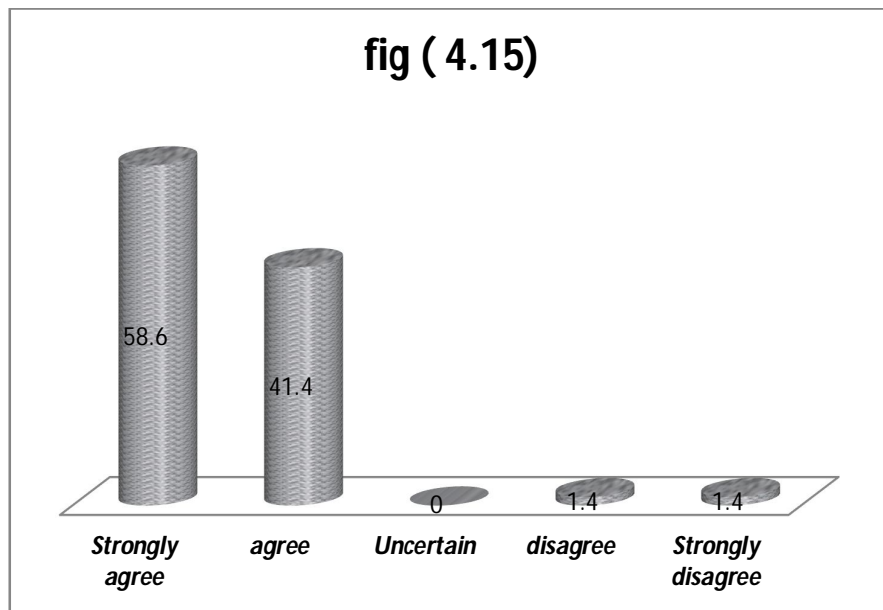
fig (4.15)

It is clear from the above table and figure display that there are (40) participants in the study sample with percentage (57.1%) strongly agreed with "Trained teachers can help students to widen their knowledge of speaking performance ". There are (28) participants with percentage (40.0%) agreed with that, and (1) participants with percentage (1.4%) disagreed. while (1) participants with (1.4%) are strongly disagreed. This indicates that should be well-trained in teaching speaking skills.

4.3 Test of the Study Hypotheses

To answer study questions and check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems "exploring the notion of students' attitudes in utilizing code-switching in bilingual classroom". To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer" uncertain", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about study hypotheses.

Results of the First Hypothesis:

The First Hypothesis in this study States the Following:

"Secondary school students can significantly encounter problems in speaking performance."

The objective of this hypothesis is an attempt to investigate secondary schools students whether encounter problems in speaking performance.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table (4.16) testing the first hypothesis of the study

No	Statement	mean	SD	Chi square	p-value
1	My students are able to express themselves easily in English.	2.8	0.8	27	0.000
2	My students complain about the inability to speak properly	2.9	0.5	25.7	0.000
3	Students are unwilling to participate in a speaking activity.	2.2	0.7	23	0.000
4	Students lack motivation to speak in English.	2.6	0.6	26	0.000
5	My students have differently to communicate in English with each other.	2.5	0.5	32	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "My student are able to express themselves easily in English

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "My student complain about the inability to speak properly.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "student are unwilling to participate in a speaking activity

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " students lack motivation to speak in English

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (My student have differently to communicate in English with each other.

Results of the Second Hypothesis:

The second hypothesis in this study States the following:

"Classroom techniques can positively affect students' abilities in speaking."

The objective of this hypothesis is an attempt to highlight classroom techniques affects students' abilities in speaking.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

This indicates that our first hypothesis is accepted.

Table (4.17) Testing the Second Hypothesis of the Study

No	Statement	mean	SD	Chi square	p-value
1	The methods used by teachers are not suitable for speaking lesson.	2.7	0.2	25	0.000
2	Syllabus which contains enough speaking practice develops students speaking performance.	2.5	0.6	28	0.00
3	Teachers do not give students enough chances to students to participate in a speaking lesson.	2.6	0.8	27.7	0.00
4	Preparing a good classroom environment develops students speaking performance.	2.4	0.9	25.7	0.001
5	Classroom environment does not help students to practice speaking skill activities.	2.6	0.5	35	0.008

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "the methods used by teachers are not suitable for speaking lesson.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "syllabus which contains enough speaking practice develops students speaking performance.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers do not give students enough chances to students to participate in a speaking lesson

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement the "preparing a good classroom environment develops students speaking performance."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Classroom environment does not help students to practice speaking skill activities.

Results of the Third Hypothesis:

The third hypothesis in this study States the following:

"Teachers do not give students enough opportunities to practice speaking performance."

The objective of this hypothesis is to highlight the causes of students' attitudes in utilizing code-switching in the classroom.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

This indicates that our third hypothesis is accepted.

