



Investigating University Students' Problems in Oral Communication

Abbas Muhktar Mohamed Badawi; Muneer Mahdi Mohammed Mahdi and Sawasn Alfadul Alabass

English Department, College of Languages, Sudan University of Science and Technology
Corresponding author: abbasbadawi@gmail.com

ABSTRACT

This study aimed at investigating the problems of oral communication that encounter university students at Sudan University. The researchers used the descriptive analytic method. A questionnaire was distributed to fifty teachers of English language and oral test for 20 students. Having collected the data and analyzed it statistically using SPSS package, the research comes up to the following findings: University teachers use mother tongue more than the foreign language, students do not participate in oral communication due to psychological problems such as shyness and lack of self- confidence also teaching methodology not appropriate enough to encourage students. The researchers recommend that teachers should be familiar with so many activities and techniques to help learners to get rid of negative psychological factors by motivating and encouraging them to speak English language. Also they shouldn't have to use mother tongue inside the classroom.

Keywords: Oral Expression Self-confidence Speaking

المستخلص:

هدفت هذا الورقة الى دراسة مشاكل التواصل الشفهي التي يواجهها الطلاب في جامعة السودان للعلوم والتكنولوجيا. استخدم الباحثون المنهج الوصفي التحليلي. وُزع استبياناً على خمسين مدرساً للغة الإنجليزية وأجري اختباراً شفهيّاً لعدد 20 طالباً. بعد جمع البيانات وتحليلها إحصائياً من خلال حزمة SPSS ، توصل الباحثون إلى النتائج التالية: يستخدم معلمو الجامعة اللغة الأم أكثر من اللغة الأجنبية ، والطلاب لا يشاركون في الاتصال الشفوي بسبب مشاكل نفسية مثل الخجل وعدم الثقة بالنفس ، وكذلك منهجية التدريس غير كافية لتشجيع الطلاب. يوصي الباحثون بأهمية دراية المعلمين بالعديد من الأنشطة والتقنيات لمساعدة الطلاب على التخلص من العوامل النفسية السلبية عن طريق تحفيزهم وتشجيعهم على التحدث باللغة الإنجليزية. كما يُطلب من المعلمين عدم استخدام اللغة الأم في الفصل الدراسي.

1.0 Background

The main goal in language learning for English as Second Language (ESL hereafter) learners is to be able to communicate effectively in the target language.

In the global context, English has become widely accepted as the major language that is learned to meet the demands of current job markets in equipping graduates with content knowledge as well as communication skills and competencies. However, communicating in a language that is not ones' own mother tongue can be difficult, mastering a new language is not a work of several hours but it takes more than a decade for ESL learners to achieve an acceptable level of communicative competence.

In some instances, a message is not well communicated in the target language due to the lack of knowledge about lexical items and the purpose of listening to spoken language. Thus, learners communicate orally in different ways depending on the purpose, whether to get information, seek clarification or for enjoyment.

Some learners use body language or repeat familiar words and some switch back and forth between the first language and the target language. Such attempts and strategies used by learners in conveying messages are known as communication strategies, communication strategies “are the systematic attempts by learners of a second and foreign language to express or decode meaning in the target language Learners try to convey messages with the help of various means such as hand gestures, asking for clarification, code switching and message alteration.

Communication strategies are applied when learners lack the target language knowledge such as lexical items or grammatical structures. This lack of linguistic knowledge often leads to other difficulties such as the uncertainty of using suitable vocabulary according to context, time constraints in processing information that is going to be said for being unclear about the interlocutor’s speech production.

1.1 Statement of the Problem

Drawing on the experience of the researchers in the field of teaching linguistics, the researcher felt that university student have problems in oral communication, Many student do not participate in the oral expression, they do not contribute and do not show any sign of progress which indicate that there is something wrong somewhere with student.

The study sheds some lights on what hinder student from participating at the oral communication or oral class.

The focus will eventually be on linguistic and psychological factors.

1.2 Questions of the Study

- 1- What are the problems that prevent learners from speaking during oral communications?
- 2- What are the strategies that teacher should adopt within classroom to improve the student oral communication?
- 3- To what extent does the mother tongue affect oral communication?
- 4- To what extent do students face problems in oral communication?

