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Investigating the Factors Affecting Students' Speaking Performance in Classroom Setting

(A Case study Second year students of English at Sudan University of Science and Technology- College of Education)

تقصى العوامل المؤثرة على اداء الطلاب فى التخاطب داخل قاعة الدراسة

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

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Dedication

I dedicate this work to my parents, my husband, to the rest of my family members and colleagues as well.

Acknowledgements

Abstract

This study, aimed at investigating the factors affecting students' speaking performance in classroom setting. The researcher has adopted the descriptive analytical method. Two instruments have been used as primary tools for collecting data relevant to the study, a questionnaire to teachers of English at some Sudanese Universities and observation checklist to first year students of English at SUST-College of Education. The study samples of study comprises (104) teachers for questionnaire and (24) for observation checklist.

The researcher applies SPSS program to analyze and verify the hypotheses. The results have shown EFL teachers do not encourage their students to perform speaking activities in pair work. Moreover, EFL teachers do not give students class work to practice speaking performance. Students lack self-confidence to speak in English.

The study has recommended that Classroom environment should be conducive to develop students speaking performance. On the other hand, teachers should give students ample time to perform a speaking task. Some suggestions are also proposed for further studies.

ABSTRACT

(Arabic Version)

هدفت هذه الدراسة إلى تقصي العوامل المؤثرة على اداء الطلاب في التخاطب داخل قاعة الدراسة. واتبع الباحث المنهج الوصفي التحليلي، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة، المتمثلة في استبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية وقائمة ملاحظة لطلاب المستوى الثاني لغة انجليزية بكلية التربية –جامعة السودان للعلوم والتكنولوجيا.

قد تم اختيار عينه بحجم (104) بالنسبة للاستبيان و(24) لقائمة الملاحظة. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية(SPSS) لتحليل واختبار الفرضيات. واتضح جليا من خلال النتائج ان اساتذة اللغة الانجليزية لا يشجعون طلابهم لتادية انشطة التحدث في عمل زوجي. بالإضافة الي انهم لا يعطون طلابهم الواجب داخل الفصل ليتدربوا على اداء الكلام. كما ان الطلاب ليس لديهم الثقة ليتحدثوا باللغة الإنجليزية.

وخلصت الدراسة لعدد من التوصيات اهمها: يجب ان تكون بيئة الفصل مواتية لتطوير الطلاب في اداء الكلام. من ناحية اخرى يجب على الاساتذة اعطاء طلابهم زمن كافي لتادية مهام التحدث. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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INTRODUCTION

1.0 Background of the Study

The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected in our class rooms. Students do not get any chance either in the class room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge (Davies & Pearse, 1998).

The ability to function in another language is generally characterized in terms of being able to speak that language. In recent years, much of the discussion relating to proficiency-oriented instruction and testing has focused on the development of oral skills. Many language students

consider speaking ability as one of their primary goals of study, either because they would derive some personal satisfaction from being able to speak a second language or because they feel it would be useful in pursuing other interests or career goals. Therefore, language teachers should identify some effective strategies for teaching speaking skill in the classroom. According to Chastain (1988), speaking is an important element in developing each language skill and conveying culture knowledge. Students view speaking as an essential skill for functioning in another country and enroll in language classes with speaking as one of their principal goals.

According to Allen, el.al (2008) stated that graduate students almost find it difficult doing a job talk, a class presentation, or delivering a lecture. The students usually find it to be a frightening or challenging task. Public speaking is one of the world's most common frightening tasks, fearsome to people more than any other source of anxiety such as heights, spiders, the dark or even death.

 Noon-ura (2008) asserts that in public speaking, the speaker faces horrifying stress and feels nervous with his cheeks blushed. One reason may be the lack of confidence due to fear and anxiety. Despite its importance and frequent use, speaking has remained the least studied and the least accessible skill for students to learn, and for teachers to teach, and has raised many questions for researchers to answer.

Traditionally, teachers pick a topic, ask students to discuss it in the class and finally evaluate students' performances in terms of accuracy and fluency. In this way, teachers seem to test rather than to teach speaking, since students are rarely instructed on using the strategies before the speaking task starts. In fact, teachers do not overtly teach or train students how to speak effectively, which strategies to use, and what information to convey. Due to the shift from teacher to student-centered learning

environments, students need to be helped in becoming strategic language learners in the long run (Nyikos & Oxford, 1993).

According to Harden and Dent (2005), "teachers need to ensure that the teaching/learning session is not given over solely to the providing of information and the building knowledge; it is not only knowing that or what, but knowing how and why which is important to the student" (p. 208). They believe that teachers can facilitate the process of learning by helping the students to activate their prior knowledge, work out on their own context and finally, adopt the most appropriate strategies to strengthen their learning process.

To sum up, the introduction as the researcher mentioned above the speaking performance is an important area in the study of pronunciation, students should know this area so as to improve their oral communication, on the other hand, teachers should be well –trained to know how to teach speaking performance so as to facilitate the learning process.

1.1   Statement of the Study problem

This research investigates the factors that affect students' speaking performance in classroom setting. They have particular difficulties in speaking performance because their classrooms are not conducive for learning process. A large number of students with fixed sitting are not allow students to perform activities such as mingling, pairs work and group work. For these reasons, teachers of English are suffering a lot in terms of involving students in speaking performance. The classroom needs to be managing to facilitate the process of speaking performance.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1. It is an attempt to investigate the difficulties that face undergraduate students in practicing speaking performance.

2. It is an attempt to find out the role of teachers in promoting speaking performance.

3. It is an attempt to examine the learning strategies that can be applied so as to enhance speaking performance.

1.3 Questions of the Study

The study sets out to answer the following questions:

1. To what extent are undergraduate students face difficulties in practicing speaking performance?

2. To what extent can teachers ' role affects the promoting of speaking performance.

3. What are the learning strategies be applied to enhance speaking performance?

1.4 Hypotheses of the Study

The study sets to test the following hypotheses:

1. Undergraduate students are significantly face difficulties in practicing speaking performance.

2. Teachers ' role can positively affects the promoting of speaking performance.

3. The learning strategies can be applied to enhance 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 investigate the factors that affect students' speaking performance. This study will cover the area of speaking performance. It will help undergraduate students at University to be aware of the factors that face their students when learning speaking

performance; it will help the teachers in developing the point of weakness.

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

1.6 Limits of the Study

This study was limited to investigate the factors affecting students' speaking performance in classroom setting. It hoped that will tentatively cover the period from (2017-2019). It was conducted at Sudan University of Science and Technology, College of Education. Study sample was exclusively drawn from second year students of English at Sudan University of Science and Technology- College of Education.

1.7 Methodology

The researcher will adopt the descriptive analytical as well as quantitative and qualitative methods. Questionnaire and observation are used as primary tools for data collection. A questionnaire will be distributed to teachers of English language in checking their point of views in terms of this issue. An observation aims to reveal the factors that affect undergraduate students in speaking performance.

CHAPTER TWO
LITERATURE REVIEW AND PRVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PRVIOUS STUDIES

2.0 Introduction

This chapter will show the related literature review on investigating factors affecting students' speaking performance in classroom setting .it will be divided into two parts; the first part is called theoretical background and the second part is called previous studies.

2.1 Part one: Theoretical Background

2.2 Definition of Speaking Skill

Accoding to Fulcher (2003) defines that speaking is the oral use of language and a medium through which human beings communicate with each other. It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is to one of the four skills related to language teaching and learning.

At present, English has developed and expanded in the Arab world . It is widely used as an instrumental language for various purposes and enjoys a higher status than in the past (Kharma, 1998).

According to Zughoul (2003) states that English in the Arab International Journal of Linguistics world is now associated with advancement in technology, trade, tourism, the Internet, science, commerce, politics, and so forth which have made English the most important language in different aspects of life. As a result, the ability to speak is required in many of the above fields, if not in all of them. However, most of Arab

EFL students have difficulties in speaking English. They have troubles with pronunciation, vocabularies, grammar, fluency and comprehension. Considering the foregoing problem, EFL teachers should train students to develop their oral communication.

Relevantly, Brown (2007) illustrates that oral communication can be maintained by having three components. The first one is **fluency** which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006). The second component is **accuracy**. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication.

Thornbury (2005) states that speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation. The third component is **pronunciation**.

> It is *"the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and the speech melody or intonation"* (Carter & Nunan, 2004:56).

Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

Eventually , fluency, accuracy, and pronunciation are three important and complementary components in the development of students' speaking skill. Given the main components of speaking skill, EFL instructors are appealed to introduce speaking activities. The types of activities that can be used are performance, guided and creative activities. The choice of these activities depends upon what we want learners to do. The first activity is performance activities. They provide students with opportunities to communicate in the target language. Teachers and students should concentrate on the meaning and intelligibility of the utterance, not the grammatical correctness. With practice, grammar errors should disappear. The second is guided activities. They are such as repetition practice or set sentences prompted by picture or word cues, aim to improve the accurate use of words, structures and pronunciation. In guided activities the focus is usually on accuracy, and the teacher makes it clear from feedback that accuracy is important. Some examples of activities for controlled practices are: Find Someone Who, questionnaires, information gap etc. Guided activities include model dialogues which students can change to talk about them and to communicate their own needs and ideas, and tasks which the students carry out using language taught beforehand.

Generally , creative activities are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant. Some activities for freer practice are: interaction or information gap, role-playing, simulations, free discussion, games, a jigsaw puzzle, and problem-solving. These activities are combined with cooperative techniques to motivate students and improve their speaking skill (Hedge, 2008).

These types of activities are important in teaching language for communication and help create interaction in the language classroom (Johnson & Morrow, 1981).

In sum, there is a need to investigate the use of CL instruction in teaching speaking in Sudanese classrooms. This can be done through carrying out a descriptive study to investigate the factors affecting students' speaking performance in classroom setting. It is very important for students to fulfill good competence in speaking skills as being a skilled speaker becomes crucial to express one's thoughts in and outside schools.

2.3 Communicative competence

According to Nunan (1999) points out that we need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language. However, linguistic competence is not sufficient for someone who wants to communicate competently in another language. The speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. Johnson (1995) claims that the second language students need communicative competence to participate in and learn from their classroom experience.

At first, Canale and Swain categorized communicative competence into three components including grammatical competence, sociolinguistic competence and strategic competence in 1980. Then, they add the fourth component named discourse competence (Kumaravadivelu, 2006). In the Common European Framework (2001), communicative competence is said to have only three components including linguistic competence, sociolinguistic competence and pragmatic competence. In this study, communicative competence is described with four components including

linguistic competence, sociolinguistic competence, pragmatic competence and strategic competence.

2.4 Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

2.4.1 Performance conditions

Students perform a speaking task under a variety of conditions. Nation and Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that they suggest include time pressure, planning, the standard of performance and the amount of support.

2.4.2 Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

2.4.3 Listening ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays

the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

2.4.4Topical knowledge

Bachman and Palmer (1996) demonstrate that topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. They state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Also they believe that topical knowledge has effects on speaking performance.

2.4.5 Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way.

Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.

2.5 Speaking problems

According to Ur (1996) explains that there are some speaking problems that teachers can come across in getting students to talk in the classroom.

These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can easily create inhibitions and anxiety.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers(1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all (Baker & Westrup, 2003).

Generally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for language to them. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first explain something to another if there is no encouragement from the teachers.

Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2.6 The Aim of Speaking

According to Harmer (2001) points out that learner should know "language features" and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

2.7 Developing Speaking Skills

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role-play, etc. Evidence shows that speaking should incorporate activities in a group work (Oradee, 2012). There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007).

1- **Imitation**

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

2- **Responsive**

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom. For example:

T: How's it going?   S: Pretty good!

3- **Intensive**

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity (Brown, 2007).

4-**Transactional Dialogue**

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation (Brown, 2007). For example:

T:

What is the main idea in this essay?

S:

The USA should have more power.

T:

What do you mean?

S:

Well, for example the USA should have the power to destroy the others countries.

5- **Interpersonal Dialogue**

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert "agenda" (Brown, 2007). For example:

Carol:

Hi, Tom, How's it going?

Tom:

Oh, not bad.

Carol

: Not a great weekend, huh?

Tom:

Well, I'm really miffed about last week.

6- **Extensive**

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech (Brown, 2007). In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it (Chastain, 1988). When you read a book, story and magazine aloud, it can help you more. When you practice, your fluency would be better, too (Celce-Murica, 2001).

