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AN INVESTIGATION OF EFL LEARNERS' ATTITUDES
TOWARDS, PARTICIPATION IN AND CHALLENGES
ENCOUNTERED IN GROUP SPEAKING ACTIVITIES: GRADE
11 IN FOCUS

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ALEMNESH WOLDEYOHANIS

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An Investigation of EFL Learners' Attitudes towards, Participation in and
Challenges Encountered in Group Speaking Activities: Grade 11 in Focus

By

Alemnesh Woldeyohannis

Principal Advisor: Temesgen Mereba (PhD)

Co-advisor: Yimam Workineh (PhD)

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Declaration, Confirmation and Approval page

Research title: An Investigation of EFL Learners’ Attitudes towards, Participation in and Challenges encountered in Group Speaking Activities: Grade 11in Focus

I, the undersigned declare that the thesis report entitled “An Investigation of EFL Learners’ Attitudes towards, Participation in and Challenges encountered in Group Speaking Activities: Grade 11in Focus” is my original work and has not been presented for a degree in other university

By

Alemnesh Woldeyohanis

Main advisor

Sign

date

.....

Co-Advisor

sign

date

.....

Internal examiner

sign

date

.....

External examiner

sign

date

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Declaration Here I undersigned and declare that the thesis report entitled “An Investigation of EFL Learners’ Attitudes towards, Participation in and Challenges encountered in Group Speaking Activities: Grade 11in Focus” is my original work and has not been presented for a degree in other university.

Name: Alemnesh Woldeyohanis

Signature _____

Date of submission _____

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ABSTRACT

This study was designed to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School. Thus, it has been tried to discuss the findings under three main headings. Therefore the study was firstly focused on, the attitudes of grade 11 students towards group discussion in speaking activities; secondly students' participation in group discussion during speaking activities in EFL classes, and thirdly challenges students encountered during speaking activities classes while using group work. Accordingly, descriptive research surveys with mixed research approach were applied to achieve the objectives of the study. To collect reliable data for this study, questionnaires, interviews, and classroom observations were used as data collection tools. The collected data from questionnaire was analyzed using software SPSS 26 version, and data from interview and class observation were analyzed qualitatively. The study revealed that students have positive attitudes towards group discussion as a teaching strategy for speaking skills; students' interaction and participation through group work had better outcomes, and students face different challenges while participating in group discussion. Based on the findings of the study the researcher forwarded recommendations as follow:- it is necessary for teachers to motivate and support students to increase their ability in speaking. During speaking activities, teachers take an important role to give feedback and some correction to the students' mistakes directly. Students also need to be aware of their own needs and find additional materials from any sources. To be fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes.

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Language is the most significant thing that is given to human beings to convey and share idea, opinion, feeling, emotion and information to people both in spoken and written forms. In English language, speaking is probably the second language skills that most learners wish to learn and master as soon as possible. Speaking is an interactive process of building and sharing meaning. For Shabani (2013), speaking is not a simple skills; it requires some practice and experience.

Most researchers state that students' motivation and attitudes towards learning a foreign language greatly influence their successful language mastering (for example, Ellis, 1994, McDonough, 1983). Starks &Paltridge (1996) point out that learning a language is closely related to learners attitudes towards the target language. Moreover, it is believed that students with a positive attitude towards learning a foreign language improve faster and achieve better results. Gardner (1985) points out that attitude are a value reaction to a certain reference object which is obtained based on an individual's beliefs or attitudes about the referent.

Students' participation in speaking lessons plays a significant role in teaching and learning process of English language. It enables learners to express their personal feelings, opinions or ideas. In addition to this, it makes the students confident when they actively participate in speaking. Tsui (1996) and Tatar (2005) state that classroom participation has crucial role in order for effective learning to take place and students' personal development in the future. Other findings have shown that students who are actively involved in the learning process are reported to have higher satisfaction and higher persistence rate (Austin, 1999; Tsui, 1996). Participation provides the scene where learners build and shape identities as members of the classroom.

In general, students' participation in speaking activities requires to students interact in the classroom to indicate that they are learning and paying attention. Beside that it also emphasis students attention to the teacher and peers to make sure they understand their question or opinions so that they can express their thoughts and feeling to make sure their activity participation in the classroom and also in the lesson (Brown, 2004).

It is becoming increasingly difficult to ignore the significance of group discussion in the classroom, because of its real influence on the students' language learning. The popularity of group discussion in teaching has been beyond the reasonable doubt for many years (Harmer, 2011). Petty (2001) states that a good understanding between students and an encouraging student-centered confidential atmosphere can be created inside the class with the existence of group discussion. Since it is regarded as an important technique in teaching, Scrivener (2005) lists speaking growth, collaboration ability and some other points as the advantages of group discussion for students. The real attitudes of the students especially the international ones who study English as a second or foreign language to find out their ideas about group work (Harmer 2007 and Porto, 2001).

Students' participation in EFL, especially in a group speaking activities requires specific attention (Mohamed, 2012). A critical debate in a small group discussion session is typically hard to come by without some proper guidance from a facilitator. For this reason, the teacher is the most important individual to act as a facilitator in the students' learning process; he or she plays a significant role in planning and managing the method, materials, and suitable activities to have a lively learning session. At the same time, the facilitating role is associated with the students' interest and engagement in learning (Finn and Schrodt, 2016), especially to draw the students' attention and stimulate participation group speaking activities.

Moreover, Scrivener (2011) argues that group discussion allows students to develop their critical skills and helps them to challenge assumptions. He further states that this type of learning strategy helps students to evaluate each other's work and ideas and thus they learn from each other. Personal experience suggests that group work in EFL classrooms provide students with the opportunity to express them in the target language. Burdett and Hastie (2009) argue that working in groups creates a kind of supportive atmosphere where ideas and opinions are developed as it is wheeled from a member to another in the group.

Most researchers state that students' motivation and attitudes towards learning a foreign language greatly influence their successful language mastering (for example, Ellis, 2012, McDonough, 2013). Gardner (1985) point, out that attitude is a value reaction to a certain reference object which is obtained based on an individual's beliefs or attitudes about the referent. Gardner & Korth (2008) found that students' attitudes towards the learning and teaching method

differ depending on the type of their individual learning styles. This is supported by McLeish (2009), in which students and teacher from University of Technology in Jamaica participated, which concluded that students mostly prefer working individually, whereas at the same time they are aware of the advantages of the communicative approach, such as greater activity of students during class, as well as improving the overall competence of academic research of students.

There are challenges EFL Students face to participate in group speaking activities. The students, especially EFL students', cannot be actively participate in group speaking activities, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation (Ihsan et al., 2018).

Dewi and Jimmi (2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. Similarly, vocabulary is an important part of learning English. Further, Dewi and Jimmi (2018) stated that the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence.

Psychological factors are the emotional feeling of the students when they want to speak in English (Juhana, 2018). Juhana (2018) stated that the students would forget what they want to say because of shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends. Juhana (2018) mentioned that 37% of the students mostly chose fear of mistake, and 26% of the students chose shyness. Moreover, these psychological factors have influenced students' speaking performance. Further, teachers can make a personal approach and create a better learning atmosphere in the classroom.

Psychological factor is a student feeling that occurs when the students realize that their speaking partners do not get their points when speaking in EFL classroom (Juhana, 2018). Similarly, the students' feel a lack of confidence because they feel their English is not good, and they keep silent. In language learning, especially when participating in group speaking activities, motivation is vital for students. Jin (2014) stated that motivation is important to make students successful in language learning. Juhana (2018) added that most the students chose a lack of confidence because they do not have motivation when they see their teacher's way of teaching.

There have been numerous studies, both theoretical and experimental ones, which aim at applying the communicative approach in teaching a foreign language on a university level. For example, the goal of the study conducted by Basta (2011) is to gain insight into the attitudes of students towards communicative language teaching approach when working in pairs or groups, as well as the efficiency of such work.

The results of the study show that respondents express a positive attitude towards certain aspects of pair or group work (for instance, when development of critical thought or team work is concerned), while negative attitudes refer to unequal participation of all members of the groups in activities, such as neglecting certain members of the group. In generally, these above arguments indicate that working in group allows learner to achieve good fluency, accuracy and ensure that all members participation or involvement in learning activities. Therefore, this study was to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus

1.2 Statement of the problem

Communicative language Teaching develops students' ability to use a foreign language in different communicative activities. It also stresses more on meaning than on structure of English language. As to Richards (2006), the basic goal of the communicative approach is to help learners develop their communicative competence in general and oral communicative competence in particular. And to achieve this goal, the approach uses a communicative syllabus and methodology. In the current situation of teaching English as a second or foreign language, the learners' oral communicative competence is given due attention in all levels of education where activities are designed to be accomplished through interaction in pairs or small groups. Thus, from this we can understand that speaking skill is the bedrock of teaching and learning as it is one of the skills most commonly used in teaching or training to transfer information, explain ideas and theories and to discuss and explore concepts. Thus, learners have to practice the speaking skill through the provision of a wide variety of activities so that they can use the language in their daily lives. EFL Speaking skill is an essential part of communication, especially in learning a language for social interaction and other communicative purposes on different occasions. Richard (2006) said the ever-going need for good communication skills in English has emerged in high demand around the world.

Although the ability to communicate with others and to speak the language fluently is the main objective that most EFL learners seek to realize, it has been noticed that EFL students face many problems when they are required to speak and express their thoughts in front of their teachers and classmates during group discussion. This may cause unwillingness to take part in the activities implemented in the classroom, and a weakness or a failure in the EFL speaking group activities.

In fact, many factors interfere and cause this feeling of speaking and low level of confidence, and since this latter is considered as a crucial factor that may contribute positively or negatively in the achievement of the students in the classroom especially in speaking skills group work classes.

Checking attitudes of EFL students towards participating in speaking skill group work and challenges they face for the purpose of boosting their active participation in speaking skills group work is the objective of this current research

Brown (2007) indicated that communicative language teaching is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and real-world communication. Effective communication of speaking skills creates many benefits for communicating in both languages, the targeted language and mother tongue language.

For some beneficial reasons, group work cannot be separated from other classroom activities. Many teachers use this method to make variation in their teaching. It can be said that group work brings positive influence to the students because here they are expected to work together cooperatively. Work together cooperatively means more interaction, communication and opinion among students. In group work, group achievement means individual achievement and vice versa (Nouh, 2014). However, any teaching and learning method depends on students' attitude, with no exception of group work. Although group work is viewed as an effective and valuable method, its implementation in the classroom is what decides whether it is successful or not. Besides that, students' attitude towards it is very important to be paid attention to. Attitudes towards something are the extent to which students accept the subject and their opinion towards it (Hashemi, 2005).