1.3 Hypotheses of the Study

- 1- Negative psychological factors affect developing students speaking skills.
- 2- The teaching methodology is not appropriate enough for encouraging students to speak.
- 3- Mother tongue interference leads to speaking problems.
- 4- Students face problems in oral communication in (pronunciation, grammar, vocabulary and fluency).

1.4 Objectives of the Study

- To identify the difficulties that prevents EFL learners to participate during the oral communication.
- To suggest alternative techniques that may encourage those students to be active participants in oral classroom.
- To enhance the students’ oral communication through attracting the teachers’ attention to adopt variety of classroom speaking activities.

1•5 Significance of the Research

The main objective of this study is to shed some lights on the problems that EFL students encounter in oral communication. The research is conducted to pinpoint the constraints and determine the strategies that teachers should adopt to bridge the gap and treat these constraints at a base level. Although many studies have been carried out in the field of teaching oral communication, in my dissertation, the significance is paramount in the sense that it will put an end to such a phenomenon and open doors to oral teachers to ultimately treat these kinds of problems in their future oral teaching sessions.

1•6 Methodology

This study will investigate the problems that face university student in oral communication.

This study is descriptive and analytical in nature; it will focus on the oral communication problems in the question. The descriptive methods to determine the different obstacles that prevent the students' of oral communication and to present the effective techniques and activities that solve this problem and enhance their oral skills. Therefore, the Analytical Method is used to investigate the problem and to answer the questions above. So far, the researcher will administer questionnaires for teachers and oral test for students of oral communication of second year English students at Sudan University of science and technology.

1•7 Limits of the Study

This study is limited to Sudan University of Science and Technology, College of Languages, second year's student (2018-2019). Statistical program SPSS is utilized to analyze this data in order to find out the result.

2.0. Literature Review and Previous Studies

Oral expression course aims to provide suitable place for the students to practice their speaking skills. Speaking is the most favorable skill by students than any other language skill.

It is regarded as a major skill to be developed because it is necessary for displaying the language proficiency during the lesson; students participate in different tasks that teachers have to provide. Consequently, the objectives from these series of activities are providing learners with the confidence to participate and to engage them fully in classroom communication as well as to give them the opportunities to speak effectively. However, many EFL students confronted with many obstacles preventing them from practicing their speaking abilities.

This chapter deals with a general issues about speaking skill: definition of speaking, importance of speaking, and teaching speaking. Then, the light will shed on oral expression course participations difficulties. These problems and difficulties are due to linguistic problems, psychological barriers, and poor listening practice, bad attitude toward the subject and the non-motivating atmosphere and other obstacles.

2.1. Definition of Speaking

Mastering English language needs 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 an active or productive skill deserves more attention in both first and Foreign language because it reflects peoples' thought and personalities. In fact, we judge people according to their speaking skill. Hedge (2000) views that speaking is "Skill by which they are judged while first impressions are being formed"

(p. 261). In addition, speaking is skill whereby others are recognized from what they are saying and how they are thinking, so it demands special care like other language skills.

2.2. The Importance of Speaking

For many people, the ability to speak English is so 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 shows 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 demands to be skilled in the other language skills. Therefore, with speaking, students can improve their writing skill and develop their vocabulary and grammar.

In addition, good speaker needs good listener to improve his/her oral 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.

Previous Studies

There are some studies which have investigated speaking difficulties encountered by EFL learners. For example

1. Abumediien Bashir Mohammed (2016) MA Sudan university of science and technology under title((investigating English speaking problems encountered by Sudanese secondary school)) he says that the amount of vocabulary that student have strongly affect their speaking ability, also the lack of interaction between teachers and students is considered as one of the problem that prevent students of speaking , finally the syllabus also play important role in improving speaking skills
2. A study was prepared by Mona Ahmed (2007) from Alnelain University the title of the study is the problem of teaching English skills at secondary school. She says that speaking in Sudanese secondary schools were not taught effectively, she added that of the teachers did not seem to be well trained. Hesitate a lot when speaking. Moreover, some students said that they are not confident when they speak English language.
3. Another study conducted by Mohammed abdullelfaraj (2016) from Sudan university the title of the investigating the problems of oral communication among EFL learner. He says that lack of self confidence, shyness, hesitation and lack of knowledge of technical vocabulary has strongly contributed to poor oral communications.