According to Hedge the term fluency has two meanings: The first, which is the ability to link unit of speech together with facility and without strain or in opportunities slowness undue hesitation and purpose a second, more holistic sense of fluency that of natural language use which is likely to take place when speaking activities focus on meaning and its negotiation when speaking strategies are used and when over correction is minimized (as cited in Celce-Murica, 2001, p. 104). We should encourage students to take responsibility for their own learning; they should encounter with simple procedures. Another important factor is that the learners should participate in conversation by setting up a group (Celce-Murica, 2001). The conversation between students and the teacher should be based on classroom observation data (Wenli, 2005).

Some teachers have problems with students that do not participate in classroom and are always silent like Chinese and Japanese students. Teachers should provide students facilities to participate in group work, for example: use pictures, role play, etc. (Wenli, 2005).

Some studies show that teachers should prepare suitable environment for students to facilitate learning process (Flower & Miller, as cited in Wenli, 2005, p. 48).

Learners can boost speaking fluency through "partner taping". Partner taping encourages students to stay in English while taping improves greater fluency, achieves extra practice outside of class, and develop students' responsibility for their learning. It also suggests simple practical "low tech" method of getting to improve more fluency in a foreign language and take responsibility for their language practice. It is for teacher to apply additional work in order to expand students' English speaking ability (Kluge & Taylor, 1999; Schneider, 1993, 1997).

2.8 How Can Teachers Improve Students' Speaking Skill?

Oradee (2012) explains that teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment. Teachers can use a funny discussion and ask students to talk about their best moments that they ever had. Students' participation in discussion causes other students to take part in negotiation; therefore, students become surprised about their ability and intelligence.

Some students have a lack of desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome this problem. Evidence shows that these learners should start with short answers, and short sentences, but it may be time-consuming (Chastain, 1988).

2.8.1 Role-play

According to Tatayama (1998) states, that role-play is a part of activity derived by various approaches to languages. He also mentioned that it is vital to improve learners' comprehension and production system and their ability would be cooperate socio-pragmatic and pragma-linguistic knowledge in interaction. Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a conversation from a book and after repeating aloud with students, teacher asked some students to be volunteers in role-play. This activity can help students to overcome their shyness, fears and anxiety. Learners can listen and practice phrases that are used in speech acts (Celce-Murica, 2001).

2.8.2 Videos

Çakır (2006) found that video materials have improved due to increasing the quality of speaking ability.

According to an investigation by Rice & Woodsmall (1988), the video markedly raise learners' lexical grammar. The effectiveness of video depends on students' age and interest in specific context (Silverman & Hines, 2009).

2.8.3 Flashcards

As highlighted by Palka (1988) flashcards have significant effect not only for learning vocabulary but also for learning sentences structures, tenses and phrasal verbs. Meanwhile, Brown (2000) claims that learners usually cope with new words by flash cards and most learners try to use them to review it afterwards.

2.8.4 Graphs

Graphs "serve as representation of real observation and as analytic tools for detecting under lying patterns which in turn inform the observer and the learner about phenomena (the target) under investigation" (Leinhardt, Zaslavsky, & Stein, 1990, p. 20). Traditional views consider graphing as intelligence manifested in students' minds (Lynch, 1992).

Another way to improve learners' presentation is to utilize videos, graphs and flash cards. Also using flash cards has appropriate effects on young learners. Besides, using pictures has vital rules in learning grammars on learner speaking ability. There are a lot of chants for children and adults, make learners proficient in vocabulary and pronunciation. They tell story, draw some pictures for learner, and tell them "now you do it" (Celce-Murica, 2001).

The other technique is interview. The significant advantage of interviews is their flexibility. They can be long or short and useful for learners from beginning level to advanced level; with high aptitude and low aptitude learners. They can be considered as additional oral activities or subsequent writing task. Another important factor is pronunciation. Learners have problems to pronounce words fluently with native like

pronunciation because of prosodic features: like intonation, stress and other phonological nuances (Richards & Renandya, 2002).

Another factor that Celce-Murica (2001) mentioned is intonation. Intonation can help learners analyze and generalize the sentences to notice the stress timed. Moreover, Internet can provide broad resources for learners and even teachers. There are a lot of sites and CDs that can help learners to pronounce like native learners.

Knowing grammatical and semantic rules is not sufficient instruments for speaking. Learners must be familiar with the knowledge of how native speakers use the language in the context of well-organized interpersonal exchange, in which many factors interact. Thus, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately (Richards & Renandya, 2002).

Wong (2006) postulates that speaking competence deals with speaking accuracy and fluency. Speaking accuracy demonstrates "the extent to which the language produced conforms to language norms" under which the appropriate use of pronunciation, vocabulary, and grammar are subsumed. Speaking fluency pertains to the ability to produce the spoken language "without undue pausing or hesitation". Speaking can be deemed as an indispensable tool for language teaching and learning since it can "facilitate language acquisition and development". It can be fruitful to learner's academic accomplishment and professional success.

2.9 Components Underlying Speaking Effectiveness

Hymes (1971) believes that L2 learners are required to know both the linguistic knowledge and the culturally appropriate ways to interact with others in diverse situations. According to Hymes, communicative competence is composed of grammatical, psycholinguistic, sociolinguistic, and language components. Communicative competence went under some other modifications by Canale & Swain (1980) who

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posit that communicative competence encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which per se demonstrate the use of linguistic system and the functional aspects of communication.

2.9.1 Grammatical Competence

Scarcella & Oxford (1992) propound that grammatical competence is an overarching component that consists of knowledge of grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress. To understand meaning, EFL learners need to have enough knowledge of words and sentences: that is, they must figure out how words are broken into different sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency.

2.9.2 Discourse Competence

Richards and Renandya (2002) justify that EFL learners should develop discourse competence through international relationships. The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. In order to communicate well, speakers are required to perceive and process stretches of discourse , and to formulate representations of meaning from referents in both previous sentences and following sentences. Thus, effective speakers need to gain a large repertoire of structures and discourse makers to express ideas, indicate relationships of time, and show cause, contrast, and emphasis.

2.9.3 Sociolinguistic Competence

To know the knowledge of language is not enough for EFL learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable to use target language which is

socially and culturally acceptable by native users. To achieve this goal, it is imperative to figure out the sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask questions during interaction, and how to respond nonverbally according to the aim of the talk (Richards & Renandya, 2002, p. 2012).

Therefore, as Brown (1994) asserts that adult second language learners need to learn stylistic adaptability so as to be able to encode and decode the discourse around them appropriately.

2.9.4 Strategic Competence

Richards and Renandya (2002) state that strategic competence means the ability of appropriate use of language. It can refer to the ability to know when and how to initiate, maintain, and terminate the conversation .And how to clear up communication breakdowns and comprehension problems. In addition, strategic competence is "the way learners manipulate language in order to meet communicative goals" (Brown, 1994, p. 228). Further, it can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1990).

2.10 Factors Influencing Learner's Speaking Competence

2.10.1 Cognitive Factors

According to Levelt (1989) illustrates that speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And articulation requires the speaker to articulate the speech with his articulatory organs. Since all the three processes happen at concurrently, it is contingent that learners make mistakes especially in face-to-face communication. Therefore, Hughes (2002) argues that their speaking is filled with hesitation, false-starts,

grammatical inaccuracies, and as well as limited vocabulary. Besides, McLaughlin & Heredia (1996:214) assert that since human's mind is a "limited capacity processor", it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & Foster, 1999).

2.10.2 Linguistic Factors

The appropriate use of language forms is important for learner's oral proficiency (Saunders & O'Brien, 2006). Linguistic factors include several features like pronunciation, grammar, and vocabulary. It is believed that pronunciation plays a vital role in intelligibility. In addition, grammar acts as an essential role in learning the structure of English, but the implementation of correct use of grammar in one's speech is more important than learning the accurate use of grammar. Larsen-Freeman (2001) cites that it seems difficult for EFL learners to transfer the appropriate grammar to their speaking. Vocabulary is essential for EFL learners since it is the building block of every language. If the receptive vocabulary is rather limited, learners can seldom put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129); therefore, it is necessary for EFL learners to keep a lot of vocabulary in their long-term memory. Furthermore, the ability to pick up words from one's mind may cover the speaking fluency (Carter, 2001; Levelt, 1989).

2.10.3 Affective Factors

Brown (2001: 269) assumed that anxiety and self-restriction have an influence on learner's oral proficiency. Anxiety is the affective factor that most dominantly blocks the learning process. Worrying about being "wrong, stupid, or incomprehensible" completely influences learners' speaking performance. Most of EFL learners are stressed out in class

especially when they are called on to speak in class without any preparation.

Shumin (2002) accentuates that if learners are too much nervous, they become tongue-tied or lost for words which per see completely affects their achievement in foreign language classroom. Because the ability to take risks is regarded as an essence for "successful learning of a second language" , EFL learners need to be encouraged to speak bravely so as to promote their speaking competence gradually since motivation is believed to be the most significant factor that educators can target in order to facilitate learning .

2.10.4 Interactions

Keys to improve EFL learners' speaking abilities spoken language usually have two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because much of our daily communication is interactional, being able to interact is imperative. Thus, language instructors should facilitate learners' with meaningful communicative situations about proper topics by applying leaner-learner interaction as the key to teach communicative language. Communication drives essentially from interaction. Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards & Renandya, 2002).

Nunan (1989) expounds that in order to design activities; teachers need to take into consideration the integration of four language skills as they interact with each other in natural behavior, because in real life situations as in the classroom, most tasks of any complexity involve more than one macro skill.

2.11 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.

2.11.1 Fear of Making Mistake

Hieu (2011) argues that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, he 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. 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.

2.11.2 Causes of Fear of Making Mistake

Kurtus (2001) explain that 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. In addition, 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 EFL context .

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.

2.12 Possible Solutions to Overcome 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.

2.12.1 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.

2.12.2 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 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.

2.13 Possible Solutions to Overcome Shyness

In terms of possible solution to overcome shyness, Pesce (2011) claims 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.

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 their teachers.

2.13.1 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign 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.

Other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004) also share the fact that anxiety plays an important role in students' learning. 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.

2.13.2 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. 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 students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

2.14 Possible Solutions to Overcome 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, motivating students 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. Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers confident in answering the teacher questions and participating in every activities of the class.

2.14.1 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.

2.14.2 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.

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 (Brown,2001) .

2.15 Possible Solutions to Overcome 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.

2.15.1 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.

2.15.2 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. Inresponse 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 the teachers towards the communication in English do not motivate students. 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.

2.16 Possible Solutions to Overcome 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. 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.

2.17 The Level of Speaking Proficiency

According to Charles (1992), the 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.

2.17. 1 Speaking Accuracy and Speaking Fluency

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

1. Accuracy

Accuracy involves the correct of vocabulary, grammar, and pronunciation. It can said 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) defines 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.

2.18 The concept of teaching Speaking

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, said Harmer(1998:94)

2.18.1 Teacher Roles

According to Byrne (1997:2), the teachers also 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).

2.19 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.

A minority of talkative participants does not dominate classroom discussion: 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.

2.20 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.

2.20.1 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

2.21 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.

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 involved in games and 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 ?

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. 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.

2.22 Part Two: Previous Studies

According to Farooqui (2007) points out that 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 students' 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 , 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 students'perspectives to improve speaking ability in English classes for special purposes. He mentioned speaking is aproductive 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 strategiesto 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.

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.

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.

Summary of the chapter

This chapter has been concerned with the presentation of theoretical framework of the study, reporting the relevant literature review on investigating factors affecting students' speaking performance in classroom setting. It has focused on the definitions of speaking skill, components underlying speaking effectiveness, improving students' speaking skill and psychological factors that hinder students from speaking.

CHAPTER THREE

RESEARCH METHODOLOGY

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RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. Two instruments have been used as primary tools for data collection. A questionnaire was distributed to teachers of English at some Sudanese Universities and Observation checklist to first year students of English at SUST- College of Education.

3.1 Method of the Study

The researcher adopted the descriptive analytical method. Two instruments have been used to collect the information of this study. Questionnaire and observation checklist were used as primary tools for data collection.

3.2 Population and Sample of the Study

The populations of this study were teachers and students of English at Sudanese Universities. A questionnaire was distributed to teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The observation checklist was given to first year of English. The questions of the study were turn to statements that provide suggested answers from the students at university level were supposed to select the options which correspond to their responses. The items correspond directly to the hypotheses of the study. It was conducted to teachers of English at some

Sudanese Universities. The answers of the responses are treated statistically for the purpose of findings.