Harmer (1991) stated that group work activities have become one of key tools in communicative language teachers tool boxes because it provides opportunity for students to communicate and provides means of integrating all basic skills of language namely listening, speaking, reading and writing. In addition to this, (Doff, 2018) noted that group work encourages students to share ideas, knowledge and enables them to explore the meaning of text, improves their participations and enhances their foreign language fluency.

Furthermore, Ryan(2001) proposed that group work is one of strategies of communicative language teaching which is applied to achieve modern language teaching goal. Similarly, Harmer(2007) stated that practicing speaking is the central part of English lesson and the extent to which students practice of speaking determine how far students develop their speaking skill.

Local researchers conducted research on students' participation in speaking. For example, Gebrewahid (2011) has conducted a research on “‘attitudes and roles of EFL students' in group work” and his study revealed that students have attitude problems and they did not perform their expected roles in group work activities.

Meshesha (2009: 43-59) showed that the students and teachers in the English classrooms face challenges of different types when they are manipulating the activities of classroom interaction. This includes students' incapability to use English for delivering conversation, ask questions and making presentation, students' lack of prior experience in using interactive situations, their mother tongue influences and, ineffective, students negative attitudes towards the target language, translating the contents of English to a local language, and English teachers' ineffectiveness to overcome the challenges. Mekonnin (2014) also showed the challenges which are lack of background knowledge, lack of motivation and giving no value for clear instruction. Moges (2012) stated that text related challenges including unclear instructions, vague and beyond knowledge level contents, and big volume and large size of the textbook affect classroom participation.

Furthermore, Girma (2005) has conducted research on “‘assessment factors that affect students' participation of group work in EFL classroom”’. His findings indicated that there were assessment factors that impede students' participation of group in EFL Classroom. But they have

not said anything about the practice and challenges of group work in English speaking skill classroom.

Here, some studies stated above studied different researches on group work in EFL class but not specifically in speaking, others conducted factors affecting students; group work in EFL class but not in particular skills of the target language classes. Due to this, the current study was conducted on EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus.

As far as researcher's knowledge is concerned some significance studies on the line of problem mentioned above have been conducted but the result did not state actual strategies to overcome the challenges in group speaking class because the problem stated is widely there and the students are still reluctant to participate in speaking classroom especially in group. The above local researchers used survey inquiry research design (e.g. Moges and Meshesha) but the current researcher used mixed research design. There are also no researches that have been conducted especially on investigating EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus. This shows that there is a gap which needs to conduct a research in this issue. Therefore, the current researcher decided to fill the above gaps by investigating EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities

In casual observation of the researcher, however it is not empirical, it is witnessed that students face difficulties in expressing their idea in group work practice of speaking activities in target language, and teachers might not also been using group work to teach speaking activities. Therefore, this study was to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus.

1.3 Research Questions

This study was to answer the following research questions:-

- What are the attitudes of grade 11 students towards group speaking activities?

- To what extent do grade 11 students participate in group discussion during speaking activities in EFL classes?
- What are the challenges grade 11 students encountered during speaking activities classes while using group work?

1.4 Objectives of the Study

This study has both general and specific objectives:

1.4.1 General Objective of the Study

The main objective of this study was to investigate EFL learners' attitudes towards, participation in and challenges encountered in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus

1.4.2 Specific Objectives of the Study

This study was tried to achieve the following specific objectives:-

1. To find out the attitudes of grade 11 students towards group speaking activities.
2. To identify the extent to which grade 11 students participate in group discussion during speaking activities in EFL classes.
3. To indicate challenges grade 11 students encounter during speaking activities classes while using group work.

1.5 Significance of the Study

- The finding this study will create awareness on how to develop the habit EFL students' participation in group work in EFL classes
- The result of this study will identify the challenges that students encounter while participating in group work in speaking activities class in EFL class
- Besides this, it will provide possible recommendations
- Moreover, it will teach and guide EFL teachers and how to participate in group work in speaking activities classes to run cooperative learning nature.
- Hence, it will be the starting spring to the new coming researchers or open the door to get secondary data source.

1.6 Scope of the Study

Geographically, this study was delimited to South West Ethiopia People Regional state Dawuro Zone Gessa town Administration in order to investigate grade 11 students' Attitudes towards participation in group work and challenges they encounter during group speaking activities the case of Gessa Deliba Secondary School in focus.

1.7 Limitations of the Study

Although a research needs persistence and a lot of efforts to conduct it effectively and so will be expected from this study, it may not be free from limitations as there were some constraints that would be difficult to overcome however, which will prevent the study from being carried out. Therefore, the followings are some of the major limitations of this study.

- Since this study was designed to investigate EFL learners' attitudes towards, participation in and challenges encountered in group speaking activities in case of grade 11 at Gessa Deliba Secondary school, sample size couldn't represent the whole population.
- Although it would be better if this study includes other schools, it is impossible to include them due to certain constraints. A single school couldn't represent the schools in the zone in particular and the whole schools in the country generally.
- Besides this, the researcher faced access to poor internet service. But all the limitations were solved by the researcher and were not hindered the researcher from developing this thesis proposal paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Definitions of Speaking Skills

Speaking is a process of sharing thoughts and ideas with the other people orally. Speaking is not only about producing the words but also the use of language to relay meanings that other people can make sense of them (Cameron, 2001). As supported by Nunan (1991), speaking is one skill that requires different abilities directly which often develop at different rates.

Torky (2006) defines speaking as a way to produce the sound that created signals to produce differential verbal responses in a listener. It related to the combining sounds systematically to create meaningful sentences, speakers and listeners exchanged the messages orally. Moreover, speaking is one process to create a conversation with the other people. It can be questioned, answer, opinions, making request, and speech that delivered verbally. Speaking is the process of structuring the ideas verbally and non-verbal symbols in different contexts based on the aim of conversation (Chaney, 1998). From this definition, it can be concluded that English speaking is the ability to convey messages that including ideas, thoughts, and feelings orally, its purpose is to create communication with the other people.

2.2. The importance teaching speaking skill

Nowadays individuals usually put an equal sign between knowing a language and speaking a language. Despite the fact that in order to be a successful foreign language speaker, all four skills (e.g. reading, listening, writing, speaking) have to be well-developed, the view that being able to express oneself is the most important element of mastering the foreign language is predominant in the society. For example, many language schools attract clients while promising real communication and no learning the rules from the textbooks by heart, many different communicative classes or speaking clubs are offered, schools organize meetings with native speakers in order to give learners an opportunity to communicate naturally. Moreover, Nunan (1991) stated that success is measured in terms of the ability to carry out a conversation in the target language and thus, as speaking is a fundamental aspect of communication, it is important to possess this skill.

Hence, while speaking, students are able to express themselves, to transfer information and to learn special patterns of communication appropriate in different social and cultural circumstances. In other words, many functions of speaking are available for students, but only with the educator's help, they can use them properly, especially in the foreign language. While teaching speaking, teacher might help students not only to create utterances to exchange information in the target language properly, but also explain socio-cultural and pragmatic features of speaking a foreign language, which is, undoubtedly, necessary to be able to speak the language on a high level. This makes speaking, as well as teaching speaking, highly important. However, speaking is considered to be the most difficult skill to be taught – both by students and teachers. Students are usually frustrated by the fact of spending plenty of time learning a language, but not being able to speak it; teachers, on the other hand, notice very common problems when teaching speaking – students simply do not say anything or they continue chatting in their native language. Regarding the importance of speaking, Bailey and Savage (1994) commented that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Yet there is no doubt that some particular features make speaking the language difficult. Brown (2001) claims speaking to be the most challenging skill for the students to acquire because of the set of features common to oral discourse: contractions, vowel reductions and elision; the use of slang and idioms; stress, rhythm and intonation; the need to interact with at least one speaker. The last feature seems to be the most important. Moreover, many people become quite disappointed when exposed to the foreign language communication for the first time. This is happening because it is difficult to cope with all the features of speaking foreign language at once. Nevertheless, this is the key factor of importance of teaching speaking communication (and thus speaking) is very common to be unprepared, spontaneous. That is why serious attention should be paid to teaching it in order to help students overcome fear, frustration and to obtain confidence, to help to perceive speaking foreign language as being as natural as speaking the mother tongue. Realizing the importance of teaching speaking skills, the teacher has to find out what exactly is necessary for students to possess in order to be successful communicators. As was found out previously, speaking itself is not only limited to correct pronunciation or creating meaningful sentences from words using grammar. Nunan (2003) summarized what teaching speaking to ESL learners means. According to his classification, teaching speaking is to teach learners to:

- ✓ Produce the English speech sounds and sound patterns
- ✓ Use word and sentence stress, intonation patterns and the rhythm of the second language
- ✓ Select appropriate words and sentences according to the proper social setting, audience, Situation and subject matter
- ✓ Organize their thoughts in a meaningful and logical sequence
- ✓ Use language as a means of expressing values and judgments
- ✓ Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2.3 Characteristics of Speaking Skills

The speaker needs to avoid misunderstanding when conveying the messages to the listener, its purposes to make the messages delivered clearly. When the speakers want to speak fluently, they have to know the appropriate situation when start to make conversation (Harmer, 2007, p. 343). Luoma (2004), divided elements of speaking into five kinds: range, accuracy, fluency, interaction, and coherence. As supported by Mazouzi (2013), achievement of fluency and accuracy of students should be equivalence, because both of this element help students to develop their communicative ability.

Fluency in speaking describes the speakers' skills to report the idea of speaker suddenly. It is the skill of speaker to speak understandably and create listeners' interest. Hedge (2000), argued that fluency is the speaker's competence to answer clearly by uniting between words and phrases, saying sound distinctly, and use of stress and tone. Next characteristic is accuracy, it needs to control the structure that speaker used. The function of accuracy shows the speaker's ability to choose the correct pattern of sentence based on conversation condition. Learners have to focus on appropriate and the comprehensiveness of language form that includes grammatical, structures, vocabulary, and pronunciation (Mazouzi, 2013).

Speaking English fluently is among the targets of learning a foreign language, such as English. Speaking fluency is the main point of communicative language teaching and learning process. Students who study English as a foreign language always put high priority on this skills. They are expected to be able to communicate with the other people in the real situation and condition orally. So they have to master speaking fluency because it is an important goal of speaking lesson. Fluency defines as an ability of the speaker to speak naturally without a doubt. Richards et al (2002: 204) described speaking fluency as "the features which give the speech the qualities

of being natural and normal, including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking, and use of interjections and interruptions.”

Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listeners understand (Zhang, 2009). Speaker reports the messages naturally in normal to create understandable of the listener. Skehan (2009) defined fluency as the ability to result from the speech at normal speed without pausing. Fluency is the comprehension and unity of delivering messages (Nation & Newton, 2009).