There are similarities between this study and the previous studies mentioned above first, all the researchers from the same field deal with factors related to

learning English as foreign language. Some factors are common between most of the previous studies and current study such as the psychological factors. In addition, questionnaire is used as the tool in most previous studies and the current one.

Also there are differences between the previous studies and the current one, the previous studies focus on certain factor related to oral communication such as psychological factors such as self-confidence, anxiety and shyness. Whereas, the current study focused on both the psychological factors, teaching methodology and mother tongue interference.

3-0 Methodology

This part describes the methodology. It gives a full description of research tools, which were used to collect the data. Besides, the subject, and finally the procedures followed to collect the data.

3.1 Tools of the Study

The researcher constructed a close –ended questionnaire and oral test to gather data from Sudan University of science and technology teachers and student.

The questionnaires about investigating university students' in oral communication, the teacher questionnaire involve a number of statements amounting to fifteen statements, the students test involve four questions.

The test was divided into parts, it consisted of four items, and they were designed to see student awareness of pronunciation, grammar, vocabulary and fluency.

3.2. The Subject of the Study

The sample of this study is taken from Sudan University of Science and Technology, college of languages, English department, the second level .The number of population of this study is 50 teachers, and 20 students, in Sudan University of Science and Technology.

The goal behind choosing these levels is just, because they have finished the necessary courses that enable them to communicate orally.

4-0 Data Analysis and Discussion of the Results

The researchers distributed number of (50) copies of questionnaires sample selected randomly. This questionnaire related to two parts:

Part one: General information

Part two: Hypotheses of the study

4-1Statistical Methods

To achieve the objectives of the study, statistical methods were used as following: 1-graphic formats.

2- The frequency distribution of the answers.

3- The percentages.

4-2The Study Tool

The researchers depend on the questionnaires and oral test tool for gathering information from the study sample.

Part one: General information

Gender:

Table (1):

	Frequency	Percentage
Male	26	52%
Female	24	48%
Total	50	100%

The Experience:

Table (2):

	Frequency	Percentage
From 1-5	28	%56.0
From 6-10	16	%32.0
From 11-15	4	%8.0
From 16 and more	2	%4.0
Total	50	100%

Part two: Hypotheses of the study:

H1- Negative psychological factors affect developing students speaking skills.

Statement1-Shyness is the main cause of oral communication problems that prevent students of oral communication.

Table (3): Descriptive statistic

	Frequency	Percentage
Strongly agree	26	%52.0
Agree	22	%44.0
Natural	1	%2.0
Disagree	1	2%
Strongly disagree	0	0
Total	50	100%

According to the Table (3) 52% of the students strongly Agree, 44.0%, agree, 2.0% neutral and 0.0%strongly disagree and 2%.0 Disagree.

Statement 2-Students are afraid of mispronunciation and grammar mistake

Table (4):

	Frequency	Percentage
Strongly agree	13	26%
Agree	34	68%
Natural	3	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

A cording to the Table (4) 26% of the teachers strongly Agree, 68.0%, agree, 6.0% neutral and 0.0%strongly disagree and 0.0%. Disagree.

Statement3-Teachers comment negatively on the mistakes made during oral communication session.

Table (5)

	Frequency	Percentage
Strongly agree	5	10%

Agree	13	26%
Natural	18	36%
Disagree	13	26%
Strongly disagree	1	2%
Total	50	100%

According to the Table (5) 10% of the teachers strongly Agree, 26.0%, agree, 36.0% neutral and 2.0%strongly disagree and 26.0%. Agree.

Statement4-Students have social misconception about English that English is difficult or is hard to speak it.

Table (6):

	Frequency	Percentage
Strongly agree	24	48%
Agree	19	38%
Natural	5	10%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

According to the Table (6) 48% of the teachers strongly Agree, 38.0%, agree, 10.0% neutral and 2.0%strongly disagree and 2.0%. Agree.