3.3 Tools of Data Collection

The tools of study are questionnaire and observation checklist. A questionnaire was distributed to (30) teachers of English at some Sudanese Universities whom will be selected randomly and observation checklist was given to students of English at SUST- College of Education.

3.4 Procedures of the Study

The researcher adopted the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about factors affecting students' speaking performance in classroom setting. The obtained data from the questionnaire was analyzed using the SPSS and Alpha Cronbach's program specifically with percentile and first students of English were observed through observation checklist.

3.5Validity and Reliability of the Study

The questionnaire will be judged by three Ph.D. holding referees who are specialists in the study field of English. Some of the referees will make some amendments, and others will be recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire will be corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use 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.

Summary of the Chapter

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

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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 104 respondents who represent the teachers' community in Sudanese universities observation checklist, which was given to 24 respondents.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 104 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 (101), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

The First Hypothesis: Undergraduate students are significantly face difficulties in practicing speaking performance.

Statement No (1): Performance conditions (time pressure, planning) can negatively affect students' speaking performance.

Table No (4-1) The Frequency Distribution for the Respondents' Answers of Statement No (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	20	19.0	19.0	19.0
Agree	57	54.3	54.3	73.3
Neutral	7	6.7	6.7	80.0
Disagree	21	20.0	20.0	100.0
Total	105	100.0	100.0	
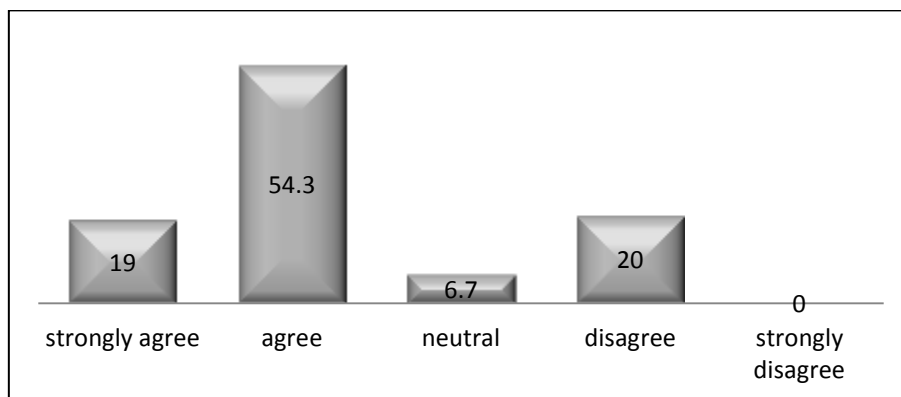
Figure No (4-1) The Frequency Distribution for the Respondents' Answers of Statement No (1)

It is obvious from the above table and figure show that there are (20) respondents in the study sample with percentage (19%) strongly agreed with that " Performance conditions (time pressure, planning) can negatively affect students' speaking performance ". There are (57) respondents with percentage (54.3%) agreed with that and (7) respondents with percentage (6.7%) were neutral. Whereas, (21) respondents with percentage (20.0%) disagreed. This justifies that students should be well-trained in performance conditions so as to develop their speaking skill**.**

Statement No (2): Students are unable to participate in speaking activity.

Table No (4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	32.4	32.4	32.4
agree	19	18.1	18.1	50.5
neutral	26	24.7	24.7	75.2
disagree	22	21.0	21.0	96.2
strongly disagree	4	3.8	3.8	100.0
Total	105	100.0	100.0	
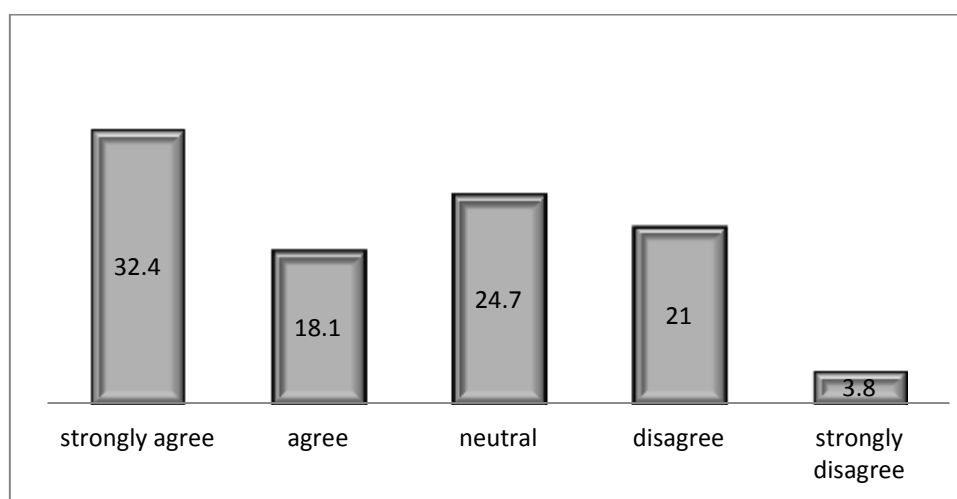
Figure No (4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2)

It is noticed from the above table and figure illustrate that there are (34) respondents in the study sample with percentage (32.4%) strongly agreed with that "Students are unable to participate in speaking activity". There are (19) respondents with percentage (18.1%) agreed with that and (26) respondents with percentage (24.7%) were neutral and (22) respondents with percentage (21.0%) disagreed. Whereas, (4) respondents with percentage (3.8 %) strongly disagreed. This indicates that students should be involved in speaking activities.

Statement No (3): Classroom environment does not help students to practice speaking skill activities.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	25	23.8	23.8	23.8
Agree	48	45.7	45.7	69.5
Neutral	11	10.5	10.5	80.0
Disagree	17	16.2	16.2	96.2
strongly disagree	4	3.8	3.8	100.0
Total	105	100.0	100.0	
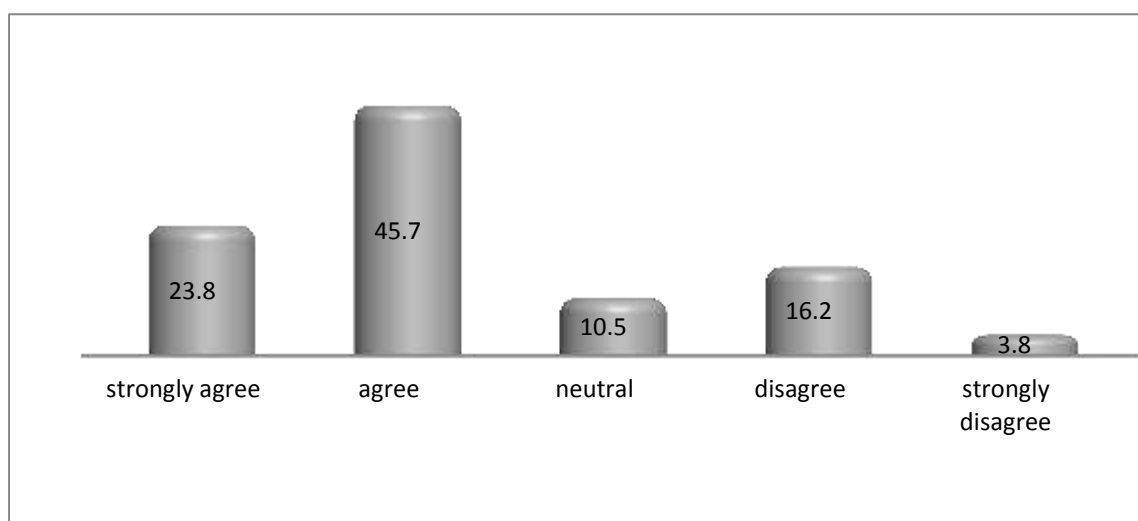
Table No (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3)

It is clear from the above table and figure show that there are (25) respondents in the study sample with percentage (23.8%) strongly agreed with that "Classroom environment does not help students to practice speaking skill activities ". There are (48) respondents with percentage (45. 7%) agreed with that and (11) respondents with percentage (10.5%) were neutral and (17) respondents with percentage (16.2%) disagreed. Whereas, (4) respondents with percentage (3.8 %) strongly disagreed. This proves that classroom should be conducive so as to assist students to perform oral activities.

Statement No (4): Students lack motivation to speak in English.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No (4)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	37	35.2	35.2	35.2
agree	52	49.5	49.5	84.8
neutral	12	11.5	11.5	96.2
strongly disagree	4	3.8	3.8	100.0
Total	105	100.0	100.0	
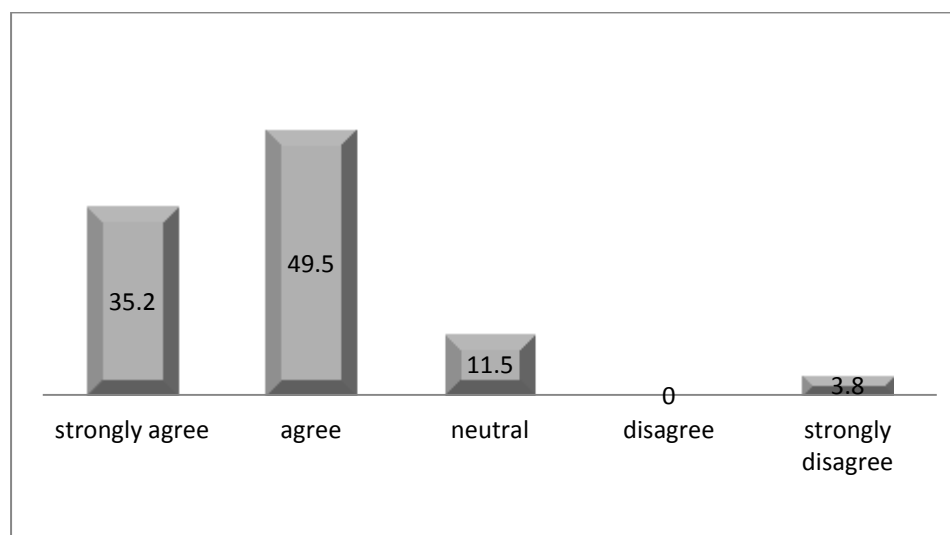
Figure No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No (4)

It is obvious from the above table and figure illustrate that there are (37) respondents in the study sample with percentage (35.2%) strongly agreed with that "Students lack motivation to speak in English ". There are (52) respondents with percentage (49. 5%) agreed with that and (12) respondents with percentage (11.5%) were neutral. Whereas, (4) respondents with percentage (3.8 %) strongly disagreed. This justifies that students should be motivated so as to develop to speaking performance.

Statement No (5): Students need to be encouraged to speak bravely to promote their speaking performance.

Table No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	19	18.1	18.1	18.1
agree	70	66.6	66.6	84.8
neutral	3	2.9	2.9	87.6
disagree	7	6.7	6.7	94.3
strongly disagree	6	5.7	5.7	100.0
Total	105	100.0	100.0	
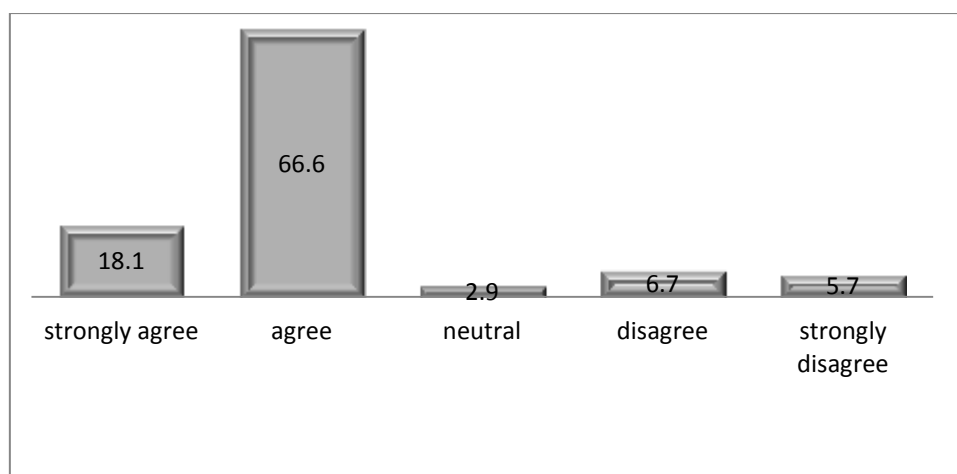
Figure No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5)

It is obvious from the above table and figure show that there are (19) respondents in the study sample with percentage (18.1%) strongly agreed with that "Students need to be encouraged to speak bravely so as to promote their speaking performance ". There are (70) respondents with percentage (66.6%) agreed with that and (3) respondents with percentage (2.9%) were neutral and (7) respondents with percentage (6.7%) disagreed. Whereas, (6) respondents with percentage (5.7 %) strongly disagreed. This indicates that students should be well-trained and developed in promoting speaking performance.