Speaking process include conceptualization, formulation, and articulation (Levelt, 2007). Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker’s ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three processes occur simultaneously, because of that sometimes students make mistakes in face to face communication. Therefore, students speaking skills can be replaced by “hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002).

2.4.The Concepts of Group Discussion

Group discussion refers to the work of the students in a group which is small enough for the students to do the assigned task, and it consists of different levels of students. Moreover, students are expected to do their task in the group without the supervision from the teacher directly or immediately at all (Cohen, Lotan, & Goodlad, 2014).

Group discussion is heavily influenced by the socio-cultural perspective. According to Vygotsky (1978), learning is a social activity and knowledge is constructed through interaction and collaboration with others. Children’ learning happens when they interact and collaborate with peers who are more skillful (Vygotsky, 1978).

Nonetheless, group discussion is a preference for a particular type of students only. According to Willing’s learning style, adult learners are categorized into four different types such as conformists, concrete learners and communicative learners (Willing & Nunan, 1993). Students as communicative learners are keen on social interaction, especially group work since this type of

students are willing to work with their peers without the supervision from the teacher (Willing , 1993).

2.5. Students' Attitudes towards Group Discussion

Many students show excitement and preference for group discussion over individual work as they view group discussion as an effective and beneficial teaching and learning strategy by which they can engage with other students and use the opportunity as an aid to concentration and memorization while learning; however, a small number of students express an actual dislike towards group discussion (Rees, 2009). The reasons behind the issue vary from cultures to cultures. First of all, students encountered many challenges such as the difference in proficiency level, difficulty in decision-making, and peer relationship (Kwon, 2014).

Moreover, Cantwell and Andrews (2002) also stated that discomfort, dislike or resentment occurred in group discussions are usually related to psychological factors. The common problems are outstanding students feel burdened for being held back by their slow group members, and weak students complain about being ignored or neglected in a group (Felder & Brent, 2007).

On the other hand, according to Zariski, 2015), 66% of the respondents of his study reported that group work had impacted their attitudes towards their peers positively as the level of value appreciation of the member increased after discussing in groups; on the contrary, 80% of the respondents showed the feeling of frustration and anger towards 'free rider'.

Many researchers have addressed students' attitudes to group work and the findings vary. Through interviews with fourteen Chinese students, Xue (2013) found that students' attitudes to group work went through initial dislike to later acceptance.

Also through interviews, the participants in the study of Campbell and Li (2008) in New Zealand show their positive attitudes to group discussion where they could promote their understanding of culture and enhance their English language skills, but they have negative opinions about group assignments. Wong (2004) further notes that students prefer working individually so that they can control their own time as well as the final product.

2.6 Participation in Group Discussion

Students' participation in a group discussion requires specific attention (Mohamed, 2012). A critical debate in a small group discussion session is typically hard to come by without some proper guidance from a facilitator. For this reason, the teacher is the most important individual to act as a facilitator in the students' learning process; he or she plays a significant role in planning and managing the method, materials, and suitable activities to have a lively learning session. At the same time, the facilitating role is associated with the students' interest and engagement in learning (Finn & Schrod, 2016), especially to draw the students' attention and stimulate participation. A good facilitator can implement various activities followed by exercises to increase the students' knowledge and strengthen their skills; these efforts are beyond the prescription of the textbooks and require the students' active participation.

According to Ward and Sayek (2009), most of the teachers have been using the traditional way of teaching, using lectures in the traditional classroom setting. In this context, the students are encouraged to memorize the facts, and learning is largely based on the textbooks and notes. Although group discussion is used as an approach for teaching and learning, most of the time students only share information (Sargis & Larson, 2002); very rarely, group members are seen to engage in arguing and questioning the facts.

In this circumstance, the focus is on reading, preparing individual notes, completing home assignments, and facing the gender inequity issue (Han, Sax, & Kim, 2007; Mohamed, 2012). It is the role of a facilitator to manage the learning process so that the students attain the optimal outcome through various aspects of learning. Students' participation in a group discussion is defined as students' participation in discussion activities, including questioning, expressing ideas, and giving opinions during the discussion session (Chapin & Harbaugh, 2017).

2.7 Challenges Students Encounter during Speaking Group Activities in EFL classes

2.7.1 Excessive use of mother tongue

Learners generally make an overuse of their mother tongue especially in the activities of oral skill, students when are questioned to do speaking activity immediately lead off thinking about any subject in their mother tongue then translate it in English .

2.7.2. Lack of Proper Vocabulary

Another problem that faces the EFL learners is the misuse of appropriate words in the context. This occurs due to the lack of vocabulary and this may lead to fail in communication process. As a result learners will give incorrect statements in their speech.

2.7.3. Lack of Subject Matter

Another common issue that has been observed in EFL classes is that students thought they have nothing to say on specific topics. In fact, they may feel bored or see that topic is not relevant to what they know.

2.7.4. Fear of Mistakes

Fear of mistakes is considered as one of the main factors that prevent students to speak English inside classroom. Aftat (2008) says that this fear is may be related to the problem of negative assessment and correction of the teacher or from being mocked by other students. Furthermore, Juhana (2012) says that it is very important for the teacher to persuade their students that mistakes are part of learning, and encourage them to take part in the activities that are implemented in the classroom.

2.7.5. Lack of self- confidence

Students who are less confident feel uncomfortable during speaking activities, also they do not have the ability to do oral tasks, and this represent a threat for them. They lack trust in their abilities and they fail in achieving their goals. So, self-confidence is an important factor to acquire a target language.

2.8 Assessment of Spoken Activities

The assessment is very important in the teaching and learning processes, it helps the teacher to evaluate the performance of their learners. Kyriacou (2007) says that "assessment is an activity used to appraise pupils' performance". A process of gathering, interpreting and using information about learning and the process of gathering can take many forms, from tests to performance or work samples. The interpretation usually involves some of measurement or coding and their use leads to decisions about teaching and learning.

So, assessment is used as a process to collect data about the performance of the students, it can take various forms such as tests. So the teacher will check the results, and then make a decision about the learning and teaching operations and the students' level.

Luoma (2004) argues that "from a testing perspective, speaking is special because of its interactive nature". Thus, through interaction process speaking will be measured and assessed. Harris and McCann (1994) declare that assessing oral performance of each student is very difficult. They say that it is better for the teacher to focus on activities such as role play, simulation. In addition, Harris and McCann claim that teachers should establish some criteria for assessment before students start the task, like fluency, lack of hesitation, relevance, interest of the performance, pronunciation (Rhythm, intonation), grammatical accuracy and suitable vocabulary. Besides, selecting the suitable criteria depends on the students' level.

2.9. Effect of Group Work on EF Language

Learning several studies have presented empirical support for the effect of group work on developing students' language skills (Holloway, 2004 & Boburka, 2006). Li and Vandi (2011), for example, investigated the effect of group work on a group of 38 international research students. He looked at their thesis writing process in Australian university. They used classroom observation, a questionnaire and focus group discussion to get feedback from students. Results revealed that group work writing helped international students start their writing process; it motivated them to develop their writing skills, increased their self-confidence as writers and supported them through their writing.

On similar grounds, Larcombe et al. (2007) evaluated a program for a writing group at the University of Melbourne in Australia to specify the benefits of developing the identity of thesis writers through group cooperation. They concluded that the writing groups gave writers the chance to give and receive feedback on their work and to develop their identity as thesis writers. Speaking received similar importance in Vietnam when Tuan and Neomy (2007) investigated group work pre-task planning and its effect on post planning individual oral presentation of EFL second year college students at Hanoi who were enrolled in a four-year English program.

In groups learners produced more ideas and learned more as more interaction took place. They concluded that group work aids students' in their oral presentation. As for reading skills,

Wichadee (2007), in Thailand, wanted to find out the effect of group work technique on improving students' reading skill.

A group work technique was implemented on 40 first year students of the School of Communication and Arts at Bangkok University who were enrolled in an English course. A pre-test, post-test technique, a questionnaire, cooperative learning assessment, individual quiz and an interview were used. Wichadee reported that students benefited from group work in their reading comprehension, for example, their reading skill improved, their interaction increased, they felt at ease, learnt more, enjoyed their time and learnt how to work with one another.

More evidence of students' learning in group work was reported by Meteetham (2001), in Thailand, who wanted to find out the development of students' grammar and competence as well as students' attitudes towards group work using a test, classroom observation, an interview and a journal. Results showed students receiving a high score in the test after working in groups and all students reported having more positive attitudes towards working in groups. Finally, writing skill was investigated by Arumugam et al. (2013) who examined how group work affects university students' writing skill. To collect data they used a questionnaire, a pre and post-test and an interview. Results revealed significant development in scores between the pre and posttests. Students felt group work gave them the chance to learn and improve their English language skills. They felt that discussion in groups helped them to understand concepts better and they developed more positive attitudes as a result of working in groups.

2.10. Group Work Formation

To understand the reasons behind the effect of group work, whether good or bad, it is essential to understand how groups are formed. Friendship is one of the factors that can be put into consideration when forming group work. In such groups, students have excellent relationships. They respect each other, accept criticism from one another and listen to each other (Hendry et al., 2005). Friends work together; they work cooperatively instead of competitively. Groups can also be formed based on ability where clever students are grouped with weak ones. The point is to allow the weak students to watch and learn from high achievers, which will eventually improve their performance (Nihalani et al., 2010).

2.11. Students' Attitudes of Group Work

The effect of group work on students' learning would not be effective unless students work as a group. Thus, Chen & Hird (2006) were interested to find out how 36 Chinese non-English major students behave in groups in an EFL classroom in Normal University. They recorded students during group discussions and interviewed them later. Results showed some students in the groups spoke more than others. This might be because they had eight members in one group. They also noticed students' speech in groups to be natural and spontaneous.

In a more recent study, Nihalani et al. (2010) aimed to find out how students collaborate within a group and its effect on group work success. Students' perceptions of group work point out that student enjoyed and benefited from working in groups (Greenop, 2007 & Kolkhorst, 2007). For instance, Li et al. (2010) examined students' perceptions of group work in Australia. Thirteen Chinese graduate and undergraduate students from two universities in Melbourne were interviewed. Students reported more engagement and discussion in groups, better understanding and the construction of new knowledge. They also had positive attitudes towards group tasks.

Further, Kolkhorst (2007) examined students' perceptions of the effect of group work activities in developing active learning in a large lecture class. They applied small group activities on one hundred students studying a course in Human Development at the university. After the small-group activity, they distributed an activity assessment sheet to get feedback from students.

2.12. General Advantages and Disadvantages of Group Work

2.12.1 Advantages of Group Work

A recent definition of cooperative learning is provided by Badache (2011) who defines group work as an instruction method where learners of different levels form small groups and work together towards a specific objective. Learners take the responsibility of their own learning and of those in the group so the success of one member is a success of all members. Webb (2009) argues that cognitive conflict leads to higher levels of reasoning and learning.