Table (4.18) Testing the Third Hypothesis of the Study

No	Statement	mean	SD	Chi square	p-value
1	I give students class work so as to practice speaking.	2.6	0.8	33	0.00
2	I encourage my students to practice speaking in group.	2.3	0.8	27.7	0.00
3	I direct my students to perform speaking activities in pair work.	2.5	0.6	28	0.00
4	Closing interesting topics encourage students to speak	2.6	0.8	27.7	0.00
5	Trained teachers can help students to widen their knowledge of speaking	2.4	0.9	25.7	0.001

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I give students class work so as to practice speaking.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement" I encourage my students to practice speaking in group."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (13) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I direct my students to perform speaking activities in pair work.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (14) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Closing interesting topics encourage students to speak.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "trained teachers can help students to widen their knowledge of speaking performance."

4.4 The Responses to the Oral Diagnostic Test

The responses to the diagnostic test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion

Item One: Fluency

Table (4.19) shows the frequency and percentage for distribution of the answers according to the fluency

Valid	Frequency	Percentage
High	13	26%
Low	37	74%
Total	50	100

Figure (4.16)
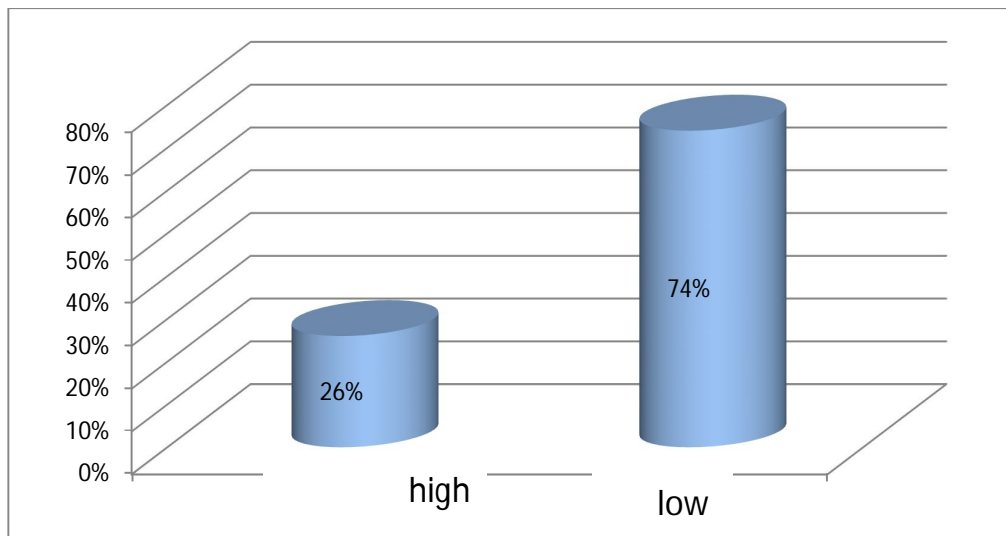
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the fluency and shows that most of the sample answers have low level of fluency which are represented by the percentage (74%). This justifies that students need to be given adequate   activities on fluency that focus heavily on speaking academic texts.

Item Two: Accuracy

Table (4.20) shows the frequency and percentage distribution of the answers according to the accuracy

Valid	Frequency	Percentage
Deep	11	22
Shelter	39	78
Total	50	100

Figure (4.17)

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the accuracy . This shows that most of the sample answers have shelter accuracy which is represented by the percentage (78%). This demonstrates that students should be developed and trained so as to cope with speaking performance.

Item Three: Pronunciation

Table (4.21) shows the frequency and percentage for distribution of the answers according to pronunciation