The second Hypothesis: **Teachers ' role can positively affects the promoting of speaking performance.**

Statement No (6): **EFL teachers can direct students to practice speaking performance in-group.**

Table No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	20	19.0	19.0	19.0
agree	42	40.0	40.0	59.0
neutral	16	15.2	15.2	74.3
disagree	18	17.2	17.1	91.4
strongly disagree	9	8.6	8.6	100.0
Total	105	100.0	100.0	
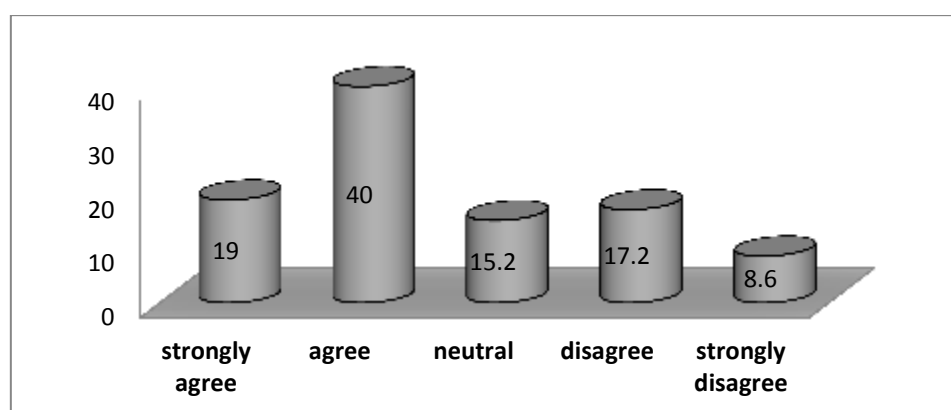
Figure No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6)

It is noticed from the above table and figure show that there are (20) respondents in the study sample with percentage (19%) strongly agreed with that "EFL teachers can direct students to practice speaking performance in group ". There are (42) respondents with percentage (40%) agreed with that and (16) respondents with percentage (15.9 %) were neutral (18) respondents with percentage (17.2%) disagreed. Whereas, (9) persons with percentage (8.6%) strongly disagreed. This demonstrates that students should participate in group activities.

Statement No (7): EFL teachers should trained students to develop their oral performance.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No.(7)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	22.9	22.9	22.9
agree	53	50.5	50.5	73.3
neutral	20	19.0	19.0	92.4
disagree	4	3.8	3.8	96.2
strongly disagree	4	3.8	3.8	100.0
Total	105	100.0	100.0	
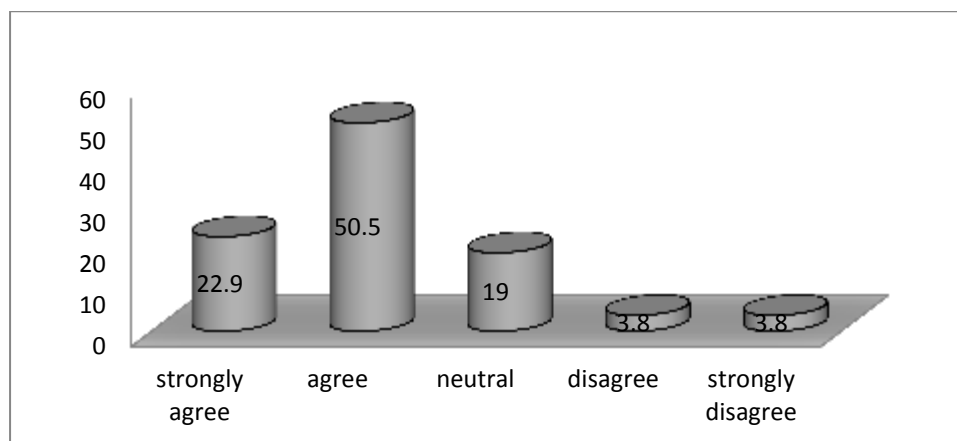
Figure No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No.(7)

It is clear from the above table and figure illustrate that there are (24) respondents in the study's sample with percentage (22.9%) strongly agreed with that "EFL teachers should trained students to develop their oral performance." There are (53) respondents with percentage (50.5%) agreed with that and (20) respondents with percentage (19.0 %) were neutral,(4) respondents with percentage (3.8%) disagreed. Whereas, (4) respondents with percentage (3.8 %) strongly disagreed. This justifies that students should be trained by their teachers to reinforce speaking performance.

Statement No. (8): EFL teachers provide students with opportunities to communicate in the target language to reinforce performance activities.

Table No (4.8) The Frequency Distribution for the Respondents' Answers of Statement No.(8)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	22.9	22.9	22.9
agree	48	45.7	45.7	68.6
neutral	17	16.2	16.2	84.8
disagree	8	7.6	7.6	92.4
strongly disagree	8	7.6	7.6	100.0
Total	105	100.0	100.0	
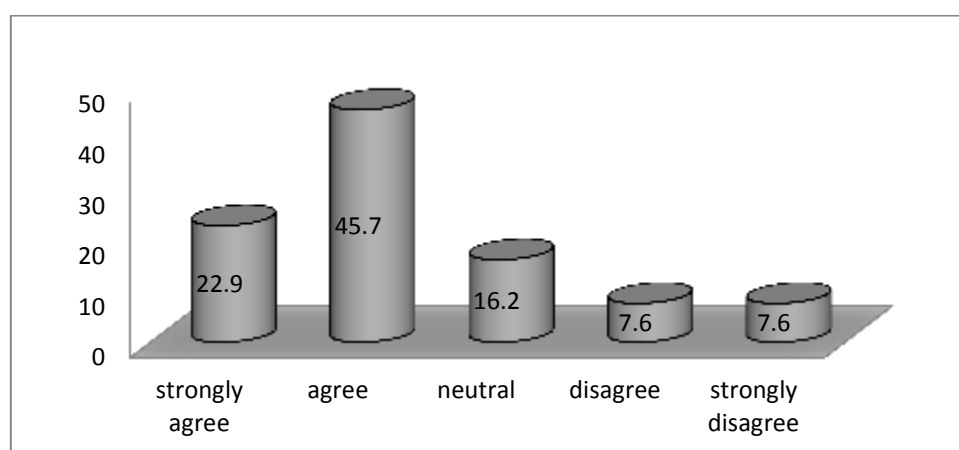
Figure No (4.8) The Frequency Distribution for the Respondents' Answers of Statement No.(8)

It is obvious from the above table and figure show that there are (24) respondents in the study sample with percentage (22.9%) strongly agreed with that "EFL teachers provide students with opportunities to communicate in the target language so as to reinforce performance activities." There are (18) respondents with percentage (45.7%) agreed with that and (17) respondents with percentage (16.2 %) were neutral, (8) respondents with percentage (7.6%) disagreed. Whereas, (8) respondents with percentage (7.6%)   strongly disagreed. This proves that students should be well-trained and developed so as to enhance performance activities.

Statement No (9): classroom environment develops students speaking performance.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of Statement No.(9)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	26	24.8	24.8	24.8
Agree	52	49.5	49.5	74.3
Neutral	13	12.4	12.4	86.7
Disagree	9	8.5	8.5	95.2
strongly disagree	5	4.8	4.8	100.0
Total	105	100.0	100.0	
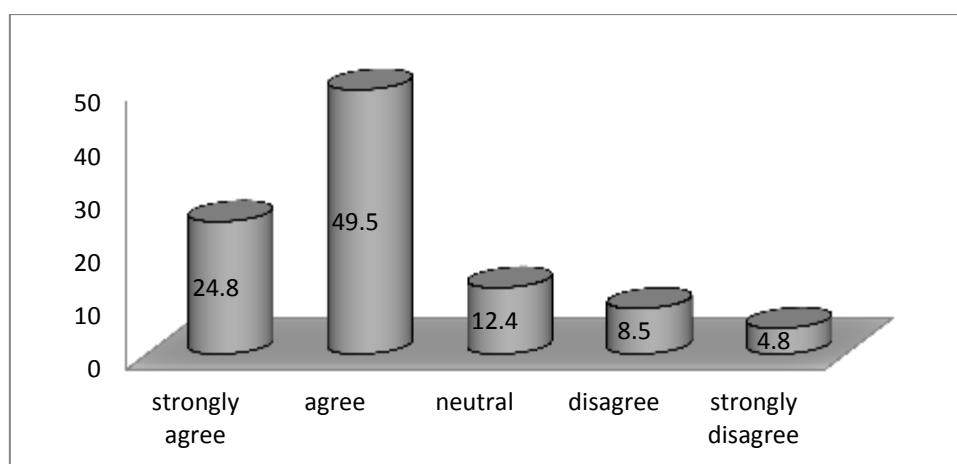
Figure No (4.9) The Frequency Distribution for the Respondents' Answers of Statement No.(9)

It is clear from the above table and figure show that there are (26) respondents in the study sample with percentage (24.8%) strongly agreed with that " classroom environment develops students speaking performance." There are (52) respondents with percentage (49.5%) agreed with that and (13) respondents with percentage (12.4 %) neutral, (9) respondents with percentage (8.5%) disagreed. Whereas, (5) respondents with percentage (4.8%) strongly disagreed. This demonstrates that classroom should be well-prepared so as to develop students speaking performance.

Statement No (10): EFL teachers should encourage students to perform speaking activities in pair work.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	31	29.5	29.5	29.5
Agree	52	49.5	49.5	79.0
Neutral	14	13.3	13.3	92.4
Disagree	7	6.7	6.7	99.0
strongly disagree	1	1.0	1.0	100.0
Total	105	100.0	100.0	
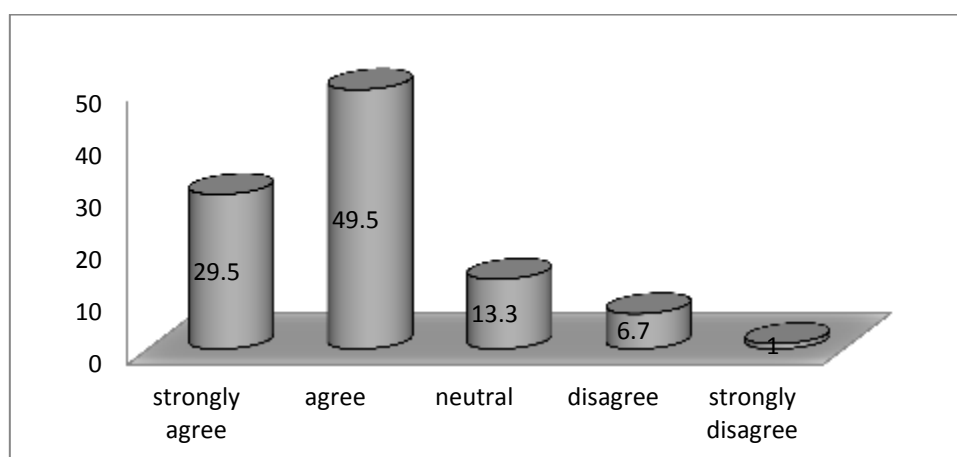
Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

It is noticed from the above table and figure illustrate that there are (31) respondents in the study sample with percentage (24.8%) strongly agreed with that "EFL teachers should encourage students to perform speaking activities in pair work." There are (52) respondents with percentage (49.5%) agreed with that and (14) respondents with percentage (12.4 %) were neutral, (7) respondents with percentage (8.5%) disagreed. While (1) respondents with percentage (4.8%) strongly disagreed. This justifies that students should be given pair work to reinforce speaking activities.

The third Hypothesis: **The learning strategies can be applied to enhance speaking performance.**

Statement No (11): EFL teachers give students class work to practice speaking performance.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of Statement No.(11)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	15.2	15.2	15.2
agree	58	55.2	55.2	70.5
neutral	15	14.3	14.3	84.8
disagree	4	3.8	3.8	88.6
strongly disagree	12	11.5	11.5	100.0
Total	105	100.0	100.0	
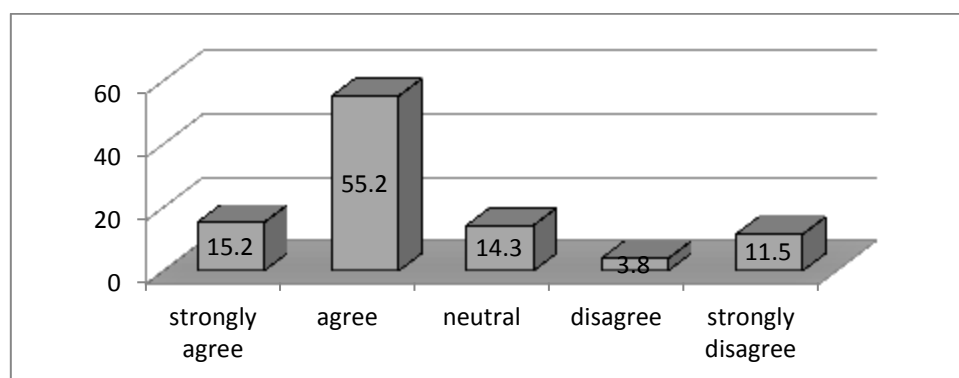
Figure No (4.11) The Frequency Distribution for the Respondents' Answers of Statement No.(11)

It is obvious from the above table and figure show that there are (16) respondents in the study sample with percentage (15.2%) strongly agreed with that "EFL teachers give students class work so as to practice speaking performance." There are (58) respondents with percentage (55.2%) agreed with that, and (15) respondents with percentage (14.3 %) were neutral, (4) respondents with percentage (3.8%) disagreed. Whereas, (12) respondents with percentage (11.5%) strongly disagreed. This demonstrates that students should be given class work so as to practice speaking activities.

Statement No (12 Topical knowledge should be used to enhance students' speaking performance.

Table No (4.12) the Frequency Distribution for the Respondents' Answers of Statement No (12)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	21.0	21.0	21.0
agree	62	59.0	59.0	80.0
neutral	16	15.2	15.2	95.2
disagree	4	3.8	3.8	99.0
strongly disagree	1	1.0	1.01	100.0
Total	105	100.0	100.0	
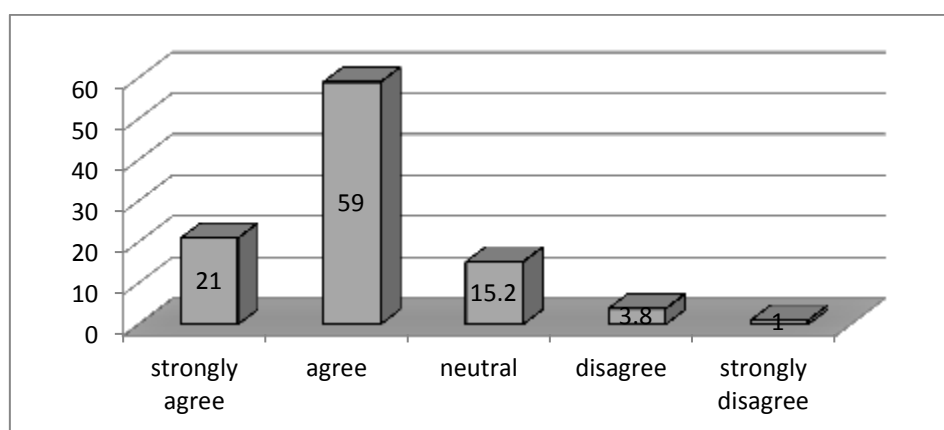
Figure No (4.12) The Frequency Distribution for the Respondents' Answers of Statement No (12)

It is obvious from the above table and figure illustrates that there are (22) respondents in the study sample with percentage (21.1%) strongly agreed with that "Topical knowledge should be used to enhance students' speaking performance." There are (62) respondents with percentage (59.0%) agreed with that, and (16) respondents with percentage (15.2 %) were neutral, (4) respondents with percentage (3.8%) disagreed, while (1) respondents with percentage (1.0%) strongly disagreed. This justifies that students should be used topical knowledge so as to reinforce speaking activities.

Statement No (13): Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom.

Table No (4.13) The Frequency Distribution for the Respondents' Answers of Statement No. (13)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	28.6	28.6	28.6
Agree	36	34.3	34.3	62.9
Neutral	16	15.2	15.2	78.1
Disagree	14	13.3	13.3	91.4
strongly disagree	9	8.6	8.6	100.0
Total	105	100.0	100.0	
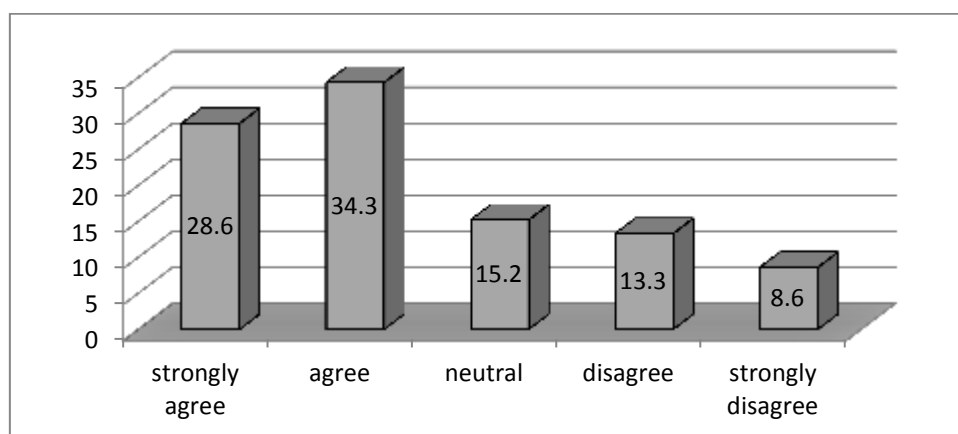
Figure No (4.13) the Frequency Distribution for the Respondents' Answers of Statement No. (13)

It is obvious from the above table and figure show that there are (30) respondents in the study sample with percentage (28.3%) strongly agreed with that "Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom. " There are (36) respondents with percentage (34.3%) agreed with that, and (16) respondents with percentage (15.2 %) were neutral, (14) respondents with percentage (13.3%) disagreed. Whereas, (9) respondents with

percentage (8.6%) strongly disagreed. This justifies that role play should be adopted to improve students speaking performance.

Statement No (14): Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness.

Table No (4.14) The Frequency Distribution for the Respondents' Answers of Statement No. (14)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	47	44.8	44.8	44.8
agree	30	28.6	28.6	73.3
neutral	11	10.4	10.4	83.8
disagree	11	10.4	10.4	94.3
strongly disagree	6	4.8	4.8	100.0
Total	105	100.0	100.0	
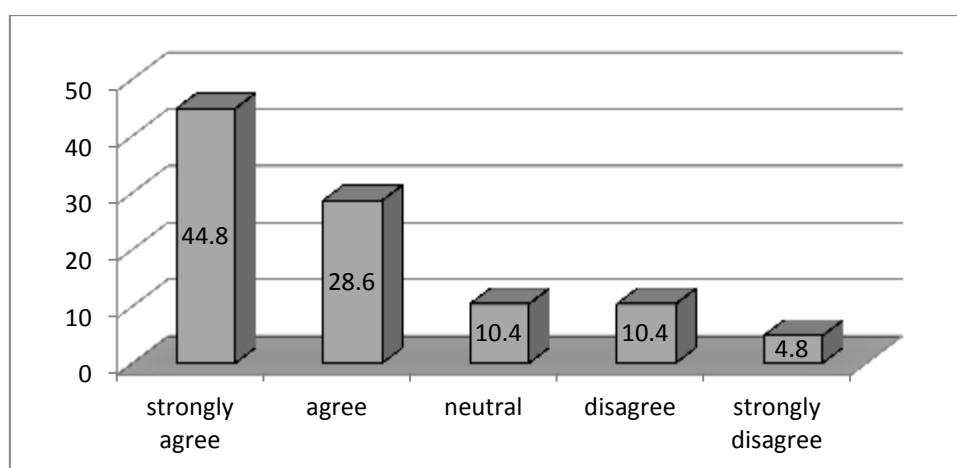
Figure No (4.14) The Frequency Distribution for the Respondents' Answers of Statement No. (14)

It is obvious from the above table and figure illustrates that there are (47) respondents in the study sample with percentage (44.8%) strongly agreed with "Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness." There are (30) respondents with percentage (28.6%) agreed with that, and (11) respondents with percentage (10.4 %) were neutral, (11) respondents with percentage (10.0%) disagreed, while (6) respondents with percentage (4.8%)

strongly disagreed. This demonstrates that students should focus totally on the meaning and intelligibility.

Statement No (15): Cooperative techniques can positively motivate students to improve their speaking performance.

Table No (4.15) The Frequency Distribution for the Respondents' Answers of Statement No.(15)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	21.0	21.0	21.0
agree	42	40.1	40.1	61.0
neutral	13	12.4	12.4	73.3
disagree	11	10.5	10.5	83.8
strongly disagree	17	16.2	16.2	100.0
Total	105	100.0	100.0	
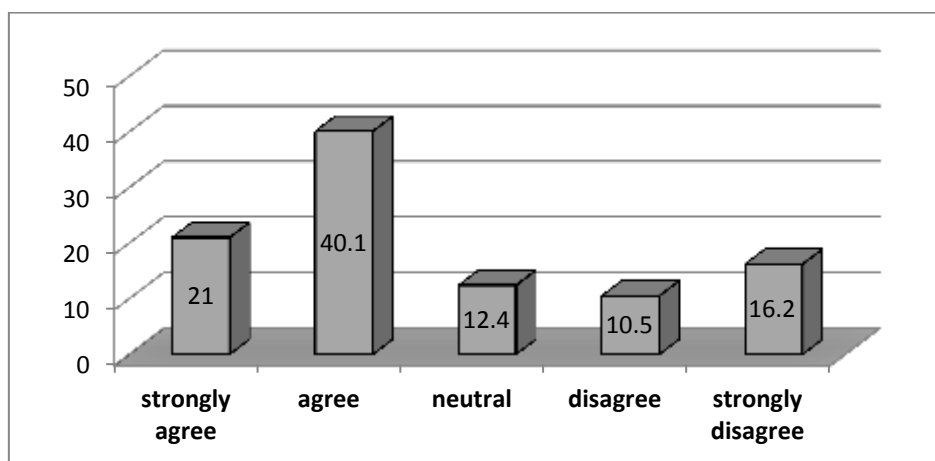
Figure No (4.15) The Frequency Distribution for the Respondents' Answers of Statement No.(15)

It is clear from the above table and figure show that there are (22) respondents in the study sample with percentage (21%) strongly agreed with that "Cooperative techniques can positively motivate students to improve their speaking performance." There are (42) respondents with percentage (40.1%) agreed with that, and (13) respondents with percentage (12.4 %) were neutral, (11) respondents with percentage (10.5%) disagreed, while (17) respondents with percentage (16.2%)

strongly disagreed. This indicates that cooperative techniques should be used to enhance speaking activities.

Test of the Study's 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 "investigating difficulties encountering students in learning suprasegmental phonology with special reference to stress". To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer" neutral", 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 hypotheses questions.

Results of the First Hypothesis:

The First Hypothesis in this study States the Following:

"Undergraduate students are significantly face difficulties in practicing speaking performance."

The objective of this hypothesis is an attempt to investigate the difficulties that face undergraduate students in practicing 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	Students' speaking performance can be affected by the factors that come from performance conditions.	2.5	0.8	35	0.000
2	Students are unable to participate in speaking activity.	2.7	1.8	27	0.000
3	Classroom environment does not help students to practice speaking skill activities.	2.8	0.7	23	0.000
4	Students lack motivation to speak in English.	2.6	0.6	29	0.000
5	Students need to be encouraged to speak bravely so as to promote their speaking performance.	3.0	3.3	32	0.001

■ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-1) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.5) which is

greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students' speaking performance can be affected by the factors that come from performance conditions".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-2) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students are unable to participate in speaking activity".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-3) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Classroom environment does not help students to practice speaking skill activities".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-4) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents

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 respondent's answers in the statement No (1-5) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (3) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students need to be encouraged to speak bravely so as to promote their speaking performance.

Results of the Second Hypothesis:

The First Hypothesis in this study States the Following:

"Teachers ' role can positively affects the promoting of speaking performance."

The objective of this hypothesis is an attempt to investigate the difficulties that face undergraduate students in practicing 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.

This indicates that our hypotheses have been accepted.

Table (4.17) Testing the Second Hypotheses of the Study

Nom	Statement	mean	SD	Chi square	p-value
1	EFL teachers can direct students to practice speaking performance in group.	2.9	1.8	30	0.000
2	EFL teachers should trained students to develop their oral performance.	2.5	1.5	22	0.000
3	EFL teachers provide students with opportunities to communicate in the target language so as to reinforce performance activities.	2.8	1.6	26	0.000
4	A conducive classroom environment develops students speaking performance.	2.7	0.7	37	0.000
5	EFL teachers should encourage students to perform speaking activities in pair work.	3.2	0.7	22	0.000

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2-1) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents

who agreed with the statement "EFL teachers can direct students to practice speaking performance in group".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2-2) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "EFL teachers should trained students to develop their oral performance.

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2-3) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "EFL teachers provide students with opportunities to communicate in the target language so as to reinforce performance activities.

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2-4) was (37) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which are greater than the hypothesized mean (2.3) which support the

respondents who agreed with the statement "A conducive classroom environment develops students speaking performance".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2-5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (3.2) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "EFL teachers should encourage students to perform speaking activities in pair work".

This indicates that our hypotheses have been accepted.

Results of the third Hypothesis:

The First Hypothesis in this study States the Following:

"The learning strategies can be applied to enhance speaking performance"

The objective of this hypothesis is an attempt to examine the learning strategies that can be applied to enhance 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 (4.18) Testing the Third Hypotheses of the Study

No	Statement	mean	SD	Chi square	p-value
1	EFL teachers give students class work so as to practice speaking performance.	2.4	1.0	19	0.010
2	Topical knowledge should be used to enhance students' speaking performance.	2.5	0.2	30	0.002
3	Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom.	2.9	1.1	27	0.000
4	Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness.	2.7	0.7	37	0.000
5	Cooperative techniques can positively motivate students to improve their speaking performance.	2.8	0.7	26	0.000

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3-1) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, and the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "EFL teachers give students class work so as to practice speaking performance".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3-2) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.5) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Topical knowledge should be used to enhance students' speaking performance".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3-3) 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 (14.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents. And also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3-4) was (37) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.7) which are

greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3-5) 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 (14.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Cooperative techniques can positively motivate students to improve their speaking performance".

This indicates that our hypotheses have been accepted.

4.3 The Responses to the Observation

The responses to the observation of the 24 students 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 question in the observation analyzed statistically and discussed. The following table will support the discussion.

4.3.1 Analysis of Students' Observation

Item (1): Students are worried about making mistakes.

Table (4.19) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	10	41.7	41.7	41.7
YES	14	58.3	58.3	100.0
Total	24	100.0	100.0	

Figure (4.16) the frequency distribution for the respondents

It clear from the above table and figure display that (14) participants in the study sample with percentage (58.3%) who answer yes. Whereas, (10) participants with percentage (41.7) who answer no. This demonstrates that should not worried about making mistakes because mistakes are necessary part of learning.

Item (2): Students are afraid of criticism or losing face.

Table (4.20) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	6	25.0	25.0	25.0
YES	18	75.0	75.0	100.0
Total	24	100.0	100.0	
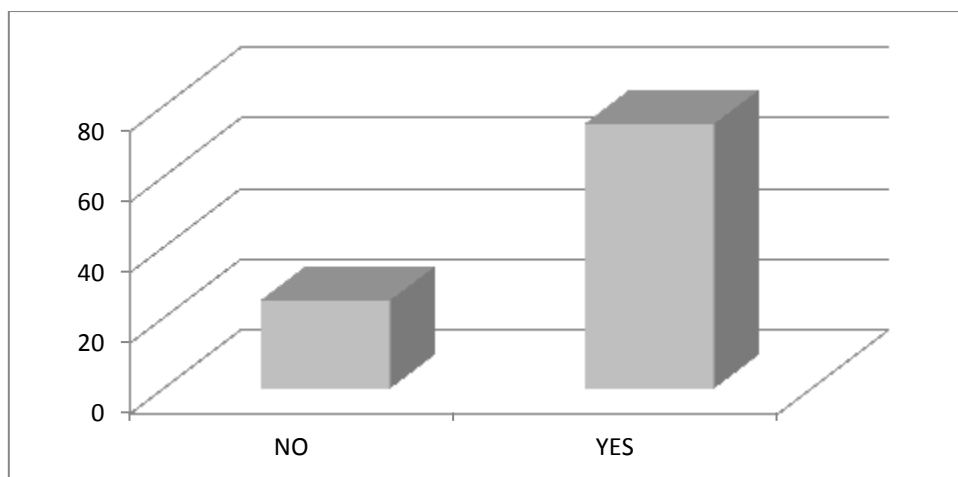
Figure (4.17) the frequency distribution for the respondents

It is noticed from the above table and figure display that (18) participants in the study sample with percentage (75.0%) who answer yes according to the factor that (Students are afraid of criticism or losing face). Whereas, (6) participants with percentage (25.0%) who answer no. This justifies that students should well-trained and developed in accepting criticism among their classmates. For this reason, they should avoid fear that faces them while performing speaking activities.

Item (3): Students cannot think of anything to say.

Table (4.21) the frequency distribution for the respondents

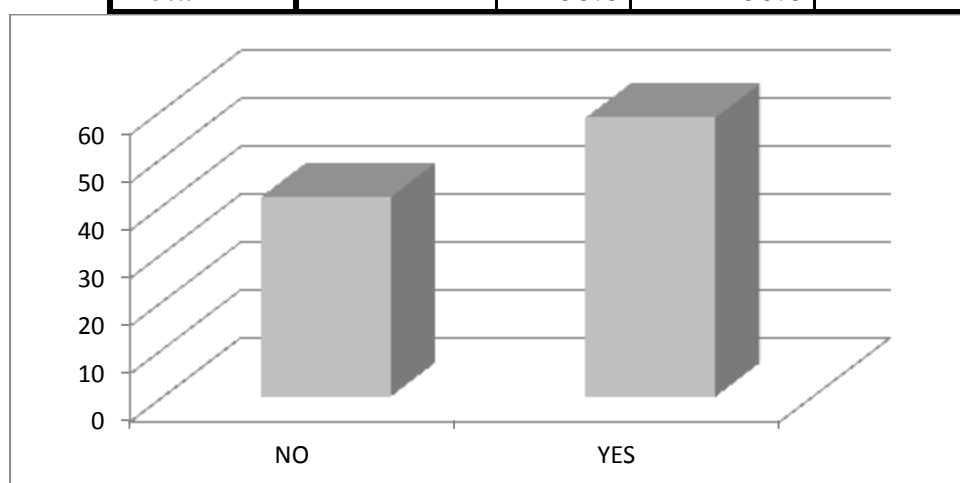| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	8	33.3	33.3	33.3
YES	16	66.7	66.7	100.0
Total	24	100.0	100.0	
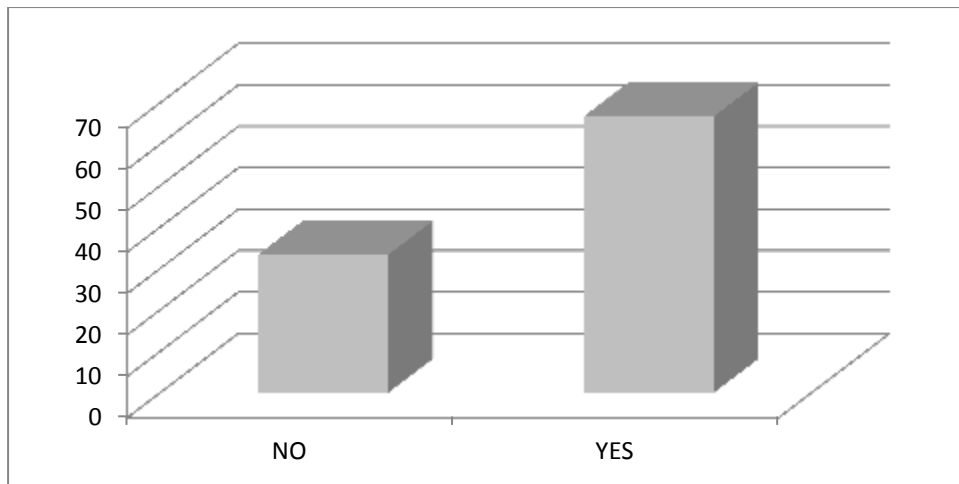
Figure (4.18) the frequency distribution for the respondents

It is obvious from the above table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes according to the factor that (Students cannot think of anything to say). Whereas, (8) participants with percentage (33.3%) who answer no. This indicates that students should be, well trained. Moreover, developed in promoting critical thinking .And to widen their vocabulary knowledge to be well in speaking. For this reason, they should avoid the factors that affect them while performing speaking tasks.

Item (4): Students are demotivating to express themselves.

Table (4.22) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	5	20.8	20.8	20.8
YES	19	79.2	79.2	100.0
Total	24	100.0	100.0	
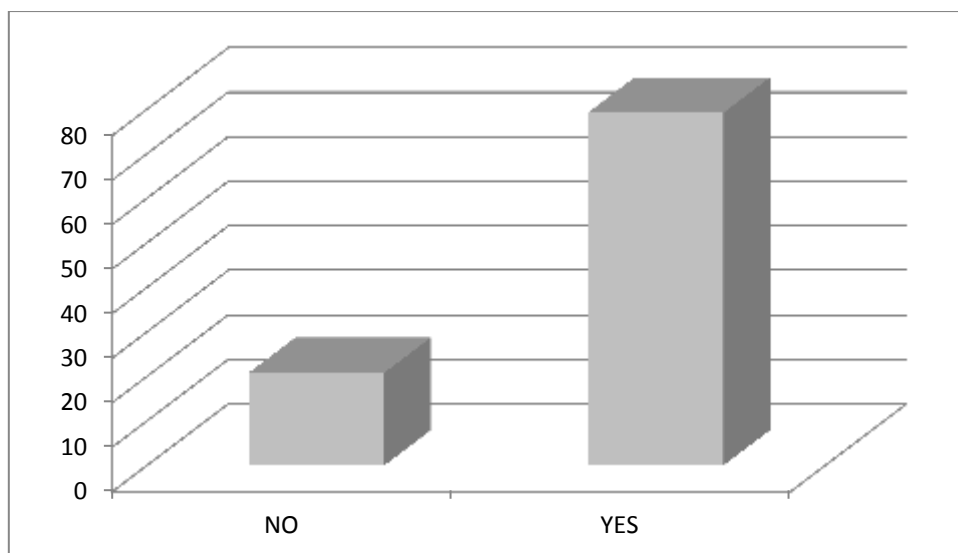
Figure (4.19) the frequency distribution for the respondents It is observed from the above table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes according to the factor that (Students are demotivating to express themselves). Whereas, (5) participants with percentage (20.8%) who answer no. This proves that students should be well .And developed in promoting critical brainstorm to elaborate their knowledge to be well perform in speaking. For this reason, they should avoid the factors demotivating them while performing speaking activities.

Item (5): Students speak very little or not at all

Table (4.23) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	11	44.8	54.2	54.2
YES	13	55.2	45.8	100.0
Total	24	100.0	100.0	
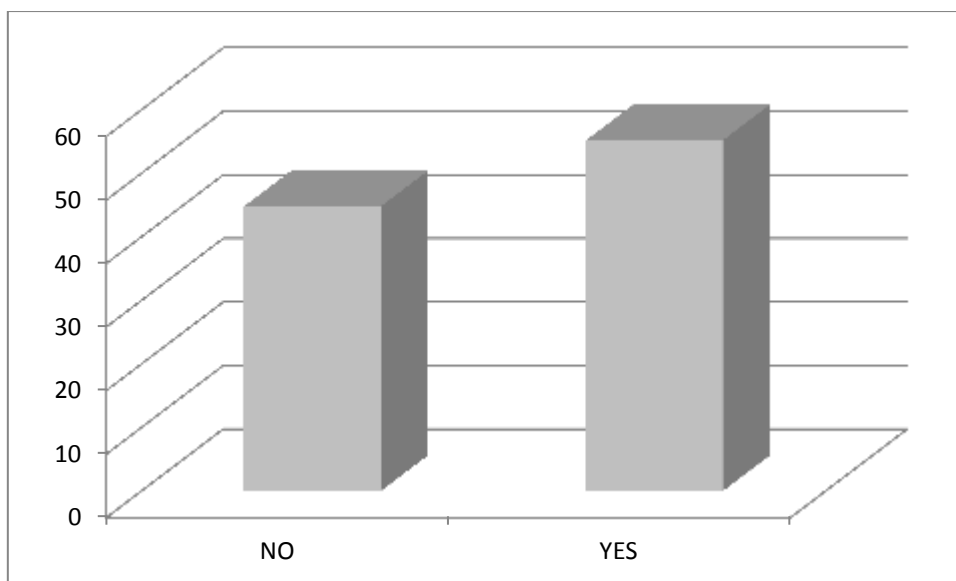
Figure (4.20) the frequency distribution for the respondents

It is clear from the above table and figure show that (13) participants in the study sample with percentage (55.2%) who answer yes according to the factor that (Students speak very little or not at all). Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should be well and developed in promoting critical thinking and to elaborate their vocabulary knowledge .To be well performed in speaking. For this reason, they should avoid the factors affect them while performing speaking tasks.

Item (6): Students use Arabic language instead of English.

Table (4.24) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	11	44.8	54.2	54.2
YES	13	55.2	45.8	100.0
Total	24	100.0	100.0	
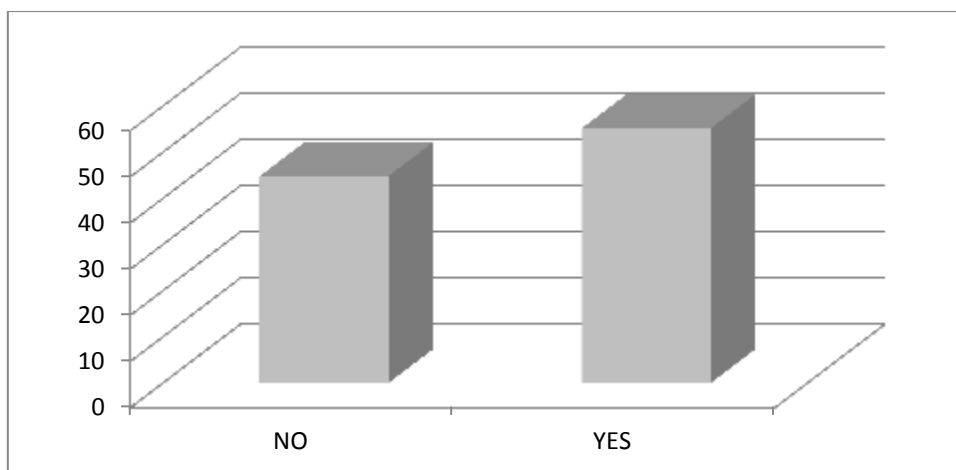
Figure (4.21) the frequency distribution for the respondents

It is noticed from the above table and figure display that (13) participants in the study sample with percentage (55.2%) who answer yes according to the factor that (Students use Arabic language instead of English.). Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should be well trained and developed in adopting target language and to elaborate their vocabulary knowledge .To be well performed in speaking. For this reason, they should avoid the factors affect them while performing speaking activities.

Item (7): Students are shy to practice speaking performance.

Table (4.25) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	8	33.3	33.3	33.3
YES	16	66.7	66.7	100.0
Total	24	100.0	100.0	
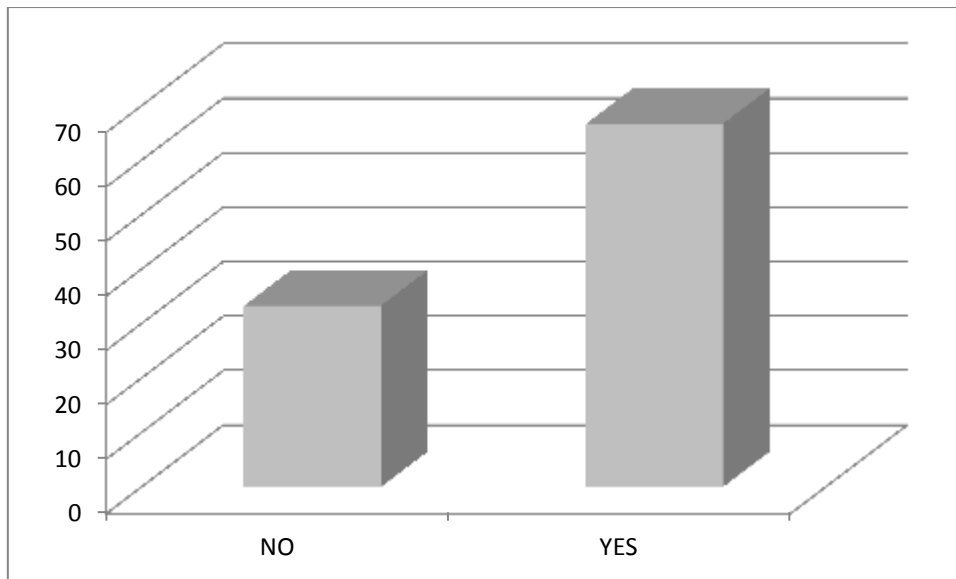
Figure (4.22) the frequency distribution for the respondents

It is clear from the above table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes according to the factor that (Students are shy to practice speaking performance). Whereas, (8) participants with percentage (33.3%) who answer no. This demonstrates that students should be well trained and developed in using speaking performance. And to widen their vocabulary knowledge to be well performed in speaking. For this reason, they should avoid the factors affect them while performing speaking tasks.

Item (8): Students lack self-confidence to speak in English.

Table (4.26) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	4	16.7	16.7	16.7
YES	20	83.3	83.3	100.0
Total	24	100.0	100.0	
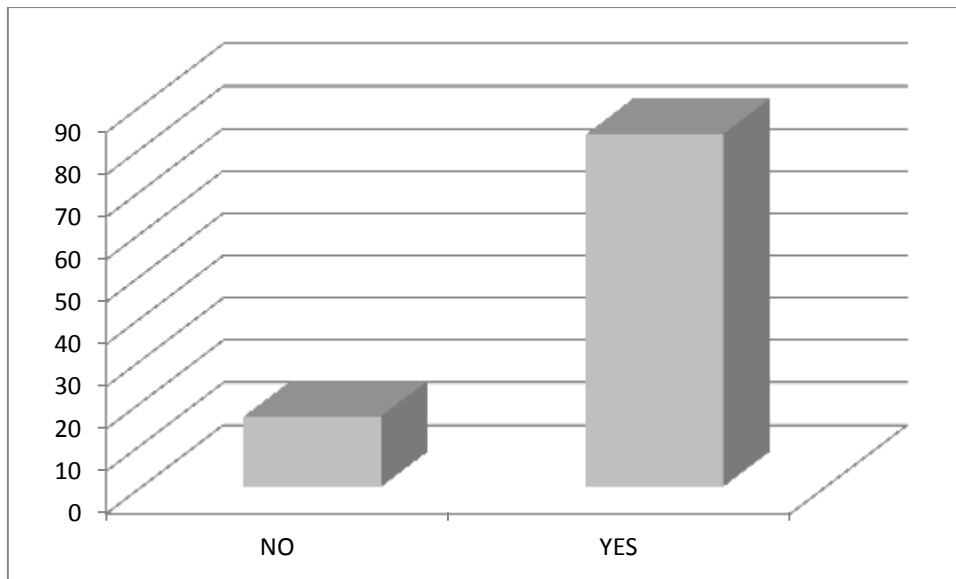
Figure (4.23) the frequency distribution for the respondents

It is obvious from the above table and figure display that (20) participants in the study sample with percentage (83.3%) who answer yes according to the factor that (Students lack self-confidence to speak in English.). Whereas, (4) participants with percentage (16.7%) who answer no. This demonstrates that students should be well and developed in using speaking performance and to widen their vocabulary knowledge to be well performed in speaking. For this reason, they should have self-confidence to avoid the factors that affect them while performing speaking tasks.

Item (9): Topical knowledge affects students speaking performance.

Table (4.27) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	5	20.8	20.8	20.8
YES	19	79.2	79.2	100.0
Total	24	100.0	100.0	
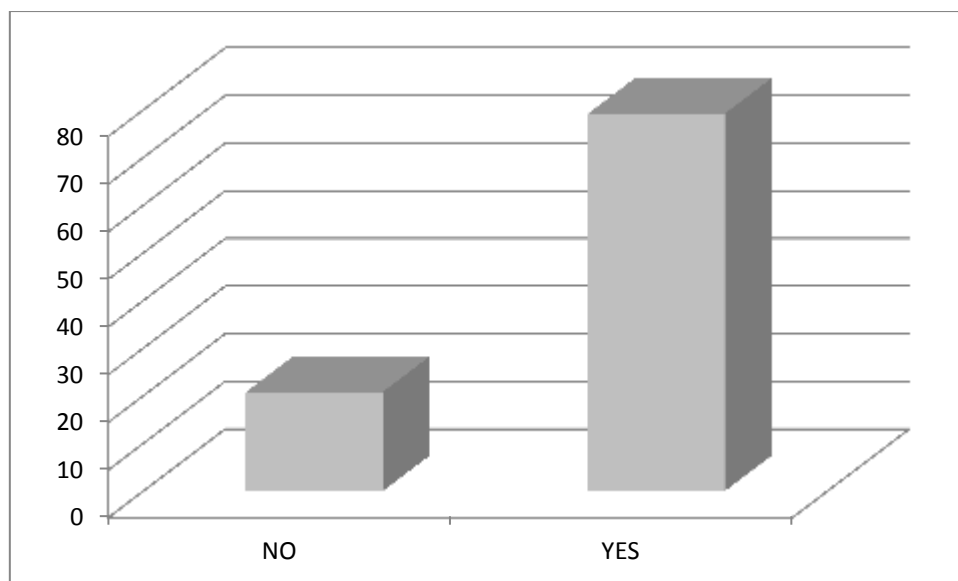
Figure (4.24) the frequency distribution for the respondents

It is obvious from the above table and figure display that (19) participants in the study sample with percentage (79.2%) who answer yes according to the factor that (Topical knowledge affects students speaking performance). Whereas, (5) participants with percentage (20.8%) who answer no. This demonstrates that students should be well and developed in using speaking performance and to widen their vocabulary knowledge to be well performed in speaking. For this reason, they should have Topical knowledge to avoid the factors that affect them while performing speaking activities.

Item (10): Students given plenty of time to perform a speaking task.

Table (4.28) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	7	29.2	29.2	29.2
YES	17	70.8	70.8	100.0
Total	24	100.0	100.0	
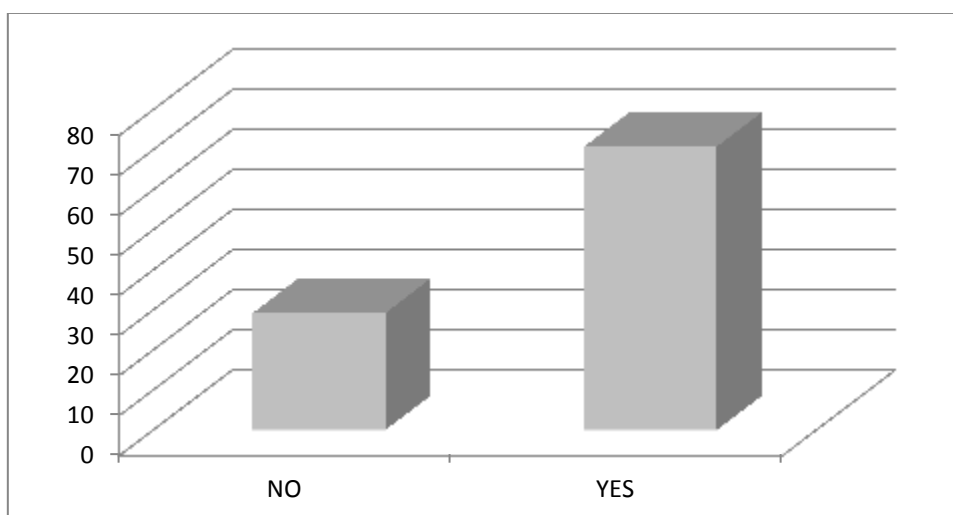
Figure (4.25) the frequency distribution for the respondents

It is noticed from the above table and figure display that (17) participants in the study sample with percentage (70.8%) who answer yes according to the factor that (Students are given plenty of time to perform a speaking task). Whereas, (7) participants with percentage (29.2%) who answer no. This demonstrates that students should be well-trained and developed in using speaking performance, to widen their vocabulary knowledge to be well performed in speaking. For this reason, they should have plenty of time to avoid the factors that affect them while performing speaking activities.