Statement5-Students avoid speaking because they are unprepared and uninterested

Table (7):

	Frequency	Percentage
Strongly agree	12	24%
Agree	10	20%
Natural	16	32%
Disagree	11	22%
Strongly disagree	1	2%
Total	50	100%

According to the table (7) 24% of the teachers strongly Agree, 20.0%, agree, 32.0% neutral and 2.0%strongly disagree and 22.0%

H2- the teaching methodology is not appropriate enough for encouraging student to speak.

Statement6- some teachers give students unfamiliar topic to talk about

Table (8):

	Frequency	Percentage
Strongly agree	4	8%
Agree	22	44%
Natural	11	22%
Disagree	12	24%
Strongly disagree	1	2%
Total	50	100%

According to the Table (8) 8% of the teachers strongly Agree, 44.0%, agree, 22.0% neutral and 2.0%strongly disagree and 24.0%. Disagree.

Statement7-Teachers do not create interesting activities in classroom to motivate student to speak

Table (9):

	Frequency	Percentage
Strongly agree	12	24%
Agree	18	36%
Natural	11	22%
Disagree	9	18%
Strongly disagree	0	0%
Total	50	100%

According to the Table (9) 24% of the teachers strongly Agree, 36.0%, agree, 22.0% neutral and 0.0%strongly disagree and 18.0%. Disagree.

Statement 8- there are limited out of classes speaking activities

Table (10):

	Frequency	Percentage
Strongly agree	19	38%
Agree	22	44%
Natural	8	16%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

According to the table (10) 38% of the teachers strongly Agree, 44.0%, agree, 16.0% neutral and 0.0%strongly disagree and 1.0%. Disagree.

Statement9- teachers focus on teaching grammar and vocabulary more than speaking.

Table (11)

	Frequency	Percentage
Strongly agree	27	54%
Agree	20	40%
Natural	2	4%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

According to the Table (11) 54% of the teachers strongly Agree, 40.0%, agree, 4.0% neutral and 0.0%strongly disagree and 2.0%. Disagree.

Statement10-Some teachers do not give students interesting topic for discussions.

Table (12):

	Frequency	Percentage
Strongly agree	9	18%
Agree	16	32%
Natural	15	30%
Disagree	10	20%
Strongly disagree	0	0%
Total	50	100%

According to the Table (12) 18% of the teachers strongly Agree, 32.0%, agree, 30.0% neutral and 0.0%strongly disagree and 20.0%. Disagree.

H3- mother tongue interference leads to speaking problems.

Statement11- teachers use mother tongue (Arabic language) more than the foreign language.

Table (13)

	Frequency	Percentage
Strongly agree	31	62%
Agree	16	32%
Natural	1	2%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

According to the Table (13) 62% of the teachers strongly Agree, 32.0%, agree, 22.0% neutral and 2.0%strongly disagree and 2.0%. Disagree.

Statement12-Interference between L1 and EFL has influence on vocabulary choice

Table (14)

	Frequency	Percentage
Strongly agree	9	18%
Agree	25	50%
Natural	5	10%
Disagree	11	22%
Strongly disagree	0	0%
Total	50	100%

According to the Table (14) 18% of the teachers strongly Agree, 50.0%, agree, 10.0% neutral and 0.0%strongly disagree and 22.0%. Disagree.

Statement13-Lack of fluency in speaking can be related to L1 and EFL interference this often happens depending on the proficiency level of students.

Table (15)

	Frequency	Percentage
Strongly agree	8	16%
Agree	22	44%
Natural	12	24%
Disagree	8	16%
Strongly disagree	0	0%
Total	50	100%

According to the Table (15) and figure 16% of the teachers strongly Agree, 44.0%, agree, 24.0% neutral and 0.0%strongly disagree and 16.0%. Disagree.

Statement14-L1 interference impact their pronunciation of specific language features such as certain sound stress intonation and sentence formation.

Table (16)

	Frequency	Percentage
Strongly agree	12	%24.0
Agree	21	%42.0
Natural	9	%18.0
Disagree	7	%14.0
Strongly disagree	1	%2.0
Total	50	100%

According to the Table (16) 24% of the teachers strongly Agree, 42.0%, agree, 18.0% neutral and 2.0%strongly disagree and 14.0%. Disagree.

Statement15-The absence of 100% L2 environment leads to mother tongue interference and causes break in communication.