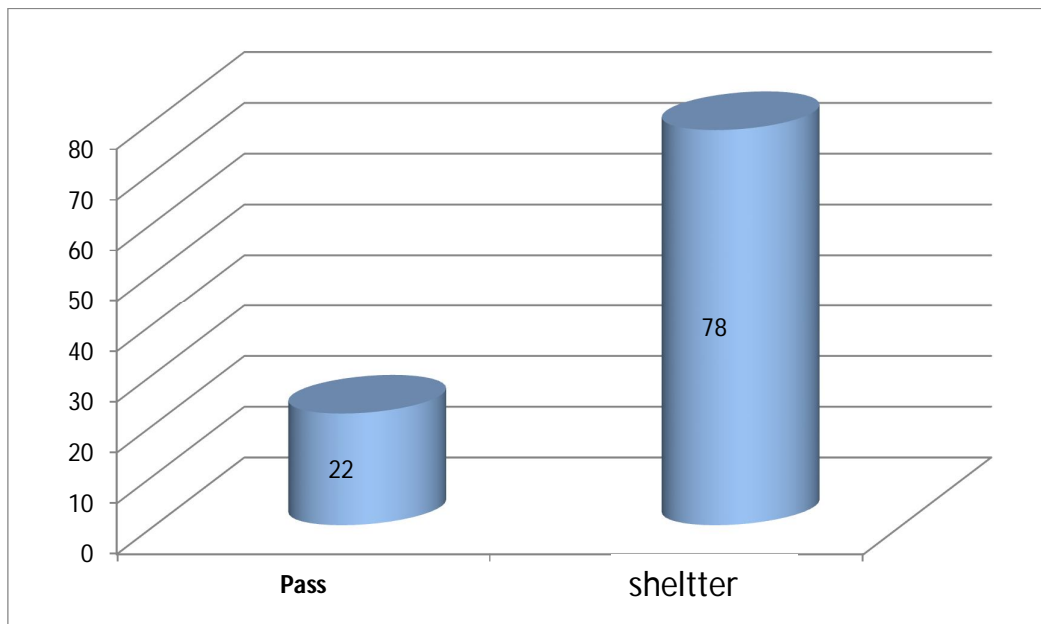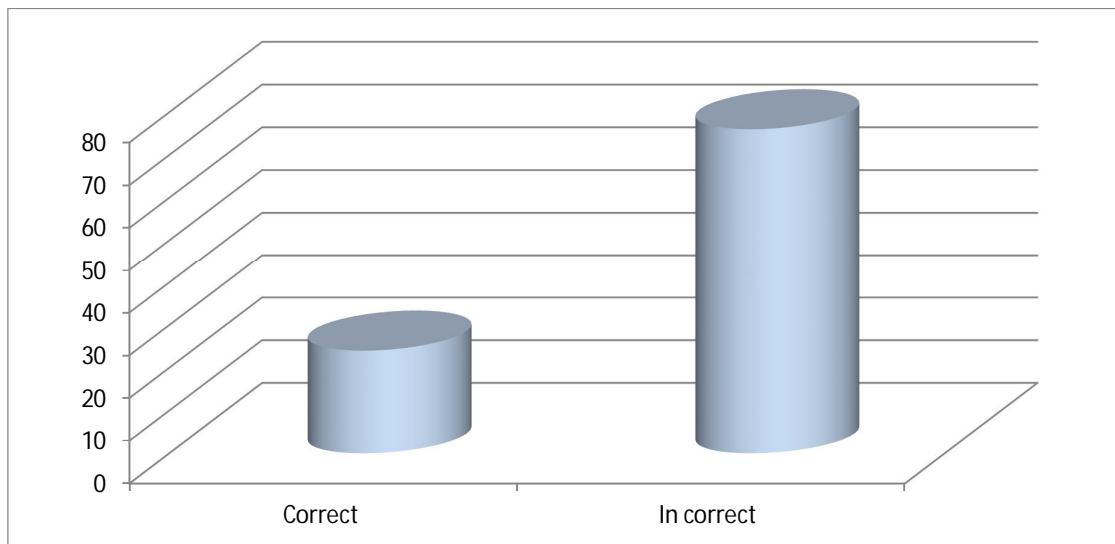| Valid	Frequency	Percentage
Correct	12	24
Incorrect	38	76
Total	50	100

Figure (4.18)

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the pronunciation. This shows that most of the sample answers have incorrect pronunciation which is represented by the percentage (76%). This justifies that students be well-trained in developing accuracy.

Table No (4.22) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Items	Pass		Failure		Decision
	freque ncy	*Perce ntage*	*freque ncy*	*Perce ntage*	
Fluency	13	26	37	74	Accept
Accuracy	11	22	39	78	Accept
pronunciation	12	24	36	76	Accept

The above table shows the summary of the results. For the **fluency,** it is clear that the number of students who failed in the item one is greater than the number of students who pass the question (74%) so the hypothesis of the study related to item one is accepted.

The above table displays the summary of the results. For the **accuracy,** it is clear that the number of students who failed in the item two is greater than the number of students who pass the question (78%) so the hypothesis of the study related to item two is accepted.

The above table displays the summary of the results. For the **pronunciation,** it is clear that the number of students who failed in the item two is greater than the number of students who pass the question (78%) so the hypothesis of the study related to item two is accepted.

Table (4.23) one sample T-TEST for the questions of the study

Items	N	SD	t-value	DF	p-value
1	50	7.2	18	49	0.00
2	50	9.81	17	49	0.00
3	50	8.44	24	49	0.00
For all	50	8.03	15	49	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (18) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (2) was (17) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our second hypothesis is accepted.

4.5 Report Discussion

After comparing the percentages above and calculating the total average of all percentages; the researcher has found that the first and second question percentages which equal average percentage (83.2%) which represents the failure respondents. Accordingly, this justifies that students need to be trained and developed in using stress in spoken form.