When a student notices a conflict between her understanding and what she hears from other group members through interaction, this forces her to reconsider her concepts and restructure her ideas to conform to the group. Conflicting ideas lead to more questioning and negotiation which eventually results in learning. A more relevant theory is pointed out by Vygotsky (1978) who

adds that more learning occurs in a group when an expert adult helps a less expert one through conversation to carry out the job which the less expert wouldn't be able to do alone.

Horder (2010) believes that adults learn best if they were put in groups. Working in groups allows learners to achieve higher order thinking skills and retain knowledge longer than working individually. In groups students discuss, argue, explain and negotiate meaning, they become more responsible for their learning and develop critical thinking skills (Boburka, 2006).

Group work technique helps students learn better and improves their achievement (Meteetham, 2001). More recently, Brown (2008) argued that group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills. It also created a stress-free environment where learners feel at ease. Added to that, shy students are more comfortable working in groups, they gain more confidence in their ability to learn; students benefit from sharing their backgrounds and complement one another's weakness (Wichadee, 2007 and Badache, 2011).

2.12.2. Disadvantages of Group Work

Although group work has plenty of advantages, there are some disadvantages as reported by research worldwide (Monk-Turner, 2006 and Hassanien, 2007). For example, when one group member dominates the group, group performance reflects the groups' member level instead of the whole group together (Nihalani, et al., 2010). Some students get praise for doing very little work while others do most of the work. Also sometimes students of one group fail to communicate with one another, or because of not having a teacher on their heads students may not take the work seriously. Some students in a group may work with their friends and leave others. Also, the teacher faces the difficulty of grading every group member. The time is another obstacle as many teachers complain that group work is time consuming (McGraw& Tidwell, 2001). Another important disadvantage of group work is that some students work more than others. Different habits, where some students do not like to take orders from others are another obstacles.

Some group members may refuse to work with others. Noise is one of the outstanding disadvantages that discourage many teachers from using group work. Some teachers also believe

that once students are in groups, they lose control of the class. In sum, group work as a technique has proven to be useful for all students.

Research has shown that group work is a way for helping students socialize, get to know one another and learn about others' experiences. Students' language skills are developed as a result of working cooperatively. Students' attitudes towards learning English was found to be positive when teachers employ group work in their classrooms.

Students' critical thinking skills are enhanced in group work. They learn how to argue, defend their position, question other students' ideas and convince others of their own. Finally, students' learning is improved and deepened. Group work was seen to generate a lot of discussion (Greenop, 2007).

2.13. Conceptual Framework of the Study

Learning and practicing English as a foreign language (EFL) is challenging. Therefore, learners encounter certain obstacles that could hinder the process of learning, especially communication skills which are essential tools for interaction. Brown (2007) believes that it is necessary for students who study language to be committed, manage their difficulties skillfully, and emphasize the targets. Learners need to have a vital role in learning communication skills because they are the interlocutors of the target language in language acquisition. Students' challenges are seen as integral parts of cognitive development. Learners consider speaking an essential skill to acquire because they think knowing the language is measured by how fluent they are in the target language.

According to Richards and Renandya (2002), proficiency in speaking is the primary purpose of numerous English language learners worldwide.

2.14. Theoretical Framework

Attitude can be defined in many ways: a feeling or opinion about something or someone, or a way of behaving that is caused by this (dictionary.cambridge.org); the way you think and feel about someone or something (merriam-webster.com); a settled way of thinking or feeling about something (Oxford Dictionaries.com) This researcher modestly gives the definitions from online dictionary, websites. We can determine a certain attitude from our colleagues and from

our students as well. It is a positive or negative response towards an object, situation or to an individual.

According to Melhim (2009), attitudes can be classified into two: positive and negative. Having a positive attitude is taking a decision of acceptance. It is the attitude that reveals the advantages of the subject to take up its value. On the other hand, the negative attitude is the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude. In the study of Rula (2006), it stated that positive attitudes towards a subject affect learning and the students viewed English as an easy language. This is also supported by the research of Bustan and Ahmed (2009) that positive attitudes and accommodating students' preferences in learning will be no doubt lead to more successful learning.

The students also have to perform a series of intellectual and functional operations inside the classroom prepared by the teachers, to interact with their peer groups, to behave towards English and its teaching English, the classroom atmosphere, the student population in one class settings and the course materials which are focused on English. Ahmed (2015) suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers are more highly motivated and learnt more successfully than those who were learning language as a means to an end. However, the attitude towards teaching English is more on the teacher methods of conveying and encouraging the students to learn the language. A teacher with his teaching methods, attitudes and behaviors, provide opportunities for his students to gain a mentally healthy personality and to have a new world view by leaving unforgettable traces on them (Ozden & Eryilmaz, 2011).

Hertenstein and Platt (2010) proposed that active participation entails asking effective questions and giving constructive feedback to ensure effective discussion; but considering the content and context of the students' topic of discussion, definitions of effective questions and constructive feedback remain elusive.

In the continuing efforts of researchers to define active participation, in reality, students participate in a group discussion without the guarantee of an effective discussion. It is particularly true when the participation measure concentrates on the verbal count and neglects other learning domains, which seems to contradict the definition of learning in the previous major education theories that involve changes in an individual's cognitive process, psychomotor, affective domain, and character values (Roddin & Awang, 2015).

There are many studies focused on the speaking skill of university students. Some studies investigated only the speaking attitude (Başaran et al., 2009 & Yangil, 2019). In addition, there are studies investigating speaking attitude through speaking activities (Temizkan, 2010; Yalçın&Genç, 2013). Some other studies examined the speaking attitude using speaking activities within the context of teaching Turkish as a foreign language (Avci, 2019) and teaching English as a foreign language (Al-Tamimi & Attamimi, 2014). In addition, there are some studies investigating speaking attitude, anxiety, and skill together within the context of teaching English as a foreign language (Yaman, 2014) and the methods used by instructors to evaluate English speaking skill (Yastibas&Cepik, 2015). As a result of the literature review, there are various studies investigating speaking anxiety, attitude, and other factors from students at different levels of schooling, and the current study to be conducted on investigating EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

To undertake this study, the researcher applied a descriptive survey design with both quantitative and qualitative methods. Based on the objectives of this study, the research design which is found suitable for this study was descriptive that as Krathwohl (1998) stated, the strongest chances of reasoning were carried out through this designs. Accordingly, the descriptive survey design was used to identify the attitudes of grade 11 students towards group discussion participation in and challenges they encounter during speaking activities.1. To do this, the necessary data were collected from the subjects by using various instruments such as questionnaire, observation and interview. In addition the researcher used this research design to triangulate data in order to achieve objectives of the study. Here, the quantitative method and data analysis is used for a statistical recording and measuring of participants' responses. On the other hand, the qualitative component provided different types of data; investigating participants' perceptions in-depth that help to enrich and to explain the statistical results (Creswell & Plano-Clark, 2011).

In other words, the quantitative method allows the researcher to establish a relationship between variables, but it is often weak when it comes to exploring the reasons for those relationships among variables. So, the qualitative method was used to explain the factors underlying the broad relationship that is to be established (Punch, 2005). Qualitative procedures provide means of accessing non-numeric facts about the actual people the researcher observes and talks. In addition, qualitative techniques allow the researcher to share in the understanding and perceptions of others and to explore how people learn about and make sense of themselves and others (Creswell, 1998). Therefore, the researcher used both quantitative and qualitative methods to maximize the chance that the data capture the complexities of the issue.

3.2 Populations of the Study

The target populations of this study was number of students in Gessa Deliba General Secondary School especially grade 11. There are 262 grade 11 students in the school. Out of 262 students

101 are females and 161 are males. EFL teachers can't population of the current study because from the very beginning the study is focused on grade 11 students.

The primary data sources were students to be sampled for this study. The secondary sources of data were journals, books, published research documents in the library and other articles are related to students' attitudes towards group discussion and challenges they encounter during group spoken activities.

3.3 Sample size and Sampling Technique

3.3.1. Sample size

The sample size of this study is grade 11 students in Gessa Deliba General Secondary Schools. According to the school data, currently, there are 262 students. To select respondents, the researcher used a simple random sampling technique. The researcher sampled 150 students from grade 11 through using lottery system for questionnaire and participate in interview. Out of 150 sampled students, 140 filled questionnaires and 10 students were participated in interview.

3.3.2 Sampling Technique

The sampling techniques the researcher used to conduct this study were simple random sampling technique. Random sampling was used because it helped the researcher to find variety in the data. In this sampling technique, every individual would have the same probability to be selected and selection of one individual no way affects selection of another individual. The target population of this study was 262 students. According to Gay and Airasian (2003), the sampling of 10% to 20% is often used and conducive in social science researches. Among those students (150) participated as a chance because it was manageable.

3.4 Data Collection Instruments

Researchers may employ a variety of techniques or tools depending on the research topic, theoretical approaches and the type of data he/she wishes to work with. The choice of data collection instruments is also contingent on the research questions and objectives of the study. To collect reliable data for this study, questionnaires, interviews, focus group discussion and classroom observations were used as data collection tools.

3.4.1. Questionnaires

The researcher used questionnaires as a data-gathering tool to explore students' attitudes towards group discussion and challenges they encounter during group spoken activities. The questionnaire was prepared in English as the researcher believes that the respondents could understand the questions. Accordingly, the close-ended questions were preferred by the researcher as they are relatively objective, tabulate and analyze (Yalew, 2018).

The questionnaire was prepared in five Likert scales (for example; strongly agree, agree undecided, disagree and strongly disagree). Likert scale was preferred because it enables the respondents to choose one opinion from the given scales that best aligns with their views (Koul, 1984). Hence, 120 students were filled questionnaires.

3.4.2 Interview

Interviews are useful to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2018). In this study, a semi-structured interview was prepared and used to triangulate the data that was gained from the other instruments.

The interview was prepared in English language and it was employed in a systematic and consistent order. A semi-structured interview was preferred by the researcher as they permit greater flexibility and much freedom to talk about the problem under investigation (Yalew, 2018).

Interview question was developed to collect data on EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities. The interview was conducted with 10 students individually. To get really data and make clarity, the researcher used oral translation when conducting interview.

3.4.3 Observation

From the three data collection tools used in this study, observation was one. Observation is employed to collect additional data on the students' participation in group discussion (Brown, 2004) with options (5=frequently observed, 4=observed, 3= little observed, 2= somewhat observed, 1=never observed) required tick mark to be entered next to each statement three times. So, the researcher observed all grade 11 continuously for four weeks. Consequently, the

observation helped the researcher to get the actual students' participation in group discussion they encounter during group speaking activities in EFL class.

3.5. Procedures of Data Collection

For this study, the researcher followed series of data gathering procedures to collect data. The researcher first prepared a questionnaire, a semi-structured interview guideline and a classroom observation check-list. Next, comments and suggestions were collected from advisors. Then, all instruments were piloted in opposite secondary school after involving all modifications based on the feedbacks of my advisors. Finally, the edited instruments were used to collect the main study.

3.6 Reliability and Validity Instruments

Pilot test of the instruments were done before launching into the actual investigation. The purpose of the pilot test is to check whether the responses fulfill the objectives of the study; to determine the extent to which the questionnaire promote an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew, 2018).

It is possible to conduct pilot test in study area in opposite grade level in Gessa Deliba Secondary School. Therefore, to conduct pilot test the researcher, selected 50 students from Grade 12. To assure the face validity of the instruments, the researcher secured feedbacks from students. The content validity of the instruments was confirmed by preparing a sufficient number of questions, which included all objectives of the study. Besides, the return rate of the questionnaire was checked. Finally, the instruments were modified based on the feedback of the pilot test. Triangulation of the data gathering tools was executed by using interviews and classroom observation. The reliability of attitudes and participation items were calculated. It was 0.675 and 0.715 respectively

3.7 Method of Data Analysis

The researcher applied descriptive statistics to analyze the quantitative data using frequency, percentage and mean (each item mean and grand mean was calculated using SPSS Version 26. Data was collected and the survey was translated in a form of appropriate computer analysis (Fowler, 1994). The mean scores were used to interpret data gathered through a questionnaire. The researcher used mean value to determine the relationship between students' attitudes towards group discussion and speaking activities.

Finally, the data to be gathered through interview and classroom observations, was presented and analyzed qualitatively based on themes to supplement the data gathered through close-ended questions in a questionnaire. Which means qualitative data was analyzed thematically. The data containing the same idea and theme was selected together for the analysis of qualitative data (Wiersma, 1995). Triangulation of the data was made side by side.

3.8. Ethical Considerations

The season of the study was based on the consent of participants and willingness of participants. The researcher told subjects the full detail of the purpose of the study based on the objectives of the study.

In addition, the researcher informed the subjects that they have the right to remain anonymous for providing any information. The researcher also got official letter from English Language and Literature Department in order to formally approach the respective respondents from whom the researcher sought the right information.

Then, researcher also behaved ethically and morally in a way that the subjects trusted him as result of which he expected to get genuine information. Generally the researcher used and bounded to the ethical consideration and let them be informed to sign consent ensure anonymity and confidentiality.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4. Introduction

The objective of the current study was to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus. To achieve its objectives, three data gathering tools (i.e., questionnaire, interview and classroom observation) were used. Pilot study was conducted with grade 12th students. The reliability of attitudes and participation items were calculated. It was 0.675 and 0.715 respectively.

In the current study, totally 150 students participated. Questionnaire was filled by 120 students. Out of 150 students sampled, the researcher conducted interview with 10 students individually and 20 students were participated in focus group discussion.

4.1 Analysis of Data Collected through Questionnaires

4.1.1 Background Information of the Respondents

Table 1: Background Characteristics of the Respondents

Background Characteristics	Variables	Frequency	Percentage
Gender	Male	73	61%
	Female	47	39%
	Total	120	100%
Age	15-20 years	105	87%
	20-25 years	15	13%
	25-30 years	--	--
	Total	120	100%
Favorite subject	English	28	24
	Geography	50	39
	Biology	26	23
	Mathematics	16	14
	Total	120	100

As can be shown in the above table 4.1, out of 120 participants 61% and 39% of the respondents are male and female respectively. Concerning with age interval 87% of the respondents are under

15-20 years and 13% of the respondents are under the age of 20-25 years. Based on information collected regarding with favorite subject of the students 24% replied that their favorite subject is English, 39% replied that their favorite subject Geography, 23% replied that their favorite subject Biology and 14% replied that their favorite subject mathematics. Hence, majority of the respondents are male and their age group is under 15-20 years.

4.1.2 Attitudes of students towards group speaking activities

In this section five Likert scales (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) questions were prepared. The total numbers of items under attitudes of students towards group speaking activities were 16

Table 2: Students' Responses on Attitudes towards group speaking activities

No.	Items (Statements)	Row of F and %	Responses in Rating Scales						Mean
			1	2	3	4	5	100%	
1	Speaking in groups is a good way to express my thoughts.	F			20	60	40	120	4.17
		%			17	50	33	100	
2	In group speaking activities, I pay attention to correct pronunciation of the words correctly	F			15	75	30	120	4.12
		%			12	63	25	100	
3	I take care to use my tone of voice well while group speaking activities	F			10	67	43	120	4.25
		%			8	57	35	100	
4	I take care to use correct stress while group speaking activities	F				70	50	120	
		%				59	41	100	
5	I feel comfortable while speaking in groups about a topic in class	F		30	15	55	20	120	3.25
		%		25	12	46	17	100	
6	I am afraid of making mistakes while speaking in groups	F				65	55	120	4.4
		%				54	46	100	
7	I feel ashamed while speaking in groups	F				56	64	120	4.5
		%				47	53	100	
8	I get excited when I start speaking in groups	F			20	55	45	120	4.2
		%			17	46	38	100	
9	I'm afraid of my voice trembling while	F			15	55	45	120	4.01

	speaking in groups								
10	I'm afraid my members will make fun of me while group speaking activities	F			20	55	45	120	4.2
		%			17	46	38	100	
11	Learning through group speaking activities provides a relaxed atmosphere and I am happy to learn English	F				65	55	120	4.41
		%				54	46	100	
12	I find speaking in groups enjoyable	F				56	64	120	4.51
		%				47	53	100	
13	Participating in groups speaking activities increase my self-confidence in speaking English	F				70	50	120	4.41
		%				59	51	100	
14	Participating in group speaking activities promote a good relationship among learners as well as between learners and the teacher	F				63	57	120	4.41
		%				52	48	100	
15	Participating in group speaking activities encourage me to think and increase my self-confidence	F				71	50	120	4.41
		%				60	40	100	
16	Participating in group speaking activities can help to apply the knowledge in the classroom to use in my daily life after learning through communicative activities	F			20	55	45	120	4.2
		%			17	46	37	100	

It was analyzed by adding agree and strongly agree for positive sense and disagree and, strongly disagree for negative sense. As data can be seen from the above table 4.2 based on the attitudes of students towards group speaking activities were analyzed as below.

In case of item 1, out of 120 respondents 17% of the respondents replied neutral, 50% of the respondents agreed and 33% of the respondents strongly agreed that speaking in groups is a good way to express own thoughts with mean value 4.47. This implies that majority of the respondents replied agreed that speaking in groups is a good way to express own thoughts.

Concerning with item 2, 12% of the respondents replied neutral, 63% of the respondents agreed and 25% of the respondents strongly agreed that in group speaking activities, they pay attention to correct pronunciation of the words correctly with mean value 4.12. This indicates that in group speaking activities, students pay attention to correct pronunciation of the words correctly.

Concerning with item 3, 8% of the respondents replied neutral, 57% of the respondents agreed and 35% of the respondents strongly agreed that they take care to use their tone of voice well while group speaking activities with mean 4.25. This shows that students take care to use their tone of voice well while group speaking activities.

In case of item 4, 59% of the respondents agree and 41% strongly agreed that they take care to use correct stress while group speaking activities with mean value 4.41. This implies that students take care to use correct stress while group speaking activities in this EFL classrooms.

In case of item 5, 25% of the respondents disagree, 12% of the respondents neutral, 46% of the respondents agree and 17% of the respondents strongly agreed that they feel comfortable while speaking in groups about a topic in class with mean value 3.25. This shows that majority of the respondents feel comfortable while speaking in groups about a topic in classes. Here in item of 6, 54% of the respondents agreed and 46% of the respondents strongly agreed that they are afraid to make mistake while speaking in groups with mean 4.41. This shows that most of the students have tensions to make mistake while speaking in groups.

In case of item 7, 47% of the respondents agreed and 53% of the respondents strongly agreed that they feel ashamed while speaking in groups with mean value 4.5. This implies that most of the students feel shame while speaking in group. Concerning with item 8, 17% of the respondents replied neutral, 46% of the respondents agreed and 38% of the respondents strongly agreed that they get excited when they start speaking in groups with mean value 4.21. This shows that most of the students feel anxiety when they start speaking in groups.

Along with item 9, 12% of the respondents replied neutral, 38% of the respondents agreed and 50% of the respondents strongly agreed with mean value 4.01 that they get afraid of their voice trembling while speaking in groups.

In case of item 10, 17% of the respondents replied neutral, 46% of the respondents agreed and 37% of the respondents strongly agreed with mean value 4.21 they get afraid their members will make fun of them while group speaking activities.

In case of item 11, 54% of the respondents agreed and 46% of the respondents strongly agreed with mean value 4.41 that learning through group speaking activities provides a relaxed atmosphere and students are happy to learn English.

In case of item 12, 47% of the respondents agreed and 53% of the respondents strongly agreed with value 4.52 this shows that find speaking in groups enjoyable to learn English foreign language. In case of item 13, 59% of the respondents agreed and 51% of the respondents strongly agreed with value 4.41 this shows that participating in groups speaking activities increase my self-confidence in speaking English.

In case of item 14, 52% of the respondents agreed and 48% of the respondents strongly agreed with mean value 4.41 this implies that participating in group speaking activities promote a good relationship among learners as well as between learners and the teacher. In case of item 15, 60% of the respondents agreed and 40% of the respondents strongly agreed with mean 4.41 this shows participating in group speaking activities encourage students to think and increase their self-confidence. In case of last item, 17% of the respondents replied neutral, 46% of the respondents agreed and 37% of the respondents strongly agreed with mean value 4.21 this shows that participating in group speaking activities can help students to apply the knowledge in the classroom to use in their daily life after learning through communicative activities.

In the light of these results, the researcher observed that the advanced students' group discussion during speaking activities acquired a relatively fundamental amount of improvement in sub-target speaking skills including fluency, comprehension and organizing information. More interestingly, the researcher attributed these obtained results to the fact that group discussion is very enjoyable in which attracts students' attention strongly. Its environment can represent a comfortable learning environment which could be favorable for English foreign language learners.

Additionally, the researcher noticed that students of the group discussion while speaking activities create certain positive attitudes towards group work as a teaching strategy for speaking skills. Also, the researcher found out that students' interaction and participation through group work had better outcomes because most students prefer learning through collaborative strategies particularly group work which is very active strategy and it is largely prevail all around the world.

Moreover, the cooperative relations between students help them to feel comfortable and try to speak bravely, fluently and confidently without hesitation. Besides, the nature of group work is very interesting and reduces the isolation feeling among learners which helps them to maintain high motivation level for working together to achieve goals. Because all of that, group work assists students to concentrate on participation and interaction rather than feeling worried, they raced in sharing ideas and information thus, the presence of group work in English speaking classroom play an important role in simplifying the learner' point of view about speaking skills, The current findings were in line with the research done by Hughes (2002) which showed that learning speaking skills through group discussion in speaking activities and lesson provides students an opportunities to practice pronunciation accurately; they pay more attention to many essential issues acceptable using of rhythm, stress and intonation, realizing stressed word, pronouncing individual vowels and consonant sounds properly. Many researchers proved that such as Redmond and Vrchota (2007) and Thornbury (2005).

The findings of the current study are in favor of the results of the researches done by Hughes (2002), Hedge Tricia (2000) and Thornbury (2005). They reported that learning English language via group work plays an important role in improving students' ability to speak in appropriate, accurate, understandable, rational and reasonable way, also their ability to speak in acceptable level of rate, effort and continuity refers to fluency and coherence. Findings of the current study reveals that group work clearly had a great influence on enhancing students' speaking skills in all sub-speaking skills particularly in terms of vocabulary, comprehension, organizing information and fluency. The findings of this study revealed that using group discussion in speaking activities is very important to bring better results in learners' competence in English foreign language.

4.1.3 Students' participation in group discussion during speaking activities in EFL classes

In this section five Likert scales 1=Never; 2=rarely; 3=Sometimes; 4=Often; 5=Always questions were prepared. The total weights of items under students' participation were 8.

Table 3: Responses on Students' participation in group discussion during speaking activities in EFL classes

No.	Items (Statements)	Row of frequency and %	Responses in Rating Scales						Mean
			1	2	3	4	5	100%	
1	Paying full attention to others and responding in group speaking activities.	F		30	45	35	10	120	3.2
		%		25	38	30	7	100	
2	Expressing own ideas freely in group speaking activities	F		45	30	35	10	120	3.08
		%		38	25	30	7	100	
3	Actively responding to questions in group speaking classes	F		20	55	37	8	120	3.27
		%		17	46	32	5	100	
4	Making proper turn taking during group speaking activities	F				57	63	120	4.52
		%				47	53	100	
5	Ask questions to get the better explanation and clarification during group speaking activities	F			20	55	45	120	4.20
		%			17	46	37	100	
6	Making comments and sharing idea and thoughts in group speaking activities	F		28	47	35	10	120	3.22
		%		21	42	30	7	100	
7	Listening to others and showing respect to them in group speaking activities	F				65	55	120	4.45
		%				56	44	100	
8	Participating in hot group discussion activities in English speaking classes	F			9	71	40	120	4.25
		%			6	60	34	100	

Based on the students' participation in group discussion during speaking activities in EFL classes the collected data was analyzed based on the five Likert scale 1=Never; 2=rarely; 3=Sometimes; 4=Often; 5=Always as follow

Concerning with item of 1, 25% of the respondents replied rarely, 38% of the respondents replied sometimes, 30% of the respondents replied often and 7% of the respondents replied

always with mean value 3.2 this implies that majority of the students sometimes paying full attention to others and responding in group speaking activities in their English classes.

In case of item 2, 38% of the respondents replied rarely, 25% of the respondents replied sometimes, 30% of the respondents replied often and 7% replied always with mean value 3.08 this indicates majority of the students sometimes express own ideas freely in group speaking activities.

Here in item of 3, 17% of the respondents replied, rarely, 46% of the respondents replied sometimes, 32% of the respondents replied often and 5% of the respondents replied always with mean value 3.27 this shows that majority of the students actively responding to questions in group speaking classes rarely.

In case of item 4, 47% of the respondents replied often and 53% of the respondents replied always with mean value 4.52 this shows that majority of the students often make proper turn taking during group speaking activities.

In case of item 5, 17% of the respondents replied sometimes, 46% of the respondents replied often and 37% of the respondents replied always with mean value 4.20 this indicates that students often ask questions to get the better explanation and clarification during group speaking activities.

In case of item 6, 21% of the respondents replied rarely, 42% of the respondents replied sometimes, 30% of the respondents replied often and 7% of the respondents replied always with mean value 3.21 this shows that students' rarely making comments and sharing idea and thoughts in group speaking activities because the mean value is below 3.

Concerning with item 7, 56% of the respondents replied often and 44% of the respondents replied always with mean value 4.45 this implies that sometimes students listen to others and show respect to them in group speaking activities.

In last item 8, 6% of the respondents replied sometimes, 60% of the respondents replied often and 34% of the respondents replied always with mean value 4.25 this implies that participating in hot group discussion activities in English speaking classes.

Due to learning through speaking activities, the students' views were changed about these activities because they are very useful and helpful in improving students' speaking ability, self-confidence, participation in the classroom, and interaction with classmates. These results are in line with Park's (2005) study because students were free, confident to speak, and participated in the class actively. Participants believed that different speaking activities encouraged them to participate in the classroom at the highest level. Therefore, it can be concluded that doing speaking activities are the main factors to lead the student to create a relaxing atmosphere and unity. "Speaking activities are essential and should be presented in a situation or context and have a speaking purpose which must be engaging and meaningful" (Tekliuk, 2020, p218). In sum, the various, enjoyable speaking activities such as interesting topics, relaxing classroom atmosphere, and positive interaction were important factors to affect students' perceptions.

The above findings were supported by Gillis (2019) asserted that speaking is primarily utilized in daily communication with both teachers and students. Since speaking is the primary means by which individuals interact with one another, speaking is regarded as the most important skill in everyday life. To become an effective communicator, one must be proficient in all four language skills: speaking, listening, reading, and writing. Speaking, though, is the most crucial of the four language skills. It gives a speaker the ability to inform, convince and influence listeners. Speakers will be able to capture and keep the audience's attention while conveying their message if they speak clearly and confidently. Speaking also gives one the ability to be distinctive from others. A person who is good at speaking will be able to stand in front of others, communicate clearly and speak effectively. A speaker can also become well-known if they have the talent to speak.

The speaker who is good at speaking will get some respect as their reputation for excellent speaking can grow over time. Speaking also helps you enhance your career. Speaking has always been a useful skill that is worth in fully developing because most employers have always placed a high priority on speaking proficiency.

Speaking eventually allows speakers to feel satisfied. When giving a presentation and getting feedback from receptive audiences, speakers often experience a great sense of fulfillment that is uncommon in other communication styles (Gillis, 2019). Similar to this, Johnson (1995) asserted that in order for English-language students to engage in and benefit from the classroom experience, they must possess communicative competence.

Based on the session of observation, students' participation that support their English speaking fluency in the first meeting can be categorized into level this is because of several reasons. First, during teaching and learning process students were active. Then, the interaction between lecturer and students ran well. The next was the interaction between students and their classmates. And the teacher asked the students to sit in a group. Each group consists of five to eight students. Then, she gave them a topic to discuss in 15 minutes. After discussing the topic, every people should report the idea that found during the discussion to the group. They exchanged the ideas each other. Every group discussed the materials that given by teacher. They expressed their opinion in group. The students listened carefully to someone else who reported the ideas. They created good communication between their friends during learning process. Each student tried to use English to speak each other and they also supported each other. Briefly, the students speaking fluency was affected by supported from people around them.

4.1.4 Challenges students encounter during speaking activities classes

In this section five Likert scales (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) questions were prepared. The total numbers of items under challenges students' encounter during speaking activities were 13.

Table 4: Responses on challenges students encounter during speaking activities classes

No.	Items (Statements)	Row of frequency and %	Responses in Rating Scales						Mean
			1	2	3	4	5	100%	
1	Lack of proper vocabulary	F	45	31	24	20		120	2.15
		%	37	26	20	17		100	
2	Fear of making mistakes	F		16	34	70		120	3.45
		%		14	27	59		100	
3	Lack of self- confidence	F		38	42	40		120	3.01
		%		33	34	33		100	
4	Lack of motivation	F	42	40	18	17		120	2.03
		%	35	32	14	17		100	
5	Poor pronunciation	F			26	64	30	120	4.03
		%			21	54	25	100	
6	Lack of immediate feedback during speaking activities	F	56	30	14	20		120	1.98
		%	47	25	11	17		100	

7	Language anxiety and shyness	F	43	30	30	17		120	2.17
		%	37	25	25	13		100	
8	Shortage of time allowed for participation	F			23	67	30	120	4.05
		%			19	56	25	100	
9	Lack of speaking fluency	F			17	73	30	120	4.1
		%			13	62	25	100	
10	Lack of positive attitude	F	43	30	30	17		120	2.03
		%	37	25	25	13		100	
11	Poor grammar	F	43	30	30	17		120	2.03
		%	37	25	25	13		100	
12	Teacher cannot give equal attention to all of students	F			30	80	10	120	3.83
		%			25	68	7	100	
13	Teacher's interaction is limited to only the students in the front row	F			25	75	20	120	3.95
		%			21	62	17	100	

Based on the item of 1, 37% of the respondents strongly disagreed, 26% of the respondents disagreed, 20% of the respondents replied neutral and 17% of the respondents agreed with mean value 2.15 this shows that lack of proper vocabulary is not one the challenges that students encounters during speaking activities classes.

In case of item 2, 14% of the respondents disagreed, 27% of the respondents replied neutral and 59% of the respondents agreed with mean value 3.45 this implies that student' encounters fear of making mistakes during speaking activities classes.

In case of item 3, 33% disagreed, 34% of the respondents replied neutral and 33% of the respondents agreed with mean value 3.01 this implies that students encounter lack of self-confidence during speaking activities classes.

In case of item 4, 35% of the respondents strongly disagreed, 32% of the respondents disagreed, 14% of the respondents replied neutral and 17% of the respondents agreed with mean value 2.03 this indicates that lack of motivation is not the major challenges that students encounter during speaking activities classes.

In case of item 5, 21% of the respondents replied neutral, 54% of the respondents agreed, 25% of the respondents strongly agreed with mean value 4.03 this implies that most of the students encounter poor pronunciation encounter during speaking activities classes.

In case of item 6, 47% of the respondents strongly disagreed, 25% of the respondents disagreed, 11% of the respondents replied neutral and 17% of the respondents agreed with mean value 1.98 this implies lack of immediate feedback during speaking activities is not a challenges that students encounter in discussing speaking activities.

In case of item 7, 37% of the respondents strongly disagreed, 25% of the respondents disagreed, 25% of the respondents replied neutral and 13% of the respondents agreed with mean value 2.17 this implies that students encounter language anxiety and shyness during discussing speaking activities.

In case of item 8, 19% of the respondents replied neutral, 56% of the respondents agreed and 25% of the respondents strongly agreed with mean value 4.05 this shows that students encounter shortage of time allowed for participation during discussing speaking activities.

In case of item 9, 13% of the respondents replied neutral, 62% of the respondents agreed and 25% of the respondents strongly agreed with mean value 4.10 this implies that students encounter lack of speaking fluency during discussing speaking activities.

In case of item 10, 37% of the respondents strongly disagreed, 25% of the respondents disagreed, 25% of the respondents replied neutral and 13% of the respondents agreed with mean value 2.03 this indicates that students face lack of positive attitude as a challenges during discussing speaking activities.

In case of item 11, 37% of the respondents strongly disagreed, 25% of the respondents disagreed, 25% of the respondents replied neutral and 13% of the respondents agreed with mean value 2.03 this indicates that students don't encounter poor grammar as a major challenges during discussing speaking activities.

In case of item 12, 25% of the respondents replied neutral, 68% of the respondents agreed and 7% of the respondents strongly agreed with mean 3.83 this implies teacher cannot give equal attention to all of students.

In case of item 13, 21% of the respondents replied neutral, 62% of the respondents agreed and 17% of the respondents strongly agreed with mean value 3.95 this implies teacher's interaction is limited to only the students in the front row during discussing speaking activities.

In line with the above findings, insufficient vocabulary knowledge, a limited range of grammatical structures, and a lack of correct pronunciation are obstacles to learners' attempts to develop their speaking activities. Goh and Burns (2012) discovered that lack of grammar knowledge and a limited vocabulary restrict learners from accurately expressing their thoughts. A recent survey study conducted in a Chinese university by Xie (2020) discovered that the obvious barrier to learners' improvement in spoken proficiency is their inadequate repertoire of grammar and vocabulary. According to Humaera (2015), learners are prevented from speaking because they fear making some phrases that are not grammatically correct. According to Putri et al. (2020), one of the main factors contributing to academic failure among students is a lack of vocabulary.

Likewise, Liu and Jackson (2009) claimed that Chinese English language learners considered a limited vocabulary to be the greatest barrier to oral communication. According to Kelly (2006), proper pronunciation is crucial for producing accurate information and meaningful communication when speaking. Listeners may find it challenging to comprehend the meaning when students pronounce a variety of phonemes incorrectly.

After reviewing the related studies on the psychological, pedagogical and linguistic factors affecting EFL students' acquisition of speaking skills, the researcher came to the conclusion that there are numerous factors that affect students' EFL speaking activities. The literature review has also provided the researcher with a clear image to further explore these affecting factors, and to offer suggestions, recommendations, remedies, and solutions to them.

In addition to the above findings, Soureshjani and Riahipour (2012), poor speaking skills can be attributed to a number of pedagogical factors including a lack of emphasis on speaking skills in the curriculum, teachers' limited English proficiency, lack of classroom oral activities, and the lack of opportunities for English language practice outside of the classroom. Aeni et al. (2017) stated that peer teasing of students who struggle to express themselves accurately and appropriately in spoken English class is possibly a common phenomenon in EFL contexts. According to Méndez and Pea (2013), many language learners are worried about making mistakes in a spoken class since they experience anxiety about receiving negative comments from their teachers, and mockery from their classmates. In contrast to learner-centered and skills-based instruction, Alhaisoni and Rahman (2013) claimed that rote learning and teacher-centered instruction still dominate most classes in Arab countries. As a result of their observations that the

teaching strategies used by teachers in the Arabian Peninsula were not effective and did not foster motivation, these researchers have recommended using student-centered approaches of instruction. Additionally, they emphasized the need for providing students with adequate knowledge of basic skills and suggested that English teachers in the Kingdom must give up old-fashioned methods of instruction like “the lecture mode of instruction and the dictation of notes”.

4.2 Analysis of Data Collected through Interview

The key interviewees stated that presence of anxiety and shortage of time are the challenges the students face during discussing speaking activities. Supporting the above findings, according to Thornbury (2005), psychological factors like anxiety or shyness, lack of confidence, low motivation and fear of making mistakes prevent students from speaking in class. According to Park & Lee (2005), students' levels of anxiety have a negative effect on their performance in speaking. The performance and language acquisition of students may be hindered by their feelings of tension, anxiety, worry, or unease. They indicated that the more anxious you are, the worse your performance will be. According to Nunan (1999), any learner who lacks confidence in themselves and their ability to communicate in English will experience communication problems. Students who lack self-confidence are more likely to have a low expectation, which leads to lower spoken English achievement (Toujani & Hermessi, 2018). According to Humphries (2011), the most common enemy to students' development of spoken English is anxiety.

Moreover, MacIntyre & Gardner, (1994) stated that anxiety destroys students' self-efficacy which is essential for them to express their ideas and thoughts with confidence and motivation. IbnaSeraj and Habil's (2021) systematic review of the literature revealed a number of psychological factors influence learners' improvement of spoken English, including shyness, anxiety, self-efficacy, reluctance, emotions, and confidence. According to Humaera (2015), speaking in front of others is a common phobia that makes people shy, causes their minds to go blank, and makes them forget what they want to say, which results in most of them failing to perform well. According to Asif's (2017) research, Saudi EFL students experience fear when speaking English. According to Patil (2008), a priority for teachers to take into account in order to help students feel comfortable with their language use is building up their confidence so they no longer have a fear of making mistakes.

The results also indicated that most of the students have high self- confidence. Wang (2004) said that to enhance fluency and accuracy the students have to master English knowledge and vocabulary. Besides mastering vocabulary a student also mentioned that she able spoke English because got support and motivation from the lecturer who taught her in speaking.

It means lecturer play important roles in stimulating support and motivation to the students. Moreover, self-confidence was an important thing to encourage students' speaking ability. Muamaroh (2013) on her research argued that "The majority agreed that having a strong English vocabulary, being good at grammar and English pronunciation, speaking English to either teachers or classmates, participating actively in the class and making written preparation affected their confidence in speaking English." It can be concluded that knowing English and mastering many vocabularies develop students' self-confidence. Students also said that they were not worried about making mistakes when speaking.

On the other hand, to get a good achievement in speaking competence the students treated their ability in different ways. Such as listened English song every day, watching English movie without subtitle to increase students' vocabulary. Practicing English speaking also one of the strategies used by students to shape speaking ability. Besides, they used their spare time to read a book that purpose to enrich their vocabulary. In conclusion, based on the classroom observation and semi-structure interview result, every student had his or her own factors that influenced their speaking fluency. They also had different ways to develop their fluency in speaking. The students who can find their own ways for their learning are categorized as "good language students".

Moreover, it can be stated that students who have a variety of learning strategies are qualified to become good language learners. It is because they can develop their ability to speak English fluently. Similarly, Derakhsan, Khalili, and Behesti (2016) found that students' fluency affected by some materials provided. It means to make students enjoy and interest to learn English speaking the educators have to master the variety of learning approach. Differently, Wang (2004) suggested the used of three effective models (Wilis' three-stage model, Florez's five-stage-model, Goh's four stage model) increased students' speaking fluency and accuracy.

The finding showed that this model raised students' English knowledge, vocabulary, and some strategies to reduce their fear and stress. He also said before speaking students have to master

English knowledge, the effective time to learn English, and the opportunity to encourage their fluency.

4.3 Analysis of Data Collected through Observation

Based on the session of observation in the first day, student's activity that support their English speaking fluency can be categorized into level of participation. This can be understood from several characteristics. First, most of the students attended the class on time. They look very excited to join the class. In the beginning of the class, students looked very interest. The next reason was, students had the high enthusiasm to start speaking class. It can be seen from their responses when teacher gave the instruction during the class. The third, each student focused on each material that teacher provided. And then, all the instruction that given by lecturer was very clear and easy to understand.

Teacher classroom management that support students' English speaking fluency in the first meeting it can be seen from several reasons. The teacher taught the materials very well. She had good preparation. It looked from her performance in the beginning of lesson. The students understood each instruction that given by her. She managed the class very well; the students were interested in every classroom activity. The teachers enable to discuss materials with students. She had different way taught speaking class. The lecturer succeeded to create a good classroom atmosphere, because of that she had good relation with the students.

Based on the research finding from classroom observation, it found that there are some factors that impact students' fluency in speaking. The main factors were related with students' affective and linguistic factors. Some affective factors are emotion, self-esteem, empathy, anxiety, attitude and motivation. Students have high motivation to learn English. Harmer, (2001 as cited in Mattarima & Hamdan, 2011) argued that motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". To achieve the excellent goals in English speaking students have to increase their motivation which they will learn everything that related with English. Students' motivation related with intrinsic and extrinsic motivation. As we know that intrinsic motivation refers to someone enjoyment, pleasure, and interest to love something (Gredler et al., 2004).

Students' motivation here is the action that has impact to their study to increase their personal speaking. Support from people around students (family, lecturer, and classmates) are the examples of extrinsic motivation. The students' spirit in learning English speaking also affected

their competence. They able to speak in front of the class without anxiety. Students looked relaxed when lecturer asked them to speak in English. They more interesting discussed the material provided in English and more focused on it. Findings of the current study reveals that group work clearly had a great influence on enhancing students' speaking skills in all sub-speaking skills particularly in terms of vocabulary, comprehension, organizing information and fluency. The findings of this study revealed that using group discussion in speaking activities is very important to bring better results in learners' competence in English foreign language.

4.4 Discussion

As noticed in chapter one the main objective of the current study was to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities in case of grade 11 at Gessa Deliba Secondary School. Accordingly, I have tried to discuss the findings under three main headings; an investigation EFL attitude, participation in and challenges of group discussion during speaking skill.

4.4.1 Discussion on Attitudes of students towards group speaking activities

Regarding an investigation learners attitude towards group discussion in speaking activities participants were asked whether they have positive or negative attitudes.

Due to learning through speaking activities, the students' views were changed about these activities because they are very useful and helpful in improving students' speaking ability, self-confidence, participation in the classroom, and interaction with classmates. These results are in line with Park's (2005) study because students were free, confident to speak, and participated in the class actively. Participants believed that different speaking activities encouraged them to participate in the classroom at the highest level. Therefore, it can be concluded that doing speaking activities are the main factors to lead the student to create a relaxing atmosphere and unity. "Speaking activities are essential and should be presented in a situation or context and have a speaking purpose which must be engaging and meaningful" (Tekliuk, 2020, p218).

In sum, the various, enjoyable speaking activities such as interesting topics, relaxing classroom atmosphere and positive interaction were important factors to affect students' perceptions and attitudes.

4.4.2 Discussion on Students' participation in group discussion during speaking activities in EFL classes

Based on the session of observation, students' participation that support their English speaking fluency in the first meeting can be categorized into level this is because of several reasons. First, during teaching and learning process students were active. Then, the interaction between lecturer and students ran well. The next was the interaction between students and their classmates. And the teacher asked the students to sit in a group. Each group consists of five to eight students. Then, she gave them a topic to discuss in 15 minutes. After discussing the topic, every people should report the idea that found during the discussion to the group. They exchanged the ideas each other. Every group discussed the materials that given by teacher. They expressed their opinion in group. The students listened carefully to someone else who reported the ideas. They created good communication between their friends during learning process. Each student tried to use English to speak each other and they also supported each other. Briefly, the students speaking fluency was affected by supported from people around them.

4.4.3 Discussion on challenges students encounter during speaking activities classes

In line with the above findings, insufficient vocabulary knowledge, a limited range of grammatical structures, and a lack of correct pronunciation are obstacles to learners' attempts to develop their speaking activities Goh and Burns (2012) discovered that lack of grammar knowledge and a limited vocabulary restrict learners from accurately expressing their thoughts. A recent survey study conducted in a Chinese university by Xie (2020) discovered that the obvious barrier to learners' improvement in spoken proficiency is their inadequate repertoire of grammar and vocabulary. According to Humaera (2015), learners are prevented from speaking because they fear making some phrases that are not grammatically correct. According to Putri et al. (2020), one of the main factors contributing to academic failure among students is a lack of vocabulary. Besides mastering vocabulary a student also mentioned that teacher able spoke English because got support and motivation from the lecturer who taught his/her in speaking. It means lecturer play important roles in stimulating support and motivation to the students. Moreover, as most participants replied; self-confidence and motivation are important things to encourage students' speaking ability and overcome several challenges.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was focused on the attitudes of grade 11 students towards group speaking activities, students' participation in group discussion during speaking activities in EFL classes and challenges students encountered during speaking activities classes while using group work. To undertake the current study, a descriptive research design was applied. To collect reliable data for this study, questionnaires, interviews, and classroom observations were used as data collection tools. Pilot study was conducted with grade 12th students. The reliability of attitudes and participation items were calculated. It was 0.675 and 0.715 respectively. In the current study, totally 150 students participated. Questionnaire was filled by 120 students. Out of 150 students sampled the researcher conducted interview with 10 students individually and 20 students were participated in focus group discussion.

The finding showed that this model raised students' English knowledge, vocabulary, and some strategies to reduce their fear and stress. She also said before speaking students have to master English knowledge, the effective time to learn English, and the opportunity to encourage their fluency. The findings of the current study are in favor of the results of the researches done by Hughes (2002), Hedge Tricia (2000) and Thornbury (2005). They reported that learning English language via group work plays an important role in improving students' ability to speak in appropriate, accurate, understandable, rational and reasonable way, also their ability to speak in acceptable level of rate, effort and continuity refers to fluency and coherence. Findings of the current study reveals that group work clearly had a great influence on enhancing students' speaking skills in all sub-speaking skills particularly in terms of vocabulary, comprehension, organizing information and fluency.

5.2 Conclusions

The main objective of this study was to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities with particular references to Gessa Deliba Secondary School, Dawuro Zone Grade 11 in Focus.

To sum up, the present study has similar results to the previous studies in the literature in terms of factors that affect students' speaking skills such as lack of interest or motivation, lack of supportive environment and peer criticism. Most of the students English speaking activities were affected by affective and linguistic factors. For instance, students' enjoyment in speaking English class. The process of becoming fluent speaker takes long time. All students in speaking class expressed their enjoyable feeling. They enjoy teaching and learning process in the class. Students have different ways to develop their English speaking fluency. Watching English movies without subtitles in order to increase their speaking fluency is the most common one. Besides, they also can enrich their vocabulary from the movie. Students also listen to the English music to enable them to pronounce the words. They wish that they could speak fluently like the native.

5.3 Recommendations

Based on the findings of the study the researcher forwarded recommendations as follow:

It is necessary for teachers to motivate and support students to increase their ability in speaking. They also have to create good atmosphere and comfortable class to encourage students develop speaking fluency. Besides, it is also important for teacher o provide interesting activities when teaching process to build students self- confident to speak as they have to decide which activities that gives students more chance to speak. During speaking activities, students take an important role to give feedback and some correction to the students' mistakes directly.

To build students' self-confidence and willingness to participate in class speaking activities, instructors must create a relaxed and comfortable classroom atmosphere and use interesting teaching methods and materials. It is recommended that researchers study and investigate each factor influencing speaking activities separately and in depth.

It is suggested that students learn English speaking in joyfully or without fear. It aims to develop their self-confidence and fluency in speaking. As the result students can speak English well as the fluent like speaker do. Students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes.

On the other hand, the students also need to pay attention to their performance, so they can speak more fluent and accurately.

Finally, for a future study it would be fascinating to see the impact of differentiation in a speaking skill classroom. Since pupils have different learning needs, abilities and language levels, it is essential to apply differentiated instructions, in order to provide multiple approaches to a quality understanding of the task-instructions. The key to achieve a learning goal is the understanding of the instructions. The understanding of instructions facilitates the participation of the collaborative tasks (Tomlinson, 2004). This teaching strategy would be useful in Swedish multicultural and mixed abilities classroom, in order to promote speaking.

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APPENDICES A
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA IN TEFL

Questionnaire to be filled by students

Dear students,

This questionnaire is designed to investigate EFL learners' attitudes towards, participation in and challenges they encounter in group speaking activities: Grade 11 in Focus. It is one of the data collection tools that the researcher uses to collect the necessary data for her MA thesis in teaching English as a foreign Language (TEFL). The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire completely and honestly. The researcher would like to assure you that the responses that you give will be kept confidential and used only for the success of the study.

Thank you in advance for taking your time to fill this questionnaire!

General Instruction

- No need of writing your name
- It is forbidden to pass this paper to third body

Part One: Demographic Information of the Respondents'

Indicate your response by using "✓" in the box provided

1. Gender: Male ☐ Female ☐
2. Age : 15-20 years ☐ 20-25 years ☐ 25-30 years ☐ above 30 years ☐
3. Favorite subject: English ☐ Geography ☐ Biology ☐ Mathematics ☐ Chemistry ☐ if others specify

Part two: Students' attitudes towards group speaking activities

Read the following items carefully and put tick mark (✓) in the appropriate box under one of the given Likert scales (1, 2, 3, 4, 5) to show your level of agreement or disagreement to each statement given.

Key: 1= strongly disagree 2= Disagree 3= Neutral 4=Agree 5 = Strongly agree

No	Items	1	2	3	4	5
1	Speaking in groups is a good way to express my thoughts.					
2	In group speaking activities, I pay attention to correct pronunciation of the words correctly.					
3	I take care to use my tone of voice well while group speaking activities.					
4	I take care to use correct stress while group speaking activities					
5	I feel comfortable while speaking in groups about a topic in class					
6	I am afraid of making mistakes while speaking in groups					
7	I feel ashamed while speaking in groups					
8	I get excited when I start speaking in groups					
9	I'm afraid of my voice trembling while speaking in groups					
10	I'm afraid my members will make fun of me while group speaking activities					
11	Learning through group speaking activities provides a relaxed atmosphere and I am happy to learn English					
12	I find speaking in groups enjoyable					
13	Participating in groups speaking activities increase my self-confidence in speaking English					
14	Participating in group speaking activities promote a good relationship among learners as well as between learners and the teacher.					
15	Participating in group speaking activities encourage you to think and increase your self-confidence					
16	Participating in group speaking activities can help to apply the knowledge in the classroom to use in my daily life after learning through communicative activities					

Part three: Students' participation in group discussion during speaking activities in EFL classes

For each of the following items on students' participation in group discussion during speaking activities in EFL classes how often you participate in group speaking activities by putting a tick mark (✓) in one of the boxes under the five frequency rating scales (1, 2, 3, 4, 5) against each given statement.

Key: 1=Never; 2=Rarely; 3=Sometimes; 4=Often; 5=Always

No	Statements of participation in group speaking activities	1	2	3	4	5
1	Paying full attention to others and responding in group speaking activities					
2	Expressing own ideas freely in group speaking activities					
3	Actively responding to questions in group speaking classes					
4	Making proper turn taking during group speaking activities					
6	Ask questions to get the better explanation and clarification during group speaking activities					
7	Making comments and sharing idea and thoughts in group speaking activities					
9	Listening to others and show respect to them in group speaking activities					
11	Participating in hot group discussion activities in English speaking classes					

Part four: Challenges students encounter during group speaking activities

Instruction: Read the following items carefully and put tick mark (✓) in the appropriate box under one of the given rating scales (1, 2, 3, 4, 5) to show your level of agreement or disagreement to each statement given.

Key: 1 = Strongly disagree 2= Disagree 3= Neutral 4=Agree 5 = Strongly agree

No	Challenges encountered during group speaking activities:	1	2	3	4	5
1	Lack of proper vocabulary					
2	Fear of making mistakes					
3	Lack of self- confidence					
4	lack of motivation					
5	Poor pronunciation					
6	Lack of immediate feedback during speaking activities					
7	Language anxiety and shyness					
8	Shortage of time allowed for participation					
9	Lack of speaking fluency					
10	Lack of positive attitude					
12	Poor grammar					
11	Teacher cannot give equal attention to all of students					
13	Teacher's interaction is limited to only the students in the front row					

Appendix B

Interview Questions

1. Do you like to participate in group speaking activities when you learn English speaking?

2. What are the major challenges that you face during participation in speaking activities?

3. What are the teacher related challenges you face during in group speaking activities?

4. To what extent do you think that lack of motivation such as; being unprepared or having no interest in the speaking topics is a reason for reticence or silence? Explain”

Appendix C

Focus group discussion

1. What are the challenges you may face in speaking class?

2. What causes these challenges in class?

3. Do you think this is a result from your low English level and proficiency? If yes, explain please?

4. To what extend these challenges have been addressed in this particular class that you attended so far?

5. What are the possible strategies your English teachers apply to promote you in speaking class?

Appendix D

Observation Checklist

The following Classroom observation checklist was used during observation session.

Key: 1= Never observed; 2= Rarely observed; 3= Sometimes observed; 4= Often observed
5= Most of the time observed

No	Statement	1	2	3	4	5
1	Students actively responding to questions in speaking classes					
2	Some students do not take part during group speaking activities					
3	Only few students dominate in group speaking activities					
4	Students ask questions to get better explanation and clarification during speaking activities					
5	Students make comments and sharing idea and thoughts in group speaking activities					
6	Students offer ideas and responses during group speaking activities					
7	Students listen to the others' ideas and show respect during group speaking activities					
8	Most students make hot discussion in group speaking activities					