Table (17):

	Frequency	Percentage
Strongly agree	18	36%
Agree	20	40%
Natural	8	16%
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

According to the Table (17) 36% of the teachers strongly Agree, 40.0%, agree, 16.0% neutral and 2.0%strongly disagree and 6.0%.

4-4 Section Two:

In this section, the researcher will give the statistical analysis of the Speaking test, and then will discuss the findings. The sample of this test is 20 students from Sudan University of science and technology .College of languages, the second level. This section is dedicated to investigate the student's accuracy in Vocabulary, pronunciation and grammar. To investigate the student's Fluency in English language, and then to compare them to the teacher's Opinions.

Check list

1- Pronunciation

Table (18)

Degree	Frequency	Percentage
Very good	4	%20.0
Good	5	%25.0
Acceptable	8	%40.0
Un acceptable	3	%15.0
Total	20	%100.0

From Table (18) it is clear that (25%) of the students have a good pronunciation (40%) are acceptable, 20% are very good, while (15%) are unacceptable.

2- Grammar

Table (19)

Degree	Frequency	Percentage
Very good	6	%30.0
Good	7	%35.0
Acceptable	4	%20.0
Un acceptable	3	%15.0
Total	20	%100.0

From table (19) it is clear that (35%) of the students have a good grammar, (20%) are acceptable, 30% are very good, while (15%) are unacceptable.

Vocabulary

Table (20)

Degree	Frequency	Percentage
Very good	4	%20.0
Good	5	%25.0
Acceptable	8	%40.0
Un acceptable	3	%15.0
Total	20	%100.0

From Table (20) it is clear that (25%) of the students have a good vocabulary, (40%) are acceptable, 20% are very good, while (15%) are unacceptable.

Fluency
Table (21)

Degree	Frequency	Percentage
Very good	2	% 10.0
Good	6	% 30.0
Acceptable	5	% 25.0
Un acceptable	7	% 35.0
Total	20	% 100.0

From Table (21) it is clear that (30%) of the students have a good fluency,(25%) are acceptable, 10% are very good, while (35%) are unacceptable.

4-4 Conclusion

The researchers use both questionnaire and speaking test to make the obtained Information more reliable. The teachers were given questionnaire to know their Views about the problems faced by university student in oral Communication; also the students were tested orally for making sure that the Obtained information is true. This study consists of four questions. Each question has 5 statements in the Questionnaire and each one has its results and discussion. After the analysis of both questionnaire and the test; the researcher compared between the teachers' answers and the results of the speaking test coming up with the findings and the recommendations. After the analysis of the test the researcher found that the students have problems in pronunciation, grammar and they suffer shyness and noticed that mother tongue play major role in oral communication problems which used by teacher inside the classroom.

5.1 Conclusion, Recommendations and Suggestions for Further Studies

This part concludes the previous chapters. The researcher provides the conclusions of this study having in consideration the objectives of the study and findings.

5.2 Conclusions

The research is about the difficulties that encounter ESL in oral communication and those difficulties are many and complicated. The researcher conducted this study to find out what are the exact Problems? And how they can be solved? The researcher used questionnaire and speaking test as tools to collect data and they distribute as follow: questionnaire for the teachers and speaking test for the student.

5.3 Findings

The findings of this research are as follows:

- 1- Students really face many serious problems which impede them from speaking during oral communication. Likewise, all teachers confirm that linguistic and the psychological barriers hold back the students and reduce their communication. From what have been discussed, it can be found that all teachers emphasize on shyness as the main psychological problem
- 2- Most of students prefer the module of oral communication because they enjoy this Kind of course, and feel free since they are not obliged to follow any restricted instructions. So this emphasize that the second question about teaching methodology ,according to the analyses of the data teacher don't give student interesting topic for discussion and control the classroom so they feel uninterested.