After comparing the percentages above and calculating the total average of all percentages; the researcher has found that the third and fourth question percentages which equal average percentage (64.7%) which represents the negative respondents. Accordingly, this justifies that students need to be trained and developed so as to avoid mother tongue interference.

4.6 Summary

This chapter has covered the data analysis of the study which is about exploring speaking difficulties encountered by undergraduate students in developing linguistic performance. This is done through a questionnaire to the teachers and oral diagnostic test to the second year students. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

Speaking has been described as the most difficult aspects of productive skills for EFL learners. This study sheds light on EFL speaking which is considered to be one of the crucial topics in the field of Linguistics. It is varies regarding to its kinds of speaking situation, interactive speaking, partially speaking and non-interactive speaking. Obviously, speaking is overlapped in general. The researcher attempted to outline a roadmap to explore speaking difficulties faced by undergraduate students in developing linguistic performance. To fulfill the purpose of the study, the researcher applied two tools, namely questionnaire and diagnostic test. When one diagnoses area of difficulties, it becomes easier to cure the remedy as soon as possible by using the best strategy and technique. This chapter includes the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1. Main Findings

The results of this study explore speaking difficulties faced by undergraduate students in developing linguistic performance. The results indicated that these difficulties vary regarding the speaking strategies. Researcher has summarized following findings:

1- Preparing a good classroom environment develops students in speaking performance.

2- Teachers can give students class work so as to practice speaking.
3- Teachers can direct their students to perform speaking activities in pair work.

4- Trained teachers can help students to widen their knowledge of speaking performance.

5- Teachers can encourage their students to practice speaking in group.

6- Syllabus which contains enough speaking practice develops students' oral performance.

7- Classroom environment does not help students to practice speaking skill activities.

5.4. Conclusion

The results of the study indicated that the students of English were suffering from many problems in possessing English Language speaking skill, definitely those relating to social, psychological, and the instructor domains, in addition to linguistic domain.

It also concluded that the student, teacher and instructor, parents, and community are responsible for the weakness of students in English speaking skill , and they have to work together in order to solve the problems that students encounter. However attention should be given for female students since they face many obstacles in possessing speaking skill by encouraging and motivating them to participate in learning English speaking.

5.2. Recommendations

This study has explored speaking difficulties faced by undergraduate students in developing linguistic performance.

In the light of the results of the present study, the following recommendations are presented. Those seem to be relevant to EFL students, English teachers and university stakeholders:

1. Instructors should not try to correct the local errors of students when they struggle to get their meanings across. They can also speak to the students privately to eliminate any embarrassment.

2. Students should create an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed.

3. Instructors should create a conducive environment by strengthening the confidence of English language learners.

4. Instructors should create a suitable and friendly environment while they are speaking.

5. Students should be encouraged by their instructors to speak with them in English.

5.3. Suggestions for Further Studies

The present study presents the following suggestions for further research:

1. Oral communication Difficulties Encountered by Young EFL Learners.

2. Developing EFL Learner's Speaking Ability, Accuracy and Fluency.

3. Model of Speaking Strategies for EFL Learners

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APPENDIX (A)

Teachers' Questionnaire

Dear/ Teacher

This questionnaire is part of a PhD study entitled "**Exploring Difficulties Faced by Undergraduate Students in Developing**".

I would be thankful for your assistance by applying your opinion about the questionnaire statements. For doing so, please **Put "√" in front of your choice**. Your assistance is highly appreciated.

Part One:

1- Age:
 (a) Less than 25 ☐   (b) 25-35 ☐   (c) 36-45 ☐
 (d) 46-60 ☐   (e) 60 above ☐

2- Gender:
(a) Male ☐   (b) Female ☐

3- Qualifications

        (a) Ph.D. ☐ (b) M.A ☐ (c) B.A ☐ (d) High Dip ☐

4- Years of experience as language teacher:

(a) 1-5 ☐   (b) 6-10 ☐   (c) 11-15 ☐   (d) 16 -above ☐

Part Two:

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	My students are able to express themselves easily in English.					
2	My students complain about the inability to speak properly.					
3	Students are unwilling to participate in a speaking activity.					
4	Students lack motivation to speak in English.					

5	My students have differently to communicate in English with each other.					
6	The methods used by teachers are not suitable for speaking lesson.					
7	Syllabus which contains enough speaking practice develops students speaking performance.					
8	Teachers do not give students enough chances to students to participate in a speaking lesson.					
9	Preparing a good classroom environment develops students speaking performance.					
10	Classroom environment does not help students to practice speaking skill activities.					
11	I give students class work so as to practice speaking.					
12	I encourage my students to practice speaking in group.					
13	I direct my students to perform speaking activities in pair work.					
14	Closing interesting topics encourage students to speak.					
15	Trained teachers can help students to widen their knowledge of speaking performance.					