Item (11): Teachers involve students to practice speaking performance in group.

Table (4.29) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	12	50.0	50.0	50.0
YES	12	50.0	50.0	100.0
Total	24	100.0	100.0	
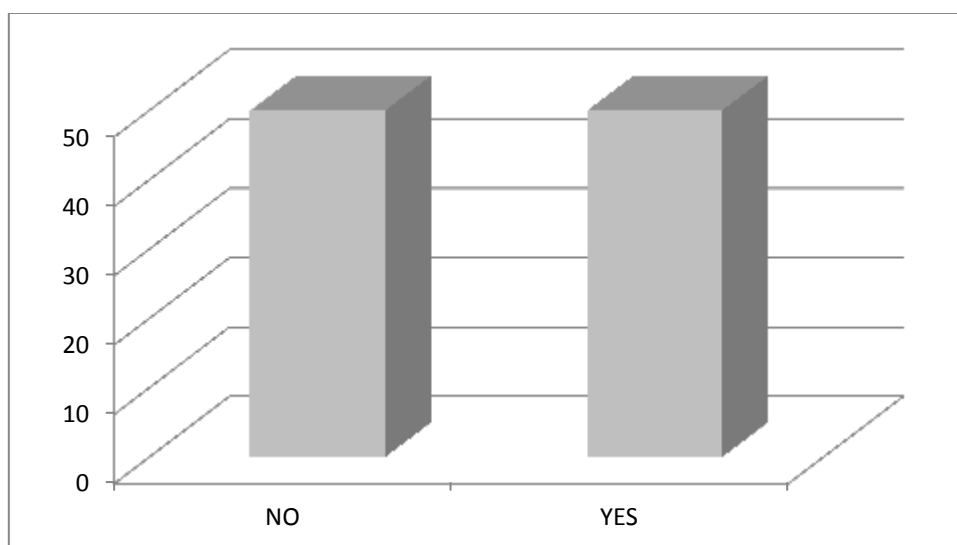
Figure (4.26) the frequency distribution for the respondents

It is clear from the above table and figure show that (12) participants in the study sample with percentage (50.0%) who answer yes according to the factor that (Teachers involve students to practice speaking performance in-group). Whereas, (12) participants with percentage (50.0%) who answer no. This demonstrates that teacher should be well trained and developed in using speaking performance .And to widen students' vocabulary knowledge to be well performed in speaking. For this reason, they should involve their students to practice speaking performance

Item (12): Teachers encourage students to participate in pair work.

Table (4.30) the frequency distribution for the respondents

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	5	20.8	20.8	20.8
YES	19	79.2	79.2	100.0
Total	24	100.0	100.0	
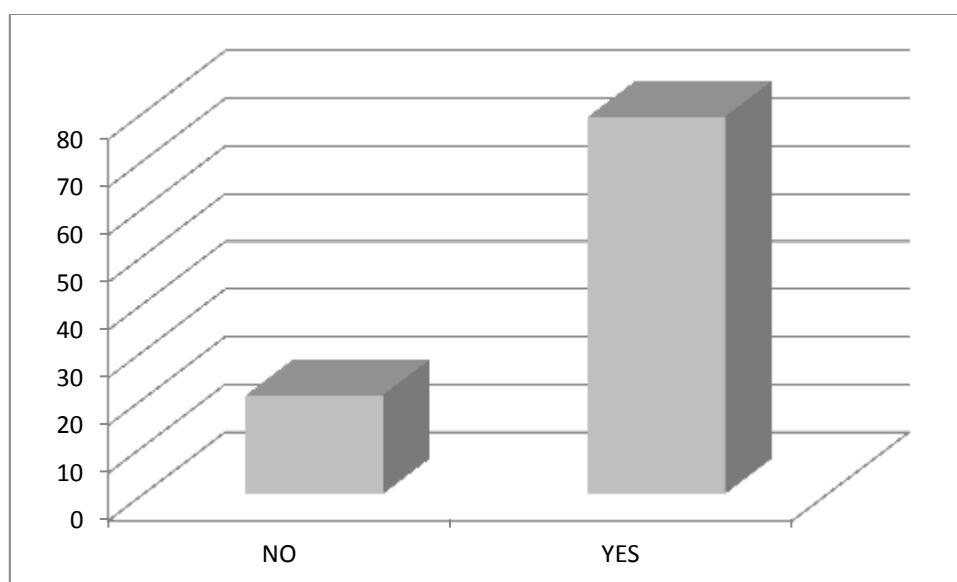
Figure (4.27) the frequency distribution for the respondents

It is clear from the above table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes according to the factor that (Teachers encourage students to participate in pair work). Whereas, (5) participants with percentage (20.8%) who answer no. This demonstrates that teacher should be well trained and developed in using speaking performance. In addition, to widen students' vocabulary knowledge to be well performed in speaking. For this reason, they should involve their students to practice speaking activities.

Discussion

This study has discussed the factors that affect students' speaking performance in classroom setting. The first item stated that students are worried about making mistakes. It clear from the table and figure display that (14) participants in the study sample with percentage (58.3%) who answer yes. Whereas, (10) participants with percentage (41.7) who answer no. This demonstrates that should not be worried about making mistakes because mistakes are necessary part of learning. The second item illustrated that students are afraid of criticism or losing face. It is noticed from the table and figure display that (18) participants in the study sample with percentage (75.0%) who answer yes. Whereas, (6) participants with percentage (25.0%) who answer no. This justifies that students should be well trained and developed in accepting criticism among their classmates. For this reason, they should avoid fear that faces them while performing speaking activities. The third item pointed out that students cannot think of anything to say. It is obvious from the table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes. Whereas, (8) participants with percentage (33.3%) who answer no. This indicates that students should be well-trained and developed in promoting critical thinking and to widen their vocabulary knowledge so as to be well performed in speaking. For this reason, they should avoid the factors that affect them while performing speaking tasks. The forth item confirmed that students are demotivating to express themselves. It is observed from the table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes. Whereas, (5) participants with percentage (20.8%) who answer no. This proves that students should be well-trained and developed in promoting critical brainstorm and to elaborate their knowledge so as to be well performed in speaking. For this reason, they

should avoid the factors demotivating them while performing speaking activities. The fifth item explain that students speak very little or not at all. It is clear from the table and figure show that (13) participants in the study sample with percentage (55.2%) who answer yes .Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should be well-trained and developed in promoting critical thinking and to elaborate their vocabulary knowledge so as to be well performed in speaking. For this reason, they should avoid the factors affect them while performing speaking tasks.

Summary of the chapter

This chapter has covered the data analysis of the study, which is about investigating factors affecting students' speaking performance in classroom setting. This done through a questionnaire to the teachers and observation checklist to the second year students of English. Moreover, it showed the data tabulated in figures and tables. Then, interpretations 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

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

Speaking skill has described as the most difficult aspects of productive skills for EFL learners. This study sheds light on EFL speaking performance, which considered 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 performance 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 observation check list. 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 given at the end of the chapter.

5.1. Main Findings

The results of this study investigate the factors affecting students' speaking performance in classroom setting. The results indicated that these factors vary regarding the speaking strategies. Researcher has summarized following findings:

(A) Teachers 'Questionnaire:

1. Performance conditions (time pressure, planning) can negatively affect students' speaking performance.

 2. Students need to be encouraged to speak bravely to promote their speaking performance.

 3. EFL teachers should trained students to develop their oral performance.

 4- EFL teachers provide students with opportunities to communicate in the target language so as to reinforce performance activities.

 5- Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom.

6- Cooperative techniques can positively motivate students to improve their speaking performance.

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

(B) Observation Check List:

The findings indicated that students are worried about making mistakes. It clear from the table and figure display that (14) participants in the study sample with percentage (58.3%) who answer yes. Whereas, (10) participants with percentage (41.7) who answer no. This demonstrates that should not worried about making mistakes because mistakes are necessary part of learning. Moreover, it illustrated that students are afraid of criticism or losing face. It is noticed from the table and figure display that (18) participants in the study sample with percentage (75.0%) who answer yes. Whereas, (6) participants with percentage (25.0%) who answer no. This justifies that students should be well trained and developed in accepting criticism among their classmates. For this reason, they should avoid fear that faces them while performing speaking

activities**.** The result pointed out that students cannot think of anything to say. It is obvious from the table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes. Whereas, (8) participants with percentage (33.3%) who answer no. This indicates that students should be well trained, developed in promoting critical thinking and to widen their vocabulary knowledge, to be well performed in speaking. For this reason, they should avoid the factors that affect them while performing speaking tasks. Furthermore, it confirmed that students are demotivating to express themselves. It is observed from the table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes. Whereas, (5) participants with percentage (20.8%) who answer no. This proves that students should be well trained, developed in promoting critical brainstorm and to elaborate their knowledge so as to be well performed in speaking. For this reason, they should avoid the factors demotivating them while performing speaking activities.

5.2 Conclusion

The findings of the study pointed out that the students of English were suffering from many difficulties in possessing English Language speaking performance, 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 in charge of the weakness of students in English speaking performance , and they have to work together in order to overcome the difficulties that students encounter. However, attention should be made for female students since they face many obstacles in possessing speaking performance by encouraging and motivating them to participate in learning English speaking.

5.3. 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 presented. Those seem to be relevant to EFL students, English teachers and university stakeholders:

1. we as English teachers , must solve the problem from roots

2-Topical knowledge should be used to enhance speaking performance.

3. EFL teachers should encourage students to perform speaking activities in pair work.

4. Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness.

5. Student should learn speaking performance by ears, (by listening) Speaking skills cannot be developed unless we develop listening skills

6. By practicing speaking, activities more and more student is going to learn more and more

7. The necessity of writing compositions in class to enable student to express about him self

8. Enhancing topical knowledge by reading literature books in class

9 . Repeating new words many times to improve pronunciation

10. Student should try hard to promote and develop his English accent because speaking performance means real accent

11. Special classes for activities in schools for speaking aloud.

5.4. Suggestions for further Studies

The present study presents the following suggestions for further research:

1. Oral Skills Difficulties Faced by Young EFL Learners.

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

3. Communication Strategies for EFL Learners

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APPENDICES

Appendix (A)

Teachers' questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate factors affecting students' speaking performance in classroom setting. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Your answer is very important and will be of much help for the completion of this work.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

Personal Information:

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 ☐

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Performance conditions (time pressure, planning) can negatively affect students' speaking performance.					
2	Students are unable to participate in speaking activity.					

3	Classroom environment does not help students to practice speaking skill activities.					
4	Students lack motivation to speak in English.					
5	Students need to be encouraged to speak bravely so as to promote their speaking performance.					
6	EFL teachers can direct students to practice speaking performance in group.					
7	EFL teachers should train students to develop their oral performance.					
8	EFL teachers provide students with opportunities to communicate in the target language so as to reinforce performance activities.					
9	Condusive classroom environment develops students speaking performance.					
10	EFL teachers should encourage students to perform speaking activities in pair work.					
11	EFL teachers give students class work so as to practice speaking performance.					

12	Topical knowledge should be used to enhance speaking performance.					
13	Role-play is one of the methods that enable students to improve a range of real life spoken language in the classroom					
14	Students should concentrate on the meaning and intelligibility of the utterance, not grammatical correctness.					
15	Cooperative techniques can positively motivate students to improve their speaking performance.					

Appendix (B)

Students' Observation

This observation check list serves as data collection tool for a research work that aims to investigate factors affecting students' speaking performance in classroom setting.

No	Statements	Yes	No
1	Students are worried about making mistakes.		
2	Students are afraid of criticism or losing face.		
3	Students cannot think of anything to say.		
4	Students are demotived to express themselves.		
5	Students speak very little or not at all		
6	Students use Arabic language instead of English.		
7	Students are shy to practice speaking activities.		
8	Students lack self-confidence to speak in English.		
9	Topical knowledge affects students speaking performance.		
10	Students are given plenty of time to perform a speaking task		
11	Teachers involve students to practice speaking activities in group.		
12	Teachers encourage students to participate in pair work.		