- 3- The results also prove that linguistic barriers are not the only problem, but also the psychological problems can hinder their speaking skill. In addition, the teachers play a considerable role in enhancing their communication through the opportunities they give to them and through the type of atmosphere they create. Despite all of that, the reliance of students on using the mother tongue inside the classroom and by teachers can create for them hindrances in oral communication. Based on the theoretical and the hypotheses stated in the introduction plus the analyses of data.
- 4- The findings from the result of the questionnaire strengthen our hypotheses about the students' difficulties in oral communication. Most of the students who they are afraid or not from participation in the classroom face the same problems which are varied from the linguistic obstacles to psychological one. They see that the lack of fluency is most remarkable problems, and then come pronunciation mistakes, grammar mistakes, and lack of vocabulary.
- 5- Students are afraid of mispronunciation and grammar mistake.
- 6- Students have social misconception about English, that English is difficult or is hard to speak it.
- 7- And finally the absence of 100% **L2** environment leads to mother tongue interference and causes break in communication.

5.4 Recommendations

To close this study which highlights some factors that affects the students' Oral communication, we state some suggestions and recommendation that will be useful and helpful for the teachers of oral communication:-

- Teachers have to invite the students to participate in the classroom by encouraging and helping them.
- Teachers have to create a warm and protective classroom environment to make the students feel secure and to contribute in language learning success.
- Teachers must design a simple and fun activity to keep students motivated and interested.
- Teachers have to design pair and group work activities to increase their students' cooperative learning through exchanging and discussion of ideas, and help them feel less inhibited about speaking out.
- Teachers have to provide more opportunity for the students to participate through giving them the chance to choose the topic.
- Teachers shouldn't use the mother tongue during the oral communication lesson.

5.6 Suggestions for Further Studies

The researcher suggested carrying out more studies and researches about speaking difficulties encountered by English language students like

The Influence of Mother Tongue in Decreasing English as a Foreign Language

References

1. Anderson, B and Lynch, T. (1988).*Listening*. Oxford: Oxford University Press.
2. Baker, J and Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum International Publishing.
3. Bowen, Tim, (2005), Methodology: Shy Students; An Article Offering Suggestions AndAdviceOnTeachingShyStudents.[Online]Available:<http://www.onestopenglish.co>

- m/support/ask-the-experts/methodologyquestions/methodology-shy students/146385.article (March 15, 2011)
4. Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*, (3rd ed). USA: Heinle & Heinle.
 5. Davies, P and Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
 6. He, Summer X & Chen, Amanda J.Y, (2010), How to Improve Spoken English. [Online] Available: <http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English> (February 19, 2010)
 7. Hedge, T, (2000). *Teaching and learning in the language classroom*. Oxford University Press.
 8. Middleton, Frank, (2009), Overcome Your Fear Of Speaking Foreign Languages. [Online] Available: <http://www.eslteachersboard.com/cgi-bin/language/index.pl?page=2;read=1071> (March 17, 2010)
 9. Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd ed). London: Longman.
 10. Hie (2010) and zang (2006) <https://www.coursehero.com> > [Jinnah University for Women, Karachi](#) > [BBA](#) > [BBA 1011](#).
 11. Horwitz, Elaine. K., & Horwitz, Michael. B. (1986). Foreign Language Classroom Anxiety. Joann Cope Source: *The Modern Language Journal*, Vol. 70, No. 2 (Summer, 1986), pp. 125-130
 12. Juhana (2012) Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) The English Department, Indonesia Open University- *Journal of Education and Practice* www.iiste.org Vol 3, No 12, 2012
 13. Kellerman 1984, Kellerman and Sharwood Smith 1986, Ringbom 1987, Odlin 1989, Perdue 1993 Micael, R (2010). *Cultural studies: A practical introduction*. United kingdom: Wiley -blackwall.
 14. Kayi, H. (2006, November). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, XII (11). Retrieved 03/05/2012, from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.
 15. Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
 16. Nunan, D. (1991). *Language Teaching Methodology .A Textbook for Teachers* .New York, Pentice Hall Intermediate (UK) LTD.
 17. Ozkan, Y. Bada, E, and Genc. B. (2011). *Speak the Real: News Articles as Major Source for Oral Competence*. David, J.A. *English as a Second Language: Languages and Linguistics*. New York: Nova.
 18. Saurik. (2011). *Learning English The Easy way!*. [Online] Available: <http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/> (March 15, 2011)
 19. Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.
 20. UR, P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press..
 21. Virginia PR, Wrench JS, Gorham J. (2009). *A Communication, Affect, and Learning in the Classroom*. (3rd ed) .USA: Virginia Peck Richmond, Jason S. Wrench

-
29. http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf Sudan.
 30. http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf